Virginia Theological Seminary
Self-Study

February 2013
<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION: CHANGES AND CHALLENGES</td>
</tr>
<tr>
<td>PURPOSE, PLANNING, AND EVALUATION</td>
</tr>
<tr>
<td>Purpose and Mission</td>
</tr>
<tr>
<td>Planning and Evaluation</td>
</tr>
<tr>
<td>INSTITUTIONAL INTEGRITY</td>
</tr>
<tr>
<td>LEARNING, TEACHING, RESEARCH: THEOLOGICAL SCHOLARSHIP</td>
</tr>
<tr>
<td>Goals of the theological curriculum</td>
</tr>
<tr>
<td>Learning, teaching, and research</td>
</tr>
<tr>
<td>Characteristics of theological scholarship</td>
</tr>
<tr>
<td>DEGREE PROGRAMS</td>
</tr>
<tr>
<td>Master of Divinity</td>
</tr>
<tr>
<td>Master of Arts</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
</tr>
<tr>
<td>Other instructional programs</td>
</tr>
<tr>
<td>LIBRARY</td>
</tr>
<tr>
<td>Library collections</td>
</tr>
<tr>
<td>Contribution to learning, teaching, and research</td>
</tr>
<tr>
<td>Partnership in curriculum development</td>
</tr>
<tr>
<td>Administration and leadership</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>FACULTY</td>
</tr>
<tr>
<td>Faculty qualifications, responsibilities, development, and employment</td>
</tr>
<tr>
<td>Faculty role in teaching</td>
</tr>
<tr>
<td>Faculty role in theological research</td>
</tr>
<tr>
<td>STUDENT RECRUITMENT, ADMISSIONS, SERVICES AND PLACEMENT</td>
</tr>
<tr>
<td>Recruitment</td>
</tr>
<tr>
<td>Admission</td>
</tr>
<tr>
<td>Student Services</td>
</tr>
<tr>
<td>Student borrowing</td>
</tr>
<tr>
<td>Placement</td>
</tr>
<tr>
<td>AUTHORITY AND GOVERNANCE</td>
</tr>
<tr>
<td>INSTITUTIONAL RESOURCES</td>
</tr>
<tr>
<td>Section</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Personnel</td>
</tr>
<tr>
<td>Financial resources</td>
</tr>
<tr>
<td>Physical resources</td>
</tr>
<tr>
<td>Institutional information technology resources</td>
</tr>
<tr>
<td>Institutional environment</td>
</tr>
<tr>
<td>Cooperative use of resources</td>
</tr>
<tr>
<td>CONCLUSION: CHANGE, CHALLENGES, COMMITMENT</td>
</tr>
<tr>
<td>Appendix A</td>
</tr>
<tr>
<td>Committee Membership</td>
</tr>
<tr>
<td>Appendix 1.A</td>
</tr>
<tr>
<td>VTS Mission Statement</td>
</tr>
<tr>
<td>Appendix 6.A</td>
</tr>
<tr>
<td>Faculty Composition</td>
</tr>
<tr>
<td>Appendix 8.A</td>
</tr>
<tr>
<td>VTS Governance and Advisory Structure</td>
</tr>
<tr>
<td>Appendix 9.A</td>
</tr>
<tr>
<td>Staff Composition</td>
</tr>
<tr>
<td>Appendix 9.B</td>
</tr>
<tr>
<td>Organizational Charts</td>
</tr>
<tr>
<td>Appendix 9.C</td>
</tr>
<tr>
<td>Ten Year History of Consolidated Investment Fund</td>
</tr>
<tr>
<td>Appendix 9.D</td>
</tr>
<tr>
<td>Lettie Pate Evans Foundation: Growth in Annual Income</td>
</tr>
<tr>
<td>Appendix 9.E</td>
</tr>
<tr>
<td>Giving Information for the last three fiscal years</td>
</tr>
</tbody>
</table>
INTRODUCTION: CHANGES AND CHALLENGES

The years from 2003 to 2013 may well mark the greatest ten-year period of change in recent theological education in general and for Virginia Theological Seminary in particular. Other periods may have been more personally traumatic, for example, the conflicted loyalties at VTS at the time of the Civil War, the subsequent occupation of the Seminary buildings by Union forces to create a hospital for the wounded, and the constitution of the Seminary in exile in Stafford, Virginia. However, no period of time has seen such fundamental changes that challenge theological education. The 21st century marks the concluding chapter in the decline of mainline denominations, such as the Episcopal Church, from quasi-established churches representing particular groups of power and privilege. The society-at-large has moved from post-denominational to post-Christian with a consequent “decline of the mainlines” and the imperative to address contemporary culture as a mission field. That mission field, moreover, is one of racial and ethnic diversity, global in context, marked by younger generations with little knowledge of Christianity and often negative attitudes towards institutional churches. The consequent changes in the students who come to VTS and the need to insure that they represent the diversity of the church of the present and for the future provide a significant set of challenges.

The last ten years have been impacted by new technologies and fiscal realities to which VTS has responded with commitment and creativity. The revolution in technology, perhaps as significant as the Guttenberg revolution, has resulted in the development and use of electronic communication and educational technology that provide both opportunities and challenges for teaching and learning. At the least, these cannot be ignored. At the most, they must be used to facilitate engagement with all students, particularly those formed in a digital age, as well as to offer theological education to persons for whom full-time residential programs are impossible. The changing context and challenges for theological education in the 21st century have, moreover, been heightened by fiscal realities. Seminaries can no longer assume broad support from denominations and churches with individuals seeking a ministerial vocation as established leaders in communities throughout the United States. At the same time, the cost of theological education increases. This is especially the case for residential seminaries with a substantial number of faculty members committed to teaching, research and writing, and service to the larger church and society—along with all that supports and makes possible such work, most notably a substantial library, the presence and support of information technologies, and the administration and staff that provide for institutional maintenance, student and administrative services, and institutional assessment and strategic planning.

And while the work done over the last ten years at Virginia Theological Seminary needs to be understood in light of and in response to these larger, external challenges, it should not be forgotten that the Seminary has also responded to its own internal challenges. These included the retirement of Dean and President Martha J. Horne in 2007; the appointment of Dean and President Ian Markham in 2007; changes in senior staff; the impact of the crisis in U.S. financial markets in 2008; seven major renovation and building projects; the loss of the Seminary chapel to a fire in 2010 and the consequent capital campaign for “A Chapel for the Ages;” in addition to the retirements and departures of faculty members and new searches and hires; and the demands
of the ongoing development of programs. The responses to these external and internal challenges have been dependent upon other changes, both organizational and technological.

First, in her reflection upon retirement, Dean and President Martha Horne emphasized the need for strategic planning given the Seminary’s mission and competing demands and priorities. Dean and President Ian Markham emphasized in his first year that he was committed to a culture of assessment. These commitments to planning and assessment have led to reorganization along mission lines as well as the creation of the Institute for Christian Formation and Leadership (ICFL) and the expansion of the Center for Anglican Communion Studies (CACS) in order to provide focus and oversight in these two areas. Assessment and planning across the institution has also been effected through the appointment of the Director of Institutional Effectiveness and Planning, focused reviews of performance and programs, and a strategic planning process moving from the collection of proposals to prioritizing in terms of mission to identifying next steps to ongoing monitoring of actions taken. Communication and decision-making in strategic matters has been focused through the Dean and President’s senior staff: the Vice President for Academic Affairs; the Vice President for Administration and Finance; the Vice President for Institutional Advancement; the Associate Dean of Students; the Director of the ICFL; the Director of CACS; and the Director of Institutional Effectiveness and Planning.

In the five years since Dean and President Ian Markham assumed office in 2007 a number of broad and institutionally transformative initiatives have been undertaken. Building projects alone include creating signage for the campus; the renovation of buildings to form the Welcome Center and the new Center for the Ministry of Teaching; the creation of the 1823, a café serving the community, as well as visitors and friends of the Seminary; the enlargement of the child development center, The Butterfly House; the renovation of campus guest housing; phased renovation of the library; and the planned garden space commemorating the chapel ruins and the new chapel. At the same time, a wide range of new programs were developed and implemented. The ICFL has undertaken initiatives in the Center for the Ministry of Teaching, in the D.Min. Program, in the mentoring and residence program for graduates ordained in the Episcopal Church (the Second Three Years Program or S3YP), and in the offerings of the Evening School of Theology serving laity and clergy in the larger community. CACS has developed partnerships with other seminaries and educational programs in the Anglican Communion and, at VTS, has hosted various meetings of Anglican leaders, initiated a Muslim scholar program through the support of the Luce Foundation, provided support for international students, and worked in the coordination and support of the cross-cultural immersion opportunities available to M.Div. and M.A. students. Opportunities for intensive residence and distance learning have been introduced in the M.A. program. The curriculum for the residential M.Div. program has been reviewed and revised, including the integration of practical theology at the beginning of the curriculum; the development of required intercultural competency training; a required introduction to theological writing course for all entering students; and the initiation of an experimental Ministry Resident Program in collaboration with six area congregations. Daily worship has been expanded to include three services reflecting the range of worship in the Episcopal Church and providing for opportunities to draw on broader ecumenical forms and resources for worship. A widened focus for the recruitment efforts of the Director of Racial and Ethnic Ministries as well as the offering of Bishop Payne Scholarships to all black Episcopalian students have increased the number of students of color.
Beyond buildings and programs, assessment and planning have shaped staff and administration, for example, in the clarity and focus of assigned responsibilities in Institutional Advancement and the formation of the Office of Academic Administration and Student Life to provide a more integrated approach from admissions through graduation. Assessment and planning have also focused on governance and the structure of the Board of Trustees. This has reached a conclusion with the adoption of a plan for restructuring Board membership in order to reduce the size of the Board; to insure membership can provide the experience, skills and resources needed for governance; and to further shared governance through active engagement of Board members. These fundamental changes in buildings, programs, administration, and governance are matters of detail and the subject of this self-study. Above all, they have been effected by organization for the sake of assessment and strategic planning.

The second fundamental change is the result of the move from adapting separate information technologies for various independent uses to adopting an IT system capable of integrating seminary operations and providing the source for a data management system and coordinated communications internally and with the public-at-large. This change makes it possible to do basic administrative tasks such as the collection and dissemination of agenda, minutes, reports, and evaluations; on-line admissions information, application, course registration, and course management; and public website information connected to social media and the streaming of significant events. At the same time, core functions such as administration and finance, institutional advancement, library software, reliable internet services for the community, information security, and support for users require continued development. What is significant about the changes and challenges is that effective administration, assessment, and strategic planning depend upon data collection, storage, and dissemination. For example, only when faculty evaluations are completed, compiled, and centrally stored can they be readily available for annual reviews and considerations of advancement. Only when agenda, minutes, and documents are organized and accessible can proposals be forwarded, acted upon, and communicated in an effective and efficient manner. In short, “a culture of assessment and planning” in the present world depends upon an effective IT system.

The Self-Study Process

Engaging in the self-study which is detailed in this report has provided an opportunity for the Seminary to take a long view of all the challenges and changes it has encountered and the strengths it has demonstrated over the last ten years. The process has also, as intended, been a summative exercise in assessment shared by the many stakeholders who hold the Seminary in trust: Board of Trustees members, the Dean and President, administration, staff, faculty, alumni, and students. The process began in the spring of 2011 with the formation of a Steering Committee with representative stakeholders. The Steering Committee approved the design of the self-study and the formation of four working committees, each focusing on a specific set of the accreditation standards (the complete list of committees appears in Appendix A):

Working Committee 1: Purpose, Planning and Evaluation; Institutional Integrity
Working Committee 2: Theological Curriculum; Library and Information Resources; Faculty
Working Committee 3: Student Recruitment, Admission, Services and Placement
Working Committee 4: Governance and Institutional Resources

Each member of the Steering Committee was asked to be directly involved with one of the working committees and to take an active role in reviewing their work. In order to insure that the self-study was reflective of the perspectives of the entire Seminary community; persons did not serve on committees dealing with areas for which they had primary supervisory responsibilities. Oversight and coordination of the process and support of the Steering Committee and working committees was provided by Professor Timothy Sedgwick, Vice President for Academic Affairs (the Academic Dean), Ms. Kathryn Glover, the Director of Institutional Effectiveness and Planning, and Ms. Linda Lanam as the Self-study Coordinator and Editor (hereafter called the coordinators).

The self-study process was designed so that the Steering Committee, the working committees, the Board of Trustees, and the faculty began their work with a review of the importance of and opportunity given by the self-study and accreditation process. Then, an identification of significant events since 2003 and reflections on achievements and outstanding challenges set the stage for the work of the self-study and for engaging stakeholders and preparing all the constituencies for the reception of the self-study in its stages of development and as a final product.

Steering Committee members and member of the working committees received the 2003 VTS self-study and the report of the ATS Accreditation Visitation Team along with copies of the current self-study guidelines as foundational resources when they began their work in September 2011. Over the course of the academic year, drafts were developed and with feedback from the Steering Committee and the self-study coordinators, completed texts were submitted to the Steering Committee in April 2012. Recommendations from the self-study were presented for discussion to the Board of Trustees and faculty in May. The coordinators received the responses of the different stakeholders and proceeded to incorporate that into a final text for consideration and approval by the Steering Committee at its September 2012 meeting. Throughout, the task of the coordinators has been to honor the different voices, perceptions, and recommendations of the working committees. When recommendations were revised, the goal was to assure they were appropriately specific about concerns and actions needed but not too narrowly prescriptive regarding specific actions to be taken. Where any substantive editing was done in order to complete a section or to correct a perceived error, those sections were clearly identified for discussion and adoption or further revision by the Steering Committee. The self-study process is fully documented and the documentation is available in the Resource Room and electronically at MyVTS.
PURPOSE, PLANNING, AND EVALUATION

Purpose and Mission

Virginia Theological Seminary’s current Mission Statement, adopted in 2011, is, according to the introductory note, “not so much a revision . . . as it is an editing and clarification” (The Mission Statement is attached as Appendix 1.A). This “editing and clarification” was done to demonstrate the Seminary’s determination of the extent of the ecumenical focus of its educational mission, a determination that touches on the goal of institutional integrity as stated in Section 1.1.3 of the ATS Standards. Placing at the head of the Mission Statement a reference to its intent to give “primary attention to the needs of the Episcopal Church and the Anglican Communion,” identifies VTS principally as an Episcopal seminary within the Anglican Communion, while the body of the document also reflects the desire to maintain a context that is “ecumenical, international and cross cultural” in character.

This refocusing of the Seminary’s Mission Statement now clearly distinguishes between the history and context for its mission and the aims central to living out that mission in today’s world. The Episcopal identity of the Seminary is now firmly enunciated and the ecumenical context of its curriculum more clearly delineated. Alive to the changes awaiting all theological schools, the Mission Statement replaces explicit language about full-time study with broader commitments to “theological education in the context of residential community marked by common life and worship.” This phrasing allows the Seminary to consider fresh forms of community-building while acknowledging the dynamic realities of globalization in contemporary life and remaining committed to the cross-cultural context and international dimensions of its curriculum.

The Mission Statement makes clear that the Seminary remains committed to diversity of race and ethnicity in its student body, faculty, staff, and mission, as well as to the centrality of community life in its training of laity and clergy, highlighting corporate worship and work for social justice. Forming people able to be leaders in the church and the world continues to be a critical component of the work of Virginia Theological Seminary.

Planning and Evaluation

Translating the Mission Statement into specific objectives with concrete, measureable outcomes is the work of the strategic planning process, overseen by the Board of Trustees. During her tenure, Dean and President Martha Horne began an expansion and deepening of evaluation and assessment practices across the life of the Seminary that continues today. Historically, planning at VTS was done on a five-year basis and produced results that were readily incorporated into the academic program and the community norms. Additional efforts aimed at evaluation and improvement also arose in response to particular needs or initiatives, including examinations of diversity, employee performance reviews, and worship life. When Dean Markham assumed the leadership of VTS he committed to the creation of “a planning and evaluation culture” and he has continued to support that commitment. Although there was no formal strategic plan in place between 2003 and 2008, strategic planning was listed among the “Goals for Next Year” in the May 2004 and May 2005 reports by Dean Horne and in the November 2007 report of Dean and President Ian Markham to the Board of Trustees. (The
Deans’ reports are included in the Board of Trustees minutes for these dates which are available in the Resource Room and on MyVTS.)

The most recent strategic planning process was undertaken in February 2008. This process incorporated input obtained from students, staff, faculty, local alumni, field education supervisors and lay committee chairs, as well as local friends of the Seminary through focus groups, forums, and dinners at the Deanery. Discussions, which centered on the Seminary’s mission, examined the future trajectory of the Seminary and where it should be moving to best meet the future needs of the Episcopal Church. The responsibility for processing this feedback and preparing the first draft the Strategic Plan was given to the senior staff. This initial draft was vetted with the faculty as a whole and then submitted to the Executive Committee of the Board of Trustees. The Executive Committee made modifications and brought the revised plan to the entire Board in November 2008 when, after discussion and further editing, it was adopted. The current Strategic Plan now functions as the comprehensive planning and evaluation tool for VTS, allowing it to fulfill its mission, reduce expenses and stimulate innovation. (Copies of the Strategic Plan and all related documentation are available in the Resource Room and on MyVTS.)

The Board and the Dean and President are responsible for overseeing the operation of the Strategic Plan and for prioritizing initiatives within it in response to the needs of the Church; the forces of external change, including globalization, technological development and continuing economic turbulence; and the resources available. As a living text, the Strategic Plan continues to be carefully reviewed by the Board on an ongoing basis and revised as needed, with input from Board committees, faculty and administration.

The staff position of Director of Institutional Effectiveness and Planning was created in April 2008 to coordinate Strategic Plan implementation and campus-wide planning and evaluation. The Director ensures that the Board of Trustees regularly reviews the Strategic Plan, with a view to assuring adequate planning for mission priorities and resources. To accomplish this, administrative faculty and staff with responsibility for specific objectives within the Strategic Plan are required to submit semi-annual progress reports which are made part of the agenda for the May and November Board meetings. (These progress reports are available in the Resource Room and on MyVTS.)

Dean Markham is recognized as being both highly innovative and also responsive to the imaginations of others. He often uses the language of “explore, research, and think about” to emphasize the need for institutional flexibility and the importance of practicing adaptive leadership. The Board and faculty have shown confidence in his leadership, receiving proposals with openness, raising critical issues as needed, and most often voting their approval. As a result, a number of additional initiatives that did not originate with the Strategic Plan but are consistent with its ethos have arisen.

The pace at which the Seminary has entered into such new and worthwhile initiatives not originally identified in the Strategic Plan is beginning to generate some sense of push back and institutional fatigue among the faculty and staff. It is clear that their confidence in and appreciation for the Dean’s leadership remain high. However, some lack of consensus regarding
the future direction of the Seminary and of concern that VTS cannot be “all things to all people” in the context of contemporary theological education were expressed by faculty and staff in a variety of informal campus conversations. All of this suggests that there is readiness for a comprehensive articulation of new strategic priorities to guide the allocation of resources to serve the institution’s mission in the years ahead.

In reviewing the VTS Strategic Plan implementation, it was interesting to observe the efforts to balance responsible planning and resource allocation in achieving current goals, while also presenting new opportunities and allowing imagination the freedom to identify and provide resources for new initiatives. This dynamic, while challenging to manage, has worked to stimulate an increase in grant-writing as a means to ensure funding for the sort of innovation that serves the VTS mission, present and future.

The annual budget development process is clearly defined and the input from each department reflects the Strategic Plan initiatives and anticipated expenses in its jurisdiction. Once the final budget is approved, department or program directors and staff officers are accountable for day-to-day budget management. However, financial reports are not always provided on a regular basis to the departments or programs, which can make such local accountability difficult and raise concerns about transparency.

While the development of the Seminary budget and the operation of the budget process are the subjects of examination on page 76 of this report, the role of the budget in the institution’s planning must also be examined as an element of its overall integrity. For the purposes of this discussion, the annual operating budget is assumed to reflect the mission priorities of the Seminary and to operate as an instrument of formative evaluation. Each person interviewed for this portion of the self-study was asked how the budget informs their work. The general perception reflected in these interviews would seem to indicate an understanding that financial resources at VTS are allocated in a “high trust-low data” system.

The faculty is generally sheltered from many of the financial realities informing the Seminary’s operating budget. Although faculty meeting agendas regularly include proposals that impact the budget, there is no explicit expectation that these proposals should include any specific financial impact analysis. The unspoken operating assumption seems to be that the faculty decisions can be implemented without regard to financial implications.

RECOMMENDATION: Monthly income/expense reports should be provided to each department, program and individual responsible for generating income or overseeing expenditures and shared with the faculty.

RECOMMENDATION: Program or policy proposals should specifically identify all personnel and material resources necessary for implementation.

Evaluation and assessment have become important aspects of VTS operations. The careful and participatory design of this self-study is an example of the understanding and appreciation of evaluation at VTS. Designed to meet the ATS accreditation requirements and to serve as an opportunity to engage VTS stakeholders in identifying steps to improve the
Seminary’s mission effectiveness, the process, from initial design (representative committee structures, data collection and interpretation) to implementation (writing and dissemination), is generating active engagement, constructive feedback, and improved knowledge on the part of participants and stakeholders. Surveys, focus groups, and interviews have collected data from diverse stakeholders to measure institutional effectiveness and mission fulfillment. (Comprehensive documentation regarding the design and implementation of the self-study is available in the Resource Room and on MyVTS.)

VTS has also made real progress in other areas of evaluation, including instituting external evaluations of a number of departments and programs. The Director of Institutional Effectiveness and Planning coordinates these evaluations. To date such evaluations have been conducted of the Office of Dean and President (2009), the Bishop Payne Library (2010), the office of the Vice President for Academic Affairs (2010) and certain of the lifetime theological education programs of The Evening School of Theology of the Institute for Christian Formation and Learning (2011). In addition, institution-wide audits have been conducted of information technology and educational technology (2012). (The results of these evaluations and audits are available in the Resource Room and on MyVTS.)

In terms of academic program assessment, VTS has regularized assessment of individual courses and established outcomes for its degree programs. This has involved developing learning goals for individual courses and incorporating them in course syllabi, sharing and discussing syllabi in relationship to overall curriculum goals and gathering the results of focus groups and other data to enable the faculty to effectively evaluate the curriculum as a whole. One example of this assessment in operation involved the review of a sampling of the General Ordination Examinations (GOEs) taken by VTS M.Div. seniors in 2010. Conducted by an ad hoc faculty committee, this review identified problems in students’ written expression and organization and indicated a need to develop and apply resources to support improvement in these skills in the first year of study. A required introductory writing course was developed and implemented as part of the August orientation for first-year M.Div. students and also made available to full-time residential M.A. students. An examination of the use of oral pedagogies, conducted by another ad hoc faculty committee, has also served to inform faculty conversations around how best to address and respond to differing learning styles.

Continuing attention is also being paid to building and maintaining lines of communication that may inform improved practice and mission alignment. The daily Dean’s Commentary strengthens internal communication and heightens the awareness of faculty, staff, students and alumni of their shared responsibility for the Seminary’s mission. The weekly Dean’s Table offers student body leaders the opportunity to meet with the Dean and members of the senior staff for open conversation on matters related to the life and mission of VTS and the monthly Dean’s Forum extends that opportunity to all students. Online surveys are used to gather feedback on issues as varied as financial aid policies, worship life, library use, and meal service. Participation in these surveys is voluntary but response rates have generally been over 50% and the results have resulted in recommendations for changes in policies and practices.

VTS, as an institution, is committed to service to the church and to the world. But this commitment is a particular priority for the Department of Institutional Advancement, the Center
for Anglican Communion Studies, the Institute for Christian Formation and Leadership, and the Bishop Payne Library. Evaluation of these operational areas and of their services is primarily based on the examination of the success of their programming as demonstrated in the level of participation of through end-of-program reviews.

The Department of Institutional Advancement (IA), overseen by a Vice President who is a member of the faculty and of the Dean’s senior staff, is responsible for alumni and church relations, donor development, communications and the Seminary’s web site. In 2006-7, as discussed in more detail subsequently, a “readiness assessment” was conducted to discern if the Seminary was well positioned to undertake a proposed capital campaign. (A copy of the assessment is available in the Resource Room and on MyVTS.) The assessment identified a number of steps that needed to be taken before initiating such a campaign, including staff changes and reorganization. Subsequently, in light of the 2008 economic downturn and the 2010 chapel fire, staffing structures have been consolidated and campaign plans adjusted.

The Institute for Christian Formation & Leadership (ICFL) was founded in 2007 as a center for ministry innovation and lifelong learning. ICFL offers non-degree programs to clergy and lay people, in which participants are challenged to deepen their knowledge of God and to sharpen, strengthen and renew their skills for leadership in church and society, and also offers programs in leadership training and continuing education. The Institute also houses the Center for the Ministry of Teaching (an ecumenical resource and research center supporting Christian formation and education), the Doctor of Ministry Program, the Office of Field Education and The Second Three Years Program (a mentoring program to support VTS graduates in their first three years of ordained ministry). As mentioned above, in 2010, an external evaluator was brought in to review the ICFL lifetime theological education programs offered in the Evening School of Theology and Fridays at the Seminary. Recommendations from the review informed 2010-12 programming priorities and budget allocations. (A copy of the complete evaluation report is available in the Resource Room.)

All ICFL program areas track participation and solicit course evaluations that are used to assess current programming and to create new course offerings. Programming is planned in two-year cycles in response to both participant feedback and research data on the contemporary U.S. religious landscape. The development of innovative programming in ICFL has been supported by a number of successful grant applications, including those that resulted in two grants from the Lilly Foundation. The ICFL faculty and staff identified assistance with grant writing and reporting as the highest priority among areas of support that would improve the effectiveness of ICFL programming.

The Center for Anglican Communion Studies (CACS) was created by the Board of Trustees in 1998 and its first fulltime director was appointed in 2007. The primary goals of CACS are supporting theological education within the Communion; developing research and significant literature on the Communion; and exploring interreligious dynamics within the cultural context of the Communion. CACS achieves its educational goal through the international students program, the Anglican Studies program, facilitating cross-cultural opportunities for faculty and students and building relationships with VTS’ global partners. At the time of this writing a comprehensive, cross-departmental evaluation of the international
student program is being conducted under the oversight of the Director of Institutional Effectiveness and Planning. CACS plays the role of a conversation partner for those seeking excellence in theological education in the Anglican Communion and regularly hosts Anglican leaders and scholars, along with scholars from other faith traditions, on campus. CACS-sponsored conversations (face-to-face and online) simultaneously identify issues critical to the global church and prioritize the resources of the Center to address them. The success of CACS’ work is reflected in the two multi-year Luce Foundation grants it has been awarded to fund the Seminary’s inter-religious work and to advance its global connections.

The success of both ICFL and CACS in developing new and innovative programs supported by outside grant funding was identified as evidence of the importance of continuing to seek such support. However, all parties recognized that this might well require the availability of additional resources of various kinds.

**RECOMMENDATION: The Seminary should explore developing the necessary resources to support expanded grant writing, data collection and reporting, and administration.**

The motto, "Seek the Truth, Come Whence It May, Cost What It Will," inscribed in the stone wall at the entry to the Bishop Payne Library (BPL), sums up its purpose on campus: to facilitate the search for God's truth through the educational experience at VTS. BPL has, as discussed in greater detail under Standard 5, perhaps, the most fully developed process for goal setting, assessment, and overall planning at the Seminary. This process makes effective use of the Strategic Plan and the goals identified there for the library. BPL's own mission statement ties these goals to specific outcomes and action priorities. Each year, the BPL annual report summarizes progress and reviews its overall plan based on input from patrons and other stakeholders. New proposals are prepared by the Head Librarian and staff and vetted by the Library Committee.

The role of the Seminary within the community has also been a focus of development efforts. A survey conducted by a local market research firm, Customer Care Measurement & Consulting, provided data indicating ways in which the Seminary could enhance its profile within the Alexandria area. As a result, a newly emphasized aspect of the VTS mission is to extend the reach of the Seminary into the local community. The efforts to realize the aim of making the campus more welcoming to neighbor and stranger have included improved signage, seasonal lighting, a new audio tour of the campus, and the 1823 café. VTS is inviting others to experience its mission firsthand and is becoming a destination for local visitors.

The professional development of its employees and the effective evaluation of their performance are also important elements of the ability of the Seminary to accomplish its mission. This is accomplished through two distinct processes for personal goal setting and performance evaluation, one for staff and one for faculty.

Staff performance expectations and job responsibilities are set out in their position descriptions which are written by the position’s supervisor and approved by the Vice President for Administration and Finance, with assent by the Dean and President. (Copies of staff position descriptions are available in the Resource Room.) Annual reviews, as described in the Staff
Handbook, are required and the process is overseen by the Staff Officer for Administration and Finance. Supervisors meet with staff members individually to review their accomplishments for the year, set new goals and identify areas for improvement and/or continuing education. The supervisor then submits a formal written review for inclusion in the employee’s personnel file. (Note: At the time of writing the Staff Handbook is under review by a committee representing all departments of the Seminary. A copy of the current handbook is available in the Resource Room and on MyVTS.)

Faculty performance responsibilities and the performance review process are described in the Faculty Handbook, which was most recently updated in 2011. Performance reviews are conducted annually by the Vice-President for Academic Affairs (the Academic Dean). Each faculty member is required to submit an updated CV and report of accomplishments (by research, teaching and service) in advance of the review meeting. In the meeting, course evaluations, publications, committee leadership, and the Seminary’s strategic plan are used as objective criteria to enrich the evaluation process and to inform goal setting and service appointments. Annual goals are set and reviewed and continuing education opportunities are explored in light of the individual’s goals and the Seminary’s mission.

Like the performance of its faculty and staff, the VTS curriculum is also subject to review and examination. In May 2004, Dean and President Horne reported to the Board of Trustees that the faculty planned to “engage in a comprehensive evaluation of the ‘new’ M.Div. and MTS curricula” in the following academic year. This evaluation, performed by the Curriculum Committee, began with focus groups of M.Div. Seniors who were the first cohort to complete their study under the new degree plan. The comprehensive process of evaluation was discussed in depth in a report prepared by the Academic Dean in 2008. (The report, “Curriculum Assessment at Virginia Theological Seminary, 11.23.08” is available in the Resource Room.) Since then, the Office of Academic Administration and Student Life (AA&SL) has worked closely with various faculty committees to develop, implement and sustain continuing systems of academic program assessment across the Seminary.

As noted in the 2008 report, “data for curriculum assessment focused almost exclusively on the affective and cognitive domains . . . of reactions and learnings” rather than on behavioral outcomes and the results in terms of leadership in the church. The goal of addressing these latter outcomes is currently occurring in connection with two mentoring and residency programs, the Second Three Years Program (S3YP) and the Ministry Resident Program, described on page 30 of this report. The feedback received from the VTS graduates who participate in S3YP on the success of the Seminary’s academic program in preparing them for their ministry is of great value in the evaluation process. The underlying program itself has also been subjected to comprehensive review to examine its effectiveness through structured feedback solicited from mentors, supervisors and participants. The response was generally positive and suggestions for improvement were incorporated in the S3YP planning process. (Copies of reports and evaluations for F3YP and S3YP are available in the Resource Room and on MyVTS.)

The growing culture of assessment and evaluation at VTS also includes efforts to provide interdisciplinary learning outcomes. For example, in the area of practical theology, (composed of courses in Christian education, field education, the theory and practice of ministry, and pastoral
theology) as a result of sharing and assessment of syllabi and discussion, the faculty identified a need for an introduction to how various disciplines related to each other and to pastoral ministry. They developed a required foundation course in the practice of ministry, first implemented in January 2009. Other examples of ongoing assessment and evaluation (copies of which are available in the Resource Room and on MyVTS) include:

1. A review by the faculty of elective courses and the reduction of course offerings. (January, 2008)
2. An external study of the Seminary dealing with the ecumenical goals of the M.Div. program. (Spring, 2008)
3. A consultation with an outside expert on race and ethnicity, identifying outstanding issues and engaging faculty in those issues as part of anti-racism training. (Spring, 2008 and continuing)

In 2008-09 the Chair of the Curriculum Committee initiated curriculum mapping of assessment by identifying courses that address specific curriculum goals. An outstanding challenge identified at that time was the development of a continuing means of assessment of the curriculum as whole.

The 2009 ATS Assessment Workshop afforded participating VTS faculty and administrators the opportunity to articulate some next steps in curriculum assessment, including further faculty discussion regarding course mapping in terms of curriculum goals and the identification of specific “artifacts” (i.e., documentary or other representative evidence) that offer means of assessment. This process led to an assessment of M.Div. curricular learning outcomes through the sampling of the General Ordination Examinations (GOEs) given to all Episcopal students preparing for ordination. The review of these examinations gave rise to a new course offering. Other faculty conversations, particularly those initiated by the faculty in practical theology, have focused on the use of portfolios as a means of measuring student learning. This has led to a requirement, beginning with the class of 2015, for M.Div. students to develop portfolios that will assist them in setting their own learning goals and will ultimately offer a means for students and faculty to measure the achievement of those goals. (For details, see “Review and Next Steps in M.Div. Curriculum Assessment at Virginia Theological Seminary, 2.17.09” which is available in the Resource Room.)

Most recently, as reported by the Academic Dean, “focused assessments have included course scheduling and possible sequencing of required courses, longitudinal data on course offerings and student enrollment figures, student choice of electives, and qualitative assessments on curriculum from student focus groups. This led... to a review of the M.Div. curriculum as a whole, an affirmation of the present requirements, and a set of recommendations for... considering course sequencing scenarios, faculty advising, possible concentrations within the M.Div. program, and cross-cultural immersion opportunities and degree requirements.” His report goes on to point out that “assessment of a curriculum is framed by mission and outcomes and by the reading of the changing contexts for ministry as these shape the needs of the church, as well as the changes that affect learning.” The faculty at VTS had addressed themselves to this challenge by engaging in conversations with each other and with guest speakers as well as examining comparative placement data for the Episcopal Church as a whole, studying the development of educational technologies and changes in pedagogy, liturgy and theological
Beginning in 2010, the single Curriculum Committee was replaced by three degree-specific committees: M.Div., M.A., and D.Min. This change was intended to allow for more focused oversight of each program individually and to permit assessment of the relevant curriculum and the needs of the students within each program. The current approved learning goals and desired outcomes for the three degree programs can be found in the VTS Catalogue. (A copy of the Catalogue is available in the Resource Room and on MyVTS as well as at www.vts.edu.)

Just as learning outcomes were developed and adopted in 2009 for the M.Div. program, outcomes were established and approved in 2011 for the new M.A. program which replaced the M.T.S. and M.A.C.E. degree programs. It should be noted that at present there are no published goals or outcomes for non-degree programs such as the Post-Graduate Diploma in Anglican Studies.

A system of assessment for each degree program has been or is being established that is congruent with the ATS standards of accreditation for that degree and which appropriately demonstrates student accomplishment of the stated program goals. The degree committees meet monthly throughout the academic year. Student input is solicited and voiced through student representatives serving on these committees. The achievement by students of specific degree requirements is monitored by the Associate Dean of Students and the Registrar’s Office and reported to the students. However, the ultimate responsibility for making adequate progress toward program completion lies with the individual student.

Student course evaluation surveys are conducted for each class and must be completed before students are granted access to course grades. These surveys are now administered online with near perfect response rates. The results of the evaluations are provided to the faculty member who taught the class and also to the Academic Dean for consideration in annual performance reviews. (Sample evaluation forms are available in the Resource Room and on MyVTS.)

The first survey of lay VTS alumni, who received M.T.S., M.A.C.E., and M.A. degrees, was recently administered through the Office of Alumni Affairs. The questions were designed to measure the extent to which these alumni believe their graduate program at VTS prepared them for identified professional vocations, as well as to gain a sense of their overall satisfaction with the education they received. (A summary of the results of the survey is available in the Resource Room.)

The overall success of VTS in developing a culture of evaluation and assessment is testified to by the campus-wide impression that the Seminary has good intentions with respect to internal and external accountability and assessment. However, it is also recognized that the necessary structures to support the desired culture are not yet fully established or integrated across the institution. There is currently more consistency and confidence with respect to qualitative assessment and evaluation than to quantitative.
Quantitative data is valued and VTS has faculty members with expertise in both measurement and assessment, including the professor who currently leads the assessment process for the Lilly Foundation’s review of “The Transition to Ministry” programs. However, this expertise is not consistently brought to bear across the system so as to ensure consistent quality, design, and implementation of data gathering processes or interpretation of results. While there is a schedule established for reporting data to the faculty, it has not operated over a sufficient period of time for its effectiveness to be judged and it remains undeveloped in some areas. For example, there is no process for the study and reporting of whether the current admissions standards are accurate predictors of academic performance or healthy ministry leadership. This limits the Seminary’s ability to comprehensively assess student variables in realizing curriculum goals.

The continued development of the process of institutional assessment and planning itself requires a coordinated process of assessment and planning. The Office of Institutional Effectiveness and Planning provides a focus for this work, perhaps through a review of its own operation and planning processes. Such a review was begun by the senior staff at their 2011-12 fiscal year end retreat and when completed will enable the identification of next steps in the ongoing process of institutional assessment and planning. (A summary of the senior staff’s view of the ongoing process of assessment and planning in each area of Seminary operations is available in the Resource Room and on MyVTS.)

RECOMMENDATION: The Seminary should take steps to raise the profile of the ongoing work in the Office of Institutional Effectiveness and Planning and continue to work to further the development of a culture of evaluation and assessment across the institution.
INSTITUTIONAL INTEGRITY

Building on its strengthened academic administration system, VTS has been able to effectively coordinate its review and enforcement of policies and procedures with an enhanced level of transparency. VTS has made open and honest communication a focus of its actions and of its compliance efforts. This is evident in the appointment of its first Director of Communications and the appointment of departmental Staff Officers whose responsibilities include overseeing the development and implementation of Seminary policies and appropriate records management.

Responsibility for overseeing the Seminary’s compliance with ATS accreditation standards rests with the Office of the Dean and President. The Department of Academic Administration and Student Life (AA&SL) has particular responsibilities for academic and program standards. The Dean and President and the Academic Dean maintain regular and mutual communication with the ATS administration. VTS participates in each ATS biennial meeting and encourages faculty and staff to participate in ATS-sponsored educational programs including seminars, round-tables and area-specific consultations. Several faculty members, including the current Dean and President, have served on ATS accreditation committees.

VTS makes every effort to conduct its operations in compliance with all applicable local, state, and federal laws and regulations. The Seminary’s outside counsel, who represents VTS before governmental and regulatory bodies and provides specific advice on personnel policies, estate and trust matter, and assists in special benefit negotiation, confirmed this in his letter of representation (a copy of which is available in the Resource Room). The day-to-day matters of compliance are overseen by the Vice President for Administration and Finance who also serves as community liaison. VTS participates in and uses the resources of numerous trade and professional organizations whose work is relevant to the Seminary and its operations. An annual audit of the seminary’s financial statements is performed by Dixon Hughes Goodman, CPA and an audit letter is provided.

As discussed in more detail under on page 76 of this report, an annual audit of VTS’s finances is conducted by a certified public accounting firm, which also provides the Seminary with a formal audit letter. The results of the audit along with regular financial reports are provided to the Board and administrators of the Seminary. However, communicating financial information more frequently and consistently to the faculty and Seminary departments would improve the general understanding of the community about budgetary matters.

VTS currently participates in the federally-funded Veteran’s Benefits programs provided through the U.S. Department of Veterans Affairs. Annual statistical information is provided to the Commonwealth of Virginia’s Council of Higher Education and to the United States Department of Education for the sole purpose of maintaining the status with those departments that allows full and half-time students at accredited colleges and universities to defer student loans incurred for prior education upon enrollment at VTS.
A relatively broad array of institutional policies has been developed in order to comply with applicable laws and government regulations, as well as to provide just treatment for and to ensure the security of members of the Board of Trustees, students, faculty, and staff from physical, emotional, psychological, or economic harm. These policies are communicated in the Faculty Handbook, the Staff Handbook, the Board of Trustees Handbook, the Handbook of Academic Regulations and Polices, and the Virginia Theological Seminary Catalogue. (All of these materials are available in the Resource Room and on MyVTS.)

The subjects of the Seminary’s formal policies include academic freedom of inquiry, equal employment opportunity and non-discrimination in employment, grievance procedures, ethics in computer use, financial aid, smoking and alcohol and substance abuse. Individual handbooks contain materials on those subjects that are specifically relevant to those who hold particular positions within the Seminary community. For example, the Faculty Handbook describes faculty personnel policies, responsibilities, rights and benefits. The Staff Handbook, which is currently under revision, contains sections on the hiring process, orientation of new employees, accepted employment practices, leave policies, pay policies, performance appraisal, compensation, benefits and termination. The recently revised Board Handbook contains descriptions of the basic responsibilities, structures, and policies governing the Board of Trustees.

A number of publications have been developed in recent years to organize and clearly present some of the particular policies that directly impact students and student life. These include: the Guide to Student Employment and the Supervisors’ Guide to Student Employment which detail policies for hiring and firing as well as on-the-job behavior; a Residence Life Information Guide that provides information about living in the residence halls; and Financial Aid Policies that sets out the process for obtaining financial aid. The guide to residence life is updated annually but there is no timetable for revising and updating the other publications. (Copies of all three guides are available in the Resource Room.)

All of the VTS print publications and website are designed to express an encompassing vision of the message and brand that is Virginia Theological Seminary and reflect the priorities articulated in the Seminary’s Strategic Plan. The emphasis on recruitment, worship, and the welcoming of guests and the goal of racial and ethnic diversity are particularly evident in the choice of images found on the website. The language used in print and electronic media is consistent and inclusive. The rotating banners on the website seek to represent all students on campus and to reflect the value placed on cultural and ethnic diversity.

Although the VTS website and print publications are primarily directed to students—past, present and future—a number of the varied communication tools also reach the larger Episcopal Church and the Anglican Communion which look to the Seminary for research and educational and devotional resources. The Journal for Canon Law and online sermons are popular resources and online access to the Bishop Payne Library significantly facilitates study and research. A larger ecumenical audience is reached through the web-based publication of Bible Briefs and the Small Church website. Initiatives such as the creation and distribution of a DVD series of the Kreitler Environmental Lectures are also designed to reach audiences beyond
the VTS community. The Episcopal Teacher, produced under the auspices of the Center for the Ministry of Teaching (CMT) is aimed at teachers of Christian Formation throughout the US.

There is a regular schedule and organization to the Seminary’s communications. Alumni and friends receive a print publication on a quarterly basis, the annual Journal in the fall and the newsletter News from the Hill three times a year. Every month, alumni, parishes, and friends receive the VTS E-news and, during the school year, the VTS students, staff and faculty receive a weekly e-newsletter. Trustees receive their own E-news, which goes out every month that classes are in session. Once every weekday the “The Dean’s Commentary” is posted on the VTS website and the Anglican Commentary is posted once a week.

Press releases are issued on a variety of topics, with additional information pushed out to constituents through social media (Facebook, Twitter) every day. The VTS Facebook page now reaches over 1200 people. Additional print publications include the Strategic Plan and the annual VTS Catalogue, both of which illustrate the diversity of the community and retain the continuity of the entire communications message.

Policies relating to the equitable treatment of faculty and staff in employment matters are addressed in their respective handbooks. Grievance procedures are provided for students, faculty and staff constituencies.

The Seminary’s policy of non-discrimination is set out on the first page of the VTS Catalogue, although no specific statement of the Seminary’s policy on non-discrimination in employment is stated in the VTS Faculty and Staff Handbooks. In all advertisements of open positions, the Seminary identifies itself as an equal opportunity employer. In reviewing an appropriate policy statement on employment, the Seminary should consider the language of Episcopal polity relative to respecting the dignity of all persons (from the Baptismal Covenant) and the statements on nondiscrimination from the Constitution and Canons of the Episcopal Church if the standard secular disclosure language is not deemed appropriate to the seminary setting.

**RECOMMENDATION:** VTS should review and publish its policy on non-discrimination in employment in the Faculty and Staff Handbooks.

Tuition and fees, including the cost of room and board, are published on the VTS website under the heading **Become a Student (Student Financial Services: Tuition and Fees).** The Student Handbook, provided to all enrolled students, describes the tuition charges and the policy governing tuition refunds for the M.Div. and M.A. students. The tuition refund policy is also published on the VTS website, as are all financial aid policies. (The Students Handbook is available in the Resource Room or on MyVTS.)

VTS is committed to providing an ecumenical, international and cross-cultural context for theological education and to being a racially and ethnically diverse community. This is made clear in its Mission Statement and reiterated in the objectives set forth in its Strategic Plan. The make-up of the faculty, staff, and student body, as well as the events noted on the Seminary calendar throughout the year, affirm this goal. The international student program, which brings
as many as 3-4 students from other countries to campus as part of each entering class, and the cross-cultural immersions, which are made available to all VTS students, continue as central to the residential education program at VTS. The Racial and Ethnic Diversity Initiative began in 2002 as part of a commitment to ensure that VTS welcomes, supports, and prepares students of color for effective ministry. This initiative was strengthened with the appointment of a Director of Racial and Ethnic Ministries in 2008. The Director, working with the Associate Dean of Students, the Academic Dean and the Racial and Ethnic Ministries Committee, advocates for increased multi-cultural awareness and leads the Seminary’s efforts to celebrate the varied cultures throughout the Episcopal Church and the Anglican Communion. The appointment of a full-time Director of CACS, along with its Luce Foundation supported program in Muslim-Christian relations and sponsorship of scholars living and researching in resident on campus, served to broaden the global nature and the cross-cultural awareness of the VTS community. However, the ability to continue to recruit increased numbers of students of color remains a significant factor in effecting greater ethnic and racial understanding.

As part of the process of educating the faculty, students, staff and Board of Trustees in the challenges of such understanding, VTS contracted with Eric Law and the Kaleidoscope Institute. Two faculty consultations were led by the Institute and regular programs in cultural sensitivity and awareness training are offered for staff and residential students. VTS also recognizes the varied cultures throughout the Episcopal Church and the Anglican Communion with celebrations of Hispanic Heritage Month, Black History Month, Native American Heritage Month, and Asian/Pacific American Heritage Month that include organized worship, forums, and other events. The annual Commemoration of the Martyrdom of Martin Luther King brings recognized scholars and clergy to VTS for worship and discussions commemorating the life and legacy of Dr. King. The Bishop Payne Scholarship provides full tuition for all full or part-time black Episcopalians entering the M.Div., M.A., Licentiate in Theology, Anglican Studies, or full-time non-degree programs. VTS also actively supports the ethnic ministry offices of the Episcopal Church, often hosting their network meetings and conferences on campus.

The current Strategic Plan, described in greater detail above, reiterates the Seminary’s continued commitment to the development of an ethnically diverse residential community. The plan incorporates references to diversity throughout its text as a part of a number of objectives, emphasizing that this is a core value for VTS. (A copy of the Strategic Plan is available in the Resource Room and at www.vts.edu.)

The Bishop Payne scholarship program has facilitated recruiting through the Union of Black Episcopalians, and at historically black colleges. Black faculty members and staff nurture a critical mass of black students, making their seminary experience less difficult and blessing the entire community with their presence. The 2010 publication of No Turning Back, documenting the long history of black presence at Virginia Theological Seminary and the Seminary’s admission of its imperfect relationship to slavery, has also opened new doors of communication with black leadership in the Episcopal Church. The success of the work of the Seminary can perhaps be seen most clearly in the placement of its graduates in positions of leadership in the Episcopal Church and throughout the Anglican Communion.
However, the small numbers of Asian and Hispanic students, the absence of Hispanic women and of Native American students is a poignant reminder that the Seminary, despite good intentions, has much more to do if it is truly to become a thriving community promoting multicultural leadership by example. While the Seminary values and supports diverse leadership, as reflected in the curriculum, the allocation of financial resources, and in collaborative work with other provinces of the Anglican Communion, the broader demographic changes in the Church and in US society provide tremendous opportunity and urgency to attend to the policies and practice in this area.

The Seminary has also done much over the last decade to recognize and promote the participation of women, as well as of persons from diverse cultural backgrounds, in the life of the Seminary and in the broader Church. For example, 10 of the 21 current permanent faculty members are women, one of them of Caribbean origin. The Rev. Martha Horne was the first female dean and president of any Episcopal seminary. Women currently comprise approximately 40% of the student body. As one means of documenting the particular contributions of VTS to the preparation and support of women seeking ordination in the Episcopal Church, the book *Grace in Motion* was written and published in 2011.

Most VTS students come to the Seminary for the full three years of the M.Div. program. However, there are occasions in which seminarians from other institutions apply for a transfer to VTS. The Seminary seeks to treat students transferring from other theological institutions fairly. The general policy regarding transferring credits is stated in the VTS Catalogue. Transfer credits for courses taken at an accredited theological seminary in the past 10 years are accepted with the approval of the Associate Dean of Students or the Academic Dean in consultation, as needed, with the chair of the appropriate degree program committee. Current students may have credits for courses from other accredited theological institutions applied toward degree completion with advance approval from the Associate Dean of Students or the Academic Dean. There is no stated policy regarding the transfer of credits toward the D.Min. degree or clear provision for the transfer of credit for courses taken at an international theological institution to any degree program. Work completed in the VTS Evening School of Theology is not transferable as credit to VTS or any other academic institution.

VTS policies on the ethics of technology use and on the use of Seminary e-mail, voicemail, network, and computer systems are published in the Student, Faculty, and Staff Handbooks. The policies are also made clear to all students and prospective students in the VTS Catalogue. The computer lab and all classrooms equipped with specific educational technology have posted guidelines for the technical use of equipment and software, but no references to ethical practice. The responsibility for reviewing and enforcing technology policy is not currently assigned to any individual or group. Periodic reminders regarding appropriate use of digital media are sent out via e-mail during the course of the year, most often regarding the use of VTS community e-lists, although they are generally reactive rather than proactive in nature. Given the rate of innovation and adaptation in the creation and use of technology, policies related to technology should be regularly reviewed and updated.
RECOMMENDATION: VTS should establish a process and calendar for regular systematic review of VTS technology policy, incorporating input from faculty, staff, and students as appropriate.
LEARNING, TEACHING, RESEARCH: THEOLOGICAL SCHOLARSHIP

Goals of the theological curriculum

In fulfilling its primary commitment to forming “men and women for lay and ordained leadership within community, with particular attention to raising leaders for the Episcopal Church,” the VTS curriculum encourages a residential experience emphasizing corporate worship, study together and shared community, often referred to simply as “chapel, class, and lunch.” Curriculum design and implementation, communal learning and teaching, collaborative scholarly research, the embrace of emerging technologies and new pedagogical skills, work with the seminary’s diverse publics, global awareness, and ethical scholarship, are all related to this primary commitment.

The faculty strives to produce well educated clergy and laity who are committed to the lifelong habits of theological education. In addition to their commitment to teaching and to student formation, many of the faculty teach and publish at the secular, inter-religious, and Christian levels of the public square, as well as at the parish, the diocese, the national church, and the Anglican Communion levels. Faculty CVs provide ample evidence of activities across the disciplinary spectrum. (Faculty CVs are available in the Resource Room.)

Learning at VTS reflects the goals of the total curriculum at the post-baccalaureate level in a context that strives to be ecumenical, international, and cross-cultural. These goals are accomplished through each course of study in the formal academic curriculum and in the informal curriculum of communal life at VTS. Students come to VTS from widely divergent ministries and lives and are encouraged to share their experiences in a variety of ways in the classroom, in worship, and in residential life. Through field education, practica, Washington Theological Consortium classes, and cross-cultural encounters, they also learn to engage each other and the world theologically and analytically.

Specific learning goals are articulated for the individual courses within the academic curriculum and are set out in the syllabi for those courses. (A listing of current courses and outcomes is available at www.vts.edu under Current Students; Course Offerings.) The review process for course goals and the means by which they are measured appears to be informal and more likely to occur when a particular course is modified in some way or a new one is developed than in accord with any regular schedule.

Individual learning goals for students are to be developed through meeting with an academic advisor and used as the basis for planning their courses of study. In focus groups conducted as a part of this self-study, some students commented that the current academic advising process seemed to be a “one size fits all” approach and expressed concern that not enough faculty members were involved. An expansion of the advising program is being implemented in the Fall Semester of 2012 that will involve more faculty members and provide students access to a greater breadth of scholarship and perspectives in order to foster richer communal conversations on both general curriculum goals and individual ministry calls.
Learning, teaching, and research

At the master’s level, the Seminary focuses on providing post-baccalaureate level education to students. However, provision is made for enrollment of students who have gaps in baccalaureate education or baccalaureate degrees in disciplines that are not adequate preparation for graduate theological education. In fact, VTS recognizes and celebrates the potential of these students to make exceptional ministers. The faculty also understands the particular curriculum and pedagogical challenges posed by these students. For example, the teaching methods used at VTS presume a foundation in college-level critical thinking and scholarship. VTS reading and writing assignments presume that this is not a student’s first college or university work. To meet the needs of students’ various educational backgrounds, curricular goals, and learning styles, faculty must strive to help students meet these expectations through incorporating a variety of teaching styles and evaluative methods.

Both in class discussion and in course assignments, faculty seeks to foster theological discourse that has scholarly integrity and pastoral integration and to teach students to think critically and constructively. Faculty do so in various ways: lectures, seminars, small group discussions, case studies, group projects, peer review, technologically-enhanced courses, colloquies, action-reflection models, debates, and experiential learning.

All courses require students to engage in critical reflection and many require independent research. Some courses, such as church history, focus on engaging primary source material directly. Other courses, such as those in Scripture or systematic theology, involve the use of both primary and secondary sources. Still others, such as the field education preparation course, assign students to do experiential research.

The pedagogical experience at VTS is broadened by the diversity of cultural contexts represented by American students from across the country and especially by the presence of international students. However, a particular academic challenge has arisen in orienting these students into the curriculum. Reading texts in English and using the American keyboard and computer programs can limit the ability of those for whom English is not their primary language to complete required coursework in a timely and effective fashion. Western expectations of scholarly research and writing often differ from their university training as well. VTS is committed to helping the international students overcome these potential barriers in a variety of ways. An August Term seminar introducing theological writing in the context of American academic writing conventions is required for all entering international students and writing tutors are available on an individual basis during the academic year through the Writing Center. International students also take part in a colloquy group, in which a variety of cross-cultural issues, academic and social, are addressed.

Faculty members reported that addressing differing writing and oral expression abilities, and therefore critical thinking, in class is difficult, diverting the instructor’s attention from course content and learning goals to grammar and rhetoric skills. Beginning in 2011-12, a renewed emphasis on improving the writing abilities of all students led to the introduction of CTS 410, an August term course that introduces entering M.Div. and M.A. students to a variety of writing
strategies and rhetorical categories and to a number of the professors with whom they will study in their course of theological education. Oral presentation of texts also remains a concern. The introduction of CTS 410 resulted in a short term abbreviation of LTG 401, Oral Interpretation of Scripture and Liturgy, from 10 to 5 hours. Faculty and students strongly supported the plan to return LTG 401 to its previous number of hours of instruction in the Fall Semester of 2012-13.

The Seminary’s goal is for students to understand and assess individual and corporate traditions through participation in the Anglican Communion and wider church, an ecumenical, international, and cross-cultural context for theological education, and a racially and ethnically diverse community. These aims, in particular, foster opportunities for students to reflect on and enrich their traditions and identity as they are understood from a personal perspective and within the context of the Anglican Communion, wider church, and global relations. However, the church is changing so rapidly that some faculty expressed concern that the Seminary may not be effectively educating its students for the church of the future.

Feedback on student learning is obtained in a number of ways. The General Ordination Examinations, written, administered, and evaluated by an office of the national Episcopal Church in accordance with canonical mandate and given to those seeking ordination in the Episcopal Church, covers seven areas of preparation for ministry: scripture, church history, Christian theology, Christian ethics, contemporary society, liturgics and practice of ministry. The aggregate performance of VTS students offers some evidence of the ability of students to articulate what they have learned through written answers to specific questions. The faculty also assesses the student learning experience by listening to feedback from graduates. A key venue for this is focus groups during the S3YP June residency when the curriculum is considered in light of the first two or three years of ministry. The focus group responses are collected, collated, and presented at the first faculty conference following the residency. As noted earlier in this report, alumni feedback also comes through faculty participation in the two on-campus Alumni/ae Association Executive Committee (AAEC) meetings.

An environment of mutual learning, respect, and engagement among faculty, and students is very important to the development of community at VTS. This sense of community is fostered both in the classroom and outside of it. However, a number of students identified the challenge to their overall learning experience represented by the expectations of attendance at worship, attention to study, and participation in communal meals within a religious community.

In the classroom, collaboration between faculty and students is very important. Large introductory courses (Church History, Old Testament Interpretation, New Testament Interpretation, and Introduction to Anglican Worship) are accompanied by discussion sections, where smaller groups of students meet with their professors to foster engagement with course material. In smaller seminar classes, participation in discussion is often understood to be one measure of student learning and is considered in determining a student’s final grade. Professors often encourage and expect students to utilize the library for research and sometimes even coordinate with the library staff to provide an orientation to course-appropriate research materials. (Course syllabi from academic years 2007-2011 are available in the Resource Room.)
As members of a residential community, VTS students and faculty have a variety of opportunities to work together. Relationships are fostered informally through conversation in the Refectory, after chapel, or in line for coffee in the Welcome Center, as well as through organized interactions. One recurring opportunity is small group worship and formation which takes place on Tuesday mornings. Groups of students meet in faculty homes for Morning Prayer, sometimes share breakfast, and discuss topics ranging from vocational concerns to personal stories to current events. In this way, students and faculty members engage as partners in formation and build relationships outside of the classroom.

VTS also seeks to foster an environment of mutual learning in its chapel worship planning process. Every student has at least one opportunity per year to be part of a team composed of students and a faculty member that plans and leads a set of worship services. The goal of the chapel team is to engage students in worship planning and decision-making. Success depends on the commitment of all the team members to this goal. Students have reported a wide range of experiences and of leadership opportunities in their chapel team participation. And, the faculty has also identified a need to explore how best to provide for learning about liturgical planning and preparation. In the fall of 2012, chapel team responsibilities will cover both Morning Prayer and Holy Eucharist services and the faculty will look at worship planning for an entire liturgical season. This should offer a further opportunity to develop a regular process not only for planning specific worship services but also for learning about seasonal liturgical planning.

**RECOMMENDATION:** VTS should continue to explore ways to use the chapel team experience to enhance learning about liturgical planning and preparation as well as offering meaningful worship services for the community.

Students experience a wide variety of teaching styles and methods across the curriculum and bring different learning styles to the classroom. Efforts are made to accommodate the needs of students with specific learning styles. In the introductory course on church history, for example, the professors post both the lecture notes and their PowerPoint outlines on MyVTS. This practice is particularly helpful for those students whose native language is not English and those who are not primarily auditory learners. Other faculty members provide hard copy handouts and lecture outlines to assist students in taking notes and prioritizing material covered in class. Teaching assistants are also available in a number of courses to offer review sessions as well as one-on-one assistance. Smaller seminar-style courses, which are often discussion-based, offer opportunities for participation by those students whose skills are demonstrated best orally.

The Seminary also offers courses that provide kinesthetic learning. In the liturgical practicum, for example, students plan and practice leading various liturgical rites in the classroom. Courses in homiletics require students to preach with regularity, in addition to learning about the theology and techniques of preaching. Participation in field education is a particularly important example of experiential learning. The Department of Field Education facilitates and oversees a series of courses and programs involving both the actual practice of ministry and reflection on the practice and its context with the goal of producing clergy who are able to act and think theologically about their ministry. Indeed, participants in the S3YP have shared that their Field Education experience prepared them well for their work in the church.
Students bring their own learning styles to bear in their response to the variety of teaching methods. Since 1998, students have taken a learning style assessment as part of their August orientation program to help them understand their preferred learning style. However, although the results of the assessment are made available to them, there is no data to indicate whether or to what degree faculty members adjust courses based on this information. Most syllabi do not indicate that alternative provisions for different learning styles are available, though some courses offer a variety of options for students to demonstrate their learning in the way that best suits their learning needs.

VTS makes use of technology in a variety of ways as part of classroom instruction. Almost all faculty members make use of MyVTS to post assigned reading material and other course documents. Some faculty members also provide opportunities for online collaboration among students. A few faculty members make active use of technology as part of their teaching process on a regular basis. Most, however, use it only when necessary (e.g., recording sermons to allow students to evaluate their own preaching) or as an occasional break from more traditional methods of pedagogy (e.g., showing video clips from popular films based on biblical figures). A few do not use technology at all in their teaching. It is not clear whether the faculty make different choices about the use of technology in the classroom based on their personal teaching methods, student needs, or their comfort level with the technology at hand. This should be an area of further inquiry.

**RECOMMENDATION:** VTS should continue to evaluate the use of technology in the classroom, paying particular attention to student learning styles and to faculty education and training in the use of available technology.

Teaching at VTS frequently emphasizes the community aspect of learning. Professors often assign group projects or presentations to give students the chance to work together in learning and developing skills. The classroom is a central place of interaction between teachers and learners at VTS. Most courses are designed with the intent to encourage open discussion and participation and syllabi are generally explicit about expecting interaction in the classroom. Class participation is not limited to the material at hand. In fact, students reported that they often found themselves drawing on information learned in one course to help them reflect on and understand information presented in a different course.

Courses also offer interaction between the world and the classroom. Students come to VTS from across the United States and around the world, bringing their unique cultural backgrounds to bear on course material in the classroom. One professor shared that she works to name and discuss various cultural assumptions between students early in the course, and many faculty members seek to invite diverse global perspectives into the classroom through assigned or suggested reading materials. Most course reading lists include texts written by women and non-white authors. (See course syllabi available in the Resource Room and on MyVTS.) Immersion courses in diverse local and global settings are available to students each January and August. And, although all students are not able to take advantage of immersion opportunities, each M.Div. student must take at least 3.0 credits in global Christianity and mission.
Collaboration also occurs among faculty members working together within and across departments to teach courses. For example, the two church history professors co-teach the required entry-level courses, exposing students to multiple voices and perspectives on the same material. Faculty members also collaborate cross-departmentally. A recent interdisciplinary seminar taught by the professor of religion and culture and an Old Testament professor, received exceptionally positive comments from students.

Feedback from students is obtained at the conclusion of each course they take. The evaluation process has undergone a number of revisions over the last five years and continues to be reviewed in order to find ways to make it more effective for both students and faculty. Faculty members observe that they review and make at least some changes to their courses each time they teach. However, there was nothing other than anecdotal observations as to the actual effect of student evaluations in this review process or in the development of new courses. Currently students are required to complete course evaluations no later than the last day of the semester or they will be unable to access their MyVTS accounts. Students report that this deadline causes them to complete the evaluations as quickly as possible, often sacrificing thoughtfulness for speed.

**RECOMMENDATION: VTS should continue to review the process by which students evaluate courses to improve its usefulness to both students and faculty.**

The quality of teaching is important to VTS and is a significant element in the review conducted of each faculty member during the tenure process, at which time external reviewers are involved. However, the process by which the Seminary measures and evaluates the quality of teaching is an area of growth, as is the continued formation of pedagogical skills among faculty members. Faculty members have also noted that participation in the Wabash Center’s workshop for pre-tenured faculty can be helpful. Some faculty members have anecdotally observed that “pedagogy is the forgotten element of higher education.”

The Seminary encourages the scholarly and spiritual development of its faculty as part of enhancing the teaching and learning experience and also contributing to the greater body of scholarship. The VTS faculty seeks to serve both the church and the academy, not only through teaching but also in research and publications, continuing a Seminary tradition of published scholars. Faculty publication is celebrated through forums, lectures, and publication displays in the library and Welcome Center. However, some faculty members articulated a concern that the time devoted to research, writing, and editing can limit their availability to students, both for academic advising and for pastoral care. At the same time, there is a real appreciation for the increased recognition that is being given to faculty work in the academy, as evidenced in the regular reports on faculty publications and scholarly activity provided to the Board. (Copies of reports are included in the Board minutes available in the Resource Room.)

In-depth student research is encouraged through the option for students to undertake a thesis. M.Div. students with a GPA of at least 3.6 and M.A. students with a GPA of at least 3.75 are encouraged to consider writing an honors thesis as an opportunity to undertake the kind of sustained academic research that will prepare them for doctoral studies or for other ministries in
academic environments, such as college chaplaincy. Faculty members make a particular effort to identify academically gifted students and encourage them to write an honors thesis.

**Characteristics of theological scholarship**

VTS faculty collaborate frequently, both formally and informally. In addition to the “team teaching” of both required and elective courses, they participate in developing published texts of various types. For example, they worked together to produce a volume honoring the former Dean and President Martha J. Horne: *Staying One, Remaining Open: Educating Leaders for a 21st Century Church* (Morehouse, 2010), edited by Richard J. Jones and J. Barney Hawkins IV. (A copy of this volume is available in the Resource Room.)

Supported by faculty development funds of $1800 per faculty member annually, participation in professional societies is the primary means for faculty to engage in scholarly collaboration beyond the Seminary campus. These professional societies include the Academy of Homiletics, the American Academy of Religion, the American Psychological Association, the American Theological Librarian Association, the American Theological Society, the Association of Anglican Musicians, the Association of Practical Theology, the Association of Professors of Religious Education, the Historical Society of the Episcopal Church, the International Academy of Practical Theology, the North American Academy of Ecumenists, the North American Academy of Liturgy, the Religious Education Association, the Society of Biblical Literature, the Society of Christian Ethics, and the Society for the Scientific Study of Religion. Collaborations include participating in panels or serving as facilitators for programs at national meetings. In addition, VTS faculty members have served or are currently serving on the governing boards of a number of these societies.

Students generally indicate a perception that VTS classrooms are highly collaborative. Not only do faculty members co-teach classes but they are seen to actively encourage the interweaving of various disciplines within classroom discussions. Students report finding themselves “mentioning a theologian in systematic theology that we’re discussing in ethics” and even wondering, “What class am I in now?” One area of collaboration in which students expressed an interest was more frequent opportunities to act as research assistants for faculty members. Both faculty and students make an effort to make use of the diversity in the student body, in race, ethnicity, age, education and experience, as a tool for teaching and learning.

VTS has a longstanding tradition of supporting the freedom of inquiry of both faculty and students. The Faculty Handbook states: “Faculty members should be free to teach, carry on research, and publish, subject to adequate performance of their academic duties as agreed upon with the school” and “Teachers should have freedom in the classroom to discuss the subjects in which they have competence and may claim to be specialists without harassment or limitations.” Student freedom to engage openly and freely in conversation in the classroom is referenced in the Catalogue statement that “expression of ideas and opinions are important values at VTS, especially when we disagree on issues in the church and the world, in theological understanding and in biblical interpretation.” Both within and beyond the classroom, members of the community are encouraged to talk about issues, including those on which the Episcopal Church is not of one mind.
Academic freedom is clearly important to the pedagogical mission of VTS. However, the Seminary is also forming women and men for ordained ministry in the Episcopal Church where they will be asked to make vows to uphold the “doctrine, discipline, and worship” of the Church. VTS students who are in ordination processes observe that they sometimes find themselves navigating a perceived boundary between academic freedom in the classroom and particular expectations in the ecclesiastical sphere. This may cause some students to withhold what they fear could be a controversial question or comment on a particular matter of theology or doctrine.

While strongly Episcopal in its campus ethos, the Seminary’s learning environment also has an ecumenical and inter-religious flavor, provided by the presence of faculty members of other denominations, adjunct faculty members of other faiths, students of other denominations and other faiths, as well as by a deep commitment to the Washington Theological Consortium. International students and faculty with international travel and study experience share international and cross-cultural perspectives with the whole community in class, worship service, campus forums, and lunch-table conversations. Of particular importance to ecumenism is the Washington Theological Consortium which provides a sustained opportunity for scholarly collaboration and classroom participation with scholars and students of differing religious backgrounds in the Washington DC region. VTS students are required to take at least one course offered by another Consortium school at its campus.

The Seminary seeks to provide its students with “an ecumenical, international, and cross-cultural context for theological education.” A variety of courses are offered in the area of Global Christianity and Mission and optional international immersion trips, which incorporate a specific learning component, are available in January and Summer Terms. Participation in such cross-cultural exposure is emphasized in the Seminary’s goal to “encourage and facilitate as many students as possible to undertake an immersion.” (See the Strategic Plan.) Visiting faculty from Jewish and Muslim backgrounds also regularly come to campus to teach courses about their faith traditions. (Course offerings for 2012-13 are listed in the Seminary Catalogue available in the Resource Room and at www.vts.edu under Current Students; Course Offerings.) In addition, faculty members across various disciplines seek to include texts from various global perspectives in course reading lists.

VTS takes seriously the ethics of scholarship. Although academic dishonesty is a rare problem at VTS, practices are in place to make students and faculty members aware of what qualifies as academic dishonesty and what its consequences are. The Seminary’s policies on academic integrity and its penalties for various infractions are set out in the Academic Handbook. In addition, in course syllabi and in classroom discussion, faculty members address the need for properly citing others’ ideas in written assignments. Plagiarism is addressed in the August student orientation and the Writing Center holds a session for international students on the subject, addressing the differing attitudes toward the importance of attribution of authorship to sources from country to country.
DEGREE PROGRAMS

The three degree programs offered by VTS, i.e., M.Div., M.A., and D.Min., provide structured curricula for Christian “traditioning” and for formation and professional training for leadership given the ministry to which persons are called. Traditioning in this sense is fundamentally a matter of theological understanding that moves back and forth across the arc from Scripture to the present world in which we live. All study is formational in terms of this understanding. At VTS this is all the more so as the work is animated by a community that supports the development of spiritual practices central to a person’s sense of vocation. The M.Div. and the D.Min. programs include the more specific goal of developing the knowledge and skills for effective, transformative leadership in service of the church, especially the Episcopal Church, and of other institutions such as schools, hospitals, military, community organizations, and public institutions. (The goals and outcomes for all degree programs are set out in the VTS Catalogue available on MyVTS or at www.vts.edu.)

The VTS faculty views reflection on the curriculum as of high importance and has devoted sustained attention to curricular goals during meetings and retreats. A central goal of all degree programs is to form graduates who are skilled in interpreting Christian texts and able to elucidate the Christian faith. The residency M.Div. and M.A. programs provide the greatest, sustained structures for common worship and developing spiritual practices. In addition to worship services offered three times daily, the weekly small group worship and formation meetings in faculty homes are a primary element in engaging questions of spirituality. Within these groups, faculty and student members hold each other responsible for individual and group spiritual development and growth. In January and Summer Terms, when the M.A. and D.Min. intensive residency programs occur, worship is also celebrated daily.

Full-time students in the M.Div. and M.A. programs pursue study in two twelve-week semesters (each of which is broken down into two six-week quarters) and in a four-week January Term offering intensive courses and structured cross cultural immersions. A three-week Summer Term provides other opportunities for intensive courses of study, primarily for M.A. and D.Min. students. D.Min. studies, offered in the January and Summer Terms, combine intensive residence courses with hybrid courses that integrate intensive face-to-face interaction with online learning. M.A. course offerings may also include hybrid courses, and the first totally online course, which is being offered in the Fall Semester 2012.

Master of Divinity

The M.Div. curriculum is constructed to provide a terminal professional degree equipping and empowering men and women for the ordained ministry and for general pastoral and religious leadership in the Episcopal Church, the Anglican Communion, and the wider church. Virginia Theological Seminary faculty has identified five goals for M.Div. students. Four of these goals correspond to the ATS content standards of religious heritage, cultural context, personal and spiritual formation, and capacity for ministerial and public leadership. The fifth—preparation for serving as “leaders of worship in the celebration of the liturgies of the church, in
proclaiming the gospel of Jesus Christ in a variety of cultural contexts with hermeneutical competence, and with an informed use of music and the visual arts”—is a consequence of the importance of liturgy in the life of the Episcopal Church. Although, faculty members generally identify specific learning goals for students in their course syllabi, course goals have not been specifically correlated with the degree outcomes for the M.Div. program.

**RECOMMENDATION:** The Seminary should consider how best to ensure that course learning goals reflect and demonstrate progress toward degree outcome goals.

The M.Div. curriculum strongly reflects the Seminary’s desire to train leaders with a deep and critical grasp of the Christian tradition and with the skills necessary for the practice of their ministry. The academic training of students in the core areas of theological education has traditionally been of the highest priority. With many Seminary departments having two or more faculty members, VTS is well positioned to provide both the foundational courses and electives that provide students full exposure to the required content areas. VTS has recently introduced a variety of new curricular initiatives, including a renewed attention to writing and a serious exploration of the place of oral-expression and oral-pedagogies in the curriculum. Additionally, course offerings in 2010-11 and 2011-12 offered students the opportunity to examine apologetics of the faith in various socio-economic, cultural, racial, ethnic, religious, and inter-religious contexts. These included feminist and liberation theology, expanded instruction on the theologies of practical ministry, and courses on social advocacy and engagement in the public square. (Course offerings are listed in the Seminary Catalogue, which is available in the Resource Room, and at [www.vts.edu](http://www.vts.edu) under Current Students; Course Offerings.)

The Seminary’s curriculum is about more than pure academic study. Here, formation for ministry arises out of an interweaving of intellectual education, vocational training, and spiritual formation. The commitment to spiritual formation within Christian community is focused through practices of daily worship, of classroom learning shaped theologically, of daily lunch together, and of meeting weekly in small groups for worship and formation. One subject which was “flagged” in student and faculty focus groups was the challenge of academic advisement. Beginning in the Fall Semester of 2012, advising for M.Div. and M.A. students has been broadened so that individual faculty members will be responsible for a specific group of students. Time is planned for meetings to share information on course offerings and on curricular choices that students need to consider in planning course selection.

Virginia Theological Seminary prepares M.Div. students to meet the leadership needs of the church in multifaceted ways. Through a required practical theology course in their first Fall Semester, students experience immersion in such institutional sites as prisons, the police department, and social service agencies. The field education program allows students to interact directly with parishes that span the Episcopal spectrum in size, tradition of worship, location, culture, language, and ethnicity. In recent years, the Seminary has pushed students to think beyond even this broad spectrum in discerning an appropriate placement. In preparation for choosing a field site, students are also asked to visit mosques, synagogues, and/or churches of a denomination different from their own. A Ministry Resident Program in collaboration with six congregations provides an opportunity for six students to participate in a two-year residence program, beginning their final year in seminary and extending through one year following
graduation. This program provides experientially based modules connected to critical readings for learning and formation grounded in mentoring and peer learning as part of a learning community. The program, moreover, provides an experiment for developing and extending both within the Seminary’s M.Div. program and for adopting by others. (Ministry Resident Program materials are available in the Resource Room and on MyVTS.)

This development may be seen in light of the curricular understanding through the mid to late 1990s. At that time the M.Div. curriculum was viewed as essentially grounded in the study of Scripture, reinforced by the requirement that a biblical language and at least one introductory Scripture course be taken in the first year, with an orientation towards mission and evangelism. In light of a turnover in the faculty and in order to examine the needs of 21st century seminarians, the faculty recently examined whether this traditional orientation still holds. As reflected in the changes in the curriculum, the consensus from the faculty conference was that the curriculum needs to engage the conversation between tradition and the mission and practice of ministry at the beginning of the curriculum. Only in this way will the conversation be central to formation and be engaged and developed through the course of study.

VTS is well aware of the multi-cultural, global character of the church today and actively engages the worldwide church. In addition to the cross-cultural immersion programs and the presence of international students on campus, the Seminary is intentional in bringing visiting instructors to campus from other countries and other faith traditions. Hardly a semester goes by without the opportunity to study with such scholars as an Anglican bishop from Sri Lanka or a Muslim scholar from Turkey. And cross-cultural opportunities exist with the following partners:

- Episcopal Seminary of Haiti and Episcopal University of Haiti;
- Center for Theological Studies, Santo Domingo, Dominican Republic;
- Holy Cross Theological College, Yangon, Myanmar;
- College of the Transfiguration, Grahamstown, Eastern Cape, South Africa;
- Msalato Theological College, Dodoma, Tanzania;
- Renk Bible College, Sudan.

Overall M.Div. students reported that VTS does a good job on globalization through the curriculum. However, several expressed a desire for classes that address such issues as the differences between the Global South and the Episcopal Church as well as the relational issues that exist in the world wide Anglican Communion.

The graduation rate for M.Div. students at VTS is nearly 100%. Placement rates are connected to the financial situation of individual dioceses and parishes and so have been lower in the past five years. Efforts initiated to assist graduates in their efforts to find employment are discussed in more detail on page 61-62.

Master of Arts

Prior to the academic year 2011-12, VTS offered both an M.T.S. degree and an M.A.C.E. degree. As part of ongoing evaluation of degree programs, a multiyear examination of the two degrees was undertaken by a committee of faculty, current students, and graduates of both
programs. The committee ultimately determined that the most effective way to distinguish the non-ordination track programs from the M.Div. program was to develop a single M.A. degree program, conceived of as an academic, first theological degree. This recommendation was approved by the VTS faculty and Board of Trustees and the ATS in 2009. Priorities in the program design were to provide opportunities to take the M.A. both in full-time residence, part-time residence, and through intensive residencies and distance education; to have the flexibility of focus to meet the interests and needs of a range of students; and to enable interdisciplinary study and competence. The decision to move to an academic rather than a professional degree program was based on the judgment that the basic and first professional degree in ministry is the M.Div. degree, with its well-defined curriculum and its program for developing professional skills through internships, supervision, and experientially-based course work. Moreover, an academic course of study would best serve the needs of persons who already possessed significant professional training and experience, and were seeking to gain deeper knowledge of the Christian tradition, to explore theological disciplines of study, and engage in the constructive work in theological studies. Those seeking professional education and ordination would then be best served by the M.Div. degree or through other degree programs (e.g., a Master’s degree in social work), or specialized certificate programs (e.g., a certification as a Christian educator).

The M.A. degree, the goals of which are set out in detail in the VTS Catalogue, was conceived to serve persons with a variety of interests, ranging from personal educational enrichment or structured discernment of vocation to further advanced graduate studies. Professionally, the M.A. offers theological foundation for a student’s existing secular work, e.g., medical ethics in health care delivery or spirituality in non-profit organizations, as well as support for church professionals who wish to deepen their knowledge and skills. As expressed in its mission statement, the M.A. is “to prepare students for competent Christian theological engagement and leadership in a variety of settings.”

The first students were admitted into the 48 credit M.A. program in the fall of 2010. Four areas of concentration are currently offered: theological studies, biblical interpretation, interdisciplinary studies in religion, and Christian formation. The curriculum, which is described in detail in the Catalogue, requires an introductory course on theological reflection and writing, a critical foundation course in scripture, church history, or one of the theological disciplines; and an interdisciplinary course (taken in the final year of study). A six-credit summative project, designed to demonstrate the ability to utilize the cross-disciplinary learnings in a manner that is academically demanding and useful to the student in her or his vocation, completes the course of study. The summative project could be, for example, completing a comprehensive exam, writing a thesis, developing a course curriculum, composing original music or writing a play focused on the area of concentration. M.A. students may undertake their coursework on a full or part-time basis, during the traditional academic year and/or during intensive residencies during the Summer and January Terms.

VTS faculty members are now actively engaged in developing the foundational courses offered in the January and Summer Terms. For students taking courses in the full-time residence programs in the Fall and Spring Semesters, specific M.A. goals and assignments are incorporated into existing introductory courses and new courses are being developed to meet the goals of the program. In 2011-12, for example, three cross-disciplinary seminars were co-taught by faculty
Challenges in the development of the M.A. program include providing a full range of course offerings and adopting educational technologies that make study in the intensive residencies and the availability of hybrid courses possible. This also involves aiding faculty in recognizing the value of alternative pedagogical approaches and the use of digital technologies in enhancing learning in settings outside the traditional classroom. Recruitment for the M.A. program is another challenge. New recruitment materials have been developed and cautiously disseminated, resulting in increased student applications. However, recruitment of the variety of students for which the degree is intended depends upon the further development of the program and on students who, upon completion of their studies, will be ambassadors for new students. The Seminary’s long-term goal is to admit up to 20 domestic M.A. students each year in addition to the international students enrolled in the program. The M.A. enrollment for 2012-13 is 24 (19 domestic, 5 international), of whom 15 are new students. Two remaining M.A.C.E. students are working toward degree completion.

Formative assessment of the M.A. program is the responsibility of the M.A. degree committee, which reviews the curriculum, with feedback from the M.A. student group. Summative review occurs annually in April. As students move through the program, their feedback will be sought and their summative projects will be reviewed. Graduation rates and placement figures will also provide measures for assessment and serve as the basis for future planning.

RECOMMENDATION: The M.A. Committee should continue its program development and should articulate a strategic plan, to be updated and reported each year, with attention to recruitment and admissions, in light of the goal of diversity and the purposes of the program.

Doctor of Ministry

The Doctor of Ministry degree program is an advanced professional degree for ordained and lay leaders from a variety of ministry settings. The program seeks to provide students with the skills and resources to guide and increase their capacities for Christian leadership. Students entering the D.Min. program may focus in one of three areas: ministry development, educational leadership, or (beginning in 2014) Christian spirituality. Admission to the program requires the M.Div. degree or equivalent, and applicants are generally expected to have at least three years of experience in ordained ministry or full time church work. Students must be currently working in full-time or continuing ministry or educational leadership through which to plan, execute, and evaluate an “experiment” in ministry context that addresses a higher aim of Christian life, service, and leadership, culminating in the completion of the project thesis.

The D.Min. program’s goals and learning outcomes are set out in detail in the Seminary Catalogue. At the center of the program’s design is the case study approach, bringing together experience and critical theory. Students begin their work with a congregational or other institutional study as a means of choosing those case studies that will inform their broader
learning goals and operate within the context of their area of leadership. Curriculum development and improvement has been informed in part by focus groups of current students and feedback from D.Min. faculty, solicited during the summer residencies. The curriculum now incorporates a guided and self-directed readings course, designed to immerse students in biblical, theological, philosophical, and social/psychological images and ideals from different times, cultures and religious contexts as preparation for identifying a concentration for their studies particular to their ministries. Additional curriculum improvements include the development of thesis workshops, and refinements to the methods for initiating and executing the final summative thesis project itself.

Completion of the D.Min. program involves both residence and distance learning. Those courses which are completed in residence on campus are offered during the Summer Term. D.Min students come to campus for a total of nine weeks spaced over 3 years, although the specific schedules of residencies differ for the various tracks.

Program enrollment has grown from 40 students at various stages of study in 2002-03 to the current 84 students in 2011-12. As noted earlier in this report, sufficient increases in enrollment are anticipated with the addition of the Christian spirituality track in 2014 to perhaps necessitate a cap on enrollment to ensure sufficient faculty availability as thesis advisors.

Diversity in the program is denominational (8 denominations other than Episcopal are represented) and racial/ethnic (11 students are of African, Asian, and Latino descent). The long-term goal remains to have at least a third of the students from denominations other than the Episcopal Church and perhaps an equal percentage of different backgrounds other than white. In addition, students come to the D.Min. program from a variety of ecclesial and scholastic settings. These varied perspectives contribute to a lively and enriching dialogue. An increase in advertising of the program and the development of a structure for tuition discounts will encourage further denominational, socioeconomic and racial/ethnic diversity.

Faculty responsibilities in teaching, case study direction, and thesis advising have increased significantly, resulting in the need to create the Instructor in D.Min. Studies position. Three Instructors are currently working on a yearly contract basis to supplement the full-time VTS faculty. Clarification of the Seminary’s expectations for faculty instructional participation in the D.Min. program would benefit the program’s further development.

The D.Min. program has undergone significant development in the last four years. In the process of curriculum development, a variety of requirements have also developed, including a congregational or other institutional study, case studies, thesis workshops, and the thesis project itself. Some of these required elements are graded, while others are pass-fail. Some of them are discrete and completed in the residencies, while others require distance learning. The development of the curriculum has sought to both identify these elements and to translate them into course credit equivalencies. An audit of the curriculum development process and of the present requirement, including the differences between the Ministry Development and the Educational Leadership tracks, was completed in September 2012. (The results of the audit are available on MyVTS.)
Further assessment of the D.Min program is scheduled for the academic year 2012-13, focused on sampling and review of D.Min. theses. This will provide one means of assessing both the achievement of learning goals and the quality of work product, including the consistency of supervision.

**RECOMMENDATION:** A strategic planning process should be developed for the D.Min. program to include the identification of date-specific next steps in evaluation and assessment and to be updated at least every twelve months.

**Other instructional programs**

In addition to its degree programs, VTS offers a Post-Graduate Diploma in Anglican Studies, a Post-Graduate Diploma in Theology, and a Certificate of Work Accomplished—all of which grant credit for courses completed while in residence. The diploma programs are designed to recognize theological study in particular areas of vocation, both ordained and lay. Anglican Studies students follow a designated program of study designed to prepare them for ordination in the Episcopal church. Those receiving the diploma in theology are clergy and lay leaders whose studies parallel those of the M.A. program but who do not complete all the requirements for that degree. Through the Institute for Christian Formation and Leadership (ICFL), the Seminary also offers a variety of non-credit opportunities for ongoing theological education and leadership training for both laity and clergy.

The ICFL offerings range from semester courses taught by VTS faculty and other qualified instructors as part of the Evening School of Theology to a variety of half-day, one or two-day events, all of which are open to VTS staff, alumni, and the general public. (A sample of past Evening School course offerings is available in the Resource Room and a description of current courses is available on MyVTS.) A certificate from the Evening School can be earned by those who complete six courses for credit, including two courses in Bible studies, one course in Christian theology, and one course in either liturgy or spirituality and the arts. The Evening School also makes available “enriched courses” that grant non-credit access to select courses from the VTS academic curriculum. Admission to these courses requires approval of the teaching faculty member. Other ICFL events include the popular “Fridays at the Seminary,” which occur throughout the year and have offered topical programs on subjects such as politics and culture and young adult formation and also quiet day retreats in Advent and Lent. Week-long intensive courses are offered in connection with January and Summer Terms and “Study Refreshers” provide predetermined times for clergy to stay on campus for a period of rest and renewal as well as to meet with professors for directed and independent study. (More detail on all these programs is available on MyVTS and at [www.vts.edu](http://www.vts.edu).)

Also under the ICFL umbrella is the Center for the Ministry of Teaching. Established in 1985 as an ecumenical resource and research center to support Christian formation and education, locally and nationally, the CMT is the largest center (and one of the very few) for Christian education in the Episcopal Church. It produces Christian education curriculum, trains teachers and educational leaders, offers educational events and workshops, offers support to Christian educators regarding curriculum, maintains an extensive resource library, and publishes *The Episcopal Teacher* quarterly in both print and digital format. A new Director of The CMT
was appointed in 2009 and the center has renewed its attention to the challenges and resources of a digital age. CMT has established an online resource portal in partnership with the Center for Spiritual Resources in the Diocese of Western North Carolina and, most recently, hired a Digital Missioner and created a Learning Laboratory to equip faculty students, and the public with tools for teaching and learning in a digital age. An example of CMT’s implementation of this focus on digitally-enriched education was a summer 2012 “e-Formation Learning Exchange” for church educators, communicators, and clergy.
LIBRARY

The Bishop Payne Library (BPL) is a valued as a primary resource for teaching and research at Virginia Theological Seminary and plays a fundamental role in the work of all students enrolled at the Seminary as well as offering essential support to faculty in their research and to graduates, local clergy and teachers of religious education and to the students and faculty of the seminaries that make up the Washington Theological Consortium. The centrality of the library is evident in the results of the annual survey sent to students and faculty. In May 2012, 53 students responded to the survey and 73% of them indicated that they use the library daily or more than once a week.

The work of the BPL is grounded in its mission statement and the goals that are set forth there. (A copy of the mission statement is available in the Resource Room.) The library and its staff, in cooperation with the faculty Library Committee, develop annual objectives designed to achieve those goals, in each of its various roles/functions. The recommendations and decisions made by the Head Librarian, the staff, and the Library Committee are informed by a variety of assessment data, including the survey of users mentioned above and focus group conversations with alumni.

Library collections

The BPL’s collection development policy is reviewed and updated by the Library Committee on a regular basis. Currently, the BPL has total holdings of 220,833 items and 2417 linear feet of archives. In fiscal 2010-11, 11,130 items circulated to 2,919 registered borrowers. There were 496 interlibrary loan transactions, 2,528 reference transactions and 6,806 full-text articles were downloaded through 30 library database subscriptions.

The BPL has special collection emphases, including the Rare Book Collection, Alumni/Alumnae Collection, and the Anglican Communion Collection. The Archives include VTS records, Bishop Payne Divinity School records, VTS personal papers, the African American Episcopal Historical Collection (AAEHC), and the Diocese of Virginia records. With regard to the AAEHC, VTS and the Historical Society of the Episcopal Church entered into a 5-year agreement in 2003 for full partnership which was renewed in 2008 for a second 5-year period. The Anglican Communion Collection seeks to collect materials that document the life, history and practice of the world-wide Anglican Communion at the provincial and diocesan levels. This collection includes items from trips to other parts of the communion by members of the Seminary community and from visits to the Seminary from Anglicans from around the communion.

In addition to print materials BPL collections include audio discs, microfilms, and films as well as access to 30 remote databases. Last year BLP patrons downloaded 5,326 full text articles. The BPL also makes access to one remote database available to alumni.

The BPL promotes coordinated collection development through its participation in the Washington Theological Consortium. The head librarians of the members of the Washington Theological Consortium meet regularly and consult one another about purchasing practices and
collection development, especially periodical subscriptions and electronic research. The question of how to incorporate e-books is currently under discussion. The American Theological Association is helping libraries assess patron need and demand for e-books. The BPL is participating in this process.

Contribution to learning, teaching, and research

The staff members of the Bishop Payne Library recognize patron service as one of their primary missions. Reference services, point-of-need instruction, and a professional librarian are available whenever the library is open. In 2010-2011 the library staff responded to 2528 general reference inquiries and 633 archive-related reference inquiries. More than 11,000 items circulated in hard copy. There were more than 6,800 full-text articles downloaded from library databases. The library staff also responds to non-research needs of the VTS community as shown by their response to the expressed desire for a physical space more conducive to scholarly interaction. They created an area dedicated to group discussion and project work within the library. They also acted to add a second group study room when the student computer area was relocated to accommodate an expected large gift of rare books.

BPL has deepened its methods of introducing its reference services to on-campus, short-term, and intensive program students in several ways. Orientation sessions for entering students are offered as part of the August term orientation. In addition, focused orientations directed at specific course-related resources are offered in collaboration with faculty in the Old and New Testament introductory courses. The Head Librarian also teaches a course on theological research and writing open to students in each of the degree programs.

The Bishop Payne Library page on the VTS website includes a reference tab, which has several research guides allowing all patrons, regardless of geographic location, to continue lifelong learning. In addition, there is an “Ask a Librarian” link available on the website.

With the increased availability and use of online resources by both faculty and students, the head librarian and BPL staff have prioritized the need to maintain up to date online resources as well as the technology to support their use. The BPL upgraded its computer catalog in 2007, when an integrated library computer system was introduced and the system software was updated in 2009-10. The library server is scheduled to be replaced in September 2012 and the software will be upgraded to the current version of Millennium. In 2010-11, faculty, student, and public patrons observed that the library’s open-use computers on the main floor and those in the second-floor student computer lab were too slow to make them effective for timely searches of the catalog and electronic databases. In early 2012, eight of these computers, three for the main reference area and five for the computer lab were replaced.

RECOMMENDATION: VTS should continue to focus on keeping library technology up to date in order to maintain the BPL’s reference, on-campus and remote usage capabilities.

Partnership in curriculum development
Purchases for the BPL collection reflect an awareness of curriculum needs, with particular attention to theological texts, writings from, and issues related to countries that faculty and staff visit for cross-cultural experiences. There is special intentionality in developing the collection to reflect BPL’s concern for globalization of its holding. In addition, faculty and students are actively encouraged to recommend purchases for the library, as are users of the website. The Head Librarian regularly communicates with faculty members about their areas of research to be sure that the collection meets their needs.

The BPL has played an important part in meeting the Seminary’s goal of greater racial and ethnic diversity, particularly through the AAEHC and its efforts to provide library support to Msalato Theological College Library in Tanzania, as part of a VTS partnership with that institution. In addition, the library prepares special displays of related books and research materials for the various ethnic heritage months celebrated at VTS and to celebrate publications, such as No Turning Back, that highlight important achievements or contributions by VTS in the area of diversity.

**Administration and leadership**

The administration of the library has remained stable over the past two decades under the direction of the Head Librarian who has been at VTS since 1991. She reports to the Vice-President for Academic Affairs and is part of the faculty. The library’s emphasis on planning and evaluation, which continue to be an essential part of the BPL culture, were examined as part of an external evaluation performed in 2010 by Dr. Newland Smith, Retired Library Director and Academic Dean of Seabury-Western Seminary. His recommendations were reviewed by the Dean, the senior staff, and the Board of Trustees Executive Committee and have been incorporated into the library’s 2011 and 2012 goals and objectives. (The external review report is available in the Resource Room and on MyVTS.)

The current goals and objectives for Bishop Payne Library identify both short and long term aims and specific benchmarks for progress. They consider the library’s roles as a place, as a purchaser and gateway, as a service provider, and as an educational partner and resource, including recognition of the library’s role in promoting racial and ethnic diversity. The BPL began defining objectives for implementation of its goals in 2008. The library’s “Goals and Objectives” document is updated annually in the spring and reviewed and adopted by the Library Committee at the final meeting of the academic year. The library seeks to maintain a living cycle of goal-setting, data gathering, assessment, leading to the establishment of new or revised goals, which initiates a new cycle. The Head Librarian and several members of the BPL staff maintain memberships and involvement in professional and academic societies in order to stay abreast of developments and changes in technology and library science. (Copies of Reports of the Head Librarian to the Board of Trustees are available in the Resource Room and electronically on MyVTS.) During 2009-10, the library engaged in a departmental review process in preparation for the external examination. Each staff member wrote a self-evaluation of his/her position. The library’s goals and objectives document was updated, and a planning process overview was written. (Copies of these documents are available in the Resource Room and electronically on MyVTS.)
Resources

The Bishop Payne Library building was originally built in 1957 with a capacity of 100,000 volumes. In 1980 an addition was constructed to increase the capacity to 200,000 volumes. The 200,000th item was added to the collection on November 14, 2006. A feasibility study was performed in 2007 and updated in 2010 as a basis for a plan to address the current and future space needs of the library. Given the need to focus the capital funds drive on the new chapel, the needs of the library have been broken down into particular projects that can be addressed incrementally, initially through annual funding and a fund set aside for capital projects. In the summer of 2012 compact storage and consequent light and space reallocation was completed. Attention was also given to the roof which has had numerous leaks during recent storms.

The Center for the Ministry of Teaching maintains a resource room of materials primarily devoted to the needs of Christian educators. Since 2003, some of the books previously housed in CMT have been transferred to BPL. The holdings of the CMT library are catalogued in the BPL database. Acquisitions requested by CMT are ordered and processed by BPL. If it is a resource center book it is held in the CMT, otherwise it is held at the library. Additional meetings are planned between the Director of the CMT and the Head Librarian concerning the most effective management for the current CMT holdings.

RECOMMENDATION: VTS should continue the conversations between the CMT and BPL libraries concerning further coordination and integration of their functions in relationship to each other.

Including the Head Librarian, BPL staff includes four professional librarian positions, two archivists, and two support staff positions, supplemented by part-time student workers. Altogether they hold six ALA-accredited M.L.S. degrees. Three of the staff members also have theological degrees and one of the archivists has a Ph.D. in African-American Studies. The library staff includes one African-American full-time employee and one native African part-time employee.

Freedom of inquiry is an integral part of the culture of Bishop Payne Library. All BPL staff members are trained to hold patron circulation records and reference questions in strictest confidence. The BPL collection as a whole has been built to represent the full spectrum of scholarship and commentary on any subjects of controversy in Christian thought.
FACULTY

Faculty qualifications, responsibilities, development, and employment

Virginia Theological Seminary’s faculty is a primary resource and asset in carrying out the educational mission of the institution as teachers, mentors, scholar-researchers, and generative leaders across the church, academy, and global community. The current faculty is comprised of 21 full-time members. Of these, nearly half (9) serve administratively as deans or program directors in addition to their teaching roles. The diversity of the faculty in age, sex, race, rank, and length of service is detailed in the chart which appears as Appendix 6.A of this report. Although the faculty is predominantly white, Episcopalian and ordained, diversity continues to be an important priority. Of the five most recently hired faculty, two are from denominational traditions outside of the Episcopal Church; two are laity; and one is a person of color. Four faculty members (18%) are persons of color: one woman and one man are African-American; one woman is Caribbean; one man is Asian. This ratio of racial ethnic diversity shows VTS falling slightly behind the percentage of combined racial-ethnic faculty across all ATS schools (20 % in 2010). Among the full time faculty, slightly more than 50% are Episcopal priests. A 2008 study on ecumenism at VTS underscored the progress made in developing a more ecumenically diverse faculty and institution, while also pointing to difficulties faced by faculty members from other traditions. (A copy of the report from this study is available in the Resource Room.) Among senior administrators (deans and vice presidents), one third are women, although none of them are ordained.

Of the present fulltime faculty, 15 persons are 50 years of age or older and one person is under the age of 40 years. Since the last self-study, the school has witnessed eight faculty retirements (including the former Dean and President), four resignations, and nine new faculty hires (including the current Dean and President). The fact that 41 % of the present faculty, including the Dean and President, arrived in the past 8 years makes this a relatively new faculty and administration overall.

Other forms of diversity exist among the VTS faculty. The faculty includes single, partnered, and married members, those with and without children, as well as persons who differ in sexual orientation, immigration experiences, class background, political persuasion, and theological perspectives within the Christian tradition. It is the belief of the Seminary that such diversity is not only desirable but is a crucial part of the implicit curriculum through which VTS educates its graduates to serve in an increasingly diverse church and world.

The Seminary invites various visiting professors with a variety of areas of specialization for short term, part-time teaching assignments, as a means of increasing the faculty’s global diversity and/or attention to religious pluralism, as well as to engage the church’s leading and most experienced scholar-practitioners as resources in theological education. In addition, a Luce Foundation grant to the Center for Anglican Communion Studies supports visiting Islamic scholars. In addition, persons with relevant skills and experience assist the faculty in their teaching roles, as adjunct instructors, colloquy or practica leaders, spiritual directors, and field

education supervisors. The Seminary presently engages fewer adjunct instructors in graded for-
credit courses than it did a decade ago, a reflection of economic changes as well as of the
faculty’s stated desire to exercise as much direct leadership of academic programs as possible.

The economic crisis of 2008 and its ongoing effects impacted both faculty composition
and plans for hiring new faculty. Positions have been combined, particularly in administrative
areas, and the Board of Trustees made plans either to delay or not to fill positions vacated by
retirements by some faculty. While the faculty and seminary regret the loss of even one faculty
colleague, careful planning and some difficult decisions to manage the budget challenges
through hiring freezes and planned phase-outs/early retirement arrangement has prevented the
kind of widespread faculty layoffs experienced by many seminaries. In 2011, the search for a
faculty member in theology and liturgy reopened. Given the significance of worship and liturgy
in the Episcopal Church and the importance of preparing graduates in this area of the curriculum,
there was great satisfaction in the successful completion of this search with the new Professor of
Theology and Liturgy beginning in the fall of 2012. In the spring of 2012, moreover, a search
was initiated for the joint position of Professor of Christian Mission and Director of the Center of
Anglican Communion Studies. This appointment would fill the faculty position in Christian
mission which has been open since the 2009-10 academic year.

Without exception, the VTS faculty brings the highest academic credentials and
qualifications to their positions. Of the 21 faculty members, 20 hold earned doctoral degrees, and
the remaining faculty member occupies an administrative position for which she holds a master’s
degree in her field and special expertise in her teaching area. In addition, as noted on their CVs,
several members of the faculty hold additional clinical and/or professional credentials or
licensure. Faculty members hold doctorates from 15 different institutions. These numbers
represent growth across the past decade, both in the percentage of full time faculty with earned
doctorates and in the increased diversity of degree granting institutions from which faculty
matriculated. Many of the faculty members bring a history of previous service in church ministry
beyond the academy across various settings including parish ministry, chaplaincy, mission
service, or ministry within diocesan or other denominational bodies. In the wake of the 2007
dismissal of a junior theology professor following the discovery of falsified credentials, the
Seminary took steps to improve and tighten its use of existing procedures requiring
documentation to insure the credentials of present faculty and of candidates for faculty positions.
(Faculty credentials are documented in personnel files which are available in the Resource
Room.)

VTS faculty oversight for academic programs has developed from a single curriculum
advisory committee to the establishment of program committees for each of the three degrees
offered at VTS. These committees have oversight over all aspects of the academic program for
their particular degree, including approval of course offerings, oversight over assessment and
planning, and participation in admissions. Each degree committee includes faculty members
representing several disciplinary areas and student representatives.

The faculty, as a whole, exercises oversight of the curriculum in a number of ways. They
engage in collaboration within and across disciplinary areas on any number of curriculum
matters, including team-teaching required courses and planning and implementing innovative
elective courses. They regularly allot time during faculty meetings to discussion of curriculum assessment, of desired goals and outcomes for its degree programs, and of the overall shape of the curriculum. (See minutes from faculty meetings: October, 14 2003; May 26, 2005; August 29, 2005; September 6, 2005; February 20, 2007; May 27, 2009.) Most recently, the January 22-25, 2012 faculty conference was devoted to a discussion of how and why the VTS curriculum has changed over the past decade and how it can better serve the needs of students in the future.

A considerable portion of the faculty’s oversight of the curriculum is exercised through departmental or discipline-specific working groups which formulate appropriate goals, objectives, courses and assessment modalities for their area of teaching responsibility. One example of this work is seen in the area of practical theology. The faculty developed a set of goals and outcomes for practical theology teaching and learning at VTS (see “Practical Theology Shared Outcomes Working” February 17, 2007); created a senior capstone course (see “Senior Capstone Proposal” 11 February 11, 2011); and adopted a portfolio assessment system for these courses. Also, in the fall of 2011, in anticipation of the retirement of one of the homiletics faculty, faculty members met to discuss and collaborate on the future shape of the homiletics program at VTS (see “Goals of the Homiletics Curriculum at VTS” August 2011). (All referenced materials are available in the Resource Room and on MyVTS.)

Regarding education and formation, the faculty responsibilities for leadership in the development of academic policy, oversight of academic and curricular programs and decisions, subject to the oversight of the Board of Trustees, are set out in the Faculty Handbook. These responsibilities include the development of standards for assessing student work, and evaluating the performance of learners in relation to both individual course and wider program goals and outcomes. Examples of the latter are discussed in the report of the Academic Dean to the Board of Trustees, February 2011. (The report is available in the Resource Room and on MyVTS.)

The rights and responsibilities of each teaching position are also set out in the Faculty Handbook, along with the responsibilities of the faculty in a variety of areas, including community life, education and formation, shared governance, teaching and scholarship, worship, committees, representation on Board of Trustees, and professional ethics. Specific reference is also made in the handbook to faculty participation in prevention of sexual misconduct workshops. The handbook also details policies concerning matters of hiring and dismissal, compensation, and other matters of employment.

Matters of academic freedom are also dealt with in the handbook, including freedom of inquiry. Faculty members are guaranteed these freedoms with the understanding that they will not be exercised in ways that interfere with the freedoms of other faculty members or that misrepresents VTS.

The Faculty Handbook is updated periodically by vote of the faculty and approval of the Board of Trustees and was revised most recently in 2011.

Criteria for evaluations, evaluation for contract renewal promotion and tenure, and post-tenure review information are included in the faculty handbook. Reviews are performed by the Dean or, as delegated by the Dean, the Academic Dean, on a regular basis to examine the effectiveness of qualified faculty. In the 2011 revisions of the Faculty Handbook, the evaluation
process for contract renewal, promotion, and tenure was amended to clarify the materials that are to be included in the reviewee’s portfolio; the composition of Faculty Review Committee, which includes both faculty peers and students, that reads the reviewee’s portfolio, visits his or her classes, and discusses the him or her with the Dean or Academic Dean. In addition, the current process provides for a written summary of the reviewee’s work from two external peer reviewers who will visit the campus to meet with him or her and with the Faculty Review Committee and the Dean and/or Academic Dean.

The post-tenure review policy currently provides for a review of each tenured faculty member at least every six years, in conjunction with the sabbatical leave. This review is to include a self-evaluation, goal setting for the future, and a plan to achieve those goals. The purpose of the review is to support individuals as they continue their development as life-long learners, staying current in and actively contributing to their respective academic disciplines, and developing in pedagogical aspects of theological education. An external reviewer/consultant will also be involved in the review process in addition to the Dean and/or Academic Dean.

At VTS, it is understood that, while all faculty are responsible for engagement in teaching, scholarship, community life, and service, different individuals will balance these activities according to their own gifts, proclivities, and opportunities. For example, while all faculty members are expected to publish, the Seminary respects a wide range of publication types and audiences beyond the narrow confines of traditional academic research publication, including curriculum for churches, sermons, academic monographs, books, and articles, resources for lay and ordained church leaders, music, and liturgy. Some members will give proportionally more of their time in service to the academy while others offer their gifts in diocesan or parish based leadership. The absence of a single formula for fulfilling the responsibilities of the faculty role at VTS and the valuing of differences represented therein is one of the Seminary’s many strengths as a work place.

The basic responsibilities of the faculty have remained relatively constant over time. One area of current transition, as a result of changes to the chapel team process, is faculty responsibility for seminary worship. At VTS, the faculty also teaches by modeling participation and leadership in our common worship life. Worship planning and faculty responsibilities have been a focus of assessment. Most recently for the academic year 2012-13, the faculty has moved from worship planning teams of a faculty member and students with responsibility for planning daily Eucharists and other teams planning successive Thursday morning worship to all teams planning a mix of two Eucharists and two morning services. This was done, in part, to involve faculty in worship planning in a way that would support all members of the faculty preaching apart from being invited by another worship planning team.

RECOMMENDATION: VTS should continue to explore positive ways to engage its ecumenical diversity as an asset in the classroom and in liturgical and community life and to be sensitive to the position of its lay faculty within the Seminary in terms of possible patterns of clericalism at VTS.

Participation in governance and institutional oversight through service on committees is also part of the faculty’s responsibilities. Faculty members serve on committees assigned by the
Dean and also may be elected to represent the entire faculty on various Board Committees. All faculty members participate in the Prevention of Sexual Misconduct workshops and follow the “Professional Ethics for Teachers” established by the Association of Theological Schools. Faculty rights and benefits, leaves of absence, sabbaticals, and special leave criteria are identified in the current Faculty Handbook.

Virginia Theological Seminary has a variety of procedures in place which aid in the retention and support of qualified faculty allowing faculty to educate individuals at a high standard and pursue continuing education opportunities to enhance their teaching focus, including the processes of tenure and promotion described above in this report. Currently all but one tenure-eligible faculty members have tenure. Faculty positions that are administrative or contract positions are not tenure-eligible, although the faculty position within a field of specialization may be tenurable. Policies for promotion and tenure have been clarified and updated as noted above. In addition, the policy on recognizing tenure at another academic institution has been revised to allow persons having tenure at their previous institution to be appointed as tenured VTS faculty at the time of appointment. Since 2003, 10 faculty members have been promoted, and 6 have received tenure. As described on page 72, the Seminary provides sabbatical policy for all faculty members. Faculty retention rates are strong, with the average length of a faculty member’s employment being 12 years in 2012.

VTS utilizes the services of qualified adjunct faculty to meet particular teaching needs and to address gaps created by scheduling variables such as faculty sabbatical leaves. The process for integrating adjunct faculty and new faculty is not highly formalized. As discussed elsewhere in this report, adjunct instructors are contracted through the Office of Academic Affairs and Student Life. They are generally provided access to MyVTS, and faculty privileges at the Bishop Payne Library. Shared office space is also made available on campus. Adjunct instructors who teach for-credit courses receive student evaluations at the completion of their courses and also receive evaluative feedback from the Academic Dean. The Associate Dean of Students is responsible for familiarizing the adjuncts with applicable Seminary expectations and they may also be connected with a member of the current faculty in their particular area of interest. Adjunct instructors in the D.Min. program, who are contacted through and evaluated by the Director of the Doctor of Ministry Program, participate with other instructors in worship, instruction, and meals and in a weekly meeting reviewing the program. Field Education supervisors, who are Episcopal priests serving in local churches or as school chaplains, are also accorded adjunct faculty status. They are retained and evaluated by the Director of Field Education and participate in a mandatory peer group of supervisors which the Director of Field Education leads. A variety of efforts have been made to better connect all adjunct instructors to the faculty as a whole. However, adjunct faculty members have reportedly not found these efforts to be especially useful.

RECOMMENDATION: VTS should explore ways to develop more effective adjunct instructor/visiting instructor orientation and integration into the community.

Faculty receive compensation in the form of annual salary (salary range is tied to rank), provision of an on-campus house and subsidized utilities along with related payment into a housing equity fund, health insurance, lunch five days a week in the Refectory during academic
sessions, employer contributions to a pension fund, life insurance, funds to be applied to expenses incurred to provide hospitality to student groups, and annual vacation leave. Participation in a variety of “cafeteria-style” benefits including various group rate insurance plans and pre-tax reimbursements for medical and dependent care is available to the faculty as to all employees. Professional leave, afforded each member of the faculty annually, is supported by funds for travel and participation in academic guilds and conferences. In addition, faculty members receive funds for the purchase of publications, and to be applied towards computer expenses. Faculty members are eligible for a sabbatical semester every three and a half years or a sabbatical year after seven years of service. Another recently instituted opportunity for faculty involves protected time for writing/research during one of the four quarters constituting the Fall or Spring Semesters, in return for teaching in two of the terms, January, August, or Summer.

Additional resources and/or grants are available to faculty promoting writing and research. Faculty are given an honorarium for participating in a “Meade Seminar,” in which a group of five to eight peers offers feedback to a faculty member on his or her work-in-progress. Upon publication of a work, faculty authors participating in Meade Seminars may receive an additional honorarium. Conant grants from the Episcopal Church are available for faculty to support research, teaching, and writing. Information regarding Lilly Endowment, Inc., and ATS grants are also made available, and a VTS endowment fund provides discretionary funding to meet specific needs. New, non-tenured faculty members are encouraged to participate in an ATS seminar discussing scholarship, research, and writing, and in workshops offered by the Wabash Center.

Faculty work and life is supported by the work of the Seminary’s entire staff. However, only administrative faculty have access to assigned support staff to handle clerical tasks such as copying, scanning, preparing mailings, etc. Some faculty teaching larger courses have student teaching assistants available to assist them. However, the majority of faculty must currently devote a relatively large amount of time to these tasks.

RECOMMENDATION: VTS should evaluate the support needs of the faculty and develop a plan for addressing these needs to make more effective use of faculty time and gifts.

As a part of the self-study process, the faculty participated in a “time study” to record and to analyze the uses of time across a two-week period and reflected together about their uses of time. (A summary of the results of the study is available in the Resource Room.) There was a notable consensus that, in general, the uses to which faculty members put their time are consistent with their individual senses of “call” or vocation as well as upholding the mission of the institution. The study shows a balance between time used for academic and teaching matters (including individual time with students and advising), community life, and service to the wider academy and church. Time for research and writing was the area singled out among virtually all faculty members as receiving an inadequate amount of time. The current emphasis on research and writing/publishing represents a focus that is welcomed by some faculty and experienced less positively by others. While various supports have been put into place to assist faculty in conducting research and writing, no adjustments have been made in the way time is structured to allow for this priority within the community-intensive residential life of VTS.
RECOMMENDATION: VTS should explore ways to structure faculty time to allow for research and writing, not only in sabbatical semesters but also during the routine rhythms of the semester.

Faculty members at VTS spend a considerable amount of time in meetings. The VTS faculty meets as a whole at the beginning and at the end of the academic year and also in October for extended sessions over two days. Two-hour meetings occur twice a month in months when classes are in session and there is a two-day retreat in January, which is typically held off-campus. In 2007, a faculty member conducted a survey of Episcopal seminaries and presented data about frequency and length of faculty meetings with the plan of discussing this data and concrete proposals for change at the January, 2008 faculty conference. This discussion did not happen and the issue was tabled as a subject for substantive discussion. It remains a question of concern to a number of the faculty.

RECOMMENDATION: The VTS faculty should examine the frequency of its meetings and seek alternatives to the current practice or offer an explicit rationale for it.

Faculty role in teaching

At VTS, the full-time faculty has a high level of responsibility and ownership for teaching. Faculty at VTS have “guided autonomy” within their classrooms, i.e., subject to the approval of the course (as described in a proposal including its subject matter, goals and objectives, teaching methods, possible texts/resources, and modes of assessment) by the appropriate body of the faculty, they are free to design and teach courses within their various areas of competency and experience.

Faculty actively encourages theological reflection for integration of learning across the curriculum. Sometimes this takes the form of an entire course, other times it appears in specific assignments within a course, such as the assignment of papers in a practical theology course in which students reflect theologically on their own experiences of grief and loss in relation to specific course texts as the basis for creating liturgical and pastoral resources for dealing with grief of others. One area in which greater intentional theological reflection could occur is chapel worship. Current re-examination of various chapel experiences such as the “senior sermon” invite a new consideration of the intentional engagement of chapel for didactic purposes, creating an opening for further integration of the explicit curriculum (classroom teaching) and the implicit curriculum (daily worship). Increasing collaboration through team taught courses and newly introduced interdisciplinary seminars as part of the M.A. degree program promise to broaden the forms of integrative teaching.

The connection of globalization to other aspects of theological education takes place primarily through cross-cultural immersions in the January and Summer Terms. Most global immersion courses for students are taught by VTS faculty, although a few such as the Myanmar course have outside leadership who are well known and respected by the VTS faculty. In addition, a number of VTS faculty members have teaching roles in partner seminaries around the globe (including Msalato Theological College in Tanzania, Renk Theological College in Sudan, St. George’s College in Jerusalem, and the Centro del Studios Teologico in the Dominican
Republic). VTS faculty provide these institutions resources in the form of short term teaching and bring back to VTS the resources of significant international experiences.

The variety of offerings, course requirements (including preparation for the immersion and assessment of learning), and the timing of the global immersion course offerings has not been particularly intentional. One issue regarding assessment, of which the faculty is aware, concerns the way in which such experiences promote long-term transformation among participants that may not be “measurable” or easily assessed at points temporally close to the experience itself. In its January faculty conference, the faculty affirmed the need for a thorough review and evaluation of its international courses, including their purposes and educational goals, in order to develop a more focused, intentional process for their planning, design, and pedagogy within the curriculum and for the teaching role of the faculty within them. A faculty task force has been formed for this purpose. (See Faculty Minutes, Jan. 23-24, 2012 and March 6, 2012, available in the Resource Room or on MyVTS.)

The faculty experience opportunities for continuing education focused on teaching and learning in a variety of ways, including participation in peer review processes, faculty meetings and other set-aside times for discussion of pedagogy and theological education, and hands-on technology training sessions for use of MyVTS and new classroom equipment.

VTS’s large campus boasts an abundance of resources for teaching, including roomy offices, an excellent library, the availability of educational technology, and a variety of classroom spaces. One area of difficulty encountered by some teachers is the lack of flexible teaching spaces and furniture for larger classes where the ability to move bodies and rearrange furniture is important to the pedagogy. This resulted in the formation of a task force to evaluate classroom furnishings and the possibilities of reconfiguring existing classroom spaces to better meet the needs of teachers. (See “Space, Pedagogy, and Practical Theology,” Dec. 15, 2009, available in the Resource Room.) While specific building renovations are on hold in the wake of other priorities, new and more flexible classroom furniture has been put in place in some classrooms. Technology remains an area of needed growth. VTS faculty possesses a range of technological fluency, which means there is a range of its use in the classroom. Deterioration of equipment and lack of hands on training in the use of some newer equipment has hindered technology use by some teachers who wish to do so. At the end of 2011, the administration commissioned a consultant on technology and teaching to study the faculty’s needs for and uses of technology and make recommendations for furthering and improving technology’s uses in teaching.

The criteria for faculty evaluation, including evaluation of teaching, which are part of the annual review process and of promotion/tenure reviews do not currently include specific provisions related to the use of technology. The student evaluations completed at the end of each course give some attention to this aspect of teaching. At the present time, the Seminary considers the use of technology as one among many aspects of pedagogy, but has not developed specific modes of assessing faculty performance specific to this area.

RECOMMENDATION: VTS should consider developing expectations for basic competency in the use of instructional technologies and how those expectations could be incorporated into each faculty member’s annual review and plans for development.
Faculty role in theological research

One principle change affecting how faculty participate in student learning occurred when formal academic advising was separated from the role of the faculty member in the weekly small groups which now meet only for purposes of worship and formation. This reformulation eliminated the role conflicts at the point of the canonically required “Middler evaluation” when faculty leaders of these small groups became evaluators with a significant voice in the ordination process of M.Div. students. The separation of this role from the group leadership role is a change that has been affirmed by faculty members and students alike. In addition, the process for conducting these evaluations has also been streamlined considerably. An unintended effect of the re-design of these groups toward formation was the displacement of the academic advising functions, which were initially assumed by the Associate Dean of Students. Given the faculty consensus that this needed to be a shared responsibility of the faculty, for the academic year 2012-13, individual faculty members have been assigned as academic advisers for students.

An issue regarding the faculty’s role in student learning that is regularly flagged for attention in student course evaluations is the need for more timely feedback from faculty on assignments and for on-time evaluation in the form of grades. The Academic Dean has made a concerted effort to require faculty to meet acceptable time standards for evaluating and returning student work and recently reported a significant improvement in the overall timeliness of feedback, as evidenced by the registrar’s ability to send full transcripts to students’ bishops on time.

As noted in greater detail above, the expectation that all faculty members will conduct research and engage in publication that contributes to the life of the church and/or the academy is part of the culture of VTS under its current Dean and President. Earlier in this report the criteria for research and publication at VTS were described along with various supports and barriers to such work, the principle one being time. The Academic Affairs Committee of the Seminary’s Board of Trustees, as well as the faculty, continue to discuss the tensions inherent in the Seminary’s guiding purposes as a center for theological scholarship and research and also for the preparation of clergy. In support of the faculty’s role in theological research, the Board has affirmed both “strong support for sabbatical plans” and its view of writing and research as an ecclesial vocation. (See Board minutes, Dec 2, 2003, available in the Resource Room and on MyVTS.)

Faculty members at VTS have opportunities to focus on research and writing through sabbatical/research leave. But there is additional support for this work. As mentioned above, the Meade Seminars constitute one version of a faculty colloquium for sharing work. Faculty members are free to pursue topics and methods of their own choosing, to participate in guilds of their own interest and choosing, and to publish their work. They serve on editorial boards of academic journals and participate in a variety of academic societies and organizations, such as the Society for Biblical Literature, the American Academy of Religion, the Association of Practical Theology, the Society of Christian Ethics, etc. Faculty members publish their work in the academic journals of these and other groups and in various ecclesial publications. A complete list of faculty publications is updated annually through the report of the Vice President of
Academic Affairs to the Board of Trustees. (Faculty CVs are available in the Resource Room.) The faculty currently is considering a proposal to oversee a VTS publication series.
STUDENT RECRUITMENT, ADMISSIONS, SERVICES AND PLACEMENT

Recruitment

VTS accomplishes its mission “to form men and women for lay and ordained leadership within community, with particular attention to raising leaders for the Episcopal Church” primarily through its three degree programs: M.Div., M.A., and D.Min.

The first stage in recruitment across these degree programs is making a potential applicant aware of VTS. To accomplish this, VTS promotes itself through written and electronic media. Advertisements are placed in Episcopal and other church publications (e.g. The Living Church, diocesan newspapers, The Christian Century) as well as on various diocesan websites. Annual mailings (brochures and letters) are sent to every Episcopal parish in the United States as well as to all bishops and Commission on Ministry chairs in the Episcopal Church. The VTS website, Facebook, Twitter, and a variety of electronic commentaries (The Dean’s Commentary, The Anglican Commentary) disseminate information on the Seminary. Additional mailings about the M.A. program are sent to churches of all major denominations in the Washington D.C. metropolitan area. (Sample ads and brochures are available in the Resource Room.)

Even with the extensive written and electronic advertising, the primary way most prospective students first become aware of VTS is by word of mouth. Surveys of past and current VTS students indicate that over 90% of them were introduced to the Seminary by a graduate, bishop, priest, friend or family member. (Copies of these surveys are available in the Resource Room.) The Dean and President makes every effort to be available to any and all Episcopal bishops who may have questions or concerns about VTS and, along with the Director of Admissions, markets VTS to the bishops as “the strongest Seminary in the Anglican Communion.” The Director of the D.Min. Program and the Director of the Center for the Ministry of Teaching, who chairs the M.A. Committee, attend diocesan events and professional meetings to represent VTS generally and the D.Min. and M.A. programs specifically. Faculty members likewise provide information about VTS to interested individuals when they lead clergy conferences and visit congregations. The Director of Admissions also attends seminary and graduate school fairs with information on the Seminary, makes occasional recruiting visits to universities, and regularly attends Commission on Ministry meetings of the domestic provinces of the Episcopal Church.

Once a potential applicant is aware of and interested in VTS, the next step is for the applicant to learn why it may be the best place for him or her. The VTS website is a common place to turn for more information. The website communicates the mission, policies, and programs of VTS and also makes the current course catalogue available. The Director of Admissions also sends follow-up letters via email to all visitors to the website who express interest in attending VTS providing more specific information on the seminary.

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2 On June 30, 2010, the Association of Theological Schools received notification from VTS of the discontinuance of the Master of Arts in Christian Education (MACE) and the Master of Arts in Christian Education/Youth Ministry (MACE/YM) and granted approval of a change of nomenclature from the Master of Theological Studies (MTS) to Master of Arts (M.A.).
The final and often most significant aspect of recruitment of students for the residential M.Div. and M.A. program is a visit to campus. In these visits prospective students interact with current students, meet with faculty and staff, attend classes, participate in worship, and take a campus tour. Surveys of past and current students found a substantial majority who claimed that these activities were “extremely important” in their decision to attend VTS. Recognizing the significance of campus visits for recruitment, VTS hosts annual fall and spring conferences designed to introduce potential M.Div. and M.A. students to the Seminary curriculum and community. Of the students who enrolled at VTS, 90% of them visited the Seminary prior to making their decision, and, of that number, 40-50% participated in one of these conferences. Approximately 50% of conference attendees also said that the Conference on Ministry (the larger spring event) was a significant factor in their decision to attend VTS.

As the result of a decrease in the average number of incoming M.Div. students, from a high of 62 in 2004 to a low of 27 in 2010, VTS has paid renewed attention to the work of recruiting. In 2010 the Dean and President convened a special committee charged with devising more effective recruitment strategies. The implementation of the recommendations of this committee resulted in an increase in the number of entering M.Div. students in 2011 and in 2012.

Recruitment for the M.A. program is less structured than recruitment for the other two degree programs, since the program is new and open to any person, lay or ordained, seeking a deeper theological education. Like the M.Div. program, recruitment for the M.A. program takes place through the VTS website, electronic and print advertisements, VTS conferences on ministry, independent school conferences and college fairs, and word of mouth. As the transition from the M.T.S. and M.A.C.E. programs into the M.A. program is completed, the challenge of how to best direct and structure the recruiting process remains. New recruitment materials have been developed and are being disseminated, which has generated an increase in admission applications.

The majority of the international students at VTS enter the M.A. program. Their recruitment is done in cooperation with the Center of Anglican Communion Studies and various theological schools and seminaries in the Anglican Communion with which VTS has a partner relationship. In addition, bishops and provinces around the Anglican Communion advocate on behalf of their clergy. Applications also come directly from individuals of various denominations around the world who have heard about VTS, perhaps through the World Council of Churches or from faculty members traveling overseas among other sources. VTS is especially attractive to international students because of its generous student scholarship program. Information about this program is made available on the VTS website. Typically, VTS receives about 40 international applications per year, and there can be as many as eight to ten international students enrolled during any given year.

**RECOMMENDATION: VTS should continue the development of the recruitment process for the M.A. program.**

Recruitment for the D.Min. program also begins with print and web-based advertising and the attendance of faculty and staff at significant church and school-related conferences. Person-to-person recruiting, which currently depends on the availability of the Director of the
D.Min. program, has been somewhat sporadic. However, annual admissions have increased steadily over the last decade in both of the current tracks. Currently 84 students (51 men and 33 women) are enrolled in the program. The addition of the Christian Spirituality track in 2014 is expected to result in additional growth.

Recruitment and incorporation of minority students, particularly students of color, has been a particular priority for VTS over the past decade. The Racial and Ethnic Diversity Initiative began in 2002 and Office of Racial and Ethnic Ministries, with a full-time director, was established in 2008, and serves as an important element in the effort to be more intentional about the recruitment of students who would represent the diversity of the Episcopal Church.

This recruitment takes place in four ways: (1) fostering relationships with historically black congregations and colleges; (2) implementing specific programming and resources for minority groups, such as Saturday programming for Spanish congregational leaders from the Washington D.C. area, hosting the annual conference for students of color in the Episcopal Church and meetings of other Episcopal groups addressing racial and ethnic ministry, and planning and hosting the Commemoration of the Martyrdom of Martin Luther King Jr.; (3) providing the Bishop Payne Scholarships to fund theological education for black Episcopalian students; and (4) through word of mouth by VTS alumni.

The culture and atmosphere of VTS has changed over the last ten years, particularly in terms of the inclusion and support of students of color and this contributes to the success of the Seminary’s recruitment efforts. Soon after his arrival, the Dean and President hosted private conversations with small groups of minority alumni, especially those who were upset with their experiences in seminary, to listen to their concerns and to begin to create a vision for the future. In 2009, *No Turning Back*, a study of the black experience at VTS was published. Additions to the curriculum, such as courses on the Psalms and Negro spirituals and Exodus and Liberation Theology, have been introduced. Other important developments include adding the African American Historical Collection, an archival collection of papers of prominent African American members of the Episcopal Church, to the Bishop Payne Library; the regular presence of the Rev. Dr. Eric Law and his associates at the Kaleidoscope Institute, who provide an intensive Intercultural Competency training required of all members of the VTS community; the opportunity for students and faculty of color to gather for a meal and conversation in the homes of the Director of Racial and Ethnic Ministries and other faculty members of color; and the use of more diverse resources in liturgy and music. All of these have helped to make the culture of VTS a more diverse and inclusive environment. Alumni acknowledgement of this growth and cultural shift has become a strong tool for recruitment of students of color.

**RECOMMENDATION:** VTS should further explore effective models for recruiting minority students into all degree programs.

**Admission**

The Seminary provides graduate-level education to equip students academically and intellectually for the work of ministry. Academic standards and requirements for admission
assure that students are able to succeed at the academic work involved. The applicable standards of admission aim to create a high-quality student population, whose members are able to stimulate and enhance each other's theological education. The ideal of formation in community also has a central place at VTS. The admissions standards regarding personal character and fitness for ministry assure that all members of the student body participate in the Seminary community’s formation of its students.

Each degree committee reviews program admission policies, assesses applications and oversees selection of candidates. The M.Div. committee oversees admission to the Post-Graduate Diploma in Anglican Studies (Anglican Studies) program, which prepares persons for ordained ministry in the Episcopal Church who earned their first theological degree at a non-Episcopal seminary or who were previously ordained in another denomination. When considering candidates, all the committees take into account five qualities: 1) intellectual capacity, including the ability to think critically and write cogently; 2) leadership potential in the church or society; 3) personal maturity; 4) level of spiritual maturity, discipline, and deep practice; 5) fit within the community life of the Seminary. In general, each committee strives to balance academic, personal, and spiritual criteria in their evaluation of candidates for admission.

Working with the Admissions Office and directing the admission process is an Admissions Committee made up of the chairs of the M.Div., D.Min. and M.A. degree committees. Each faculty member of the respective degree committees reads and assesses applicant files and makes recommendations on applications. These evaluations of admissions files are submitted to the Admissions Office and are reviewed in preparation for the in-person admissions interviews which are usually conducted for each M.Div. and M.A. applicant. In this way, the degree committees have considerable influence on both the admission of individual applicants and the qualities assessed in the admissions process. The D.Min. admissions similarly expect an interview, though extended conversations may be sufficient where the applicant is well known. Where applications are in question, the Admissions Committee, which votes on the acceptance of each applicant and recommends any pre-enrollment requirements or post-enrollment writing support that may be needed, reviews the applications and makes a final decision.

Every prospective student must submit an application, accompanied by official transcripts of all previous baccalaureate and post-baccalaureate education, along with at least three letters of reference. For the M.Div. and M.A. programs, candidates must also submit GRE scores, unless they have previously received a terminal academic degree, as well as a reflection paper on their intellectual and spiritual preparation and motivation for attending seminary. Candidates are also encouraged to write an optional essay on the church in a changing world. For the M.Div. program for persons seeking ordination and for Anglican Studies students, a letter from a bishop (or equivalent ecclesiastical authority) certifying postulancy or otherwise accepted for preparation for ordained ministry is also required. This requirement provides an additional screening process for the spiritual and personal qualifications of these students.

For the D.Min. program, candidates must submit a curriculum vitae or résumé, an outline of the continuing education programs in which the candidate has participated, an essay on the theology of leadership, a shorter essay highlighting the relationship between a core Christian
assertion and the aims of ministry or education, and a list and summary of five recently-read books relevant to ministry.

Both M.A. and D.Min. program applicants must demonstrate, through their application materials and their personal interviews, a connection to the church. In addition, D.Min. applicants are expected to be currently engaged in and have at least three years of experience in ordained ministry or fulltime work in a religiously affiliated organization.

All application materials are reviewed and evaluated by the appropriate degree committee. In addition to the candidate’s GRE scores and previous academic record, the committees also examine the quality of the writing in the student’s application essay. This evaluation is conducted through a standard electronic evaluation sheet for the M.Div. and M.A. applicants and an online word document for the D.Min. applicants. (Copies of these forms are available in the Resource Room.) The committee then recommends to admit or not admit the applicant or to delay a decision.

The next step in the process for domestic M.Div. and M.A. students is a visit to campus and an admissions interview. During a campus visit, the prospective student is encouraged to attend worship services, sit in on classes, share the noon-day meal, take a tour of campus, interact with current students, and explore the greater metropolitan D.C. area. Interviews with the Associate Dean of Students and the Director of Admissions are also usually part of this visit. These interviews each take approximately a half an hour. Sometimes a faculty member will also interview an applicant if he or she has a particular concern or if the person has expressed an interest in the faculty member’s area of expertise.

International students who are applying for either the Post Graduate Diploma in Theological Studies or the M.A. program must have the support of their ecclesiastical authority and demonstrate both basic proficiency in English and the ability to do post-baccalaureate academic work. They must submit an application, official transcripts of previous education accompanied by a grading scale indicating how to interpret the transcripts, a recent writing sample, a short personal narrative, a statement of educational goals, three letters of recommendation, an endorsement from the appropriate ecclesiastical authorities, a medical form, a certificate of family support, and an official Test of English as a Foreign Language (TOEFL) score. They are also asked to indicate how their VTS education will be used when they return home.

Although VTS makes every effort to admit international students who are adequately prepared for post-baccalaureate study, the faculty has expressed concern that many international students do not have the academic background necessary to perform on the same level as U.S. students and can struggle academically. Recognizing this concern, VTS has recently undertaken a process of review and evaluation of the international student program and available student services, including the admissions procedure.

The Seminary provides for admission of students into the M.Div. program who do not possess a bachelor’s degree, although it does not grant them a master’s degree. The number of these students admitted has been no more than one or two per year, well below the number
permitted by ATS standards. Prospective students in this category are interviewed carefully to ensure that they are capable of functioning successfully at the post-baccalaureate level. An applicant who wishes to study for the ordained ministry who is not a college graduate must satisfy the Admissions Committee, as well as his or her bishop and diocesan Commission on Ministry, that he or she has met the requirements of the canons and is eligible to be admitted as a postulant for holy orders. Such students who fulfill all of the requirements of the M. Div. degree receive the Licentiate in Theology. If a licentiate graduate later earns a bachelor’s degree, he or she may petition the Dean and President to exchange the licentiate for the M.Div. degree.

A statistical report on the entering class of students is provided each year to the faculty and the Board of Trustees, for informational purposes, by the Associate Dean of Students. This report contains a variety of demographic information, including the number of students admitted in each program, their gender, marital status, the median and average ages, and information on their educational backgrounds and work experience.

The Seminary’s admissions process for the M.Div. and M.A. programs is reviewed and evaluated by the faculty on a regular basis. The operation of the Admissions Office was most recently evaluated in detail in 2008 and many of the current admission procedures were implemented as a result of this evaluation.

The quality of students in each program is assessed in a variety of ways and at various decision points within each of the programs. Students in the residential M.Div. and M.A. programs are known, personally and academically, from their course participation and also from involvement in the weekly worship and formation groups. Annual reviews of all students are conducted by the faculty—including an extensive review of Episcopal M.Div. students in their Middler year. These conversations provide an informal means of assessing student quality as a whole and identifying individual and programmatic challenges in addressing the wide range of student abilities. Students in the M.A. and D.Min. programs are pointed towards summative projects which will synthesize their learning through in-depth research and study over one or more semesters under the direction of a faculty adviser. These advisers work with students from the beginning to set and address meaningful goals and to assess their work overall as a final project is proposed and completed. As previously noted, VTS does not currently have a process to match student results to their application materials as a means of reviewing the quality of applicants nor is there any other formal process in place designed specifically to examine the academic quality of the students in all degree programs.

In all degree programs, the diversity of students admitted further includes educational background. As evidenced in the demographics of incoming students, the range of educational preparation of students is varied, from those with strong liberal arts backgrounds to those with technical backgrounds, from those with baccalaureate degrees to those who have doctoral degrees. The Director of Admissions, the Associate Dean of Students, and faculty members on admissions committees look closely at the student’s transcripts, undergraduate majors, and undergraduate experience. When a student without a solid baccalaureate preparation is admitted, remedial efforts are recommended, such as additional courses and preparatory reading. The seminary continues to urge bishops and Commissions on Ministry to consider the importance of sound and appropriate academic preparation for entering seminary.
**Student Services**

Virginia Theological Seminary publishes information about student rights and responsibilities in the VTS Catalogue, which is made available on the VTS website and distributed by CD, as well as in the Student Handbook, which is provided in print to resident M.Div. and M.A. students and is also available on MyVTS. Both the Catalogue and the Student Handbook are updated annually. D.Min. students receive a Student Handbook specific to their degree program which also includes statements concerning their rights and responsibilities. Printed copies of these documents are also maintained in the library and the archives. (Copies of the current Catalogue and Student Handbook are available in the Resource Room and at www.vts.edu under Become a Student and Current Students.)

Student services receive different types and levels of evaluation. For example, VTS offers a comprehensive orientation program for entering M.Div. and M.A. students in August of each year. This program, which incorporates some academic course work in biblical languages as well as the new writing class along with general introductions to the campus and the surrounding community, is regularly evaluated through an online survey that allows students to comment on all aspects of the orientation. Seminary staff and student leaders responsible for planning the program use these evaluations to make adjustments for the next year. The food service offered in the Refectory is also evaluated in cooperation with the Food Committee (composed of students who live on and off campus) and through an online survey that is sent to the entire community. The Butterfly House, an onsite child development program available to VTS students and the employees of VTS and Episcopal High School, conducts evaluations at least once per year via online survey sent to all parents of enrolled children.

Other services for residential students at VTS are evaluated in a less formal fashion. For example, off-campus housing is evaluated by a selection of student volunteers working with the Director of Housing to review current apartment offerings. This is done periodically but not on a specific timetable. More immediate and specific evaluation is generated through the proctor system, in which students serve as off-campus and on-campus proctors, responding to student needs and housing situations.

Financial aid programs are normally evaluated each year when tuition and fee rates are set and maximum aid program amounts are determined. Due in part to the changes in the financial aid program (personnel and technology), a task force of students and staff was convened in the Fall semester of 2010-11. The task force developed new financial aid policies which were implemented in the 2011-2012 academic year.

Much of the evaluation and feedback on residential student services at VTS occurs informally at various forums. For example, Dean’s Table, which occurs weekly, is specifically designed for student leaders to voice concerns or questions to VTS administrators. The Dean also holds a monthly Dean’s Forum to hear concerns from the entire student body and to report on events and actions of the administration. The Associate Dean of Students meets regularly with student body officers, class chaplains, dorm proctors, and other students to address questions and concerns related to student services. In addition, students can raise issues of concern within the context of the weekly worship and formation group meetings.
Services offered to full-time residential M.A. students are essentially the same as those offered to M.Div. students. M.A. students whose course work is completed during the Summer and January Terms have benefitted from some newly available services, including a January Term orientation, the reconfiguring of course management software to span residencies and a redefinition of “full-time” status so that these students can qualify for financial aid during their intensive residency periods. As the M.A. degree program develops and demand for part-time distance learning grows, new policies and expanded services will be needed. The M.A. Committee regularly discusses the services that are necessary for both residential and part-time M.A. students and makes recommendations to the administration. A primary focus of the initial assessment of services has been on providing program information and developing support for distance learning. Feedback on student services is solicited from individual M.A. students anecdotally, via the M.A. student group as a whole, and through their representatives at Dean’s Table.

D.Min. students, like many of the M.A. students, are resident only during Summer and January Terms so the services of concern to them are those available during those periods. There is currently no formal process for assessing these services. What assessment there is has come primarily through solicited individual feedback and responses to requests for focused feedback from cohort D.Min. groups on specific services. The Director of the D.Min. Program and the staff of the Institute for Christian Formation and Leadership receive and review this feedback and initiate proposals in response.

Part-time students, a category that includes many M.A. students, some M.Div. students, and all students who are enrolled only for individual academic courses (identified as “special students”), do not have access to the same array of services available to full-time students. For example, most financial aid resources are currently not available to any part-time students. Neither on-campus nor off-campus housing placement is available to part-time students during the academic year, although it is available in the January and Summer Terms. Participation in the student health insurance program is limited to full-time students (per the policy of the insurer). Part-time students do have access to the services of the Admissions Office, the Registrar, the Director of Racial and Ethnic Ministries, and the Associate Dean of Students as well as full borrowing privileges at the Bishop Payne Library.

As discussed above, VTS has made major strides in providing support of various kinds for students of color and/or ethnic minority students. Many of these efforts are part of the work of the Director of Ethnic and Racial Ministries.

All VTS students are considered to be enrolled at the Alexandria campus. For those students who are not resident on campus throughout the academic year, certain services, such as the BPL databases and course registration, can be accessed online. However, because many of the student services discussed in the preceding sections are geared to on-campus life and the academic year schedule, a full range of services is not currently available for part-time, non-resident students. It would be advisable to examine more deeply what the needs of these students are for services, in particular access to financial aid, so that their education and ability to participate in the life of the community can be maximized.
Full-time students coming to VTS as part of a family unit, with their spouses or partners and children, are often in need of additional services to support their participation in the community. VTS provides free monthly spiritual direction sessions for the non-student spouse or partner, access to the gym and fitness center at Episcopal High School, and also funds SPIRIT, the group which organizes social activities for spouses and families. As needed, VTS will assist in arranging and financing professional counseling for individuals or couples.

RECOMMENDATION: VTS should explore the needs of part-time students, with special attention to the feasibility of improving access to financial aid.

RECOMMENDATION: VTS should develop a system of evaluation for those student services that are not currently regularly and formally evaluated.

Student academic records, including application materials, transcripts of course work completed, and other reviews of student performance, for M.Div. and M.A. students are maintained in two sites while they are enrolled in degree programs. Application files for M.Div., M.A., and D.Min. students are maintained in electronic form in the Admissions Office during a student’s period of study. Upon beginning their course of study, hard copies of the M.Div. and M.A. application files are transferred to the Office of the Dean and President. These files are kept in the Dean’s Office during the students’ course of study and for ten years beyond graduation, after which they are sent to the archives where they are maintained indefinitely. Application files from candidates who do not enroll at VTS are maintained in the Admissions Office for three years and then destroyed. Application files, in electronic form and hard copy, for D.Min. students are transferred from the Admissions Office to the D.Min. Office upon enrollment. Following graduation, these files are also transferred to the archives.

Student financial aid records are maintained in hard copy in the financial aid office while a student is enrolled at VTS. Currently, records are also maintained electronically. All files are destroyed five years after the student graduates or leaves campus permanently.

Field education records for M.Div. and Anglican Studies students are maintained in the Office of Field Education and the Second Three Years Program while a student is enrolled at VTS and for three years after graduation, after which they are sent to the Seminary archives.

The Seminary’s electronic files are backed up on a regular basis and stored on a dedicated server. Paper files are not copied and stored elsewhere as a hard copy backup. Some but not all paper files are scanned, and therefore become electronic files. This has been an evolving process over the last ten years, and it continues to evolve as policies for retention and storage are proposed and considered.

Significant improvements have been made in the oversight and coordination of student recordkeeping. However, VTS does not yet have a comprehensive written policy regarding student records. The Seminary has received conflicting legal opinions about the retention of information in student files, specifically with respect to which components of a student’s file should be maintained indefinitely. The fact that different records are maintained in different locations and used for different purposes also needs to be addressed. All of these issues should
be dealt with by developing a written policy identifying what should be contained in a student’s records, for what purpose those records should be used, and where those records should be maintained.

**RECOMMENDATION:** VTS should develop a comprehensive written policy for maintaining and securing student records.

The academic requirements for each degree program are regularly evaluated by the responsible degree committees to assure that they are both appropriate for and consistent with the mission of VTS. Proposed changes are submitted for approval to the faculty and to the Board of Trustees.

VTS provides information about applicable tuition and fees in the Catalogue and at [www.vts.edu](http://www.vts.edu). Tuition and fees for the M.Div. degree program are lower than those of the five other Episcopal Seminaries to which current VTS students report having applied.

### Tuition at Episcopal Seminaries

<table>
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<tr>
<th>Seminary</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
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<tbody>
<tr>
<td>Berkeley Divinity School at Yale</td>
<td>20,200</td>
<td>20,200</td>
<td>20,200</td>
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<tr>
<td>Bexley Hall</td>
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<tr>
<td>Church Divinity School of the Pacific</td>
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<td>16,320</td>
<td>15,840</td>
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<tr>
<td>Episcopal Divinity School</td>
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</tr>
<tr>
<td>Episcopal Seminary of the Southwest</td>
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<tr>
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<td>Nashotah House</td>
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</tr>
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<td>Sewanee – University of the South</td>
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<tr>
<td>Trinity Episcopal School</td>
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<td><strong>12,100</strong></td>
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<td><strong>10,450</strong></td>
</tr>
</tbody>
</table>

VTS is also able to make financial aid available to full-time residential M.Div. and M.A. students to meet full demonstrated need (excluding any loans) for more than 80% of students. The Seminary also works hard to ensure that housing (both on campus and off-campus) is affordable by providing direct subsidy for one-half of the cost of rental housing for students who must live off-campus. This is an especially important challenge given the Seminary’s location in the Washington D.C. area where home sale prices and rents are high.

Tuition for full-time students in the M.A. program is the same as that for the M.Div. students. Part-time students in both programs are charged per-credit hour. The D.Min. program has its own schedule of tuition and fees. As of 2014, the percentage increase in fees for room and board will be the same as that for other degree programs. Tuition discounts are offered for students with limited resources (see policy on tuition discounting).

Degree requirements for all VTS degree programs, developed in accordance with ATS standards, are detailed in the VTS Seminary Catalogue which is available on the VTS website and on CD. Academic policies are detailed in the VTS Academic Handbook, and this document
spells out which specific academic policies are included in the Student Handbook.

A full description of the VTS financial aid policies is available on the VTS website, www.vts.edu. These policies were formulated in compliance with ATS guidelines. Overall, despite the relatively low tuition rate, financial aid continues to be in great demand at VTS. The Seminary has seen this trend rise since 2004 as the student body increasingly consists of younger students with fewer assets and/or income streams. The latest VTS financial aid policies were established in 2011 through the work of a task force. Financial aid is available based on merit and need, and the process takes into consideration relevant federal, state, and church regulations and policies.

The formal process for making and responding to complaints concerning compliance with ATS standards is described in the VTS Catalogue. Procedures are in place for preparing and maintain records of such complaints in the Dean’s office. No complaints have been filed in the past five years.

**Student borrowing**

The Seminary’s goal is for all of its full-time, residential M.Div. and M.A. students to graduate with no greater educational debt than when they entered. The first strategy for limiting student debt at VTS is maintaining the low tuition and fees discussed above. In a survey of current M.Div. students, 58 out of 70 respondents (74.3%) indicated that they did not need to borrow money to finance their studies here. Although the Seminary does not participate in federal aid programs, the endowment resources dedicated to grants and scholarships are able to meet demonstrated need. The Office of Financial Aid also keeps lists of available scholarships and routinely works with students to seek these funds. Loans from the Seminary are also available. Established procedures are in place in order to ensure that students who apply for such a loan have sought all other options before taking on debt. VTS also limits the maximum amount that a student may borrow from VTS.

More limited financial aid is available for D.Min. students and students who are enrolled in the M.A. program on a part-time basis. Tuition discounts are offered to D.Min. students with limited personal resources. Some scholarships are available for part-time M.A. students as is the possibility of tuition discounting. Policies regarding financial aid for these students are under review.

During the August student orientation, the Director of Financial Aid offers a student financial services workshop. Included in this workshop is the continued encouragement to minimize debt. This is consistent with the messages expressed in the financial aid application and other web and print materials that VTS publishes. In the financial aid application, students are asked to list any outstanding educational or consumer debt. In a survey of current students, 78.4% of those responding answered that they were aware that financial counseling services existed at VTS and 63.9% of these students indicated that they received some type of financial counseling at VTS.³

³ These percentages are lower than expected. This is because the survey instructed that this question only be answered by students who did borrow money to attend seminary, but many non-borrowing students also answered this question, slightly skewing the results.
**Placement**

With respect to the placement of its graduates, the role of the Seminary is generally secondary to that of a student’s diocese. Under the polity of the Episcopal Church, bishops have the authority to determine the positions their graduating seniors may consider and accept, usually beginning with positions in their dioceses. Thus, VTS’s role in the placement process has been that of providing assistance to those students who are not placed in their home dioceses or are otherwise permitted to consider positions elsewhere.

For M.Div. and M.A. graduates seeking job positions, the Director of Field Education and the Second Three Years Program (FE and S3YP) recruits experienced lay and clergy to offer Senior Enrichment Seminars in various areas, including resume writing, contract negotiation, nurturing assistant/rector relationships, working on a budget and personal finances. All graduating M.Div. and M.A. students who are interested in positions in Episcopal churches are also encouraged to register with the Office of Transition Ministry at The Episcopal Church Center to have access to the Position Open Listings. In addition, the FE and S3YP Coordinator collects resumes of all graduating seminarians who wish to submit them and shares them with potential employers. Clergy who wish to come to campus to interview graduating students for open positions are encouraged to do so. Space for interviews and for an overnight stay, if needed, is made available at the Seminary. In addition, in 2010, VTS began offering a service called “VTS Connects” that provides graduating students and alumni (lay or ordained) with information about a variety of open positions on a password protected website.

The climate of support and concern that prevails on the VTS campus allows the sharing of information between students and faculty about the various positions and/or the type of ministry the seniors are seeking. The free exchange of information is beneficial to the job seekers and the received support from faculty often results in mentoring relationships that continue long after graduation. Although individual faculty members may also recommend a graduating seminarian to interested rectors or search committees for a particular position, the policy of the Office of Field Education is to alert all graduating seminarians about all job inquiries and post all job descriptions on jobs@vts.edu.

Two VTS programs are specifically designed to effect or assist in the “transition to ministry” and to enable appropriate placement. A formal mentoring program for M.Div. and Anglican Studies graduates ordained and placed in the Episcopal Church is the Second Three Years Program (S3YP) which began in 2009, as the successor to the First Three Years Program, which was offered from 2002-2005. Specifically, VTS graduates who are employed on a full-time basis are offered the opportunity to engage in a program of mentoring and three peer residential gatherings to enable reflection and goal setting. The Seminary has also joined with six congregations to form a different sort of mentoring and formation program, called the Ministry Resident Program. In this program students complete their M.Div. during their senior year with a 30 hour per week residence in a congregation followed by a second year post-graduation in which they serve as an ordained clergyperson in the congregation while continuing in the mentoring and formation program.
The Office of FE and S3YP office maintains records of graduates’ initial employment which are updated when information becomes available. Most of the information comes from a database of placement, informally known as “Glad Tidings,” maintained by a member of each graduating class. The Office of FE and S3YP also requests updated information about the canonical status and job placement of those who are part of the S3YP program. However, this system is dependent on the responsiveness of graduates in order to maintain current information.

Additional informal support exists for placement of students of color/ethnic minority, in recognition of their under-representation in the ranks of clergy. The existence of the Office of Racial and Ethnic Ministries at VTS has played a role in the success of the placement of these VTS graduates.

The Office of Alumni Affairs seeks to maintain and develop active ongoing relationships with VTS graduates and is the primary contact point for many alumni. However, there is currently no established process for sharing information between the Office of FE and S3YP and the Office of Alumni Affairs.

RECOMMENDATION: VTS should develop a stronger system for monitoring the placement of its graduates that would provide for the coordinating and sharing of data between the Office of FE and S3YP and the Office of Alumni Affairs.
AUTHORITY AND GOVERNANCE

Virginia Theological Seminary operates as a free-standing, independent seminary, incorporated under the laws of the Commonwealth of Virginia, subject to the Virginia Nonstock Corporation Act. The Seminary’s Articles of Incorporation, bylaws, and all rules, resolutions and regulations are adopted by the Board of Trustees, which is vested with the legal and fiduciary authority for the administration of the affairs of the Seminary in furtherance of its mission, crucial to which are its academic integrity and Episcopal identity. The Board’s specific responsibilities are described in detail in the Board of Trustees Handbook and include determining and overseeing the implementation of the Seminary’s mission, providing for the well-being of the institution as a whole, insuring ongoing evaluation and strategic planning, and assuming responsibility for the integrity of policies, including that of a conflict of interest policy which is signed annually by each Board member.

The Board delegates to the Dean and President, through the Dean to the administration, and to the faculty the development, implementation and oversight of academic policy, curriculum and program, admissions criteria, and recommendations of candidates for graduation. This delegation allows for a culture of shared governance where various constituencies inform decisions as appropriate. The structure for this shared governance with ongoing formalized groups of constituencies as well as ad hoc committees is clearly shown in Appendix 8.A. This shared governance is perhaps most evident in how the institution has approached both the strategic planning process and the architect selection and design process for the new chapel. Input from faculty, staff, students, alumni and other constituencies closely related to the Seminary was not only welcomed, but encouraged and facilitated. (The Board of Trustees Handbook and Faculty Handbook are available in the Resource Room and electronically on MyVTS.)

Historically, the VTS Board reflected an institution grounded in and representative of its founding Episcopal dioceses. In the last two years, a significant structural transformation has occurred designed to enable the Board of Trustees to provide the nimble, strategic governance required in the 21st century. This restructuring process, which began in November 2008 when the Seminary engaged InTrust to help evaluate the practices, engagement, and effectiveness of the trustees as leaders and stewards of the Seminary, continued through February 2011 when the Board approved the proposed changes to the seminary by-laws. (A copy of the InTrust final report, an outline of the restructuring process and timeline, along with a profile of the current Board is available in the Resource Room and electronically on MyVTS.)

The result of the Board reorganization is a transition from a 40 plus member Board composed of representatives of founding dioceses and members-at-large to a board of lay and ordained members representing the Episcopal Church and two ex officio members, the diocesan bishop of Virginia as the founding diocese of the Seminary in which the Seminary resides, and the President of the Alumni/ae Association Executive Committee. This representation reflects the central place in the mission of the Seminary of service to the Episcopal Church. In addition, the connection with the Episcopal Church is enhanced by the development of a bishops’ advisory committee representing other founding dioceses and other dioceses from the Episcopal church-
at-large which will meet at least annually to consult and advise administration and faculty on the mission and program of the Seminary.

A healthy transition to the new governance structure has begun. However, the Board must continue to be especially intentional in developing within its membership a diversity of perspectives, abilities, experiences, and ethnicities to effectively represent those the Seminary seeks to serve within the Episcopal Church and Anglican Communion in the 21st century.

RECOMMENDATION: The Seminary should make a diversity of perspectives, experiences, and ethnicities a high priority in recruiting trustees over the next five years.

The Board of Trustees meetings which occur in November and May are primarily used for discussion of items requiring action. Department and committee reports are circulated in advance for review but are generally not part of the Board agenda if no action is required. Board committees meet in conjunction with the meeting of the full Board and members often stay on campus overnight and participate in worship, meals, and usually an evening discussion or presentation. In the last few years these conversations have invited collaboration in brainstorming, strategic planning, and processing critical events such as the loss of the chapel. A third Board meeting, which is scheduled in February or March, is intended to provide an opportunity for deeper interaction between Board members and with the faculty.

RECOMMENDATION: VTS should continue to expand opportunities for board faculty dialogue to deepen the relationships and educate each about the work of the other.

The Board Chair, elected annually, takes the role of primary contact with the Dean and President, consulting regularly on Board matters and important issues in the direction and life of the Seminary and the Seminary’s role in the greater church. The Board Chair is also responsible for recommending the chairs and members of the various standing committees which exercise more immediate Board oversight. These include the Executive Committee, the Academic Affairs Committee, the Community Life and Student Affairs Committee, the Finance Committee, the Investment Committee, the Building and Grounds Committee, and the Institutional Advancement Committee. Faculty members, alumni and students serve on standing committees in a representative capacity, with a voice but not a vote. The Board Chair may also appoint ad hoc committees as deemed necessary. The Dean may recommend non-voting representatives to standing committees when the committee would benefit from the particular skills or professional expertise of the representative.

Under the new governance model, it is particularly important to implement effective orientation and evaluation processes for the Board. Despite best intentions, regular orientation for new members has been inconsistent in the years of transition. The Trustees Committee is responsible for reviewing the process and finding creative and compelling ways to get new trustees to commit time for orientation. Along with an updated Handbook, a renewed orientation plan is now in effect. A new evaluation tool for board members has also been put in place for the first three years under the new governance model which asks trustees to assess individual engagement and commitment, progress relative to goals, strengths and weaknesses of Board and
committee work, and identify future opportunities and concerns. (A copy of the evaluation is available in the Resource Room and electronically on MyVTS.)

The Dean and President plays the dual role of faculty leader and corporate president of Virginia Theological Seminary. The Dean and President works closely with the Board Chair and the Board to carry out the mission of the Seminary, acts as chief spokesperson and decision-maker in implementing the strategic plan, and oversees those responsible for teaching and program, lay and priestly formation, daily operations, and risk management. The Dean reports in writing to the Board before each board meeting and keeps the Board current through monthly e-mail updates.

The Dean and President has heightened his external role significantly, both as part of meeting the expectations of the Strategic Plan and also of leading the Chapel for the Ages capital campaign. The Dean’s practice is to delegate much of the internal leadership to an administrative team, referred to as the senior staff. This group, which includes the Vice President for Academic Affairs, the Vice President of Administration and Finance, the Vice President of Institutional Advancement, the Associate Dean of Students, the Director of ICFL, the Director of CACS, and the Director of Institutional Effectiveness and Planning, meets regularly and holds more comprehensive planning sessions twice during the academic year.

An evaluation of the Dean and President is done annually by the Board Chair, Vice Chair and Treasurer who comprise the ad hoc Personnel Committee. As part of this process, the Dean submits a self-evaluation including a review of goals and outcomes of the past year and goals for the coming year. The committee responds to the report and sets the Dean’s compensation for the next year. The Dean has found this process of feedback and insight extremely helpful and constructive. The Dean also receives feedback on his performance from a yearly anonymous survey open to faculty and staff on the work environment he strives to create at the Seminary. And an external review of the operation of the Office of the Dean and President was conducted in 2009. (Annual reviews, surveys, and external review are available in the Resource Room and electronically on MyVTS.)

In November 2011, as part of the self-study process, a survey was conducted to assess the “bond of trust” existing between trustees, faculty and administration. (Survey results are available in the Resource Room and electronically on MyVTS.) The survey results reflected a high percentage of respondents; deeply thoughtful comments from almost every respondent; overwhelming agreement on roles and responsibilities, including clarity about the Dean and President’s unique position between trustees and faculty; mutual trust and respect, along with a sense of pride among trustees in the work of the faculty; and shared desire for more time to deepen relationships between constituencies. Trustees were eager to hear about faculty research and the challenges to formation that faculty saw, while faculty wanted to learn from the professional and personal experiences of their trustee leaders. Both trustees and faculty praised the Dean and President’s regular communication and accessibility. Both trustees and faculty suggested some confusion about the administrative structures as they continue to evolve. At the end of the day, the survey presented compelling evidence that there is an abundance of good will, trust and respect between those involved in the shared governance of Virginia Theological
Seminary. The great opportunity now is to capitalize upon and expand this foundation. (A summary of the results of the survey is available in the Resource Room and on MyVTS.)
INSTITUTIONAL RESOURCES

Personnel

Virginia Theological Seminary currently has 74 fulltime employees, down from a high of 90 in 2008-9. Of these, 21 are faculty and 53 are staff, including 23 exempt (salaried) and 30 non-exempt (hourly) positions. In FY 2010-11, VTS also employed 10 part-time staff, 69 adjunct instructors, 19 temporary workers who assisted with special projects, and 75 student workers.

The Staff Officer to the Vice-President of Administration and Finance and Payroll and Human Resources is designated as the point of contact for employee questions concerning personnel policies and procedures. Procedures for developing job descriptions, announcing job openings, and conducting performance reviews of full and part-time staff are described in the Staff Handbook.

Oversight of “adjunct” personnel is the responsibility of the Academic Dean or the directors of particular programs, such as the D.Min. program. These individuals are employed pursuant to a contract letter that details the terms of their employment. The implementation of their compensation and basic employee orientation is coordinated through the Office of the Vice President for Administration and Finance while practical support and personal incorporation into the community is the responsibility of AA&SL or the employing program. The term “adjunct instructor” is applied to a person who fulfills an instructional role for compensation, including guest lecturers, small group instructors and facilitators as part of a larger class or curriculum, and field education supervisors and colloquy leaders, in addition to those who teach or co-teach graded for-credit courses. There are differences in both responsibility and academic qualifications between adjuncts who fill short-term and small group instructional roles or serve in mentoring or training capacities and those who are qualified by degree and experience to teach graded for-credit courses or who, as in the D.Min. program, are regarded as core part-time instructors in the program. The use of the single term “adjunct instructor” does not clearly differentiate between these levels of responsibility and qualifications. Given the diversity of their responsibilities and schedules, the integration of adjunct instructors into the life of the Seminary remains a challenge.

The same challenge also exists with respect to long-term temporary workers in grant-funded position. In part this reflects a lack of clarity in expectations for and personal connections with full-time employees of the Seminary. An area of continuing struggle for the Seminary is how to best integrate the adjunct instructors, and any long-term temporary workers, into the life of the community, both academically and socially.

RECOMMENDATION: The Seminary should make clearer distinctions in job titles, job descriptions, expectations and privileges for those serving adjunct instructional roles.

Student workers function as teaching assistants, provide clerical and hospitality support, and work with the buildings and grounds staff. Responsibility for student employment oversight is presently under the Student Financial Affairs Office. Placement procedures are in place, job descriptions have been developed, and hiring is managed systematically. Booklets providing
information on all student employment procedures and policies are distributed to every supervisor and student worker. The Business Office assigns the applicable pay rate for student work and ensures timesheet approval and paycheck distribution.

VTS’s intention and expectation is for every faculty and staff member to receive an annual review of performance and development. Steady progress continues to be made toward realizing this goal.

The Faculty Handbook provides for periodic performance reviews in order to “assess current work and contributions to the seminary, the church, and the field of study, to articulate goals and plans for professional and personal development, and to raise any matters of concern.” An annual review is expected for both tenure-track and contract faculty. These reviews are conducted by the Academic Dean with review materials provided by faculty members themselves. More substantive reviews are undertaken for tenure consideration, promotion, or contractual reappointment and on a six-year basis for tenured faculty and full professors at the time of proposals for sabbatical leave. These more substantive reviews requires the presentation of a portfolio including CV, syllabi, evaluations, publications, and faculty member’s written summary and assessment of work and goals. For promotion, tenure, and senior faculty review one or two external reviewers come to campus for consultation with the faculty member and meeting of the review committee. Altogether, the process provides both a description of the work of the faculty member enabling assessment and recommendations and a structured opportunity for the faculty member to take stock of his or her continuing development and contributions in light of input from fellow faculty members, outside scholarly or professional colleagues, and students.(A copy of the Faculty Handbook is available in the Resource Room and on MyVTS.)

The Staff Handbook describes the Seminary’s policy for performance evaluation. Staff members receive an initial performance review three to six months after beginning employment and an annual performance review every spring. A report on the employee’s performance is prepared by the employee’s direct supervisor and made a part of the employee’s file. If the employee wishes to make a direct response to the report, that is also made a part of the file. Department heads then make recommendations for any merit pay increases to be included in the annual budget.

When employee performance, whether of staff or faculty, is noted as in need of improvement, steps are generally recommended for achieving such improvement. Currently no procedure exists to document the success (or failure) of the employee to correct the identified performance deficits.

RECOMMENDATION: The Seminary should provide a process for noting remediation and correction of performance deficits or concerns that arise in performance reviews.

VTS is committed to fostering and sustaining a just and safe environment for employment. For both staff and faculty, grievance procedures for resolving problems, including various forms of harassment, are outlined in the applicable handbooks. (Copies of both the Staff and Faculty Handbooks are available in the Resource Room and electronically on MyVTS.)
For a historically denominational seminary whose emphasis continues to be the training of Episcopal priests, the VTS faculty is ecumenically diverse, bringing a rich range of perspectives to the instructional environment. Racial and ethnic diversity of the faculty (82% white) reflects the level of diversity found in the Episcopal Church’s congregations (88% white) and ordained leadership as well as the diversity in doctoral education in religious and theological disciplines (as documented in the 2003 American Academy of Religion study of faculty and doctoral students). At VTS, there are two African-American professors, one African-Caribbean professor, and one Asian-American professor. There are currently no Latino-American professors. In keeping with the general pattern in racial distribution across religious and theological disciplines, VTS’s greatest diversity is in Biblical studies. (Appendix 6.A provides more in-depth information about the current faculty.)

Diversity in sexual orientation, and in perspectives on human sexuality, is representative of the range found in the Episcopal Church and in many mainline Christian denominations. VTS is committed as a school to broad theological representation that is found within the range of Episcopal and Anglican traditions, and this remains a clear objective in faculty searches and selections.

The majority of the faculty holds tenure-track positions, with rank of associate professor or professor. Contractual positions, renewable at the end of a set term, are held by faculty with significant administrative duties, including the Director of Field Education and the Second Three Years Program, Director of the Doctor of Ministry Program, and Director of the Center for the Ministry of Teaching. These contract faculty members have full rights and responsibilities, and, as with tenure-track positions, are appointed by the Board at the recommendation of the Dean and President in consultation with the faculty as a whole.

Full-time faculty are employed for twelve months each year, although primary attention is devoted to the Fall and Spring semesters when faculty members are expected to reside on campus, attend worship and community lunch, exercise all instructional responsibilities as assigned, and direct small group worship and formation. Instructional obligations during Summer and January terms are negotiated on a year-by-year basis. This has more impact on the D.Min. and M.A. programs since, although M.Div. students are required to take at least one January term course, the D.Min. courses are offered exclusively in these terms and the M.A. program’s flexibility relies heavily upon courses offered during these terms.

RECOMMENDATION: The Seminary should clarify its instructional expectations for faculty for January and Summer Terms, in conjunction with careful consideration of overall teaching loads and time for research.

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4 Dreibelbis, J. L., & Gortner, D. T. (2002). Talented but Tenuous: A Study of Clergy Leadership and Congregational Growth in the Episcopal Church: Drawing on national church data and surveys, the authors found the Episcopal Church continuing to be populated predominantly by Caucasian-Americans. American Academy of Religion (2003), AAR Survey of Graduate Education in Religion and Theology: Among responding schools’ faculty members (over 1400 total faculty), 90% were Caucasian, and 75% of doctoral students were Caucasian. The greatest racial diversity among faculty and doctoral students was in Biblical studies.
In the D.Min. program, there are four Instructor in Doctor of Ministry Studies positions which serve as a means to expand instructional range and capacity and to create a specific place for leading practitioner-scholars. These instructors are appointed by the Academic Dean, through invitation of the Director of the D.Min. Program, and are given renewable one-year contracts, with quarter-time curricular and administrative duties and responsibilities throughout the year. The first three instructors were hired in 2009 to address the existing tracks of Ministry Development and Educational Leadership and the fourth instructor position will focus on the new track in Christian Spirituality to be launched in 2014.

Adjunct instructors for the M.Div. and M.A. programs, as noted above, are contracted through the AA&SL on a per-course basis.

The staff at VTS is more racially, ethnically, and religiously diverse than the faculty. There are five African-American and African-Caribbean, eight Asian and Asian-American, two Latino-American, and one Native Pacific Island members of the VTS staff. Women outnumber men in most departments. Along with different Christian traditions and those with no religious affiliation, there are Jewish, Buddhist, Hindu, and Sikh traditions represented among VTS staff. (Appendix 9.A provides more in-depth information about the current staff.)

Length of employment for current salaried (“exempt”) staff ranges from 22 years to less than one year. Length of employment for current hourly wage-earning (“non-exempt”) staff ranges from 40 years to less than one year.

In addition to the full-time and part-time staff, the Seminary contracts with several outside organizations to provide services. These include food service in the Refectory and at various events, IT support, campus security and dormitory, classroom and office cleaning services.

Initial salary range and benefits for all positions are established by the Dean and President and the Vice-President for Administration and Finance prior to the recruitment and hire of any employee. Annual cost-of-living adjustments are made in consultation with the Board of Trustees. Merit-related increases are made in conjunction with the established processes of review.

VTS staff members are organized in departments according to institutional responsibilities. (Appendix 9.B provides a complete Seminary organizational chart.) Staff members may be employed on either an exempt (salaried) or non-exempt (wage-earning, hourly) basis. They advance through an increase in their level of responsibility or an expansion of their job duties. Within departments leadership resides with an identified department head, whose role is generally reflected in his or her job title.

The Dean and President is assisted in his management responsibilities by a group of senior administrators who are referred to as the “senior staff” or, occasionally, as the “Dean’s Cabinet.” They currently include the Vice President for Academic Affairs (the Academic Dean), the Vice President for Administration and Finance, the Vice President for Institutional
Advancement, the Associate Dean of Students, the Director of the ICFL, the Director of CACS, and the Director of Institutional Effectiveness and Planning.

Benefits are equivalent across all levels of full-time employment at VTS, with the exceptions of vacation, availability of sabbatical leave, and health insurance cost-sharing, which vary based on length of service, type of position, and salary. Employee health insurance cost-sharing (paid directly through payroll deduction) varies according to salary, i.e., those with higher salaries pay a higher percentage of their health insurance. In addition, employees have choices among some optional benefits. All full-time faculty and staff receive health and dental insurance, pension, life and disability insurance. Part-time employees do not receive insurance or pension benefits. In addition, all employees have access to free parking on campus and daily lunch service in the Refectory during all the academic terms. (More information about employee benefits is available in the Resource Room and on MyVTS.)

On campus housing is provided for all full-time faculty members and those full-time staff whose work requires immediate access to campus. For these staff and faculty $2,000 is invested annually in an employee-owned, tax sheltered annuity which is accessible to them at the time of retirement to partially off-set the absence of home equity.

Pension contributions by VTS are among the most generous of any educational institution. Each non-ordained full-time employee receives an annual contribution of 15% of salary (or, for those receiving on-campus housing, 15% of salary and fair-rental housing equivalency). Clergy receive differing percentage contributions to their pension plans, depending upon the expectations stated by their denomination. For Episcopal clergy, the mandated contribution is 18%. For Presbyterian clergy, the mandated contribution is 11%, plus 1% death and disability. If there is no applicable, denominational pension plan then contributions are made to individual 403B retirement plan.

VTS makes every effort to ensure that full-time staff and faculty receive time off for all national holidays as well as during the week between Christmas and New Year’s Day in addition to other forms of leave. Upon completion of a probationary period of employment, staff members are eligible for vacation leave, sick leave, and personal days. Faculty members are eligible for sabbatical leave for purposes of scholarly and professional development. Leave policies are spelled out in the Staff and Faculty Handbooks. In addition to vacation leave, sick leave and personal days, employees may receive maternity and parental leave, as well as family medical care leave in compliance with the Family and Medical Leave Act. Leave is also provided for funerals of immediate family, military service, and jury and witness duty. Unpaid voluntary leave is also available. Although the handbooks contain no specific reference to provision of extended leave for a father at the time of the birth or adoption of a child, the availability of parental leave, which must be used within a year after birth or adoption, is intended to provide for this.

Health care costs are examined annually. In the last few years, VTS has begun to explore different policies to provide the best cost/benefit ratios. As noted above, an employee copayment was introduced in June, 2006. All recommended changes, including any proposed increases in employee copayment, must be approved by the Board of Trustees.
Despite the introduction of a number of helpful policies and procedures, new employee orientation continues to be an area in which VTS has room for improvement. Currently, the Office of the Vice President for Administration and Finance is responsible for ensuring that each new employee is provided with a phone, ID card, an office or desk or other base of operations, and necessary office supplies for beginning work as well as a basic outline of the benefits and requirements of VTS employment. The arrival of any new employee is noted in the daily Dean’s Commentary. Each department is then responsible for the training and orientation of its assigned staff to their duties and responsibilities as well as to the culture, mission, and structure of VTS. The lack of a single, shared introduction to the VTS culture, however, can result in different understandings of “how things work around here.”

RECOMMENDATION: The Seminary should further improve orientation by providing a more consistent and comprehensive introduction to the structures, milieu, mission and purpose of VTS.

There are two components to professional development for staff: those directly related to current responsibilities and continuing education for individuals pursuing additional undergraduate or graduate degrees. The funds to support these programs are budgeted through the individual departments, for job-related education, or through the institutional tuition assistance fund. In addition, internal training is provided for all impacted staff when operational or technological changes are introduced (such as the heating and cooling system, the new phone system and MyVTS, the new academic management system).

Faculty professional and scholarly development is supported by providing funds for annual participation in scholarly and professional society conferences, encouragement and expectation of publication and public presentations for church and academy, as well as sabbaticals and special leaves. Sabbaticals of approximately a half-year are normally granted at full salary, including payment of pension premiums and insurance, after three-and-a-half years of full-time teaching or a full year after seven years of full-time teaching. Contractual and administrative faculty accrues sabbatical leave at a rate of one month per year, with no more than three months awarded at any time. Faculty members are expected to use their sabbaticals for study, research, writing or working in a parish.

Employee Development Day, initiated in 2008, provides opportunities for increasing good will and cross-department interaction through fun educational workshops that enrich professional, academic, religious, and personal knowledge and skills. The day is planned by a committee of staff and faculty. Workshops range from improving interpersonal skills to personal financial management, from IT matters to brief biblical or interreligious presentations, as well as more fun-oriented or home-oriented workshops. The general consensus is that the day contributes to the well-being and esprit de corps of all VTS employees.

In February 2009, the Board of Trustees announced an overall restructuring and downsizing program for the Seminary designed to provide a savings of $1 million in annual
salary and benefit expenditures. The plan included options for standard early retirement and for “good retirement” (allowing older employees to move to retirement by scaling back active employment over several years). Ten employees took one of the two retirement options and one open position was left unfilled, making it necessary to eliminate only 4 positions.

One result of the restructuring was the consolidation of the Office of Community Life and Ethnic Ministries and the Office of Academic Affairs into the new Office of Academic Administration and Student Life. The position of Associate Dean for Community Life, Ethnic Ministries, and Admissions was eliminated and many of these functions were absorbed into those of the Associate Dean of Students. This decision initially aroused an anxious and angry response from some students, faculty, and alumni, which has abated over time.

The elimination of positions has led to some institutional challenges which have been responded to in a variety of ways. For instance, the reduction in IT personnel has created challenges for implementation of new technology and management of existing IT infrastructure that has not been entirely remediated through the use of outsourced IT assistance. In addition, the workloads of a number of employees were increased or changed. In 2011, as a step toward addressing these workload challenges, the Seminary moved from a 35 hour work week to a 40 hour work week for staff. Current staff members were given the option of accepting the 40 hour work week, with a commensurate 5% cost-of-living salary increase, or remaining at 35 hours per week with a 1% cost-of-living salary adjustment. All new hires are at 40 hours per week.

The new role of Staff Officer was introduced in 2009 to strengthen interdepartmental collaboration and policy implementation. Each Associate Dean, Vice President, and the Dean and President has a Staff Officer who ensures implementation of plans, communication between departments, and day-to-day departmental workflow (A description of the Staff Officer role is available in the Resource Room and electronically on MyVTS.) In most cases Staff Officers have supervisory responsibilities for departmental Administrative Assistants. Where there is no Staff Officer, Administrative Assistants are supervised by the head of the particular department or program.

The Office of the Vice President of Administration and Finance has detailed a staff member to be responsible for communicating essential human resource policies and procedures and for assuring that applicable tax and insurance rules are complied with. The Seminary does not have an individual staff person who serves as a “human resources officer.”

The reduction in staff positions, although producing some greater interdepartmental collaboration and clarification of roles and duties (e.g., the Director of Admissions and the Student Financial Affairs Officer have collaborated with the ICFL Program Coordinator to improve the intake process for D.Min. students), has also resulted in increased workloads for staff. This has been accompanied by the stresses and strains of time management expectations and the continued pressures of work deadlines.

**RECOMMENDATION:** The Seminary should continue to explore ways to address the remaining workload challenges that have arisen since the restructuring.
Additional duties have also arisen as a result of the 2010 chapel fire and the primary responsibility for them has fallen on the Dean and his immediate staff, the senior administrative faculty, the Board, and the Institutional Advancement staff. Their work has borne positive fruits in the swift and successful development of an interim chapel in the place of the auditorium, the process for decisions about a new chapel, and the successful fundraising effort. However, this has also required others to assume additional responsibilities and has led to less direct connection of those working on the chapel with faculty and staff in the day-to-day developments of the Seminary.

Written job descriptions for all staff positions at VTS are maintained electronically, as well as in hard copy in individual employee files, in the Payroll Office. Each employee and his or her supervisor receive a copy. Job descriptions may be revised to better recognize employee abilities or to reflect a change in responsibilities or new institutional needs. All proposed changes are reviewed with and agreed to by department heads. When existing positions are vacated or new positions created, the VTS community is alerted and interested employees have an opportunity to apply.

Virginia Theological Seminary has a financially strong and sizable endowment that provides income to its operating budget, scholarships to meet the financial needs of students without having to seek Federal guaranteed loans, and funds to address the maintenance and additional physical needs at VTS.

Financial resources

A look at the variety of changes to the physical plant over the past 5 years offers some evidence of the variety of needs that must be met to maintain and improve the VTS campus. For example, in 2010 a LEED Certified duplex was completed to provide additional faculty housing. In 2012 the on-campus guest housing was renovated. 2009 saw the renovation of Key Hall to become the new resource center and home for the Center for the Ministry of Teaching (CMT). The Packard-Laird Building, where CMT was previously located, was converted into The Welcome Center which is now the primary “point of entry” for visitors, as well as the hub of information exchange for the Seminary, including the main telephone reception desk, the primary boxes for mail distribution and the site from which campus security operates. On-campus spiritual direction appointments are held in offices in the lower level of the building explicitly set aside for this purpose.

In 2011, 1823—a café named to commemorate the year the Seminary was founded—was created out of what had been a small dining room in the Refectory and now serves as a place for residents, guests, and the surrounding community to gather over food and drink. Also in 2011, the Butterfly House daycare and child development center was enlarged to provide infant care through the incorporation and redevelopment of what has been the school gymnasium. This project was accomplished through a generous gift from the neighboring Episcopal High School as part of an agreement between the two institutions to share facilities. A long planned central heating and cooling system for the entire campus was completed. Although renovation of the library remains outstanding, some incremental improvements have been made, most significantly the installation of compact shelving to meet the needs for collection and archive growth and development, completed in the summer of 2012. Along with these major initiatives, a variety of
immediate and ongoing maintenance needs have been met, including repairs to damage from the 2011 earthquake.

The VTS endowment includes funds invested by and directly under the control of the Seminary. These funds, designated as the “Consolidated Investment Fund,” (CIF) have ranged in value from $96 million in FY03 to $132,525,102 million on June 30, 2012 (unaudited) and constitute just less than half of the funds which are considered part of the endowment. Income from the CIF has, on average, provided 28% or the operating revenue at VTS over the past 5 years. In addition to the CIF, VTS receives funds from irrevocable trusts. The largest of these, the Lettie Pate Whitehead Evans Foundation, which is heavily invested in Coca Cola Corporation stock, provides the Seminary with unrestricted annual income, most recently in the amount of $5,756,033 in FY11 and approximately $6,104,000 in FY12. The Seminary’s portion of this fund is valued by auditors at $249,283,709 million. Some of the funds from Lettie Pate Whitehead Evans Foundation have been set aside in a capital reserve fund; the balance has provided 40% of operating revenue. Together these two sources of income have provided 65% of operating revenue. The Seminary is also mindful of the need to broaden its base of finances so as not to be overly dependent on income from the Lettie Pate Whitehead Evans Foundation.

NOTE: Beginning in 2007, $9 million of capital reserves were deposited into the CIF to be used over the next three years. (The report, “Ten Year History of Consolidated Investment Fund,” is attached as Appendix 9.C.)

The Investment Committee of the Board recommends the Seminary’s investment and diversification policies, while the Finance Committee recommends the spending policies. Both policies are reviewed regularly to reduce the impact of irregularities in the financial markets. The Investment Committee, advised by the firm of Monticello Associates, regularly monitors endowment performance based on appropriate industry benchmarks. Monticello meets with the Committee on a quarterly basis. (Relevant reports are available in the Resource Room.)
Investment guidelines were most recently revised in March 2006. (See Board minutes which are available in the Resource Room or electronically on MyVTS.)

The Seminary’s careful management of its financial resources compares quite favorably to the wider educational community. VTS’s total endowment value places it in the top 5% of all accredited theological schools in the United States and Canada, according to data compiled by ATS in its 2011-12 Annual Data Tables. VTS’s annual expenditures per full-time equivalent student are also well above the majority of other seminaries, indicating the Seminary’s ability and willingness to invest its resources in providing students an excellent education.

VTS follows principles and procedures for institutional accounting for the higher education community as set forth by the National Association of College and University Business Officers (NACUBO). The auditing firm Dixon Hughes Goodman conducts an annual audit in accordance with generally accepted auditing standards. In addition to the annual report, VTS now receives a management letter from the auditors following the completion of the audit. The Finance Committee of the Board of Trustees reviews and acts to comply in as timely a manner as possible with any recommendations made in the management letter.

Every winter, the Vice President for Administration and Finance, in consultation with the Dean and President, initiates the Seminary’s annual budget process. Heads of administrative departments prepare budget requests which the Vice President of Administration and Finance, along with the Dean’s Cabinet, considers in preparing a proposed budget for review by the Board’s Finance Committee. Salary recommendations, including annual cost-of-living-adjustments for all employees and any merit increases based on a review of employee performance evaluations, are presented to both the Finance and Personnel Committees by the Vice President for Administration and Finance and the Dean and President before being incorporated into the final budget proposal sent to the Board. The Board as a whole then takes final action on the annual fiscal plan each May.

Ordinarily, there is good consistency from year to year in sources of revenue and categories of expenses. In 2008, VTS experienced a drop in its endowment revenues, as did most institutions, given the overall depression in the world financial markets. The Seminary has also begun to make necessary updates to its aging facilities and furnishings, which has contributed to its recent increases in expenditures for capital improvements.

<table>
<thead>
<tr>
<th>Sources of Operating Revenue</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>1,619,725</td>
<td>1,710,471</td>
<td>1,426,749</td>
<td>1,491,680</td>
<td>1,557,334</td>
<td>1,667,559</td>
</tr>
<tr>
<td>Annual Giving</td>
<td>716,276</td>
<td>795,183</td>
<td>774,029</td>
<td>789,870</td>
<td>833,400</td>
<td>885,951</td>
</tr>
<tr>
<td>Estates &amp; Trusts</td>
<td>4,104,921</td>
<td>4,577,376</td>
<td>4,890,002</td>
<td>5,395,955</td>
<td>5,632,322</td>
<td>5,265,531</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>745,262</td>
<td>839,282</td>
<td>750,794</td>
<td>738,892</td>
<td>876,752</td>
<td>862,369</td>
</tr>
<tr>
<td>Other</td>
<td>323,566</td>
<td>571,614</td>
<td>618,444</td>
<td>586,217</td>
<td>589,414</td>
<td>683,820</td>
</tr>
<tr>
<td>Total</td>
<td>10,774,708</td>
<td>12,021,754</td>
<td>11,879,934</td>
<td>12,565,712</td>
<td>12,907,917</td>
<td>12,680,292</td>
</tr>
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</table>
### Revenue

<table>
<thead>
<tr>
<th></th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>0.15</td>
<td>0.14</td>
<td>0.12</td>
<td>0.12</td>
<td>0.12</td>
<td>0.13</td>
</tr>
<tr>
<td>Annual Giving</td>
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<td>0.07</td>
<td>0.07</td>
<td>0.06</td>
<td>0.06</td>
<td>0.07</td>
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<tr>
<td>Endowment Estates &amp;</td>
<td>0.30</td>
<td>0.29</td>
<td>0.29</td>
<td>0.28</td>
<td>0.26</td>
<td>0.26</td>
</tr>
<tr>
<td>Trusts</td>
<td>0.38</td>
<td>0.38</td>
<td>0.41</td>
<td>0.43</td>
<td>0.44</td>
<td>0.42</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>0.07</td>
<td>0.07</td>
<td>0.06</td>
<td>0.06</td>
<td>0.07</td>
<td>0.07</td>
</tr>
<tr>
<td>Other</td>
<td>0.03</td>
<td>0.05</td>
<td>0.05</td>
<td>0.05</td>
<td>0.05</td>
<td>0.05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
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</tbody>
</table>

### Budgeted Expense Categories

<table>
<thead>
<tr>
<th></th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>908,600</td>
<td>1,056,050</td>
<td>991,450</td>
<td>1,028,480</td>
<td>1,010,060</td>
<td>1,016,200</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>1,028,400</td>
<td>1,063,475</td>
<td>1,119,750</td>
<td>1,252,000</td>
<td>1,371,975</td>
<td>1,513,350</td>
</tr>
<tr>
<td>Administration</td>
<td>2,990,200</td>
<td>2,794,530</td>
<td>3,024,800</td>
<td>3,669,980</td>
<td>3,359,789</td>
<td>3,066,428</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>1,863,050</td>
<td>1,761,175</td>
<td>1,915,300</td>
<td>1,999,175</td>
<td>1,940,640</td>
<td>1,952,030</td>
</tr>
<tr>
<td>Technology Capital</td>
<td>416,550</td>
<td>462,800</td>
<td>501,350</td>
<td>492,205</td>
<td>426,050</td>
<td>443,750</td>
</tr>
<tr>
<td>Improvements</td>
<td>600,000</td>
<td>741,545</td>
<td>730,100</td>
<td>816,800</td>
<td>941,650</td>
<td>1,072,900</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$10,816,000</td>
<td>$10,988,000</td>
<td>$11,502,650</td>
<td>$12,939,427</td>
<td>$12,574,187</td>
<td>$12,521,083</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>0.28</td>
<td>0.28</td>
<td>0.28</td>
<td>0.28</td>
<td>0.28</td>
<td>0.28</td>
</tr>
<tr>
<td>Library</td>
<td>0.08</td>
<td>0.10</td>
<td>0.09</td>
<td>0.08</td>
<td>0.08</td>
<td>0.08</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>0.10</td>
<td>0.10</td>
<td>0.10</td>
<td>0.10</td>
<td>0.11</td>
<td>0.12</td>
</tr>
<tr>
<td>Administration</td>
<td>0.28</td>
<td>0.25</td>
<td>0.26</td>
<td>0.28</td>
<td>0.27</td>
<td>0.24</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>0.17</td>
<td>0.16</td>
<td>0.17</td>
<td>0.15</td>
<td>0.15</td>
<td>0.16</td>
</tr>
<tr>
<td>Technology Capital</td>
<td>0.04</td>
<td>0.04</td>
<td>0.04</td>
<td>0.04</td>
<td>0.03</td>
<td>0.04</td>
</tr>
<tr>
<td>Improvements</td>
<td>0.06</td>
<td>0.07</td>
<td>0.06</td>
<td>0.06</td>
<td>0.07</td>
<td>0.09</td>
</tr>
<tr>
<td><strong>Total Percentage</strong></td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

VTS’s financial stability has enabled it to maintain low student tuition and fees and to support a very generous financial aid program. These indicators compare quite favorably with many other seminaries, especially other Episcopal seminaries.

VTS does not participate in any of the federal Title IV student aid programs, although, for those students whose situations or level of need may make borrowing necessary, some
restricted institutional funds are available for student loans with eligibility determined by standards similar to federal student loans. Instead, the Seminary sponsors an entirely institutionally-funded financial aid program funded by restricted monies. This means that the operating budget ordinarily does not have to sustain the impact of student aid offers.

The following charts depict the Seminary’s long-standing financial aid program for masters-level students. As of 2010-11, a limited amount of grants, funded through tuition discounting, have been offered to VTS D.Min. students based upon the context of their present employment, encouraging enrollment by students who minister to traditionally underserved populations within Christian churches. Currently, part-time students have limited access to financial aid.

**VTS Grants** (gift aid to students who demonstrate financial need):

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Student Recipients</th>
<th>Total Dollars Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>89</td>
<td>$860,000 (projected)</td>
</tr>
<tr>
<td>2010-11</td>
<td>108</td>
<td>$1,521,282</td>
</tr>
<tr>
<td>2009-10</td>
<td>95</td>
<td>$1,338,503</td>
</tr>
<tr>
<td>2008-09</td>
<td>~95</td>
<td>$1,377,629</td>
</tr>
<tr>
<td>2007-08</td>
<td>94</td>
<td>$1,239,094</td>
</tr>
</tbody>
</table>

Housing in the Washington, D.C. area is expensive and to off-set this burden for those students with accompanying families who must live in off-campus rental housing, a direct rent subsidy is provided apart from financial aid based on need.

**Housing Subsidies** (assistance with monthly rent for students who must live in off-campus housing):

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Student Recipients</th>
<th>Total Dollars Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>35</td>
<td>$340,400 (projected)</td>
</tr>
<tr>
<td>2010-11</td>
<td>43</td>
<td>$334,939</td>
</tr>
<tr>
<td>2009-10</td>
<td>42</td>
<td>$253,252</td>
</tr>
<tr>
<td>2008-09</td>
<td>38</td>
<td>$222,273</td>
</tr>
<tr>
<td>2007-08</td>
<td>37</td>
<td>$212,990</td>
</tr>
</tbody>
</table>

**Ruth King-Mitchell Merit Scholarships** (nearly full tuition support to students with exceptional prior academic performance and the promise of future academic potential):

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Student Recipients</th>
<th>Total Dollars Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>4</td>
<td>$44,550</td>
</tr>
<tr>
<td>2010-11</td>
<td>5</td>
<td>$52,450</td>
</tr>
<tr>
<td>2009-10</td>
<td>5</td>
<td>$49,850</td>
</tr>
<tr>
<td>2008-09</td>
<td>5</td>
<td>$48,900</td>
</tr>
<tr>
<td>2007-08</td>
<td>5</td>
<td>$47,600</td>
</tr>
</tbody>
</table>
Bishop Payne Scholarships (full tuition support to full and part-time black Episcopalians):

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Student Recipients</th>
<th>Total Dollars Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>12</td>
<td>$136,124 (projected)</td>
</tr>
<tr>
<td>2010-11</td>
<td>12</td>
<td>$125,122</td>
</tr>
<tr>
<td>2009-10</td>
<td>11</td>
<td>$109,483</td>
</tr>
<tr>
<td>2008-09</td>
<td>7</td>
<td>$78,639</td>
</tr>
<tr>
<td>2007-08</td>
<td>5</td>
<td>$63,714</td>
</tr>
</tbody>
</table>

With its generally stable and strong financial foundation as a starting point, VTS uses assumption-based planning to consider future financial and operational options. The important presumed determinants of the future of the unrestricted operating revenues include the volatility of investment markets, the dividend growth of Coca Cola stock, and the increase in annual giving. The important assumptions for the future of unrestricted expenses are planned programmatic expansion, cost of employee benefits, necessary capital expenditures and physical plant maintenance, technology costs, and necessary funding for financial aid programs.

The Office of Institutional Advancement (IA) has continued to expand its connections with alumni, Episcopal parishes, corporations, foundations, and friends of the Seminary through staying connected with graduates as they transition into ministry and nurturing relationships with parishes and dioceses throughout the Anglican Communion. This allows VTS to reach out to its constituents through invitations to programs on campus, across the United States and beyond, helping to build a supportive network of lay and ordained professionals dedicated to serving God in the world, and sharing news from Alexandria. The fund-raising efforts include appeals to these various constituents for annual restricted and unrestricted gifts, capital gifts, and planned gifts.

In 2008, an internal and external assessment of the strengths of and challenges to IA was conducted, looking especially at readiness of the Seminary for a major capital and endowment fund campaign. IA worked with development and strategic consulting firm Community Counselling Service Co., LLC (CCS) to assess each aspect of the office’s operations. (A copy of the CCS “Readiness Assessment Final Report” is available in the Resource Room and electronically on MyVTS.) It was CCS’s opinion that the Seminary was not ready for such a campaign, based on its fund raising culture of “soft asks” and its limited experience in seeking more significant gifts.

Additionally, CCS offered a number of recommendations for developing deeper and broader development support, including strengthening the existing leadership and infrastructure, growing the volunteer and donor base, tapping the fund raising potential of the Board of Trustees, developing a comprehensive major gifts program, and increasing the Dean’s opportunities for philanthropic leadership. Under the leadership of the current Dean and President and the Vice President for IA, the culture of fund-raising at VTS has shifted significantly. Regular cultivation of new friends and donors in cities throughout the country has
succeeded in implementing some of the CCS recommendations and helped the Seminary weather many of the challenges of the last few years and look to the future with hope and anticipation.

Since 2003, 13,300 constituents have been added to the VTS list managed by IA using the Blackbaud database, Raiser’s Edge, including 2,000 new Episcopal parishes and 10,200 friends of the Seminary. An important new initiative has been the establishment of Dean’s Roundtables in strategic cities (including New York, Los Angeles, San Francisco, Dallas/Fort Worth, Houston, Atlanta, and Washington D.C.). This has offered an excellent chance to build relationships and cultivate donors throughout the country.

Total giving each year has remained above $1.6M. The average gift amount has steadily increased in each of the past three years: $626 in FY’10, $809 in FY’11 and $1,815 in FY’12 as has the total number of gifts: 2,522 in FY’10, 3,051 in FY’11 and 3,505 in FY’12. (Details on giving levels appear in Appendix 9.E.) Large gifts to the Seminary are usually from bequests or foundation grants. IA has also developed smaller projects or unique programs like endowments for scholarships. In the last decade, there have been 23 such projects, including the Kreitler Environmental Fund that supports a biennial conference on the VTS campus with well-known speakers who discuss issues related to the stewardship of the earth and the continuing environmental crisis. While such events do create opportunities to introduce more people to the work of the Seminary, anecdotal examination of giving trends indicates that they do not yield many additional donors to the seminary.
Gains in unrestricted giving to the Virginia Theological Seminary Annual Fund (Annual Fund) over the past decade have been modest, reaching a high of $792,669 in 2011, up from $659,812 in 2003. Annual Fund solicitation is done through letters, e-mail, and envelopes in the Seminary Journal and News from the Hill. One particularly important tool is the Annual Fund phonathon, which occurs twice a year and generates income for the Seminary and also provides an opportunity for students, staff, faculty, and alumni to participate in making phone calls and connecting with each other and with donors.

Following the 2010 Immanuel Chapel fire, the planned comprehensive capital campaign was delayed and A Chapel for the Ages Campaign was initiated instead, with the goal of raising $10 million to fund the construction of a new chapel. The initial “quiet phase” of the campaign, conducted in advance of the opening of the public phase of the campaign, was conducted throughout 2011 and focused on identifying large leadership and stakeholder gifts. The public phase started in February 2012 and by June 30, $10,749,548 had been raised in cash and pledges. Contributions were received from 100% of the members of the Board of Trustees and of the faculty and there was strong participation by both VTS staff and current students.

Alumni relations is central to the work of IA, as evident in the annual Alumni Convocation, a two-day event each fall that offers lectures by nationally known speakers, the awarding of honorary degrees, and time to reconnect with friends and faculty. The Alumni Association Executive Committee (AAEC) plays an important role in planning and supporting Convocation, working with the Director of Alumni Relations. Future plans in the alumni relations area include the development of regional chapters, which will complement the existing Class Stewards structure. Also, attention will be given to reviewing existing communication vehicles, as well as programmatic offerings that support alumni in their ministries.

As part of its outreach to Episcopal churches, VTS makes several awards which recognize particular forms of congregational leadership. Each year, VTS awards the John Hines
Preaching Award to preachers who feature a “prophetic voice within the sermon.” Additionally, the Lettie Pate Whitehead Evans Award is annually given to an Episcopal lay person whose leadership offers a unique witness to the gospel. In 2008 VTS established the Dean’s Cross which recognizes outstanding Episcopal lay leaders who embody their baptismal vows to “strive for justice and peace among all people and respect the dignity of every human being.”

In the last decade, the frequency and modes of both print and electronic communication used by VTS to reach its alumni and friends have significantly changed. “News from the Hill,” has gone from an eight-page, bi-monthly grayscale newsletter to a twenty-page, full-color quarterly publication that is also available through several on-line library sites. “The Virginia Seminary Journal,” a glossy 100+ page magazine, is not published annually. Both of these publications are sent to every constituent in the VTS database, making them among the largest print mailings in the Episcopal Church.

The Seminary’s website makes it possible to create and send e-Newsletters to alumni; create photo albums; host a directory of alumni, students, faculty and staff; and include audio and video files. In 2006, a web administrator was hired to manage content and develop new activities and in 2007, the Dean and President’s installation was the Seminary’s first live webcast. Since then, VTS has streamed a variety of events, from Commencement ceremonies to Convocation lectures. Social media have emerged as major communication vehicles and in 2009 VTS established a presence on Facebook and Twitter. In mid-2010, VTS hosted roughly 600 friends on Facebook, and now that number has grown to over 1,100. A “once-a-day” campaign ensures regular new postings which keep the page fresh.

**Physical resources**

The 83 acre VTS campus, located in the western part of the City of Alexandria, houses academic buildings, administrative and faculty offices, the Bishop Payne Library, student dormitories and guest houses, the Refectory, the Butterfly House child day care facility, a maintenance facility and residences for faculty and some staff members. Several of the homes and buildings have been designated by the city as historic landmarks.

Class rooms, meeting rooms and guest house facilities provide spaces for a complex calendar of events. Most classes take place in the Addison Academic Building which contains a variety of small and large classrooms, including several technologically “smart” rooms, a computer lab, a Cokesbury bookstore, the Lettie Pate Evans Interim Chapel and the Lettie Pate Evans Room, as well as a student lounge.

The centrality of full-time residential study is seen in the four dormitories which surround the Refectory. Providing housing for those students who come to VTS without accompanying family, the dormitories were renovated between 1999 and 2001. Students with accompanying family live in subsidized housing rented in nearby apartment complexes. The recently renovated guest housing, adjacent to the dormitories and Refectory, is used by laity and clergy who come to campus for continuing education, as well as by conference attendees, guest lecturers and visiting alumni. Each faculty member lives in campus housing and is provided with an office of adequate size to accommodate student meetings and generous bookshelf space. Most staff members also have individual offices.
In October 2010, Immanuel Chapel, a historically landmarked building erected in 1881, was gutted by fire. The chapel ruin will be incorporated into the “worship and welcome quadrangle” of the new chapel designed by Robert A.M. Stern Associates of New York City. Proceeds from the insurance settlement enabled the Seminary to refit the Lettie Pate Evans Auditorium in the Addison Academic Center into an interim worship space that serves as the site for daily services of Morning and Evening Prayer and a midday Eucharist.

The Seminary continues to allocate an increasing percentage of the operating budget to the maintenance and capital repair of the campus facilities, continuing its policy of systematic repair and renovation of campus buildings and residences. The maintenance budget represents approximately 20% of the total budget. In FY’09 the maintenance budget was $2,751,805 and in FY13 it is $2,815,630. A policy and schedule provide for interior painting every nine years and exterior painting every five years, energy-efficient windows are being added, kitchens and bathroom are being modernized and basements waterproofed. The care of the grounds is evident in the prompt repair of roadways, the ongoing pruning, removal and replacement of aging trees in accordance with the advice of an arborist, and the landscaping on campus. The maintenance staff performs repairs to all buildings, routine grounds maintenance and snow removal. External contractors provide additional services, including evening and late-night security and nightly cleaning of classroom buildings and offices, as well as painting and other structural maintenance.

The Seminary works to maintain and enhance a safe, accessible environment for the entire community, in keeping with the goal of full adherence to ADA guidelines. Ramps and handicap-accessible doors have been installed in most campus building. However, some parts of campus buildings (notably the upper floor of Sparrow Hall) and some areas of Bishop Payne Library are not yet fully accessible.

**Institutional information technology resources**

In the last decade, VTS has made several advances in the areas of both information technology (IT) and educational technology (ET), including an upgraded server room, the addition of video-conferencing technology, and a classroom equipped with video and audio capabilities for recording. The restructuring in 2009 led to a decision to outsource IT services with one staff member providing minimal assistance for on-campus needs. Additionally, web support falls under Office of Institutional Advancement while oversight of MyVTS is centered in the Office of Academic Administration and Student Life, with overall responsibility for IT residing in the Office of Administration and Finance. Accessing support for addressing IT and ET needs has not always been clearly delineated and often results in frustration for faculty, staff, and students.

In the fall of 2011 an external consultant was retained to evaluate the IT structure at VTS, particularly to address the increasing interest in and use of educational technology. In the spring of 2012, a technology committee with representation from all affected organizational units was formed to identify information technology and educational technology needs, as well as personnel options. Their work included interviewing directors of IT and ET at other seminaries and making a preliminary assessment of infrastructure options. The assessment resulted in the
hiring of a full-time Network and System Administrator. (See the Lytle reports, available in the Resource Room and on MyVTS.)

The consultant’s review also addressed particular concerns related to the implementation of the academic management software, Jenzabar EX, which was intended to meet the needs of the VTS registrar as well as to allow for creation of an integrated database system, to increase efficiency and to better serve the needs of students, faculty and staff. The Seminary invested over $500,000 in the software and implementation. However, implementation proved to be more challenging than expected, its use was not fully integrated in all departments, and the technology committee formed in spring 2012 recommended against proceeding with institution-wide implementation. Currently, Blackbaud databases, including Financial Edge and Raiser’s Edge, continue to be used in both the Finance and Institutional Advancement departments and the need for an interface between them and Jenzabar EX remains.

**RECOMMENDATION: VTS should continue to develop a strategic plan for IT and ET development and for integrated databases.**

**Institutional environment**

The Seminary believes that formation for ministry occurs as students, faculty, and staff go about their daily rounds of prayer, worship, study/work, and participation in the life of the community. The internal patterns of daily life for the residential community at VTS remain consistent and serve to sustain a sense of community. Students, faculty, and staff worship, live, study, work, and eat together every day.

A key shift in the Seminary’s environment did emerge, however, with the leadership change in 2007. This intentional move involved VTS refocusing its vision outward. Increased attentiveness towards hospitality and VTS’s welcoming practices resulted in enriching variety of changes to campus life. The beautiful remodeled Welcome Center with complimentary coffee, snacks, and audio tours; improved signage and guest quarters; new banners and street names; and the opening of 1823 cafe are examples of this new focus. The Center for the Ministry of Teaching moved to a remodeled Key Hall and was re-imagined as a Christian education resource for Northern Virginia and beyond. Finally, Episcopal High School and VTS continued to expand and strengthen their relationship as they share resources. All of these are manifestations of a more outward looking institutional culture.

This commitment to external engagement is also seen in service to the Anglican Communion and the wider Church. This engagement is reflected in the efforts of the Center for Anglican Communion Studies, the development of partnership agreements with Msalato Theological College in Tanzania and St. George’s College in Jerusalem, and continued emphasis on a strong international student presence on campus and on exposing as many of its students as possible to a cross-cultural immersion experience.

The Seminary has begun to retrofit its classroom space to reflect changes in how knowledge is shared. The first step in this process was the creation of “smart” classrooms and installation of updated a/v equipment. New furnishings have recently been provided in some of the medium-size classrooms to allow for some flexibility in the permanent space even as more
significant modifications are considered. Classes remain small and the student/faculty ratio of 5 to 1 allows for significant and sustaining relationships to develop.

The arrival of a new Dean and President in 2007 led to a number of changes in faculty and staff relationships. For example, participation in intercultural competency training became mandatory for staff, faculty, and incoming students in 2009. Following the implementation of the 2008 restructuring, the Dean sought to offset some of the resulting stress by supporting departmental retreats and offering increased access to his office, holding quarterly all-staff meetings, offering educational development reimbursement, and encouraging greater staff involvement in worship. Improved staff and departmental communication has continued with the development of the Policy Administrative Meeting (PAM), a regular meeting which includes the Dean’s senior staff and an elected faculty member, and the Internal Administrative Meeting (IAM), a meeting of the senior staff only. As mentioned above, the Dean also demonstrates his commitment to open communication by writing the daily Dean’s Commentary and holding monthly Dean’s Forums with the students.

Cooperative use of resources

Moreover, VTS has continued to deepen its understanding and commitment to theological education as collaborative, shared across the Anglican Communion, shared among Episcopal seminaries, and dependent on ecumenical partnerships for its success. As described elsewhere in this report, VTS exists in mission only in relationship to those it serves and those who share in the vocation of theological education. The partnerships with Anglican theological institutions abroad, with those who make possible cross-cultural immersions, and with those in the Anglican Communion that send students to VTS insure that the mission of VTS does not become narrowly captive to a particular context and culture, specifically that of the privileged, mainline churches in the United States. Finally, the Washington Theological Consortium provides shared resources—especially library resources and course offerings—and also opportunities for students and faculty to deepen their understanding of the Christian faith and, with that, the distinctive contributions of the Anglican tradition. This may be especially significant in the shared work of the consortium in addressing interreligious understandings, especially between the Abrahamic faiths of Judaism, Christianity, and Islam.

Perhaps there is no better lens through which to examine the institutional environment of VTS than that of the October 22, 2010 fire that destroyed Immanuel Chapel. The disturbance to institutional environment was physical, emotional, psychological, and spiritual. And yet the entire VTS community continued to worship together (first at the neighboring Immanuel Church on the Hill, and then in the refitted Scott Lounge); continued to eat together (inviting the firefighters, police, and ATF officers to join them for meals); continued to study together; and constantly reminded each other of the ultimate Christian message of hope and redemption.
CONCLUSION: CHANGE, CHALLENGES, COMMITMENT

This self-study has come from below. The body of the self-study was written by four committees representing the major stakeholders of the Seminary: students, faculty, staff, alumni and board members. The committee members drew upon the documents of record of the Seminary. These included official minutes and proposals, handbooks and catalogues, studies and reports, and evaluation and assessment documents. Further information was gained through individual interviews and focus group conversations. Descriptive texts and recommendations arose from this work and were received by the self-study steering committee and edited into a final text. The final text details changes, challenges, and commitments and, in doing so, conveys the larger narrative of the extraordinary strengths of the Virginia Theological Seminary.

VTS is the largest of the ten accredited Episcopal seminaries and of the other seminaries in the Anglican Communion in terms of full-time resident M.Div. students, ordained alumni serving the church, and bishops serving the Anglican Communion. Formed in worship, VTS has a "thick culture" of education and formation where faculty and students come to know each other in community, reach out in service to the world, and return to enrich the life of the Seminary and the mission of the church. This is made possible by the Seminary's financial strength, the physical presence of its eighty-three acre campus at the heart of greater metropolitan Washington, D.C., and the full-time residential faculty of twenty scholars, teachers, and servants of the church. Financial support for students is able to meet demonstrated need so that they can enter programs of study without increasing their indebtedness.

As an educational curriculum is enriched by the conversations and practices shared together, the VTS curriculum is the product of study and worship woven together over meals and life together. While this is especially true in the full-time resident M.A. and M.Div. programs, concentrated residences also ground the part-time study and distance learning opportunities for students in the M.A. and D.Min. programs.

The significance of having all of the full-time faculty members living in residence in community cannot be overstated. Besides structured opportunities in faculty gatherings, research and writing seminars, and in collegial review processes, as a residential community faculty daily engage each other, students, and other members of the community in worship, in the classroom, and informally in the broader life of the community. As a denominational, residential seminary, this distinguishes VTS from university-based seminaries and from seminaries where life together in residence is increasingly difficult to support. This further commends VTS to the Episcopal Church, to the Anglican Communion, and to other theological seminaries as a model of theological education.

The integral relationship of learning, worship, and service in forming a community of faith for the sake of the Gospel draws students and guests to VTS from all parts of the world. Mutual understanding enables respect, acknowledgment of the faith that is shared in common, and commitment to work together for the unity of the church and in service to the world. This is surely a central mark of the church as the Body of Christ and is fundamental to theological education in preparing persons for leadership in the church. Such a culture is increasingly unique.
and precious as the bearer of Christian faith, and specifically as given within the Anglican tradition.

The larger mission of the church and seminary for the sake of the Gospel is focused and supported through the programs and resources of Virginia Theological Seminary. These include:

- the Bishop Payne Library with its significant general and special collections;
- the Institute for Christian Formation and Leadership with its Center for the Ministry of Teaching, lifetime education offerings through the Evening School of Theology, and the Second Three Years Program (providing for the transition to ordained ministry in the Episcopal Church);
- the Center for Anglican Communion Studies as a place to convene persons from across the Anglican Communion, to form partnerships with educational institutions in the Anglican Communion, and to coordinate and support international students and cross-culture immersions;
- the Office of Racial and Ethnic Ministry;
- the Ministry Resident Program in collaboration with six area congregations; and
- the Offices of Institutional Advancement and Alumni Relations forming an extended community of alumni and friends.

The challenges confronting the Episcopal Church and the Anglican Communion over beliefs and practices have not been an impediment to the support of VTS. In fact, as a place that is "orthodox and open," VTS has continued to be supported by those who differ with each other but share a commitment to a church that is broadly catholic in its commitment to "one faith, one hope, and one baptism" and deeply evangelical in its commitment to the Christian mission of proclaiming the gospel to all and serving others, especially those in need. This support is particularly evident in the broad giving to the building of a new "chapel for the ages," thereby demonstrating trust and commitment to the mission of VTS for the ages.
Appendix A

Committee Membership
ATS Self-Study 2011-2013

Members of the ATS Accreditation Steering Committee
Ian Markham, Dean and President, ex officio (imarkham@vts.edu)
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Appendix 1.A

VTS Mission Statement

Introduction

The VTS mission statement appears as an official statement of the seminary in the annual catalog. The present statement was approved in 1998. It was restated in a summary in 2008.

In the 2003 accreditation review for the Association of Theological Schools (ATS), the visiting review committee understood that a goal of the Seminary, in light of the mission statement, was to provide theological education serving the wider church. It indicated that given this goal, VTS needed to take particular action to recruit an ecumenically diverse student body. Alternatively, the mission of VTS could be restated so as not to include this ecumenical goal for its degree programs.

The following proposed statement seeks to clarify the ecumenical goal of the Seminary by placing the goals within the context of giving primary attention to the needs of the Episcopal Church and the Anglican Communion. The present mission statement was also edited in order to draw together those elements that constitute a preface indicating primary values of the Seminary, followed by specific mission goals. This proposed statement is not then so much a revision of the mission statement of VTS as it is an editing and clarification of the current mission statement.

This proposal was developed in conversation with the Seminary faculty. The following statement was endorsed by the faculty and is presented to the Board for consideration.

Tim Sedgwick
May 4, 2011

Mission Statement

Virginia Theological Seminary is a seminary of the Episcopal Church that has since 1823 served to further the universal mission of Christ’s church by providing graduate theological education and serving as a theological resource for the Episcopal Church, the Anglican Communion, and the wider church. In preparing its students as servants of Jesus Christ, as lay and ordained leaders of the church, the Seminary has placed theological education in the context of residential community marked by common life and worship.

Seeking to equip the people of God for their vocation and ministry in the world, Virginia Theological Seminary has emphasized the preparation of persons for the ministries of preaching, teaching, pastoral care, and social justice. Born from the Anglican evangelical tradition, Virginia Theological Seminary has been formed by the diversity with Anglicanism, the larger ecumenical vision, and the increased understanding of the racial and cultural diversity of the needs and reality of the church in mission.

With primary attention to the needs of the Episcopal Church and the Anglican Communion, the mission of Virginia Theological Seminary continues to be:
• to form men and women for lay and ordained leadership within community,
• to provide continuing theological education for clergy and laity,
• to serve the Anglican Communion and the wider Church,
• to provide an ecumenical, international, and cross-cultural context for theological education,
• to be an outstanding theological resources for students, scholars, the church, and the larger public, and
• to be a racially and ethnically diverse community in living out our mission.
**Faculty Composition**

<table>
<thead>
<tr>
<th>Position and Professorship</th>
<th>Tenure Status</th>
<th>Rank</th>
<th>Teaching/Administration</th>
<th>Lay/Ordained</th>
<th>Denomination</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Age range</th>
<th>Length of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Librarian and Professor</td>
<td>Tenured</td>
<td>Professor</td>
<td>Administration</td>
<td>Lay</td>
<td>Lutheran</td>
<td>Female</td>
<td>Caucasian</td>
<td>50-60</td>
<td>20-25</td>
</tr>
<tr>
<td>Associate Dean of Students</td>
<td>Tenured</td>
<td>Professor</td>
<td>Administration</td>
<td>Lay</td>
<td>Episcopal</td>
<td>Female</td>
<td>Caucasian</td>
<td>60-70</td>
<td>25-30</td>
</tr>
<tr>
<td>Director of the Doctor of Ministry Program and Professor of Evangelism and Congregational Leadership</td>
<td>Non-tenured</td>
<td>Professor</td>
<td>Administration</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Male</td>
<td>Caucasian</td>
<td>40-50</td>
<td>0-5</td>
</tr>
<tr>
<td>Vice President for Institutional Advancement, Associate Dean of the Center for Anglican Communion Studies and Professor of Pastoral Theology</td>
<td>Non-tenured</td>
<td>Professor</td>
<td>Administration</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Male</td>
<td>Caucasian</td>
<td>60-70</td>
<td>10-15</td>
</tr>
<tr>
<td>Director of the Center for the Ministry of Teaching and Professor of Christian Formation and Congregational Leadership</td>
<td>Non-tenured</td>
<td>Professor</td>
<td>Administration</td>
<td>Lay</td>
<td>Episcopal</td>
<td>Female</td>
<td>Caucasian</td>
<td>50-60</td>
<td>0-5</td>
</tr>
<tr>
<td>Dean and President and Professor of Theology and Ethics</td>
<td>Non-tenured</td>
<td>Professor</td>
<td>Administration</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Male</td>
<td>Caucasian</td>
<td>50-60</td>
<td>5-10</td>
</tr>
<tr>
<td>Vice President for Academic Affairs and The Clinton S. Quin Professor of Christian Ethics</td>
<td>Tenured</td>
<td>Professor</td>
<td>Administration</td>
<td>Lay</td>
<td>Episcopal</td>
<td>Male</td>
<td>Caucasian</td>
<td>60-70</td>
<td>15-20</td>
</tr>
<tr>
<td>Director of Field Education and the Second Three Years Program</td>
<td>Non-tenured</td>
<td>No rank</td>
<td>Administration</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Female</td>
<td>Black (non-US)</td>
<td>50-60</td>
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<tr>
<td>Vice President for Administration and Finance</td>
<td>Non-tenured</td>
<td>No rank</td>
<td>Administration</td>
<td>Lay</td>
<td>Episcopal</td>
<td>Female</td>
<td>Caucasian</td>
<td>40-50</td>
<td>20-25</td>
</tr>
<tr>
<td>Professor of Old Testament</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Lay</td>
<td>Episcopal</td>
<td>Male</td>
<td>Caucasian</td>
<td>50-60</td>
<td>15-20</td>
</tr>
<tr>
<td>Associate Professor of Theology and Liturgy</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Male</td>
<td>Caucasian</td>
<td>60-70</td>
<td>less than 1 year</td>
</tr>
<tr>
<td>Professor of Old Testament</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Baptist</td>
<td>Female</td>
<td>African-American</td>
<td>50-60</td>
<td>10-15</td>
</tr>
<tr>
<td>Assistant Professor of Church History</td>
<td>Not yet eligible</td>
<td>Assistant Professor</td>
<td>Teaching</td>
<td>Lay</td>
<td>Non-denominational</td>
<td>Male</td>
<td>Caucasian</td>
<td>30-40</td>
<td>0-5</td>
</tr>
<tr>
<td>Professor of New Testament</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Female</td>
<td>Caucasian</td>
<td>60-70</td>
<td>15-20</td>
</tr>
<tr>
<td>Associate Professor of Homiletics</td>
<td>Tenured</td>
<td>Associate Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Female</td>
<td>Caucasian</td>
<td>40-50</td>
<td>5-10</td>
</tr>
<tr>
<td>The Molly Laird Downs Professor of New Testament</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Male</td>
<td>African-American</td>
<td>60-70</td>
<td>10-15</td>
</tr>
<tr>
<td>Professor of Practical Theology</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Presbyterian</td>
<td>Female</td>
<td>Caucasian</td>
<td>50-60</td>
<td>5-10</td>
</tr>
<tr>
<td>The Arthur Lee Kinsolving Professor of Christianity in America, and Instructor in Liturgics</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Male</td>
<td>Caucasian</td>
<td>60-70</td>
<td>25-30</td>
</tr>
<tr>
<td>Professor of Church Music</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Baptist</td>
<td>Male</td>
<td>Caucasian</td>
<td>60-70</td>
<td>5-10</td>
</tr>
<tr>
<td>Professor of Theology</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Episcopal</td>
<td>Female</td>
<td>Caucasian</td>
<td>60-70</td>
<td>10-15</td>
</tr>
<tr>
<td>Professor of New Testament</td>
<td>Tenured</td>
<td>Professor</td>
<td>Teaching</td>
<td>Ordained</td>
<td>Presbyterian</td>
<td>Male</td>
<td>Asian</td>
<td>50-60</td>
<td>15-20</td>
</tr>
</tbody>
</table>

**Total faculty:** 21

- Percentage Administration: 43%
- Percentage Female: 48%
- Percentage of Racial and Ethnic Diversity: 19%
- Percentage Episcopalian**: 76%
- Percentage Lay: 33%
- Percentage Ordained: 67%
- Average years of service: 10
- Average age: 55

**One faculty member ordained in the Baptist tradition considers himself an Episcopalian**
Appendix 8.A

VTS Governance and Advisory Structure

Board of Trustees

- Executive Committee
- Trustees’ Committee
- Finance Committee
- Investment Committee
- Academic Affairs Committee
- Community Life Committee
- Buildings and Grounds Committee
- Institutional Advancement Committee

Honorary Degrees Sub-Committee

Dean and President

- Bishops Consultation (Dean)
- Alumni Association Executive Council (Alumni Director)
- Faculty (Academic Dean)
- CACS Fellows (Associate Dean)
- Senior Staff (Dean)
- Dean’s Table (Dean, Student Body President)
- Ad hoc Committees - Chapel for the Ages, Capital Campaign Executive Committee, etc. (Dean)
- Dean’s Roundtables
Appendix 9.A

Staff Composition

<table>
<thead>
<tr>
<th>Category of Staff</th>
<th>Total employees</th>
<th>Ethnic Diversity</th>
<th>Male</th>
<th>Female</th>
<th>Average Years of Service</th>
<th>Average Age</th>
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</thead>
<tbody>
<tr>
<td>Exempt Staff</td>
<td>25</td>
<td>8%</td>
<td>28%</td>
<td>72%</td>
<td>6</td>
<td>51</td>
</tr>
<tr>
<td>Non-exempt Staff</td>
<td>31</td>
<td>55%</td>
<td>42%</td>
<td>58%</td>
<td>6</td>
<td>42</td>
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<tr>
<td>Part-time Staff</td>
<td>20</td>
<td>45%</td>
<td>15%</td>
<td>85%</td>
<td>4</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Total employees</th>
<th>Ethnic Diversity</th>
<th>Male</th>
<th>Female</th>
<th>Average Years of Service</th>
<th>Average Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs and Student Life</td>
<td>9</td>
<td>33%</td>
<td>11%</td>
<td>89%</td>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>Administration and Finance</td>
<td>9</td>
<td>56%</td>
<td>22%</td>
<td>78%</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>Butterfly House</td>
<td>14</td>
<td>64%</td>
<td>7%</td>
<td>93%</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>Cafédé 1823</td>
<td>4</td>
<td>75%</td>
<td>50%</td>
<td>50%</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Dean's Office and Hospitality</td>
<td>7</td>
<td>43%</td>
<td>43%</td>
<td>57%</td>
<td>8</td>
<td>47</td>
</tr>
<tr>
<td>Institutional Advancement and CACS</td>
<td>8</td>
<td>25%</td>
<td>25%</td>
<td>75%</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Institute for Christian Formation and Leadership</td>
<td>8</td>
<td>13%</td>
<td>25%</td>
<td>75%</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Bishop Payne Library</td>
<td>10</td>
<td>20%</td>
<td>20%</td>
<td>80%</td>
<td>9</td>
<td>52</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8</td>
<td>13%</td>
<td>100%</td>
<td>0%</td>
<td>10</td>
<td>47</td>
</tr>
</tbody>
</table>

Ethnicities represented include: Hispanic, Pacific Islander, Indian, Asian, African-American, Black (Non-US)
Appendix 9.B

Organizational Charts

The Dean’s Senior Staff

Dean and President

- Vice President and Academic Dean
- Vice President for Institutional Advancement and Associate Dean and Director of The Center for Anglican Communion Studies
- Vice President for Administration and Finance
- Associate Dean of Students
- Director of Institutional Effectiveness and Planning and Staff Officer to the Dean and President
- Director of the Institute for Christian Formation and Leadership
The Office of the Dean and President

Dean and President

Director of Institutional Effectiveness and Planning and Staff Officer to the Dean and President

Campus Coordinator
- Receptionist

Hospitality and Guest Residence Manager
- 3 Housekeepers

Assistant to the Offices of the Dean and Administration
The Office of Academic Administration and Student Life

Dean and President

Associate Dean of Students

Director of Financial Aid and Housing

Assistant to the Director for Admissions and Financial Aid

Head Librarian

Staff Officer and Director of Admissions

Administrative Assistant

Vice President of Academic Affairs (Academic Dean)

Registrar

Part Time Technical and Registrar’s Assistant

Director of Ethnic Ministries
The Bishop Payne Library

Dean and President

Vice President of Academic Affairs

Head Librarian & Professor

Technical Services Librarian

Administrative Assistant (part-time)

Archivist

Public Services Librarian

Electronic Services & Serials Librarian

Technical Services Assistant (part-time)

Technical Services Technician

Assistant Archivist for AAEHC

Circulation Assistant (part-time)

Student workers (6)

Circulation Assistant (part-time)
The Institute for Christian Formation and Leadership

Dean and President

- Director of the Doctor of Ministry Program
- Director of the Center for the Ministry of Teaching
- Director of Field Education and Second Three Years
- Staff Officer and Director of Operations
  - Digital Missioner
  - Administrative Coordinator
  - Administrative Assistant
- Editor and Program Coordinator

Administrative Assistant
The Center for Anglican Communion Studies

Dean and President

Vice President for Institutional Advancement and Associate Dean of the Center for Anglican Communion Studies (CACS)

Associate Director of CACS and Interreligious Affairs
Physical Plant

Dean and President

Vice President Administration and Finance

Physical Plant Director

Grounds Manager

Painting Supervisor

Assistant Physical Director

Groundskeeper

Part-time Groundskeeper

2 Maintenance Assistants
Appendix 9.C

Ten Year History of Consolidated Investment Fund

<table>
<thead>
<tr>
<th>Year</th>
<th>Market Value of CIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>$119,360,587</td>
</tr>
<tr>
<td>2003</td>
<td>$104,411,552</td>
</tr>
<tr>
<td>2004</td>
<td>$113,551,922</td>
</tr>
<tr>
<td>2005</td>
<td>$118,057,889</td>
</tr>
<tr>
<td>2006</td>
<td>$126,110,014</td>
</tr>
<tr>
<td>2007</td>
<td>$143,496,563</td>
</tr>
<tr>
<td>2008</td>
<td>$135,164,830</td>
</tr>
<tr>
<td>2009</td>
<td>$111,374,169</td>
</tr>
<tr>
<td>2010</td>
<td>$120,158,549</td>
</tr>
<tr>
<td>2011</td>
<td>$135,203,722</td>
</tr>
</tbody>
</table>

**NOTE:** Beginning in 2007, $9 million of capital reserves were deposited into the Consolidated Investment Fund to be used over the next three years.
Appendix 9.D

*Lettie Pate Evans Foundation: Growth in Annual Income*

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Income from LPE Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>$2,696,839</td>
</tr>
<tr>
<td>2003</td>
<td>$2,941,499</td>
</tr>
<tr>
<td>2004</td>
<td>$3,105,575</td>
</tr>
<tr>
<td>2005</td>
<td>$3,506,014</td>
</tr>
<tr>
<td>2006</td>
<td>$3,885,750</td>
</tr>
<tr>
<td>2007</td>
<td>$4,266,959</td>
</tr>
<tr>
<td>2008</td>
<td>$4,680,558</td>
</tr>
<tr>
<td>2009</td>
<td>$5,161,508</td>
</tr>
<tr>
<td>2010</td>
<td>$5,406,429</td>
</tr>
<tr>
<td>2011</td>
<td>$5,756,033</td>
</tr>
<tr>
<td>2012</td>
<td>$6,104,613</td>
</tr>
</tbody>
</table>
Appendix 9.E

*Giving Information for the last three fiscal years*

<table>
<thead>
<tr>
<th></th>
<th>FY 2010</th>
<th>FY2011</th>
<th>FY 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Gift by Individual</td>
<td>$100,000.00</td>
<td>$188,100.00</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>Highest Gift by Foundation</td>
<td>$192,430.00</td>
<td>$597,200.00</td>
<td>$2,000,000.00</td>
</tr>
<tr>
<td>Highest Bequest</td>
<td>$250,000.00</td>
<td>$144,767.00</td>
<td>$1,333,333.00</td>
</tr>
<tr>
<td>Lowest Gift by Individual</td>
<td>$2.00</td>
<td>$1.00</td>
<td>$1.00</td>
</tr>
<tr>
<td>Lowest Gift by Foundation</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$100.00</td>
</tr>
<tr>
<td>Lowest Bequest</td>
<td>$9,056.00</td>
<td>$5,382.00</td>
<td>$667.00</td>
</tr>
<tr>
<td>Number of Gifts</td>
<td>2,522</td>
<td>3,052</td>
<td>3,505</td>
</tr>
<tr>
<td>Average Gift</td>
<td>$626.00</td>
<td>$809.00</td>
<td>$1,815.00</td>
</tr>
<tr>
<td>Mode</td>
<td>$100.00</td>
<td>$100.00</td>
<td>$100.00</td>
</tr>
<tr>
<td>Median</td>
<td>$100.00</td>
<td>$100.00</td>
<td>$100.00</td>
</tr>
</tbody>
</table>