Trinity School for Ministry

Comprehensive Self-Study Report
Prepared for submission to
The Commission on Accrediting
The Association of Theological Schools

Ambridge, Pennsylvania
October 10-13, 2016
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Introduction

On Wednesday January 6, 2016 following Morning Prayer in the Chapel during the January Interterm, sixth Dean President Justyn Terry announced to the gathered community of students, staff, faculty, and visitors that through the Reach for the Harvest campaign, Trinity School for Ministry raised more than $15.5 million, exceeding a $14 million goal. Visiting musicians led the assembled congregation in the Doxology, and the Rt. Rev. John Rodgers, former Dean President and founding father of the School, was asked to lead the benedictory prayer. John Rodgers gave thanks and praise to God for the results of the campaign and prayed that Trinity would not be proud and self-sufficient but rather thankful for God’s provision, as all our efforts result from his gifts to us. This snapshot of a recent Chapel service during the January Interterm embodies the overall character of Trinity School for Ministry in its 40th year as an institution offering theological education within a community of faith and learning that prepares students for mission. While Trinity has increased the number of degree programs it offers and has expanded its reach as an institution of theological education, its vision, purpose, and core values still reflect those which led to its founding as a theological school.

On January 8, 2016, Justyn Terry announced that he would retire on June 30, 2016, and the Dean of Advancement, Laurie Thompson, took office as Interim Dean President on July 1, 2016. From 2008-2016, Justyn Terry oversaw a clarification of the School’s vision statement; an expanded use of its purpose statement and core values; the implementation of an ongoing strategic planning process; a curriculum revision and assessment plan for the degree programs; an expansion into online education; and most recently, the Reach for the Harvest campaign, which raised funds to support scholarships, faculty sabbaticals, capital improvements to the residential campus, and other initiatives in keeping with the School’s founding principles.

Trinity School for Ministry is an independent theological school that was founded during the renewal movement of the 1970s, as denominational leaders identified the need for a seminary firmly rooted in the Scriptures and committed to educating competent leaders in ministry. In 1975, the Rt. Rev. Alfred Stanway, a retired Australian missionary, became the first Dean President. Bishop Stanway moved to the Pittsburgh region and established an office in his home, using his garage for the Library. Stanway was known for his vision of renewal and for translating this vision into a lively Christian community. His founding principles were based upon those of the Church Missionary Society: start small while intending great things, follow God’s lead, put money in a secondary place, and remember that under God, everything depends upon the quality of people chosen. These principles still inform the theological curriculum and institutional goals of the School. Courses began in 1976 with three faculty and 17 students. In 1978, Trinity purchased an empty church building and an abandoned supermarket in Ambridge. Over time, additional buildings and student housing were acquired and added to the campus.

Today, the School has grown to nearly 250 students enrolled in four degree programs, as well as diploma and certificate programs, with over 1,150 graduates. The faculty has grown to 15 full-time voting faculty and approximately 12 regular adjuncts. While the School maintains its Anglican emphasis, the ecclesial bodies of several denominations ordain Trinity graduates. The North American Lutheran Church (NALC) has established the North American Lutheran Seminary (NALS) at Trinity, and the Presbytery of the Alleghenies of the Evangelical Presbyterian Church
has endorsed Trinity as the preferred theological school for its students. Trinity deliberately builds bridges of friendship across Anglican and Episcopal jurisdictions and remains committed to the mission of ecumenical, biblical, theological education despite difficult and sometimes painful theological challenges and conflicts within the Anglican Communion. Consequently, while the legal name of the institution is Trinity Episcopal School for Ministry, the School does business as Trinity School for Ministry, as acknowledged by the Board of Commissioners effective June 7, 2016.

Current initiatives
The recent fundraising campaign, Reach for the Harvest, concluded December 31, 2015. The campaign’s established goals were organized into four categories reflecting the current strategies of the School as an institution: formation in community, global mission, congregational resources, and media publishing.

Formation in community
Funds from the campaign allow for investment in scholarships for students enrolled in degree programs, sabbaticals for full-time voting faculty, residencies for international scholars, continued development of the online course delivery format, and capital improvements to the residential campus.

Global mission
Campaign funds support investment in the Stanway Institute for World Mission and Evangelism, the School’s initiative for global missions and evangelism. Recent developments include the offering of a Diploma in Anglican Studies in Spanish.

Congregational resources
Funds from the campaign allow the School to develop educational resources for congregations through the Robert E. Webber Center, which recently received a $1.5 million gift from the Hanson Foundation. Ongoing initiatives include the annual Ancient Evangelical Future Conference hosted at Trinity; a new curriculum called Foundations for Christian Ministry, an eight-module program designed for adult Christians seeking greater preparation for Christian life and ministry; and publications such as Essentials of Christian Formation and The Jesus Way.

Media publishing
Campaign funds also allow for investment in the School’s publishing imprint, Whitchurch Publishing, and in a Media Center with the ability to produce education resources for teaching in traditional and online delivery formats and publish works authored by faculty, the Robert E. Webber Center, and the Stanway Institute. Trinity also established an online Bookstore for online students and constituencies beyond the residential campus. Examples of recent resources from Whitchurch Publishing include annual Advent and Lenten Devotionals, The Good Shepherd: A Theological Journey of 1,000 Years, The Gospel in the Book of Revelation, and Christian Faith and Same-Sex Attraction.

Recent history of accreditation
Over the past ten years since the 2006 Comprehensive Evaluation, the following changes have taken place in the institutional life of the School:
The School no longer awards the Master of Arts in Mission and Evangelism; this degree has been incorporated into the Master of Arts (Religion) degree program as an optional focus. Master’s degree programs offered by the School are: MAR, MDiv, STM.

The School no longer maintains ongoing extension sites, such as the former Diocese of the Rio Grande School for Ministry extension site. All courses are offered through either traditional or online/hybrid course delivery.

Faculty have worked to reduce teaching and administrative loads.

A shared knowledge exists, throughout the institution, of the true financial condition of the School.

The School has transitioned from an admissions focus to a recruitment focus. The first Director of Recruitment was appointed in 2015.

The former Extension Ministries, which served as an incubator for new initiatives and which encompassed several ongoing initiatives, has been discontinued, and its constituent initiatives have been integrated into the institutional life of the School.

Mentored Ministry has undergone significant changes in recent years. These changes are described in the sections addressing Standard 3, Standard 5, the Educational Standard, and the Degree Program Standards.

A strategic planning process has been implemented with ongoing efforts encompassing all aspects of the School’s institutional and educational programs.

The School’s relationship with The Fellows Initiative has been clarified by written agreement.

Significant progress has been made in assessment of the student learning outcomes of the School’s four degree programs. Faculty degree program directors, and the faculty as a whole, are working to evaluate and improve the School’s educational assessment program.

A director of the STM degree program has been appointed, and a regular cycle of STM courses has been developed and integrated into the theological curriculum.

Annual personnel evaluations are conducted at all levels within the institution, including an annual performance evaluation of the Dean President by the Board of Trustees.

Self-Study process

The 2016 Self-Study commenced in 2014 under the direction of the former Dean President, the Very Rev. Dr. Justyn Terry and the Academic Dean, the Ven. Dr. Mark Stevenson. The Self-Study process was overseen and implemented by a Steering Committee, which began meeting weekly in December 2015. One Steering Committee member, Barbara Costa, was Chair of the Steering Committee for the 2006 Self-Study. The Steering, Institutional Advancement, Student Services, and Degree Program committees collaborated on draft development through the shared use of online editing tools.

The 2016 Self-Study Report draft was presented to the Board of Trustees at the February 4, 2016 meeting. The report draft was then made available for commenting online for 30 days by trustees, faculty, staff, students, and graduates, and recommendations were subsequently incorporated into the report. The report was edited in the spring and summer of 2016 and published online in August 2016.

The 2016 Self-Study Report is organized by General Institutional Standards, followed by the Educational Standard and the Degree Program Standards for the four degree programs.
Supporting documents are included in the Appendix. The 2016 Self-Study provided an essential opportunity for a comprehensive institutional evaluation that will guide future institutional and educational planning. The recommendations that have emerged from the Self-Study will inform the Academic, Administrative, Advancement, and Governance goals of the Strategic Plan & Operating Plan.

Self-Study timeline
The following timeline guided the 2016 Self-Study process, which involved all constituencies of the School, including students, graduates, faculty, staff, administration, trustees, donors, and church leaders.

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2015</td>
<td>Faculty and staff reviewed the 2006 Self-Study Report.</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Committees formed and began meeting.</td>
</tr>
<tr>
<td>October 2015</td>
<td>Committees submitted initial drafts of Self-Study Report sections.</td>
</tr>
<tr>
<td>January 2016</td>
<td>Annual faculty, adjunct, and staff handbook revisions began.</td>
</tr>
<tr>
<td>February 2016</td>
<td>Report was presented to trustees and released to internal constituencies.</td>
</tr>
<tr>
<td>March 2016</td>
<td>Updated faculty curriculum vitae were submitted.</td>
</tr>
<tr>
<td>March 2016</td>
<td>Committee revisions to the Report were completed.</td>
</tr>
<tr>
<td>Spring/Summer 2016</td>
<td>Report was edited for submission to The Commission on Accrediting.</td>
</tr>
<tr>
<td>July 2016</td>
<td>Annual student handbook revisions began.</td>
</tr>
<tr>
<td>August 2016</td>
<td>Report and materials were submitted to The Commission on Accrediting. Report was made available to the public online.</td>
</tr>
</tbody>
</table>

Self-Study committees
The following committee structure guided the Self-Study. The Steering Committee met regularly, and subcommittees met as needed.

Steering Committee
The Ven. Dr. Mark Stevenson, Chair, Academic Dean
Barbara Costa, Community Liaison; 2006 Steering Committee Chair
Susanah Hanson, Library Director; MAR Program Director
Barbara Knecht, Advancement Administrator; Assistant to the Dean of Doctoral Studies; Assistant to the Director of Online Education
Geoffrey Mackey, Director of Student Affairs; Director of Alumni, Church Relations, and Deployment
Shannon Mary Sims, Accreditation Self-Study Project Manager
Russell Warren, Director of Online Education
Stacey Williard, Registrar; Director of Financial Aid

Institutional Advancement Subcommittee, General Institutional Standards 1-2, 7-8
The Ven. Dr. Mark Stevenson, Chair, Academic Dean
Karen Getz, Dean of Administration; Director of Accounting
Elaine Lucci, Human Resources Administrator
Steven Sims, Information Technology Manager
Jerry Mote, Director of Development
The Rev. David Penny legion, Student Cabinet President
The Rev. Dr. Henry L. (Laurie) Thompson III, Interim Dean President; Dean of Advancement;
Dean of Doctoral Studies
Dr. William G. Witt, Assistant Professor of Systematic Theology and Ethics

Student Services Subcommittee, General Institutional Standards 3-6
Susanah Hanson, Chair, Library Director; MAR Program Director
Justin Hostutler, Assistant Librarian
Geoffrey Mackey, Director of Student Affairs; Director of Alumni, Church Relations, and Deployment
Russell Warren, Director of Online Education
Dr. Don Collett, Associate Professor of Old Testament; MDiv Program Co-Director
The Rev. Dr. John Macdonald, Associate Professor of Mission and Evangelism; Director of the Stanway Institute for World Mission and Evangelism
Allyson Martin, Assistant to the Directors of the Robert E. Webber Center and The Stanway Institute
Andrew Thebeau, Student Representative
The Rev. Dr. Peter Walker, Professor of Biblical Studies

Degree Programs Subcommittee, Educational and Degree Program Standards
Stacey Williard, Chair, Registrar; Director of Financial Aid
Barbara Knecht, Advancement Administrator; Assistant to the Dean of Doctoral Studies;
Assistant to the Director of Online Education
Dr. Erika Moore, Professor of Biblical Studies; STM Program Director
Fara Pienkosky, Assistant to the President of the North American Lutheran Seminary and MDiv Program Co-Director
Bonnie Marie Yager, Student Cabinet Representative

Faculty Contributors to General Institutional Standard 5
Dr. Don Collett, Associate Professor of Old Testament; MDiv Program Co-Director
Dr. Phil Harrold, Associate Professor of Church History
Dr. Wesley Hill, Assistant Professor of Biblical Studies
The Rev. Dr. John Macdonald, Associate Professor of Mission and Evangelism; Director of the Stanway Institute for World Mission and Evangelism
The Rev. Dr. Joel Scandrett, Assistant Professor of Historical Theology; Director of Chapel;
Director of the Robert E. Webber Center
The Rev. Dr. Peter Walker, Professor of Biblical Studies
Dr. William G. Witt, Assistant Professor of Systematic Theology and Ethics
1 Purpose, Planning, and Evaluation

Recommendations from the 2006 comprehensive visit report informed the search for the sixth Dean President appointed in 2008 and guided a re-examination of the identity of the School. Four questions emerged at this time: What kind of school does Trinity want to be? What kind of student does our institution want to graduate? What is the Church they will serve? How do we guide our students? The institutional purpose statement, forming Christian leaders for ministry, still resonated.

A committee representing all constituencies of the School began work on a new vision statement in the fall of 2007. Later that year, an updated vision statement was approved by the faculty and trustees. The vision and purpose statement reflects gratitude for the past, trusting resolve for the present, and hope for the future. The current vision and purpose statement resulted from prayerful reflection by trustees, administration, faculty, staff, students, alumni, and the wider Church forming the constituencies of the School.

Purpose

The following vision statement guides the School in all institutional and educational planning: Trinity School for Ministry is an evangelical seminary in the Anglican tradition. In this fractured world, Trinity desires to be a global center for Christian formation, producing outstanding leaders who can plant, renew, and grow churches that make disciples of Jesus Christ. To this end, the purpose of Trinity School for Ministry is forming Christian leaders for mission.

The core values undergirding the vision and purpose are: evangelical and Anglican identity; welcoming evangelical, charismatic, and catholic streams; commitment to serving the Church; encouraging and maintaining excellent teaching and scholarship; continued commitment to the importance of deep formation in community; being a school of discipleship; encouraging lifelong learning; and in all we do, trusting God’s provision.

Trinity offers theological education in the Anglican tradition to students of all Christian faith traditions. In the midst of current developments in the Anglican Communion, the School is committed to forming Christian leaders for mission in The Episcopal Church, the Anglican Church in North America, and other Christian denominations. The primary purpose of the School is to train leaders and ministers who will bring about renewal in individual lives, congregations, and the Church as a whole. Trinity is also committed to using the unique resources of a theological school to address the painful and controversial issues before the Church. The faculty is committed to engaging the needs and concerns of the day and to helping the Church discern faithful, biblical answers. Trinity’s vision, purpose, and core values are reflected in the Statement of Faith signed by students, staff, faculty, and trustees and in the Covenant signed by students.

The founders intentionally named Trinity as a school for ministry, rather than a seminary, in order to transform the maintenance mentality of the Church and to prepare leaders, lay and ordained, for a mission-minded Church. Trinity values theological teaching and learning and understands the importance of scholarship to the wise exercise of faith while maintaining a
focus on forming and preparing students to serve and minister in the local and global contexts to which they are called.

Planning and evaluation
Guided by Trinity’s history, vision, purpose, and core values, the first Strategic Plan was developed in 2010. The Strategic Plan is reviewed, evaluated, and revised annually to assist staff, faculty, administration, and trustees to assume appropriate roles in fulfilling the purpose of the School. The tactical details to accomplish each strategic initiative are maintained, updated, and measured by the Dean’s Cabinet, the faculty, and the constituent departments serving academics, advancement, and administration.

Deans meet annually with staff to review applicable aspects of the Strategic Plan. Staff of each department review appropriate sections of the Plan and make recommendations to the Dean’s Cabinet. The Dean’s Cabinet, composed of the Dean President, the Academic Dean, the Dean of Advancement, and the Dean of Administration, review the Strategic Plan. Benchmarks for implementing the Strategic Plan are discussed and evaluated for continued appropriateness, and the Plan is adjusted in alignment with continued strategic goals.

Needs for improvement identified
During the 2016 Self-Study, a need was identified to integrate the faculty recommendations resulting from annual educational assessments into the Strategic Plan. While the Strategic Plan includes Academics strategies, currently, the faculty Summary Report recommendations from the annual assessment of student learning outcomes are not directly incorporated into the process of strategic planning and evaluation. A need was also identified to incorporate lessons learned from Student Information Questionnaire data into institutional and educational planning and evaluation.

The ongoing planning and evaluation process led to the expansion of the Strategic Plan to include both New Strategies and Ongoing Strategies. In 2016, an Operating Plan was added to the Strategic Plan. Completed strategies are moved to the Operating Plan as they become appropriated by the School. The Strategic Plan is revised in May-June and submitted to the Board of Trustees in October annually, and the annual budget is developed in light of the Strategic Plan.

The Strategic Plan and Operating Plan document is organized in the following manner:

- Chapter One: Introduction provides the vision, purpose, values, and history of Trinity School for Ministry; an analysis of strengths, weaknesses, opportunities, and threats in the environment; and objectives for recruitment, finances, and community life.
- Chapter Two: Governance addresses new, ongoing, and completed strategies for the Board of Trustees, the Dean President, the Dean’s Cabinet, the faculty, and prayer dependence initiatives.
- Chapter Three: Academics Strategies addresses new, ongoing, and completed strategies for full-time faculty, adjunct faculty, Master’s level degree programs, the Doctor of Ministry degree program, Intensive courses, Online Education, non-credit offerings, partnerships for the traditional and online delivery of courses, the Stanway Institute, the Robert E. Webber Center, the Library, the Chapel, student life, and the Registrar’s Office.
● Chapter Four: Administration Strategies addresses human resources, financial management, facilities, contiguous property acquisition and development, maintenance, information technology, and procedures for crisis, emergency, and disaster response and recovery.

● Chapter Five: Advancement Strategies addresses new, ongoing, and completed strategies for recruitment, development, regional events, communications and marketing, bookstore, alumni and deployment, church relations, and community relations.

● Chapter Six: Continuing the Process addresses approaches in strategic planning for ongoing analysis; the determination of the goals the School desires to accomplish; the implementation of those goals; the setting of specific, measurable, achievable, relevant, and time-bound target objectives; strategies to accomplish objectives; and the tactics needed to apply those strategies.

Progress on strategies in 2015

Academic strategies

● Recruitment. The first Director of Recruitment was appointed to develop new streams of recruitment of students representing a wide spectrum of denominations and faith traditions.

● Student Life. A new Director of Student Affairs, formerly entitled Dean of Students, was appointed in 2015 to oversee the academic, spiritual, and emotional well-being of residential students.

● Online education. A new Director of Online Education was hired in 2015 to oversee the online delivery of courses for all students and to ensure that online students are appropriately integrated into the community of learning offered by the School.

● Adjunct faculty. Improved criteria and annual reviews for regular adjuncts allow faculty to ensure that the theological curriculum is appropriately supported by adjuncts teaching required and elective courses.

● Partnerships. The first Manager of Partnerships was appointed in 2015 to oversee written agreements with other institutions for the delivery of courses and to ensure that these agreements align with accreditation standards.

Administrative strategies

● Facilities. The campus Master Plan was updated with plans for the construction of a Media Center.

● Information Technology. A datacenter providing expanded infrastructure was completed, and the campus security system was updated.

● Bookstore. The first online bookstore was released in 2015 to make the resources of the residential Ambridge campus bookstore accessible to online students and constituencies beyond the residential campus.

● Human Resources. New and/or refocused leadership staff positions, including a Director of Recruitment, a Director of Student Affairs, a Director of Alumni, Church Relations, and Deployment, and a Manager of Partnerships, have been appointed as a result of clarified goals and priorities emerging from ongoing strategic planning and evaluation.

Advancement strategies

● Alumni and deployment, Church Relations, and Deployment. The first Director of Alumni, Church Relations, and Deployment was appointed in 2015 to oversee
relationships with graduates and congregations and to utilize Student Information Questionnaire data to improve student services.

- Development. The *Reach for the Harvest* campaign was completed on December 31, 2015, having raised $15.5 million in revenues toward scholarships, faculty sabbaticals, capital improvements, global initiatives, a Media Center, and other publicized initiatives.
- Communications. The construction of a Media Center began in 2015 to make high-quality audio and video resources available to congregations and other constituencies served by the School.

Evaluation

- **Strengths:** The School is guided by clear statements of vision, purpose, and core values. Since 2010, the School has carried out an ongoing strategic planning process that includes planning and evaluation by all constituencies of the School in all areas of institutional and educational planning. The planning process includes completed, ongoing, and reevaluated strategies.
- **Weaknesses and Challenges:** While the Strategic Plan includes Academics strategies, currently, faculty recommendations from educational assessments are not directly incorporated into institutional and educational planning and evaluation. Currently, Student Information Questionnaire data are not used in institutional and educational planning and evaluation.

Recommendations

- Incorporate recommendations from the 2016 Self-Study into the Academics, Administrative, Advancement, and Governance chapters of the Strategic Plan and into subsequent institutional and educational planning and evaluation.
- Incorporate faculty recommendations from the annual assessment of student learning for the degree programs into the Academics chapter of the Strategic Plan.
- Incorporate recommendations based upon Student Information Questionnaire data into the Strategic Plan and into subsequent institutional and educational planning and evaluation.
2 Institutional Integrity

The School is committed to the ethical actions expressed in its statements of vision, purpose, and core values. As an institution, Trinity is aware of the importance of agreements made with governmental and accrediting agencies. The School values policies guiding the ethical treatment of students, employees, and all constituencies of the School.

Alignment with accreditation standards
The School is committed to conducting educational programs and institutional activities according to the standards and procedures established by The Commission on Accrediting. The Office of the Academic Dean ensures the timely submission of all Annual and Interim Reports to the Commission on Accrediting. The 2016 Self-Study commenced in 2014 in anticipation of the 2016 Comprehensive Accreditation Visit. The School consults accreditation Standards and Policy Statements to guide the formation of internal policies, procedures, and publications.

Compliance with applicable laws with regard to state, provincial, and federal authorities
The Board of Trustees and Dean’s Cabinet operate the School in compliance with state and federal authorities and conduct School operations in compliance with all applicable laws and regulations. Legal documents verifying that the School maintains the authority to operate its Ambridge residential campus are provided in the Exhibits. The School does not operate any extension sites but does enroll out-of-state students in online courses administered by the Office of Online Education. Documents showing evidence that all applicable state regulations are met for each out-of-state student are provided in the Exhibits and are available through the Office of Online Education.

Representation in publications
The legal name of the School is Trinity Episcopal School for Ministry, doing business as Trinity School for Ministry. The Office of Communications ensures that all published materials, electronic and print, including the Academic Catalog and Student Handbook, the Academic Calendar, and all promotional literature in print and online accurately represent the School to its various constituencies and publics as an evangelical theological school in the Anglican tradition. All charges and fees, including refund policies, are fully disclosed in the Academic Catalog and Student Handbook and online. All published materials are reviewed by the Office of Communications to ensure conformity to the Standards of Accreditation and to ensure the fair and honest representation of the School. Care is exercised to ensure that all documents in print and online employ gender-inclusive language. All tuition and fees, as well as the refund policy, may be found in the Academic Catalog and Student Handbook located in the Exhibits and online. The student refund policy and schedule are provided in the Academic Catalog and Student Handbook and online. The tuition refund schedule for dropped residential and online courses is as follows: Week One or before: 100%, Week Two: 75%, Week Three: 50%, and Week Four and Later: no refund.

Nondiscriminatory practices in employment
The Office of Human Resources adheres to all applicable labor laws. Adherence includes updating and displaying labor law posters and adhering to the regulations stated; filing timely informational documents in accordance with the Affordable Care Act; withholding and filing
payroll taxes according to federal, state and local jurisdiction requirements; supplying benefit summary plans to faculty and staff; maintaining employee payroll and personnel files; and obtaining I-9 Employment Eligibility Verification documentation from all faculty and staff.

**Grievance policies**
Grievances at all levels are taken seriously and investigated thoroughly. Procedures for addressing grievances are provided in the Employee Handbook, the Faculty Handbook, the Adjunct Faculty Handbook, and the Academic Catalog and Student Handbook. Student grievances are addressed by the Director of Student Affairs and/or the Academic Dean, depending upon the nature of the grievance. Grievances relevant to the accreditation standards are maintained in the Office of Student Affairs and/or the Office of the Academic Dean, as applicable.

**Integrity of financial management**
The Office of the Dean of Administration ensures that proper accounting and financial procedures are followed. Financial management is conducted with integrity, including the handling of contributions and other revenues and the management of budgeted expenses. An annual budget is developed, reviewed, and approved by the Dean’s Cabinet and the Board of Trustees. Financial reports are generated in-house and presented to the Dean’s Cabinet and the Board of Trustees regularly. Faculty are kept informed of the School’s financial position at regular faculty meetings, and staff are kept informed of the School’s financial position at meetings held four times per year. Financials are audited annually by an independent accounting firm.

**Ethical treatment of students, faculty, administrators, employees, and the public**
The School is committed to treating students, faculty, administrators, employees, and the public to which it relates in ethical ways. Ethical practices exercised by the School include an equitable policy of student tuition refunds; nondiscriminatory practices in employment; clearly defined processes for addressing faculty, employee, and student grievances; and integrity in financial management. As an Equal Opportunity Employer, the School hires without regard to race, color, sex, age, national origin, or physical or mental disability that does not prevent performance of essential job functions. Trinity reserves the right to give hiring preference to professing and practicing Christians.

**Promoting awareness of the diversity of race, ethnicity, and culture of North America**
Qualified students are admitted without discrimination regarding race, sex, age, handicap, color, or national or ethnic origin. The application of ethnic minorities is encouraged, and in recent years, the number of international students has increased. The School actively recruits potential students representing the full spectrum of diversity in race, ethnicity, and culture widely present in North America; however, there is much room for improvement in the diversity of enrollment. Recently, a Diploma program in Spanish was established in response to the needs of Spanish-speaking congregations in North and South America. The Spanish language Post-graduate Diploma in Anglican Studies is intended to provide post-baccalaureate-level education in the essentials of Anglicanism for native Spanish speakers, providing formation for Spanish-speaking students to be effective ministers of the Gospel in an evangelical Anglican context. The program includes seven courses covering the distinctives of Anglicanism. Courses in the diploma program
are online, allowing students to remain in their ministry contexts, and scholarships are available for students enrolled in the program.

Promoting participation and leadership of women in theological education
The Board of Trustees and Dean’s Cabinet are aware of the need to recruit women to faculty positions, and this need shapes decision-making regarding full-time and adjunct faculty positions. The School actively promotes the participation and leadership of women in education and ministry; however, there is much room for growth in the participation and leadership of women. Three of 15 full-time voting faculty, one of four deans, and four of 26 trustees are women; one female full-time voting faculty member is ordained. Women are actively recruited for all degree programs, and all opportunities offered by the School are extended to female students. Women consistently preach and officiate in Chapel services.

Financial assistance programs
All activities of the Registrar’s Office and the Office of Financial Aid operate in compliance with prevailing governmental guidelines regulating US federal student financial assistance programs. The School has maintained the default rate on student loans at 0% for the past 10 years. All necessary information regarding the School’s participation in financial assistance programs may be found in the Targeted Items Checklist in the Appendix. A copy of the most recent cohort default rate letter from the USDE may be found in the Appendix.

Transfer credits policy
The policy on transfer credits earned at other institutions of higher learning, including the criteria used to make decisions regarding transfer credits, is provided in the Academic Catalog and Student Handbook. This policy is maintained and updated by the Registrar’s Office.

Computer Usage Agreement
All faculty, staff, and students are required to read and sign the Computer Usage Agreement upon hiring or enrollment. The Computer Usage Agreement outlines the appropriate and ethical use of instructional technology, digital media, and the internet on campus networks.

Evaluation
- **Strengths:** Conformity to and compliance with all applicable laws and regulations is evidenced in every aspect of the School’s institutional and educational practices.
- **Weaknesses and Challenges:** Currently, the diversity of race and ethnicity found in North America is only moderately represented in the student body and is not represented in the faculty. The representation of women in faculty and trustee positions is less than adequate to support the long-term institutional and educational goals of the School. The School recognizes an ongoing challenge of accurately reflecting its evangelical education with an Anglican emphasis both in the theological curriculum and in printed and online publications.

Recommendations
- Include long-term strategies for increased racial and ethnic diversity represented in the faculty and students in the Academics and Advancement chapters of the Strategic Plan.
• Include long-term strategies for increased participation and leadership of women represented in the faculty and trustees in the Academics and Governance chapters of the Strategic Plan.

• Examine Student Information Questionnaire data to evaluate how well the denominational affiliations of students are served by the School and how well the vocational goals of students and graduates are being achieved by the School’s theological curriculum.

• In Communications, engage in a regular evaluation process to ensure that printed and online publications reflect the School’s commitment to evangelical education with an Anglican emphasis to potential students and to the various publics served by the School.
3 Theological Curriculum: learning, teaching, and research

Trinity is an evangelical school in the Anglican tradition that offers theological education to students of all denominations. Trinity strives to be contextually and culturally relevant while holding to the authority of Scripture. The theological curriculum reflects an Anglican tradition yet is sufficiently ecumenical to form students of all Christian faith backgrounds. The School strives for excellence as a center for theological reflection, research, and education in North American Anglicanism. Faculty understand and aim to serve the mission of the School as an expression of their faith and their call to serve the Church. At the same time, the Anglican and Episcopal Churches present the School with occasion to address complex issues, requiring sufficient freedom to pursue important questions and the practice of critical self-awareness in scholarly pursuits and routines of academic work.

Freedom of inquiry and a culture of self-critique are highly valued at the School. This value is evidenced in faculty publications. Journal articles, books, and other public communications of a scholarly nature show wide-ranging research interests among the faculty, demonstrating critical engagement with the ecclesiastical tradition served by the School and with the moral-ethical concerns arising in contemporary culture. The School is committed to supporting faculty scholarship that brings the evangelical and Anglican commitments of the School to bear upon the issues of the day. Faculty are active members of leading scholarly societies in their respective fields, attending annual meetings and presenting papers. Faculty also attend theologically-related meetings sponsored by the Church, at both denominational and parochial levels, and write for Church-related journals and magazines.

Faculty are particularly committed to sharing the benefits of their scholarly work within the Trinity community. In recent years, increased energy has been observed in class discussions, as students observe faculty pressing the implications of the ‘Anglican way of theology’ through to application in Christian life and witness today.

Goals of the theological curriculum
The School’s theological curriculum is based upon the following seven foundational principles:

1. A biblical, Christ-centered worldview is the essential starting point for Christian ministry.
2. Christian ministry in turn must reach out with the Gospel to all sorts and conditions of people.
3. Education in the biblical sense addresses the whole person. It forms character (being), it teaches necessary knowledge (knowing), and it develops skills for ministry (doing).
4. Trinity is called to serve not only The Episcopal Church but also other Anglican constituencies and other denominations.
5. Trinity is called to equip the saints, with the variety of gifts and experience they bring, for various ministries in the Church and to the world.
6. Equipping the saints thus requires a variety of programs and flexible requirements that can be adjusted to individual needs.
7. Theological education is a lifelong process because ministry is a lifelong calling, beginning before seminary and extending for the rest of one’s life.
The School’s theological curriculum is particularly focused on the formation of Christian leaders for mission by inculcating a deep sense of biblical theology. As Professor Emeritus Rod Whitacre explains, 

Biblical Theology provides the central focus of our curriculum and our life together at Trinity... Biblical Theology plays a vital role in giving the School and our graduates clarity and confidence in the message of the Bible for our lives and ministries, while also helping us recognize the areas in which faithful disagreement and dialog are appropriate... Biblical Theology provides criteria by which to discern God’s work throughout Church History, as well as in our own day. Biblical Theology enables us to grasp the major themes of Scripture which are essential for doing Systematic Theology and Apologetics. It helps us see the pattern of life to which God calls us in Christ, thereby providing essential content and perspective for pastoral care of individuals and for guidance of communities of believers in their worship, life, and mission. Biblical Theology helps us trace out the mission of God from Creation to New Creation, providing the revelation we need to understand our identity and purpose in life, both as individuals and corporately as the Body of Christ.

As such, the main goal of the theological curriculum is to educate students to grasp, internalize, and articulate a faithful biblical theology that is applicable to the ministries into which God calls them.

Curricular learning
The overarching goals of the curriculum are evidenced in the learning outcomes for the School’s four degree programs. In all Master’s degree programs, it is expected that students will recognize and identify the biblical theology evident in the coursework and will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology. A graduate from the MDiv degree program should be able to communicate the Christian message to a diversity of people in order to advance the mission of God and should be prepared to lead in a variety of Christian communities. A graduate from the MAR degree program should be able to teach the Christian faith and to apply scholarship to the life of the Church in his or her chosen theological discipline. A graduate from the STM degree program should be able to conduct research from original sources and to successfully pursue independent research and postgraduate study in his or her chosen theological discipline. A graduate from the DMin degree program should be able to reflect biblically and theologically about a ministry problem and to apply new learning to it.

All courses, whether biblical, historical, theological, or pastoral, are taught at the Master's or Doctoral level, except for those intended solely for non-degree certificate programs. Every degree and diploma program includes coursework in Biblical Studies, Pastoral Theology, Church History and Systematic Theology to prepare Christian leaders for mission. Teaching faculty thoughtfully employ varied instructional methods in the classroom towards this purpose.

Most recent theological curriculum revision
In 2010, the faculty began the most recent revision of the theological curriculum, and the revised curriculum was fully implemented in the spring of 2014.
**Spiritual formation in community**
The theological curriculum of the School includes activities and experiences that develop not only the intellectual and vocational capacities of students but also the spiritual, moral, and ethical capacities necessary to a life of faith and the wise exercise of ministry. Opportunities for spiritual formation beyond the classroom include Chapel worship, Leadership Formation Groups, and all campus Quiet Days.

**Chapel worship**
The Anglican tradition of the School is most evident in evening and morning Chapel worship. Morning and Evening Prayer are held in the Chapel on weekdays. The Eucharist is celebrated each Wednesday. Recently, the School commenced a series of extracurricular faculty talks on campus entitled *Meet the Faculty*, which allow faculty to share results of current research and reflection with the School community. *Meet the Faculty* lectures, monthly Dean’s Hours, or Student Cabinet meetings often follow the Wednesday Eucharist.

**Leadership Formation Groups**
Each faculty member advises a Leadership Formation Group of 6-10 students. Leadership Formation Groups meet each Wednesday of the academic term for conversation, support, and prayer. At least once per semester, each Leadership Formation Group is responsible, with its faculty advisor, to coordinate and lead daily Chapel services for one week. On the following week, the faculty advisor guides his or her Leadership Formation Group in self-evaluation of preaching and liturgical leadership for the purpose of developing competence and confidence in ministerial roles.

**Quiet Days**
Quiet Days, which are scheduled on the academic calendar once per semester, are part of the theological curriculum. Quiet Days provide opportunities to deepen spiritual awareness and grow in moral sensibility and character. Faculty are available to students for confession and for the discussion of spiritual matters. In 2016, a Quiet Day held on Ash Wednesday was led by Bishop Paul Lambert of the Episcopal Diocese of Dallas and proceeded as follows:

8:30 Holy Eucharist with the Ash Wednesday Liturgy
10:00 Quiet Reflection
11:00 First meditation
11:45 Quiet Reflection
12:15 Lunch
1:30 Second meditation
2:15 Quiet Reflection
2:45 Evening Prayer

Suggestions were made to students on how to spend the times of meditation: read or memorize a passage from the Scriptures, read through a Gospel or Epistle, meditate on a Psalm and memorize it, make a prayer list and pray through it, pray through the traditional Penitential Psalms (6, 32, 38, 51, 102, 130, and 143), walk in prayer and contemplation, write journal entries touching on the first weeks of the semester, write poetry and song, or select a passage from the Gospels and imagine themselves within the story. While individual Quiet Day activities are not
mandatory curricular assignments, they promote spiritual formation in keeping with the goals of the theological curriculum.

**Teaching**
Teaching faculty employ varied pedagogical approaches and classroom learning formats, including standard lecture, combined seminar and discussion, and flipped classroom. Faculty also consider the adaptability of these approaches for online delivery. Faculty employ team exercises and hands-on, practical experience in the classroom.

*Teaching methods and technology use as reported in the 2015 faculty survey*
Faculty are aware that the use of varied teaching styles and technology enhances the adaptability of the curriculum to the diverse life experience of students, the varied faith communities represented at the School, and the larger cultural context. Most courses have been administered by the outgoing learning management system (LMS), Edvance360, to accomplish pedagogical and instructional goals. In September 2015, nine full-time teaching faculty completed a survey reviewing their teaching. Regarding classroom teaching style, three faculty employed a flipped classroom format, three lectured only, seven lectured with discussion, and four used a seminar and discussion format. Four faculty reported the use of the whiteboard, three of PowerPoint, and one of other audio and visual aids.

*Course evaluation and improvement*
Each of the three academic departments, Pastoral Theology, Biblical Studies, and Church History and Systematic Theology, is chaired by a full-time voting faculty member. The faculty in each department meet to evaluate course offerings and engage in ongoing planning at the departmental level to continually improve the effectiveness of the theological curriculum. Chairs of each academic department call quarterly meetings, and department chairs then share these Minutes with the full-time voting faculty. Academic department meetings provide a forum for planning teaching assignments, discussing potential curriculum changes, and improving student learning in individual courses.

*Recent improvement in the Biblical Studies curriculum*
In 2013, faculty noted that MDiv students were spending a disproportionate amount of time on Biblical Greek in comparison with other coursework. Based upon the learning objectives for the MDiv degree program, which prepares students for congregational ministry, a need was identified to balance course loads in a manner appropriate to the educational needs of MDiv students. At this time, Biblical Studies faculty also expressed concern that the degree program requirements, which allowed MDiv students to choose to learn either Biblical Greek or Biblical Hebrew, resulted in a critical educational gap in Biblical languages. In response to expressed concerns about these issues on the part of the faculty as a whole, the Biblical Studies department discussed and suggested adjustments to the Biblical Greek courses in order to meet the needs of MDiv students more effectively. In addition, students in the MDiv degree program are now required to pass Basic Greek, Basic Hebrew, and an exegesis course in either Greek or Hebrew in order to acquire a broad foundation in biblical languages. The new requirements are more appropriate to the goals of the MDiv degree program of preparing students for the preaching and teaching of the Old and New Testament Scriptures in future roles of pastoral leadership.
Current challenges, evaluation, and ongoing improvement in the Pastoral Theology curriculum

In 2015, the School community was deeply affected by the untimely death of a longtime professor of Pastoral Theology from leukemia. Students, faculty, and staff attended the funeral and burial service, and a memorial service was later held in the campus Chapel. In the year following the death of the faculty member, the faculty reexamined the Pastoral Theology courses and determined that the Mentored Ministry field education program was fairly effective in meeting the formational needs of students but needed significant improvement in professional preparation for ministry. The Pastoral Theology faculty identified needed changes in the Mentored Ministry syllabus in order for the program to focus more on serving the needs of local congregations while preparing MDiv students for congregational ministry and leadership. In response to this need, the faculty invited a regular adjunct who was serving as Canon to the Ordinary of the Anglican Diocese of Pittsburgh with oversight of the ordination process to work with the Pastoral Theology faculty to connect the Mentored Ministry program more effectively with local congregations.

Currently, the Mentored Ministry program is transitioning to a stronger field education model in order to prepare MDiv students more effectively for ministry in a congregational setting, and new congregations have begun participating in the Mentored Ministry program. As of 2016, a separate section of Mentored Ministry is taught to Lutheran students who are placed with Lutheran congregations and are overseen by the President of the North American Lutheran Seminary (NALS). In March 2016, faculty voted to appoint two co-directors for the MDiv degree program to conduct regular, ongoing assessment of student learning outcomes of the MDiv degree program curriculum and to guide curricular planning of the coursework required for the MDiv degree. The Pastoral Theology faculty and MDiv degree program co-directors are continuing to reexamine and improve Mentored Ministry. Plans for 2016-2017 include the development and delivery of a survey of participating clergy to obtain data that will be used to evaluate and improve Mentored Ministry.

Student course evaluations
Course evaluations, which are administered for every course in the final week of term, focus on pedagogical and content issues aligned with the desired student learning outcomes of the School’s degree programs. Course evaluations are included in the annual reviews of all full-time voting faculty and regular adjunct faculty.

Educational assessment of the degree programs
In regular educational assessments of the four degree programs, individual courses are evaluated for educational effectiveness and for continuity with degree program goals and objectives.

Research
Faculty contribute to the advancement of learning in theological education within the academic community by scholarly study of religion and its role in higher education by publishing books, papers, and journal articles; participating in scholarly conferences and non-academic colloquia; and keeping abreast of current developments in their respective fields, society, and the Church.
Teaching of research methods as reflected in the 2015 faculty survey
In the September 2015 survey of nine full-time voting faculty, respondents were asked to
describe how they teach students to conduct research: seven faculty showed students examples
of good resources; seven faculty discussed what constitutes a good resource; seven faculty
required multiple types of resources, specifically, books and journal articles; and one faculty
member invited the Library Director to discuss research methods with students. Other reported
methods for teaching research methods included discussion of source citing and plagiarism,
instruction in problem statement methodology, and visits to the Library Reference Room to
learn resources for biblical and scholarly language assignments. Students are encouraged to
participate in biblical and theological scholarship by submitting papers, attending conferences,
and participating in academic competitions.

Memoranda of Understanding and Partnership Agreements with other institutions
The Office of Partnerships maintains memoranda of understanding with the North American
Lutheran Seminary and the Presbytery of the Alleghenies of the Evangelical Presbyterian Church
for cross-appointments of faculty, enrollment of Lutheran and Presbyterian students, and use of
institutional resources and with Asbury Theological Seminary for the delivery of Anglican-
emphasi course offerings for its students in the traditional residential format. The Manager of
Partnerships also maintains Partnership Agreements with the Fellows Initiative in Pittsburgh, the
Coalition for Christian Outreach, and the Ridley Institute for the traditional and online delivery
of credit courses to their students and staff.

Faculty research and publishing
Faculty research and publish books and articles for scholarship and for various publics served by
the School. Of nine respondents to the September 2015 survey of full-time voting faculty, eight
faculty were engaged in scholarly article-length publications, six were completing or had
recently completed scholarly book-length publications, seven were engaged in popular-level
book-length publications, and four had recently completed or were completing popular-level
article-length publications. This work is greatly assisted by the availability of a six-month
sabbatical every three years or a one-year sabbatical every six years. Books authored by faculty
are on display in the campus Bookstore.

Scholarly collaboration
Teaching and administrative faculty foster and maintain collaborative relationships with other
theologians. Collaboration is evidenced by participation in professional associations, including
the Academy of Homiletics, the American Academy of Religion, the American Theological Library
Association, the Association of Christian Librarians, the Association of Doctor of Ministry
Education, the Evangelical Fellowship of the Anglican Communion, the Evangelical Theological
Society, the Historical Society of the Episcopal Church, the Karl Barth Society, the North
American Academy of Liturgy, the Society for the Study of Christian Spirituality, the Society of
Biblical Literature, the Standing Commission on Liturgy and Music, the Tyndale Fellowship, and
the Wesleyan Theological Society.

Freedom of Inquiry
Within the confessional commitments of the School, members of the faculty have academic
freedom as generally accepted by institutions of higher learning. The generally accepted
definition of academic freedom is developed in the 1940 Statement of Principles on Academic
Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors (AAUP). This definition, extended in the AAUP Interpretive Comments of 1970 and amended in 1990, includes the freedoms and responsibilities summarized as follows:

- **Freedom in the search for truth**, including research and publication, coupled with the obligation to perform other academic duties faithfully and to deal responsibly with the institution in matters of pecuniary return;
- **Freedom in the classroom** to discuss controversial matters while avoiding content unrelated to the subject; and
- **Freedom to speak or write in the public forum** while maintaining accuracy, restraint, and respect for the opinions of others and with care that one’s opinions are seen as individual and not as representing the institution.

**Involvement with diverse publics**

At all levels, trustees, administrators, faculty, staff, students, and graduates desire and strive to engage and interact with diverse publics locally, regionally, nationally, and internationally.

**Denominational diversity**

While the School is an evangelical theological school in the Anglican tradition, students, faculty, staff, and trustees represent several denominations, including Anglican, Episcopal, Catholic, Lutheran, Methodist, Presbyterian, and other traditions. The sixth Dean President, the Rev. Dr. Justyn Terry, explained that “one of the great joys of life at Trinity School for Ministry is that we gather students from different parts of the Anglican Communion and from other denominations. We are finding that our identity as an evangelical seminary in the Anglican tradition is attractive not only to Episcopalians and Anglicans but also to Lutherans, Presbyterians, and many others.” Students, particularly MDiv students, often are in the process of discerning what their denominational affiliations will be when they graduate, and the School is committed to providing a safe and supportive environment for vocational discernment.

**North American Lutheran Seminary**

The School holds a memorandum of understanding with the North American Lutheran Seminary (NALS), which is in residence at the School. NALS is not a degree granting institution; rather; it partners with the School and other theological education institutions to provide theological education for its students. Lutheran students earn a Trinity School for Ministry degree, taking the core courses required in the MDiv curriculum. In 10 courses, Lutheran students take Lutheran alternatives taught by NALC professors to ensure a solid foundation in confessional Lutheranism. At its 2014 convocation, the NALC installed the Rev. Dr. Amy Schifrin as Seminary President and Dr. David Yeago as full professor, and both faculty have full-time voting appointments at the School.

**Evangelical Presbyterian Church**

In 2016, the School announced a memorandum of understanding with the Presbytery of the Alleghenies of the Evangelical Presbyterian Church, which has endorsed Trinity as the preferred seminary for its students. In February 2016, The Rev. Dr. Richard Herbster, a longtime adjunct, was appointed to the full-time voting faculty and was named Dean of Presbyterian Studies. Presbyterian MDiv students take applicable courses in the Presbyterian track.
Current ecumenical opportunities and challenges
As entering students become increasingly ecumenically diverse, the School is grappling with the challenge of evaluating how to faithfully reflect, in printed publications and online, the character of its theological curriculum as an evangelical seminary in the Anglican tradition. The fourth foundational principle of the School’s theological curriculum is: “Trinity is called to serve not only the Episcopal Church but also the other Anglican constituencies and other denominations.” Continual evaluation by the faculty is required to ensure that course syllabi and content align with the School’s understanding of its theological curriculum. The MDiv, MAR, and STM degrees all share a student learning outcome articulated as “The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology.” Faculty face an ongoing challenge of evaluating when and how required courses should reflect a distinctively Anglican emphasis. In some courses, such as the Systematic Theology course ST770 The Anglican Way of Theology, the Anglican emphasis is clear, while in others, such as the Pastoral Theology course PT500 Spiritual Formation, the Anglican emphasis is less distinctive.

Public events offered during January and June Interterms
Noncredit courses, conferences, lectures, and workshops are offered to the public each January and June Interterm. These learning opportunities connect the School with various publics, and they reflect and embody the character and institutional goals of the School. January and June Interterms have become a gathering time for a wide range of constituencies served by the School. While Intensives are offered to residential and online students enrolled in accredited degree programs, noncredit learning opportunities are offered concurrently for the public, making the School a hospitable learning community. January and June Interterms are carefully planned in advance by the Office of Interterms to ensure the integrity of the programs offered and their alignment with the overall theological curriculum.

Articulation of religion’s role and influence in the public sphere
In recent years, faculty have enjoyed significant opportunities for engagement in the public sphere. On October 10-11, 2014, Trinity hosted the conference Christian Faith & Same-Sex Attraction: Finding Paths to Ministry led by faculty member Dr. Wesley Hill. With nearly 200 guests in attendance, speakers Dr. Mark Yarhouse, Melinda Selmys, Eve Tushnet, and Dr. Wesley Hill explored questions about “how our churches can speak the Good News of Jesus Christ to our lesbian, gay, bisexual, transgender, and queer neighbors and how their faith and discipleship can be nurtured so that they in turn can use their gifts in ministry.”

On June 4-5, 2015, the third annual Ancient Evangelical Future Conference hosted at Trinity by the Robert E. Webber Center was themed For the Life of the World: The Church’s Mission in a Pluralistic Age. Speakers Ed Stetzer, John Armstrong, Michael Goheen, and Grant LeMarquand addressed attendees on questions of “how does a holistic biblical theology of the mission of God guide the American Church in the 21st century? How does the increasingly pluralistic and global character of the American context shape the Church’s engagement with that context? How might the experience of early urban Christians help the Church to answer these questions? What are the implications of those answers for Christian mission today?”

On March 31-April 2, 2016, Trinity hosted the most recent Association for Doctor of Ministry Education (ADME) conference ADME and ATS: Collaborating for better DMin Practices hosted by the Dean of Doctoral Studies, the Rev. Dr. H. Lawrence (Laurie) Thompson. Attendees engaged
the future of DMin education with topics such as *Mentoring Techniques: Adopting Creative Tools to Increase Church Membership When the Church Lifecycle is in Decline* with Pamela Sattiewhite.

*Connections with the Borough of Ambridge*
Administration, faculty, and staff maintain strong connections within the Borough of Ambridge, the small municipality in which the residential campus is located. Far from being secluded, the School interacts with the surrounding community in many ways, supporting local businesses and renting or owning several Ambridge residences. Many of the improvements encouraged by the organization Sustainable Pittsburgh are either practiced at the School or planned for future implementation, such as conserving utilities; reclaiming industrial buildings and sites, most notably evidenced in the Academic/Library Building, which was formerly a grocery store; sustaining efficient building systems; and recycling paper, plastic, glass, and scrap metal. The School is listed by Sustainable Pittsburgh as a Bronze Sustainable Business.

*Community Liaison*
In 2002, a staff member and recent graduate was appointed to the Downtown Committee of the Ambridge Area Revitalization and Development Corporation (AARDC) and to the Zoning Appeals Board. Upon retirement in 2006, the staff member was named Community Liaison. Current activities of the Community Liaison include delivery of the invocation for the Borough of Ambridge Council, representation at Laughlin Library and Old Economy Village events, membership in Volunteer Organizations Aiding in Disaster (VOAD) of the Beaver County Emergency Services, and revision of the Trinity Community Resource Guide orientation booklet. The Community Liaison posts information about the Ambridge community on the CampusNews listserv, provides a daily prayer calendar for Ambridge for distribution to faculty and area clergy, advertises local events, and supports the child safety program of the Ambridge Fire Department.

*Global awareness and engagement*
The School maintains strong global awareness and engagement. Trinity encourages all students to participate in a cross-cultural experience, which is required for MDiv students.

*International students*
Since 2006, the School has increased the number of international students enrolled in the MAR degree program on full scholarship to as many as eight students in a given year from Kenya, Uganda, Tanzania, Rwanda, Ethiopia, Nigeria, Brazil, Egypt, and Myanmar. In the 2015-2016 academic year, four international students from Egypt, Tanzania, Uganda, and Myanmar were in residence, and the DMin degree program has hosted students from Ethiopia, Nigeria, Colombia, and Chile. In 2015, the Most Rev. Tito Zavala, Presiding Bishop of the Anglican Church of South America, earned a DMin degree with a thesis written in Spanish and was supervised by the Associate Professor of Mission and Evangelism and Director of the Stanway Institute for World Mission and Evangelism.

*International trustees*
Global course requirements
The MDiv degree program requires two courses in mission, ME500 Introduction to World Mission and ME600 Evangelism and Church Planting, as well as a third elective in Missions and Evangelism. The MAR with a Christian Mission and Missiology focus requires a third course, ME699 Global Anglicanism, in place of the ME elective. The former Master of Arts in Mission and Evangelism (MAME) offered three possible foci: Global Mission, Evangelism and Renewal, and Youth Ministry. The MAME degree program has transitioned to the MAR with Christian Mission and Missiology focus in order to provide a more cohesive theological curriculum. The theological curriculum also includes the elective course ST735 World Religions. The MDiv degree program requires participation in a cross-cultural experience, and the School offers mission trips for credit during January and June Interterms. The Rev. Dr. Peter Walker, Professor of New Testament Studies, has led several study trips to Israel since joining the faculty in 2012, and his book *The Jesus Way* has been made available internationally with plans underway for translation into Spanish.

Annual Mission Day
Annually, the School hosts a Mission Day organized, coordinated, and promoted by the Great Commission Fellowship, a student-led group. Speakers since 2006 have included The Most Rev. Stanley Ntagali, Archbishop of Uganda; the Most Rev. Tito Zavala, Presiding Bishop of the Anglican Church of South America; the Rev. Dr. Christopher Wright from the Langham Trust in the United Kingdom; the Rt. Rev. Henry Scriven, Latin American Director of CMS-United Kingdom; the Most Rev. Mouneer Anis, Archbishop of Jerusalem, North Africa, and the Middle East; and the Rev. Dr. William Taylor, missiologist, missionary, and former head of the Missions Commission of the World Evangelical Alliance.

New Wineskins Conference on Global Mission
Triennially, classes break for two days so that students and faculty may travel to Ridgecrest, NC for the four-day New Wineskins Conference on Global Mission, an Anglican and Episcopal mission conference hosted by the New Wineskins Missionary Network headquartered in Ambridge. Plenary addresses are given by speakers from all over the world, and many workshops are offered to attendees. The Stanway Institute subsidizes the cost of the conference for faculty, staff, and students.

Mission travel
Annually, faculty lead students on mission trips to several global locations, including Uganda (clergy training and rural evangelistic outreach), Kenya (clergy training), Ethiopia (clergy training), Spain (evangelism and congregational development), Indonesia (children’s ministry, youth ministry, adult education, and preaching), and Singapore (preaching). In addition, students accompany faculty to teach clergy and students in Mexico, Bolivia, and Brazil.

Spanish Diploma in Anglican Studies
In 2015, the School began offering an online Diploma in Anglican Studies, or Diploma Posgrado en Estudios Anglicanos (PGDAS), taught entirely in Spanish. Six students, four from Mexico and two from Texas, enrolled the first semester. In succeeding semesters, enrolling students came from Colombia and Puerto Rico. The PGDAS consists of seven courses: the six core courses required for the Diploma in Anglican Studies plus a course entitled Leadership and Parish Administration.
Engagement in Spanish-speaking regions
Since 2007, faculty member the Rev. Dr. John Macdonald has served on the Board of SAMS-International, a network composed of the South American Missionary Society (SAMS) and Church Mission Society agencies in the United States, United Kingdom, Ireland, Canada, and New Zealand. Dr. Macdonald has also represented SAMS-International and the School at two Provincial Synods of the Anglican Church of South America in Viña del Mar, Chile in 2009 and in Montevideo, Uruguay in 2012. At the invitation of the Most Rev. Hector Zavaleta (MAR 1988, DMin 2015), Primate of the Anglican Church of South America, John Macdonald attended and taught at the Diocesan Synod of the Diocese of Chile, in Temuco, Chile in November 2015.

Engagement with GFCA and AGMP-NA
Faculty represent the School at the Global Fellowship of Confessing Anglicans (GFCA). Faculty attended the leaders’ meeting in England in 2012, the international gathering in Nairobi, Kenya in 2013, and at the GAFCON Anglican Primates meeting in Woking, England in 2015. The Stanway Institute is a founding member of Anglican Global Mission Partners-North America (AGMP-NA), a network of mission agencies, churches, and dioceses within The Episcopal Church and the Anglican Church in North America.

Engagement in Asia
Faculty attended the 2014 Mission Roundtable sponsored by the Anglican Diocese of Singapore, an international gathering focused on mission and outreach in the Provinces of Southeast Asia and Myanmar. While there, a faculty member participated in an informational panel on world mission.

Founding of Kenya Christian Education Partners
In 2010, Trinity alumnus the Ven. Qampicha Wario, then Archdeacon for the Sololo district and now Bishop of the Diocese of Marsabit in the Anglican Church of Kenya, invited a faculty member and a student to Marsabit and Sololo, Kenya to explore the feasibility of establishing an Anglican primary and secondary school in Sololo, a town on the northern border of Kenya with Ethiopia. Upon their return, faculty collaborated with students and alumni to form Kenya Christian Education Partners, which founded Tumaini Academy in Sololo. Tumaini Academy now serves over 200 children in the Sololo district from preschool to grade 8 on the main campus and three satellite preschool campuses.

Engagement in Egypt, North Africa, the Horn of Africa, Nigeria, and Uganda
In May 2012, faculty represented the School at the consecration in Cairo, Egypt of faculty member emeritus, the Rt. Rev. Grant LeMarquand, as Area Bishop for Ethiopia and the Horn of Africa (Djibouti, Somalia, and Eritrea) in the Diocese of Egypt, North Africa, and the Horn of Africa. Faculty attended Bishop LeMarquand’s installations in Addis Ababa and Gambella, Ethiopia in October 2012. While on the faculty, Bishop LeMarquand initiated the collection of as many translations of the Scriptures into African languages as possible, and the School is now home to one of the largest collections of African language bibles in the world. As of 2014, students at the Christian Institute in Jos, Nigeria, where a trustee, the Most Rev. Benjamin Kwashi, is Archbishop, may enroll in online courses toward a Diploma in Theology. Faculty represented the School at the enthronement of the Most. Rev. Stanley Ntagali as Archbishop of the Province of the Anglican Church of Uganda in 2012.
Ethics of Scholarship
Faculty are primarily responsible for promoting the ethics of the scholarly environment at the School. Faculty teach and model the School’s expected standards of academic integrity in the development of research papers and other academic projects.

Research involving human participants
The Dean of Doctoral Studies reviews all DMin thesis projects involving human subjects. DMin students complete a Human Participant Review Application, which must be approved before commencing a DMin thesis project.

Citations in works of scholarship
Perhaps the most critical issue in exhibiting integrity in academic work is the implementation of accepted practices of notation of resources and references. The School’s plagiarism policy aims to address both intentional and unintentional plagiarism and recognizes that there are levels of plagiarism.

Evaluation
● **Strengths:** Global awareness and engagement are evidenced both in and beyond the classroom. The School is engaged with a wide range of publics locally, regionally, and internationally.
● **Weaknesses and Challenges:** The Self-Study identified a need to express more clearly the overarching goals of the theological curriculum in the School’s printed publications and online, answering questions such as: How is the curriculum intended to inform the exercise of a life of faith? How might the curriculum help students to grow in moral sensibility and character? How does the School view itself as ecumenical with an Anglican emphasis? The School also recognizes a need to describe more clearly its approaches to learning, teaching, and research in printed publications and online, answering questions such as: What are the ministry goals of the Mentored Ministry and other practicum courses? What qualities should participation in Chapel leadership by Leadership Formation Groups foster in students preparing for lay and ordained ministry?

Recommendations
● Develop statements for print and online publication articulating the overarching goals of the theological curriculum.
● Develop statements for print and online publication articulating the student learning and formation goals in non-curricular areas, such as Chapel and Leadership Formation Groups.
● Examine Student Information Questionnaires to evaluate student views on how well their education has prepared them for applying reflection and wisdom to a life of faith; how much of a role faculty played in their spiritual formation; and how well their education helped them to develop the personal and professional capacities for ministry, engagement with a variety of publics, and global and multicultural engagement.
4 Library and Information Resources

The Library collection currently holds approximately 80,000 print items and 9,000 items in bound print periodical volumes. The Rare Book Room collection holds the oldest and rarest items, including a Vulgate from 1546. The Library’s print purchasing budget has remained stable over the past 10 years. In addition to purchasing titles for the collection, the Library also accepts book donations and in this manner has obtained items beyond the scope of its budget. Recent donations include approximately 500 rare books from the parish of Trinity, Wall Street, a Pennyroyal-Caxton limited edition Bible, and others.

Library collections
Primary areas of collection development are Anglican theological works and resources for biblical studies. With the establishment of a memorandum of understanding with the North American Lutheran Seminary, the Library has begun collecting Lutheran materials. In addition, the Library purchases books to support the Master of Sacred Theology (STM) degree program. The Library’s Rare Book Room houses an archival collection for the School in particular and for the Renewal Movement of the Episcopal Church in general.

The Rt. Rev. Dr. Grant LeMarquand, faculty member emeritus, established and supported a special area of collection development named the Stanway Africa Collection, which features Bibles, prayer books, and hymnals from Africa. The Stanway Africa Collection was established in honor of Mrs. Marjory Stanway, wife of the first Dean President, the Rt. Rev. Alfred Stanway, as the Stanways were missionaries to Tanzania. At current reckoning, the Library holds items in over 90 languages. The Stanway Africa Collection gathers and preserves these rare materials for future theological study and for the use of international students, who often donate a copy of the Bible and prayer book in their native language, if such a translation exists. The Library is no longer collecting actively for the Stanway Collection but still accepts distinctive items and translations as they become available.

In addition to print resources, the Library provides a limited collection of 1,500 eBooks hosted on the online EBSCO platform. The eBooks were purchased in packages via an arrangement with the Association of Christian Librarians (ACL) and as such are suited to theological and biblical studies. Some overlap exists between the print and eBook collections. The Library also maintains a media center with audio and visual materials, including some popular works, such as the Lord of the Rings trilogy, as well as curriculum-related materials, such as the Bible on CD and the lectures of the Rev. Dr. Kenneth E. Bailey. The Library provides access to several databases, including American Theological Library Association with Serials, New Testament Abstracts Online, Old Testament Abstracts Online, and Religious and Theological Abstracts. All databases are available online for students, faculty, and staff. In addition, the Library provides access to ATLASforAlums. Students use the EBSCO databases almost exclusively to research journal holdings and articles; very few students request access to electronic books, and students prefer print books for research.

The Library engages in coordinated collection development with the McCartney Library of Geneva College in Beaver Falls, Pennsylvania and with the Reformed Presbyterian Theological Seminary Library in Pittsburgh. In addition, the Library Director is a member of the Pittsburgh
Area Theological Library Association and subscribes to the ATLANTIS directors-only listserv, which provides ideas and encouragement for collection development. The Library is a member of the American Theological Library Association and the Association of Christian Librarians’ Christian Library Consortium. The Library Director also subscribes both to the standard ATLANTIS listserv and the Association of Christian Librarians listserv. Both listservs are helpful sources of information related to collection development. The Library Director also purchases books upon the recommendations of faculty, staff, and students. Although the Library uses InterLibrary Loan, it purchases books that have been requested multiple times from other libraries, cost and availability permitting.

Use of the Library
The Library saw an increase in the use of resources overall in the 2015-2016 academic year. However, annual reporting has shown that circulation has dropped by about 35% since 2011. The most significant change appears to be a reduced use of the Reserve section of the Library. The reduction may be attributable to an increased number of commuter students, who often study off-campus; an increased availability of required and optional syllabi texts online; and increases in the number of full-tuition scholarships, making more student funds available for book purchases.

Library staff recognized in 2015 that the student body would appreciate an earlier opening time on Saturdays. The Saturday schedule was changed accordingly, and student workers have reported increased usage of the Library on Saturday mornings. Based upon this evaluation, the Library will continue to provide extended hours on Saturday mornings. Library staff were approached by the administration about providing additional evening access to the Library, especially during the end of the semester. The Library Director suggested a two-week period at the end of the semester, and student workers conducted a quantitative assessment of Library usage during the extended hours. It was noted that the extended hours were utilized very minimally, so the evening extended hours were dropped with no plans to extend them in the near future.

Borrowing privileges for Library patrons are based upon purpose and need. MDiv students may check out 15 books for up to four weeks, thesis-writing students may check out 30 books for up to four weeks, DMin students may check out 25 books for up to eight weeks, and faculty may check out 50 books for up to one calendar year.

Contribution to learning, teaching, and research
Library staff provide personalized reference services to patrons. The goal is not merely to conduct research for and with library patrons but to teach patrons to conduct research for themselves. In addition to faculty, students, and staff, patrons include local pastors, and from time to time, researchers studying specialized topics, such as Property in the Episcopal Church and The Life and Work of the Rt. Rev. Alfred Stanway. The Library maintains reciprocal borrowing privileges with the Reformed Presbyterian Theological Seminary, Pittsburgh Theological Seminary, and the Gumberg Library at Duquesne University. The Library is also a member of the ATLA Reciprocal Borrowing Program.

The Library Director teaches a RW701 Thesis Preparation course to all master’s level students writing a thesis. A significant portion of the course is devoted to research methods with a focus
on accessing, evaluating, and using information. Formalized programs for information literacy have not been in place in recent years; however, Library staff received a timeslot in 2015 Orientation to inform incoming students about Library services and resources, and this may become established pattern.

Other scheduled bibliographic instruction to the general student body has been poorly attended. Faculty have occasionally brought classes of students to the Library to teach research methods; however, most faculty prefer to provide information literacy in the classroom setting. In a survey distributed in 2015 to full-time voting faculty, of nine respondents, only one faculty member invited Library staff to the classroom to inform students directly of research methods. Other faculty members described how they teach students to conduct research in the following ways: seven respondents show examples of good resources; seven respondents discuss what constitutes a good resource; and seven respondents require multiple resources, such as books and journal articles, for assignments.

Other methods used to teach research methods include discussions of plagiarism, instruction in problem statement methodology, and class-time visits to the Library Reference Room to show resources for biblical and scholarly language assignments. Library staff strive to keep faculty informed of new resources and seek input on Library policy changes that may impact the learning community and Library resources.

The Library was renovated in 2001, and little has changed in its physical format since that time with the exception of the Stanway Africa Collection, which has moved from a small alcove outside staff offices to a larger room, which it solely occupies. The format of the Library is conducive to quiet study, although the Library Conference Room is frequently used for classes and informal collaboration. A computer lab and student multi-function printer are located in the Library, allowing ready access to research materials. Wireless networking provides access to printing resources.

**Partnership in curriculum development**

The Library collaborates in the theological curriculum of the School by providing collections and services that reflect educational goals. The Library purchases all required and optional books listed in class syllabi. In addition, the Library works closely with faculty to purchase recommended books for their respective fields. The Library purchases technical books with the aim of bolstering resources for the STM program and collects Lutheran resources to support North American Lutheran Seminary (NALS) students.

Library staff are attentive to expressed needs and desires for technological developments and strive to be open and responsive to such needs. Library staff are particularly concerned with making resources available online to the growing number of online students, and the Library is a member of the ATLA Reciprocal Borrowing Program, making theological materials more accessible.

Trinity is a freestanding theological school. The Library Director is the chief library administrator with overall responsibility for Library administration, collection development, and effective educational collaboration. The Library Director is a member of the full-time voting faculty and is involved in long-range educational planning. As MAR Program Director, the Library Director
provides particular guidance on MAR degree programs. The Library Director is department head of the Library, and as such, participates in institutional long-range financial planning. The Library Director holds an MAR (Religion) with a Biblical Studies emphasis from Trinity and an MLS from the University of Pittsburgh’s School of Information Sciences. The Library Director is responsible for the ongoing evaluation of the collection and patterns of use and for Library services and personnel.

The School annually budgets funds for the Library Director to attend conferences, purchase books, and enroll in continuing education. While most library conferences are held in June, overlapping with the School’s June Interterm and Ancient Evangelical Future conference, it is hoped that the Library Director may attend ATLA’s annual conference in the near future. In the summer of 2015, the Library Director completed an online class through ATLA titled Advanced eCourse: Library Technology for the Low-Tech Librarian. The Library Director is permitted time to research matters related to the field of theological librarianship and to publish. In 2012, her article entitled “The Marjory Stanway Collection of African Language Materials at Trinity School for Ministry” was published by Theological Librarianship: An Online Journal of the American Theological Library Association 6, no. 1 (November 25, 2012): 16-20. Short articles authored by the Library Director have also appeared in Trinity’s quarterly staff newsletter and in the School’s Seed & Harvest magazine.

Resources
Library resources were highly praised in the 2006 Report of a Comprehensive Visit. While changes have occurred since that time, much remains the same. Economic turbulence in recent years has led to some decreases in the Library budget, particularly for personnel.

At the present time, the Library employs two full-time personnel: the Library Director and the Assistant Librarian, both of whom hold MLS degrees. Students staff the circulation desk during lunch, evenings, and Saturdays. The current reduced level of staffing resulted from the recent economic downturn, during which time, the responsibilities of a retiring full-time paraprofessional Library staff member were redistributed between the remaining two full-time positions. Alternate staffing arrangements have been attempted, including that of hiring two part-time librarians. Ideally, an additional full-time staff member would be hired to assist with cataloging and the Archives. Both full-time staff members are white, with one male and one female. No minorities applied for the job openings, to the knowledge of the Library Director.

The Library budget is approximately 6.5% of the School’s annual general budget. This allocation is based upon historical patterns and ongoing budgetary requests. Although personnel allocations and some costs, such as binding for old periodicals, have decreased, the acquisition budget has not decreased significantly, and allocations for select budget items, such as the periodicals budget, have increased slightly. A donor established seven charitable gift annuities totaling $197,000, the remainder of which is designated for the Library.

Due to an extensive renovation in 2001, the Library provides adequate space for learning and research. The Library contains 60 assignable study carrels for student reservation and use in addition to several open study carrels, tables and chairs, and lounge seating. A small media lab contains adequate shelving for the Library media collection in addition to VHS and DVD machines with monitors. A computer lab provides six work stations on the first floor of the
Library with an additional room on the upper floor. Campus-wide wireless networking has eased the need for a computer lab in recent years, as students use personal laptops for study and connection to printing resources. A multi-purpose printer and copier for students resides in the Library. The current Integrated Library System (ILS) is dated and needs replacement by a more user-friendly system. Library staff and the Office of Information Technology are currently working to identify a new ILS.

The Library is adequately heated and cooled, and the Rare Book Room is maintained at a low 60 degrees Fahrenheit with 50% relative humidity. The stacks of the Library are open with the exception of the Rare Book Room. Library facilities are in good repair with no known major issues. The Library lacks a theft detection system, as such a system would be costly in terms of budgetary resources and staffing; however, the most recent inventory showed minimal missing materials. The Library lacks a sprinkler system; however, the local fire department is located across the street from the School, and fire risk is minimal. Food and drinks are not permitted in the Library.

Library collections are deemed adequate for most study at the School, with the exception of some MAR and STM thesis research. The Library has joined the ATLA Reciprocal Borrowing Program in order to better serve online students. The School is part of the Pittsburgh Area Theological Library Association and holds reciprocal borrowing agreements with Reformed Presbyterian Theological Seminary, Pittsburgh Theological Seminary, and the Gumberg Library at Duquesne University. Although the Library relies on other institutions to support research needs, the Library strives to remain self-sufficient and accepts recommendations from faculty, students, and staff to enhance its collection. In addition, the Library purchases titles requested via Interlibrary Loan, if resources are deemed sufficiently broad enough in nature.

Evaluation

● **Strengths:** The Library maintains a strong collection of resources and an adequate budget for purchasing new items. The Library building is in good condition with adequate space for the physical collection to grow for several more years. The Library has the support of the administration and faculty for growing and maintaining its collection.

● **Weaknesses and Challenges:** The Library staffing level is minimal, lacking redundancy and lacking the capacity to remain current with cataloging and archives. The Integrated Library System is dated and needs replacement by a more user-friendly system. Library staff have little involvement with teaching information literacy on campus.

Recommendations

● Develop strategies to resource the need for cataloging, oversight of the archives, and redundancy in staffing.

● Select and begin implementation of a new Integrated Library System (ILS).

● Assess the growth of e-resources to meet the needs of online students

● Develop a comprehensive information literacy policy and training outline during summer 2016. Begin implementing the training outline during fall 2016 Orientation, and continue with monthly sessions or campus news listserv posts throughout the academic year.
5 Faculty

Both within and beyond the classroom, faculty are central to the fulfillment of the educational goals of the theological curriculum and of the School’s institutional purpose. Faculty are engaged in the essential work of the School: educating students preparing for vocations of ministry and mission. Teaching, research, and advisement involve intensive preparation, instruction, and consultation; faculty give extensively to invest in the lives of students and to provide the theological education offered by the School. For these reasons, the School recognizes the importance of continued evaluation and improvement of its ongoing investment in the faculty.

Faculty qualifications, responsibilities, development, and employment
Candidates for full-time voting faculty positions are interviewed by the faculty, the Dean President, and the Academic Dean with an emphasis on academic preparation for teaching at the graduate theological and ministerial level. Potential faculty are interviewed for experience in ecclesial ministry and involvement in parachurch ministry with the understanding that ministerial fruitfulness is necessary for the effective integration of classroom learning. Based upon interviews, the Dean President makes a recommendation to the Chair of the Academic Affairs Committee of the Board of Trustees, who makes a recommendation to the full Board of Trustees. Administrative faculty are appointed based upon administrative and spiritual qualifications, and given sufficient educational background, administrative faculty may teach. Faculty receive the Faculty Handbook, which contains policies, procedures, rights, and benefits specific to the shared commitments of teaching, research, and advisement at the School.

Recent improvements to the Faculty Handbook
In 2016, faculty reviewed the Faculty Handbook, and specific sections of the Faculty Handbook are currently under review by the full-time voting faculty.

Qualifications of faculty
All full-time voting teaching faculty hold doctorates in applicable fields. The terminal degrees of PhD, ThD, DMin, and DMiss are considered appropriate preparation for the teaching of course offerings. Administrative full-time voting faculty with teaching responsibilities hold at least a Master’s degree or another appropriate terminal degree. The office of Human Resources retains official transcripts for all full-time voting faculty and adjunct faculty.

Diversity of the full-time voting faculty
The School is aware of the need to appoint to the faculty qualified and experienced women and men representing the full range of racial and ethnic backgrounds found in North America, and in the fulfillment of open full-time voting faculty positions, gender and racial/ethnic diversity are of central concern. Currently, of the 15 full-time voting faculty, three are women; at this time, all faculty are Caucasian in race/ethnicity. Younger faculty have been appointed in recent years, and full-time faculty represent the following denominations: The Episcopal Church in the USA, the Anglican Church in North America, the North American Lutheran Church, the Presbyterian Church in America, and the Church of England.
Need for clarification of faculty searches identified
During the most recent faculty search conducted in 2015, the need for a clearer articulation of the faculty search process, including matters of shared governance, was identified, and the faculty currently is working to clarify the search process.

Faculty of the North American Lutheran Seminary and the Evangelical Presbyterian Church
Three of the 15 full-time voting faculty were appointed to provide theological education specific to the needs of Lutheran and Presbyterian students. In 2014, the President of the North American Lutheran Seminary (NALS) in residence at Trinity and one other NALS instructor were appointed to the full-time voting faculty. In 2016, the Presbytery of the Alleghenies of the Evangelical Presbyterian Church established a memorandum of understanding with the School for the theological education of its students, and a longtime regular adjunct in Biblical Studies was named Dean of Presbyterian Studies and was appointed to the full-time voting faculty.

Faculty role in teaching
Faculty meet every other week each semester to address issues affecting the School’s theological curriculum. In these meetings, faculty evaluate course offerings and engage in ongoing educational planning. Individual academic departments meet on a quarterly basis and share Minutes from department meetings with the full-time voting faculty. Academic department meetings provide a forum for curricular planning and for evaluating approaches to student learning.

Recent course and curricular improvements in Biblical Studies
In 2012, the full-time voting faculty noted that MDiv students were spending a disproportionate amount of time on biblical Greek studies. In addition, MDiv graduates lacked a background in one of the biblical languages, as only one biblical language was required for the degree. In 2012, Biblical Studies department faculty made course adjustments to make the Basic Greek course more conducive to the needs of MDiv students, and in 2013, Biblical Studies faculty began requiring MDiv students to pass a semester each of Greek and Hebrew, as well as an Exegesis course in either Greek or Hebrew. Biblical Studies faculty continue to facilitate biblical language competency exams for those seeking to test out of required biblical language courses.

Recent course improvements in Mentored Ministry
In 2014-2015, the leukemia diagnosis, subsequent period of illness, and untimely death of a long-time Pastoral Theology faculty member was painful and challenging for the Trinity community. During this period, the faculty faced difficulties in curricular planning due to uncertainty regarding the medical condition of the faculty member, and ongoing educational planning continues to be affected by this recent loss. In 2015, the full-time voting faculty re-examined all Pastoral Theology courses, particularly Mentored Ministry. The faculty recognized the need for changes in Mentored Ministry in order for the program to become more outward focused to serve the needs both of local congregations and of MDiv students, who must be adequately prepared for congregational ministry and leadership. In response to this need, a regular adjunct who served as Canon to the Ordinary of the Anglican Diocese of Pittsburgh, was invited to consult with the Pastoral Theology faculty to connect the Mentored Ministry program more effectively with local congregations. This stronger connection assures that Mentored Ministry more faithfully embodies the characteristics of a Field Education program, providing a mutual resource for the School and local congregations and preparing students more effectively
for ministry in a congregational setting. Faculty are reestablishing connections with local congregations in the Anglican Church in North America and The Episcopal Church, so that the program may be both formational for students and appropriate for participating congregations. In 2015, several congregations were added to the Mentored Ministry program, and a process of evaluation and improvement of the program is ongoing. In 2016, a separate section of Mentored Ministry began for students enrolled in the North American Lutheran Seminary. Data are needed to evaluate the effectiveness of the program, and in 2016, faculty plan to survey mentors from participating congregations regarding results observed in students. In March 2016, the faculty voted to appoint two co-directors of the MDiv degree program to conduct regular assessment of student learning outcomes of the MDiv degree program curriculum and to guide curricular planning of the coursework required for the MDiv degree.

Current challenges in faculty search and matters of shared governance
In the fall of 2015, the search for a new full-time voting Pastoral Theology faculty member revealed a lack of clarity in the faculty search process in terms of shared governance and the sharing of information regarding candidates. Currently, regular faculty meetings are addressing matters of shared governance and other topics pertaining to strengthening the role of faculty in educational and institutional planning.

Freedom of Inquiry
Within the School’s confessional commitments, faculty are encouraged to study, teach, write, and publish according to their interests and convictions. There is significant diversity of viewpoints and practices within the faculty across a range of denominational identities: Anglican, Episcopalian, Lutheran, and Presbyterian. As an institution of higher learning within the evangelical Christian tradition, Trinity respects the historical commitment of the academy to academic freedom, and the School believes that the pursuit of truth is an obligation of the Christian scholar and teacher. In light of this overall commitment, the School fully endorses, and is committed to practicing, academic freedom. The Faculty Handbook contains the Freedom of Inquiry policy upheld by the School. Faculty subscribe to the Statement of Faith, and within this confessional commitment, full academic freedom is provided and is judiciously ensured. Each faculty member annually reaffirms a commitment to the Statement of Faith and community Covenant.

The generally accepted definition of academic freedom is developed in the 1940 Statement of Principles on Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors. This definition, extended in the AAUP Interpretive Comments of 1970 and amended in 1990, includes the freedoms and responsibilities which are summarized as follows:

- **Freedom in the search for truth**, including research and publication, coupled with the obligation to perform other academic duties faithfully and to deal responsibly with the institution in matters of pecuniary return;
- **Freedom in the classroom to discuss controversial matters** while avoiding content unrelated to the subject; and,
- **Freedom to speak or write in the public forum** while maintaining accuracy, restraint, and respect for the opinions of others and with care that one’s opinions are seen as individual and not as representing the institution.
Faculty tenure
From its founding, the School’s evangelical and missional ethos informed the decision not to employ the tenure system. Alternatively, the School employs the following means to retain qualified scholars: professional and financial advancement in academic rank, financial incentives for academic publications, and three-year and six-year sabbatical opportunities. In addition to these incentives, the School cultivates a strongly shared ethos of common life, worship, and mission. As part of the Reach for the Harvest campaign, the School allocated funds to support faculty sabbaticals. In 2015, two faculty took sabbaticals, and in 2016, three faculty took sabbaticals.

Rank and promotions tied to compensation
Faculty rank and promotions tied to automatic compensation adjustments are based upon the following:

- **Assistant Professor:** Demonstrate interest in pursuing scholarly work through the publication of books, peer reviewed articles, and/or papers presented in professional conferences, and academic editing.
- **Associate Professor:** Demonstrate scholarly achievement.
- **Professor:** Achieve a reputation for excellence in scholarship among peers through multiple publications in refereed academic journals and/or books from reputable publishing houses, invited presentations at leading symposia.

Recent evaluation of faculty salaries
In 2012, the School sought the expertise of a trustee who retired as CEO of a major Pittsburgh institution to coordinate a detailed study of faculty salaries. In response to this study, annual cost of living increases were instituted for faculty, and promotion in rank now includes an automatic salary adjustment. In addition, the School provides several opportunities for additional faculty compensation, which include: (1) a point system whereby faculty assuming a heavier teaching or leadership role are additionally compensated, (2) a stipend for those who supervise or examine theses, and (3) a stipend in recognition of scholarly publications.

Teaching and administrative loads
The standard teaching load for faculty is the equivalent of six courses per academic year at three points per course, for a total of 18 points per year. Within the point system, faculty may teach courses traditionally, online, or through Intensives. Points may also be earned through faculty-directed individual instruction and through the supervision of theses. The point system allows for flexibility in faculty schedules in order to engage in research, writing, publication, speaking, and other scholarly activities. Faculty are encouraged to engage in scholarly endeavors through writing books and journal articles and through presenting papers at conferences and symposia. Incentives for these activities include stipends and potential advancement in rank. Faculty are also encouraged to preach and speak at congregational and denominational events, as time and opportunity permit.

Institutional support for faculty in teaching
The School is committed to providing appropriate educational and technical support for faculty. Each full-time voting faculty member receives an office and computer, and all faculty receive access to technological aids for lecture preparation and presentation. Faculty receive support from the Library, the Office of Online Education, and the Office of Information Technology, and
faculty may qualify for a teaching assistant if course enrollment is sufficiently high. Seminars offered by the Office of Online Education train faculty in the incoming learning management system (LMS) Google Classroom, and Information Technology staff assist faculty in employing innovative modes of classroom learning, including audio/video lessons, Skype, Turbomeeting, and Google for Education applications. Classrooms are equipped with educational technology, and faculty receive classroom support from Information Technology staff. Faculty also consult with the Library Director regarding books needed to develop the theological Library collection and educational software to enhance student learning. Access to scholarly journals is available through Library holdings, online EBSCO databases, and Interlibrary Loan.

Faculty advising through Leadership Formation Groups
Faculty are accessible to students through classroom teaching, office hours, Chapel services, and informal meeting times. In addition, each faculty member is assigned a Leadership Formation Group of 6-10 student advisees. Leadership Formation Groups meet weekly during term for conversation, mutual support, and prayer. At least once each semester, each group is responsible, with its faculty advisor, to coordinate and lead daily Chapel services for one week. Faculty advisors then lead their advisees in subsequent self-evaluation of preaching and liturgical leadership for the purpose of developing competence and confidence in ministry roles. Leadership Formation Group faculty advisors are expected to be available to individual students for academic advice and counsel.

Faculty annual performance reviews, peer reviews, and student course evaluations
All full-time voting faculty submit annual reports and self-evaluations, including reports of publications and conferences attended, to the Dean President. The Academic Dean holds an annual performance review, which includes discussion of research and publications, with each full-time voting faculty member. As of 2015, regular adjuncts also receive annual reviews. Copies of publications are provided to the Office of the Academic Dean, and copies of published books are made available to the Library. Course evaluations completed by students are reviewed and discussed with each faculty member for areas of concern and steps for remediation, with follow-up as needed.

Annual faculty peer reviews and student course evaluations
Each full-time teaching faculty member receives an annual peer review by another faculty member, who observes his or her classroom teaching. The peer review is included in the faculty member’s annual performance evaluation. Students evaluate faculty teaching through course evaluations distributed in the final week of classes.

Faculty role in student learning
Faculty are essential to the task of assessing how well the curriculum is achieving the goals of the School’s degree programs. The faculty directors of each of the four degree programs are responsible for overseeing regular, ongoing educational assessment of student learning. The School’s educational assessment plan includes the process to be used for evaluating components of the degree programs; the direct and indirect indicators of student learning; the involvement of the entire faculty in the review and evaluation of the results of the assessment; and the recommendations for curriculum and educational planning, institutional strategic planning, and resource allocation based upon the results of the assessment.
The Summary Reports of educational assessments are shared with the full-time voting faculty at regular faculty meetings. After faculty discuss the results contained in the Summary Report, the faculty as a whole determine the actions that will be taken in response to the assessment results. The faculty review and analyze the results of the educational assessment, discern appropriate changes to the curriculum and educational practices, and document the results of both the faculty interpretation of assessment data and the faculty decisions about educational changes.

**Bi-annual faculty retreat**
Retreats for the full-time voting faculty are held in December and May. The December retreat focuses on student evaluations, detailed and comprehensive conversations about the most recent class of students enrolled in the Master’s degree programs, Leadership Formation Groups, and the overall needs of students. The May retreat covers curriculum issues and curricular topics. Topics recently covered in the bi-annual meetings have included evaluation criteria for the interview of a faculty candidate, the accreditation process and specifically, General Institutional Standard 5 of the Standards of Accreditation, and writing issues observed by the Learning Skills Coordinator. Feedback from faculty regarding these retreats has been positive.

**Faculty role in theological research**
Faculty research is encouraged through the provision of financial incentives for academic publishing. A majority of faculty hold memberships in the Society for Biblical Literature (SBL) and American Academy of Religion (AAR), as well as professional societies for liturgical studies. The School provides financial incentives, sabbatical opportunities, and rank promotion for faculty to pursue research, and Dean’s Hours and Meet the Faculty gatherings provide opportunities for faculty to discuss research. The Faculty Handbook includes financial publishing incentives for scholarly books, popular books, scholarly articles, popular articles, minor articles, and book reviews. In addition to annual salary, the School provides each faculty member with an annual budget of $1,500 for book purchases and the attendance of academic conferences. Faculty may apply to pursue advanced studies and apply for assistance toward tuition and educational expenses.

**Evaluation**
- **Strengths:** Faculty receive financial support, academic freedom, and sabbatical time to pursue theological research. Faculty teaching is supported by the Library, the Office of Online Education, and the Office of Information Technology. In 2015, regular adjuncts began receiving annual performance reviews.
- **Weaknesses and Challenges:** While the faculty is somewhat diverse in gender, age, and denominational affiliation, it is lacking in racial/ethnic diversity. A recent faculty search revealed a lack of clarity of the search process for full-time voting faculty, including the communication of information regarding candidates, and there is a need for further clarification of issues affecting shared governance.

**Recommendations**
- Revise and clarify the search process for new full-time voting faculty in terms of search criteria, search committee composition, making of recommendations, and expectations for sharing information within and among academic departments.
- Institute long-term strategies to increase faculty diversity.
- In faculty meetings, address issues of shared governance and related topics to strengthen, support, and enhance the role of the faculty in institutional and educational planning.
The School’s recruitment and admissions strategies flow from its sense of institutional identity as an evangelical seminary in the Anglican tradition. Recruitment and admissions are motivated by a vision to produce ministry leaders who can plant, renew, and grow congregations, ministries, and missions that make disciples of Jesus Christ. Faculty and staff providing student services seek to offer broad support to students, both individually and as a community, as they engage in theological education to prepare for future vocations of leadership, ministry, and mission. Support provided to students and graduates in vocational placement reflects a commitment to connect students with the missions, ministries, and congregations where God has called them to lead, serve, and minister.

**Student recruitment**

The Office of Recruitment, along with faculty, staff, and students, recruits potential students through conventions, conferences, and gatherings locally and globally and through relationships with graduates, dioceses, and congregations. The School provides recruitment-focused information about each of the academic programs offered by the School in the Academic Catalog and Student Handbook, including details about program goals, learning objectives, requirements, coursework, practica, and possible areas of focus. Many potential students come to the School through congregational or ecclesial ordination discernment bodies prior to application, and a significant number of students inquire into the School at the encouragement of their bishops or ecclesial bodies. Students also discover the School online and through School-sponsored seminars.

**Campus visits**

Potential students are encouraged to visit the residential campus in order to gain a comprehensive understanding of academic and community life and to share in the daily activities of the campus. Opportunities to explore the School are offered at frequent “Be a Seminarian for a Day” events, in which potential students attend Chapel and classes and talk with current students, faculty, and staff to gain an understanding of the School’s academic programs and campus life.

**Shift from an admissions-based model to a recruitment-based model**

In 2015, the Board of Trustees and administration recognized that beyond Admissions, a Director of Recruitment was needed. In times past, bishops and ecclesial bodies reliably sent potential MDiv students directly to the School for ministerial education. Now, with an expansion of degree program offerings at the School and an increasing diversity in the denominational affiliations of potential students, a more comprehensive means of recruitment is needed to respond to the changing landscape of theological education. The School is encountering a new constituency of potential students, as millennials from nondenominational evangelical backgrounds are pursuing interest in the historical, liturgical Church. Potential students come from an increasingly broad spectrum of denominational backgrounds, and a diverse population of students from Evangelical colleges and universities, such as Wheaton College, Eastern University, Moody Bible Institute, and Geneva College have become interested in seeking post-baccalaureate degrees at Trinity.
Following a 2015 evaluation of recruitment and admissions activities conducted by trustees, faculty, and administration, the School began to transition from a primarily admissions-based model to a primarily recruitment-based model. This recent transition has resulted in the School actively seeking qualified students for admission. The department formerly known as the Office of Admissions has been renamed the Office of Recruitment with the title of the department director changing from Director of Admissions to Director of Recruitment. Admissions is now carried out within the Office of Recruitment. The transition corresponded with recent significant staffing transitions within Admissions, in which the School experienced a significant turnover of staff within a six-month period. While the turnover in staffing might have been expected to result in negative outcomes due to the loss of historic continuity, the staffing changes have actually created space for new ideas to be explored and new strategies to be implemented.

**Recruitment strategies**

Currently, the Office of Recruitment is pursuing the following goals, ranked according to priority, with the aim of increasing the annual number of applications and resulting enrollments:

**Highest Priority**
- Revise online application system.
- Increase scholarships to include books, fees, housing, and living allowance.
- Make the role of alumni manager more focused on recruitment.

**High Priority**
- Inform all Episcopal and Anglican Bishops about degree and diploma programs.
- Develop faculty recruiters from college and universities.
- Involve faculty in travel to colleges.
- Offer one free January Interterm or June Interterm course online.
- Equip pastors to develop vocational eyes to identify prospective students.
- Check alumni perceptions about the School:
  - Examine entering and graduating student questionnaires (ESQs, GSQs).
  - Respond to student and alumni complaints where possible.

**Moderate Priority**
- Build current connections with sending congregations.
- Connect with potential sending congregations.
- Ask individuals to attend school career fairs at their alma maters.
- Actively recruit female and ethnic minority students.
- Check student perceptions to see what they say about the School.
- Rebrand recruitment publications to describe a classical MDiv with social justice, preaching, and liturgics.

**Moderately Low Priority**
- Investigate current practices of Commissions on Ministry.
- Consider bivocational ministry training.

**Low Priority**
- Use January and June Interterms more deliberately for recruitment.
- Encourage online students, including those in partnerships, to become full-time students.
- Actively recruit Visa students.

The Director of Recruitment spends significant time establishing new recruitment streams regionally, nationally, and internationally, and early results have been favorable. For example, a
recent Urbana Conference in St. Louis, Missouri provided approximately 130 leads through electronic communication tools. A recruitment team meets with the Dean President monthly to discuss new and ongoing strategic planning initiatives for recruitment.

Recent challenges, goals, and strategies in institutional promotion
Recent staffing changes in recruitment and admissions have resulted in a reevaluation of the promotional materials used in recruitment visits, as the need for recruitment has increased and as new faces are evaluating old recruitment materials. Newly appointed recruitment and admissions staff have identified a need to update recruitment materials to provide a more finely-tuned focus on the vocational aspirations related to preparing students for ordained and lay ministry. Recruitment and Admissions staff are working with Advancement and Communications staff to guide the ongoing alignment of recruitment materials with the School’s new recruitment strategies.

Additional recruitment streams
Students and local graduates assist in recruitment efforts by hosting prospective students during campus visits, and faculty, staff, students, and graduates participate in Intervarsity Christian Fellowship, Coalition for Christian Outreach, Young Life, Youth for Christ, the Society for Biblical Literature, and the American Association of Religion to enhance recruitment efforts. Faculty and staff work with local and global ministries, and each member of the faculty is called upon to speak, preach, or present for the purpose of ministry in congregational and missionary settings. Participation in these events represents the vision, values, purpose, and mission of the School to potential students.

Student admissions
Following recruitment, a standard protocol for admissions takes place. Prospective students are required to submit the following: Application Form, Application Fee, Official Transcripts from all previously attended undergraduate or graduate schools, Spiritual Autobiography Essay, Writing Sample Essay, and two reference letters. Applicants to degree and diploma programs are required to possess a baccalaureate degree, with few exceptions. Admission standards are provided online, in application materials, and in the Academic Catalog and Student Handbook.

Evaluation and improvement of the TOEFL requirement
Applicants whose native language is not English are also required to take the Test of English as a Foreign Language (TOEFL) exam. While the TOEFL has been a requirement for many years, the requirement has not always been closely followed. As a result, the School occasionally admitted students who lacked the necessary language skills to study in an English-only academic environment. Some international students who were admitted to the School subsequently struggled with comprehension of lectures and writing assignments, as well as with full participation in community life. In 2015, after a careful review of admissions practices, the faculty and administration determined that the TOEFL requirement must be followed, and as of 2016, the TOEFL exam is required for all applicants whose first language is other than English.

Application review process
A thorough review of a potential student’s essays, transcripts, and recommendations has proven to be effective for assessing an applicant’s readiness to benefit from the academic rigor of the School’s programs. Once materials are compiled and reviewed, promising applicants are invited
to Ambridge for an admissions interview. During the interview, careful assessment is made of an applicant’s suitability and readiness for ministry. In past years, only the Director of Admissions interviewed applicants. As of 2015, an Admissions Committee consisting of the Director of Student Affairs, the Director of Recruitment, and a faculty member conducts admissions interviews. The Admissions Committee and applicant work together to discern an applicant’s potential calling and recommended course of study. During the interview, careful assessment is made of an applicant’s suitability and readiness for ministry. In past years, only the Director of Admissions interviewed applicants. An applicant may also meet with other faculty to explore possibilities regarding his or her intended degree.

Waiver of undergraduate degree
An undergraduate degree is required for admission to all degree and diploma programs; however, the School issues a limited number of waivers for applicants who have not completed a baccalaureate degree. A waiver of this requirement is occasionally granted for an otherwise qualified applicant to the MDiv program over the age of 30 who receives the endorsement of an appropriate ecclesial body and who meets academic standards. When a waiver is considered, the academic ability of the prospective student is assessed through the Graduate Record Exam (GRE), available undergraduate transcripts, and writing samples. In some cases, a prospective student may be required to enroll in undergraduate coursework prior to the approval of a waiver. A student not holding a baccalaureate degree is admitted on academic probation until the successful completion of the first 15 credits with a grade of C or above. The School consciously maintains a conservative position in the application of the 15% allowance in non-baccalaureate admissions to any degree program. Of the 2015-2016 enrollment, two MDiv students lacked a baccalaureate degree. Academic progress is regularly reviewed, and students progressing unsatisfactorily are placed on academic probation.

Student services
The School provides academic, technological, financial, personal, and spiritual services to students. Two or three years at a theological school provide a very brief yet crucial period of education and formation in which to prepare for years of ministry that will follow. The focus of student services is to support students engaging in theological education at Trinity, providing a community of faith and learning where students may gain the skills and experience necessary for leadership in the Church, as well as promoting aspects of maturity that will help assure a reflective life of faith and practice. The School is committed to the formation of the whole person as a critical part of theological education, and the faculty understand that academic experiences alone are insufficient to adequately prepare students for congregational, missional, and scholastic ministry.

Recent appointment of a Director of Student Affairs
In 2015, the School identified the need for a Director of Student Affairs to oversee student life, community events, and opportunities for personal, professional, and spiritual growth among residential students, and in October 2015, the first Director of Student Affairs was appointed, replacing the role of the outgoing Dean of Students. The Director of Student Affairs now oversees student orientation, which has been repurposed to focus more on formation than information. A more holistic approach of engaging in worship, study, fellowship, and mission is employed, and a more retreat-like atmosphere of prayer and reflection is pursued. Campus events and activities, such as Advent and Christmas celebrations, a Trinity Kneelers flag football
team, Fall and Spring Quiet Days, and game nights, are planned by the Office of Student Affairs with the Student Cabinet, which is elected by the student body. As of 2015, workshops are offered by the Office of Student Services to cover student-requested topics of professional and spiritual formation, such as financial responsibility and planning for ministers, women in ministry, and interviewing for a first ministerial job.

Counseling services
Since Trinity maintains a sustained commitment to the well-rounded formation of ministers of the gospel, the School is committed not only to spiritual and professional development but also to the psychological well-being of its students. To this end, Trinity covers the cost of licensed counselors and therapists for any student seeking such a service. The School networks with several counselors in the area who invoice for their services discreetly to the Director of Student Affairs. These sessions are kept in the strictest confidence.

Student Cabinet
The Student Cabinet consists of three class presidents and six other class representatives, who are nominated by their respective classes. Working with the Director of Student Affairs, the Student Cabinet seeks to enhance the student community and to address student community concerns. The Student Cabinet holds monthly meetings during the fall and spring semesters and conducts two all-class meetings each semester.

Complaints and grievances
Student complaints and grievances are taken seriously, whether academic or interpersonal in nature. A student grievance is formally addressed to the Academic Dean or to the Director of Student Affairs, depending upon the nature of the grievance, following the policy in the Academic Catalog and Student Handbook. Appeals of grades are covered in the Academic Catalog and Student Handbook, and any grievance related to academic policy, program requirements, or financial aid requires a written complaint to the Academic Dean, who reviews the matter or sends it on to the appropriate department for review; a written response is made to the student. A record of all applicable complaints is maintained by the Academic Dean for accreditation review.

Recent evaluation of the grievance process and policies
In 2015, a matter of deep concern involving Chapel worship led to a number of formal, written complaints made to the Office of Student Affairs. The issue prompting the complaints was addressed in subsequent meetings of the Student Cabinet and faculty advisor-led Leadership Formation Groups. A meeting open to all students, staff, faculty, and administration was held by the Dean President following a later Chapel service to express concerns regarding the issue at hand. Through this recent process, a need was identified to develop more definitive guidelines for staff, faculty, and administration to assist the important work of responding to issues affecting the School community. Faculty, staff, and administration identified a need for further clarity regarding appropriate lines of communication and authority in responding to grievances.

Academic services
Academic services include the Library, the learning management system (LMS) overseen by the Office of Online Education, academic support provided by the Learning Skills Coordinator, the Campus Bookstore, and the Office of Information Technology. The Learning Skills Coordinator,
whose office is located in the Library, is available to assist students with writing support, study skills, and time management techniques.

Admissions records
Admissions records are housed in the Office of Recruitment. Once a student declares his or her intent to enroll, his or her admissions records are transferred to the Registrar’s Office. These records include any official paperwork issued to or for the student during his or her time matriculated at Trinity. Official academic records are kept electronically in the Education Edge school management system, and electronic records are backed up on a daily basis. The Registrar’s Office maintains locked fireproof filing cabinets where files of graduates and former students are maintained within a locked file room with restricted access. Currently, the School does not maintain electronic versions of certain student records, and a need has been identified to address this lack of redundancy.

Tuition and fees
Tuition and fees are established, evaluated, and updated annually by the Dean’s Cabinet. Tuition and fees are below the institutional average. Accreditation standards are followed by the Dean’s Cabinet to ensure that tuition and fees are appropriate. Tuition and fees are published in the Academic Catalog and Student Handbook and online.

Current plans for a Student Center
Plans have been established for the construction of a Student Center with a coffee-house atmosphere within the Commons Hall. The Student Center would fulfill an identified need for a place where students may gather in a casual and relaxed environment. The Student Center is intended to foster community and to serve students and their families on campus in the early mornings and late evenings.

Advising and formation through Leadership Formation Groups
Faculty are available to individual students for the purpose of academic advising and counsel. In addition to classroom and Chapel interaction with students, each faculty member is assigned a Leadership Formation Group of 6-10 student advisees. Leadership Formation Groups meet weekly during term for conversation, mutual support, and prayer. Each Leadership Formation Group, with its faculty advisor, is responsible at least once each semester, to coordinate and lead daily Chapel services for one week. During the following week, the faculty advisor leads his or her Leadership Formation Group in self-evaluation of their preaching and liturgical leadership for the purpose of developing competence and confidence in ministerial roles. The Director of Online Education oversees the Leadership Formation Groups of all non-residential students.

Trinity Scholarship program
As a result of generous donations, Trinity is able to offer scholarships to cover expenditures that may include up to full tuition for full-time residential students who demonstrate need as determined by the Free Application for Federal Student Aid (FAFSA) and the Trinity Scholarship application. Trinity Scholarship recipients must be full-time residential students working toward a Master’s degree. Qualified students receive awards as determined by the Trinity Scholarship Committee, and upon approval, applicants receive official scholarship award letters. As of 2015, most student fees have been combined into tuition, so that they may be covered by scholarship, and as of 2016, the student activities fee is covered by the Trinity Scholarship.
Students enrolled in the North American Lutheran Seminary
Trinity receives scholarship reimbursements from the North American Lutheran Church (NALC) for students who are enrolled in the North American Lutheran Seminary (NALS).

Scholarship award levels
Applicants deemed to have a high level of need may be awarded a full-tuition scholarship. Applicants with a medium need level may be awarded a 2/3-tuition scholarship. Those with a relatively low need level may be awarded a 1/3-tuition scholarship. An applicant deemed not to have demonstrated need may be awarded a single token scholarship to cover one course of three credits.

Maintaining scholarship eligibility
In order to maintain eligibility to receive Trinity Scholarship funds, recipients must remain enrolled full-time in good academic standing as defined in the Academic Catalog and Student Handbook, attend all Wednesday Chapel services and Dean’s Hours, attend all Leadership Formation Group meetings, and fulfill at least 14 hours of approved community service. There is no full-time requirement for Summer Intensives, and Trinity Scholarship recipients are eligible to receive tuition-based scholarship assistance for summer courses after their first full year of studies. Failure to adhere to scholarship eligibility requirements may result in the revocation of the awarded funds; all information regarding maintaining eligibility is provided for students in the Academic Catalog and Student Handbook.

DMin scholarships and financial aid
Limited scholarship funds are available for full-time DMin students with demonstrated need. A complete need-based application includes the Free Application for Federal Student Aid (FAFSA) and the DMin Scholarship Application. Additionally, it is required that a new Scholarship Application be completed each year. DMin graduates may take further courses at 50% of tuition.

Student borrowing
Even as the Trinity Scholarship program increases, students continue to incur educational debt for living expenses. The cost of living in Ambridge is 15% below the Pennsylvania average and 14% below the national average with a 47 housing index, yet many students require financial aid for living expenses. The Director of Financial Aid and Dean’s Cabinet annually review the educational debt levels of students, as evidenced by the Graduate Indebtedness Chart. Trinity encourages students to carefully consider any student loans acquired. The Director of Student Affairs conducts workshops regarding budgeting, debt, and other financial issues for the ministry. The goal of the School is for graduates to begin ministry with minimal indebtedness and with this goal in mind, students are counseled regarding indebtedness and measures taken to reduce student debt. Over the past 10 years, no student or graduate has defaulted on a student loan.

Plans for living expense reductions
In response to concerns regarding student debt, the Dean’s Cabinet is committed to exploring possible means of reducing the cost of living for students. In 2015-2016, most student fees were combined with tuition, which enabled them to be covered by scholarship.
Financial aid counseling
The Director of Financial Aid conducts loan counseling with each student intending to participate in a federal student loan program. During this confidential session, the Director of Financial Aid discusses the student’s earning potential and undergraduate and graduate debt levels and provides him or her with an estimated monthly repayment figure for any undergraduate and graduate debt incurred. The Office of Financial Aid cautions students about excessive reliance on loans, which must be repaid starting shortly after graduation at a time when other financial obligations and low starting salaries limit financial resources. Students are counseled to assume responsibility for paying educational costs. The School emphasizes to students that loans should be considered only after other sources of aid have been explored. Students are ultimately responsible for these decisions and are made aware that loan indebtedness will affect ministry options.

The School determines financial assistance based upon federal and institutional guidelines. The primary goal in awarding financial aid is to meet the financial need of students, to ensure equity and consistency in packaging aid, to ensure equal educational opportunity, and to ensure compliance with federal and state regulations.

Eligible loan programs
Trinity is authorized to administer the following loan programs:

- **Federal Direct Stafford Loans (Title IV).** Students enrolled in one of the School’s four degree programs are eligible for Federal Direct Stafford Loans.
- **Direct Unsubsidized Stafford Loan Program.** The Office of Financial Aid advises students that the Budget Control Act of 2011 made significant changes to the federal student loan program and that Congress voted to eliminate federal student loan subsidies for graduate students.
- **Unsubsidized Direct Stafford Loan.** A required entrance interview is conducted for all first-time borrowers. Funds are sent directly to the School. The Office of Financial Aid advises students of their responsibility for interest payments while in school.
- **Graduate PLUS Loan.** The Graduate PLUS Loan is available to Trinity students; however, in the past six years, only one student has incurred a Graduate PLUS Loan.

Information regarding the disbursements of loans, refund of credit balances, exit interview, medical withdrawal policy, refund policy for Title IV funds, return of Title IV funds formula, distribution of remaining funds, repayment of unearned financial aid assistance, Satisfactory Academic Progress (SAP) for Federal Student Aid (Title IV Funds), appeal for Title IV federal student aid, and Cost of Attendance (COA) are provided in the Academic Catalog and Student Handbook. Each student receives an Award Letter via email from the Director of Financial Aid that indicates his or her loan amount(s) and the anticipated disbursement dates.

Placement of graduates
The Director of Student Affairs also serves as the Director of Alumni, Church Relations, and Deployment. This dual position provides students with a smooth transition from student life to graduate life, with the intention that relationships formed while on campus will continue and grow among alumni who are serving in the Church and the mission field. Before and after graduation, the Director of Alumni, Church Relations, and Deployment works with all students regarding employment and placement in ministry. Graduates serve in The Episcopal Church; the
Anglican Church in North America; the Anglican Churches of Canada, Kenya, Nigeria, Uganda, the Southern Cone, and Sudan; the Christian and Missionary Alliance; the Evangelical Presbyterian Church; the North American Lutheran Church; the Reformed Presbyterian Church; and non-denominational congregations. Graduates have been placed as chaplains, professors, counselors, college ministers, inner-city ministers, and Christian school teachers. Each alumnus or alumna is counseled for vocational placement on a case-by-case basis.

An electronic mailing list is maintained for graduates, and bi-weekly Alumni News emails are distributed. Alumni News emails include information about alumni placement and open positions of interest to graduates. Roughly 40% of graduates opt to receive Alumni News emails.

**Educational effectiveness measurements**

Of the 17 MDiv graduates from 2014, 16 are in vocational placement; none are currently seeking placement. Of the 16 MAR graduates from 2014, nine are in vocational placement; one is pursuing further academic study; and six are unknown. The one STM graduate from 2014 is in vocational placement. Of 10 MDiv graduates from 2015, six are in vocational placement; one is seeking vocational employment; and three are unknown. Of the 13 MAR graduates from 2015, eight are in vocational placement; five are unknown.

**Student Information Questionnaire data**

In past years, while there was significant desire on the part of the faculty and staff to evaluate data collected from ESQs and GSQs, little or no evaluation of data was conducted. Beginning in 2015, the Office of Student Affairs began examining ESQ and GSQ data to identify trends, and the full-time voting faculty plan to review evaluations of Student Information Questionnaire data at the December 2016 faculty retreat.

**Evaluation**

- **Strengths:** In 2015, most fees were combined with tuition and are now covered by scholarships. A new Director of Recruitment has been appointed and is expanding recruitment networks. A Director of Student Affairs has been appointed to oversee the personal, professional, and spiritual formation of students. As of 2015, Student Information Questionnaire data is evaluated by the Office of Alumni, Church Relations, and Deployment. As of 2016, the TOEFL exam requirement is applied for students whose first language is other than English. The student grievance process is under evaluation by the Director of Student Affairs in consultation with faculty and the Dean’s Cabinet.

- **Weaknesses and Needs:** While student records are secured, some records are not currently duplicated electronically. Until 2015, data from ESQs and GSQs was not evaluated, and the AQ was not administered. While a grievance policy is in place, a need has been identified for greater clarity for the staff, faculty, and administration in responding to grievances.

**Recommendations**

- In the Office of Student Affairs, the Office of Recruitment, the Office of Financial Aid, and the Office of Online Education, examine ESQ and GSQ data; evaluate trends in recruitment, admissions, services, borrowing, completion, and placement; and make recommendations to guide future institutional and educational planning.
• In the Office of Student Affairs, in consultation with faculty, staff, and administration, develop and clarify a more definitive student grievance policy regarding specific lines of communication and authority, and reflect the policy in the Academic Catalog and Student Handbook.

• In the Office of Online Education, administer the ESQ and GSQ to online students beginning in the 2017-2018 academic year.

• In the Office of Alumni, Church Relations, and Deployment, administer the AQ triennially to alumni beginning in the summer of 2016.

• In the Registrar’s Office and the Dean’s Cabinet, budget and provide administrative resources for the electronic duplication of all student records.

• In the Office of Student Affairs, draft an evaluation of Student Services with recommendations for improvement in 2016. As recommendations are implemented, regularly review and update the evaluation for ongoing appropriateness for the provision of Student Services.
7 Authority and governance

Shared governance is at the heart of the School’s governance ethos. As an independent educational institution and a community of faith and learning, the School maintains an ongoing commitment to ensuring that all constituencies appropriately contribute to achieving the shared goal of offering theological education to prepare students for mission and ministry.

Authority

Article VII of Incorporation states: “The Corporation shall be governed by a Board of Trustees.” To perform its job, the Board in shared governance with the Dean President determines the School’s mission, values, and major goals and holds the Dean President accountable for developing a strategic plan to carry them out. All governance and administrative powers are vested in the Board of Trustees, which has charge, control, and management of the property, affairs, and funds of the School.

Duties of the Board of Trustees

Article IV Section 2 of the Bylaws states: “Trustees shall elect faculty, approve programs, confer degrees, establish branches or divisions, and perform other acts and functions which are not inconsistent with these Bylaws or the Articles of Incorporation. Trustees shall approve in advance the budget for each of Trinity’s budget years. This shall include specific approval of the compensation of the Dean President. At each of their regular meetings, and at other times as they may specify, the Trustees shall review the status and administration of Trinity’s budget. The Trustees also shall require performance of an annual audit of Trinity’s finances by an independent public accounting firm in accordance with generally accepted auditing standards followed by preparation of a report on the audit results in accordance with generally accepted accounting principles.” Article VII of the Bylaws allows the Board of Trustees to choose the chief administrative leadership, including the Dean President, Vice President, Secretary and Associate Secretary, Treasurer and Associate Treasurer, faculty, and administrative staff.

Part 3.2 of the Board Policy Manual states: “To perform its job, the Board in shared governance with the Dean President shall:

3.2.1 Determine the mission, values, and major goals/outcomes, and hold the Dean President accountable for developing a strategic plan based on these policies.

3.2.2 Determine the parameters within which the Dean President is expected to achieve the goals/outcomes.

3.2.3 Monitor the performance of Trinity relative to the achievement of the goals/outcomes within the executive parameters.

3.2.4 Maintain and constantly improve all ongoing policies of the Board in this Board Policy Manual.

3.2.5 Select, fairly compensate, nurture, evaluate annually, and, if necessary, terminate a Dean President who functions as the Board’s sole agent. The Board is responsible for Dean President succession planning.”

Composition and size of the Board of Trustees

Article IV Section 3 of the Bylaws states: “The number of Trustees which shall constitute the Board shall be not less than thirteen (13) nor more than fifty-one (51). Within the
aforementioned limits, the number of Trustees shall be determined, from time to time, by resolution of the Board of Trustees.” As of 2016, the Board of Trustees is made up of 27 trustees. Of the 27 trustees, five are women and 22 are men. Trustees are both lay and ordained, with one bishop and three archbishops from The Episcopal Church and Anglican Communion. A wide range of geographic regions is represented, with 34% from the North East, 45% from the South East, 7% from the Central South, 7% from the West, and 7% international representation. Currently there is no representation from the Midwest. Currently, the racial/ethnic composition of the Board of Trustees is 88% Caucasian with 12% representing other ethnicities. The age composition of the Board is as follows: 22% are ages 41-50, 37% are ages 51-60, 26% are ages 61-70, and 15% are over the age of 71. The Board of Trustees does not set an age limit for trustees.

Meetings of the Board of Trustees
Meetings are held on campus in October, February, and May, with the Executive Committee exercising all powers of the Board during the intervals between meetings. The frequency of Board meetings is described in Article IV Section 8 of the Bylaws: “Regular meetings of the Board shall be held at such time and place as shall be designated by the Executive Committee from time to time, but not less frequently than three times each fiscal year (one of which shall be the October meeting of the Board).” Article IV Section 9 states: “Special meetings of the Board may be called at any time by the Board itself at a meeting, or by the Executive Committee, to be held at such place and day and hour and for such purposes as shall be specified by the Board or the Executive Committee, as the case may be.” Article V Section 1 states: “The Executive Committee shall have and may exercise, during the intervals between meetings of the Board, all powers of the Board as the same may be from time to time delegated by the Board of Trustees; provided, however, that the Executive Committee may not alter, amend, contravene, or repeal these Bylaws, or reverse any action previously taken by the Board of Trustees.”

Standing committees of the Board of Trustees
The Executive Committee consists of the Board Chair, First and Second Vice Chairman, Secretary, Dean President, standing committee chairs, and two at-large members. Every Trustee serves on a standing committee as assigned by the Board Chair. Standing committees include the Audit Review Committee, Academic Committee, Advancement Committee, and Administrative Committee, as well as a Board Development Committee tasked with general oversight of the performance of the Board as the governing body of the Corporation and serving as the nominating body of the Board.

Terms of service for trustees
Trustees serve for terms of three years and are eligible for reelection without limitation on the number of terms. Officers of the Board are elected annually at the October business meeting of the Board. This slate is composed of the Board Chair, First and Second Vice Chairman, Secretary, and Assistant Secretary. The executive Officers of the Corporation shall be the President, Dean, Vice President, Secretary, Associate Secretary, Treasurer and Associate Treasurer, elected by the Board of Trustees at its business meeting. Each Trustee is part of a class with other Trustees whose three-year term expires at the same time to ensure balanced board rotation. At the end of a class’s term, those Trustees complete a self-evaluation. The Board Development Committee is tasked with monitoring board performance through ongoing review and recommendations to enhance the quality and future viability of the Board. Additionally, the Board completes a
meeting evaluation after each meeting, and the feedback is reviewed by the Chair and Dean President; adjustments are made to shape the direction of future meetings.

*Maintaining the institutional purpose*

Article I of the Bylaws states: “The purposes of the Corporation shall be to establish and maintain Trinity School for Ministry consistent with the following statement of purpose: forming Christian leaders for mission.” Article III of the Bylaws states: “The Trustees in all things shall be governed by their mutual faith in the Lord Jesus Christ as expressed in the Statement of Faith.” Therefore, the Board does not make decisions outside the School’s purpose.

The School’s vision, purpose, and core values are outlined in Part 2 of the Board Policy Manual:

“2.1 Our vision: Trinity School for Ministry is an evangelical seminary in the Anglican tradition. In this fractured world, we desire to be a global center for Christian formation, producing outstanding leaders who can plant, renew and grow churches that make disciples of Jesus Christ.

2.2 Our purpose is forming Christian leaders for mission. The purpose of Trinity School for Ministry is to form leaders who are committed to Jesus Christ, who will serve, plant, and guide communities of faith that seek to be obedient to God’s mission in the world, as set forth in Holy Scripture.

2.3. The core values that guide everything we do are:

2.3.1 We stand in the great Anglican evangelical tradition that is rooted in the primacy of the scriptures and the doctrine of salvation by grace alone through faith alone, and which is foundationally expressed in the classic Book of Common Prayer.

2.3.2 We welcome students and faculty who long for a church that is evangelical in faith, catholic in order, alive in the Holy Spirit and committed to mission. We have a vital commitment to students from Anglican jurisdictions both in North America and abroad. We also welcome students from other Christian traditions.

2.3.3 We are committed to serving the Church by preparing men and women to be leaders for its mission, its renewal, the planting and growth of congregations, and the proclamation of the never-changing truth in an ever-changing world.

2.3.4 We hold high standards of excellence in teaching and scholarship, believing that these will further both personal maturity and practical effectiveness in mission.

2.3.5 We value the deep formation in Christian ministry that is possible in the residential degree programs of the School. In addition we believe in being flexible and innovative in providing theological education by extension with a global reach through the internet, off-campus classes, and conferences.

2.3.6 We believe that the discipleship of the whole person is essential preparation for ministry. We commit to foster in all our seminarians – men, women, single, married, married with children – spiritual and emotional maturity, integrity, grace, and holiness of life.

2.3.7 We are committed to building a lifelong community of learning among our graduates and other Christian leaders, aimed at constantly improving their knowledge and ability as servants of Jesus Christ and His Church.

2.3.8 We believe that ‘money follows ministry,’ and therefore are accountable to our partners in ministry for careful stewardship of God’s money. We prayerfully rely on God’s provision and the generosity of His people in providing quality theological education at a reasonable cost for this and future generations.”
Maintaining institutional policies
Article IX of Incorporation states: “the Trustees...shall have and exercise the government of said Corporation, together with the care and management of all matters and affairs belonging thereto, and shall have power to make and establish all such reasonable and proper laws, rules and regulations as may be necessary for the government, instruction and education of the students, and the management of the said Corporation, and the same may repeal and alter, from time to time, as they may see fit; provided, that the same be not contrary to the Constitution and laws of this Commonwealth or of the United States.”

Managing the assets of the institution in trust
Trustees stand in a fiduciary relation to the School and are required to perform their duties in accordance with the standards set forth in Section 8363 of the Directors’ Liability Act, 42 Pa.C.S.A. 8361.

Selecting the Dean President
The Dean President is the chief executive officer of the corporation and chief academic officer of the School, elected annually by, and responsible to, the Board of Trustees.

Delegating responsibility to the Dean President
Part 4 of the Board Policy Manual describes the manner in which the Board delegates authority to the Dean President: “While the board’s job is to establish high-level policies, implementation and subsidiary policy development are delegated to the Dean President. All Board authority delegated to faculty and staff is delegated through the Dean President, so that all authority and accountability of faculty and staff, as far as the Board is concerned, is considered to be the authority and accountability of the Dean President. The Dean President is authorized to establish all further policies, make all decisions, take all actions, and develop all activities as long as they are consistent with any reasonable interpretation of the Board’s policies.
4.1.1 All Board authority delegated to faculty and staff is delegated through the Dean President, so that all authority and accountability of faculty and staff, as far as the Board is concerned, is considered to be the authority and accountability of the Dean President.
4.1.2 The Dean President is authorized to establish all further policies, make all decisions, take all actions, and develop all activities as long as they are consistent with any reasonable interpretation of the Board’s policies in this Board Policy Manual.
4.1.3 If any request from a Board member, in the Dean President’s judgment, requires an unreasonable or excessive amount of faculty or staff time or funds or is disruptive, it may be refused.”

Monitoring executive performance
The Board Chair maintains regular communication with the Dean President, meeting approximately once every two weeks. Section 4.4 of the Board Policy Manual indicates how the Board of Trustees monitors executive performance: “The purpose of monitoring performance is to determine the degree to which the mission is being accomplished and Board policies are being fulfilled. Monitoring should be as automatic as possible, using a minimum of Board time. A given policy may be monitored in one or more of three ways:
4.4.1 Direct Board inspection: Discovery of compliance information by a Board member, committee, or the Board as a whole.
4.4.2 External report: Discovery of compliance information by a disinterested, external person or firm who is selected by and reports directly to the Board.

4.4.3 Dean President reports: The Dean President shall provide periodic reports to help the Board determine what tracking data are available to measure progress in achieving the mission and goals and conforming to Board policies.”

**Governance**

The Organizational Chart delineates governance, and appropriate lines of governance are noted in all job descriptions, in the Faculty Handbook, and in the Staff Handbook. Major decisions are approved at the faculty level, Dean’s Cabinet administration level, board committee level, and Board of Trustees level. The transparency of the processes by which decisions are made allows all affected parties to be consulted. Faculty meetings occur at least bi-monthly, staff meetings are held quarterly, the board meets three times per year, and students are kept informed of decisions in weekly Leadership Formation Groups, daily Chapel announcements, daily Campus News emails, and regular Dean’s Hours.

**Shared governance**

Chapter Two of the Strategic Plan states: “Trinity School for Ministry has a shared governance approach to its organization.” In *A Handbook for Seminary Presidents*, Robert Cooley, Christa Klein and Louis Weeks define shared governance as “the self-correcting system we design, build and maintain to balance and direct the legitimate interests of an institution’s policy-making and decision-making structures towards fulfilling the seminary’s mission with sustainable economic vitality.” In practice, shared governance means that policies and decisions are made in consultation with those who will be affected by them. The Dean President makes decisions based upon shared governance and mentions shared governance in each report to the Board of Trustees.

**Shared governance approach of the Board of Trustees**

Part 3 of the Board Policy Manual states: “The Board will approach its tasks with a culture of shared governance, emphasizing vision rather than management, strategic leadership more than administrative detail, and a clear understanding of Dean President, faculty, and staff roles. In this spirit, the Board will:

3.1.1 Apply to itself and its members whatever discipline is needed to govern with excellence. Discipline shall apply to matters such as attendance, respect for clarified roles, speaking to each other and the public with one voice, and self-policing of any tendency to stray from the governance structure and processes adopted in these Board policies

3.1.2 Seek to be accountable to our stakeholders for competent, conscientious, and effective accomplishment of its obligations as a body.

3.1.3 Monitor and regularly discuss the Board’s own processes and performance, seeking to ensure the continuity of its governance functions by selection of capable trustees, orientation and training, and evaluation.

3.1.4 Be an initiator of policy.”

**Accountability of the Dean President to the Board of Trustees**

Part 4 of the Board Policy Manual describes how the Board maintains adequate performance and accountability through the annual Dean President performance review: “The Board and the Dean President have shared ownership of and together have the responsibility of the welfare of
Trinity School for Ministry. The following evaluation template tool encourages dialogue to achieve successful leadership of and aspirations of the School. To do that, there needs to be open two-way conversation between the Dean President and the Board:

4.5.1 Board reviews and determines key accountabilities for the Dean President for the coming year.
4.5.2 Board Chair and Dean President develop ongoing group or individual objectives to be updated as needed.
4.5.3 Board Chair and Dean President create a personal development plan, considering results of prior year’s evaluation.
4.5.4 Board Chair and Dean President periodically discuss/review the progress, successes, areas that need reinforcement, deficient areas, need for additional resources or Board support.
4.5.5 Board Chair presents to the Board at each October Board meeting a written summary of the annual review of the Dean President performed by the Board Chair and the Board Development Committee Chair.
4.5.6 Board Chair together with the Chairs of the Administrative Committee and the Board Development Committee perform an annual review of the adequacy of the compensation of the Dean President and make recommendations to the Administrative Committee.”

Shared governance through the Dean President
The Dean President works in collaboration and shared leadership with academic and administrative staff to fulfill the mission of the School. The Dean President is directly responsible to the Board of Trustees for all aspects of operation and administration within the boundaries of prudence and ethics established in Board Policies on Executive Parameters.

Annual performance reviews
The School maintains an annual review structure indicating lines of governance for all faculty and staff. The Dean President receives an annual performance review with the Board Chair and Board Development Committee Chair that is shared with the Board of Trustees in Executive Session at the October meeting; the Dean President steps out of the room while the performance review is shared with the Board of Trustees. Faculty reviews are conducted by the Academic Dean, staff reviews are conducted by the department director or dean, dean reviews are conducted by the Dean President, and the Dean President’s review is conducted by the Board Chair and Chair of the Board Development Committee. Faculty also complete an annual report for the Board of Trustees showing work completed in the past academic year.

Responsibility for strategic planning
The School maintains a Strategic Plan and Operating Plan document that is revised prior to the October meeting of the Board of Trustees and reviewed for progress prior to the February meeting of the Board of Trustees, with adjustments made as necessary.

Commitment to Academic Freedom of Inquiry
The School welcomes students of diverse denominational backgrounds and maintains memorandums of understanding with the North American Lutheran Seminary and the Presbytery of the Alleghenies of the Evangelical Presbyterian Church. Although all faculty, staff, students, and trustees are required to sign the Statement of Faith, there is freedom of inquiry for all to study and inquire about any topic. Article III of the Corporation lays out the School’s Statement of Faith, which is signed by all constituencies of the School, including trustees,
faculty, staff, and students, and describes the breadth of welcome theological positions held at the School. The Statement of Faith serves as a foundation of theology at the School, simultaneously allowing for collegiality, diversity of thought, and ecumenism within the community.

**Policies of non-discrimination and prohibition of sexual harassment**
Article XI Section 1 of the Bylaws states: “Trinity shall admit students of any race or sex and of no maximum age to all the rights, privileges, programs and activities generally accorded or made available to students at Trinity and Trinity shall not discriminate on the basis of race, sex or age in the administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs.” Faculty and Staff Handbooks contain a policy that prohibits sexual harassment, including a procedure to make a complaint of harassment and resolution/consequences for sexual harassment. All employees of the School are required to complete the Ministry Safe training program every 24 months to protect against sexual harassment. A similar training is also part of Student Orientation and is required for all full-time students. The School is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, age, gender or physical handicap in its employment practices. The School does, however, reserve the right always to give hiring preference to known, professing, and practicing Christians in any position. The School affirms Equal Employment Opportunity/Affirmative Action (EEO/AA). The Faculty Handbook contains position statements on the ordination of women and on the appointments of women to the faculty.

**Commitment to the professional development of faculty and staff**
The School maintains a shared responsibility for the ongoing development of faculty and staff. Faculty are provided with sabbatical leave and annual compensation for books and continuing education. The School uses ThinkZoom products to enhance performance of staff, and appropriate staff participate in coursework on supervision and management. The Dean President attends the Council of Episcopal Deans annually and meets with the Consortium of Anglican Seminaries quarterly by conference call to interface with deans of similar institutions. The School is a member of the In Trust Center for Theological Schools, which distributes a periodical magazine to deans and trustees. *In Trust* is a quarterly magazine for seminary governing boards and others who bear responsibility for institutions of theological education. *In Trust* explores trends and issues central to educational governance. The In Trust Center for Theological Schools “strengthens the governance and institutional capacity of theological schools, promotes their health, and facilitates their renewal through resource consulting, education, and publications.” The School is also a member of the Evangelical Council for Financial Accountability (ECFA), which keeps its members accountable for integrity, governance, financial oversight, use of resources, legal compliance, transparency, compensation-setting, related-party transactions, and stewardship of charitable gifts.

**Use of advisory groups, councils, and task forces**
Part 3.9 of the Board Policy Manual states: “To increase its knowledge base and depth of available expertise, the Board supports the use of groups, councils, and task forces of qualified advisers. The Chair or Dean President with the concurrence of the Board may appoint an advisory or ad hoc committee to assist in carrying out various time-limited goals and responsibilities.”
Responsibilities of the Administrative Committee of the Board of Trustees

Part 3.8.2 of the Board Policy Manual explains that the Administrative Committee of the Board “shall develop and recommend to the Board those financial principles, plans, and courses of action that provide for mission accomplishment and organizational financial well-being. Consistent with these responsibilities and in coordination with the Dean of Administration, it shall:

3.8.2.1 Review the annual budget and budgets for any special projects submitted by management and present them to the full Board for approval.

3.8.2.2 Oversee organizational financial planning, including the strategic plan, and establish and review key performance metrics that reflect the health and progress of the School.

3.8.2.3 Review any plans for indebtedness and recommend actions to the Board.

3.8.2.4 Approve the allocation of funds and payment of extraordinary items and ensure the appropriateness of signatories for all bill payments.

3.8.2.5 Monitor the preparation of accurate, timely financial reports, and review such reports with the Board to explain budget deviations and make recommendations. These reports include the income statement, balance sheet, and cash flow statement.

3.8.2.6 Arrange for an annual audit of the financial operations, review internal financial controls as part of the annual audit, review audit report with the auditor, and report the results to the Board.

3.8.2.7 Review, on an annual basis, the sources of funding for the organization. Set forth guidelines for financing capital campaigns and development programs.

3.8.2.8 Recommend to the Board an investment management strategy and report to the Board, on a regular basis, the performance of such investments.

3.8.2.9 Monitor the filing of all tax forms and licenses as required by law and that the institution complies with all government regulations.

3.8.2.10 Monitor that the organization is adequately insured and other risk management assessments have been performed.

3.8.2.11 Oversee the appropriate management of all property, plant, and equipment.

3.8.2.12 Oversee staff planning and compensation, administration of benefits, and ethic diversity.

3.8.2.13 Oversee written conflict of interest policies and procedures for directors and officers.”

Responsibility for regulatory compliance

Part 3.8.2.9 of the Board Policy Manual explains that it is the responsibility of the Administrative Committee of the Board of Trustees “to monitor the filing of all tax forms and licenses as required by law and that the institution complies with all government regulations.”

Financial giving commitment of the Board of Trustees

Part 3.11 of the Board Policy Manual states: “Every Board member is expected to be an individual donor of record in each calendar year. Board members are expected to serve without compensation. Expenses incurred to fulfill Board activities normally can be an individual tax deduction.” From October 2014 to January 2016, the Board of Trustees commissioned the Reach for the Harvest campaign. During this time, $15.5 million was raised, and as of February 2016, 24 of 27 trustees contributed to the campaign. In addition to personal financial giving, trustees are expected to promote the School in their spheres of influence.
Commitment of care for the institution
Trustees sign the Statement of Faith, according to Article III of the Bylaws, as well as the Board Member Affirmation Statement, to show loyalty to the institution, its purpose, and its overall wellbeing. Trustees affirm the good work that is being done in the institution and address concerns by asking thoughtful questions and challenging problematic situations. The Commitment section of Expectations of Trustees states: “Trustees are chosen because they are qualified to make a contribution to the Board. Board membership is regarded as a commitment rather than as a privilege. Trustees are expected to become working members of the Trinity family. As members of the Trinity family, trustees will be expected to support the School in prayer, by correcting it when it is wrong and encouraging it when it is right.”

Responsibility to donors and constituencies
Part 2.4 of the Board Policy Manual states: “The stakeholders and beneficiaries to whom the Board feels accountable are the bishops and congregations of the global Anglican Communion, students, alumni, faculty, staff, and donors.”

State approval of the School’s degree programs
The Board of Trustees assumes ultimate responsibility for state approval and accreditation of the School’s four degree programs. The Commonwealth of Pennsylvania Department of Education granted the School approval to award the Master of Divinity degree on May 18, 1981, the Master of Arts in Religion degree on January 9, 1986, the Doctor of Ministry degree on July 10, 2002, and the Master of Sacred Theology degree on December 16, 2011.

Board of Trustees recruitment
The Board Recruitment Philosophy, Policy, and Procedures states: “Trinity School for Ministry recognizes that a diverse, skilled and committed Board of Trustees is essential to the effective governance and management of the school...The Board of Trustees should reflect the communities it serves. The objective...is to improve ongoing Board of Trustees effectiveness through a prayerful discernment process that recruits against predetermined criteria related to two factors – candidate qualifications and Board composition.” Board diversity remains a key priority of the Board Development Committee. The Board Development Committee considers the following about a new trustee candidate: position in church (lay, ordained, or bishop), denominational affiliation, family and marital status, education, career and background experience, age, geographic location, and association with the School (graduate, auditor, or donor). Gender, race, and ethnicity are also considered in light of the School’s commitment to increasing the diversity of the Board of Trustees. Relevant data is tracked by the Board Development Committee with a grid maintained and updated by the Board Development Committee Chair. Trustee candidates ought to possess most or all of these qualities: particular expertise or professional experience, volunteer experience, diverse perspectives, capacity to attract new resources to the School, and a commitment to serve.

Board of Trustees development
New trustees undergo orientation with the Board Chair, Dean President, and Board Development Committee Chair early on in their election, and a current trustee is assigned to orient and acclimatize new trustees to Board functions. Administrative support is provided for each new trustee. A new trustee rotates through each committee and then serves on a
committee best suited to his or her expertise. New trustees follow this process so that the Board may function with a diversity of skills.

*Representation by constituencies of the School to the Board of Trustees*

In order to promote transparency and shared governance among constituents of the School, a faculty representative and a student representative provide a written report to the Board of Trustees at each meeting, and the School’s Community Liaison writes a report annually regarding informal relationships with the Borough of Ambridge in which the campus is located. In May, each faculty member writes a one-page summary report to the Board of Trustees of the work he or she has completed over the past year. Staff meetings include a presentation from the Dean President shortly after the Board of Trustees meeting. The Strategic Plan is updated annually and is provided to the Board of Trustees for review. The Board of Trustees is briefed by each Dean and the Dean President prior to its three meetings and in a mid-summer report.

*Educational assessment*

The Board of Trustees has the authority to commission regular educational assessments of the four degree programs offered by the School and to receive the summary reports of all educational assessments conducted by the faculty to guide educational and institutional planning.

*Quorum and voting requirements*

Article IV Section 10 of the Bylaws states: “At all meetings of the Board of Trustees, the presence of at least 1/3 of the Trustees in office, including at least two Trustees who are not members of the Executive Committee, of whom a majority of those present are not employees of Trinity or related to such employees by blood or marriage, shall be necessary and sufficient to constitute a quorum for the transaction of business.” The Board makes decisions based upon a majority vote. No individual trustee can make decisions alone.

*Conflict of Interest Policy*

All Board Members sign a Conflict of Interest Statement. Members who have a conflict of interest in any matter are required to refrain from participating in the consideration of the proposed transaction.

The Conflict of Interest Policy opens with the following statement regarding fiduciary responsibility:

“1. Members of the Board have a clear obligation to conduct all affairs of the organization in an upright and honest manner. Each person should make necessary decisions using good judgment and ethical and moral considerations.
2. All decisions of the Board of the organization are to be made solely on the basis of a desire to promote the best interests of the School’s mission.
3. In order to avoid any appearance of a conflict of interest, members of the Board agree to place the welfare of the organization above their own financial interests, or those of family members, or others who may be personally involved in the financial affairs of the organization.”

*Evaluation of trustees*

The Board Chair educates trustees in their roles. Using the Trustee Comprehensive Self-Evaluation, the Board Development Committee asks each Board member, in the months
preceding the end of his or her elected term, to self-evaluate his or her participation as a trustee. The Trustee Comprehensive Self-Evaluation is a simple form to assist trustees to determine their effectiveness and to confirm their interest in continuing service to the School and the Board of Trustees. Trustees complete a Board Evaluation Form after each meeting to evaluate the effectiveness of each meeting. Annual board retreats focus on trustee development opportunities and reflection.

Financial and administrative accountability
Part 3.8.2.6 of the Board Policy Manual states that the Administration Committee of the Board of Trustees “shall arrange for an annual audit of the financial operations, review internal financial controls as part of the annual audit, review audit report with the auditor, and report the results to the Board.” In addition to the Administrative Committee’s monitoring and guidance, the Dean President meets with the Board Chair twice per month to communicate proceedings at the School and to monitor governance structures. Deans provide the Board with reports prior to each meeting. The Board is divided into corresponding committees to address matters at a more detailed level according to individual expertise: Academic, Administration, and Advancement. The Dean President provides a fiscal year-end report.

Administration
It is the Dean President’s duty as chief executive and chief academic officer to maintain focus on the mission, to coordinate and guide the efforts necessary to accomplish the mission, and to secure and manage the resources that the mission requires.

Dean President
The Dean President must implement the vision and goals of the School as adopted by the Board; involve the School and stakeholder constituencies in planning; maintain and develop, in close collaboration with the faculty and Board, a curriculum that is biblical in substance, evangelical in orientation, orthodox in scope and relevant to the life and ministry of the church in a challenging age; build community among the various constituencies of the School; represent the School to all its constituencies, including the wider church; oversee the academic, spiritual, and pastoral health of the School, including that of its students, staff and faculty; and lead the School, with ability and desire, beyond the present turmoil in the Episcopal Church to future opportunities inside the Episcopal Church, the Common Cause network, the global Anglican Communion, and the wider evangelical church and mission in North America.

The Dean President must also develop strong relationships with and among the Board, faculty, staff, student body, and alumni for collaborative sharing in the work of the School; coach, motivate, and develop faculty and staff to a higher level; translate ideas into operational plans that will bring Trinity to the next level of excellence; and increase strong supportive relationships between the school and its current and prospective external constituencies. Additionally, the Dean President must recruit and develop a faculty of the highest caliber; attract students in the Anglican and wider church; raise funds and develop resources for operational needs, scholarships, and capital improvements; set priorities and guide investments in people and systems; discern what should change, what must change, what should not change and for what purposes appropriate change should be undertaken; and oversee Senior level staff in the operations and management of the faculty, staff, campus, and budget as well as stewardship of all physical and financial resources.
Appointing the Dean’s Cabinet
The Dean President maintains a Dean’s Cabinet, which meets weekly to aid the Dean President in decision-making. The Cabinet includes the Dean President, Academic Dean, Dean of Administration, and Dean of Advancement. The Dean President prepares the meeting agenda with input from the other deans and chairs the conversations. The Dean’s Cabinet is a helpful forum for addressing the day-to-day management of the School. The meetings allow the Dean’s Cabinet to implement shared governance on an ongoing basis. The Academic Dean assists the Academic Committee of the Board of Trustees and provides the Board of Trustees with written reports regarding the School’s educational program. The Academic Dean’s role on the Dean’s Cabinet is to represent the needs and concerns of educational constituencies and departments to the Cabinet. The Dean of Administration provides monthly financial reports to Dean’s Cabinet members to keep them informed of the financial condition of the School and to determine whether the School should make course corrections. The Dean of Administration submits a preliminary annual budget to the Dean’s Cabinet in January and the final budget for the next fiscal year in April. The Dean of Administration also provides any financial data necessary for decision-making. The Dean of Advancement reports to the Dean’s Cabinet on student recruitment, development, engagement with alumni/ae, church relations, hospitality, and communications. Under the Dean of Advancement’s leadership, the Office of Development monitors progress against annual and long-term objectives.

Fundraising by the Dean President
It is in the Dean President’s job description to raise funds and develop resources for operational needs, scholarships, and capital improvements; set priorities and guide investments in people and systems; discern what should change, what must change, what should not change and for what purposes appropriate change should be undertaken; oversee senior-level staff in the operations and management of the faculty, staff, campus, and budget as well as stewardship of all physical and financial resources.
8 Institutional Resources

Under the leadership of the Board of Trustees, and with the implementation of shared governance, an increased level of interaction and creative innovation takes place within the institution. Staff meet regularly, attend annual staff retreats, share lunchtimes, and schedule times of outreach, education, and recreation with the intention of strengthening the institutional environment that supports a community of faith and learning.

Personnel
The School maintains job descriptions for all current staff positions. Staff recruitment for open positions is managed by the Office of Human Resources in collaboration with department directors and the Dean’s Cabinet. Staff are prayerfully recruited with the desire that they be persons of Christian faith who will become integrated into the learning community. The Dean’s Cabinet actively works with department directors when additional personnel are requested to ensure that the need expressed aligns with the Strategic Plan and that the position may be funded by the Operating Budget or other sources. The staff recruiting process ensures that individuals applying for an open position meet the requirements outlined in the job description. The School maintains approved handbooks for staff and faculty. These handbooks are periodically submitted to legal review. Employment policies, standards of conduct, wage and salary policies, work schedule, and benefits are included in staff and faculty handbooks, which are updated periodically.

Recent improvements in staff compensation
In 2014, with the assistance of a trustee with a background in executive compensation, an analysis of compensation for all levels of staff and faculty was completed under the advisement of Chris A. Meinzer, senior director of administration and CFO for The Association of Theological Schools (ATS), who assisted the School in determining the appropriate peer group and obtaining the data to be used in the analysis. While some salaries were in the appropriate range, several needed to be adjusted upward. The School implemented salary adjustments in the 2014-2015 budget and will continue this process in future budget cycles. The School applies the principles used in this analysis for all new hires in order to appropriately compensate staff from the beginning of their employment.

Recent improvements in Human Resources practices
In 2013, the School underwent a comprehensive Human Resources audit by an external consulting firm. The scope of the review involved the following practices:

- Human Resources compliance issues, including job descriptions
- Salary administration
- Staffing practices
- Orientation practices
- Performance management system
- Training, development and succession planning
- Employee relations and communications
- Recordkeeping and retention practices
- Employee manual and policies
- Benefits administration
Ratings of “Positive,” “Caution,” and “Negative” were assessed in each area. The Office of Human Resources addressed each of the negative issues, and evaluation and improvement is ongoing.

**Financial condition of the School**

Trustees annually approve the budgeted use of financial resources. The School maintains the purchasing power of its financial assets by encouraging all department directors and managers to obtain the best possible pricing on all purchases. Major purchases require proposals from more than one vendor and are reviewed and approved by the Dean’s Cabinet.

*Operation in the past three years*

The School has operated with cumulative losses over the past three years. However, the cumulative losses were incurred with the approval of the Board of Trustees due to investments in personnel and new programs projected to increase revenues in future years of operation. Deficits were covered with releases from Reach for the Harvest campaign gifts allocated to the Annual Fund. The expectation outlined in the Strategic Plan is that the expansion will produce new income streams. Early projections indicate that the new programs, together with existing programs, will provide for future viability and overall institutional improvement.

*Sources of revenue*

Sources of revenue include tuition and fees, contributions and grants, investment income, and income from auxiliary enterprises. The School offers full tuition scholarships to qualified students. The funding of these scholarships comes from both endowed and unendowed scholarship gifts. These scholarships are a partial source of tuition revenue. The School also receives scholarship reimbursements from the North American Lutheran Church (NALC) for Lutheran students attending the School.

*Recent improvement in development staffing*

In recent years, the Office of Development has intentionally improved the quality of personnel and staffing levels. The current Office of Development operated the recently-concluded Reach for the Harvest campaign and now is reaching out to new donors to support the Annual Fund. Current levels of Annual Fund giving were maintained throughout the campaign, and the Annual Fund is expected to grow following the campaign.

*Auxiliary enterprises*

Auxiliary enterprise income is expected to grow in future years. The Media Center is expected to generate revenues through Whitchurch Publishing, and online bookstore revenues are expected to grow. Other auxiliary enterprise revenue consists of rental income from student housing, and all rental properties are well-maintained to ensure continued rentals by students.

*Endowments*

The Board of Trustees annually approves the spending policy for endowment funds. The endowment spending rate has been maintained between 4.5% and 5.5% of the three-year average market value. Pennsylvania law permits a range of 2% to 7%. Auditors annually evaluate and report the status of the endowments. The current endowment spending amount contributes approximately 6% of the annually budgeted revenues. The percentage is expected
to increase as pledges for the Reach for the Harvest campaign are received and added to endowments for scholarships, faculty sabbaticals, the Stanway Institute, and the Robert E. Webber Center.

The endowment spending formula is covered and guided by Pennsylvania law. Currently, endowments provide approximately 6% of revenue. The School maintains a spending policy of between 4.5% and 5.5%, which is prudent and maintains the long-term purchasing power of the endowments from inflation. Endowments are invested with The Investment Fund for Foundations (TIFF), which works exclusively with nonprofit organizations. TIFF’s mission is “to seek to enhance the investment returns of non-profit organizations, to reduce the investment and administrative expenses of nonprofit organizations, to broaden the universe of investment choices available to nonprofit organizations, to assist non-profit organizations in deploying their assets in a manner that will support charitable expenditures while preserving the purchasing power of their assets, to help non-profit organizations monitor and evaluate their investment performance, and to promote within the non-profit community an understanding of investment management.”

The objectives of TIFF’s Multi-Asset Fund, in which the endowment is invested, is to surpass CPI + 5% (net of expenses) over a majority of market cycles: “More broadly, the fund has sought since inception to provide a comprehensive solution to the principal investment challenge confronting most endowed charitable institutions: to preserve the purchasing power of their endowments while distributing a material percentage of the principal balance (usually about 5%) annually” (from TIFF’s Multi-Asset Fund Quarterly Report dated March 31, 2015).

Accounting, audit, budget, and control
Internal accounting and reporting systems have been adopted as required by Generally Accepted Accounting Principles (GAAP) and as recommended by National Association of College and University Business Officers (NACUBO). The School’s internal accounting system is a fund accounting system. Transactions are processed through the Blackbaud Automated Accounting System for General Ledger, Accounts Payable, and Student Billing. Payroll transactions are processed through Automated Data Processing (ADP), and summary transactions are posted to the general ledger. The chart of account structure provides reporting by department. Financial records are audited immediately following the end of the fiscal year by an independent auditor in accordance with generally accepted auditing standards (GAAS) as published by the American Institute of Certified Public Accountants (AICPA). An independent auditing firm provides an annual Statement of Audit Findings and Internal Control Letter. Both reports are reviewed by the Administrative Committee of the Board of Trustees, which meets with the auditor every year at the October board meeting to receive the audit and discuss audit findings. Recommended corrections are completed before the audited financial statements are released.

Budget process
The budget for operating revenues and expenditures is developed beginning in October, so that it may be submitted to the Administrative Committee of the Board of Trustees for review at the February committee meeting and to the Board for approval at the May Board of Trustees meeting. The Board receives the proposed budget for the next fiscal year together with a four-year financial projection. Capital projects are also budgeted and submitted for approval. Department directors are guided by the Strategic Plan and Operations Plan in formulating
budgets. These plans are developed as a collaborative effort of the staff, department directors, faculty, Dean’s Cabinet, and Board of Trustees to reflect the long-range strategic plans of the School.

Each department director receives a budget worksheet showing the prior year budget and actual amounts, current year budget, and year-to-date actual results. The worksheet is accompanied by transaction detail reports. Each department director reviews department performance, plans the next fiscal year, and submits budget requests to the Accounting Department. The budgets for all departments are compiled and reviewed with the Dean’s Cabinet.

Budgetary control is maintained by each department director and by the Dean of Administration. Each department receives a report of current month’s actual, budget and variance, year to date actual, budget, and variance and annual budget amounts by the 20th of each month following the month end close. Department managers monitor budget balances and manage expenditures accordingly. Requests for expenditures that exceed budgeted amounts are discussed with the Accounting department. The Dean of Administration also reviews each month’s financial report for the entire Institution with the Dean’s Cabinet. Footnotes to the financials provide details on over-budget areas.

Internal controls
Within the Accounting department, internal controls have been established. All accounting personnel have accounting experience and are hired on the basis of competency in accounting. Duties of accounting personnel are properly segregated. Transactions are authorized by department directors or the Dean of Administration. Receivables and payables are not currently separated, but additional controls have been added for these functions. Checks are signed by one of five authorized signers, unless the amount exceeds $5,000; in this case, two authorized signatures are required. Bank statements are reconciled by the Dean of Administration each month. Proper month-end and year-end cutoffs are maintained for transaction entry and for reporting purposes. Authorization for transfers of funds between accounts is limited to the Dean of Administration and authorized signers on the accounts. External auditors review internal controls annually. This system of financial reporting ensures the integrity of the financial records, establishes appropriate control mechanisms, and provides reliable information upon which to base decisions.

Institutional development and advancement
In October of 2013, the Board of Trustees voted to launch the recently-completed Reach for the Harvest campaign and approved a revised introduction to the gift policy: “the philosophy of fundraising at Trinity School for Ministry can be best characterized by three motifs: humble trust in the provision of God, prayerful listening to the Holy Spirit, and bold action for the mission of the Church. These behaviors are largely derived from the teaching of Bishop Alfred Stanway and the Church Missionary Society, which strongly influenced the courageous and faithful clergy and lay leaders who began the initiative for a new seminary in 1976.”

Clarification of the donor recognition and naming policy
In 2015, one of the founding visionaries of the School, the Rev. John Guest, approached the Dean President and the Dean of Advancement regarding an opportunity to name the Library for
the late Rev. David MacKenzie, who had played a significant role in the renovation of a grocery store into the current Academic/Library building. Although a naming policy was on file, more specific parameters were needed. After significant work by the Office of Development, a revised draft of the donor recognition and naming policy was submitted to the Dean’s Cabinet and then to the Advancement Committee of the Board of Trustees. The updated donor recognition and naming policy was approved by the Board of Trustees on May 15, 2015.

Recent formulation of a Major Donor Development Strategy

For many years, the School adopted a serious but sporadic approach to major donors. However, in 2011, a part-time Major Gifts Officer was hired, reporting directly to the Dean of Advancement. The Major Gifts Officer participated in the Developing Major Gifts track offered by the Lilly School of Philanthropy, a program of the Center on Philanthropy at Indiana University and subsequently implemented a Major Donor Development Strategy (MDDS). The MDDS was integrated as a main development staff function in 2013, and the Major Gifts Office was appointed as Director of Planned Giving, reporting to a new, highly experienced Director of Development hired in 2013.

The first critical task in developing the MDDS was to identify existing major donors and major donor prospects and designate them as such in the Raiser’s Edge fundraising software, using a numerical 1 to 9 rating system. These constituents are referred to as rated donors and prospects and are also referred to as Friends. This task was complete by mid-2012, and the list of approximately 300 rated names out of approximately 1,300 total donors was revised and refreshed in the summer of 2014. Once Friends were identified, the second step was to assign solicitors from the School, referred to as liaisons, to critical rated names. This effort has been ongoing since mid-2012, and the lists have been refreshed and reassigned annually. Strategies are formed and reviewed several times per year. Thirdly, information about the rated names needed to be uncovered and recorded in the Raiser’s Edge software. This is an ongoing effort, but most significant donors, as well as many prospects, have accessible data in the system. The next step in the MDDS is the training, coaching, and support of liaisons. The Reach for the Harvest campaign has provided an opportunity to involve development staff and the Dean’s Cabinet in managing important donor relationships. The objective is always toward the mutual fulfilling of God’s purposes, both for the School and for the donor. The final MDDS step is recruitment of new liaisons, and this effort is ongoing. At present, there are two Deans and two development professionals who directly handle Friend-Liaison relationships. Half of the rated friends have an assigned liaison.

The fruit of this effort can be seen in the pronounced impact major donors have had on the Reach for the Harvest campaign, as $15.5 million was pledged or given to the campaign. The top seven donors ($500,000 or larger) pledged $6.3 million, half of which has been received. Major donors have been highly responsive to the campaign, partly due to the systematic relationship development approach begun with the MDDS. The next focus for the MDDS is to encourage mid-sized donors to increase in giving to the level of major donors.

Since at least 1999, the School has received bequests, trust disbursements, and other planned gifts. Staff support is offered to donors desiring to make planned gifts. The level of donor support provided has varied in past years, depending upon Development staffing levels. In 2003, the Thomas Cranmer Society was established for all known planned giving donors, and later that year, the names of all the members of the society, who were willing, were published. Society
members receive special communications and invitations to occasional events in addition to regular donor mailings. In 2003, a Planned Giving Coordinator was hired to assist donors in making planned gifts. In 2006, the Planned Giving Coordinator resigned and was not replaced, and efforts to obtain planned gifts became more passive over the next seven years. However, since 2001, the School has engaged the services of a planned giving officer at the University of Pittsburgh, who has continued to provide assistance as planned giving opportunities arose. In January, 2013, a new Director of Planned Giving was appointed to direct the program with less reliance on outside services. The Director of Planned Giving refreshes active contacts with the members of the Thomas Cranmer Society, estimates the value of future planned gifts, and encourages new planned gifts from members and others.

Charitable gift annuity program
The School maintains an active charitable gift annuity program with the funds invested and annuities paid to donors by PNC Bank or by the Episcopal Church Foundation on the School’s behalf. The total charitable gift annuity contracts in place as of 2/16/2016 total $650,204, and the total managed by PNC Bank is $564,704. The assets supporting these annuities is approximately $425,447 as of 2/16/2016, far above the Commonwealth of PA regulatory minimum of 50%. The average age of the surviving primary annuitants is 91, and that of the surviving spouses is 84. In the past single calendar year, the School has received $668,611 in six bequests, and has, during the same period, identified $1,300,000 in additional future planned gifts. Incoming bequests are tracked by the Director of Planned Giving with family members, attorneys, and estate executors. The School is equipped to manage charitable remainder trusts through its relationship with PNC Bank, but at present, all donors who have such trusts in place have arranged management elsewhere. During the past two fiscal years ending June 30, 2015, the School has received $1.5 million in gifts from 12 donors who have left legacies to the School. Over the same two-year period, the School has identified $3.5 million in future anticipated gifts.

Recent appointment of a Director of Alumni, Church Relations, and Deployment
The School’s Board of Visitors meets annually to discuss a topic and make suggestions for the School’s leadership to consider. Members of the Board of Visitors represent a variety of geographic locations, careers, ages, and family backgrounds, and these members come together to share their knowledge and expertise with the School. The most recent meeting of the Board of Visitors was held September 2-4, 2014, and the topic addressed was Alumni Relations. The question posed was “How can Trinity increasingly engage alumni in the life of the School?” The Board of Visitors noted the following potential areas for improvement: prior attempts to galvanize alumni were unsustainable, the alumni database provided limited data, it was not known how alumni were supporting the School’s mission, there were no class representatives to keep in touch with former classmates, the alumni office offered news and contact data but little else, and alumni efforts were funded only part-time under the Development budget. The Board of Visitors made the following recommendations: decide how much, if any, of the School’s resources should be deployed for alumni relations, and to what specific measurable ends, exploring opportunity cost and cost/benefit analysis over three years; ask what alumni want or need from Trinity; use focus groups and lead with qualitative evaluation of felt needs, following up with quantitative assessment and hard data; and consider hiring a new staff position to develop, serve, and network class representatives and selected, key alumni, and relocate alumni relations under the Office of Recruitment and Admissions with a dotted line to Development. In October 2015, the School appointed a Director of Alumni, Church Relations, and Deployment,
who holds the dual position of Director of Student Affairs, to focus on graduates, graduating students, and congregations.

**Recent improvements in the church relations matrix**
The strategic plan for Advancement of May 2014 identified the need to “develop a sustainable system to maintain and expand relationships with key congregations.” The Office of Development lacked an appropriate metric to identify the congregations needing priority attention. Previously, the Office of Development had defaulted to one criterion: the congregations which gave the largest gifts in the budget line items. This approach was inadequate given the School’s core values, vision, and strategic plan. In addition, the split within Anglican judicatories made the question of priority even more complex. Through the cooperative efforts of the Office of Recruitment and Admissions and the Offices of Advancement and Development, a new matrix was established wherein congregations now are prioritized according to five criteria: the record of donations (1 to 3 points), the size of congregational program and ASA (1 to 4 points), the track record of student recruitment (1 point), the presence of alumni on staff (1 point), and other factors (1 point).

**Clarification of donor intentions**
The School receives restricted charitable gifts and takes seriously the legal and moral duty of honoring expressed donor intent. In many cases, such gifts are restricted by the donor to designated funds, such as the Annual Fund, the Future Leaders Scholarship Fund, or an endowed fund. Such funds are described with care in printed publications and online. When gifts are donated with a particular intention not covered by existing funds, the gift is placed in Temporarily Restricted Gifts. The donor profile is documented electronically with the donor’s expressed intent, and the funds are disbursed only to meet the intended need. If the School finds it cannot meet the restriction intended by a donor, (1) the donor is asked to adjust the restriction so that it can be met, (2) the funds may be returned to the donor, or (3) the gift may be graciously deflected before it is given.

To create a new endowed fund, the Office of Development documents donor intent in a brief form. The key donor or largest donor is asked to sign the form, and an authorized School representative signs the form acknowledging receipt. In each case, the donor intent form is drafted so as to ensure that if the initial restriction on the use of income from the new endowment cannot be met in any fiscal year, one or more alternative uses of the funds is documented as permitted by the donor. In the case of endowed scholarship funds, a final category is added, if at all possible, by which the scholarship funds may be used for any student with a financial need, if the primary, secondary, and any tertiary restrictions cannot be met. These documents are kept in the Office of Development. A few endowments are held which require income to be held over if no restricted use is possible, and the School follows these directives. However, for new funds, such restrictions are avoided by means of the donor intent form.

All restricted gifts are recorded as such when a gift or pledge is entered into the gift record in the Raiser’s Edge system. Unrestricted gifts are placed in the Annual Fund and thus become restricted to that purpose. Therefore, no gifts or pledges are received which are not documented as being restricted to some purpose at the time the gift or pledge is made, with one exception: The Board Undesignated Fund. Non-routine unrestricted of gifts over $50,000
may be placed in the Annual Fund at a rate of 50% for gifts which total up to $100,000. Thus, the first $50,000 may be placed directly into the Annual Fund and then 50% of the next $50,000. However, for the remainder, until the Board makes its judgment, these funds are held in what is referred to as the Board Undesignated Fund. Once the Board votes, these funds are utilized only for the Board-designated purpose.

Gifts to the Reach for the Harvest campaign were designated by the donor either to a portion of the campaign or to the campaign in general. All funds given to the campaign are used only for the purposes described to donors in published campaign materials. Bequests and other end-of-life gifts may come with restrictions, which are honored in the usual way. However, in addition, such gifts may have previously been restricted by the donor; these gifts always call for a full file search, both electronic and paper files, to ascertain whether any restriction was conveyed at any time.

Physical resources
The residential campus is situated on approximately five acres of land in the heart of the Borough of Ambridge, Pennsylvania. The campus is composed of three main buildings, the Academic/Library Building, the Administration Building, and Commons Hall, which surround a small quadrangle, along with the Chapel and several ancillary buildings. The three main buildings have a consistent design that was created by Brenenborg Brown Group Architects.

Improvements encouraged by Sustainable Pittsburgh
Several improvements encouraged by Sustainable Pittsburgh are practiced or planned, such as utility conservation, reclamation of industrial buildings and sites, sustaining of efficient building systems, and recycling of paper, plastic, glass, and scrap metal. Trinity is listed by Sustainable Pittsburgh as a Bronze Sustainable Business.

The Academic/Library Building, redesigned in 2002, is a two-story building that houses the Library and includes four offices and a conference room. The building also houses four large classrooms, six small group rooms, audio and video equipment storage, and a bookstore shipping area. On the second floor is the server room, a chapel, a meeting space, and an office for the Director of Facilities. Library offices are equipped with telephones, computers, and printers with wired or wireless network access. Classrooms are equipped with overhead projectors with screens and a computer workstation, and audio equipment is available as needed.

The Administration Building, constructed in 1994, is also a two-story building. The first floor is occupied by staff, and the second floor is occupied by the Dean President, faculty, and staff. There are 21 offices on the first floor with a conference room, a staff kitchen, and a storage room. There are 19 offices on the second floor with a small kitchen and storage room. All faculty and staff are provided with a telephone and a desktop, laptop, and/or tablet with wired or wireless network access. All faculty and staff have access to copiers on both floors of the building.

The Commons Hall, constructed in 1992, is a one-story community space for faculty, students, and staff. The building houses the Bookstore, a large dining area, a small meeting space called Commons Corner, and a kitchen, which was expanded in 2011 with counter space, ovens, a fire
suppression system, and a large walk-in refrigerator and freezer. The dining area is used for a variety of purposes. During academic terms, lunches are served Monday to Thursday, with Thursday designated as family day. Interterm conferences and concerts are held in Commons. Commons Hall was equipped in 2015 with a new sound system, lighting system, and projector with remote control screen to improve the quality of video recordings in Commons Hall.

The Chapel is located across the street from the campus. The Chapel was purchased from a Presbyterian church and has been used for campus worship for many years. The Chapel contains a sacristy, storage space, meeting rooms, and offices. In 2014, the basement level was renovated for classroom use and equipped with computer network access, wireless internet access, telephone, wireless microphones, and a projector. In 2015, the basement was further renovated as a Family Resource Center for childcare and family events.

Recent capital improvements
From October 2013 to December 2015, the comprehensive capital campaign entitled Reach for the Harvest raised $1 million for Campus Improvements. In 2014-2016, the following improvements were made to enhance campus facilities and reduce deferred maintenance:

- Architects, Brenenborg Brown Group, were engaged to develop a new campus master plan.
- Six AED Units and cases were placed in each of the main buildings on campus.
- Sidewalk repairs were made in several locations on campus.
- Outdoor steel stairs were replaced on a Trinity rental property.
- Trees were removed and replaced at various locations on campus.
- Roof replacements were completed:
  - Commons Hall Roof
  - Academic Building Roof
  - Maintenance Building Roof
- Eight ADA-compliant doors replaced the non-compliant doors entering Commons Hall. The installation of automatic doors was considered but was found to be cost-prohibitive.
- The exteriors of the Academic Building, Administrative Building, and Commons Hall were each power washed, and all windows were resealed.
- The Merchant Street wall was power washed and repointed.
- A more comprehensive campus security system was installed and includes the following:
  - Swipe card access was added, replacing radio frequency key fobs, to more doors on campus to give students greater access and to provide the ability to more securely lock down the campus when necessary.
  - Surveillance cameras were added to provide police with additional information in the event of a campus incident.
  - An improved software system was included to monitor cameras and manage access more effectively.
- New risers were purchased for Commons Hall.
- The front concrete steps of the Chapel were replaced, and a new railing was added.
- An updated sound, lighting, and projector system was installed in Commons Hall.
- Carpeting was replaced in classroom 101 and in the lounge across from the Library.
- Landscaping was completed on newly acquired property between the parking lot and the newly constructed Cobblestone Inn and Suites.
A current capital project within the campus master plan is the renovation of the former Family Focus Resource Center into a new Media Center for video production. The offices provide space for the Director of Communications, video editors, web designers, and other staff a separate space for a small printing press. A studio in the Media Center will be used for videotaping faculty lectures, guest lectures, and marketing productions. Funds from the *Reach for the Harvest* campaign will be used for the renovation, construction, equipping, and staffing of the facility.

**Planned capital improvements**
The campus master plan includes the following improvements, the funds for which would be raised in a subsequent campaign:
- Addition of a Student Center to Commons Hall with a place for recreation, relaxation, and study, and with access to food and beverages
- Renovation of office space currently occupied by the Communications department in the Administration Building
- Expansion of the parking lot
- Construction of a new Chapel with conference, meeting, and family space

At the end of the fiscal year, capital expenditures in excess of $1,000 are moved to the Physical Plant Fund. In addition, a separate long-term capital projects schedule is maintained with estimated costs and project timelines.

**Physical plant compliance and updates**
The School owns several buildings in Ambridge, including a maintenance building, the Society of Anglican Missionaries and Senders (SAMS) building, and six residential properties. The SAMS building is a two-story building that houses three ministries, independent of the School, on the first floor and five apartments on the second floor. The six residential properties are two-story homes. The maintenance building contains maintenance supplies and equipment, as well as donated items made available to students, staff, and faculty. Apartments and rental houses are available to full-time students, who may apply after acceptance into a degree program. A lease agreement must be signed by the student tenant(s), who must pay a security deposit. Rents are at or below market rates with the desire to help students keep personal living costs as low as possible. The School parking lot and sidewalks are well lit and are maintained for winter snow and ice. The campus is located across from the Ambridge Municipal Building, where the police and fire stations are located. The School conducted an informal ADA assessment and learned that several small projects needed to be completed in each building to become fully ADA compliant. The largest of these projects was the replacement of the Commons Hall doors.

**Institutional information technology resources**
The School relies heavily on technology to deliver educational programs. The School employs one Information Technology Manager who oversees the datacenter, computing network, and wireless network, as well as providing technology support to students, faculty, and staff.

**Recent technology improvements**
Funds from the *Reach for the Harvest* campaign allowed the Office of Information Technology to update the campus server network to a virtual datacenter. The virtual environment employs powerful servers to increase network performance and reduce downtime.
Several technology projects were completed using funding from the *Reach for the Harvest* campaign:

- Upgrade of telephone system backend
  - Toshiba voicemail system
  - PRI phone circuit card
  - IP Phone Module for Phone System/4 IP Phones
- Replacement of Academic building network switches
- Addition of Chapel network switches
- Installation of fiber cable run from Commons Hall to the Chapel
- Installation of network and wireless connections in the Family Focus Resource Center which will be used as part of the Media Center.
- Upgrade of network firewall

Institutional data are created and used for planning and evaluation of achievement of objectives:

- Academic department reports
- Office of Student Affairs reports
- General and Administrative department reports
  - Financial reports monthly and annually
  - Campaign status update reports monthly
  - Operating budget annually
  - Strategic plan and operating plan semi-annually

Current technologies for creating, storing, and transmitting this information include the Microsoft Office suite, Blackbaud Education Edge, Financial Edge, Raiser’s Edge, Google Apps for Education (including Classroom), and Google mail. Seven copiers are leased, and a lease agreement for all copiers is maintained on file.

**Institutional environment**

The School’s institutional environment is a reflection of the leadership of the Board of Trustees and the Dean President. The Dean President and Dean’s Cabinet ensure that the day-to-day operations of the School are based upon the Strategic Plan and Operating Plan. The Strategic Plan and Operating Plan are reviewed and updated twice annually, and each administrative department contributes to both plans. As a result, personnel are chosen carefully, and financial resources and facilities are used and managed in accordance with the Strategic Plan.

Academically, an ongoing aspiration of the School is to serve as a global center for Christian formation. Current efforts and accomplishments toward this end include offering full-tuition scholarships to international students for residential study, offering the Diploma in Anglican Studies to Spanish-speaking students, making congregational resources from the Robert E. Webber Center available through an online bookstore, and providing access to the theological curriculum internationally through the online course delivery format.

**Cooperative use of resources**

The School cooperates and shares resources with the North American Lutheran Seminary (NALS) in residence at Trinity. When the North American Lutheran Church was officially organized in 2010, it became apparent that the NALC needed its own seminary, so that future pastors might be educated more consistently and in accordance with the NALC’s doctrinal positions. At the
same time, a gift of $1 million was given to the NALC, 40% of which was designated for theological education, and a theological center was formed at Gordon Conwell Theological Seminary. In 2012, the NALC Joint Commission on Theology and Doctrine recommended that a task force on theological education be named to consider the formation of a seminary for the NALC. The Task Force recommended a design for theological education: a Seminary Center at Trinity School for Ministry and houses of studies at various locations throughout North America. The design recommended two houses of studies initially, one at Trinity School for Ministry and a second at Gordon Conwell Theological Seminary. The 2013 convocation adopted these recommendations and authorized a special campaign throughout the church to raise at least $1 million for the effort. The House of Studies at Gordon Conwell was officially inaugurated in October 2013, and a President of the Seminary and Dean for the Seminary Center at Trinity School for Ministry was named.

The President, faculty, and staff of NALS have offices on campus, where all NALS courses are held. Chapel services, Leadership Formation Groups, and all other aspects of the learning community are shaped by a shared relationship with NALS. In 2016, 10 students were enrolled in the NALS. The arrangement with NALS includes cross-appointments of faculty, cross-registration of students, rental of facilities, and shared access to information required by administrators, faculty, and students in the pursuit of their tasks.

**Instructional technology resources**
The use and implementation of instructional technology in both traditional and online course delivery systems are guided by the School’s vision, purpose, and core values, as well as the Statement of Faith, the Covenant, and degree program goals.

The School shares information daily and weekly through Campus News, Distance Students, and DMin email groups. Students are informed of the technology resources available to them in the Academic Catalog and Student Handbook. In the Online Student Handbook, instructions are provided for the learning management system. Information Technology and Online Education staff assist students with all computing needs, and frequently Asked Questions and Requirements pages covering technology topics are provided online.

**Training in new technologies**
Faculty are supported by the Office of Online Education and the Office of Information Technology for service and technical assistance. The Office of Information Technology is onsite during the instructional day to assist students and faculty in all areas of technology. As the faculty realize a technological need, the Office of Information Technology plays an integral role in researching, purchasing, and implementing the needed resource. Online Education staff provide all technical support for the learning management system. When a new resource is acquired, training is made available to faculty, students, and staff, and individualized instruction is available, as needed.

**Evaluation**
- **Strengths:** A Director of Alumni, Church Relations, and Deployment has been named to focus on graduates, congregations, and placement. The *Reach for the Harvest* campaign was completed on December 31, 2015, having raised $15.5 million in revenues toward
stated initiatives. Capital maintenance improvements have been made on a schedule according to the goals set forth by the institution.

- **Weaknesses:** The housing available in the Borough of Ambridge is aging. Staffing for Information Technology is minimal given the increasing complexity of the School’s technology environment.

**Recommendations**

- In the Office of the Dean of Administration and the Dean’s Cabinet, develop a detailed plan for student housing acquisition and expansion to meet the need for affordable student housing.
- In the Office of the Dean of Administration, develop a plan for increased and sustainable staffing in the area of Information Technology.
Educational Standard

Degree programs and nomenclature
Trinity School for Ministry awards four degrees:

- **Master of Divinity (MDiv)** is designed to prepare persons for ordained ministry.
- **Master of Arts (Religion) (MAR)** is designed to provide education in a specific theological discipline.
- **Doctor of Ministry (DMin)** is designed to enhance the ministry of those already holding a Master of Divinity (MDiv).
- **Master of Sacred Theology (STM)** is designed to provide an opportunity for advanced study to develop more fully an area of expertise in a theological discipline.

**Basic program oriented toward ministerial leadership**
The Master of Divinity (MDiv) is designed to prepare persons for ordained ministry. The MDiv program develops an understanding and an appropriation of the traditions, doctrines, and practices pertaining to ordained ministry in a variety of Evangelical faith traditions with a focus on those of The Episcopal Church, the Anglican Church in North America, the North American Lutheran Church, and the Evangelical Presbyterian Church. The MDiv degree program offers three foci: Master of Divinity; Master of Divinity, Lutheran Focus; and Master of Divinity, Presbyterian Focus. The purpose, admission requirements, graduation requirements, financial aid information, transfer credit information, degree-specific requirements, core courses, and course descriptions for the MDiv program are provided in the Academic Catalog and Student Handbook.

**Basic program oriented toward general theological studies**
The Master of Arts (Religion) (MAR) is designed to provide education in a specific theological discipline. The MAR program imparts a sound knowledge of theology to prepare the student for lay ministry or further study. Students may choose from three foci: Biblical Studies; Christian History and Theology; and Christian Ministry and Missiology. MAR students have the option of either writing a thesis or completing a capstone course. The purpose, admission requirements, graduation requirements, financial aid information, transfer credit information, degree-specific requirements, core courses, course descriptions, and thesis requirements for the MAR program are provided in the Academic Catalog and Student Handbook.

**Advanced program oriented toward ministerial leadership**
The Doctor of Ministry (DMin) is designed to enhance the ministry of those already holding a Master of Divinity (MDiv). The DMin provides clergy with advanced-level training in their fields of ministry. The purpose, admission requirements, graduation requirements, financial aid information, transfer credit information, degree-specific requirements, core courses, course descriptions, and final project requirements for the DMin program are provided in the Academic Catalog and Student Handbook.

**Advanced program primarily oriented toward theological research and teaching**
The Master of Sacred Theology (STM) is designed to provide students with an opportunity for advanced study to develop more fully an area of expertise in a theological discipline. The STM is an advanced academic degree designed for those who have earned an MDiv or its educational
equivalent from an accredited theological school. The STM provides concentrated and advanced studies in one of the theological disciplines. The degree offers those in ministry further formal theological training to deepen a scholarly understanding in a particular theological area. The STM also serves to enhance academic qualifications for future doctoral study. Areas of concentration are Biblical Studies, Church History, and Systematic Theology. The purpose, admission requirements, language requirements, course requirements, and thesis requirements for the STM degree program are provided in the Academic Catalog and Student Handbook.

The academic resources of the Library, Information Technology, the Office of Student Affairs, and the Registrar’s Office are available to all students. Courses delivered in the online format offer the same access to the School’s resources as those delivered in the traditional format. Faculty have regular and substantive interaction with both traditional and online students and are regularly available to mentor, advise, and counsel.

**Campus-based education**

The School is committed to the traditional delivery of curricular and extracurricular theological education and ministry formation on campus. In addition to educational programs, the School aims to provide a community of learning and formation to prepare students for vocations of mission and ministry.

**Residency requirements**

The MDiv requires at least two consecutive semesters of full-time study at the residential campus in Ambridge. The STM requires half of coursework to be completed on the Ambridge residential campus. MAR students completing a thesis normally must be residential during the semesters in which they are writing the thesis. The MAR may be completed through a hybrid of traditional and online delivery formats. The DMin is completed through Intensives and online study.

**Recent appointment of a Director of Student Affairs**

In 2015, the need was identified for a Director of Student Affairs to oversee student life, community events, and opportunities for personal, professional, and spiritual growth among residential students. In October 2015, the first Director of Student Affairs was appointed, replacing the role of the former Dean of Students. The Director of Student Affairs now oversees student orientation, which has been repurposed to focus more on formation than information. A more holistic approach of engaging in worship, study, fellowship, and mission is employed, and a more retreat-like atmosphere of prayer and reflection is pursued. Ambridge residential campus events and activities, such as Advent and Christmas celebrations, a Trinity Kneelers flag football team, fall and spring Quiet Days, and game nights, are planned through the Office of Student Affairs together with the leadership of the Student Cabinet, which is elected by the student body. As of 2015, workshops are offered by the Office of Student Services to cover student-requested topics of professional and spiritual formation, such as financial responsibility and planning for ministers, women in ministry, and interviewing for a first ministerial job. The focus of the Office of Student Affairs is to assist students in developing the spiritual, vocational, and professional skills and character necessary to the mature exercise of ministry.
**Chapel**
Worship is essential to formation for ministry. As stated in the Student Covenant, the School requires participation in daily Chapel services and formational Quiet Days. Student- and faculty-led initiatives, such as contemplative prayer and Lutheran Compline, provide additional opportunities for prayer and worship. Many worship and service opportunities are available to students within the greater Pittsburgh region.

**Leadership Formation Groups**
Each matriculated student is assigned to a Leadership Formation Group with a faculty advisor. Leadership Formation Groups meet weekly to provide students with community, support, and prayer. All full-time residential students are expected to make attendance at Leadership Formation Group a priority. Students normally stay with their assigned groups for the duration of their degree programs. If a student requests to be reassigned to another group, he or she must first consult with his or her advisor and then request a transfer from the Director of Student Affairs.

**Community of faith and learning**
Spiritual formation comes about not only from individual study and practice but also from participation in a community of faith and learning. The core values of the School dictate that a community must be one of love, concern, and self-giving. If the congregations in which graduates are placed are to be communities of renewal and reconciliation, then accordingly, training for ministry must involve being formed as a member of a Christian community. This community membership includes taking responsibility for the community; being a servant to everyone God places within one’s care; and learning to be open, vulnerable, and accountable to one another.

**Student Cabinet**
The Student Cabinet consists of three class representatives and six other cabinet members elected by their respective classes. Working with the Director of Student Affairs, the Student Cabinet seeks to enhance student fellowship and address community concerns. The Student Cabinet holds monthly meetings during the fall and spring semesters. Additionally, cabinet members conduct two all-class meetings each semester.

**Extension education**
The School does not offer extension education and has discontinued all ongoing course-offering sites. All courses offered beyond the traditional delivery format are administered by the Office of Online Education. Regarding other uses of the word “extension” in the institutional structure, in 2016, the School retired the former Extension Ministries department, which encompassed several educational initiatives, and integrated its constituent initiatives into the overall theological curriculum.

**Online education**
The School is approved by ATS to offer comprehensive online education, which is administered by the Office of Online Education. The purpose of online education is to enhance the quality of the theological education offered to students and to deliver the benefits of the School’s learning community to students who are unable to attend classroom sessions on the Ambridge residential campus. Each online student receives login credentials. Online students engage with
the instructor through weekly discussion, grading of course assignments, and communications through the learning management system (LMS), as well as through ongoing academic advisement and online meetings with Leadership Formation Groups.

The Office of Online Education ensures that all applicable laws are met. Courses are delivered on a two-year rotating basis each fall and spring. Courses in the online delivery format mirror the traditional delivery format of semester-long courses, weekly reading and assignments, regular interaction with faculty and class members, and at least 8-12 hours of study per week, per course. The coursework is largely asynchronous, meaning students in the course are not required to be online at the same time. Online education courses are conducted concurrently with the overall academic calendar. As with residential offerings, online courses will transition to Google Classroom as the learning management system in fall 2016.

Educational design, resources, and institutional procedures
All online courses are designed to achieve specific degree, diploma, and certificate program goals. All online courses have residential mirror courses, ensuring integrity and continuity between the traditional and online course delivery formats. For instance, BL650 Basic Greek is mirrored by BL650-OL Basic Greek Online, and both courses are taught by the same instructor. Asynchronous discussion boards contribute significantly to the development of a learning community. Faculty host regular Internet-based video conferences to provide a viable learning community for online students. The development, review, and approval of online courses are similar to those of residential courses.

Commitment to the spiritual formation of online students
Online students sign the Trinity Covenant, which stipulates: “We commit ourselves to the discipline of private and public worship. We will spend a daily time in prayer and Biblical meditation.” Each matriculated online student is advised by the Director of Online Education. In addition, each online student is assigned to an online Leadership Formation Group, which meets asynchronously throughout the academic year for conversation and prayer. Plans for 2016 include adding the livestreaming and recording of Dean’s Hours, leadership chats from the Dean President, and talks from guest lecturers to the resources provided for online Leadership Formation Groups.

Residency requirements for online degree programs
Only the Master of Arts (Religion) (MAR) degree (non-thesis option) may be pursued solely online. MAR students completing a thesis normally must be residential during the semesters in which they are writing the thesis. The MDiv degree program requires at least two consecutive semesters, or 24 credits, of full-time study at the residential campus. The STM degree program requires at least half of the coursework be completed at the Ambridge residential campus. The MAR degree program and diploma programs may be completed through a hybrid of traditional and online course delivery formats. The School develops all online courses and does not contract for educational services from any outside agency.

Access to Library resources
Online students have access to all Library holdings. The Library contains an extensive collection of materials emphasizing biblical studies and Anglican theology. Library holdings include 80,000 books, over 350 current periodicals, several hundred visual and audio resources, and four
electronic databases. Online students have access to the Library catalog online (http://catalog.tsm.edu). Students wishing to procure an item by mail from the circulating collection may request it from the Library. Online students also have access to the electronic collections and resources of the Library. The School maintains agreements with the libraries of the Reformed Presbyterian Theological Seminary, Pittsburgh Theological Seminary, and Duquesne University for online students in the Pittsburgh region. To access materials from universities and theological schools outside the Pittsburgh region, online students contact the Library to inquire if agreements are in place. The Library participates in ATLA’s Reciprocal Borrowing Program, which gives students from participating schools check-out privileges at accredited institutions across the country.

**Learning management system support**
The Office of Online Education provides technical support to students using the learning management system (LMS) for coursework and to faculty using the LMS in classroom and online teaching. Office of Online Education staff are trained and knowledgeable in the use of the LMS and regularly engage in further education in the LMS to support faculty and students. Students and faculty have prompt access to the Office of Online Education through email, LMS messaging, phone, and walk-in during office hours. Office of Online Education staff aim to monitor problems arising after business hours by forwarding email to personal phones. Evaluation of the LMS in view of forecasted future needs is an ongoing process. The technology used for online education and the technological ability, skill, and access needed for coursework are listed in the Academic Catalog and Student Handbook and online to inform students of the skills and technology necessary to participate in online courses.

**Faculty qualifications**
The Office of Online Education maintains institutional standards for residential faculty who teach online courses. Full-time residential faculty have right of first refusal for teaching online courses, and the full-time voting faculty have instituted a vetting process for the selection and retention of qualified adjuncts to teach online courses. Faculty are also evaluated at the end of each course through a survey completed by students via the LMS. Online faculty receive the Online Educators Handbook, which includes instruction in the use of the LMS. The Director of Online Education communicates regularly with adjuncts teaching online courses.

**Access of online students to resources**
All online students have access to the campus bookstore, the Library, and academic advising. The School is committed to providing excellent learning resources in and out of the classroom, regardless of residency. Online students are invited to attend Intensives offered during January and June Interterms. Half-time online students receive financial aid counseling by the Director of Financial Aid.

**Faculty-Directed Individual Instruction**
Students in all degree programs may elect to pursue an area of particular interest as faculty-directed individual instruction, commonly referred to as independent study. An independent study is designed for students who wish to do advanced work in a particular subject which is not covered by the School’s existing curriculum. Regular and substantive interaction between the student and the faculty member is required. Individualized instruction at Trinity is limited to
meeting unique educational and student needs. A maximum limit of two faculty-directed individual instruction courses per student applies for the duration of his or her degree program.

The following requirements must be met in order for a student to qualify for enrollment in a faculty-directed individual course:

1. Permission must be obtained from the Academic Dean and the instructor(s) of the individual instruction course along with a Faculty-Directed Individual Instruction Form containing a written description of the area of interest, goals of the investigation and a bibliography.
2. The student must be a matriculated student, meaning that the individual must be accepted for admission into a degree program.
3. Faculty-directed individual instruction does not duplicate existing courses. In seeking substitution of one course for another, a student must follow the process covering course substitution as explained in the Academic Catalog and Student Handbook. Any student wishing to substitute a course in place of a required course must complete a Modification of Program Form provided online.
4. The MDiv and MAR student must have successfully completed 30 credits prior to registering for a faculty-directed individual instruction course. Students who wish to enroll in an independent study will ordinarily have a minimum GPA of 3.0.

Educational assessment
Since 2012, the appointed faculty directors of the School’s four degree programs have been tasked with leading the full-time voting faculty in regular and ongoing educational assessment of student learning. The School’s comprehensive assessment plan includes the process to be used by faculty in evaluating degree program components; descriptions of the direct and indirect indicators of student learning in the four degree programs; and guidance for faculty and trustees in the review and evaluation of assessment results.

Educational assessment strategy
The following educational assessment strategy guides the regular and ongoing assessment of student learning outcomes for the School’s four degree programs:

- **Evaluating for stated learning outcomes.** Evaluation worksheets guide faculty evaluating course artifacts to measure them according to the stated learning outcomes for the degree programs.
- **Identifying course artifacts.** Course artifacts are identified for each learning outcome. The assessment plan selects the artifacts appropriate to assessing focused outcomes and other artifacts appropriate to assessing integrated outcomes across the disciplines.
- **Using focused and integrated outcomes.** Many courses share common integrated outcomes, while specific courses and assignments address focused outcomes.
- **Selecting course artifact evaluators.** Degree program directors selects faculty evaluators to conduct evaluations of course artifacts.
- **Scheduling assessments.** Degree program directors are responsible to schedule the timeframe in which to carry out the work of assessment.
- **Criteria to evaluate artifact.** Based upon the recommendation of an STM visitation team from the Pennsylvania Department of Education, faculty follow the benchmark of “80% of artifacts demonstrate that the learning outcomes have been achieved.” This benchmark provides a specific figure that may be calculated after reviewing all course
artifacts. Faculty evaluate course artifacts as Distinguished, Proficient, Intermediate/Novice, or Unacceptable, identifying strengths and areas needing improvement.

- **Interpreting results.** Course artifact evaluators determine whether the 80% goal is met and note strengths and areas needing improvement. The result is a Summary Report on each course artifact.
- **Making a data-informed decision.** The entire full-time voting faculty discuss the results of the Summary Report and identify the actions to be taken in response. Written comments regarding course artifacts help identify where changes should be made in light of the assessment results.

**Performance-based indicators of student learning**
Course artifacts used for faculty evaluation include theses, capstones, projects, and sermons to provide direct, performance-based indicators of student learning:

- **Theses and capstones** provide measurable assessment data for the MAR, DMin, and STM degree programs.

- **Core course assignments** provide measurable assessment data for the MDiv degree program.

**Perception-based indicators of student learning**
Student course evaluations provide indirect, perception-based indicators of student learning. Student course evaluations ask students how the outcomes of student learning were reflected in the course. All course artifacts and course evaluations are redacted to provide for the anonymity of student identity. Students are aware of the learning objectives of the degree programs in which they are enrolled. The learning objectives for each of the four degree programs are provided in the Academic Catalog and Student Handbook and in all course syllabi.

**Summary reports of regular educational assessments**
The summary reports of educational assessments are shared with the full-time voting faculty at regular faculty meetings. After faculty discuss the results contained in a summary report, the faculty determine the actions that will be taken in response to the assessment results. The written comments from the evaluators of course artifacts help the faculty to identify where changes should be made. The faculty review and analyze the results of the assessment activities, discern appropriate changes to the curriculum and educational practices, and document the results of both its interpretation of assessment data and decisions about educational changes. The summary reports of the assessments conducted for each degree program are reviewed by the full-time voting faculty. Based upon the summary reports, the faculty make recommendations to the Board of Trustees for curricular planning, institutional strategic planning, and resource allocation.

**Using summary reports to shape educational and institutional planning**
The Board of Trustees commissions all educational assessments and receives summary reports from the faculty. Summary reports with faculty recommendations are shared with the Board of Trustees at regular meetings. The summary reports from the faculty shape educational and institutional decisions. The recommendations from summary reports are incorporated into the Academic Strategies chapter of the Strategic Plan.
Progress and shortcomings in educational assessment
In 2012, an educational assessment of student learning outcomes was conducted for all four degree programs, including evaluation of the learning outcomes for each degree program. An assessment of the DMin degree program was conducted in 2013, and assessments of the MAR and STM degree programs were completed in 2016. The assessment plan itself was reassessed for simplicity and sustainability and was subsequently simplified by the degree program directors in 2016.

Educational assessment of the MDiv degree program has been delayed by changes in the makeup of the full-time voting faculty due to the recent loss of a Pastoral Theology faculty member. An assessment of the MDiv degree program for student learning outcomes was begun in 2014; however, it was not completed. In 2016, two co-chairs of the MDiv degree program were newly appointed to conduct educational assessment of student learning outcomes and to address areas of needed improvement in the Mentored Ministry program and other Pastoral Theology courses required for the MDiv degree program.

Until 2015, ESQ and GSQ data were collected but were not evaluated to inform an understanding of how well the required courses of the MDiv, MAR, and STM degree programs are contributing to the achievement of stated degree program goals.

Public summary evaluation of educational effectiveness
A summary evaluation of the educational effectiveness of all four degree programs is available online and is updated as needed. The Office of Student Affairs tracks the placement of graduates in vocational or non-vocational positions, or those seeking employment or pursuing further study, which allows the School to assess its educational effectiveness.

Placement information for the past two years is as follows:
In the academic year 2015,
Master of Divinity:
- The number of graduates was 12.
- 10 are in vocational ministries (pastor, ministry professional).
- 1 is seeking vocational placement.
- 1 student’s placement is unknown.
Master of Arts in Religion:
- The number of graduates was 16.
- 9 are in vocational ministries (youth ministry, teaching, urban ministry).
- 1 is pursuing further academic work.
- 6 students’ placement is currently unknown.
Master of Sacred Theology:
- The number of graduates was 3.
- 2 are in vocational placement (minister, seminary professional).
- 1 is in a non-vocational workplace.

In the academic year 2014,
Master of Divinity:
- The number of graduates was 18.
- 16 are in vocational ministries (pastor, ministry professional).
Master of Arts in Religion:
- The number of graduates was 16.
- 7 are in vocational ministries (Bible translation, missions, teaching).
- 1 is pursuing further academic work.
- 8 students’ placement is currently unknown.

Master of Sacred Theology:
- The number of graduates was 1. Student is serving as an associate rector.

Academic guidelines
Theological education is a lifelong enterprise. The School welcomes the skills and knowledge entering students bring with them and supports them in forming new capacities for ministry. Graduates are intended to leave prepared for mission and ministry while understanding how much more there is to learn.

Admission
The School is committed to assisting prospective students regarding their readiness for academic work and the proper course of study to pursue. Trinity admits persons who have committed their lives to Jesus Christ, who desire to serve him in the fellowship of his church, and who have demonstrated gifts for Christian ministry. The School admits qualified students without discrimination by race, sex, age, handicap, color, or national or ethnic origin.

Application material
Upon application, prospective students are required to submit the following: application form, application fee, official transcript from all previously attended undergraduate or graduate schools, financial statement, spiritual autobiography essay, writing sample essay, and three reference letters. Applicants to the Master’s-level programs should have completed a baccalaureate degree. The details concerning each requirement for admission is available in the application materials in print and online. Admissible applicants are invited to the Ambridge residential campus for an interview. Spouses are asked to attend the interview, if possible.

Students without a baccalaureate degree
Of the current enrollment, only three students have not earned a baccalaureate degree. For accreditation purposes, the School limits the number of students without a baccalaureate degree enrolled in any course to 15%.

International students and recent improvements in upholding the TOEFL requirement
Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) exam. Additional information may be required by the admissions committee. In past years, the TOEFL exam was not always required for students whose first language was other than English. Some students were admitted who later experienced extreme difficulties in coursework. In a few cases, these students had to withdraw from their degree programs due to difficulties with English. As of 2016, the TOEFL requirement is consistently upheld in the admission of students whose first language is not English.
Interview
When an applicant visits the Ambridge residential campus for an interview, the applicant and the admissions committee work together to discern the applicant’s calling and the best course to pursue. The admissions committee consists of two staff persons (usually the Director of Student Affairs and the Director of Recruitment) and at least one faculty member. An applicant may also meet with other faculty members, as necessary, regarding his or her intended degree program. The Director of Online Education is usually present for interviews of applicants planning to enroll in online courses.

Transfer of credits
Transfer students are students who have begun a course of study at another institution and who wish to continue their studies at Trinity. Students transferring from accredited seminaries or graduate schools may be given course credit for prior graduate work. The credit given is determined by the Academic Dean and Registrar after consideration of an official transcript, the Academic Catalog of the accredited institution, and course syllabi from previous coursework. Students transferring from accredited seminaries or graduate schools may be awarded course credit for prior graduate work completed within the last fifteen years with a grade of B or higher. Disputes are handled by the Academic Dean, Registrar, and a faculty member of the Academic Dean’s choosing. Final determination rests with the Academic Dean.

Improvements in credit transfer
Beginning in 2015, when a student is applying for admission and has earned credits at another accredited institution, the Registrar’s Office creates a degree worksheet showing the transfer of credits, so that the student can see which credits will be transferred from another accredited seminary or graduate school. It is currently under evaluation whether this approach is encouraging enrollment in the degree programs, particularly the MDiv degree program. The Office of Recruitment and the Registrar’s Office will continue to gather and evaluate data to guide decision-making regarding the transfer of credits from another accredited institution.

Potential transfer credits from an accredited institution

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Potential transfer credits from an incomplete degree</th>
<th>Potential transfer credits from a completed degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>STM</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>MDiv</td>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td>MAR</td>
<td>33</td>
<td>26-30</td>
</tr>
</tbody>
</table>

Any matriculated student who is currently enrolled full-time in a Master’s level degree program may apply to the Registrar to enroll in a course at another accredited institution for transfer into a Trinity degree program. Permission for enrollment in such a course is based upon: (1) the number of credits, if any, transferred into the Trinity degree program upon matriculation, (2) the limit of nine such transfer credits into an MDiv degree program and six into a MAR degree program after matriculation, (3) the legitimate rationale for taking a course at another institution (dislike of an individual instructor or desire to expedite a degree program are not acceptable rationale). The Registrar and Academic Dean must approve any course taken at another institution prior to enrollment in the course.
Shared credit in degree programs
Up to 45 credits from a completed post-baccalaureate theological degree may be transferred to the Trinity MDiv degree program. Similarly, up to 26-30 credits from a completed post-baccalaureate theological degree may be transferred to the Trinity MAR degree program. Up to 60 credits from an uncompleted post-baccalaureate theological degree program may be transferred to the Trinity MDiv degree program. Similarly, up to 33 credits from an uncompleted post-baccalaureate theological degree program may be transferred to the Trinity MAR degree program.

Recent improvement in shared credit in degree programs
In 2015, the Office of Recruitment noted that students wishing to enroll in the MDiv degree program and holding earned MAR degrees from other accredited institutions were choosing not to apply, because no credits were approved to transfer from their previously-earned MAR degrees. Until 2015, ESQ data were not evaluated to guide decision-making regarding the benefits or challenges of offering shared credit in degree programs. In 2015, at the recommendation of the Office of Recruitment and the Registrar’s Office, the Academic Dean brought the matter of shared credit in degree programs to the attention of the faculty, who approved a policy change to implement shared credit in degree programs. Students wishing to enroll in the MDiv degree program may now transfer credits from previously earned MAR degrees. This policy is now reflected in the Academic Catalog and Student Handbook.

Advanced standing
Trinity does not offer advanced standing. If a student tests out of any degree requirement, usually a course, he or she will not receive academic credit toward his or her degree program. Instead, the student will be required to complete another elective course within the same academic department.

Nondegree instructional programs
All courses in nondegree instructional programs are taught by full-time voting faculty or approved adjunct faculty. All non-curricular workshops, conferences, and events offered by the School are carefully planned to align with the School’s overall theological curriculum and to represent the School appropriately to the public. Students in these programs have the same access as residential students to faculty, library resources, information technology, and other academic resources.

Programs of study that grant credit
The Diploma of Anglican Studies, the Diploma of Lutheran Studies, the Spanish Speaking Post-Graduate Diploma in Anglican Studies, and the Diploma of Christian Ministry are designed for those who already possess some post-baccalaureate theological training and wish to expand their knowledge. The Post-Graduate Diploma in Theological Studies is a post-baccalaureate program for Anglicans in Nigeria to further prepare for ministry.

Diploma in Anglican Studies
The Diploma in Anglican Studies (DAS) is designed to provide a rich understanding of worldwide Anglicanism and the Anglican tradition for those who have already studied the basic theological disciplines. Participation in the DAS program may occur through traditional courses, online courses, Intensives, or a combination of course delivery formats. Coursework for the DAS
normally is completed over 2-3 years, depending upon a student’s work schedule, course rotations, and course offerings. The Diploma is awarded upon the successful completion of 24 credits, or 39 credits if no previous graduate theological work was completed, and with the recommendation of the faculty. A student enrolled in the DAS program may transfer up to nine credits from another accredited institution at the discretion of the Registrar and Academic Dean.

**Diploma in Lutheran Studies**
The Diploma in Lutheran Studies (DLS) is designed to provide preparation in Word, Sacrament, and Ministry for seminarians who have attended non-Lutheran seminaries and who are now preparing for ordination in the North American Lutheran Church (NALC). Participation in the DLS program can occur through traditional courses, online courses, Intensives, or a combination of course delivery formats. Coursework for the DLS is typically completed in one year through a combination of online and residential components. The DLS is awarded upon the successful completion of 30 credits. A student enrolled in the DAS program may transfer up to nine credits from another accredited institution at the discretion of the Registrar and Academic Dean.

**Diploma in Christian Ministry**
The Diploma in Christian Ministry (DCM) offers training for congregational lay ministry, leadership, and discipleship. The DCM spans the various Christian foundational and biblical disciplines, including Biblical Studies, Church History, Systematic Theology, and Pastoral Theology. Participation in the DCM program can occur through traditional courses, online courses, Intensives, or a combination of course delivery formats. Coursework for the DCM normally is completed over 2-3 years, depending upon a student’s work schedule, course rotations, and course offerings. The Diploma is awarded upon the successful completion of 24 credits and with the recommendation of the faculty. A student enrolled in the DCM program may transfer up to six credits from another accredited institution at the discretion of the Registrar and Academic Dean.

**Programs of study that do not carry academic credit**
The School offers certificate programs to meet specific ministry needs and offers opportunities to audit regular course offerings. The School also hosts conferences, lectures, and workshops to the public during January and June Interterms and at other times during the academic year.

**Certificate Programs**
The Certificate of Diaconal Studies and the Certificate of Lutheran Studies are non-credit programs intended to assist with the academic formation of those seeking ordination in the Anglican Church in North America or the North American Lutheran Church (NALC). The curriculum is sufficiently rigorous to meet the stated goals of preparation for ordination.

**Auditing**
In 2014, the audit fee was reduced to $150 in order to make course offerings more accessible to the public. Any individual, with or without a bachelor’s degree, may register to audit up to two courses each semester without applying for admission to a program, provided he or she has taken the prerequisite courses. Audited courses do not receive grades, and no audited courses may be applied to any degree program. STM and DMin courses may not be audited without the express permission of the degree program director.
Non-credit courses, conferences, and workshops
The January and June Interterms, which offer Intensives, also offer non-credit courses, conferences, two-day lectures, and workshops for the public. These non-credit offerings expose the School to new relationships, and as a result, the January and June Interterms have become a gathering time for the larger community, broadening and strengthening relationships with various constituencies of the School. These non-credit offerings reflect the values of the overall theological curriculum.

Evaluation: Strengths
- In 2015, a Director of Student Affairs was appointed to coordinate student personal, professional, and spiritual formation. Leadership Formation Groups provide students with ongoing faculty interaction and advisement. Chapel services are intended to provide an integration of faith and learning. Campus resources, such as the Bookstore, Library, and Information Technology, are adequate to ensure student learning. Residency requirements for the MDiv and STM degree programs allow for significant instructor-student interaction.
- The School maintains well-established online education programs with comprehensive technical and educational support. Online educational programs are consistent with residential programs.
- In 2012, an educational assessment of student learning outcomes was conducted for all four degree programs, including evaluation of the learning outcomes for each degree program. An assessment of the DMin degree program for student learning outcomes was conducted in 2013, and assessments of the MAR and STM degree programs were completed in 2016. The assessment plan itself was reassessed for simplicity and sustainability and was subsequently simplified by the degree program directors in 2016. Two new co-directors of the MDiv degree program have been appointed to conduct educational assessment of the program and to continue improvements to Mentored Ministry and other Pastoral Theology courses.
- Clear policies are in place to guide the admissions and registration processes. Improvements have been made in the areas of recruitment, admissions, and transfer of credits from other accredited institutions.
- The selection of nondegree programs and opportunities offered by the School maintain appropriate academic rigor and integrity and reflect the overarching theological curriculum. January and June Interterms offer an appropriate selection of non-credit courses, conferences, lectures, and workshops to the public. In 2014, the audit fee was reduced to $150 in order to make course offerings more accessible to the public.
- Recent changes to the Mentored Ministry program to meet the needs of both students and congregations have received positive student feedback.

Evaluation: Weaknesses
- Until 2015, ESQ and GSQ data were collected but were not evaluated to inform an understanding of how well the required courses of the MDiv, MAR, and STM degree programs are contributing to the achievement of stated degree program goals.
- Until 2015, ESQ data were not evaluated to guide decision-making regarding the benefits or challenges of offering shared credit in degree programs.
- In 2014-2015, educational assessment of the MDiv degree program was delayed by changes in the makeup of the full-time voting faculty due to the recent loss of a Pastoral
Theology faculty member. An assessment of the MDiv degree program for student learning outcomes was begun in 2014 but was not completed.

- Until 2016, TOEFL scores were not obtained for students whose first language was other than English.

Recommendations

- In the Office of Student Affairs and the Office of Alumni, Church Relations, and Deployment, continue the practice begun in 2015 of evaluating GSQ data to inform an understanding of how well the required courses of the MDiv, MAR, and STM degree programs are contributing to the achievement of stated degree program goals.

- Under the direction of newly appointed degree program co-directors, complete the assessment for the MDiv degree program in 2016-2017.

- In the Office of Student Affairs, the Registrar’s Office, and the Office of Online Education, examine ESQ and GSQ data to evaluate the effect of current admissions and credit transfer policies on recruitment, placement of graduates, and other aspects of educational effectiveness.

- In the Office of Recruitment, obtain TOEFL scores for all students whose first language is other than English.
Master of Divinity (MDiv)

Purpose of the MDiv degree
The Master of Divinity (MDiv) degree program prepares students for the demands of ministerial and public leadership in diverse cultural contexts. The MDiv degree program is designed to form persons for ecclesial ministry through training in biblical interpretation, biblical studies, church history, systematic theology, missiology, and pastoral theology with an emphasis on practical training applicable to congregational settings. The MDiv requires 90 credit hours with at least two consecutive semesters completed at the Ambridge residential campus.

The MDiv degree program is offered from an Anglican evangelical perspective yet is inclusive of other traditions. An ecumenical approach allows students to engage with broader denominational culture in the presence of a learning community with a confessional theological framework. As such, the program requires regular Chapel attendance and leadership. Recent agreements with the North American Lutheran Seminary and the Evangelical Presbyterian Church have led to the establishment of three parallel Master of Divinity tracks: one for ministry in Anglican contexts, another for ministry in Lutheran contexts, and another for ministry in Presbyterian contexts. In the Lutheran and Presbyterian MDiv tracks, core required courses are supplemented with required Lutheran-focused or Presbyterian-focused courses. The focus of the MDiv degree program is on practical theology, and a thesis is not required for the MDiv degree.

Program goals, learning outcomes, and educational assessment of the MDiv degree program
The following goals have been established for the MDiv degree program:

● Becoming a person of God
● Maturing in faith and spiritual practice
● Growing in skills for the practice of ministry and pastoral care
● Bible knowledge, application, and interpretation
● Understanding the faith from a historical perspective
● Confession and application of a consistent theological apologetic and worldview
● Missionary understanding and commitment to God’s work in other cultures
● Biblical preaching
● Leadership within a congregation and related authority structures
● Engagement with other perspectives

If the goals of the program are met, students will graduate with a broad foundation for ecclesial ministry as a congregational pastor, church planter, or missionary. The MDiv program is intended to form students for ministry through engagement with faculty and fellow students in a collegial learning process.

All required MDiv courses are intended to address the following learning outcomes, which are articulated in all course syllabi:

1. The student will recognize and identify the biblical theology evident in the coursework.
2. The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology.
3. The student will be able to communicate effectively the Christian message to a diversity of people in order to advance the mission of God.
4. The student will be prepared to effectively lead in a variety of Christian communities.

Recent challenges MDiv degree program assessment and curricular planning
The MDiv degree program is included in the School’s comprehensive assessment plan. However, in 2014-2015, educational assessment of the MDiv degree program was delayed by changes in the makeup of the full-time voting faculty due to the recent loss of a Pastoral Theology faculty member. In 2014-2015, the School community was deeply affected by the lengthy period of illness and subsequent untimely death from leukemia of a longtime professor of Pastoral Theology who had provided substantial educational guidance for the MDiv degree program. In 2015, the faculty faced challenges in curricular planning which had previously been contributed by the lost faculty member. In March 2016, the faculty voted to appoint two co-directors of the MDiv degree program to conduct ongoing assessment of student learning outcomes and to guide curricular planning for the MDiv degree program. Under the direction of the newly-appointed MDiv degree program co-directors, faculty plan to complete an educational assessment of student learning outcomes for the MDiv degree program in 2016-2017.

Evaluations of MDiv students
In a student’s first or second year, the Academic Dean provides letters to bishops or other ecclesiastical authorities, as required for an ordination process. In addition, a written evaluation is developed in a dialogue between the student and his or her Leadership Formation Group faculty advisor, or if an online student, the Director of Online Education, and other faculty, if needed. The evaluation is signed by the student, his or her faculty advisor, and the Academic Dean. In the third year, the Academic Dean provides letters to bishops or other ecclesiastical authorities upon request of the student. These evaluations apply to students preparing for ordination in any denomination.

Completion of MDiv degrees and placement of MDiv students
In the academic year 2015,
- Number of graduates was 12.
- 10 are in vocational ministries (pastor, ministry professional).
- 1 is seeking vocational placement.
- 1 student’s placement is unknown.

In the academic year 2014,
- Number of graduates was 18.
- 16 are in vocation ministries (pastor, ministry professional).
- 1 is in a non-vocational workplace.
- 1 is pursuing PhD work.

Looking toward 2016-2017, it is hoped that with increasing use of GSQ and the AQ data by the Office of Student Affairs, the faculty and administration may more effectively assess the academic needs of MDiv students, evaluate how well the academic preparation of the degree program is meeting these expressed needs, and improve the degree program to address those needs more effectively.
Content of the MDiv degree program
The MDiv degree is a 90 credit hour program consisting of 30 theological courses of 3 credit hours each. Of these courses, two are electives. The required core consists of: Biblical Interpretation (9 credits), Biblical Studies (18 credits), Church History (9 credits), Systematic Theology (15 credits), Missiology (9 credits), and Pastoral Theology (24 credits). Within these courses, students engage the Scriptures, the Great Tradition of the church catholic, and the particulars of the Anglican tradition, with significant time spent on applying the lessons learned to contemporary situations. At least two consecutive full-time semesters must be completed while in residence at the Ambridge campus.

Language requirements
Students enrolled in the MDiv degree program must demonstrate a working knowledge of Biblical Greek and Biblical Hebrew. Students may demonstrate competency through passage of the language proficiency test given by arrangement with the Biblical Studies faculty or by taking BL630 Basic Hebrew and BL650 Basic Greek. In addition, students enrolled in the MDiv degree program take either OT700 Hebrew Exegesis or NT700 Greek Exegesis. The Biblical language requirements prepare MDiv students to access to the Scriptures in the original languages.

Recent evaluation and improvement of Mentored Ministry
Each student enrolled in the MDiv degree program completes six credits (two semesters) of Mentored Ministry in a setting outside his or her sponsoring congregation. Following the death of a long-time Pastoral Theology faculty member in 2015, the Pastoral Theology faculty recognized a need to assess Mentored Ministry for how well the content and practica were preparing MDiv students for ministry and leadership. In response to this need, a regular adjunct who was also serving as the Canon to the Ordinary of the Anglican Diocese of Pittsburgh was invited to work with the Pastoral Theology faculty to connect the Mentored Ministry program more effectively with the needs of local congregations. In 2015, several congregations were added to the Mentored Ministry program, and the process of evaluation and improvement of the program is ongoing. As of 2016, a separate section of Mentored Ministry is offered to Lutheran students and is overseen by the President of the North American Lutheran Seminary (NALS). Students in the Lutheran section are placed in Lutheran congregations. In 2016, the faculty will survey participating congregations to gather data for the future improvement of Mentored Ministry. Recent changes to Mentored Ministry to meet the needs of students and congregations have received positive student feedback.

Cross-cultural experience and missions
Every MDiv student must participate in a cross-cultural experience. Firsthand experience is an excellent way for each student to develop his or her own understanding of the importance of supporting and participating in mission. The School offers regular mission trips for credit during the January and June intensives. Every full-time residential MDiv student also attends the New Wineskins conference hosted triennially by the New Wineskins Missionary Network. This three-day conference offers plenary addresses and workshops intended to inspire and equip clergy, lay leaders, youth ministers, mission mobilizers, potential missionaries, seminarians, and entire congregations to fulfill the Great Commission.
Personal and spiritual formation
Every MDiv student is placed in a Leadership Formation Group for the purpose of personal and spiritual formation. Each Learning Formation Group is led by a faculty advisor and meets weekly for support and encouragement. Students also participate in daily Chapel services, including serving in a weekly Eucharistic assembly. Students are encouraged not only to attend a local assembly, but also to become integrated into the life of the community. Opportunities for service are encouraged. A monthly Dean’s Hour is oriented towards leadership development.

Location and duration of the MDiv degree program
While at least two consecutive, full-time semesters must be completed in residence at the residential campus, up to 66 credits may be completed online. The MDiv degree program requires a minimum of three academic years of full-time study or its equivalent. The maximum time limitation to complete the MDiv degree is ten years.

Distinctive resources needed for the MDiv degree program
MDiv education has a complex goal: the personal, vocational, spiritual, and academic formation of the student. With this goal in mind, the faculty and the Office of Student Affairs focus on developing the spiritual, emotional, relational, and vocational preparation of MDiv students for the mature exercise of ministry.

Spiritual formation resources
Spiritual formation opportunities are hosted throughout the academic year to support the spiritual, personal, and intellectual growth of MDiv students, including extracurricular learning activities: Leadership Formation Groups, Dean’s Hours, and Quiet Days. Conferences, lectures, and workshops hosted on campus feature speakers recognized for excellence in their fields of scholarship and ministry to teach, challenge, and engage students.

Denominational resources
The School is recognized by The Episcopal Church and the Anglican Church in North America as an option for students pursuing a theological degree, and the full-time voting faculty includes ordained members of both bodies. As the face of Anglicanism changes, the School maintains relationships with both The Episcopal Church and the Anglican Church in North America and with dioceses internationally throughout Africa, Asia, and South America, as well as membership in the Colleges and Universities in the Anglican Communion. The North American Lutheran Church has headquartered its North American Lutheran Seminary (NALS) at the Ambridge residential campus by a memorandum of understanding. The faculty of the NALS serve as full-time voting faculty. The Presbytery of the Alleghenies of the Evangelical Presbyterian Church has established a memorandum of understanding with the School for the theological education of its students, and a newly appointed Dean of Presbyterian Studies has been appointed to the full-time voting faculty.

Missional resources
Beyond Episcopal, Anglican, Lutheran, and Presbyterian connections, the School maintains relationships with many religious communities and institutions. Organizations that frequently work with the School on a formal or informal level include the Coalition for Christian Outreach, the New Wineskins Missionary Network, the Society of Anglican Missionaries and Senders, Rock
the World Youth Ministry Alliance, the Brotherhood of Saint Andrew, the Church Army, and the Community of Celebration.

**Faculty resources**
Faculty are involved in local and global ministries on a regular and continuing basis. Faculty are called upon to speak, preach, present, and travel for the purpose of ministry in congregational and missional settings, and these ministry experiences improve the quality of teaching and student learning. There is an informal relationship between students and faculty, and all faculty are known on a first-name basis. This informality lends itself to easy access to faculty, who often meet with students during lunch, after class, and by appointment. The 15 full-time voting faculty represent diverse ecclesial and theological traditions, including Anglican, Episcopalian, Lutheran, Presbyterian, Reformed, and Wesleyan. Every MDiv student is placed in a Leadership Formation Group for the purpose of personal and spiritual formation. Each Learning Formation Group, led by a faculty advisor, meets weekly for support and encouragement.

**Chapel resources**
Students also participate in daily chapel services, including serving in a weekly Eucharistic assembly. Students are encouraged not only to attend a local assembly, but also to become integrated into the life of the community. Opportunities for service are encouraged. A monthly Dean’s Hour is oriented towards leadership development.

**Admission to the MDiv degree program**
Applicants to the MDiv degree program are required to hold a baccalaureate degree, have a sense of call to and the gifts needed for leadership in the church, demonstrate the capacity to benefit from the School’s rigorous academic program, and possess a working knowledge of the Bible. In addition, admission requirements also include three references, including one from a clergy person; a spiritual autobiography; and a writing sample. Once these materials are reviewed, promising applicants are invited to come to the residential campus in Ambridge for an admissions interview. Online students normally participate in an interview via phone or video conference. During the interview, careful assessment is made regarding the applicant’s suitability and preparedness to pursue graduate study at the School. The transcript and writing sample of the applicant are reviewed to assess his or her preparedness for graduate study. Other evidence of suitability may be obtained during the admissions interview for those students whose abilities may be unclear from the application materials.

**International student admission**
In applying to the MDiv degree program, an international student must: (1) submit a letter of approval for study from his or her Bishop in the Anglican Communion; (2) possess a bachelor’s degree, preferably with the English language as the primary language of instruction, or if English was not the primary language, submit the scores of a Test of English as a Foreign Language (TOEFL) exam; (3) be able to articulate clearly how a Trinity degree will better equip him or her for ministry in his or her home country. If a student meets these three criteria, he or she may complete the International Student Application for admission. The International Student Admission Committee meets each spring to review all applications from international students.
Evaluation

- **Strengths:** The Pastoral Theology Department has recognized a need to assess Mentored Ministry for how well its content and practica are preparing MDiv students for ministry and leadership. In response to this need, the Pastoral Theology faculty are working through a plan of examination and redesign of Mentored Ministry. Recent changes to Mentored Ministry to meet the needs of students and congregations have received positive student feedback. In March 2016, the faculty voted to appoint two co-directors of the MDiv degree program to conduct regular, ongoing assessment of student learning outcomes of the MDiv degree program curriculum and to guide curricular planning of the coursework required for the MDiv degree.

- **Weaknesses and Challenges:** The recent loss of a long-time Pastoral Theology faculty member has continued to present challenges for the faculty in guiding the assessment of student learning outcomes and in overall curricular planning for the MDiv degree program. Faculty recognize the need for focused attention on evaluation of existing data, curricular improvements based upon goals for the MDiv degree, and overall planning for the MDiv degree program in 2016-2017.

Recommendations

- With the guidance of the newly appointed faculty co-directors of the MDiv degree program, conduct an educational assessment of student learning outcomes for the MDiv degree program in accordance with the School’s comprehensive assessment plan in 2016-2017.

- With the guidance of the newly appointed faculty co-directors of the MDiv degree program, conduct faculty examination of the MDiv curriculum, practica, and formational activities in order to assess how well the degree program and overall theological curriculum are preparing students for leadership in ministry.

- With the guidance of the newly appointed faculty co-directors of the MDiv degree program, develop, conduct, and evaluate the results of a survey of Mentored Ministry mentors to guide ongoing improvement and curricular planning efforts.
Master of Arts (Religion) (MAR)

Purpose of the MAR degree
The Master of Arts (Religion) (MAR) degree is designed to impart sound knowledge and articulation of the theological disciplines in order to prepare for lay ministry or further theological study. Students may choose from three foci covering the theological disciplines: Biblical Studies; Christian History and Theology; and Christian Ministry and Missiology.

In recent years, the number of students matriculated in the MAR program has increased. This increase is attributable to three factors. The first factor is the more recent option to fulfill all degree requirements online or through Intensives as an alternative to traditional course delivery. The second factor is the change in ecclesial requirements for education, especially in the Anglican Church in North America, where there is a growing trend to require only a two-year theological graduate degree, with a focus on academics, while keeping the student in his or her home ministry setting, as an alternative to the traditional MDiv degree program, as preparation for ordained ministry. The third factor is the increase in funds available to offer full tuition scholarships to full-time residential students.

The ratio of residential MAR students to MDiv students has fluctuated in recent years. In 2014, 16 students graduated with the MAR degree compared to 18 MDiv graduates, and in 2015, 16 graduates obtained the MAR compared to 12 MDiv graduates. Approximately half of MAR degree program graduates are employed in vocational ministries, while one student in both 2014 and 2015 continued graduate studies. It is hoped that with increasing use of GSQ and the AQ data by the Office of Student Affairs, the faculty and administration may more effectively assess the academic needs of MAR students and graduates and to evaluate if the purpose and goals of the degree program are meeting these expressed needs.

Goals, learning outcomes, and educational assessment of the STM degree program
The MAR degree program offers three foci: Biblical Studies, Christian History and Theology, and Christian Ministry and Missiology. The Biblical Studies focus enables students to concentrate scholarship on the unity and diversity of the univocal revelation of God in the Holy Scriptures. The student will gain proficiency in the biblical languages, textual interpretation, and biblical theology. The Christian History and Theology focus enables students to concentrate scholarship on central themes and issues in Christian Church history and the systematic exposition of Christian belief. In this focus, students are equipped with historical and theological knowledge and skills to apply biblical theology to contemporary questions and issues. The Christian Ministry and Missiology focus enables students to concentrate scholarship on concepts, current theory and practice, and topics that pertain to Christian ministries, church-planting, formation and catechesis, and missiology.

Among MAR students, 24 are enrolled in the MAR Biblical Studies focus, 32 are enrolled in the MAR Christian History and Theology focus, three are enrolled in the MAR Christian Ministry and Missiology focus, and 16 are enrolled with no focus yet declared.
All required MAR courses are intended to address the following learning outcomes, which are articulated in all course syllabi:

1. The student will recognize and identify the biblical theology evident in the coursework.
2. The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology.
3. The student will be able to effectively teach the Christian faith.
4. The student will be equipped to apply scholarship to the life of the church in his or her chosen theological discipline.

Recent educational assessment of the MAR degree program
In 2016, the MAR degree program was assessed for student learning outcomes by the faculty under the direction of the MAR degree program director, who is also the Library Director. An assessment of the MAR degree program had not been conducted since 2012. In 2016, the School’s approved assessment plan was simplified to provide for annual evaluation of MAR course artifacts and student course evaluations that can be summarized and shared with the full-time voting faculty each academic year for the ongoing improvement of the MAR degree program.

Recent program improvements by faculty
In 2013, faculty expressed dissatisfaction with submitted MAR thesis proposals, and some students were required to revise thesis topics. In some cases, no faculty member was found to supervise a thesis project due to the selection of an obscure topic. Some proposals were found to be of such poor quality that the student was transitioned to the capstone track. In addition, students with low grade point averages, calculated at the time of proposal, were disqualified from writing a thesis. In 2014, faculty concluded that thesis advisors were entering into thesis supervision too late in the nine-credit thesis process. The MAR Program Director met with the department chairs and determined that students opting to write a thesis must obtain approval from the appropriate department chair prior to registration for RW701, thesis advisors must be assigned to students prior to RW701 registration, all major components of a thesis proposals must require the approval of the faculty supervisor prior to acceptance, and student grade point averages must be calculated prior to RW701 registration. The faculty voted to accept the proposals, and the thesis writing process was revised accordingly for the 2014-2015 academic year. Feedback from both faculty and students regarding the new process has been favorable.

In 2015, the faculty noted that MAR thesis students were not completing thesis projects in time. The final deadline of a defense-ready thesis was set too far in advance to be practically helpful for most MAR students, as other coursework with shorter deadlines took precedence over long-term thesis work. Several students were unable to recover lost research and writing time and consequently were unable to complete thesis projects prior to graduation. In response, the Registrar and MAR Program Director proposed a more detailed timeline for thesis chapter submissions with built-in deadlines. In addition, students could opt for turning work completed into a capstone paper in place of the thesis. The new timeline and policy were approved by the faculty and implemented in the 2015-2016 academic year.

Plans for the use of Student Information Questionnaire data
Looking toward 2016-2017, it is hoped that with increasing use of GSQ and the AQ data by the Office of Student Affairs, the faculty and administration may more effectively assess the
academic needs of MAR students, evaluate how well the academic preparation of the degree program is meeting these expressed needs, and improve the degree program to address those needs more effectively.

**MAR degree program content**
The MAR degree requires 52 credits if completed without a thesis or 60 credits if completed with a thesis. Students completing the degree without a thesis are required to complete a one-credit capstone project. Students completing the degree with a thesis are required to take the three-credit class RW701, Theological Research and Writing Skills, unless a student has either already written a thesis or has taken a comparable research and writing course, in which case he or she is required to take another elective course of three credits. In addition to RW701, thesis students also register for six credits of thesis writing, normally taken in consecutive semesters.

Each focus within the degree program includes core courses in the chosen theological discipline. Additional electives are required, either within the area focus or across the disciplines. Complete course descriptions and prerequisites are provided in the Academic Catalog and Student Handbook. MAR students may transfer up to 33 graduate credits from another accredited institution at the discretion of the Registrar and the Academic Dean.

**Biblical Interpretation**
All MAR students complete BI500 Biblical Interpretation, an essential introduction to the Bible, including its overall theology, historical context, and contemporary interpretation. After considering the overall biblical drama, including its themes, shape, and historical claims, there is a significant focus on how to interpret the Bible faithfully. In addition to regular coursework focused on particular texts, the course requires individual students to present an exegesis of a text, as well as a practical project on biblical theology. Biblical Interpretation seeks to provide the skills necessary for understanding the Bible with a diligent and humble attention to the text and its context. All courses share the foundation of Biblical theology, and Biblical Interpretation provides a framework for MAR students, whatever their foci. Biblical Studies MAR students further develop this learning through language study and exegesis. BI500 Biblical Interpretation is the primary means of addressing Learning Outcome 1: The student will recognize and identify the biblical theology evident in the coursework.

**Biblical Studies focus**
The required courses for the Biblical Studies focus are Basic Hebrew and Basic Greek, Hebrew Exegesis and Greek Exegesis, Introduction to the Old Testament, Introduction to the New Testament, two Old Testament electives, and two New Testament electives. In addition, six general elective courses are required. MAR students focusing on Biblical Studies are required to reach competency in both Biblical Hebrew and Biblical Greek. Competence is defined as the successful completion of three credits of language study in each Biblical Language or the passage of the language proficiency test administered by Biblical Studies faculty and three credits of exegesis in both biblical languages. Students in the thesis option are required to use both biblical languages in the thesis.

**Christian History and Theology focus**
The required courses for the Christian History and Theology focus are the Early Church, the Age of Reformation, Anglican and Episcopal History, Global Anglicanism, the Anglican Way of
Theology, and three systematic theology courses: God the Father, God the Son, and God the Holy Spirit. In addition, eight general elective courses are required.

Christian Ministry and Missiology focus
The required courses for the Christian Ministry and Missiology focus are Introduction to the Old Testament, Introduction to the New Testament, Introduction to World Mission, Evangelism and Church Planting, and Global Anglicanism. Two electives are required in Old Testament and two in New Testament; the Age of Reformation or Anglican and Episcopal History is required; and World Religions or The Anglican Way of Theology is also required. In addition, five general elective courses are required.

Residency and curricular requirements of the MAR degree program
The MAR degree may be completed residentially and/or online. Ideally, the six thesis credits are taken in consecutive semesters during the final semesters before graduation. Ordinarily, only those students matriculated in the residential MAR are permitted to write a thesis. The MAR degree requires two academic years of full-time study or its equivalent. The maximum allowable time to complete the MAR degree is seven years. The MAR degree, with or without a thesis, typically is completed in two years of full-time study.

Distinctive resources needed for the MAR degree program
MAR education is intended to enrich the understanding of the student for the exercise of biblical and theological scholarship. The Library Director, as the faculty director of the MAR degree program, is well-positioned to guide MAR students in the development of skills necessary for the wise application of scholarship in the life of the Church. The faculty and staff are committed to supporting MAR students in the pursuit of scholarly research.

Spiritual formation resources
Beyond academic preparation, the faculty and the Office of Student Affairs focus on developing the spiritual, emotional, relational, and vocational preparation of MAR students for the wise application of scholarship to the needs of the Church and the world. Spiritual formation opportunities are hosted throughout the academic year to support the spiritual, personal, and intellectual growth of residential MAR students, including Leadership Formation Groups and Quiet Days. A monthly Dean’s Hour is oriented towards leadership development. Conferences, lectures, and workshops hosted on campus feature speakers recognized for excellence in their fields of scholarship and ministry to teach, challenge, and engage students.

Denominational resources
The School is recognized by The Episcopal Church and the Anglican Church in North America as an option for students pursuing a theological degree, and the full-time faculty includes ordained members of both bodies. As the face of Anglicanism changes, the School maintains relationships with both The Episcopal Church and the Anglican Church in North America and with dioceses internationally throughout Africa, Asia, and South America, as well as membership in the Colleges and Universities in the Anglican Communion. The North American Lutheran Church has headquartered its North American Lutheran Seminary (NALS) at the Ambridge residential campus by a memorandum of understanding. The faculty of the NALS hold appointments to the full-time voting faculty. The Presbytery of the Alleghenies of the Evangelical Presbyterian Church has established a memorandum of understanding with the School for the theological education
of its students, and a newly appointed Dean of Presbyterian Studies has been appointed to the full-time voting faculty.

**Missional resources**
Beyond Episcopal, Anglican, Lutheran, and Presbyterian connections, the School maintains relationships with many religious communities and institutions. Organizations that frequently work with the School on a formal or informal level include the Coalition for Christian Outreach, the New Wineskins Missionary Network, the Society of Anglican Missionaries and Senders, Rock the World Youth Ministry Alliance, the Brotherhood of Saint Andrew, the Church Army, and the Community of Celebration.

**Faculty resources**
Faculty are involved in local and global ministries on a regular and continuing basis. Faculty are called upon to speak, preach, present, and travel for the purpose of ministry in congregational and missional settings, and these ministry experiences improve the quality of teaching and student learning. There is an informal relationship between students and faculty, and all faculty are known on a first-name basis. This informality lends itself to easy access to faculty, who often meet with students during lunch, after class, and by appointment. The 15 full-time voting faculty represent diverse ecclesial and theological traditions, including Anglican, Episcopalian, Lutheran, Presbyterian, Reformed, and Wesleyan. Every MAR student is placed in a Leadership Formation Group for the purpose of personal and spiritual formation. Each Learning Formation Group is led by a faculty advisor and meets weekly for support and encouragement.

**Chapel resources**
Students also participate in daily chapel services, including serving in a weekly Eucharistic assembly. Students are encouraged not only to attend a local assembly, but also to become integrated into the life of the community. Opportunities for service are encouraged.

**Admission to the MAR degree program**
Applicants to the MAR degree program are required to hold a baccalaureate degree, have a sense of call to and the gifts needed for lay leadership in the church, demonstrate the capacity to benefit from the School's rigorous academic program, and possess a working knowledge of the Bible. In addition, admission requirements also include three references, including one from a clergy person; a spiritual autobiography; and a writing sample. Once these materials are reviewed, promising applicants are invited to come to the residential campus in Ambridge for an admissions interview. Online students normally participate in an interview via phone or video conference. During the interview, careful assessment is made regarding the applicant's suitability and preparedness to pursue graduate study at the School. The transcript and writing sample of the applicant are reviewed to assess his or her preparedness for graduate study. Other evidence of suitability may be obtained during the admissions interview for those students whose abilities may be unclear from the application materials.

**International student admission**
An international student applying to the MAR degree program must: (1) submit a letter of approval for study from his or her Bishop in the Anglican Communion; (2) possess a bachelor’s degree, preferably with the English language as the primary language of instruction, or if English was not the primary language, submit the scores of a Test of English as a Foreign Language
(TOEFL) exam; (3) be able to articulate clearly how a Trinity degree will better equip him or her for ministry in his or her home country. If a student meets these three criteria, he or she may complete the International Student Application for admission. The International Student Admission Committee meets each spring to review all applications from international students.

**Evaluation and plans for improvement**

Coursework is designed to teach the skills appropriate to a biblical and theological scholarship to students enrolled in the MAR degree program. The thesis and the capstone course paper allow faculty to effectively assess how well the stated student learning outcomes of the MAR degree program are being achieved. Faculty engage in ongoing assessment and improvement of the thesis process. The MAR degree program is committed to the development of measurable, implementable, and revisable strategies to continually evaluate and improve the process for students enrolled in the MAR degree program who are writing a thesis. The assessment of student learning, currently in process, will guide the faculty in ongoing improvement of the MAR degree program.

**Evaluation**

- **Strengths:** The Library Director, as the faculty director of the MAR degree program, is well-positioned to guide MAR students in the development of skills necessary for the wise application of scholarship in the life of the Church. The faculty and staff are committed to supporting MAR students in the pursuit of scholarly research. In 2016, the MAR degree program was assessed for student learning outcomes by the faculty under the direction of the MAR degree program director. In 2016, the School’s approved assessment plan was simplified to provide for annual evaluation of MAR course artifacts and student course evaluations that can be summarized and shared with the full-time voting faculty each academic year for ongoing improvement of the MAR degree program.

- **Weaknesses:** Prior to 2016, an assessment of student learning outcomes within the MAR degree program had not been conducted since 2012.

**Recommendations**

Under the guidance of the MAR Program Director, conduct annual evaluations of MAR course artifacts, and evaluate results with the full-time voting faculty annually according to the School’s comprehensive educational assessment plan.
Doctor of Ministry (DMin)

Purpose of the DMin degree
The Doctor of Ministry (DMin) provides clergy and ministry leaders with advanced training in their fields of ministry. The purpose of the DMin degree is to enhance the practice of the ministry of persons with an MDiv or its educational equivalent who have engaged in substantial ministerial leadership. The purpose of this degree program is to engage the five core program goals in the collegial process of theological reflection, biblical and practical learning, and clear writing so as to form an individual who is more effectively equipped to serve the Christian church as a missional leader who has contributed research that addresses a specific ministry problem.

The DMin program is offered from an evangelical Anglican perspective. As such, its purpose is to connect students with a broad denominational culture while providing a faculty and learning community with a sound biblical and confessional theological framework underlying the curriculum. In keeping with this particular identity, the program strives to present liturgical worship in a manner that is relevant to the culture today while retaining the value of continuity with the historic traditions of the early church. Students are encouraged to identify the intersection of historic Anglican theology with contemporary trends in mission, such as Postmodern and Emergent Church movements. This identification is achieved both in the curriculum offerings and in daily Chapel worship services during Intensives taught in January and June Interterms. While the DMin is a program in general ministry, students are encouraged to engage with a specific aspect of ministry that will have lasting impact on the church and the world. To this end, students are assisted by faculty to identify appropriate concentrations of study that will prepare them for focused research on a specific problem in ministry in the thesis project. All DMin theses are available for review in the Library.

Primary goals of the DMin degree program
The primary goals of the DMin program are: renewed clarity of theological vision, updated and refined pastoral skills, broader resources of collegial networks, and heightened capability grounded in the School’s core values of Evangelical and Anglican identity, piety, service to the wider Church, teaching and scholarship, spiritual formation, training in discipleship, lifelong learning, and trust in divine provision. If the goals of the program are met, students will increase in ministerial skills, become more effective in their fields of ministry, and clarify how their ministries can engage the secular culture with the biblical gospel. The DMin program is intended to provide a context in which faculty, students, and visiting professionals can assist one another in a collegial learning process. All courses have the undergirding objective of assisting students to pursue the Great Commission. DMin students should become better equipped to integrate evangelism and discipleship into all aspects of ministry and life. The DMin degree program has a flexible design in order to meet a student’s specific needs and to create the most effective program for his or her current ministry and throughout his or her lifetime.

The DMin degree program strives to present historical liturgical worship in a manner that is relevant to the culture today while retaining continuity with traditions of the early church. Students are encouraged to identify the intersection of historic Protestant Anglican theology with contemporary trends in mission both in the curriculum and in daily corporate worship.
The program is intended to address the general practice of ministry in its many forms. However, the coursework and final thesis project are designed to allow a special emphasis through a concentration, utilizing the five elective courses. Thus, the five core courses are required for all students, but the five electives may be used to specialize in Church Planting, Reformation Theology, Patristic Theology, Catechesis, or Spiritual Formation. Students are not required to define their final thesis projects until fulfilling their final course requirement of RW901. However, during the introductory course DM900, students are introduced to the method for defining a problem statement. The final assignment in the course is intended to give students a first attempt at defining a problem or narrative of concern, allowing them to plan ahead for the elective course selection enabling specialization in an area of emphasis.

Learning outcomes of the DMin degree program
All DMin courses are intended to address the following learning outcomes, which are articulated in all course syllabi:

1. Recognize and identify the biblical theology evident in the coursework.
2. Identify and articulate a distinct ministry problem.
3. Reflect biblically and theologically about the identified problem.
4. Apply the learning from the biblical and theological reflections to the identified problem.

Educational assessment of the DMin degree program
The DMin degree program was assessed most recently in 2013 within the faculty-approved comprehensive assessment plan, which includes the process to be used for evaluating components of the DMin; the direct and indirect indicators of student learning for the DMin; the involvement of the entire faculty in the review and evaluation of the results of the assessment; and the recommendations for curriculum and educational planning, institutional strategic planning, and resource allocation based upon the results of the assessment.

The DMin degree program engages both external and internal evaluators for the assessment of student learning, assessing the four outcomes primarily reviewing randomly selected artifacts, thesis projects, and coursework papers. Specific growth objectives are identified in all four outcome areas, and efforts target improvements in these areas.

While the 2013 Assessment contains comprehensive information, the following summary reflects a current evaluative analysis of student learning in the DMin degree program:

- With respect to learning outcome 1, faculty rated the majority of thesis projects as “overall proficient” yet falling short of the “overall distinguished.” Faculty noted a need to guide the use of selected biblical references with an in-depth analysis of how each passage relates to the problem identified in the final project thesis. The 2013 assessment demonstrated a need for student to better grasp the nuanced distinction of utilizing biblical theology, in contrast with utilizing systematic theology, as a research lens. Students have not always made good use of journal articles and scholarship in exploring the context of the biblical narratives they have examined in their projects. In response to these deficiencies, Biblical Studies faculty have worked both in BI900 and the final thesis projects to ensure that students engage a few passages deeply rather than treating a plethora of passages superficially. In addition, the thesis project
preparation course RW 901 and introductory course DM900 have been modified to require students to identify specific passages relevant to their identified problems and begin to explore resources earlier in the process. While progress has been made since the 2013 assessment, there is still a need to push students to look deeper rather than broader in the realm of biblical theology. There is also a dramatic difference in the background and training of entering students. Students with weaker backgrounds are encouraged to use electives to strengthen weaknesses in biblical theology.

- With respect to Learning Outcome 2, faculty noted a need to guide more focused and cohesive reflection and application concerning the work of theologians through the ages and how systematic theology reflects on theological issues studied. In response, faculty now encourage students to explore a few theologians deeply and avoid the temptation to offer a survey of names and systems. Faculty enter into discussion with students earlier than the project proposal class to identify theologians who may be helpful to their projects.

- With respect to Learning Outcome 3, achievement appears to be high, attributable to the fact that the program calls for an initial effort to identify a problem statement in the orientation course DM900 through the final assignment. In the last five years, students have tested their problem statements and are now coming back to faculty with specific concerns and problems related to their problem statement early in the course.

- With respect to Learning Outcome 4, faculty identified concluding chapters as being more brief than desired in regard to the application of learning to the problem. Faculty have since worked to help students to provide greater depth and reflection in their conclusions. Faculty continue to work to improve students’ analysis of their own research methods and to identify how the research could be improved to apply their learning more effectively to problems in ministry.

Graduate survey of questions
In addition to direct indicators of student learning in the DMin degree program, a survey of questions is provided to recent DMin graduates periodically asking for a subjective response to the following questions: How has your thesis project helped your ministry? Have you used your project as a basis for teaching in your context, for a journal article, or in some other area of ministry? How did your project effect change in your personal spirituality? What were the most helpful aspects of your DMin work? What changes could be made to the program that would help future students achieve the program’s stated outcomes? The most recent survey of 12 graduates from 2010-2015 was completed in the summer of 2015. The responses have been encouraging, particularly in reference to the effectiveness of the program and its impact on ministry.

Graduates responded that they had achieved outcomes 1 and 2 very fruitfully that made a difference to their lives and practices of ministry. Likewise the comments suggested a more reflective and engaged leadership approach. The greatest deficit or need that the comments reflected was the struggle with the field research dimension of the thesis projects. It indicates a need to do more in regard to training students how to “listen in the field.” The comments were encouraging in the way in which the program was helping students to identify the need for careful objective listening, but they suggested that more tools and resources would be helpful. One possible way to address this need would be to add an additional requirement to the
program, which is a class targeting social research method. These results continue to be discussed and reviewed with the faculty.

Evaluation of Intensives
Individual course evaluations are collected at the end of every Intensive session to gain immediate responses from students regarding each course. The results are analyzed to evaluate the coherence of the overall curricular program in general and the introductory course DM 900 and final thesis project course RW901 in particular. Thus, the triangulation of material from assessment, the subjective responses of graduates, and course evaluations are all considered in an ongoing and continuous manner. The Dean of Doctoral Studies monitors overall responses from graduates and uses the survey of questions as an opportunity to follow up by phone with pastoral encouragement for graduates of the DMin degree program. The most salient response from the ongoing evaluation of the Intensives was the positive response to the construction of a hotel adjacent to the residential campus, reducing accommodations costs, eliminating the need for car rental, and making the experience of community more readily encountered. Students also appreciated the evening dinner session at the Dean of Doctoral Studies’ residence for a required time of reflection and information sharing.

Certificate of Advanced Pastoral Leadership indicator
Students who complete the coursework but do not complete the thesis project, or fail to make appropriate progress, are granted a Certificate of Advanced Pastoral Leadership (CAPL). Surprisingly, the majority of those who have failed to complete the DMin degree successfully, either for inadequate progress or failed defense, anecdotally have reported positive impressions and reflections upon the degree program. The majority of those students who withdrew, were dismissed, or became inactive have done so immediately after the first course. In these cases, the students determined that the workload and expectations were beyond their abilities and expectations. In the past five years, one dismissal was carried out due to plagiarism; one student was unable to rewrite after a failed defense. In both cases, an amicable relationship with the School has been maintained. Two CAPL students applied successfully for readmittance after three years out of the degree program, and they are now working toward completion of a thesis project. The CAPL rate of 7/27 indicates a 74% degree program completion rate over the past five years.

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DMin degree program content
The DMin degree is a 36 credit hour degree program consisting of 9 theological courses of 3 credit hours each; RW901 The Thesis Project Proposal course (3 credit hours); and RW999 The Final Project (6 credit hours). Of the 9 theological courses, 4 are required, and 5 are elective. The
required core courses of BI900, ST900, and ME900 are linked respectively to the disciplines of Biblical Theology, Systematic Theology, and Missiology/Social Research. Final Thesis Projects are expected to include a chapter addressing the utilization of each of these research disciplines in addressing ministry problems.

Students begin with an orientation course, DM900 Listening and Trusting in an Age of Complexity. This first course is designed so that each student will reflect afresh on his or her theology, spirituality, and missiology and then apply the coursework to his or her own ministerial context. An important focus of this course is assisting the student to listen and discern his or her sense of accomplishment, spiritual vitality, relational connections, and the passionate priorities of his or her context. This reflection in turn is used to help a student identify his or her primary passion and concern in ministry and then to define a problem in ministry that can become the focus of a final thesis project. In another required course, BI900 Using the Bible in Ministry and Mission, students consider their handling of Scripture by looking at the Bible in ministry and mission, particularly in preaching, ethics, apologetics, and missiology. Another required course, ME900 Ministry in Missiological Perspective, surveys contemporary missiology for concepts and insights useful in a variety of contexts. Social science and other cross-cultural disciplines contribute insights into ministry in various community and cultural settings. ST900 Evangelical Theology for a Pluralistic Age, also a required course, surveys the essentials of evangelical theology and considers how this theology forms a coherent worldview amidst an increasingly contrasting cultural worldview.

Every course begins with preresidential reading of 1,500 pages minimum that informs critical thinking within the discipline. Upon that foundation, each course is designed for collegial interaction on the reading and implications for its application in ministry. All course Intensives are seminar-based and participatory. The concluding project of each course, due three months after the Intensive on-campus session, is designed to integrate seminar insights, background resources, research, and experiential exploration.

Courses provide for the formulation of a comprehensive and critical understanding of theory and practice which interactively inform and enhance each other. The DMin degree program is built around the concept of the pastor remaining in ministry while working on the doctorate for the very reason of maintaining interactivity between the theory and actual practice of ministry. The introductory course is a primary example of this concept, wherein students are introduced to the notion of examining a problem in ministry through three lenses: biblical, systematic, and social, using diverse theoretical stances to explore actual practices in ministry. Students explore the nature and vocation of pastoral leadership by examining the changing worldview of postmodernism in the emerging church and reflecting on the implications for their individual ministries. Students then reconstruct a personal theology of pastoral care to reflect biblical, psychological, and systemic integration.

Five required courses
The five required courses are designed to push students to the next level of competency in their use of biblical theology as a discipline (BI900), in their integration of research, personal piety, and theological reflection (DM900), in their systemizing of theological thought (ST900), in their knowledge of contemporary missiology (ME900), and in their research and writing skills (RW901). Our electives build on these core skills. While leadership is not treated as a skill set per
students are exposed to current trends in leadership thought so as to be conversant in the field, most notably in DM900. Students are also exposed to several background resources related to the current postmodern world and culture.

**Final thesis project**
The DMin student must develop and complete a final thesis project that serves as the culmination of the degree program. In this final project, the student will demonstrate competence in both a theological area and a specialized area of ministry related to the student’s personal experience and area of focus. An important criterion for the thesis is the integration of the project’s theological foundation with the practice of ministry as an original contribution to the literature of applied theology.

**Preresidential, Intensive, and postresidential learning**
DMin coursework provides varied kinds of learning. Courses involve three phases of work. The first phase is preresidential reading of at least 1,500 pages in addition to written assignments varying by course. The second phase is attending a one-week Intensive residential course consisting of 42 hours of supervised instruction. Intensive courses are offered during the two Interterms of January (two weeks) and June (three weeks). During Interterm sessions, the Intensive course structure includes lecture, discussion, small group presentations, and seminars focused on facilitating collegial networking. Students participate in the community liturgy in Chapel. One evening during the Intensive week is reserved for dinner and fellowship for the doctoral students and faculty. The third phase of the course is postresidential assignments. Some assignments involve further research and critical reflection papers, while others involve preaching, teaching, or related projects in the student’s context of ministry.

**Travel Study program**
In addition to the Intensive courses offered in the January and June Interterms, Trinity offers courses in two other venues for DMin students. Once or twice a year, faculty guide a Travel Study tour with a credit course option. Trips with doctoral course components have included The Ministry of Paul in Greece and Asia Minor, The World of St. Patrick in Ireland, and The World of St. Francis in Italy. Taking a course through Travel Study is similar in pattern to taking an Interterm course in that reading is required prior to the trip in the course syllabus. The trip is typically a week to ten days of intensive touring with the faculty member lecturing on location, and assignments or papers are due after the tour. Because of cost, the response to these opportunities has been limited, but the faculty still believe it is important to make these travel opportunities available.

**Courses delivered online**
Another venue for DMin coursework is through online course offerings, which are particularly helpful for students who have minimal exposure to an Anglican or a liturgical tradition. Students in the DMin degree program are permitted to participate in courses such as Global Anglicanism or Worship in the Prayer Book Tradition, which are offered at the Master’s level. DMin students receive a DMin course syllabus that includes additional readings and assignments beyond the Master’s level syllabus.
Diversity in enrollment
The DMin degree program has benefitted from an increasingly global enrollment, welcoming students from Nigeria, Uganda, Kenya, Australia, Ethiopia, Canada, Egypt, and Myanmar in recent years. Of greater concern has been the need for the proactive recruitment of women and minorities in North America. The enrollment of women in the DMin degree program has steadily increased. Racially/ethnically diverse participation continues to be low but is showing signs of promise with recent encouraging inquiries for the 2016-2017 academic year. Denominational representation has expanded, and the School’s memorandums of understanding with the North American Lutheran Seminary and the Evangelical Presbyterian Church have led to a steady growth in Lutheran and Presbyterian students in the DMin program. Students from the Church of God in Christ and Pentecostal Holiness tradition have provided diversity beyond the predominant Anglican, Episcopal, Lutheran, and Presbyterian enrollment. The growing diversity provides for lively discussion, as students reflect on varied ecclesial settings and how the academic material affects their perspectives and ministerial contexts.

Coursework
The DMin orientation course, DM900 Listening and Trusting in an Age of Complexity, is designed to build a community of learning, or learning cohort, among members of the entering class. One of the preresidential assignments invites students to select one of four scenarios involving a pastoral response to a postmodern concern. Students are asked to research the issue using blog sites, current books, and essays on postmodernism and then to draw from their own contexts to address the problem. Students then present a creative teaching response to the problem in a 20-minute presentation to the class, as a group. It is expected that students will build strong collegial relationships with their peers through the experience. For this and other DMin coursework, students contact one another through the learning management system to facilitate continued dialogue before the Intensive session and after returning home. Another means of facilitating communication is a listserv called dminforum, which includes doctoral students, DMin alumni, faculty, and administrative staff for continued program information, as well as for prayer and support from the teaching and learning community.

From the beginning of the program to the final thesis project, integrative and interdisciplinary activities connect scholarly disciplines with the student’s experience and ministerial context. The residential faculty are all keenly aware of the thesis-project objective, and the core courses, DM900, BI900, ST900, and ME900, are all focused on helping students apply the respective disciplines to the eventual problem statement and research. Doctoral students are asked to explore a ministry problem for the final project involving research that will have a lasting impact in their own ministries and also apply to a broader audience of colleagues. This process begins in the first course, DM900, and is addressed more definitively in RW901 Final Project Preparation, where students are encouraged to discuss and experiment with project models prior to the course, pursuing faculty as potential supervisors. As part of RW901, the final formal class before the thesis stage, students engage in an incremental process before the Intensive, online with faculty and peers giving feedback section by section in the proposal template. After the course, students submit a final draft of the thesis project proposal, the Dean of Doctoral Studies reviews and refers the proposal to the requested supervisor, if appropriate, for feedback. If the project proposal is acceptable to all, it is returned to the student and supervisor with an evaluation sheet. Students are then released to register for RW999 Final Project, in which students are given two years to write the thesis project.
**Thesis project preparation**

The preparation and learning of the thesis project takes place in both formal and informal ways. The orientation course, DM900, trains students in Library resources, such as bibliographic software (Zotero), Database tools (EBSCO/ATLA), thesis project collections and archives, circulating collections, journal usage, writing assistance, and guidelines of Library usage. Students receive training in Society of Biblical Literature (SBL) style and meet with the Library Director to discuss research needs and to receive Library privileges for the duration of the DMin degree program. Library resources are available online. DM900 establishes the pattern for the degree program and culminates with integrating the project’s theological foundation with the practice of ministry. During Intensives, students are expected to attend Monday night dinners for a shared meal and interaction with the Dean and faculty about Information Technology resources and topics of concern. Although not required, it has become a consistent pattern for students to meet in the evenings at a local restaurant to discuss and share in fellowship.

**Congregational and ministry support**

Each student is encouraged to establish an appropriate support or accountability group from his or her place of ministry; this is one way for the student’s work to be grounded in practical ministry. It is hoped that, if the student is in congregational ministry, the lay leadership board and congregation will consider this course of study a benefit both to their pastor and to the congregation, as well as to the wider church. However, given the broad range of contexts, this desired goal is very softly emphasized to allow freedom for each student to adapt the DMin program to his or her context and needs.

**Opportunities for personal and spiritual growth**

During Intensives, DMin students participate in daily Morning and Evening prayer services in Chapel, following the characteristic Anglican pattern, as Chapel services are considered part of the curriculum. On Wednesdays, the Morning Prayer service is replaced with Holy Communion, allowing students to participate in the piety of the wider community beyond the DMin program. The residential campus includes three main locations for worship and contemplation: one large Chapel where services typically are held, a small chapel that seats 20, and a reconciliation room that seats two or three. These areas are available for silent and contemplative prayer for individuals or small groups.

**Residential accommodations**

In 2015, a hotel was constructed on the property adjacent the residential campus, and most DMin students stay at this hotel during Intensives.

**Diverse perspectives**

The DMin program has benefitted from an increasingly global enrollment of students from Nigeria, Uganda, Kenya, Australia, Ethiopia, Canada, Egypt, and Myanmar in recent years. The diversity leads to lively discussion, as students reflect on ecclesial settings and how they affect their perspectives. The *Reach for the Harvest* campaign, which was concluded December 31, 2015, earmarked $500,000 of a total $15.5 million for support to invite international scholars and leaders from overseas to the residential Ambridge campus for a semester to teach and share in the enrichment of the DMin community.
**Final thesis project**
The DMin degree program culminates with a Final Thesis Project in which the student must demonstrate competence in biblical theology, systematic theology, and field research in a specialized area of ministry related to the student’s personal experience and area of focus. In order for a student to advance to the status of candidate, he or she must satisfy four requirements: (1) the student has successfully completed 9 courses (27 hours) including the four required theological courses, (2) the student has completed RW901 and submitted an acceptable Thesis Project Proposal, and (3) the student receives the approval of the Dean of Doctoral Studies and is assigned a supervisor. Once a supervisor deems that a student’s thesis-project is sufficient to present for defense, a date is set, and the Dean of Doctoral Studies invites an external and internal reader. The expectations are explained in the Guidelines for Defense. Once final revisions are made, final technical edits are made by the writing specialist for the School. Three copies are produced following prescribed formatting guidelines, with two copies for the Library, one for archival filing, and one for the circulating collection. Students are also asked to submit a digital copy for the Theological Resource Exchange Network (TREN).

**Educational resources and learning strategies of the DMin degree program**
The DMin degree program is designed to balance the student’s grounding in practical ministry while ensuring the 42 hours of supervised instruction on campus per three-credit hour course required by the Pennsylvania Department of Education by means of the following:

- Opportunities for disciplined reflection on one’s experience and needs for educational growth are found in seminar assignments and in the critical reflection papers, as well as in formal and informal gatherings for further discussions among peers and faculty.
- Sustained involvement with regular full-time faculty and appropriate trusted adjunct faculty occurs in the timeframe of the Intensive weeks, as well as through email and by phone over the period of the student’s time in the program.
- Extended involvement in peer learning is facilitated during the Interterm session Intensives in small group presentations and seminars focused on facilitating collegial networking. Students are enabled to stay in regular communications following Intensives through the learning management system and dminforum.
- The Library and computer lab are open during Interterms to allow students access to Library and computing resources. All residential faculty are available to provide support and counsel in moving a student through the process of course completion and Final Project definition and fulfillment. Faculty are available to students via email, telephone, voicemail, and fax for communication and advice.

**Postresidential coursework and time to completion**
Postresidential assignments typically involve research and writing related to critical reflection papers, preaching, teaching, or related projects within one’s ministry context. The program is designed for a minimum of three years and a normative time of five years to complete. Students may take up to four Intensives per year during January and June Interterms. At least one year is expected for the completion of RW901 Final Project Preparation and RW999 Final Project. Petitions for studies beyond the fifth year are honored where there is steady progress.

**Students enrolled in the program**
The DMin degree program has grown in numbers and in diversity of students in its 18 years of existence. In 2001, the program enrolled 55 students, and all but two were from Episcopal or
Anglican contexts in North America. The program currently has 68 graduates. Current enrollment in the DMin degree program is 70 students. A pattern of early thesis defense is developing, reducing pressure on faculty in the spring term. The DMin degree program aspires long-term to an annual pattern of 15 graduates and 15 entering students, so that the rate of faculty supervision of thesis projects is consistent.

**Faculty resources**
Most DMin courses are taught by members of the 15 full-time voting faculty, and adjuncts also occasionally teach DMin courses. Both full-time voting faculty and adjunct faculty have been supportive in teaching, supervising thesis projects, and suggesting amendments to the design and improvement of the DMin degree program, particularly in reference to the supervision of thesis projects.

**Learning resources**
The Learning Skills Coordinator is available to answer questions regarding writing in Society of Biblical Literature (SBL) style or other technical writing questions. Residential faculty are available for support and counsel in moving students through the process of course completion and Final Project definition and fulfillment, both in person and remotely. Typically, teaching a course is awarded three points, supervising a thesis is awarded one point, and reading a thesis defense earns a supplemental fee of $250.

**Staff and faculty support of Intensives**
The Office of Interterms has worked effectively to prepare resources for DMin residential Intensives, including the call for timely syllabi, housing requests for visiting adjuncts, distribution of syllabus templates, and assistance with requests for media and accommodation of special needs. Residential faculty offer an open-door policy to students and readily respond to inquiries, particularly during the residential January and June Interterms. The Dean of Doctoral Studies provides orientation of the DMin courses and the Monday night dinner. A pattern of prompt evaluation of each Intensive has been established, calling together all involved for reflection of what did or did not work well. Based upon recommendations from these evaluations, regular curricular planning meetings with faculty have been established to confirm all course choices and potential teachers 12 months in advance, while preliminary planning is initiated for 18 and 24 months out.

**Continued education for DMin program faculty and administration**
In 2005, an in-house trainer of the DMin degree program visited the residential campus to assist the DMin degree program to define and develop rubrics for thesis project assessment. Since that time, DMin faculty and staff have attended Association for Doctor of Ministry Education (ADME) annual conferences, where workshops have proven to be consistently helpful. In the spring of 2015, DMin program faculty and staff attended the ADME annual conference, which reviewed trends in DMin education. Trinity hosted the most recent ADME conference on March 31-April 2, 2016.

**Library resources**
The Library continues to add and maintain historical and contemporary works, including print monographs, serials, and periodicals, as well as electronic and audio-visual resources. The
Library Director and Assistant Librarian work collaboratively with the DMin program in teaching research strategies and in helping students find appropriate resources for research.

Registration resources
The School uses Blackbaud Student Information Services (SIS). The Registrar is available to DMin students three days per week in person and is responsive via email. Students may access their records at any time online using system credentials. The Registrar regularly joins the Monday night DMin dinners to address students and to become better acquainted with them to serve their needs.

Admission to the DMin degree program
Applicants to the DMin degree program must possess an MDiv degree or its educational equivalent from an institution of higher education accredited by a US agency recognized by the Council for Higher Education Accreditation or approved by a Canadian provincial quality assurance agency. Degrees from institutions outside North America may be accepted on a case-by-case basis.

MDiv equivalency
MDiv equivalency is defined as 72 graduate semester hours or comparable graduate credits in other systems that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a Master’s degree and significant ministerial leadership. Ministerial experience alone is not considered the equivalent of a Master’s degree. This guideline is respected and adhered to strictly. Admissions files indicate where students have been admitted provisionally subject to specified courses being taken to satisfy both academic credit hours and appropriate topics to achieve a 72 credit hour equivalency. This guideline applies to students who possess an MAR degree or another theological degree of 60 hours; it is required that these students complete an additional 12 credit hours to earn MDiv equivalency.

Ministry experience required
Applicants to the DMin degree program should have at least three years of experience in ministry subsequent to the first graduate theological degree, and, as part of the degree program goal, show evidence of capacity for an advanced level of competence and reflection in the practice of ministry beyond that of the Master’s level. However, as many as 20% of the students in the DMin degree program may be enrolled without the requisite three years of ministry experience at the time of admission, provided that Admissions can demonstrate objective means for determining that these persons have been prepared by other ministry experience for the level of competence and reflection appropriate for advanced, professional ministerial studies. The DMin degree program abides by this standard and rarely makes an exception; however, in 2014, a researcher for the Center for Disease Control performing exceptional ministry among graduate students in Atlanta requested early admission. The student graduated in 2015 and was awarded for the finest thesis project in the 2015 class. At the time of completion, the student was concurrently researching the Ebola crisis in Dallas and was an inspiration to peers and to the School.

Development of the Certificate of Pre-Doctoral Proficiency
In 2008, an ATS-approved trial cohort from Uganda Christian University admitted five East African students possessing an MDiv or its equivalent to the DMin degree program. The trial
cohort produced mixed results, leading the faculty to develop the Certificate of Pre-Doctoral Proficiency.

**Evaluation**

- **Strengths:** The final thesis project provides a clear artifact for faculty to effectively assess how well the student learning outcome goals of the DMin degree program are being achieved. Faculty actively solicit feedback from DMin students at the end of each Intensive and gather data from students and graduates to gain information that is used to improve the program. The 2013 educational assessment provided clear guidance for DMin faculty to improve the degree program in the areas of biblical and systematic theology.

- **Weaknesses:** Prior to 2016, an assessment of student learning outcomes within the DMin degree program had not been conducted since 2013.

**Recommendations**

Under the guidance of the Dean of Doctoral Studies, conduct annual evaluations of DMin course artifacts, and evaluate results with the full-time voting faculty according to the School’s comprehensive educational assessment plan.
Master of Sacred Theology (STM)

Purpose of the STM degree
The School’s Master of Sacred Theology (STM) is an advanced academic degree designed for those who have earned an MDiv degree or its educational equivalent from a theological school. The STM degree program is designed to provide concentrated and advanced studies in one of the theological disciplines of Biblical Studies, Systematic Theology, or Church History. The degree provides those in ministry further formal theological training to enhance their Christian ministry by deepening their scholarly understanding in a particular theological area. The STM degree also enhances academic qualifications for future doctoral study.

Goals, learning outcomes, and educational assessment of the STM degree program
The following goals have been established for the STM degree program: deepening of research ability in a specific theological discipline, development of academic skill in the context of religious life, and preparation for future doctoral studies.

All required STM courses are intended to address the following learning outcomes, which are articulated in all course syllabi:

1. The student will recognize and identify the biblical theology evident in the coursework.
2. The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology.
3. The student will demonstrate the ability to carry out research from original sources.
4. The student will be equipped to successfully pursue further independent research and postgraduate study in his or her chosen theological discipline.

The STM degree program is now assessed regularly within the School’s comprehensive assessment plan, which includes the process to be used for evaluating course artifacts from the STM; theses, capstones, and course evaluations for the STM; review and evaluation of the results of the assessment by the full-time voting faculty; and the recommendations for curriculum and educational planning, institutional strategic planning, and resource allocation based upon the results of the STM educational assessment.

The most recent assessment was completed in March-June 2016, and the summary report of the assessment was subsequently shared with the full-time voting faculty. Prior to 2016, an assessment of student learning outcomes within the STM degree program had not been conducted since 2012. In 2016, the School’s approved assessment plan was simplified to provide for annual evaluation of STM course artifacts and student course evaluations that can be summarized and shared with the full-time voting faculty each academic year for the ongoing improvement of the STM degree program.

In the fall of 2015, a Program Assessment Survey was sent to all STM graduates in order to assess how effective the STM degree program is in preparing those seeking further theological education at the PhD level, as well as for those in ministry leadership who are seeking to refine their theological understanding. Surveys were sent to 10 STM graduates, who were asked to answer the following: Since you began and successfully completed your STM degree, was your competence increased in these four areas that are the sought-for outcomes for the STM
program? Please answer by circling 1-5, with 1 = very much and 5 = not at all. The four outcomes were listed: (1) The student will recognize and identify the biblical theology evident in the course work; (2) The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology; (3) The student will demonstrate the ability to carry out research from original sources; and (4). The student will be equipped to successfully pursue further independent research and postgraduate study in his or her chosen theological discipline. At the conclusion of the survey, graduates were asked to provide any overall comments on the STM degree program. Responses were very encouraging, especially in reference to the academic rigor of the STM coursework.

STM degree program content
All students must complete 30 credits toward the STM degree. In consultation with the STM Program Director, each STM student is expected to develop a coherent and logical program of study, which may be achieved one of two ways: by taking a concentration of courses in the targeted discipline of study or by focusing on a major component of theological study from an interdisciplinary approach. Students who choose to write a thesis must complete six courses in their areas of concentration in addition to RW801, a research and writing course for which no credit is given. The thesis counts as 12 credits. Those choosing not to write a thesis must complete nine courses and a three-credit capstone paper. The topic of the capstone paper is determined by the student in consultation with the instructor(s) whose expertise is in the area of focus indicated by the student.

Demonstration of proficiency in a foreign language is not necessarily a requirement for the STM degree but is required for students concentrating in Biblical Studies and for students writing a thesis. Students concentrating in Old Testament studies must demonstrate competency in Biblical Hebrew and sufficient knowledge of Greek before beginning the program. Students concentrating in New Testament studies must demonstrate competency in Greek and sufficient knowledge of Biblical Hebrew. Biblical language requirements must be met before beginning the STM degree program. All students writing a thesis must demonstrate the ability to use one secondary research language, usually French or German, prior to writing a thesis. For students concentrating in Church History, competency must be demonstrated in the primary language needed for the study of the period of concentration (i.e., Greek, Latin, or Coptic for the Patristic period; Latin for the medieval period). Competency is demonstrated by passage of a written exam. For all STM courses, a minimum grade of B- is required. Any grade lower than a B- is not accepted for fulfilling the requirements for the STM degree.

Location and duration of the STM degree program
The STM degree program requires one year of full-time study or its equivalent. The maximum allowable time to complete the degree is four years, and extensions of the program beyond four years require the approval of the STM Program Director. At least half the coursework toward the STM degree must be completed at the Ambridge residential campus. All courses must be taken at the 800 or 900 level. A student may petition the STM Program Director for permission to enroll in an MDiv-level course germane to the student’s course of study. If permission is granted, an STM addendum to the syllabus is required from the instructor of record indicating the additional workload expected of the STM student. A student may take no more than two STM courses from another theological school. In such a case, the STM Program Director is responsible for reviewing the class syllabus and making requests when necessary to ensure the
course meets the School’s STM academic requirements. Transfer of up to six credit hours is permitted towards the STM degree from an accredited graduate theological school. Only courses completed after the student has earned an MDiv or its equivalent in which a grade of B- or better was earned are eligible for transfer credit. A maximum of two courses may be fulfilled through individual directed study.

Distinctive resources needed for the STM degree program
The 15 full-time voting faculty are available to teach STM seminar courses. Faculty have been supportive in offering appropriate seminar courses, supervising theses and capstone courses, and offering individual directed research. Residential faculty offer an open-door policy to students and readily respond to inquiries.

The Library is an institutional member of the American Theological Library Association, an independent member of the Online Computer Library Center, and an institutional member of the Christian Library Consortium. The Library Director and Assistant Librarian work collaboratively with the STM degree program both in teaching research strategies and in helping students to identify appropriate resources for research. The Library continues to add and maintain historical and contemporary works, including print monographs, serials, and periodicals, as well as electronic and audio-visual resources.

Blackbaud Student Information Services (SIS) and the Registrar’s Office are available to serve STM students. Students may access academic records at any time online using secure login credentials.

Admission to the STM degree program
A successful applicant to the STM degree program must hold a Master of Divinity degree or its equivalent. Applicants must have a minimum grade point average of 3.0. Students with an MAR or equivalent must enroll in a qualifying year with specific courses agreed upon with the faculty director of the STM degree program. Students are required to maintain a 3.0 grade average during the qualifying year. Additionally, students must have maintained a 3.0 grade average, on a scale of 4.0, in their Master’s degree program. Applicants must provide a Master’s level research paper in English that demonstrates an acceptable level of competency in research and writing. Applicants whose credentials fall outside these criteria are welcomed to speak with the Director of Student Affairs and/or the STM Program Director regarding their individual circumstances. All those admitted to the STM program must speak to the STM Program Director to discuss their particular areas of interest. Based upon these conversations, students will be assigned to faculty advisors.

Evaluation
- **Strengths:** The STM Program Director is well-positioned to guide STM students in the pursuit of their academic goals.
- **Weaknesses:** Prior to 2016, an assessment of student learning outcomes within the STM degree program had not been conducted since 2012.
**Recommendations**
Under the guidance of the STM Program Director, conduct annual evaluations of STM course artifacts, and evaluate results with the full-time voting faculty according to the School’s comprehensive educational assessment plan.
Conclusion

The overall findings of the Self-Study show the strengths of the School as an institution of theological education and a community of faith and learning. Major areas of strength include institutional purpose, strategic planning, financial stability, and global awareness.

The findings also show areas where efforts toward improvement should be concentrated over the next several years to strengthen the School and its educational programs. A notable weakness is the lack of obtaining, evaluating, or effectively using Student Information Questionnaire data. Evaluations of nearly every area of the School’s educational and institutional life include recommendations for the ongoing evaluation data obtained from ESQs, GSQs, and AQs. The recommendations made in the Self-Study focus on joint efforts among departments for data-driven evaluation of educational programs. The Office of Student Affairs, the Registrar’s Office, and the Office of Recruitment are committed to obtaining, evaluating, and applying, and communicating Student Information Questionnaire data in future years.

The most serious weakness noted in the Self-Study was a lack of consistency in the educational assessment of student learning outcomes for the four degree programs. In response, degree program directors and the full-time voting faculty have simplified and clarified the assessment plan to ensure sustainable assessment in order to continually improve the School’s degree programs.

Purpose, Planning, and Evaluation

Evaluation

- **Strengths:** The School is guided by clear statements of vision, purpose, and core values. Since 2010, the School has carried out an ongoing strategic planning process that includes planning and evaluation by all constituencies of the School in all areas of institutional and educational planning. The planning process includes completed, ongoing, and reevaluated strategies.
- **Weaknesses and Challenges:** While the Strategic Plan includes Academics strategies, currently, faculty recommendations from educational assessments are not directly incorporated into institutional and educational planning and evaluation. Currently, Student Information Questionnaire data are not used in institutional and educational planning and evaluation.

Recommendations

- Incorporate recommendations from the 2016 Self-Study into the Academics, Administrative, Advancement, and Governance chapters of the Strategic Plan and into subsequent institutional and educational planning and evaluation.
- Incorporate faculty recommendations from the annual assessment of student learning for the degree programs into the Academics chapter of the Strategic Plan.
- Incorporate recommendations based upon Student Information Questionnaire data into the Strategic Plan and into subsequent institutional and educational planning and evaluation.
Institutional Integrity

Evaluation

● **Strengths:** Conformity to and compliance with all applicable laws and regulations is evidenced in every aspect of the School’s institutional and educational practices.

● **Weaknesses and Challenges:** Currently, the diversity of race and ethnicity found in North America is only moderately represented in the student body and is not represented in the faculty. The representation of women in faculty and trustee positions is less than adequate to support the long-term institutional and educational goals of the School. The School recognizes an ongoing challenge of accurately reflecting its evangelical education with an Anglican emphasis both in the theological curriculum and in printed and online publications.

Recommendations

● Include long-term strategies for increased racial and ethnic diversity represented in the faculty and students in the Academics and Advancement chapters of the Strategic Plan.

● Include long-term strategies for increased participation and leadership of women represented in the faculty and trustees in the Academics and Governance chapters of the Strategic Plan.

● Examine Student Information Questionnaire data to evaluate how well the denominational affiliations of students are served by the School and how well the vocational goals of students and graduates are being achieved by the School’s theological curriculum.

● In Communications, engage in a regular evaluation process to ensure that printed and online publications reflect the School’s commitment to evangelical education with an Anglican emphasis to potential students and to the various publics served by the School.

Theological Curriculum: learning, teaching, and research

Evaluation

● **Strengths:** Global awareness and engagement are evidenced both in and beyond the classroom. The School is engaged with a wide range of publics locally, regionally, and internationally.

● **Weaknesses and Challenges:** The Self-Study identified a need to express more clearly the overarching goals of the theological curriculum in the School’s printed publications and online, answering questions such as: How is the curriculum intended to inform the exercise of a life of faith? How might the curriculum help students to grow in moral sensibility and character? How does the School view itself as ecumenical with an Anglican emphasis? The School also recognizes a need to describe more clearly its approaches to learning, teaching, and research in printed publications and online, answering questions such as: What are the ministry goals of the Mentored Ministry and other practicum courses? What qualities should participation in Chapel leadership by Leadership Formation Groups foster in students preparing for lay and ordained ministry?

Recommendations

● Develop statements for print and online publication articulating the overarching goals of the theological curriculum.
● Develop statements for print and online publication articulating the student learning and formation goals in non-curricular areas, such as Chapel and Leadership Formation Groups.

● Examine Student Information Questionnaires to evaluate student views on how well their education has prepared them for applying reflection and wisdom to a life of faith; how much of a role faculty played in their spiritual formation; and how well their education helped them to develop the personal and professional capacities for ministry, engagement with a variety of publics, and global and multicultural engagement.

**Library and Information Resources**

**Evaluation**

● *Strengths:* The Library maintains a strong collection of resources and an adequate budget for purchasing new items. The Library building is in good condition with adequate space for the physical collection to grow for several more years. The Library has the support of the administration and faculty for growing and maintaining its collection.

● *Weaknesses and Challenges:* The Library staffing level is minimal, lacking redundancy and lacking the capacity to remain current with cataloging and archives. The Integrated Library System is dated and needs replacement by a more user-friendly system. Library staff have little involvement with teaching information literacy on campus.

**Recommendations**

● Develop strategies to resource the need for cataloging, oversight of the archives, and redundancy in staffing.

● Select and begin implementation of a new Integrated Library System (ILS).

● Assess the growth of e-resources to meet the needs of online students

● Develop a comprehensive information literacy policy and training outline during summer 2016. Begin implementing the training outline during fall 2016 Orientation, and continue with monthly sessions or campus news listserv posts throughout the academic year.

**Faculty**

**Evaluation**

● *Strengths:* Faculty receive financial support, academic freedom, and sabbatical time to pursue theological research. Faculty teaching is supported by the Library, the Office of Online Education, and the Office of Information Technology. In 2015, regular adjuncts began receiving annual performance reviews.

● *Weaknesses and Challenges:* While the faculty is somewhat diverse in gender, age, and denominational affiliation, it is lacking in racial/ethnical diversity. A recent faculty search revealed a lack of clarity of the search process for full-time voting faculty, including the communication of information regarding candidates, and there is a need for further clarification of issues affecting shared governance.
Recommendations

● Revise and clarify the search process for new full-time voting faculty in terms of search criteria, search committee composition, making of recommendations, and expectations for sharing information within and among academic departments.

● Institute long-term strategies to increase faculty diversity.

● In faculty meetings, address issues of shared governance and related topics to strengthen, support, and enhance the role of the faculty in institutional and educational planning.

Student recruitment, admission, services, and placement

Evaluation

● **Strengths:** In 2015, most fees were combined with tuition and are now covered by scholarships. A new Director of Recruitment has been appointed and is expanding recruitment networks. A Director of Student Affairs has been appointed to oversee the personal, professional, and spiritual formation of students. As of 2015, Student Information Questionnaire data is evaluated by the Office of Alumni, Church Relations, and Deployment. As of 2016, the TOEFL exam requirement is applied for students whose first language is other than English. The student grievance process is under evaluation by the Director of Student Affairs in consultation with faculty and the Dean’s Cabinet.

● **Weaknesses and Needs:** While student records are secured, some records are not currently duplicated electronically. Until 2015, data from ESQs and GSQs was not evaluated, and the AQ was not administered. While a grievance policy is in place, a need has been identified for greater clarity for the staff, faculty, and administration in responding to grievances.

Recommendations

● In the Office of Student Affairs, the Office of Recruitment, the Office of Financial Aid, and the Office of Online Education, examine ESQ and GSQ data; evaluate trends in recruitment, admissions, services, borrowing, completion, and placement; and make recommendations to guide future institutional and educational planning.

● In the Office of Student Affairs, in consultation with faculty, staff, and administration, develop and clarify a more definitive student grievance policy regarding specific lines of communication and authority, and reflect the policy in the Academic Catalog and Student Handbook.

● In the Office of Online Education, administer the ESQ and GSQ to online students beginning in the 2017-2018 academic year.

● In the Office of Alumni, Church Relations, and Deployment, administer the AQ triennially to alumni beginning in the summer of 2016.

● In the Registrar’s Office and the Dean’s Cabinet, budget and provide administrative resources for the electronic duplication of all student records.

● In the Office of Student Affairs, draft an evaluation of Student Services with recommendations for improvement in 2016. As recommendations are implemented, regularly review and update the evaluation for ongoing appropriateness for the provision of Student Services.
Institutional Resources

Evaluation

- **Strengths:** A Director of Alumni, Church Relations, and Deployment has been named to focus on graduates, congregations, and placement. The *Reach for the Harvest* campaign was completed on December 31, 2015, having raised $15.5 million in revenues toward stated initiatives. Capital maintenance improvements have been made on a schedule according to the goals set forth by the institution.

- **Weaknesses:** The housing available in the Borough of Ambridge is aging. Staffing for Information Technology is minimal given the increasing complexity of the School’s technology environment.

Recommendations

- In the Office of the Dean of Administration and the Dean’s Cabinet, develop a detailed plan for student housing acquisition and expansion to meet the need for affordable student housing.

- In the Office of the Dean of Administration, develop a plan for increased and sustainable staffing in the area of Information Technology.

Educational Programs

Evaluation: Strengths

- In 2015, a Director of Student Affairs was appointed to coordinate student personal, professional, and spiritual formation. Leadership Formation Groups provide students with ongoing faculty interaction and advisement. Chapel services are intended to provide an integration of faith and learning. Campus resources, such as the Bookstore, Library, and Information Technology, are adequate to ensure student learning. Residency requirements for the MDiv and STM degree programs allow for significant instructor-student interaction.

- The School maintains well-established online education programs with comprehensive technical and educational support. Online educational programs are consistent with residential programs.

- In 2012, an educational assessment of student learning outcomes was conducted for all four degree programs, including evaluation of the learning outcomes for each degree program. An assessment of the DMin degree program for student learning outcomes was conducted in 2013, and assessments of the MAR and STM degree programs were completed in 2016. The assessment plan itself was reassessed for simplicity and sustainability and was subsequently simplified by the degree program directors in 2016. Two new co-directors of the MDiv degree program have been appointed to conduct educational assessment of the program and to continue improvements to Mentored Ministry and other Pastoral Theology courses.

- Clear policies are in place to guide the admissions and registration processes. Improvements have been made in the areas of recruitment, admissions, and transfer of credits from other accredited institutions.

- The selection of nondegree programs and opportunities offered by the School maintain appropriate academic rigor and integrity and reflect the overarching theological curriculum. January and June Interterms offer an appropriate selection of non-credit
courses, conferences, lectures, and workshops to the public. In 2014, the audit fee was reduced to $150 in order to make course offerings more accessible to the public.

- Recent changes to the Mentored Ministry program to meet the needs of both students and congregations have received positive student feedback.

**Evaluation: Weaknesses**

- Until 2015, ESQ and GSQ data were collected but were not evaluated to inform an understanding of how well the required courses of the MDiv, MAR, and STM degree programs are contributing to the achievement of stated degree program goals.
- Until 2015, ESQ data were not evaluated to guide decision-making regarding the benefits or challenges of offering shared credit in degree programs.
- In 2014-2015, educational assessment of the MDiv degree program was delayed by changes in the makeup of the full-time voting faculty due to the recent loss of a Pastoral Theology faculty member. An assessment of the MDiv degree program for student learning outcomes was begun in 2014 but was not completed.
- Until 2016, TOEFL scores were not obtained for students whose first language was other than English.

**Recommendations**

- In the Office of Student Affairs and the Office of Alumni, Church Relations, and Deployment, continue the practice begun in 2015 of evaluating GSQ data to inform an understanding of how well the required courses of the MDiv, MAR, and STM degree programs are contributing to the achievement of stated degree program goals.
- Under the direction of newly appointed degree program co-directors, complete the assessment for the MDiv degree program in 2016-2017.
- In the Office of Student Affairs, the Registrar’s Office, and the Office of Online Education, examine ESQ and GSQ data to evaluate the effect of current admissions and credit transfer policies on recruitment, placement of graduates, and other aspects of educational effectiveness.
- In the Office of Recruitment, obtain TOEFL scores for all students whose first language is other than English.

**MDiv Degree Program**

**Evaluation**

- **Strengths:** The Pastoral Theology Department has recognized a need to assess Mentored Ministry for how well its content and practica are preparing MDiv students for ministry and leadership. In response to this need, the Pastoral Theology faculty are working through a plan of examination and redesign of Mentored Ministry. Recent changes to Mentored Ministry to meet the needs of students and congregations have received positive student feedback. In March 2016, the faculty voted to appoint two co-directors of the MDiv degree program to conduct regular, ongoing assessment of student learning outcomes of the MDiv degree program curriculum and to guide curricular planning of the coursework required for the MDiv degree.
- **Weaknesses and Challenges:** The recent loss of a long-time Pastoral Theology faculty member has continued to present challenges for the faculty in guiding the assessment of student learning outcomes and in overall curricular planning for the MDiv degree.
program. Faculty recognize the need for focused attention on evaluation of existing data, curricular improvements based upon goals for the MDiv degree, and overall planning for the MDiv degree program in 2016-2017.

Recommendations
- With the guidance of the newly appointed faculty co-directors of the MDiv degree program, conduct an educational assessment of student learning outcomes for the MDiv degree program in accordance with the School’s comprehensive assessment plan in 2016-2017.
- With the guidance of the newly appointed faculty co-directors of the MDiv degree program, conduct faculty examination of the MDiv curriculum, practica, and formational activities in order to assess how well the degree program and overall theological curriculum are preparing students for leadership in ministry.
- With the guidance of the newly appointed faculty co-directors of the MDiv degree program, develop, conduct, and evaluate the results of a survey of Mentored Ministry mentors to guide ongoing improvement and curricular planning efforts.

MAR Degree Program
Evaluation
- Strengths: The Library Director, as the faculty director of the MAR degree program, is well-positioned to guide MAR students in the development of skills necessary for the wise application of scholarship in the life of the Church. The faculty and staff are committed to supporting MAR students in the pursuit of scholarly research. In 2016, the MAR degree program was assessed for student learning outcomes by the faculty under the direction of the MAR degree program director. In 2016, the School’s approved assessment plan was simplified to provide for annual evaluation of MAR course artifacts and student course evaluations that can be summarized and shared with the full-time voting faculty each academic year for ongoing improvement of the MAR degree program.
- Weaknesses: Prior to 2016, an assessment of student learning outcomes within the MAR degree program had not been conducted since 2012.

Recommendations
- Under the guidance of the MAR Program Director, conduct annual evaluations of MAR theses and capstone papers, and evaluate results with the full-time voting faculty annually according to the School’s comprehensive educational assessment plan.
- In 2016, begin to use GSQ and AQ data to more effectively assess the academic needs of MAR students.

DMin Degree Program
Evaluation
- Strengths: The final thesis project provides a clear artifact for faculty to effectively assess how well the student learning outcome goals of the DMin degree program are being achieved. Faculty actively solicit feedback from DMin students at the end of each Intensive and gather data from students and graduates to gain information that is used to improve the program. The 2013 educational assessment provided clear guidance for
DMin faculty to improve the degree program in the areas of biblical and systematic theology.

- **Weaknesses:** Prior to 2016, an assessment of student learning outcomes within the DMin degree program had not been conducted since 2013.

**Recommendations**
Under the guidance of the Dean of Doctoral Studies, conduct annual evaluations of DMin theses, and evaluate results with the full-time voting faculty according to the School’s comprehensive educational assessment plan.

**STM Degree Program**

**Evaluation**

- **Strengths:** The STM Program Director is well-positioned to guide STM students in the pursuit of their academic goals.
- **Weaknesses:** Prior to 2016, an assessment of student learning outcomes within the STM degree program had not been conducted since 2012.

**Recommendations**
Under the guidance of the STM Program Director, conduct annual evaluations of STM theses and capstone papers, and evaluate results with the full-time voting faculty according to the School’s comprehensive educational assessment plan.

**Recommendations from the 2016 Self-Study**
The recommendations contained in the Self-Study Report will be considered for inclusion in the Strategic Plan 2017. Academic recommendations will be discussed for response and action steps at upcoming faculty meetings, and a report of the findings and recommendations of faculty based upon these meetings will be incorporated into the Academic Strategies chapter of the Strategic Plan.