

The Board for Theological Education

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MEMBERS

The Rt. Rev. Robert Appleyard**
Ms. Dorothy Brittain†
The Rt. Rev. Frank S. Cervený
The Rt. Rev. Robert H. Cochrane†
The Very Rev. James C. Fenhagen
The Rev. Wallace A. Frey, *Chair*
Mr. William R. Johnson
The Rev. Preston T. Kelsey II, *Executive Director*
Ms. Lennie F. Lewis
The Rev. Terry Meadows*†
The Rt. Rev. James R. Moodey
Mr. Paul F. Nash
Ms. Nancie Oyama†
The Rev. Rogelio A. Pantón†
The Rev. M. David Parker*†
Ms. Sue Scott†
The Rt. Rev. Philip A. Smith
The Rev. Edwin G. Wappler†

* appointed as a seminarian

** resigned June, 1983

† term expires at 1985 General Convention

REPORT

Introduction and 1983-85 Goals

“What lies ahead of all of us, if we are truly called to be partners in shaping theological education . . . is a mutual task. The seminaries are not separate sections of the Church, nor is the Church apart from the seminaries. We are all, in fact, the Church, called to serve the living Lord in speaking and living out the gospel.”

The above quotation is taken from the Case Committee for Theological Education's document *Seminary: A Conversation*, which was printed in the report to the 1982 General Convention in anticipation and support of Resolution A-125, the 1% funding resolution. That resolution is now in effect and the BTE's primary attention has been devoted to promoting compliance with this historic legislation and developing methods of monitoring its progress.

The BTE, however, continues to be of assistance in other areas. It has helped to underwrite two national conferences for Educators and Trainers for Ministry in 1984 and 1985, and two conferences specifically for seminary trustees, in 1983 at the College of Preachers, Washington, DC, and in 1984 at the Marriott O'Hare, Chicago. These will be discussed in more detail in a following section. The BTE continues its contact with and support of the Fund for Theological Education in Princeton, New Jersey, which provides financial assistance to seminarians from ethnic minorities, and the Instituto Pastoral Hispano (IPH), a Connecticut-based alternate theological education program for Hispanics. The president and executive director of the IPH were guest speakers at the Board's October, 1984, meeting in Rochester, N.Y. As BTE executive director, the Rev. Preston T. Kelsey II has maintained contact with and attended meetings of the Appalachian People's Service Organization, Inc. and Sindicators.

In cooperation with the Council for the Development of Ministry, the BTE backed the publication of *A Resource for Evaluation*, a design for critiquing the effectiveness of COMs. This was a major undertaking, including trial release, evaluation, editing, and, finally, publication and distribution in 1983. The booklet is available to the public on request. Barry Evans' *Continuing Education in Episcopal Dioceses* also went into print during this triennium; other continuing education projects included a computerized list of continuing education supervisors (provincial and seminary), which is mailed out on request, and sponsorship of two conferences for directors of continuing education.

The BTE also backed conferences for seminarians with lay vocations at the General Theological Seminary and the College of Preachers.

The Board continues to work in cooperation with the Presiding Bishop's Ad Hoc Committee on guidelines and the Council for the Development of Ministry in developing guidelines relating to preparation for ministry and ongoing education for ministry.

New Executive Director

The June 1983 meeting marked the start of a transition period for the BTE. At that meeting, the Board voted to accept, with regret, the resignation of Dr. Fredrica Harris Thompsett as executive director effective January 1, 1984, to allow her to accept a position as Professor of Church History at the Episcopal Divinity School in Cambridge, MA. Bishop Robert Appleyard also resigned his post as Board chair following his appointment as Bishop of the Convocation of the American Churches in Europe. The Rev. Wallace Frey became the new chair.

A seven-member Recruitment and Selection Committee was established to find a new executive director. The Executive Committee drafted criteria for selection. Nominations were sought from seminary deans, the CASE committee, chairs of trustee boards, ETM, CDM, and BTE members themselves. In February 1984, the Rev. Preston T. Kelsey II assumed the post. He formerly served as the rector of the Church of the Transfiguration in San Mateo, California. Sr. Anele Heiges, O.P., the BTE assistant at the time, kept the office functioning in the interim.

Fr. Kelsey quickly launched himself into the ongoing project of maintaining BTE contacts. During his first year in office, he attended COM and/or CDM meetings in five provinces, met with seminary deans on campuses and at Council of Deans meetings,

attended the biennial meeting of the Association for Theological Schools, made numerous contacts with diocesan officials nationwide by letter or in telephone conversations, and attended a variety of conferences concerned with traditional and alternative modes of theological education. At the March 1984 Board meeting, Fr. Kelsey outlined some beliefs that undergird his leadership: that there is a need to raise up the baptismal order, to enhance the cooperative ministry of lay and ordained members of the Church. He maintains that there are "hungry folks" who want to become part of the theological education enterprise, who sense and are attracted to the energy now being generated in this area. It is part of the Board's challenge, he stated, to encourage this energy for the mission of the Church.

Update on Resolution A-125

In its first full year in practice, A-125 has proven to be an effective means of putting seminaries and local parishes in contact with each other. The response on the part of the Church has been positive, in terms of both dollars and spirit. At one seminary, for example, contributions increased 150.6% from the 1981-82 academic year to 1983-84. In other instances, seminaries reported first-time contact with parishes.

The need for developing and maintaining a free exchange of information and for emphasizing the complementary nature of the seminaries and the Church were key components in the development of the 1% resolution; promoting and maintaining dialogue was nearly as important as creating steady and solid financial backing.

The BTE has moved to promote and facilitate dialogue by functioning as a clearinghouse for information, as a monitoring agent, as a go-between for the seminaries and the national Church (for example, at Council of Deans meetings), and, through the executive director, as an advocate of theological education at various Church-related conferences.

The provisions of A-125 specifically charge the seminaries and the Council of Deans with assuming "more responsibility for strengthening the partnership between the Church and its Seminaries and . . . for improving the dialogue with congregations and Dioceses by providing them with current information about the Seminaries and listening to their concerns regarding theological education." The BTE has lent its support to the efforts of both groups in these areas and has undertaken several projects of its own to implement the growth of dialogue. Details of these projects will be discussed in terms of the developing relationships in three areas: parish-seminary, seminary-national Church, and seminary-seminary.

Parish-seminary relations

There is a real need for disseminating information about the seminaries throughout the Church. As a regular function of the BTE office, mission and goals statements have been gathered from the seminaries and incorporated in a computerized listing. The list is available to parishes upon request.

The popularity of video technology has provided the BTE with an ideal medium for spreading the word. Its first videotape, entitled *Your Seminaries*, was completed last spring and is available to the Church through the accredited seminaries and the BTE office in the Church Center. The tape runs ten minutes and is designed not only to familiarize parishioners with key issues in theological education today but also to stress the relationship that they, as members of the body of Christ, have with schools concerned with training for ministry. A color poster, "Know and Support the Seminaries of the Episcopal Church," was printed to promote the tape and provide the public with capsule

portraits of the seminaries—brief descriptions of their goals and particular orientation. The posters also are available through the BTE office.

This past winter, a second videotape, *Together We Grow: Today's Partnership of Seminaries and Parishes*, was completed for satellite broadcast and distribution to parishes. It continues to explore the development of the parish-seminary dialogue. This tape is longer, 28 minutes, and includes discussions with seminary trustees and seminarians as well as clergy and lay members of the Church. It also is available through the BTE office. A quotation captures the theme of the tape and the spirit of 1% giving: responding to the resolution "means that we have faith in the people we have in the seminaries," says the Rev. David Cooling, rector of Trinity Episcopal Church in San Jose, CA. "[We] contribute so that we can have the faith and Good News provided to our children and grandchildren. It is based upon that love of Christ and love of our fellow-man."

The most obvious connection between the parish and the seminary is the seminarian, the product of a particular theological education curriculum who is, in theory, emerging well prepared to face the needs of a congregation. Ironically, the "boundary" area—the last term in seminary through the first five years in the ordained ministry—has proven to be a particularly troublesome period. In 1985, the BTE, in cooperation with the Episcopal Church Foundation, the Rev. Stephen White of the Diocese of Massachusetts, and Roy Oswald of the Alban Institute, began exploring the difficulties of the boundary period and ways in which they might be addressed. The BTE's role as a clearinghouse has figured in its response; it is developing a data bank on deacon-in-training projects and programs designed to facilitate this transition period. The information will be shared amongst the dioceses. Fr. Kelsey attended a Boundary Conference sponsored by Mr. White in 1984. Seven dioceses (Provinces I, II, and III) were represented in a forum for identifying the issues involved and comparing programs already in place. Another conference is planned for 1986.

In January, 1985, Fr. Kelsey and the Rev. Wallace Frey participated in a consultation at the Episcopal Divinity School in Cambridge, entitled "Theological Education in the Episcopal Church: The Future Mission of the Seminaries." Seventy-five people, including representatives of all the accredited seminaries, attended. The concerns that surfaced were similar to many identified by the BTE and addressed in various sections of this report: the seminaries' responsibility for the future leadership of the Church in the face of new constituencies, for the theological fiber of the Church's life, for dealing with issues of peace and justice, and for future accountability to the Church. A synopsis of the two-day conference is to be published in 1985 by Forward Movement Publications. The consultation itself was funded by the BTE in conjunction with the Episcopal Church Foundation; the Trinity Grants Program; St. Peter's Church in Morristown, New Jersey; the Wise, Warmeling, Way Fund of Trinity Cathedral in Cleveland, Ohio; and All Saints Church in Pasadena, California.

Seminary-Seminary Relations

Equally important is the need for communication among the officers of the seminaries. Canon law directs the BTE to "promote continuing cooperation between and among the Theological Seminaries of the Church." To this end, the BTE has sponsored two conferences for seminary trustees. The first took place at the College of Preachers in May, 1983; representatives from nine seminaries, the BTE and the Episcopal Church Center's Communication Office were present. Areas covered were accountability of the trustees and seminaries to the Church, clarification of the role of the trustee, and enabling trustees of the various seminaries to work together in the future.

In November 1984, a second conference was held; each of the accredited schools was represented. Christopher Walters-Bugbee, the Director of Communications at Duke Divinity School, Duke University, was the keynote speaker. His topic: The need for the seminaries to be responsive to the requirements of congregations today. The overall reaction from the trustees was positive. There were several requests that the conference become an annual event and that a national council of trustees be founded. Some sample responses illustrate the point:

My understanding of each seminary was broadened. I learned valuable information and some specifics about how each seminary was unique. . . . One of the interesting things that took place . . . was the ongoing dialogue once we finished our official meeting. . . . (We) continued to learn and grow in our understanding of each other and our seminaries. . . .

We managed to hear one another and to share, which was a major objective. We discovered differences, which we have to learn to accept and work with; we also discovered commonalities, which we began to make use of. . . .

I had a chance to meet some people who shared the same dreams and concerns that I do.

The growing awareness of the commonality of experiences within the various organizations of the Church is not unique to the trustees, however. It is beginning to be felt on several levels. A classic example occurred in October, 1984, on the day Bishop Desmond Tutu, then a guest professor at General Theological Seminary, learned he was the 1984 winner of the Nobel Peace Prize. After being escorted to the campus chapel, Bp. Tutu stood before the congregation—the seminary community, residents of the neighborhood, friends and strangers alike—and was moved to say how much it meant to him to belong to a “world church.” The remark was timely from a political as well as theological point of view. The global nature of the Church and of theological education is a concept that the BTE is making efforts to bring into greater focus in the upcoming triennium. In the past year, it began an ongoing project of compiling and computerizing an international list of Episcopal seminaries. The list is available on request from the BTE office.

Seminary-Church Relations

In March, 1984, a committee was formed to develop a strategy for increasing and facilitating the dialogue between seminaries and the Church. The Rt. Rev. Philip Smith chaired the committee, which included the Very Rev. James Fenhagen, Ms. Dorothy Brittain, the Rev. Preston T. Kelsey II, and the Rev. Randolph Dales, a parish priest from the Diocese of New Hampshire. In addition to drawing up a document for obtaining financial information from the seminaries, the committee also proposed specific actions that might be taken to foster interaction and dialogue:

1. Once each triennium, a representative from the seminary (dean or a faculty member) would be present at the annual provincial COM meetings.
2. Once each triennium, seminary deans would meet with the House of Bishops.
3. Once each year, the seminaries would fill out a questionnaire that includes financial data (enrollment, tuition costs, faculty salaries, etc.) as well as statements of seminaries' accomplishments, goals, and major needs.

The Board has taken steps to implement these suggestions in the following ways:

1. At the February, 1985, Board meeting, the deans of all the seminaries were present for discussions and a general sharing of ideas. A wide range of issues was covered, with emphasis on the seminaries' role in the selection process and an appreciation of their individual strongpoints.

2. The BTE's role in facilitating dialogue here is still in the developing stage. A survey circulated at the House of Bishops meeting in Jackson, Mississippi, Sept. 28-29, 1984, showed that there is little need for the Board's assistance in monitoring the financial aspect of the 1% at the diocesan level; the indications were that matters are being handled with no apparent difficulty. However, the bishops did indicate strong interest in areas the BTE plans to explore in more depth: (a) questions of selection and recruitment of candidates for Holy Orders, (b) the transition from seminary into the ordained ministry, and (c) the relation of the seminary to the local church. The BTE had previously begun explorations in each of these areas through funding the research and publication of *We Need People Who* by Margaret Fletcher Clarke during the last triennium and *A Resource for Evaluation* (with the Council for the Development of Ministry) in 1983. In 1984, it participated in the Boundary Project (through the executive director), hosted the seminary trustees meeting in Chicago, and offered support (including a financial contribution) to the EDS consultation in 1985.

3. In July, 1984, the BTE sent out its first annual seminary questionnaire, an experimental form that included modifications suggested by the Council of Deans. The questionnaire is bifunctional. The financial section gives parishes the data they need to decide where they wish to send their 1% contribution. It also provides some insight into the financial operation of the seminaries—by showing, in detail, where the contributed money is expended. The narrative section gives the seminaries a chance to discuss goals, list accomplishments, and state specific problems. The overall goal is to “demythologize” the seminaries, to present a clear picture of the seminary not only as an academic institution but as a place of growth for future ordained and lay leadership in the Church.

This initial, experimental survey made evident the need for uniformity in the manner in which finances were reported. Professional help was enlisted. At its October, 1984, meeting, the Board voted to hire the firm of Peat, Marwick, Mitchell & Co. to develop a new financial reporting model. PMM had been responsible for gathering statistical information from the seminaries prior to passage of the 1% resolution. Its past experience, as well as its understanding of the difficulties involved, were instrumental in drawing up the new form, which will be used to fulfill the requirements of Section 3 of the Canon.

The narratives which follow were supplied by the seminaries in response to the questions listed below. The text appears as submitted by seminary officials.

- I. What are some of the distinct features of _____?
- II. What were your major accomplishments these past three years?
- III. What are your major needs these next three years?

Church Divinity School of the Pacific

- I. • Only accredited Episcopal seminary west of the Rocky Mountains. • Fully autonomous; but also well integrated with the Graduate Theological Union, a consortium

of nine Protestant and Catholic schools which together are accredited to bestow the Ph.D., Th.D., and M.A. degrees. The GTU as a consortium has 1500 students and 135 full-time faculty members. • The GTU has 350,000 volumes in a modern library, fully integrated with UCB and Stanford. • An active committed Board of Trustees. • A vital new faculty of young Church scholars is being built [6 of 11 appointed since 1978]. • An Asian Exchange program and new Hispanic Studies program. • A strong tradition of Anglican scholarship and tradition, coupled with new resources in pastoralia and field education in a multi-cultural environment of the San Francisco Bay area.

II. • Three new faculty appointments: Drs. Countryman (New Testament), Lyman (Early Church History), and Lytle (Church History). • Major curriculum revision. • Computerization of development and accounting programs, and word processing for staff and faculty. • Deferred maintenance largely caught up. • New board by-laws; new investment policies. • Addition of two staff members in student services. • A balanced budget in 1983-84, thanks to 1% and aggressive development director. \$695,000 raised in operating funds. One new chair funded.

III. • Completion of negotiation to bring Pacific Lutheran Theological Seminary onto CDSF campus in heart of GTU. • A capital fund drive to build endowment for faculty chairs, student scholarship aid, and capital improvements related to Lutheran move. • Review and possible expansion of continuing education program. • A strengthened alumni/ae network. • Add one additional faculty position.

The General Theological Seminary

I. • Urban location in New York City. • Diverse student body drawn from throughout the Anglican Communion. Tradition of academic excellence. • Graduate degree programs through the Th.D. • Center for Christian Spirituality. • Joint degree programs with New York University and Hunter College, and cooperative academic arrangements with Union Seminary and New York Theological Seminary. • One of the outstanding theological libraries in the entire Anglican Communion.

II. • "Campaign for General": Have raised over \$11 million in capital funds toward \$12 million goal. • Raising of faculty salaries. • Balancing the annual budget. • Affirmative action policy and racism audit. • Adoption of a faculty policy statement. • A 38% increase in annual giving (over a 100% increase since 1978).

III. • Funds to develop a master plan and to start renovation of facilities. • Scholarship endowment for minority and third-world students. • Trustee reorganization and development program. • Rise in annual giving to \$600,000/annum. • Development of additional summer programs.

Berkeley Divinity School at Yale

I. • Affiliation with the Divinity School of Yale University (YDS) in an inter-confessional environment, with access to the resources and facilities of the entire University. • Ten-year growth (since affiliation) from total enrollment of 62 to 132 in 1983-84, moving BDS from one of the smaller to one of the larger accredited seminaries.

II. • Establishment of the McFaddin Program which initiated studies at the affiliated schools for ministry to the disadvantaged. • Establishment of a program in gerontology. Computerization of administrative facilities.

III. • More concentration on spiritual formation of students. • More support for, and witness to, lay ministry. Additional teaching staff in Church History. • Additional ordained women faculty members.

Trinity Episcopal School for Ministry

I. • Trinity stands self-consciously within the historic Anglican evangelical tradition, understanding *evangelical* to mean *biblical* and *Gospel-centered*. Likewise, all members of the seminary community (students, staff, and faculty) have made an adult profession of faith in the Lord Jesus Christ. • Linked with this emphasis upon biblical Christianity is a wide diversity in churchmanship. • Trinity is located in an inner-city environment. One of its two main buildings is a former supermarket. The seminary is committed both to an urban location and to a simple lifestyle. • Trinity is intentionally a "school for ministry," aiming to train leaders for the Episcopal Church who are able "to equip the saints for works of ministry." • By decision of the Board of Trustees, the School's endowment income may not be used for operating expenses, but rather for new ministries. Trinity is committed to depending day by day upon what God provides through his people.

II. • The School grew by 25%, from 57 to 75 full-time students. • Trinity added three new faculty and senior staff positions, to keep pace with growth in enrollment. • Income from donors to the School kept pace with expansion. In fiscal year 1983-84, gifts to the School came to some \$502,000 for the operating budget (the total operating budget amounting to \$738,000). • The number of dioceses sending students to Trinity continues to rise. In the M. Div. program in 1976-77 (the School's first year), for example, the ratio of non-sponsored to sponsored students was 2:1. In 1983-84 the proportion has more than reversed and now stands at 1:4.

III. • Successful completion of the ATS accreditation process in the spring of 1985. • Staff and funding for new programs in External Education, Youth Ministry, and Urban Ministry, and direction for Trinity's relationship with APSO. • Funding for the renovation of a large factory adjacent to the supermarket building. • Additional faculty to accommodate growth in student numbers. • Expansion of financial support proportional to growth.

Virginia Theological Seminary

I. • Emphasis on participation in community as preparation for ministry. • Ecumenical opportunities provided by Washington Theological Consortium. • Field Education Program drawing on the resources of the Washington metropolitan area. An extensive program of continuing education. • An evening Lay School of Theology.

II. • Establishment of a new Center for the Ministry of Teaching, devoted to assisting the Church in doing a more effective job of teaching, both in church schools and other educational programs. • Renewal of accreditation with the Association of Theological Schools after our regular, 10-year review, with no notations. • Establishment of a program for international students to help prepare them for leadership in theological education in their own countries. • Successful efforts in encouraging supporting dioceses and parishes to adopt the new plan for parish support. • A smooth transition in the administration of the Seminary.

III. • Computerization in the library and other departments of the Seminary. • Continuation of long-range planning efforts, including the possibility of acquiring married student housing. • Funds to support the newly established Center for the Ministry of Teaching. • Funds for the maintenance of several older buildings. • A new faculty appointment in the field of New Testament, and further strengthening of our program for international students.

Bexley Hall

I. • An accredited seminary of the Episcopal Church that is *fully* ecumenical (as is exhibited by a common faculty, budget, and curriculum), while yet allowing for the practice and enhancement of Anglican identity in theological education and formation for ministry through our liturgical life and offering of courses in areas specifically mandated by Canon Law. [Traditions represented: American Baptist, Anglican, Lutheran, Methodist, National Baptist, Presbyterian, Roman Catholic, United Church of Christ (students & faculty)] • The sixth largest theological library in North America. • The presence of an extensive and effective Black Church Studies program. • A field work program that utilizes opportunities for parochial or specialized ministerial experiences in urban, suburban, and rural settings—all of which are close-at-hand.

II. • Selection of a new dean to provide vigorous and appropriately assertive liturgical, theological, and pastoral leadership in the ecumenical setting, and for the Anglican community within it, as well as to and within the Episcopal Church in general. • Appointment of a woman priest in a newly created staff position (Director of Episcopal Church Relations) to work closely with the dean in internal and external objectives cited above, and with the Director of Development in the divinity school. • Strengthening of ties with traditional Province II and V constituencies (both as a source of seminarians and of financial support) and beginning of movement toward renewed status as a national seminary in the Episcopal Church (the student body as of 1984-85 reflects a representation of all eight provinces of the Episcopal Church in the continental U.S.A., and also one Province—Ontario—of the Anglican Church of Canada, and one Province—Canterbury—in the Church of England).

III. • An increased average enrollment that would reflect an absolute gain of 15 seminarians over the present average enrollment. We aim to achieve this goal in the five years from 1983-84 to 1988-89. Presently Bexley Hall represents just under 25% of the total student body at CRDS/BH/CTS. • Further development of the 1% plan for the support of theological education through parishes with clergy alums of Bexley Hall and through appeal to regional support of the seminary through this plan. Increased individual giving to the annual fund. • Advancement of plans for new library facility; newly renovated sacristy in chapel (to include plumbing); replacement of old and/or acquisition of new liturgical materials (vestments, printed materials, etc.) • Increased visibility in the Episcopal Church.

Nashotah House

I. • Nashotah is dedicated by its charter to the training of candidates for the parish ministry. We offer also STM, but our chief concern is the candidate who will take M.Div and serve in a parish. • Nashotah centers its life around the chapel: the spiritual formation of the candidate is as important to us as the intellectual formation, and every help is offered to the seminarian to encourage development of a deep and true spiritual life. • Nashotah tries to introduce its students to the fullness of the Catholic faith and Catholic worship in a 20th century context.

II. • The strengthening of our Parish Training projects as a required part of the seminarian's experience here. • We have begun work on the renewal of the physical plant of the seminary. The library building has been greatly enlarged. The seminary has laid down a new and complete sewage system. Both of these efforts have been fully funded. • We have strengthened the development department, and already there have been good results, financially. The seminary is operating "in the black." • We have strengthened

the work of our recruitment department, and Nashotah now draws candidates from all kinds of dioceses. • We have established a five-day workshop on alcoholism and chemical dependency to be useful in dealing with a great social evil.

III. • We need a new dean, and a new professor of Pastoral Theology. Work is actively proceeding on these matters, and we hope for appointments early in '85. • We need a new vision for our trustees, and we have taken the first steps, with "think tanks," and a conference on a common vision for Nashotah. • We need better accommodations for our married students, and we have taken the preliminary steps toward a building campaign for which we have engaged ourselves to raise funds up to \$1.5 millions. We need a higher level of giving from alumni and trustees, and we have begun what seems to be a very promising course of education and solicitation.

The School of Theology of the University of the South

I. • Surely the most unique ministry of this seminary is its program of Theological Education by Extension, and in particular its four-year extension course called Education for Ministry. There are approximately 3,800 lay persons enrolled in EFM in the United States this year, and 1,200 in Australia, New Zealand, Canada, Mexico, and the Bahamas. • The setting, in the lower reaches of Appalachia, with the opportunity this affords for ministry to small and rural churches in a poverty-stricken area of this country. Programs are being developed to provide some focus on developing people for ministry in Appalachia, in cooperation with CORA and APSO-Intramont. • We are beginning to explore possibilities for cooperation with Glenmary, the Roman Catholic community concerned for small church/rural church ministry. • A thriving D.Min program, with a unique curriculum.

II. • A new dean has been procured; a new campus, better able to serve our needs, has been occupied; a careful, thorough evaluation of the M.Div. curriculum is in process. The School of Theology has welcomed and supported the creation and ongoing work of SPCK/USA. Student aid has been increased, due in large part to 1%. The M.Div. student body has been enlarged from 63 to 82, and will reach 90 by next year.

III. • Rebuilding the faculty. We are now searching for three faculty members. With the growth in the student body, we shall need to enlarge the faculty, which means adding possibly two full-time people in the next two years. We need more endowments for faculty chairs. We need more student housing. We need to keep increasing our student aid resources. We need to deepen and enlarge the faith commitment of students, staff, and faculty in order to do a more lasting and effective job.

Episcopal Theological Seminary of the Southwest

I. • A classical core curriculum, with a primary focus on parish ministry. Our Hispanic Studies program aims to educate people for ministry in a bicultural setting.

II. • The development of a full faculty, full enrollment of students, the Hispanic Studies program, a campus master plan and, above all, the implementation of a new model of leadership, i.e., the shared leadership of dean and provost.

III. • To revise the curriculum in light of our mission, to build a new library and campus center, and to secure alternative sources of annual revenue.

Episcopal Divinity School

I. • The setting: University, urban environment; affiliated with Harvard University; shared campus with Jesuit seminary; part of Boston Theological Institute, a

consortium of 9 schools (Roman Catholic, Orthodox, Protestant, Anglican). • The curriculum: Goal oriented; student initiative required; competency based. • Diverse and mature student body; concern for individual person and vocational development; progressive in response to theological, ecclesiastical, social issues.

II. • Key appointments: Faculty in New Testament, Church History, Ethics; Director of Library; Director of Development; increase in established scholars, women, minority persons. • Development of support system for faculty advisers, work on overall support system for students. • Administrative consultation and reorganization: Team function, creation of Student Services department; improvement of academic administration, advancement in development. • Progress in stewardship and development: No deferred maintenance, energy conservation measures, increased annual giving.

III. • Strategic planning; work on institutional and constituent relationships, accountability to parishes and graduates. • Response to student needs: Counseling and referral, increasing number of commuters; capital funds, particularly for student financial aid and faculty salaries. Continuing study, significant growth in unrestricted giving for annual operating budget.

Seabury-Western Theological Seminary

I. • We are largely a residential seminary community. Our history and tradition encompass the breadth of the Anglican experience in America. The center of our community life is our round of worship. The energy generated by the interaction between academics, community, and worship provides the matrix within which priestly formation takes place. Our basic goal is to provide excellence in educational preparation for men and women who are preparing for congregational ministry. • Geographically, we are well situated to provide ready access to urban work in downtown Chicago and suburban work in the surrounding communities, as well as rural work in the dairy and corn country of Illinois. Part of our mission is to equip leadership who are interested in working in smaller congregations. We offer special course work and field education in this area. • The richness of our life together is enhanced by our commitment to work with Native American people. Our student body is one of our greatest resources. We draw students from twenty-five or more states who bring a wealth of experience from a wide range of backgrounds. The opportunity to work closely with people from vastly divergent perspectives is good preparation for parish leadership.

II. • We have enriched our library resources by working in close coordination with an ecumenical cluster of seminaries, the Chicago Area Theological Schools. Especially important in this has been the development of the 260,000 volume United Library with Garrett-Evangelical Seminary. Our location on the Northwestern campus, and our direct computer hook-up to their 2,000,000 volume collection, provide our students with an invaluable resource tool. • The resignation of our dean prompted a careful restudy of our mission statement by both board and faculty that has resulted in a much clearer vision of the way in which we serve the Church. The immediate result of this has been the hiring of a new dean and president. • Another significant accomplishment is the birth and nurture of the seminary's relationship to the Native American Theological Association.

III. • One of our major needs is that of every ongoing organization, that our life as lived may increasingly reflect our mission: excellence in preparation for congregational leadership. Sharpening our focus on the implications of our commitment to small congregations remains important. The increasing pluralism of the Church merits continuing attention as we seek, internally, to become more sensitive to the needs and

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insights of Native American, Hispanic, Black, and women members of our own community. • A major institutional need is to strengthen the economic footing of the seminary in order that students can get a good education at reasonable cost and faculty and staff can be fairly compensated.

Respectfully submitted,

The Rev. Wallace A. Frey, *Chair*,
and members of the Board for
Theological Education

FINANCIAL REPORTS, 1983-85

Program Budget

	1983 (Actual)	1984 (Actual)	1985 (Budgeted)
Program support			
Conference	\$ 5,230.47	\$ 3,878.98	\$ 5,000
Travel	11,891.31	7,254.45	12,000
Reference material	694.55	644.87	750
Program			
Trustee development		7,025.59	10,000
Selection process	6,466.09	6,291.98	4,000
Development	11,990.46	4,200.00	10,000
Continuing education	4,779.64	5,103.70	5,000
Lay theological education	2,207.18	5,767.02	6,000
Alternate theological education	2,681.34	2,000.00	2,000
Long-range planning	9,857.35	5,033.75	5,000
Ecumenical			
BTE <FTE>	<u>5,000.00</u>	<u>5,000.00</u>	<u>5,000</u>
Total	<u><u>\$60,798.39</u></u>	<u><u>\$52,200.34</u></u>	<u><u>\$64,750</u></u>

Assessment Budget

	Amount Budgeted	Balance
1983	\$17,000.00	\$ 583.63
1984	17,000.00	3,903.14
1985	<u>17,805.00</u>	<u> </u>

Theological Education Sunday Offering (TESO)

Total (including balance from 1984)	\$4,407.16
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The Conant Fund

Conant grants from the John Shubael and Mary McLaren Conant Fund are awarded annually to faculty members of the accredited Episcopal seminaries for the purpose of strengthening scholarship and teaching within the seminaries of the Church. (One non-Episcopalian teaching at an accredited Episcopal seminary or an Episcopalian teaching at a non-Episcopal seminary is eligible per year.) The first Conant grants under these guidelines were issued in the 1981-82 academic year.

The following year, acting on the recommendations of its Screening Committee (James A. Carpenter of General Theological Seminary, *Chairman*; William P. Haugaard

of Seabury-Western Theological Seminary; and Murray L. Newman, Jr. of Virginia Theological Seminary), the BTE awarded Conant grants to nine scholars, representing six seminaries. The total amount of the grants for the 1983-84 academic year came to \$32,700.

In the 1984-85 academic year, eight grants were awarded on the basis of recommendations from the Committee (which included Virginia Nelle Bellamy of the Episcopal Theological Seminary of the Southwest in addition to the others previously mentioned). Prof. Carpenter continued as Chairman. Seven seminaries received awards; the total amount awarded that year was \$27,155.

GOALS AND OBJECTIVES, 1986-88

The Board has adopted the goals and objectives listed below for the upcoming triennium. There are some changes in emphasis from the previous three years: the global, cultural, and ethnic perspectives have been added to the list of areas to be promoted; the concept of promoting scholarship in theological education has been added; and continuing education—a subject of growing churchwide concern—now is stressed as needed by both clergy and laity.

Overall Objective

As a national theological education resource, the BTE seeks to strengthen and coordinate efforts of dioceses, commissions on ministry, seminaries, training programs, and others to provide and sustain ministry for the mission of Christ's church. (cf. Title III.6.2)

Goals

The BTE intends to fulfill its objective by:

1. Providing statistical and analytical reports on theological seminaries and other training institutions to the General Convention which accurately reflect current resources, progress on stated goals, and which promote informed dialogue between theological education institutions and the Church.
2. Addressing critical issues and future educational, management and fiscal accounting needs in theological education, so that significant trends may be identified and strategic plans may be furthered within theological education institutions of this Church.
3. Monitoring, implementing, and evaluating the Church's financial support for theological education.
4. Promoting racial, ethnic, cultural, ecumenical, and global perspectives in theological education.
5. Investigating, encouraging, and exchanging information about interrelationships of diocesan schools, seminaries, and other programs of theological education.
6. Providing appropriate resources to seminaries, other institutions, trustee boards, and the Council of Deans which promote development and cooperation.
7. Promoting and developing scholarship in theological education for the mission of the Church.
8. Working on issues involved in the recruitment and selection of persons for Holy Orders.

THEOLOGICAL EDUCATION

9. Promoting continuing theological education for clergy by coordinating the exchange of information among diocesan chairpersons of continuing education, and developing a directory of resources.

10. Promoting continuing theological education for laity by coordinating exchange of information among dioceses, and developing a directory of resources.

11. Working in collaboration with the EFMM unit, the General Board of Examining Chaplains, and other appropriate national and ecumenical agencies, and to provide progress reports on joint ventures to the General Convention.

1986 Objective

To organize the BTE into appropriate committee structures and initiate actions and responses to 1986-88 goals as established by mandates of 1985 General Convention and functions assigned to the Board in Canon III.6.2.

<i>Budget for 1986</i>	
2 full Board meetings ¹	\$17,100
1 executive meeting ²	<u>1,380</u>
Total	<u>\$18,480</u>

1987 Objective

To continue studies, projects, and works in support of goals, with mid-triennium evaluation.

<i>Budget for 1987</i>	
2 full Board meetings	\$17,784 ³
1 executive meeting	<u>1,436</u>
Total	<u>\$19,220</u>

1988 Objective

To complete projects and studies on major issues, and to prepare reports and resolutions for the 1988 General Convention.

<i>Budget for 1988</i>	
2 full Board meetings	\$18,495 ⁴
1 executive meeting	<u>1,494</u>
Total	<u>\$19,989</u>

¹ Based on 16 members, each incurring \$350 for travel and \$110 per diem room and board, for a two-day meeting (does not include ground travel and tips).

² Based on three members, each incurring \$350 for travel and \$110 per diem room and board, for a one-day meeting (does not include travel and tips).

³ Annual inflation rate of 4%+.

⁴ See 3 above.

1986 BUDGET REQUESTS

To meet expenses during the coming triennium, the Board presents this resolution.

THE BOARD FOR THEOLOGICAL EDUCATION ANNUAL SEMINARY SURVEY 1983-84

	CDSP	EDS	ETSSW	GENERAL	NASHOTAH	VTS	SEWANEE	SEABURY	BERKELEY/+YDS	TRINITY	BEXLEY	
ENROLLMENT												
M. Div.	81	89/80fte	65	109	71	138	63	70	96	332	54	152
MTS/MA	11	9/8fte	15m.a.r.*	5	—	11	—	5	17	67	—	9
STM/Th.D/	29	—	5d.s.t.*	9	—	—	7*	—	7	23	—	NA
D. Min	—	10/3fte	14****	—	—	44	60*	—	—	—	—	51
Other	24	19/16fte	6	33	—	36	13	3	8(pt)	57(pt)	13	49
Total	145	127/107fte	105	156	71	229	143	78	128	479	67	261
Male	79	57	66	101	66	165	126	54	72	256	53	133
Female	66	70	39	55	5	64	17	24	56	223	14	128
Blk/Asian/Hispanic/NaAm	10	5	19	18	1	8	5	2	5	23	4	37
International	4	2	11	5	—	11	3	—	5	13	4	1
Episcopal	135	124	83	150	71	198	128	78	132	132	66	42
Seeking Ordinaat'n	79	77	81**	118	71	171	137**	76	c.70%	c.55%	47	33
FACULTY												
Full Time	11	18	10	17	7	16	8	9	5	31	9	20
Part Time	4	4	2	5	6	19*	6	2	5	32	3	19
REVENUE												
Total - \$	1,611,607	2,374,255	1,888,687	3,453,377	1,551,554	3,977,782	1,779,521	1,276,203	676,000/4,471,000	926,522	2,675,809	
Tuition and Fees-%	21	17.81	14	17	16.5	17	20	24	—	66.3	14	20
Endowment Income-%	19	38.42	47	37	18.5strstroid	60	17	33	71.0	12.3	—	50
Parish Giving-%	19	5.10	5	7	13.2	8	44****	5	—	—	21	5
Individ. Giving-%	19	5.8	4	5	13.7	6	3	13	20.7	19.4	45	7
Aux. Enterprise-%	11	16.27	6	24	25.0	9	3	19	2.4	—	8	12
Other-%	11	16.60	24	9	5.7*	20**	16	4	5.9	2.0	12	6

EXPENSES												
Total - \$	1,611,607	2,410,653	1,874,475	3,371,915	1,472,055	3,975,093	1,541,857	1,311,283	676,000/4,568,000	956,620	2,649,643	
Instruction-%	39	31.04	28	24	19.6	26	38	27	41.7	41.9	32	34.3
Library-%	5	5.21*	8	6	6.4	7	10	5	—	—	14	7
Administration-%	17	19.78	27	20	11.4	20	16	28	15.2	3.1	30	26.2
Oper. of Plant-%	9	19.21	18	9	17.1	19	13	13	4.0	17.6	9	10.4
Scholarship-%	8	6.33	NA	11	8.2	12	18	15	29.6	28.9	7.25	11.2
Aux. Enterprise-%	12	18.54	8	24	23.7	11	2	13	—	—	7.25	11.0
Other-%	10	—	11	6	2.8**	5	3	—	9.5misc	9.2univ	.50	—
SURPLUS (DEFICIT)	—	(35,398)	14,212	81,462	76,552	2,689	237,664	35,080	—	(97,000)	(30,098)	26,166
Av. Fac. Sal + Hous	—	23,770	31,380	—	20,035***	25,850	26,356***	20,000*	—	—	—	—
Av. Fac. Sal - Hous	35,875	—	—	22,952	—	—	—	—	36,600	—	25,000	28,276
Cost Per Student	12,587	19,322	17,852	17,366	15,215	18,034	14,286	16,811	10,101.90	11,000	11,718*	—
Single Student:	5,070	6,100	4,980	6,500	6,390	5,520	6,620	6,400	9,575	2,000*	4,990	—
Tuition, Rm, Brd	47	69	78***	75	87	54	68M.Div	100	80	60	54**	—
% Students Receiv'g Grants, Aid												

EDS *Joint with Weston ETSSW*d.s.t. = diploma of sacred theology, i.e. M.Div program but no college degree **10 students already ordained ***82 including 17 Lutherans received grants ****css/cits (Certificate of Special Studies/Certificate of Individual Theological Study NASHOTAH *Bequests 7.4 **Develop. 10.8 ***Av. Full Time Salary (Gross) 35,970 VTS *adjunct faculty and other special associates **Transfers out (20) ***actual cost to seminary over and above student charges exceeds \$10,000 SEWANEE *includes part-time students taking the summer program **includes some seeking ordination in other denominations or already ordained ***seminary does not stipulate whether housing included in the salary ****includes parish and individual giving TRINITY *Tuition alone. Figure taken from 1984-85 catalogue. BEXLEY *(total expenditures excluding student aid) + (auxiliary enterprises) divided by (#FTE students) **internal only; excludes outside ecclesiastical or financial agency scholarships or loans.

THE BLUE BOOK

Resolution #A—159

Resolved, the House of _____ concurring, That there be appropriated from the Assessment Budget of General Convention to meet expenses of the Board for Theological Education the sum of \$57,700 for the triennium of 1986-88.

Basic Budget

<i>Program Support</i>	
Conference	\$ 5,000
Travel	12,000
Reference material	700
<i>Program</i>	
Trustee development	\$ 3,000
Selection process	4,000
1% development	10,000
Continuing education	5,000
Lay theological education	7,500
Alternate theological education	5,000
Long-range planning	7,500
<i>Ecumenical</i>	
BTE <FTE>	\$ 5,000
Total:	<u><u>\$64,700</u></u>

Trustee development: Looking to the final phase of the BTE birthing of a Council of Seminary Trustees.

Selection: Begin work researching leadership needs of the Church during the last decade of the century.

1% development: Enable BTE to obtain, monitor, and analyze financial data of theological education institutions.

Continuing education: Work with seminaries and dioceses to develop a rationale for and subsequent program of continuing education.

Lay theological education: Support laity in their quest for theological education.

Alternate theological education: Looking to a gathering of representatives of various alternative theological education institutions to discover needs, issues, and resources.

Long-range planning: Research and develop a gathering of bishops, representatives of seminaries and other institutions or agencies of theological education involved with the recruitment, selection, education, and continuing education of clergy in order to seek to discover the rationale as well as the relationships and responsibilities of the several bodies.