Prepared for the October 11-13, 2004 Joint Visit of
The Association of Theological Schools
in the United States and Canada

and

The Higher Learning Commission of the
North Central Association of Colleges and Schools

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INTRODUCTION

Winebrenner Theological Seminary: A History in Three Movements
Dr. Philip Harrold, Assistant Professor of Church History

If Pastor John [Winebrenner] could return today,...
What would he think of this, our work?
He would marvel at our abundance
And yet see beyond... into men’s souls
And find there, the same deep hunger
And hear the same insistent call:
Preach Jesus--O the glory of preaching Jesus.
--Rev. Roy Schreiner, D.D.,
from Historical Pageant (1960)

These words remind us that the motivating passion behind Winebrenner Theological Seminary is the classic Pietist call to proclaim the transforming gospel of Jesus Christ. John Winebrenner embodied this passion in his life and ministry and so has the institution that bears his name. Like any human organization, the school has experienced its share of highs and lows. It has moved back and forth, literally and figuratively, in its identity and mission. If, indeed, ‘Pastor John’ came back for periodic visits, he would be amazed and, on occasion, perplexed at the changes that have marked its sixty-one years of history. But he would also recognize today that the cross that stands at the heart of the new Main Street building symbolizes an enduring desire to address the “same deep hunger” of the ages.

There are many ways to tell the story of this dynamic institution, but given the seminary’s new surroundings adjacent to The University of Findlay campus, perhaps the most appropriate theme is that of movement. How have the three major relocations of the seminary reflected new self-understandings and inspired new visions of service to the church and the world? While the school has demonstrated what former President Gale Ritz once called “creative and daring and imaginative faith” in each chapter of its history, how
have the moves, in particular, repositioned the institution for effective training and formation of servant leaders in the church? Let us consider the history of Winebrenner as a story in three ‘movements’ . . .

The first movement, from the Findlay ‘College’ campus to new educational facilities at College First Church of God, reminds us that history often moves full-circle; the new Main Street building is only a few yards from the birthplace of the seminary. After its founding on the college’s campus as a graduate school of divinity in 1942, Winebrenner struggled to find firm footing amidst the eruptions of a world war, a chronic shortage of students, and the inevitable challenges of piecing together a curriculum with part-time faculty. Dr. Eugene Eakin and his successor, Dr. Gale Ritz, worked tirelessly as deans to raise the profile of the school within its sponsoring denomination, the Churches of God in North America, but did not succeed in winning full support until 1950. Just as the fledgling seminary moved to College Church, it became the beneficiary of new educational standards for ordination within the denomination. The move to College Church also represented a new opportunity to address the urgent needs of post-war America, especially the growing demand for well-equipped ministers within and beyond the Churches of God in North America denomination.

New facilities and a new faculty enabled Winebrenner to implement a full slate of courses designed to equip students with a “keen understanding” of the Christian faith (1955-57 WTS Catalog). This included an eclectic assortment of courses like The Ecumenical Church and Christian Symbolism and Architecture (benefiting, no doubt, from College Church’s ornate Neo-Gothic design). While the atmosphere of the place was decidedly academic in tone, a “warmly evangelical” spirit prevailed within and beyond the
classrooms. Over time, the move offered an opportunity to achieve a distinctive identity and sense of purpose that drew from a variety of ecclesiastical strands and theological traditions. “Unity in Diversity”—that popular and overused phrase we hear so often today—accurately applies to Winebrenner during these adolescent years. Its resiliency was soon tested in 1960 as accreditation concerns at Findlay College called for a formal separation and re-incorporation of the seminary as an autonomous institution. Just as it began to adjust, rather unexpectedly, to this new status, the small but thriving school suddenly faced the prospect of another relocation. In just a few short years, the second movement of Winebrenner Theological Seminary was underway.

An unexpected donation of land on East Melrose made it possible for the seminary to realize fully its independence in 1962. Harriette Ritz, wife of Winebrenner’s second dean and first president, Gale Ritz (serving 1949-1963), remembers the new location as a rather barren place “in a field,” unremarkable in every way except that it overlooked downtown Findlay. Soon, however, a campus appeared and a vibrant community filled its offices and classrooms. New horizons gave the seminary an opportunity to “think big”—at least that is how the school’s catalog captured the mood of the place. Innovative programs were launched, especially in the arena of continuing education, and as many as six new academic committees were formed out of only three full-time and two part-time faculty. Ritz, in particular, was determined to bring the school into direct contact with “the remarkable change and growing complexity of all of life” which the Twentieth Century had witnessed. His successors, Richard Kern (1963-1970), Emil Holzhauser (1970-1972), and William T. Jackson (1972-1977), all worked to expand the program and reach new publics. In 1973, one member of the community described it as “small, vital, and fresh, like a growing plant,
... ripe for new ideas.” Indeed, the barren field had become fertile ground for “intelligent conversation with the world,” according to Gale Ritz. He and others demonstrated the kind of “consecrated intelligence” that ministers-in-training seemed to require in the increasingly complicated and conflicted decades of the 1960s and 1970s.

All was not well, however, at Winebrenner during the “Melrose Years.” Internally, the school struggled with low enrollments, meager finances, and inadequate library facilities. Not surprisingly, lack of full accreditation was also a major concern. In his Conference Report of 1975, President Jackson clearly recognized how interrelated these issues were: “The logic by which the Seminary can grow is very simple: full accreditation—more students; more students—more income; more income—a stronger academic program; with full accreditation, and a stronger academic program—the easier to attract funds from foundations, and from the business community.” In his final years, Jackson also realized that the seminary needed to refocus its energies on the needs and expectations of the Churches of God, General Conference. The theological diversity of Winebrenner faculty did not immediately translate into the kind of “stronger academic program” expected by Jackson or the largely evangelical constituency beyond the institution. At a winter retreat for faculty in 1976, it was generally agreed that the future of the seminary “in large measure lies with the goals and priorities of the denomination.” As a student, Dr. Leslie Lightner recalls considerable “sifting and sorting” during these years and the slow and sometimes painful adjustment in personnel and program towards the mainstream evangelical current of the day.

The arrival of Dr. George Weaver, Winebrenner’s next president (1977-1988), and the provision in 1981 of new facilities, especially a library, at the Center for Christian
Ministries were essential ingredients in the evangelical resurgence of the seminary and the rebuilding of strong relations with the Churches of God, General Conference. Still lacking full accreditation, efforts were also doubled in addressing the concerns of agencies like the Association of Theological Schools. Meanwhile, the realities of an emerging “market place” in theological education were sinking in. Winebrenner had to learn how to promote itself and this, in turn, required a sharper definition of its mission. New faculty, development initiatives, and revised curricula focused on the training of “servant leaders” for the church. “Historic Pietism” provided the formal theological identity of the school—“that the personal experience of regeneration is a divine act and the sole means by which alienated humankind is reconciled to God in Christ” (1985-1988 WTS Catalog). Clearly, the seminary, under Weaver’s direction, was intent on reviving its evangelical heritage even as it sought to retain a measure of the diversity and “ecumenical atmosphere” of earlier administrations.

Winebrenner’s next president, Dr. Dave Draper, built on the achievements of George Weaver when the latter retired due to failing health in 1988. Already serving in recruitment and development capacities under his predecessor, Draper was eager to define even more precisely the core values and strategic goals of the seminary. At a faculty meeting in the fall of 1988, he asked very pointed questions: “(1) How has pastoral ministry changed in the last twenty years? (2) What will ministry look like in the year 2000? (3) What are the characteristics of a spiritually mature and professionally equipped person in the year 2000? (4) What hinders WTS from accomplishing its mission? (5) What can WTS do to fulfill its mission?” New initiatives were launched concerning trustee development, practical instruction, field education, biblical and spiritual formation, and
curricular integration. Draper liked to quote from former professor Dr. Hillard Camp: “Pray as if everything depended on God. Work as if everything depended on you.” At a time of growing concern over accreditation, Draper added, “We need more of both.” Prayers were finally answered and years of effort—fifty in all!—were rewarded in 1991 when the seminary was fully recognized by national and regional accrediting agencies. With new confidence and hope, Draper told Winebrenner trustees that he did not want the seminary merely to survive but “be responsive to the Spirit’s guidance for the remainder of the 90s.” The most immediate and tangible sign of this responsiveness came in the form of increased enrollments, which, in turn, prompted new thinking about location and facilities. Soon, another movement was being considered...

The “Melrose Years” were noteworthy for giving Winebrenner Theological Seminary a mature sense of identity and mission, but in the late 1990s, it was increasingly evident that a new era was about to begin in the history of the institution. Deep and enduring commitments to address the spiritual needs of the contemporary world, expressed years earlier by Gale Ritz and Richard Kern, combined with the more recent recovery of evangelical activism. Conversations became more animated, visions were articulated, and intense discussion on the future emerged. Dave Draper was convinced that to find a place on the “leading edge” of theological education, the seminary had to contemplate the possibility of yet another move. From a practical standpoint, more space would be needed, especially if the seminary enrollment was to surpass a hundred students. After an invigorating conversation with then President Ken Zirkle of The University of Findlay in the spring of 1997, it also became apparent that Winebrenner, from an educational standpoint, needed to reposition itself in a place where the social, cultural, and, most
importantly, spiritual realities of a post-Christian world were more readily apparent. While
the seminary would remain instrumental first and foremost to the Churches of God,
General Conference—a relationship most tangibly expressed in its proximity to
denominational headquarters on East Melrose—the school must also respond to the sense
of call and opportunity at its historic birthplace.

John Winebrenner once observed, “to mix with the people is the way to learn to
understand them.” This wisdom underlies the latest move of Winebrenner Theological
Seminary to its spacious new facility adjacent to The University of Findlay campus. In
keeping with its dynamic history—a story that can now be told in terms of three
movements—may this be a place where “consecrated intelligence” (Ritz), “critical
thinking” (Kern), “dialogue across a broad spectrum” (Jackson), “excellence in the training
of God’s servants” (Weaver), and the future of a “visionary church” (Draper) are found . . .
and all for the sake of the Gospel and the “same deep hunger” it has addressed across the
ages.

*Accreditation History*

The following chronological outline provides a brief accreditation history of
Winebrenner Theological Seminary:

*February 1984.* Winebrenner is a candidate for accreditation with the North Central
Association; degree programs limited to the Master of Divinity.

*April 1986.* Winebrenner is accredited by the North Central Association; degree
programs limited to the Master of Divinity.

*January 1989.* Winebrenner is granted candidacy status by the Association of
Theological Schools.
June 1991. Winebrenner is granted initial accreditation for a period of three years by the Association of Theological Schools; approval for the Master of Divinity degree with preliminary approval of the Master of Arts in Christian Education degree.


June 1994. Accreditation reaffirmed by the Association of Theological Schools for a period of ten years (spring 2004); approval of the Master of Divinity degree and the Master of Arts in Christian Education degree; preliminary approval to the Master of Arts (Theological Studies) degree.

August 1994. North Central Association accreditation at the master's level limited to the Master of Divinity degree, the Master of Arts in Christian Education degree, and the Master of Arts (Theological Studies) degree.

November 1997. Preliminary approval granted by the Association of Theological Schools for the Doctor of Ministry degree.


May 2000. Focused Visit to reaffirm the Doctor of Ministry degree accreditation by the North Central Association and the Association of Theological Schools.

April 2001. Approval by the Higher Learning Commission to change the name of the Master of Arts in Christian Education degree to the Master of Arts in Family Ministry degree.

June 2001. Approval by the Association of Theological Schools to change the name of
the Master of Arts in Christian Education degree to the Master of Arts in Family Ministry degree.

**Self-Study Process and Timeline**

The self-study process engaged both internal and external publics in a comprehensive evaluation of the institution to promote a culture of ongoing improvement. Those who have been involved in the preparation of the report believe that it accurately represents Winebrenner Theological Seminary (WTS) as it seeks continued accreditation with the Higher Learning Commission (HLC) and the Association of Theological Schools (ATS).

In preparation for the 2004 accreditation site visit, a Steering Committee was formally appointed on January 31, 2002. Members included the seminary president, the director of business affairs, assistant library director, academic dean, a faculty member, an alumnus, a trustee, and a student. The Steering Committee endeavored to develop a self-study approach, based on the ten ATS Standards of Accreditation, which would ensure broad participation. The following subcommittees were formed:

- **Group 1** Institutional Integrity; Authority and Governance; Institutional Resources; Purpose, Planning, and Evaluation
- **Group 2** Learning, Teaching, Research; Faculty; Library and Information Resources; Purpose, Planning, and Evaluation
- **Group 3** Theological Curriculum; Multiple Locations and Distance Education; Purpose, Planning, and Evaluation
- **Group 4** Student Recruitment; Admission, Services, and Placement; Purpose, Planning, and Evaluation

A timeline was generated that would take the self-study through the 2004 visit. In late summer 2002, a change was made in leadership of the self-study process. The self-
study coordinator and editor switched roles, but this change did not seriously impede the process.

In the Steering Committee meetings that followed, it was stressed that the self-study was to be not only descriptive, but also evaluative, and that new questions could be generated to complement the ATS guideline questions in the collection of data. Over the spring and summer, the subcommittees collected internal data in answer to those questions. That was followed in the early fall by the development of evaluative instruments that could be used to collect data from both internal and external constituencies. A variety of surveys were examined for their validity, reliability, and utility, with the final instruments mailed in November and December 2002. By late-February 2003 both quantitative and qualitative data had been collected, tabulated, and returned to the subcommittees to be utilized in their areas of concern. This data has been used throughout this report, interpreted numerically on a 4.0 scale with 4.0 indicating the greatest satisfaction. After the move to the new facility was complete, three of the original populations (students, faculty, and staff) were resurveyed regarding areas that had been impacted by the transition. Those surveys, sent at the end of the fall 2003 trimester, used the original wording and questions, making the responses valid for comparison and contrast with the 2002 Self-Study Survey. Those results also appear throughout this report.

Since WTS was facing a major transition—a move to a new facility—over the 2003 summer months, the Steering Committee requested additional time from both the HLC and the ATS in order to incorporate adequately the impact of the transition within the Self-Study Report. By June 2003 both accrediting bodies had approved this request. The comprehensive visit was then scheduled for October 11-13, 2004.
Organization of the Self-Study Report

The Self-Study Report is organized around the 10 ATS Standards of Accreditation:
1. Purpose, Planning, and Evaluation
2. Institutional Integrity
3. Learning, Teaching, and Research: Theological Scholarship
4. The Theological Curriculum
5. Library and Information Resources
6. Faculty
7. Student Recruitment, Admission, Services, and Placement
8. Authority and Governance
9. Institutional Resources
10. Extension Education

Chapters 1-10 Summaries and Recommendations
Evaluation of the Collaborative Relationship between WTS and UF
Higher Learning Commission Summary
Conclusion and Request for Continued Accreditation

Throughout the Self-Study Report the ATS standards are correlated with the HLC Criteria for Accreditation and the General Institutional Requirements. Since WTS is a theological school the Steering Committee decided to organize the Self-Study Report based on the 10 ATS Standards of Accreditation. Although the ATS Standards provide the structure, the report also provides patterns of evidence that respond to the Criteria for Accreditation and the General Institutional Requirements of the HLC. The introduction of each chapter notes the Criteria that are discussed in the chapter. However, it may be helpful now to provide a summary of how the Self-Study Report addresses these various concerns.

Higher Learning Commission Criteria for Accreditation

Criterion 1—The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.
Explained in Self-Study:
- Chapter 1—Purpose, Planning, and Evaluation

Criterion 2—The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.
Explained in Self-Study:
- Chapter 5—Library and Information Resources
- Chapter 6—Faculty
- Chapter 7—Student Recruitment, Admission, Services, and Placement
- Chapter 8—Authority and Governance
- Chapter 9—Institutional Resources

Criterion 3—The institution is accomplishing its educational and other purposes. Explained in Self-Study:
- Chapter 3—Learning, Teaching, and Research: Theological Scholarship
- Chapter 4—The Theological Curriculum
- Chapter 10—Multiple Locations and Distance Education

Criterion 4—The institution can continue to accomplish its purposes and strengthen its educational effectiveness. Explained in Self-Study:
- Chapter 1—Purpose, Planning, and Evaluation
- Chapter 3—Learning, Teaching, and Research: Theological Scholarship
- Chapter 4—The Theological Curriculum
- Chapter 5—Library and Information Resources
- Chapter 6—Faculty
- Chapter 7—Student Recruitment, Admission, Services, and Placement
- Chapter 8—Authority and Governance
- Chapter 9—Institutional Resources
- Chapter 10—Multiple Locations and Distance Education

Criterion 5—The institution demonstrates integrity in its practices and relationships. Explained in Self-Study:
- Chapter 2—Institutional Integrity

*Higher Learning Commission General Institutional Requirements*

In brief, the following statements show that WTS clearly meets the HLC

General Institutional Requirements:

Mission

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

WTS has a mission statement adopted by the Board of Trustees in November 2001. The mission statement is published in each edition of the *WTS Catalog*, other official school publications, and on the website, with the catalog being distributed to both prospective and current students. The mission statement articulates the
commitment of the seminary to prepare servant leaders for biblically based ministries in the world.

2. It is a degree-granting institution.

WTS awards the Master of Divinity (M.Div.), the Master of Arts (Theological Studies) (M.A.[T.S.]), the Master of Arts in Family Ministry (M.A.F.M.), and the Doctor of Ministry (D.Min.) degrees.

Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

WTS is accredited by the HLC and the ATS. WTS is chartered by the State of Ohio and has received a Certificate of Authorization from the Ohio Board of Regents. WTS is recognized by the Veterans Administration and is authorized under federal law to enroll international students. The seminary is a member of the National Association of Evangelicals (NAE) and the Evangelical Council for Financial Accountability (ECFA).

4. It has legal documents to confirm its status; not-for-profit, for-profit, or public.

WTS is a tax-exempt entity under 501(C)(3) of the Internal Revenue Code. A letter attesting to this classification is available upon request.

Governance

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

The WTS Board of Trustees, in accordance with the Handbook of Operations, governs the seminary. The primary role of the board is to make policies and to exercise authority and responsibility for sound management. It formulates and determines educational and financial policies.

The board as a whole meets twice a year, accompanied by at least two executive committee meetings. Ad hoc meetings may be called as the need arises. The board, at its annual and interim meetings, carefully reviews financial information as well as audited financial statements.

The seminary moved to a new facility in August 2003, and now conducts its activities at 950 North Main Street, Findlay, Ohio 45840. This change of address was communicated to the pertinent accrediting and governmental agencies, as well as to all internal and external publics.
6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The board consists of not more than 17 members who are elected by the administrative council of the Churches of God, General Conference (CGGC). At least two-thirds of board membership is from members of the CGGC. The board’s composition reflects diversity of gender, ethnicity, and race. Two white women, one African-American, and 13 white males currently reflect the board’s makeup.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The duties of the president and board are clearly identified in the *Handbook of Operations*. The president has been delegated authority by the board to serve as the chief education and administrative officer, and to lead the seminary in accordance with the board’s policies and procedures. The president is to exercise general responsibility for the overall affairs of the school, and to bring those matters to board attention that are appropriate and necessary to keep it fully informed and enable it to meet its policy-making responsibilities. More important, however, is the president’s initiative in moving the seminary toward the participative government model that effectively involves administrators, faculty, staff, students, and trustees in the governance/decision-making process.

8. Its governing board authorizes the institution’s affiliation with the Commission.

WTS became a candidate for accreditation with the NCA (now the HLC) in February 1984. WTS received full accreditation in April 1986. The Board of Trustees authorizes continued affiliation with the HLC.

**Faculty**

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

The faculty members of WTS have earned, from accredited institutions, the degrees appropriate to the level of instruction offered by the seminary. The degrees held by faculty, and the institutions granting them, are listed in the *WTS Catalog*. Faculty transcripts and verification of credentials are kept on file in the Registrar’s Office.

10. A sufficient number of the faculty are full-time employees of the institution.

WTS has a core of full-time faculty whose primary employment is with the institution, whose tasks constitute full-time employment, and whose primary responsibilities are instructional.
11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Faculty members actively participate in the planning, review, assessment, and evaluation of courses and programs. The faculty meets monthly during the academic year to provide leadership in the development of academic policies, oversight of academic and curricular programs and decisions, establishment of admissions criteria, and recommendation of candidates for graduation.

Educational Program

12. It confers degrees.

WTS conferred its first accredited degrees in 1986 and has done so annually ever since that time.

13. It has degree programs in operation, with students enrolled in them.

WTS awarded 18 graduate degrees in August 2003. In the fall of 2003 there were 111 (FTE) students (all programs) enrolled at the seminary.

14. Its degree programs are compatible with the institution’s mission and are based on recognized fields of study at the higher education level.

Within the academic setting, excellence in theological education is viewed as the primary commitment. Consistent with its mission, the seminary offers degrees that prepare graduates for service in church and religious vocations. Correlation of theoretical and practical learning is a focus. Further evidence that the degree programs are compatible with the seminary’s mission is the emphasis on the core values of broad evangelical unity, spiritual formation for individuals and communities, theological and practical preparation for ministry, evangelism and discipleship, leadership preparation, and strong personal relationships among faculty, staff, and students.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.
The length and content of the M.Div., M.A.(T.S.), M.A.F.M., and D.Min. programs are consistent with and comparable to other accredited and recognized seminaries. Degree requirements are listed in the WTS Catalog. Therefore, the programs are appropriate for the awarding of these degrees.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.
While the seminary does cooperate with The University of Findlay (UF) on the Bachelor of Arts in Religious Studies (B.A.R.S.) program, this general institutional requirement does not apply to WTS as a graduate institution.

17. It has admission policies and practices that are consistent with the institution’s mission and appropriate to its educational programs.

All requirements for admission are clearly stated. Admission policies and practices, published in the WTS Catalog (Beginning 2003), are consistent with the seminary’s role and mission.

18. It provides its students access to those learning resources and support services requisite for its degree programs.

WTS offers academic and spiritual resources and services to support students and programs. The school strives to provide the optimal environment for a person-oriented seminary education. To that end, the processes of recruitment and admission, the services available to students and alumni, and the creation of enduring relationships among students and between students, faculty, and staff focus on individual student needs related to the creation of servant leaders. Although the student population has increased and many students now commute from a distance, WTS retains a cohesive identity by viewing both individual students and the community as a whole as being centered in servanthood to Christ and His church.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The seminary maintains its accounts in accordance with generally accepted principles of accounting, and submits to an annual audit of its finances by a certified public accounting firm.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The allocation of financial resources resembles that of similar institutions of theological and higher education.

21. Its financial practices, records, and reports demonstrate fiscal viability.

The seminary has demonstrated financial responsibility and viability. The Board of Trustees utilizes a finance and business affairs committee, made up of between four to seven members, that initially reviews financial information. The committee’s
observations and recommendations are shared with the board as a whole. Recommendations from the committee are voted on and implemented accordingly.

The president, with assistance from the director of business affairs and the development department, provides oral and written reports and briefings to ensure that the board has complete and accurate knowledge relative to the state of the seminary's financial status. As a result, the board has stipulated on several occasions that budget constraints be applied to maintain a balanced budget for the ensuing fiscal year.

Public Information

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements; its learning resources; its admission policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

All of this information is made available to interested constituencies through a variety of official, formal, and informal avenues: brochures, yearly catalog, admission's packets, and business office forms and processes.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

Through self-studies and other publications, the seminary discloses its standing with accrediting bodies and other affiliated institutions.

24. It makes available upon request information that accurately describes its financial condition.

Budget and financial records and reports are filed in the office of the director of business affairs. The director of business affairs, to whom all requests for further information should be directed, provides information accurately describing the financial condition of WTS regularly to the board.

Responses to the 1994 Concerns

In response to the criteria and requirements in place at the time of the last accreditation visit, the 1994 Report of a Comprehensive Evaluation Committee focused on two primary concerns, faculty and library services.

In the 1994 report, notation 2.7 stated "The faculty of this institution
is not of sufficient number or diversity to fulfill its stated mission and the standards.” In the ensuing years, significant strides have been made regarding faculty employment. For the most part, full-time faculty cover all the major areas including Old Testament, New Testament, theology, church history, and Christian ministries. With the 2003 resignation of the full-time theology professor, a new full-time theology professor has been secured. WTS has a continuing concern that it does not have full-time professors in the areas of homiletics and worship, leaving these areas also to be taught by adjunct personnel.

The second part of notation 2.7 was a noted lack of diversity within the faculty. WTS is sensitive to this issue. Within the last ten years efforts have been made to hire faculty members of diversity. Typical of this effort was the attempt to fill the Old Testament position with a Chinese American. WTS offered a compensation package that was as generous as possible without being unfair to other professors who had been on staff for a number of years. The candidate took a position with another seminary that gave him $10,000 more than WTS could offer. More recent searches have attempted to identify minority persons to be permanent additions to the faculty. A continuing dilemma in these searches is that very few responses are received from academically qualified individuals, and those with appropriate academic qualifications have not proven to be a good ministry fit.

A positive addition to the fulltime faculty was the employment of a female Christian Ministries professor in 2000. In addition, two female adjunct professors, both licensed counselors, also continue to teach in the area of Christian ministries.

The second notation from the 1994 report was 5.5, "The library staff is inadequate." This specifically addressed concerns that the library administrator did not possess graduate
degrees in both library science and theology. The seminary heard and addressed that concern. Initially, various faculty members served as library director. By January 2000, a full-time director of library services holding graduate degrees in library science and theology was employed. The dean, a theology professor who also obtained a Master of Library Science (M.L.S.) degree, also supported this area. Upon the resignation of the library director in April 2001 the dean assumed the director's responsibilities and continued in that capacity until July 2003. The current director received an M.L.I.S. degree in May 2004, which brought the seminary back into partial compliance with this standard. The director and current academic dean meet frequently to plan and monitor the overall management of the WTS library holdings. The director also relies heavily on faculty suggestions for the book selection. Three part-time employees currently support the director in the library.

**Review of Significant Changes 1994-2004**

- Facility move
- Delivery system restructured
- Degree programs added
- Program changes made
- Faculty changes
- Increased enrollment
- Field education replaced by *Ministry in Context* (MIC)
- Emphasis shift from a denominational to a regional school
- Mission statement and *Handbook of Operations* revised
- Goals and core values developed
- Strategic plan implemented
- Admissions and development departments revamped
- Reporting methods improved
- Finances handled in-house
- Student, financial, and library records computerized
- OPAL (Ohio Private Academic Libraries) library consortium joined
- Admissions policies rewritten
- B.A.R.S. (Bachelor of Arts in Religious Studies) degree developed in cooperation with UF
Denominational overtures initiated

Significant Findings of the Self-Study

A number of written comments were received in response to the 2002 Self-Study Survey and the 2003 Resurvey. Students in 2002 appreciated the seminary in terms of its atmosphere, diversity, faculty, location, and size. Concerns were expressed over the lack of electives and the need to revise Ministry in Context (MIC). These trends are also discernable in the 2003 Resurvey.

With the expanding student body and the recent move to a new location, WTS has also discovered that it is not immune to "growing pains." Data collected in fall 2003 revealed some emerging negative trends.

One trend, displayed below, is a decline in staff satisfaction levels. Although the move does not seem to have affected student perception of the WTS atmosphere, staff seems to have been affected more visibly. One survey was consistently negative and that tended to skew the results. This was most clearly seen in the decline in satisfaction with working conditions that showed marked improvement in all formal and informal evaluations with other staff personnel. Taking that into account, however, it appears that staff persons are experiencing new stressors generated by learning to deal with a much larger academic community. Because the new facility is also used by UF students, staff persons in reception areas are required to be present at all times even during seminary events and this change, although seemingly insignificant, adds to a sense of separation between staff and the community:

20
Another area of concern is the bookstore. Student satisfaction with the former in-library bookstore was only minimal, rating 2.97 in fall 2002. With the move, however, this bookstore was abandoned for the UF facility and this has proved extremely unsatisfactory, rating 1.74 among continuing students in fall 2003. The WTS academic dean has already addressed concerns of cost and availability, although no solution was in place by the beginning of the spring 2004 trimester and concerns continued.

On a positive note, students and faculty are expressing strong satisfaction with the new physical facility. The move seems to have affected faculty morale with the following increases in their satisfaction ratings:

Student and Faculty Satisfaction, 2003 Resurvey*

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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>preparation of servant leaders</td>
<td>+.29</td>
</tr>
<tr>
<td>relationship with administration</td>
<td>+.58</td>
</tr>
<tr>
<td>job security</td>
<td>+.61</td>
</tr>
<tr>
<td>working conditions</td>
<td>+.54</td>
</tr>
</tbody>
</table>

*increase on 4.0 scale
Summary of Introduction

WTS has a long and rich history within a specific denomination. The seminary, however, is now poised to face the future with confidence and enthusiasm as a regional seminary, as it serves not only the CGGC, but also various denominations. This Self-Study Report attempts to articulate how administrators, faculty, staff, and students are engaged in the task of theological education for the purpose of preparing servant leaders for the wider church.
CHAPTER 1
PURPOSE, PLANNING, AND EVALUATION

- Cross Reference with Higher Learning Commission Criterion One: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.
- Cross Reference with Higher Learning Commission Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

In the months leading up to and including August 2003, Winebrenner Theological Seminary (WTS) completed a move to 950 North Main Street, Findlay, adjacent to The University of Findlay (UF). The WTS community believes that the execution of a major capital campaign, the construction of a new facility, and the relocation of the campus will position the seminary for greater service to Christ and to the church.

Purpose

The general purpose of WTS is to provide biblical and theological education for persons preparing for Christian vocations. Institutional cognitive, affective, and psychomotor goals have been established to support this general purpose (WTS Catalog [Beginning 2003], p. 7). WTS is affiliated with the Churches of God, General Conference (CGGC) as a private not for profit institution. The seminary became an independent degree-granting institution in 1961. Presently graduate degrees include the Master of Divinity (M.Div.), Master of Arts (Theological Studies) (M.A. [T.S.]), Master of Arts in Family Ministry (M.A.F.M.), and Doctor of Ministry (D.Min.). Other educational opportunities include the Bachelor of Arts in Religious Studies (B.A.R.S., in cooperation with UF), Diploma in Pastoral Studies, and Certificate in Pastoral Studies. WTS is accredited by the Higher Learning Commission (HLC) and the Association of Theological Schools (ATS); chartered by the State of Ohio and has received a Certificate of
Authorization from the Ohio Board of Regents; recognized by the Veterans Administration and authorized under federal law to enroll international students; a member of the National Association of Evangelicals (NAE) and the Evangelical Council for Financial Accountability (ECFA).

The seminary seeks continued accreditation with ATS and the HLC because their purposes—academic excellence and improvement through assessment and accreditation—are in harmony with that of WTS.

Student response to WTS has been outstanding. Since 1990, enrollment has increased more than 200%. While such growth is exciting, it also created a severe shortage of classroom and support space. The seminary constructed a new campus adjacent to UF and relocated to the expanded facilities in August 2003. The new building provides state-of-the-art classrooms, meeting rooms, a convocation center, and office space. The following goals prompted this move:

- Bring expanded opportunities for students to gain a solid theological education
- Strengthen academic programs and the overall learning environment
- Increase stewardship opportunities through shared resources and collaborative relationships with UF
- Provide ease of access to the campus and increasing service opportunities within the Findlay community

With the move having been completed, these are some of the collaborative efforts in which WTS and UF are involved:

- Cooperative B.A.R.S. degree
- Maintenance of the WTS library collection in UF Shafer Library
- Bookstore cooperative working arrangement
- Connection to UF internet network and phone systems
- Utilization of UF resources for on-line classes using UF’s Blackboard program
- Provision for maintenance and security by UF staff for the seminary building
- Housing of some WTS students in UF facilities
- UF faculty offices in the building
- WTS and UF student access to both library collections
- Use of classrooms and facilities for UF students
- Use of convocation center for UF events
- More UF than WTS students use the building
- Other issues where economy of scale will provide lower costs for both institutions

Planning

Like most institutions, WTS has sought to define its mission and establish its direction in the form of a strategic plan. The development of the current WTS strategic plan started in February 2000 when the executive vice president/director of development began to facilitate the strategic planning process. From February to July he met with all the faculty and staff and posed these two questions:

- In looking at developing a strategic plan for WTS, covering the next three to five years, what areas or elements do you believe should be included in the plan?
- What do you believe we should be focusing on with respect to improving the campus environment and developing people?

In July 2000 a strategic plan proposal was taken to the President’s Council, and in September of that same year a strategic planning team, composed of a cross-section of persons from WTS, assembled to consider how to organize and monitor the process. Goals and objectives for a three-to-five year period, with one-year activities, were established. The President’s Council endorsed the work to that point, and the Board of Trustees approved the strategic plan in November 2000. The strategic plan has been monitored and revised since that time and is now in its third generation (2001-2002, 2002-2003, and 2003-2004).

The establishment of an overall strategic plan has helped the seminary to define its mission and establish its direction more clearly: “Winebrenner Theological Seminary serves the Lord Jesus Christ and His Church by preparing servant leaders for biblically based ministries in the world.” With input from the President’s Council and the seminary
community, the mission statement was approved and adopted by the Board of Trustees in November 2001. This mission statement appears in the school’s academic catalog and promotional brochures. Certainly this mission statement is not unlike that of many other seminaries. In fact, WTS is similar to many other seminaries in that it provides theological education in the biblical, historical, orthodox Christian faith. Courses are provided in Bible, theology, church history, and Christian ministries. The strategic plan, however, greatly enhances the seminary’s self-understanding as it serves its mission in unique surroundings in accordance with its theological heritage and constituency.

The participatory process produced broad ownership of the mission statement. This was especially important for the seminary’s many new faculty and staff persons. The mission statement satisfied not only the regional nature of the seminary community, but also its distinctive and intimate relationship with the CGGC. WTS affirms the position of historic Pietism: that the personal experience of regeneration is a divine act and the sole means by which alienated humankind is reconciled to God in Christ. It also affirms the practice of three ordinances: believers’ baptism by immersion, the communion of the Lord’s Table, and the washing of the saints’ feet. The seminary is Arminian in persuasion and nonsectarian in its position. Thus, the seminary community enables administrators, faculty members, and students to recognize and respect different viewpoints regarding various doctrines and faith traditions without compromising the historical tenets of Christianity.

The seminary’s understanding of its mission is distinguished, however, from other theological schools in that it is the only seminary for the CGGC. While WTS has been distinctly shaped by the CGGC, and provides evangelical theological education and
preparation for ministry in the CGGC, approximately 30 other Christian denominations are represented in the student body as well. The seminary enjoys the denomination’s historic ecumenism toward other evangelical fellowships. While recognizing the small size of the CGGC, WTS has opened its eyes to its geographic position, and is seeking to enhance servant leadership in many churches throughout northwest Ohio. Thus, a relatively small denomination is able to impact the much wider church in general. Because of this, WTS considers itself to be a “regional” seminary. As such, it serves a broad evangelical and ecumenical constituency within an expanding geographic region. This region, while originally clustered around the upper Midwest, is in the midst of expanding beyond this area. Students from all denominations may receive theological education and practical ministry experience through a well-designed curriculum and flexible course offerings at WTS.

How satisfied are constituencies with WTS in fulfilling its mission of training servant leaders? When asked this question, the overall response was 3.32 on a 4.0 scale, with a score of 4.0 being very satisfied and a score of 3.0 being satisfied. Alumni rated the school at 3.28, current students at 3.44, and congregational leaders where alumni serve rated WTS on fulfilling its mission at a strong 3.63. Congregational leaders were more satisfied with the seminary’s fulfillment of its mission than any other question asked. They ranked one other at this high level of 3.63—that the students were able to clarify and validate one’s call to ministry.

The identification of WTS’ mission is also related to its core values, which are part of the seminary’s information literature. Individuals from each seminary group, including trustees, were asked to identify what they thought the values of the seminary should be.
Responses were tabulated from each group according to frequency of response. Approximately 25 responses were given, and the top 16 were then resubmitted with individuals asked to prioritize them. From them, the top eight values were identified. A lengthy group process was held with all members of the seminary community in a workshop retreat setting to clarify definitions and discuss applications. At that retreat it was agreed that two of the eight core values—supremacy of Jesus Christ and the authority of the Scriptures—were prominent, and should precede the other six. WTS acknowledges the supremacy of Jesus Christ and the authority of the Scriptures and strives for excellence in the following values:

- Broad evangelical unity
- Spiritual formation for individuals and communities
- Theological and practical preparation for ministry
- Evangelism and discipleship
- Leadership preparation
- Strong personal relationships among faculty, staff, and students

The mission statement and core values have become the foundation for the strategic plan. They drive marketing, recruitment, communication, and hiring. The following table indicates the level of satisfaction with WTS’ demonstration of its core values—overall response, student response, and alumni response ranked in order:

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Overall</th>
<th>Alumni</th>
<th>Students</th>
</tr>
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<tbody>
<tr>
<td>Broad evangelical unity</td>
<td>3.40</td>
<td>3.26</td>
<td>3.61</td>
</tr>
<tr>
<td>Strong personal relationships among faculty,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff, and students</td>
<td>3.27</td>
<td>3.20</td>
<td>3.49</td>
</tr>
<tr>
<td>Theological and practical preparation for ministry</td>
<td>3.22</td>
<td>3.29</td>
<td>3.32</td>
</tr>
<tr>
<td>Spiritual formation for individuals and</td>
<td>3.15</td>
<td>3.09</td>
<td>3.29</td>
</tr>
<tr>
<td>communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evangelism and discipleship</td>
<td>3.06</td>
<td>2.95</td>
<td>3.25</td>
</tr>
<tr>
<td>Leadership preparation</td>
<td>3.04</td>
<td>3.02</td>
<td>3.24</td>
</tr>
</tbody>
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Current students in every case rated each core value higher than the overall scores and higher than alumni. Possible explanations could be that WTS is doing a better job;
alumni in the field are more realistic after encountering realities of ministry; or, fewer alumni self-identify as evangelical than present students. And yet, many current students are involved in full or part-time ministry.

When addressing core values, WTS should look at ways to improve in every area with special focus on leadership preparation and evangelism and discipleship. When students and alumni were asked how satisfied they were with the seminary’s preparation of people to understand and practice biblical models of servant leadership, their ratings were 3.42 and 3.35 respectively.

**Evaluation**

The language of assessment, evaluation, and closing the loop is standard in higher education. Evaluation of students, programs, and the institution has received much more attention since the completion of the last self-study and comprehensive visit in 1994. The 2002 Self-Study Survey revealed that WTS is carrying out assessment in a variety of direct and indirect ways. There is at this time, however, no comprehensive assessment plan, administered by one person, which documents when and how assessment takes place at the student, program, and institutional levels; and further, how this data is fed back into the evaluation loop to improve all areas of the school. With the 2002 Self-Study Survey, questionnaires were sent to seven constituencies, and those responses and statistics are included throughout this report:

- Alumni
- Church Leaders
- Faculty
- Graduates’ Congregations
- Staff
- Students
- Trustees
WTS does not just rely on ten-year evaluations, however. Following are the ways in which the seminary has attempted to carry out assessment and evaluation of students, faculty, courses, programs, staff, trustees, and the president.

Students. Incoming master degree students complete the Profiles of Ministry, Houts Inventory of Spiritual Gifts, and the DISC Biblical Personality System instruments to determine their readiness for ministry. Students are graded upon the completion of individual courses (what they know). They are also graded on their Ministry in Context (MIC) field experiences (what they can do). In addition, alumni are periodically asked to assess and evaluate their seminary education.

Faculty and Courses. After every course the student is given an evaluation form to fill out on the quality of instruction and course content. Questions are both objective and subjective in nature. In addition, faculty persons are required to engage in personal evaluation, as well as individual evaluation with the academic dean.

Program. The seminary has made changes in its course delivery system to accommodate a broader range of students. WTS recognized that the present older population of students has an increased load of responsibilities, as contrasted with the younger students of the past. Instead of forcing such students to make all the sacrifices necessary to enroll in theological education, the seminary has adjusted its delivery system to give more flexibility. Many now do not have to terminate their employment and move to Findlay. Thus, due to the significant change in the WTS course delivery system, ongoing evaluation is essential. A survey was completed in 2001 to determine students’ reactions to the change in course delivery system. A follow-up survey is overdue at this point.
Administration and Staff. Yearly evaluations are conducted for administrative and staff members.

Trustees. Every three years the Committee on Trustees reviews the work of those members whose terms are expiring before recommending their reappointment to the board. In addition, each board member has completed a self-evaluation of his or her performance for the same committee.

President. Students, faculty, administration, and trustees evaluate the president on a regular basis.

Summary and Recommendations from Chapter 1—Purpose, Planning, and Evaluation

Main strength: WTS, as a regional seminary, relocated to expanded new facilities in August 2003. The increase in the student body, the development of a comprehensive strategic plan, the revision of the mission statement, the identification of core values, and the decision to move to a new location all represent some of the most important events in the history and life of WTS since the last comprehensive visit in 1994. Students from all backgrounds, administration, faculty, and staff are learning what it is like to be part of a large university campus, as opposed to being located in a small and secluded setting. This is requiring a significant period of adjustment. Both the building and the location, however, were necessary for the seminary to be even more effective in fulfilling its ministry and mission. The following recommendations, with assignments in bold, emerge from this chapter:

- Determine needs of students from various faith traditions. With approximately 30 denominations represented on campus, WTS is becoming more of a regional as opposed to strictly a denominational school. (Polity courses for specific denominations; student match up with judicatory mentor monitored by MIC Director and Faculty)
- Monitor the WTS relationship with UF. Because of the proximity of the new campus to UF, WTS envisions a cooperative and mutually collaborative relationship. (*President's Council and individual departments to review annually*)
- Revise the strategic plan in light of the issues and conclusions suggested by the Self-Study. This will guarantee that the strategic plan remains current. (*Associate Dean to bring quarterly reports to the President's Council; Executive Committee of the Board to participate in a yearly strategic planning session*)
- Identify ways to close the evaluation loop when assessing students, programs, and the institution. (*Comprehensive assessment plan to be initiated by the end of 2004; student assessment by faculty, program assessment by directors, institutional assessment by board committees*)
- Evaluate the delivery system regularly to ensure its continuing development and effectiveness. (*Admissions Office with alumni, faculty, and student feedback; summer 2005*)
CHAPTER 2
INSTITUTIONAL INTEGRITY

• Cross Reference with Higher Learning Commission Criterion Five: The institution demonstrates integrity in its practices and relationships.

Integrity has to be the cornerstone of any educational institution, especially a theological seminary. In short, Winebrenner Theological Seminary (WTS):

• Maintains a culture that values honesty, integrity, and morality
• Places value on personal wholeness
• Demonstrates integrity through its personnel policies
• Communicates forthrightly with accrediting agencies
• Represents the institution accurately and honestly
• Uses funds carefully, according to ethical and legal standards
• Deals with students personally and responsibly
• Protects information that is confidential and private
• Encourages an environment of dignity and respect

WTS promotes integrity at all times on the part of administrators, faculty, staff, students, and trustees. This chapter describes the various guidelines for ethical behavior and moral integrity at WTS.

WTS has a mission statement that was adopted by the Board of Trustees in November 2001. The mission statement articulates the commitment of the seminary to prepare servant leaders for biblically based ministries in the world. The mission statement is published in the WTS Catalog (Beginning 2003) and other official school publications, and this catalog is distributed to both prospective and current students. The seminary moved to a new facility in August 2003, and now conducts its activities and services at 950 North Main Street, Findlay, Ohio. This change of address was communicated to the pertinent accrediting and governmental agencies, as well as to all internal and external publics. Specific information about WTS is available in a variety of ways. In addition to traditional formats such as seminary catalogs and publications, electronic vehicles such as
an Internet web site and home page are available as well. The publications and advertising are factual and fairly describe the programs and services that the seminary offers.

It is imperative that WTS operate with integrity and in a highly ethical and responsible manner with both its internal and external publics. As such, WTS has developed policies, practices, principles, and procedures for dealing ethically with its internal and external constituents.

**Integrity in Internal Relationships**

The *Handbook of Operations* is a manual that outlines the internal operations and relationships of the seminary. The purpose of the *Handbook* is to remind members of the administration, board, faculty, and staff of the basic policies of the seminary. It is not only for new members of the seminary community, but it is also a continuing reference of developing policies for all employees. It serves as a reminder of WTS’ role in the important task of equipping servant leaders for the various ministries of the church. The *Handbook* is divided into four parts:

- Part I—Institutional Perspective
- Part II—Faculty
- Part III—Administration and Staff Policies
- Part IV—Policies

*Institutional Perspective.* WTS is an evangelical seminary committed to equipping students for biblical servant-leadership style of ministry. Because of this, the seminary places value on the personal wholeness—spiritual, emotional, social, intellectual, and physical—of each student, whereby these men and women realize their potential as maturing individuals in Christ. WTS is a community where students, staff, faculty, and trustees demonstrate the reality of their life in Christ by responding to each other as Christ would.
All students and members of the faculty and staff are expected to manifest a proper attitude toward the spiritual life and testimony of the seminary. The standards of conduct expected are those indicated for Christians in the Scriptures. The seminary strives to create and promote an atmosphere that will encourage the individual to develop the highest degree of maturity. Regulations for conduct are few. Students in their response to a question on the 2002 Self-Study Survey regarding campus conduct gave this a rating of high satisfaction (3.79). The primary obligation of each person is to live as a responsible member of the seminary and Christian community of which he or she is a member through denominational or local church membership, while seeking to live up to personal ideals as he or she grows personally, morally, spiritually, socially, and professionally. The Christian life is primarily positive rather than negative. Creative, loving service to others is far more important than adherence to a list of regulations. Such interaction serves as an expression of one's faith and personal integrity.

Faculty. Faculty have earned, from accredited institutions, the degrees appropriate to the level of instruction offered by the seminary. The degrees held by faculty, and the institutions granting them, are listed in the WTS Catalog (Beginning 2003). Faculty transcripts and verification of credentials are kept on file in the Registrar’s Office.

The faculty is entrusted with oversight of the curriculum and responsibility in matters dealing with the academic affairs of the community. It is the responsibility of the faculty to keep abreast of the major issues and current thoughts in adult, biblical, and theological education and incorporate them into the academic program of the seminary. Faculty indicated in response to the 2002 Self-Study Survey that remaining current in
reading and maintaining contact with faculty members of other seminaries are the most common methods for meeting these responsibilities.

Central to the mission of the seminary is the inquiry for truth, both individual and communal in nature. Therefore, it is not the policy of the seminary to dispense ready-made opinions or dogma, but rather to help the student reflect on his or her own personal theology and philosophy of ministry and live accordingly.

**Administration and Staff Policies.** WTS demonstrates integrity through its personnel policies in the areas of recruitment, selection, employment, appraisal, and promotion of individuals within the seminary community. As with the relationship evidenced with students, WTS strives for a holistic approach to personnel development; encouraging administration and staff participation in spiritual, social, and educational experiences.

**Policies.** Policies are in place concerning employee tuition, recognition, faculty and staff counseling, professional development, performance appraisal, and sexual harassment.

**Integrity in External Relationships**

As a public institution, the seminary must report to many external authorities. This helps to promote integrity.

**Church Affiliation.** WTS serves and affirms the distinctive identity of the Churches of God, General Conference (CGGC). The Church is Arminian in theological persuasion and nonsectarian in its positions, avoiding the pronouncement of dogmatic statements on issues such as millennialism that are frequently divisive among Christians. Thus, the seminary expects that administrators, faculty members, and students respect pluralistic viewpoints regarding various doctrines. At the same time, however, in order that the
seminary remains true to the basic teachings of the CGGC, members of the faculty are not
to adopt or teach any exegetical or theological positions exceeding the bounds of the
doctrinal and confessional standards of WTS.

**Accrediting Agencies.** WTS’ educational programs and institutional activities are
carried out in accordance with the standards and procedures established by the Higher
Learning Commission of the North Central Association of Colleges and Schools (HLC)
and the Association of Theological Schools in the United States and Canada (ATS). The
seminary communicates honestly and forthrightly with its accrediting agencies and
complies with their requests for information. The seminary files reports with these various
agencies, and has also done its utmost to cooperate with them in preparation for and in the
conduct of the visits. In addition to the HLC and ATS, WTS also maintains communication
with the Ohio Board of Regents, the Department of Education, and the Evangelical Council
for Financial Accountability (ECFA).

**Students.** The seminary’s published materials accurately represent the institution to
its various internal and external publics, including current and prospective students. The
*WTS Catalog (Beginning 2003)* provides the seminary’s mission statement, as well as its
history, core values, statement of faith, philosophy of education, institutional educational
goals, standards of life, affiliations, security information, continuing education
opportunities, campus, and community life.

As is true of all public institutions, WTS has a public trust to use funds in a fiscally
responsible and appropriate manner. WTS’ financial information, which is communicated
in part through the *WTS Catalog (Beginning 2003)*, lists information about tuition, fees,
financial assistance, grants-in-aid, loans, and refunds. It also covers the seminary’s policies on absence from classes, grading, make-up work, and withdrawal.

WTS has an obligation to deal with all students, including those who are making unsatisfactory progress, in the most responsible way possible. Students whose cumulative grade point average (GPA) falls below 2.5 are immediately placed on academic probation and informed of such action by the academic dean. The dean promptly meets with those individuals and affords them some sort of counseling and support. When placed on probation, he or she is ineligible for seminary or federal aid. In addition, a student whose cumulative GPA falls below 2.0 may be subject to academic dismissal. One who is on academic probation for two consecutive trimesters, or three total trimesters, may be asked to withdraw from the seminary. Students dismissed for unsatisfactory progress may request admission, and concurrence by full faculty vote is needed for readmission.

An essential component of promoting ethical and responsible relationships among students is the ability to adjudicate disputes equitably and fairly. Complaints and grievances are most often handled at an informal level, and dialogue is first encouraged between the parties. A student grievance would most likely involve a grade. On occasion, a student and faculty member may not agree on the grade given for a certain course. In that event, an arbitration committee is established to make a decision in the case. Such a committee is composed of a faculty member not involved in the dispute and chosen by the faculty, the student fellowship representative to the faculty (or another student named by the student fellowship in the event the representative is involved in the dispute), and the president or academic dean. This appeal process must be started within three weeks of the
receipt of that term's grades. The entire process will be completed within 90 days after the appeal is made. The committee's decision is final.

Academic integrity is dealt with in the *WTS Catalog (Beginning 2003)*, and is especially defined in terms of dishonesty and plagiarism. Dishonesty includes copying from another's examination or paper, allowing one to copy from one's own examination, giving or receiving inappropriate aid on a take-home examination, or submission of the same work product in more than one course without permission of the instructors. Plagiarism is the passing off of another's ideas or writings as one's own.

The WTS campus climate has traditionally been an environment where everyone is treated with dignity and respect. Care, concern, and compassion, demonstrated toward all persons, are hallmarks of WTS. The seminary protects information that is private and confidential in nature. Employees working in areas with access to student or employee information are conscious of the seminary’s policies and practices related to confidentiality and data privacy. WTS also enjoys a history of a low number of instances of criminal activity as reported in the annual crime statistic report. This is important, since students and employees have a right to a safe teaching and learning environment.

In addition, the seminary is committed to equality for men and women of every racial and ethnic background. Students rate sensitivity to gender and ethnic concerns satisfactorily at 3.05 and 3.11 respectively. This is a higher rating in comparison to alumni responses of 2.91 and 2.95, indicating that the concerns continue to be addressed. Recognizing that language is an essential element in understanding and shaping people's perceptions of themselves and others, the seminary urges students, faculty, and staff to use language in public discourse, in classroom discussions, and in their writings that is
sensitive to persons on the basis of gender, age, race, physical, or economic condition.
Regarding the diversity of faith traditions on the WTS campus, alumni and current students rated the sensitivity to different faith traditions as the most satisfactory of all concerns, 3.14 and 3.29 respectively.

Trustees. The Board of Trustees has and exercises the corporate powers prescribed in the Constitution of the CGGC, and those prescribed by the laws of the State of Ohio. The primary role of the board is to make policies and to exercise responsibility for sound management. It serves as the sole authority in those policies. It formulates and determines general educational and financial policies as deemed necessary for the administration and development of the seminary in accordance with its stated mission.

The seminary operates with a commitment to full disclosure. The board as a whole meets twice a year, accompanied by at least two executive committee meetings. Ad hoc meetings may be called as the need arises. The board, at its annual and interim meetings, carefully reviews financial information as well as audited financial statements. All meetings of the board are publicly announced and responsibly conducted.

Summary and Recommendations from Chapter 2—Institutional Integrity

Main strength: WTS practices integrity in its internal and external relationships. WTS is a church-related seminary that acknowledges and maintains its historical ties with the CGGC. WTS focuses on teaching realistic and meaningful competencies for ministry, thereby enabling servant-leaders for the practical vocations in the church. WTS emphasizes honesty and encourages high ethical standards in all of its actions and endeavors. The standards of integrity and ethical behavior appropriate to the numerous facets of a theological seminary are codified in a number of documents. These
standards include responsibilities to internal and external constituencies. Administrators, faculty, staff, students, and trustees are all committed to that goal. The following recommendations, with assignments in bold, emerge from this chapter:

- Maintain a learning and teaching environment that displays integration of content areas with the mission statement, core values and statement of faith. *(Faculty; time to be determined)*
- Utilize security measures appropriate to a large university setting. *(Business Office; time to be determined)*
CHAPTER 3
LEARNING, TEACHING, AND RESEARCH: THEOLOGICAL SCHOLARSHIP

- Cross Reference with Higher Learning Commission Criterion Three: The institution is accomplishing its educational and other purposes.
- Cross Reference with Higher Learning Commission Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Winebrenner Theological Seminary (WTS) has attempted to articulate a clear understanding of what constitutes a good learning experience. That understanding begins with an attention devoted to the whole person. The *WTS Catalog (Beginning 2003)* underscores the sensitivity, as an institution, necessary for a theological education of the entire individual. St. Augustine reminds us to press beyond mere words to the reality to which the words point. For this to be achieved, one must account for the total lived reality of each individual—the spiritual, intellectual, emotional, social, and physical aspects.

*Hallmarks of Quality Learning*

The integration of the aforementioned fundamental components of humanity into a meaningful whole, providing a basic framework for continuous growth in life and ministry, is essential to quality learning at WTS. In the 2002 *Self-Study Survey*, faculty and students were asked what they thought properly constituted such a quality learning experience at the seminary. A number of possible answers were listed:

a. Developing a theologically-informed worldview
b. Refining a theological system
c. Increasing knowledge of the classical disciplines of Bible, theology, and church history
d. Enhancing personal self-awareness
e. Learning practical skills for a particular ministry
f. Forming group spirituality
g. Promoting personal spirituality
Students were asked to select three from this list; choices c, g, e, and a (ranked from highest to lowest) were selected as most indicative of a quality learning experience. Faculty responses roughly correspond with these results, indicating that faculty and students perceive quality learning in much the same way. Most important, the survey reveals how both students and faculty perceive the learning experience in holistic terms, accounting for a comprehensive educational framework of knowledge, formation, practice, and theological reflection.

**Student Learning**

This comprehensive approach to theological education begins at the earliest stages of course preparation. For the content of each course to reach the place where it begins to speak to students, faculty members must think empathetically and imaginatively about its reception. At WTS, this is accomplished through a number of interactivities. Course exams, papers, and other types of assessment tools, as well as course evaluations, provide the more formal means of discerning how content is received. Faculty perceptions from the 2002 Self Study Survey written responses confirm this process. There are, of course, less formal means of evaluating the quality of the learning experience. Classroom dialogue and discussion and small-group interaction (rated 3.37 by students and 3.57 by faculty) were seen as quite substantive in importance. Beyond the classroom, interaction between professors and students falls short of expectations and receives less satisfactory rankings of 3.05 among students and 3.00 among faculty. In a less formal setting, faculty often are able to discover how students are coming to know and grow in their love for God and in their preparation for ministry. Consequently, deficiency in quantity and quality of exchanges are a concern and will be encouraged more deliberately. Holistic learning also involves
fostering a deeper understanding of one’s life, calling, and identity in a particular faith
tradition. The vital connection between words and lived reality will inevitably enhance self-
understanding. When students are genuinely receptive, they will be transformed as they
appropriate and integrate the content of learning into their lives. Knowledge becomes
insight, and insight casts new light on all that they are and hope to become. WTS assumes
that dissonance is a component of this enhanced self-awareness—an invigorating
dissonance between what a student may have assumed and what he or she now perceives to
be a new possibility for life and ministry.

How does WTS foster self-awareness to such an extent that this healthy dissonance
can bear fruit? In terms of programs, a course entitled The Ministerial Person, in which
students explore their self-understanding and callings, places students in an interactive
context carefully structured by basic spiritual formation principles. Attention to both self
and others, and a reflective demeanor in a variety of social encounters are key elements of
this course. Students come to a deeper understanding of themselves and their vocations as
they engage in meaningful conversations with each other. The practical component of
Christian Ministry (CM) courses like The Ministerial Person further enables this
understanding, tempered, however by individual levels of ministry experience. In the 2002
Self-Study Survey students, although appreciative of such courses and their subject matter,
believe the seminary needs to take into account such experiences. In these and other
interactive settings, the denominational diversity among students, faculty, and staff at WTS
plays an especially critical role. Differences in how each tradition envisions the people of
God become more apparent, prompting self-awareness as well as deeper inquiry into the
implications of these differences. The more these denominational identities are
acknowledged in and beyond WTS classrooms, the more dynamic and engaging our overall learning environment becomes. The 2002 Self-Study Survey found that students are quite satisfied with the dynamics of a denominationally diverse environment.

Obviously, differences and commonalities among religious traditions will feature more prominently in some settings than others. It is in its community life, however, that WTS seeks to bridge differences in forms of worship and fellowship. Chapel and meal-sharing events are planned with sensitivity to a variety of church backgrounds as well as a desire to experience a greater unity in Christ. These extra-curricular events provide opportunities to embody the greater unity already anticipated in classroom discussions. Learning, in the formal classroom sense, then, hinges with worship and fellowship—each component informing the other in a dynamic exchange.

**Teaching Methods and Learning Styles**

A quality learning experience that engages the whole person must also feature a variety of teaching methods. Role plays, student led discussions, lectures, unraveling of biblical texts through close readings, prayer and silence, illuminating the complexities of a theological argument, and providing leadership in worship are all part of the instructional process at WTS. Even with such variety of instructional methods, the one-to-one student to professor interaction remains the most valued form of learning. Results of the 2002 Self-Study Survey revealed a very high satisfaction rating of 3.41 and 3.71 by students and faculty. Faculty members discuss their approaches with each other on a frequent basis, due to the more intentional nature of faculty development initiatives recently. For example, an open discussion about the strengths and weaknesses of PowerPoint lectures has inspired more careful reflection on the use of computer-based technologies and what works in the
classroom. Student course evaluations are the most obvious means of assessment. But, assessment is now an ongoing task of each faculty member. Syllabi increasingly reflect this sensitivity in their accommodation to a variety of learning styles. For their part, students are encouraged to share their candid responses to various teaching methods well before the end of each course. This openness is a reflection of the dialogical character of course instruction at WTS.

These hallmarks of a high-quality learning experience rest upon an important feature of the WTS community, faculty-student ratio (1:10 in fall 2002). This close ratio leads to high levels of personal interaction in the classroom, as confirmed by student and faculty responses on the 2002 Self-Study Survey. Through the intimacy of face-to-face interactions and the adult education learning model, students are encouraged to bring their life experiences into the classroom. Concerns about teaching methods diminish because the interaction in each class is itself proving to be the most effective teaching method offered our students.

*Faculty Teaching Skills, Collaboration, and Collegiality.* According to the 2002 Self-Study Survey, faculty perceive a need for greater collaboration as indicated by a satisfaction rating of 2.57. Therefore, individual professors are working toward greater collaboration and integration of coursework. A biblical hermeneutics course with an "Integrative Studies" (IS) designation is offered with great success in the fall. Guest lecture appearances from faculty ranging across the disciplines are featured in the schedule, providing a strong cross-disciplinary flavor to the course. Additional courses will be introduced into the curriculum. The 2002 Self-Study Survey also indicated that students overwhelmingly perceived faculty collegiality. One student commented "Even though there
is denominational diversity, faculty interacts and cooperates with one another in such a way that it is obvious that their primary concern is education, not apostatizing."

This does not mean that faculty members at WTS can relax in their attentiveness to pedagogy. In a recent series of development meetings, faculty took turns modeling various approaches to structuring classroom discussions. More can be expected in this area, as development becomes a routine agenda item in regular meetings. Implementation of team-teaching strategies highlight differences and deficiencies in teaching methods; WTS provides a professional fund for faculty development for the enhancement and improvement of faculty abilities and skills.

As it expands, team-teaching will also foster more collaboration in course development—an area of growing need in striving for tighter integration in the curricula at WTS. This is where much of the fine-tuning of the new delivery system will be focused. WTS is just beginning to develop a mechanism for in-house peer review of syllabi, beginning with adjunct faculty-taught courses. Eventually, all courses will be included. This concept will continue to be developed as faculty interactions and development are fostered. Fortunately, the faculty size is such that extensive informal interaction regarding course development has been occurring all along. Written responses from the 2002 Self-Study Survey reflect faculty acceptance and appreciation for verbal affirmation and encouragement from students, staff, and fellow faculty members. Course development will also involve greater reliance on the Internet, especially with access to websites at sister institutions and scholarly organizations like the American Academy of Religion where syllabi are routinely posted for course-development purposes.
Assessment of Learning Goals

Close attention is paid to the link between individual courses and the broader institutional agenda by requiring each syllabus to reference the institutional educational goals listed at the beginning of the seminary's current catalog. Professors are expected to demonstrate precise correlations between course goals and institutional goals. Ultimately, student evaluation forms in each course are organized around these goals as well. In addition, the 2002 Self-Study Survey indicated that students are generally pleased with the correlation between their studies and the learning goals of WTS. Areas of particular strength include practice personal and corporate moral standards (3.52), communication of the gospel (3.50), biblical interpretation and application (3.49), engage in lifelong learning (3.48), clarification and validation of calling (3.38), integration of theology and ministerial practice (3.33), and openness to new ideas (3.24). Areas where students expressed at least a minimal degree of neutrality or dissatisfaction include denominational history (2.89), worship design and leadership (2.84), homiletics (2.81), and polity (2.64).

The results of these formal evaluations, both in class and for the institution as a whole, show specific areas where a strengthening of correlations between courses and goals is needed. Biblical, theological, and historical knowledge is connected to the practice of ministry, and this connection has been of particular concern in recent years. The recent self-study survey indicates a high measure of success in this area. Since the seminary catalog is routinely subject to revision, institutional educational goals undergo constant scrutiny, ensuring that they serve the broader mission of WTS in a changing world. Not surprisingly, this ongoing assessment in goal-setting strategy was especially apparent in discussions regarding the transition to the new delivery system.
Regarding the delivery system, in particular, a range of new course offerings in the curriculum express the attention faculty devote to social and cultural changes in the world. This relevance factor is expressed in a number of ways. The faculty devotes considerable attention to careful assessment of the most recently available textbooks, as well as to the development of their individual courses. Through a variety of pedagogical means, professors relate practical biblical teaching to contemporary life. For instance, the course on *Synoptic Gospels* incorporates film studies, trend-spotting literature, and contemporary hermeneutical perspectives into the design. More importantly, the content of these courses reveals a generally high degree of sensitivity to gender, ethnic, and cultural concerns—a sensitivity recognized by a strong majority of students in the recent survey.

Another way in which courses directly incorporate societal/social developments is the *Ministry in Context* (MIC) program, which requires student participation during each academic term. Using supervised ministry and a case study format, students are encouraged to reflect upon and apply course content to their current ministry or vocational setting. In MIC, instruction and encouragement comes in the form of practical, hands-on assignments and exercises, utilizing individual skills and gifts of the student. The *Church Growth Project*, which requires students to conduct systematic assessments of growth potential in local church settings, is an excellent example of how students employ practical objective research techniques, focusing on their current ministry or vocational setting.

Many disciplines (e.g., architecture, art, business, communication, education, journalism, music, and theater) request students to assemble portfolios to demonstrate accomplishments in their areas of study. WTS has attempted to work with students on developing portfolios, based on their CM courses, with materials systematically gathered.
over their seminary career. The initial portfolio assessment process faltered, however, and has been very rudimentary. Students need much clearer direction for the specifics in the portfolio, in addition to a clearer explanation of its purpose. The following rationale will be used in the development of student portfolios at WTS:

- The portfolios will be based on goals and objectives for learning established by the faculty
- A scoring rubric will be established by the faculty for portfolio evaluation
- Reflective statements by students on their growth and development as ministry professionals will be included in the portfolio
- The portfolios will be carefully reviewed for evidence of achievement, development, growth, and quality by the CM faculty

WTS further gauges course development through informal communication and formal surveying of alumni, pastors, and congregations of alumni regarding perceptions of their experience and education. In the 2002 Self-Study Survey, a strong majority of alumni (49/57) joined current students (49/63) in expressing satisfaction or strong satisfaction with the curriculum and the variety of courses (47/57 alumni and 43/63 students), even as they have undergone significant restructuring over the past decade. For example, the changes made between 1993 and 2003 catalogs show a diversification of the curriculum concurrent with more focused offerings within each degree program. Consolidation and net reduction of required courses has occurred in the Master of Divinity (M.Div.) program (reduced by five). The number of electives remains approximately the same, although the variety of these courses has been expanded. Now students may take electives that address the unique concerns of emerging church communities in postmodern contexts, including Christ and Community and Religious Alternatives in American Culture. Even more significant is the offering of new degree programs, especially the Master of Arts in Family Ministry (M.A.F.M.) and the Master of Arts (Theological Studies) (M.A. [T.S.]). Satisfaction with
the quality of instruction also rates very highly in surveys of both alumni (3.42) and current students (3.53).

**Faculty Research, Scholarship, and Freedom of Inquiry**

While WTS does not view itself principally as a research institution, it encourages faculty research through several vehicles. For those members who are actively engaged in scholarly research, interests and activities are often shaped, at least indirectly, by classroom instruction, interaction with students, and their course evaluations. Naturally, these arenas are accounted for alongside interests defined more formally by traditionally defined fields of scholarly endeavor.

With regard to the role the seminary plays in a more immediate sense, a new course delivery system, started in fall 2000, has attracted a growing number of students who are already involved in a ministry or vocational field. A survey conducted of students during the spring 2003 trimester indicated that 59 out of 94 respondents (63%) are in either full or part time ministry. This has resulted in a practical field perspective that brings the academic aspect of seminary life closer to the realities of ministry in its local context. In turn, this has contributed to wider institutional understanding of current events, trends, and forces, and, indirectly, to the individual research interests and activities of faculty.

The Development Office at WTS is actively involved in communicating with individuals who are currently active in ministry. While no formal means of providing regular feedback between alumni and faculty is established, occasional surveys are helpful in bridging the seminary to the wider church community. Input from a sampling of alumni congregations in the recent survey has been helpful. Further, WTS has investigated the
possibility of establishing an *Institute for Continuing Education* to equip those in ministry with skills to minister in today’s culture.

WTS faculty members are also encouraged to attend at least one professional conference each year. The seminary supports this endeavor by providing financial assistance for travel and other related expenses. At present, according to the 2002 *Self-Study Survey*, full-time faculty members are either “satisfied” or “very satisfied” with the freedom and encouragement they receive for professional development and research.

*Student Research Skills.* With regard to the encouragement of student research, faculty members begin in the most fundamental sense with a uniform requirement that the *Turabian* style be adopted in all major written assignments. This has fostered research as a discipline, employing a precise, detailed, annotated style. The utilization of field-based projects in the MIC program also encourages skill development. The Ministry Audit as part of the *Church Growth Project* consists of a detailed examination of one’s ministry/vocational setting, identifying trends and patterns. The Doctor of Ministry (D.Min.) program employs a research methodology course to assist students in the preparation of a comprehensive research project. Research is further encouraged by library orientation upon entering WTS, as well as personal recommendations and direction from faculty. Written research assignments also encourage the use of library facilities. On occasion, classes are held in the library itself, rather than the classroom. Greek and Hebrew language courses are held in this fashion at times to foster concentrated exegetical research. Increasingly, the Internet provides a collaborative forum for students and faculty wherein individual interests and research pathways can be pursued.
On March 8, 2004, the faculty approved a program offering graduate student Research Assistantships as another level at which to foster student research skills. Faculty members seeking support in conducting a research project may request a student assistant through a written project proposal. Potential student assistants will be selected based on faculty recommendation, aptitude for research, and completion of 30 credit hours with a 3.7 accumulated grade point. Following approval by the Academic Dean, the student and faculty member will complete an Independent Study form as the means for students to receive credit; as a Student Assistantship, tuition for this credit will be waived. There is an annual grant limit of three assistantships and each student is limited to two independent study courses towards any degree. This collaborative faculty-student effort will benefit students by encouraging them to achieve higher levels of proficiency within a given field of inquiry.

*Faculty and Student Academic Freedom.* This concern is comprehensively addressed in the seminary *Handbook of Operations*, concerning academic freedom. Based on the results of the 2002 Self-Study Survey, faculty members are either satisfied or very satisfied with their academic freedom at WTS, their relationships with administration, their sense of job security, and their overall working conditions. Students have freedom to pursue topics and viewpoints as they fall within the boundaries of the stated institutional core values.

**Globalization and Cross-Cultural Awareness**

WTS increasingly searches for faculty who demonstrate cross-cultural awareness. The seminary employed a faculty member from India as part of its teaching staff. Former and present faculty members have been involved in repeated immersion experiences in
Tanzania and Singapore. The Tanzanian relationship has evolved into international student attendance, as well as cooperative teaching and administrative functions with Tumaini University in Tanzania. The seminary president and administrative board chairman traveled to Tanzania in 2002. They were actively involved in teaching at Tumaini University, preaching, and fostering cross-cultural relations. The City Mission in Findlay employs and houses African students who are studying at the seminary, increasing witness and global concerns off campus. Over the past four years, WTS has hosted four students from Tanzania and one from Haiti. Members of the WTS community are participating with The University of Findlay’s (UF) international community through the personal relationships of "conversation partners," a program coordinated by UF’s Intensive English Language Program. The presence of international students, while still relatively few in number, leads to learning on the part of students, faculty, and staff by interacting with them in their culture.

A recent book stated, "While religion departments are flourishing in many colleges and universities, few theological schools training leaders for churches and synagogues require basic literacy in the world religions as part of that training" (Diana L. Eck, A New Religious America: How a "Christian Country" Has Become the World's Most Religiously Diverse Nation, NY: HarperCollins, 2001, p. 71). As such, WTS should consider the possibility of adding an elective World Religions course. The increasingly pluralistic nature of the religious situation in the United States has implications for the future ministry. Such a course may provide an opportunity to increase the seminary's ability to address more effectively the global and cultural dynamics of ministry.
Summary and Recommendations from Chapter 3—Learning, Teaching, and Research: Theological Scholarship

Main strength: WTS promotes a quality learning experience featuring various teaching methods. Teaching and learning are given high priority at WTS. Students are encouraged, and in fact given opportunities, to integrate the academic experience of the classroom with the practical experience of real-world ministry. The following recommendations, with assignments in bold, emerge from this chapter:

- Expand the in-house peer review of syllabi. (Dean)
- Offer additional workshops on teaching methodologies and strategies, suitable for the changing technology and the changing student body at WTS. (Dean)
- Develop portfolios as a means of student assessment. (MIC Director)
- Utilize more faculty persons who demonstrate cross-cultural awareness, and implement more cross-cultural experiences for students, along with means for assessment and evaluation. (Dean)
- Add an elective World Religions course to the curriculum. (Dean)
- Encourage outside-of-classroom conversation/interaction between professors and students. (MIC Director and Faculty)
CHAPTER 4
THEOLOGICAL CURRICULUM

- Cross Reference with Higher Learning Commission Criterion Three: The institution is accomplishing its educational and other purposes.
- Cross Reference with Higher Learning Commission Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Winebrenner Theological Seminary (WTS) is an institution chartered by the state of Ohio to offer graduate instruction, and is accredited to offer graduate degrees by the Higher Learning Commission (HLC) and the Association of Theological Schools (ATS). WTS also provides courses at the undergraduate level in cooperation with The University of Findlay (UF) and non-credit courses in its diploma and certificate programs.

Goals of the Theological Curriculum

The theological educational programs WTS offers seek to be:

- Professional in character
- Practical in application
- Holistic in nature
- Continual in emphasis

Theological education is professional in character. It emphasizes the acquisition and integration of academic content and practical skills. By “professional character,” the seminary means that it is committed to developing persons who are qualified candidates for the various vocational ministries of the church. They will be persons who share a common purpose of expressing God’s call to ministry, base their work on Scripture, and utilize a set of practical skills for which they have undertaken the completion of an advanced degree.

Theological education is practical in application. It is what medical school is to the physician and what law school is to the attorney. Seminary training provides students opportunity and guidance in developing proficiency in the tasks of ministry. Persons must
learn to do those tasks well in order to present themselves as qualified candidates for the vocational ministries of the church.

Master of Divinity (M.Div.) students at WTS are required to complete nine credits of *Ministry in Context* (MIC)—practical ministry experiences—within their nine Christian Ministries (CM) courses (one for each course). The MIC program provides field education opportunities throughout the students’ entire seminary career. Continued evaluation will reveal if this proves to be more effective than the previous field education experience that required students to perform a 10-week summer internship between the second and third years of the M.Div. program. It is anticipated that classroom interaction, informal fellowship that occurs student-to-student and faculty-to-student, and the MIC program, will all work together to promote spiritual growth for all students.

*Theological education is holistic in nature.* It goes beyond competence as measured by the completion of a program of studies and activities, which is heavily quantitative in nature. It fosters persons who are maturing in all dimensions of life: spiritually, intellectually, emotionally, socially, and physically. Both alumni and students are satisfied with their preparation to practice personal wholeness (3.28 and 3.37). Candidates for ministry should be increasingly aware of their deepening relationship with God, sound in the stewardship of their lives, perceptive of their own emotions and character traits, and wholesome in their personal relationships and practices as servants of God.

Assessment of ministerial competence is difficult in that it is necessarily a qualitative judgment. Normally, some of these qualities may be judged within a student's denominational process for candidacy; other students who lack a strong denominational identity may not encounter this advantage. Presently, WTS does not offer this type of
student assessment, and this is perhaps reflective of the recent shift of WTS from a denominational to a regional seminary. The study team feels it is imperative, therefore, that WTS institute a faculty evaluation system that will address this need.

Theological education is continual in emphasis. It has the objective of enabling persons to become lifelong learners. Alumni felt that WTS prepared them for such learning satisfactorily (3.39). The seminary experience should enable students to develop the skills of inquiry. When a person leaves seminary, he or she must have acquired a basic foundation of knowledge and the ability to continue acquiring new knowledge easily and skillfully.

WTS desires to help individuals grow in their Christian faith and mature as servant leaders. When asked, “How satisfied are you with WTS’s demonstration of the following core values: Spiritual formation for individuals and spiritual formation for communities?” students and alumni responded with positive levels of satisfaction (a 3.29 and a 3.09 respectively on a 4.0 scale).

The seminary is committed to the spiritual development of its students. Many activities promote spiritual growth, and there is a general atmosphere of spiritual growth throughout the campus. In fact, the Spiritual Formation course is a requirement for both the Master of Divinity (M.Div.) and Master of Arts (Theological Studies) (M.A. [T.S.]) programs. Spiritual development begins as each new student completes a Profiles of Ministry. The Profiles of Ministry was used for a number of years but was later dropped. It was then brought back beginning in the 2001-2002 academic year to highlight areas for growth in academic, spiritual, and practical ministry.
An array of students, ranging in age from their early twenties to their mid-sixties, and from vastly different backgrounds, makes up the student body. There are students who:

- Have not yet been in ministry
- Are in full-time ministry while completing their degree programs
- Are active laypersons within their churches
- Desire to pursue further graduate work in the future
- Live very near to the campus
- Commute from up to six hours away

There is also a great deal of ethnic diversity on campus and a good balance in the number of female and male students. Since the last comprehensive visit WTS has grown more racially diverse and the percentage of women students has increased. In fall 1994, WTS had 16 female students, representing 19% of its student body. In fall 2003, 43 female students were registered for classes representing 29% of the student population. The relocation to the UF campus places the seminary in the midst of an even more diverse community. A collaborative relationship with churches in Tanzania results in Tanzanian students regularly being enrolled. Having a more diverse community has enhanced worship and community with special events that focus not only on the diverse culture of North America but also around the world. This mix also makes for a rich diversity of ministry experience as the students and faculty dialogue.

**Delivery System**

The new delivery system that was put in place beginning in the 2000-2001 academic year was implemented to accommodate students who needed a consistent and compact schedule in order to pursue a seminary degree. Many students must balance work and family along with their education, and quite a few WTS students commute from other locations other than Findlay in order to take advantage of the delivery system. The new
schedule was also designed to allow for the more integrated practical fieldwork experience of the MIC along with classroom interaction.

This delivery system is very attractive to older students who are already in ministry, since they may acquire an M.Div. degree in three years or an M.A. degree in two years by attending classes two evenings a week or one day a week. This benefits them because each degree program is clearly laid out in advance. The schedule provides consistency and efficiency for students. It also keeps the school’s resources active throughout the year rather than just in the fall and spring semesters. The program is flexible so that students may complete courses at their own pace if they choose not to attend full time in every trimester.

Courses are scheduled during three 14-week trimesters. A full time enrollment consists of three 3-hour classes and a 1-hour MIC requirement. Classes are scheduled on Monday evening (only for Master of Arts in Family Ministry, M.A.F.M. classes), Tuesday afternoon, Tuesday evening, and Thursday evening. Each session is 3 hours and 40 minutes long. Courses in biblical studies, history, and theology meet 11 times. CM courses meet six times each trimester. The shorter in-class time is supplemented with intentional, practical, supervised work that is overseen by the director of MIC and each instructor.

While there are advantages to this delivery system, it also presents new challenges. Class schedules go until 9:40 p.m., which can make for a very long day for both students and faculty. These sessions are quite tiring on faculty members who teach back-to-back classes in one day and on students who attend two sessions on Tuesday. Course evaluations indicate that a more consistent pattern of breaks needs to be provided so that the students and the professors remain fresh and there is opportunity for informal student interaction.
among classes. In addition, professors need to vary the learning activities in order to maintain the attention of the students.

Other challenges include the difficulty commuter students have had in finding time to spend in the library to perform research. This has been partly addressed by the move of the WTS collection to UF’s Shafer Library, which allows for extended evening and weekend hours.

A corollary concern is that students who use the time between Tuesday class offerings for research neglect the planned fellowship and worship time scheduled at this time. The Tuesday worship service and fellowship meals are designed to promote intentional community and this has become a very positive part of the WTS experience. Since fellowship opportunities are limited under the new delivery system, this raises an issue that is a continuing concern. In addition, the seminary will need to develop some alternative fellowship opportunities for students who take classes on Monday and Thursday evenings. These issues are being addressed by the addition of a part-time community life coordinator and this program will be discussed in the chapter dealing with student services.

Another weakness of the delivery system is the limitations that are necessarily placed on elective opportunities, an area that received a low satisfaction ranking of 2.79 in fall 2002 and continued with a low ranking of 2.77 in Fall 2003 among continuing students. Elective courses can be difficult to schedule due to compact scheduling on only a few days a week. The dean and faculty are working on ideas to offer more electives to give students additional choices.
Degree Program Standards

WTS offers three basic graduate programs: M.Div., M.A. (T.S.), and M.A.F.M. The goals of each program are clearly stated within the *WTS Catalog (Beginning 2003)*. The educational goals for the degree programs align with ATS requirements and standards and the ministry needs of the students and churches.

Courses are offered within the core areas of biblical studies, systematic theology, church history, and practical theology. Faculty who are academically qualified teach in the major instructional areas. To ensure a sufficient enrollment will be taking any particular course, WTS has specific requirements in order for a course to be offered. Courses that are not required, with less than five students, are cancelled. If it is a required course it will be offered, albeit in a different format such as a directed study.

Each graduate degree program provides a specific type of ministry preparation. The goals of each program guide the course requirements for the various degree programs and the distinctive vocational needs they reflect. For instance, a student in the M.A.F.M. program who takes a New Testament course is not required to incorporate Greek exegesis within various assignments, whereas an M.Div. student would have to integrate a certain level of Greek exegesis within his or her papers.

*Master of Divinity.* The M.Div. is the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. The M.Div. has undergone significant changes over the past number of years. The number of credit hours required was dropped from 96 to 90 in the 2000-2001 academic year. This was done in order to accommodate the new delivery system. M.Div. students are classified as juniors until they have completed 30 hours; as
middlers when they have completed between 31 and 60 hours; and as seniors when they have completed more than 60 hours.

In the 1999-2000 academic year, the core requirements dropped from 74 to 63 credit hours. This allowed for students to specialize in certain areas. This approach was quite well received at first. A problem arose, however, when a number of these elective courses failed to meet the minimum enrollment requirement and therefore were not offered. This indicated that most students were not concerned with pursuing a particular emphasis. The faculty decided to raise the core requirements from 63 to 78 (81 for Churches of God, General Conference, CGGC students) credit hours in the 2002-2003 academic year in order to ensure that students were acquiring a well-rounded M.Div degree. An additional three credit hours of MIC were required, and the following courses were added to the requirement list: *Biblical Interpretation, Christian Leadership, Church Development and Growth*, and *Spiritual Formation*.

Presently an M.Div. student may specialize in family ministry, theology/church history, or biblical studies. These courses are enough in demand to guarantee enrollment without cancellation. A student completes 78 core hours required for the degree, and 12 hours in an area of special interest. Students may combine WTS courses with credits from other accredited schools to complete specializations in other areas. The student will work with WTS faculty to design his or her own particular specialization. It may include course work done at other institutions, online, or through some other form of distance education.

*Master of Arts (Theological Studies).* The M.A. (T.S.) is a two-year, 60-hour program that provides a general foundation in biblical, historical, and theological studies, while allowing students to focus in an area of specialization. It provides a basic theological
education without the CM courses that are required in the M.Div. program. Students may select from two specializations: Christian Leadership/Church Development and Biblical Studies/Theology. M.A. students are classified as juniors until they have completed 30 hours, and then they will be listed as seniors. The focus of this program has remained the same, and there have not been many changes in the M.A.(T.S.) over the past nine years.

*Master of Arts in Family Ministry.* The purpose of the M.A.F.M. program is to prepare graduates to serve as leaders in church and congregational ministry with a special emphasis in the area of family ministry. The M.A.F.M. is structured to provide courses that enable growth in the student’s commitment to Scripture as the basis for the practice of family ministry; commitment to formation in all dimensions of life: spiritual, mental, emotional, physical, and social; ability to demonstrate mastery of the fields of knowledge appropriate to family ministry, and ability to demonstrate skills related to family ministry.

Formerly, WTS offered a Master of Arts in Christian Education (M.A.C.E.). This program had a very low enrollment. A new member of the CM faculty envisioned the need for a program that was oriented to support practical family ministry beyond just educational ministry. She realized that with the issues contemporary individuals and families are facing, a family ministry degree program was needed. With the approval of HLC and ATS the name and structure of the M.A.C.E. was changed to the M.A.F.M. in the 2002-2003 academic year. The M.A.F.M. enables students to meet the practical needs of ministry within churches and support ministries. Increased enrollment in this program appears to affirm that it is indeed meeting a need within the body of Christ.

In order to prepare students effectively for the issues they will face in ministry to families, some courses were reshaped and some elective courses became requirements.
Five of the former electives of the M.A.C.E. degree are now required courses: Pastoral Care and Counseling, Pre-Marital and Marital Counseling, Family Life Ministry, Human Sexuality: Counseling Issues for Pastors and Counselors, and Crisis Intervention for the Family. A former required course is now an elective: Ministering to People in Small Groups. Two new courses were added to the program: Family Foundations and Dynamics and Christian Perspectives on Human Growth and Development.

**Ministry in Context**

MIC, previously known as Field Education, is an important component of the M.Div. and M.A.F.M. programs. MIC is essential in the preparation of persons for ministry—helping them to learn practical skills and grow in self-confidence. In MIC, a student who is preparing for some form of Christian ministry has the opportunity to acquire competence through direct involvement in community and congregational settings.

Academic credit is awarded for MIC, emphasizing this as an educational experience with specific requirements that must be met. Each CM course is constructed around four academic hours—three hours for the in-class theory and one hour for the practical component. Students are required to work with a supervisor in the field who can provide direct contact with him or her. The field supervisor is a key person in the seminarian’s preparation for ministry. The effectiveness of MIC largely depends on the quality of the supervision. The supervisor is a mentor—one who teaches, models, and enables the student to grow as a minister. As listed in the syllabus, students are encouraged to locate supervisors who:

1. Offer them an opportunity to serve Christ and the church while preparing for Christian service, either in a community or congregational setting
2. Help them get settled into their roles
3. Work with them in determining what they need to learn
4. Assist them in establishing specific goals for the learning agreement
5. Outline a defined set of responsibilities for them to perform
6. Communicate clearly with them the tasks that need to be done
7. Observe them in specific situations
8. Listen to any concerns that they bring
9. Give feedback on the work that they are doing
10. Complete an honest evaluation of them on a form provided by the seminary

The student works with a supervisor to fill out a learning agreement for responsibilities to be fulfilled and goals to be achieved during the trimester. Student responsibilities and goals should directly relate to the class content. The student submits weekly progress reports to the seminary to document his or her work. They also present a current case study from the ministry setting. Supervisors are required to complete an evaluation form at the end of the trimester, indicating that the student has completed his or her work in an acceptable manner. Some students have expressed negative feelings about the amount of paperwork required. The forms used, however, are at a bare minimum and serve the educational purposes of MIC very well.

In the 2002 Self Study, a question was asked regarding the availability of ministry opportunities for students. Students appear to have answered that question based on their MIC program experience, not necessarily the experience of individual ministry opportunities such as pulpit supply. The seminary utilized a 10-week summer field experience format until August 2000 when the MIC program replaced it. The low score for the alumni (2.65) compared to present students (2.92) may reflect those change in the field education format. The field education staff does assist and guide students in developing their MIC experiences each trimester. The need, however, for students to initiate contacts for either experience rather than the seminary providing a ministry contact list may also factor into this relatively low satisfaction rating for student practicums.
Since MIC was instituted it has undergone continuous revision. Bachelor students, with limited practical experience, were previously intermixed with more experienced graduate students in many of the CM classes (undergraduate and graduate students have now been separated). The bachelor level students performed the same MIC practical assignments as the graduate students. The higher-level MIC assignments are now reserved for graduate students, with a lower-level practicum assignment for bachelor students. MIC requirements did not initially require the submission of a case study for theological reflection. This is now a requirement for CM graduate students. Theological reflection consists of reflection on the activities that students experience in their ministry sites and settings. Each student is required to submit a case study based on the standard theological reflection method:

1. Background Information  
2. Detailed Description  
3. Presenter’s Evaluation  
4. Presenter’s Analysis  
5. Theological Reflection

In the interest of enhancing the MIC program, the director is addressing the following issues:

Promoting MIC as an integral part of the theological curriculum. MIC has been primarily a CM department focus; however, other faculty are conceptualizing the need for integrating MIC in their disciplines and mentoring relationships. Since there are between 60-70 students involved in MIC, and since the director of the MIC program and his assistant both have multiple responsibilities in several areas, it will now be necessary to obtain more faculty persons to serve as on-campus supervisors for the MIC program. Feedback about the student’s functioning is important and should be a regular part of the
supervisory process. As ministry is informed by many disciplines, various faculty members in Bible, theology, church history, and Christian ministries are needed to meet with students on a regular basis to help them discuss and reflect on their ministry experiences. Faculty members could serve as advisors, engage in biblical and theological reflection, and give support and constructive feedback to students. At the end of each trimester faculty persons could complete an evaluation form on each student and discuss it with him or her as part of the ministry assessment process. Providing a structured context in which faculty and students meet together to reflect on the meaning of ministry experiences would bring a more integrated approach to the MIC program.

*Processing case studies during class time.* Most MIC assignments require the student to write a case study from his or her current ministry experience. It is not enough for students to write case studies; they must also be discussed as part of the class process. With time at a premium in an already tight seminary schedule, however, it has been difficult to process case studies in structured reflection meetings. More time has to be allotted in the CM classes for students to discuss their case studies with the help of facilitators.

*Developing an In-Service MIC track for students who begin seminary education with pastoral and parish experience.* It was clear from the 2002 Self-Study Survey individual course evaluations, and written comments that some restructuring of MIC was warranted. Results from the survey indicated that greater sensitivity be given to students who have wide levels and ranges of ministry experience. Comments revealed that more experienced students do not feel it is necessary for them to engage in the same types of practical experiences as the less experienced students. One student said, "I have been in
ministry since 1972 at one level or another. Although I do believe it to be beneficial for those that have no ministerial experience, it should be adjusted for those with experience.” This restructuring, an *In-Service MIC* course, has already been accomplished. Students who present significant experience are now given the opportunity to document that experience and work through a ministry portfolio. Once their work has been validated, these students are required to meet periodically with the MIC Director, write and submit a series of case studies to be shared with peers, and engage in the process of theological reflection.
CM 785 IN-SERVICE MINISTRY IN CONTEXT

An *In-Service Ministry in Context* track is in place for those who have significant experience and can demonstrate ministerial competency.

**Students demonstrate in-service ministry skills by engaging in resume preparation, ministry supervision, and case study reflection. A personal interview with the Ministry in Context Director and/or another Christian Ministries faculty person is required prior to registration for this course (1 hour).**

Following *The Ministerial Person Ministry in Context* (required of all students), advanced students will have the option of demonstrating competencies in particular ministerial areas. Students desiring *In-Service Ministry in Context* will be required to assemble a resume that demonstrates his or her ministerial accomplishments. The student should present certificates or diplomas documenting seminars taken or taught, letters of recommendation from judicatories and supervisors, and any other items to support the claim of competency in a particular area. The CM faculty will evaluate the resume and presented materials to determine if the student’s claim of competency is valid.

A CM professor who has expertise in the area will also interview the student about his or her previous work. If a student is granted permission to perform *In-Service Ministry in Context*, then he or she will still have to submit weekly reports of what is being accomplished in his or her ministry. The Ministry in Context Director will serve as the supervisor and meet periodically with the students for case study reflection (using the *Shared Wisdom: A Guide to Case Study Reflection in Ministry* approach). This approach maintains some of the characteristics of the previous field education model such as field education director meetings and presenting case studies to peers.

The following will be required to demonstrate competency:

- Resume of experience
- Certificates or diplomas documenting seminars taken or taught
- Letters of recommendation from judicatories and supervisors
- Any other items to support the claim of competency in the area
- Successful interview with a CM faculty person (or persons)
- Weekly reports, periodic meetings with the Ministry in Context Director, and presentation of written case studies to peers

The final determination of a student’s competency will rest with the Ministry in Context Director and the Academic Dean.
Expanding the training of MIC supervisors. Supervision of ministry students involves many complex issues. Section A.3.1.4.4 of the Standards of Accreditation of the ATS states, “Qualified persons shall be selected as field supervisors and trained in supervisory methods and the educational expectations of the institution.” This is a difficult task for any seminary, but has become even more difficult for WTS because of the high number of student pastors and their supervisors, some of whom are located great distances from the school. Difficult as it may be, however, the training of supervisory persons needs to be given a high priority. There needs to be a greater link between the seminary and places of ministry for students, as well as the strengthening of training and support of people in the ministry settings who supervise students, be they pastors or lay persons.

WTS has provided trimester meetings of supervisors to help them get acquainted with one another, to update them on WTS educational expectations and supervisory methods, and to discuss issues and policies related to MIC. Attendance at these meetings has been sporadic. It appears that the seminary may have to offer some incentives for supervisors to come to these training events. Travel reimbursement, meals, and lodging may have to be provided for some persons coming from great distances. Perhaps a supervisor could be permitted to audit a class at WTS for each trimester that he or she supervises a student. Featuring supervisors in school publications can be another form of recognition.

Selecting personal mentors for students. At admission, an M.Div. student should select an appropriate mentor who will work with him or her over the course of the student’s seminary career, assessing and evaluating his or her intellectual, spiritual, and emotional growth. A denominationally appropriate mentor would also address concerns generated by
the diversity of religious backgrounds at WTS. Alumni and current students were polled as
to their satisfaction rankings of preparation for understanding and participating in a specific
denomination's traditions or polity issues. Satisfaction slipped from alumni rankings on
these two questions of 3.05/3.13 to current student rankings of 2.84/2.59. This indicates
that WTS, as it has grown from a denominational to a regional seminary, has failed to
address this area of the curriculum adequately.

**Doctor of Ministry Program**

The goal of the course of study leading to the Doctor of Ministry (D.Min.) degree is
to enhance the practice of ministry for persons already holding the M.Div. degree or its
equivalent, and who are currently engaged in positions of Christian ministerial leadership.
The program is practical in its purpose and is designed to heighten professional
competency. The D.Min. is an in-service degree, meaning that students can complete the
program while remaining in ministry. Persons are equipped at a more advanced level of
theological reflection and practice than that achieved in the foundational work of the
M.Div. degree. A program assumption is that the ministry of a local congregation or
parachurch setting will provide the context for the course of study.

The D.Min. has undergone more scrutiny in recent years, due to its newer status and
change in administration. The *Focused Report on the Doctor of Ministry Program* (May
22-23, 2000), as well as the *Progress Report on the Doctor of Ministry Program* (April 1,
2002), both detail recent developments.

The present director, upon assuming responsibility for the program in July 1999,
prepared for a focused visit in May 2000. He used ten months to modify and solidify the
program and plan for future course offerings. Since then, two words have characterized the D.Min. Program at Winebrenner: experimentation and evaluation:

Theological Reflection. The first course in the program has been revised at least three times (Theological Method for Ministry, Foundations of Contemporary Ministry, and now Theological Reflection on Ministry) and is intended to help students engage in theologically reflective practice on ministry. As part of this course, students complete the Profiles of Ministry instrument to determine areas where intellectual, social, and spiritual growth is needed. A satisfactory Philosophy of Ministry paper is also required.

Consistency of Program and Courses. A standard rotation of seminars has been developed that focuses on the major areas of parish and pastoral work. The program previously contained a variety of courses and electives that lacked a coherent theme. A consistent curriculum now brings more control to the program and permits mapping out where it will be three, five, or even ten years ahead.

Additionally, current students are on a “pay by course” method to finance the program. Under such a system it is easier for a student to take a course, drop out, and come back again when he or she desires. This breaks the continuity of the program. WTS is instituting a comprehensive fee for new students who now “pay for the program,” not individual courses. They will be billed on a trimester basis whether they attend or not. It is anticipated that this approach will help make students more consistent in seminar attendance and the completion of the program.

Assessment and Evaluation. In the Focused Report on the Doctor of Ministry Program (May 22-23, 2000), assessment was based on broad institutional goals. Now, specific goals, student outcomes, and performance criteria (approved by the faculty) have
been identified for the D.Min. program and serve as the basis for assessment. These goals are built around the ATS standards. WTS D.Min. students must complete a core of courses that provide activities, information, and projects to aid them in achieving specific outcomes.

*Adjuncts and WTS Faculty.* Adjunct faculty persons strengthen the course offerings and bring benefits to the program (such as name recognition), but the D.Min. program cannot be built entirely upon them. Also, it is harder to incorporate them into the stream of WTS' emphasis on theologically reflective practice of ministry. Adjuncts will still be used periodically; however, a planned effort has been made to utilize the expertise and strengths of WTS faculty.

*Library Collection.* Since the Focused Visit of May 2000, many new books have been added to the library collection in the following areas to support D.Min. course offerings:

- Church Administration and Leadership
- Church Growth and Planting
- Pastoral Care and Counseling
- Christian Education and Teaching
- Worship and Preaching
- Youth, Marriage, and Family Ministries
- Research Methodology

*Writing and Mentoring.* Whereas some students find it easier to write papers for individual classes, they struggle with writing a major doctoral project paper. The assignment of mentors, who come from within and outside the WTS community, is planned in an effort to help students maintain progress with their writing in the project phase of the program.
Summary and Recommendations from Chapter 4—Theological Curriculum

Main strength: WTS has developed a very accommodating course delivery system directed toward the adult learner. It is the desire of WTS that students, as lifelong learners, will build upon the biblical study, theological reflection, historical insight, and practical skills they have gained in their seminary experience. To make this experience available to the broadest range of students possible, a new method of delivery was implemented three years ago. Positively, this system necessitates the development of many self-directed learning characteristics, but continues to challenge WTS to be sensitive to time management issues on all levels: classroom supervision, research opportunities, community formation, and elective availability. The following recommendations, with assignments in bold, emerge from this chapter:

- Institute faculty evaluation of student ministerial competence. *(Faculty)*
- Offer more incentives to supervisors to encourage their assistance with the MIC program. *(President’s Council and MIC Director)*
- Monitor the MIC and D.Min. programs to ensure that the learning needs of all students are being met. *(MIC Director/D.Min. Director)*
CHAPTER 5
LIBRARY AND INFORMATION RESOURCES

- Cross Reference with Higher Learning Commission Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.
- Cross Reference with Higher Learning Commission Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

The Winebrenner Theological Seminary (WTS) Library collection contains over 38,000 books, 2,200 bound periodicals, 145 current subscriptions, 270 videocassettes, and 440 audiostreams. As electronic access makes locating and sharing information easier, there has been a shift in information services. The need to own the information has moved towards being able to locate and obtain the information using sites beyond the local collection: other library collections, databases, or the World Wide Web.

OPAL and OhioLINK

The collection is cataloged and available online through the Ohio Private Academic Libraries (OPAL) consortium. OPAL went online in August of 1998 and has more than one million titles available to patrons of the OPAL system. Although the WTS collection is seen as a “special collection” of the Shafer Library, WTS and The University of Findlay (UF) Shafer Library collections appear as one database and are searched as one unit. The LOCATION code indicates whether materials are located in the WTS Library.

When the OPAL consortium was first formed, WTS did not have the financial resources to join the organization as an individual member but wanted to join the consortium to be able to share materials to meet student and faculty needs. To achieve this goal, WTS joined with the Shafer Library and paid a portion of the initial starting cost for
an individual member and continues to pay a portion of the ongoing yearly cost of membership.

As the Shafer Library is also a member of OhioLINK, and as WTS Library is seen as a collection of the Shafer Library, WTS additionally shares in the benefits of that membership. OhioLINK is a statewide, shared union database of 84 libraries, with over 38.9 million items available for reciprocal borrowing. Many electronic indexes, reference items, and databases are available through this service.

The WTS Library orders, catalogs, and maintains its collection, and until the move to Shafer Library in September 2003, circulated its own materials. WTS materials are now circulated at the Shafer Library circulation desk. The primary constituents of the WTS library are the members of the seminary community: students in all of the programs, faculty, staff, and administration. It is open to all members of The UF community as well as all persons eligible to use the resources through the OPAL and OhioLINK networks. WTS encourages local clergy and laity and Churches of God, General Conference (CGGC) clergy to use its collections. The staff makes every effort to assist local and denominational patrons.

**Staff**

The library staff is composed of four persons. The library director works 35 hours per week and oversees the daily functions of the library. The director's qualifications include a B.S.Ed. with majors in library and educational media and English, a Master of Library and Information Science (M.L.I.S.), and over 25 years library experience. A cataloguer works 5 hours per week, an acquisitions clerk 20 hours, and an information/technical services clerk 25 hours. As part of their job descriptions, all staff
members work the service desk and provide patron assistance. Overall satisfaction with
library staff and services rated the highest of the library related questions on the 2002 Self-
Study Survey at 3.48. This satisfaction rating shows a slight decline (3.34) following the
move to the new facility, perhaps reflecting the disparity of WTS staff hours and Shafer
open hours. Library staff persons are evaluated yearly on a formal, written basis and have
constant informal evaluation and feedback of job performance throughout the year.

Library Collection Policy and Evaluation

The library mission is to support the seminary in its preparation of “servant leaders
for biblically based ministries in the world.” The purpose of the development policy is to
provide written guidelines for the maintenance and growth of the library collection. The
previous director updated and revised the collection development policy and it was
currently in use is slated for a complete revision because of the move to UF. In anticipation
of the move, inventory was taken and completed during January 2003 and the database was
checked against the inventory reports. The database is being updated and appropriate action
being taken with the collection. Actions taken include comparing actual inventory with
presented inventory list, reading and comparing shelf lists with database records, and
making necessary corrections to call numbers, bar codes, and database record errors
uncovered during the January 2003 inventory. The library staff is also in the process of
eliminating duplicate WTS Online Computer Library Center (OCLC) records in the OPAL
database. In July 2001, 20,000 records needed corrected, and there are 4,000 remaining
records to finish. To comply with stated collection development policy procedures, the
collection was completely reviewed and weeded by professors and library staff in the fall
of 2002. The final step before moving the collection was to add a date due slip, security
tags, and additional stamping to indicate collection ownership to all remaining books and
periodicals.

At the onset of the relationship, WTS and UF reviewed journal subscriptions with
the goal of becoming better stewards of resources. Ten current subscriptions that were
duplicates were found. Contents of these duplicate titles were assessed to determine where
each would relate most appropriately. WTS retained eight titles and UF retained two titles.
With regard to back issues, there are 22 back issue titles of journals that were shared; some
are complete sets of issues and others are duplicated at least in some individual issues. For
efficiency, back issues are now shared, with one collection retaining all the available issues
and the other discarding their duplicates. These decisions were made by considering
number of back issues, appropriate usage, and housing considerations. WTS retained 12
titles and UF retained 10 titles. This process continues at the time of this writing.

Each department is allocated a portion of the materials budget. While the library
director oversees total collection development, the professors choose the materials for the
various areas. The periodical subscriptions are evaluated on a regular basis. Formal and
informal information from faculty and students serves to evaluate the quality of the library
collection. Surveys containing questions about library quality were sent to faculty, alumni,
and students in 2002. Results from these surveys show that alumni, students, and faculty
are satisfied to very satisfied with library holdings. The book collection rated 3.22 and the
periodical collection rated 3.19. Faculty and students are also asked on an informal basis by
library staff if the collection is meeting their needs. The faculty assists the library staff in
selection of materials and weeding the collection. The overall quality of the collection is
adequate in that it meets the needs of the faculty and staff, especially with the ability to borrow materials from other OPAL and OhioLINK members and to access multiple electronic resources.

**Electronic Databases and Cooperative Services**

As noted above, UF Shafer Library materials and the WTS collection act as one in the electronic database. All print materials and databases at the Shafer Library are available to faculty, staff, and students of WTS. UF patrons may borrow print and non-print materials from the WTS collection and, conversely, WTS patrons may borrow print and non-print materials from the Shafer Library. Patrons can access the Shafer/WTS database either at the Shafer Library or off-site locations. This off-site access has proven extremely important to the research efforts of commuter students, who may access and request books from any of the cooperating libraries for "pickup anywhere" at any of the libraries within the OPAL system.

As OPAL is a member of OhioLINK, a number of other databases are available on the UF campus or through the Internet. Electronic resources including over 100 research databases, the Electronic Journal Center (a collection of over 5,600 full-text journals), the Electronic Reference Book Collection (over 300 reference books), and more than 18,000 e-books.

*Interlibrary Cooperation.* WTS participates in the ATS periodical exchange to enhance collection development. There is little coordination with other theological schools in relation to print materials for the collection, but WTS and UF cooperate in purchasing some materials. WTS concentrates on the theological and religious materials especially in
relation to print reference and general collection materials. UF purchases materials in the psychology and sociology areas that support WTS curriculum.

Through the reciprocal borrowing program, other schools through OPAL, OhioLINK, and interlibrary loan borrowed 1,511 items from WTS in the 2002-2003 year. As a net lender for OPAL and OHIO LINK, the collection is valuable to more educational institutions than just WTS.

Since the last comprehensive evaluation, circulation figures have decreased from a high of 9,392 items circulated (1995-1996) to a low circulation figure of 5,132 items circulated (2000-2001). Figures show the same trend as other academic libraries—a decrease in circulation, except for the 2001-2002 and the 2002-2003 academic years. This increase is the intentional result of a more detailed orientation, better patron services, user awareness, user-friendlier atmosphere and active participation in the OPAL and OhioLINK resource sharing programs. The decreasing trend in academic library circulation is also likely due to increased availability of electronic resources.

Orientation for new students explains local and remote access of library resources such as the WTS collection, OPAL, OhioLINK, and various databases. Access training is accomplished in groups, on an individual basis, and through user guides. Since the library move took place at a separate time from the classroom move, students in fall 2003 were neither oriented nor reoriented to these resources. This is reflected by a drop in the satisfaction with library electronic resources from 3.13 to 2.80 among continuing students. Students report that local and remote access to the WTS collection and electronic resources provide them with most needed information. Although UF computer labs are available, the WTS computer lab (two terminals that allowed extended access to research materials) is no
longer available since the move. As the new classroom building does not offer computer access to students, this is perceived as a loss and perhaps also contributes to the lowering of satisfaction.

**Contribution to Teaching, Learning, and Research**

The learning goals supported by the library are:

- Acquiring and maintaining resource materials
- Developing and promoting resource sharing programs and alternative access to materials
- Developing policies and procedures that insure the preservation and security of the library collection

Materials not found in the WTS collection can be obtained from other OPAL and OhioLINK libraries. Research requests not available in the WTS Library or Shafer Library are served through interlibrary loan.

**Participation in Institutional Planning and Development**

The library director attends and participates in the faculty meetings. As new courses are developed, the library staff works with the instructors to ensure adequate resources are available to meet student and faculty needs. The director offers input and suggestions to WTS administration on institutional planning involving the library services. Until the 2003-04 budget year, budgets were prepared in consultation between the library director and seminary business manager. Because of an austerity program beginning in April 2003, budget formulation and budget cuts were assigned by WTS administration. As of January 2004, a limited amount for library purchasing was reintroduced to the budget.

The director attends self-study committee and evaluation meetings. She also participated in three President’s Council Vision Team meetings to assist in forecasting and long range planning.
Financial Resources and Concerns

There is no set percentage of the total WTS budget set aside for library support. When setting a new budget, the yearly and long-range plan goals are reviewed and the budget written accordingly, within anticipated income. In 2001-2002, 7% of the educational and general budget was devoted to library support. $122,218 was approved for library support and $121,716 was spent. Of the amount spent from the library allocation, 50% was spent on staff salaries, 28% on books and periodicals, and 22% on operating expenses. The 2003-2004 approved library budget is $88,388.

Prior to the austerity program instituted in April 2003, the level of resources was sufficient to meet the educational needs of the school. Students and faculty found most of the information they needed either in the WTS collection or through databases made available through the library. However, the austerity program started to generate concerns from faculty and students regarding the local availability of newer resource materials since no books were being purchased. All additions to the book collection were being made through donations. In January 2004, a limited amount of funding for material purchase was returned to the budget and faculty were asked to submit priority requests. Consistent funding, however, is an area that should be addressed, and a set percentage of the total budget needs to be established for the library to maintain viability.

Library Facilities

According to the 1994 comprehensive evaluation, space and facilities were adequate and appropriate in the former facility. Following the relocation, the WTS library collection occupies the southwest corner of the lower level of the Shafer facility. Overall, library space has been reduced by 25% (from 6,400 square feet to 4,800 square feet). In the
Melrose location the stack aisles did not meet current ADA standards. Stacks are now arranged within the 4,800 square feet to meet ADA standards. To meet ADA requirements more of the allotted floor space was needed for shelf placement.

Because of the limited space available two concerns regarding materials are revealed. First, two parts of the WTS library collection, the locked case materials and the Rosenberry collection, are housed in the new WTS building. Second, collection expansion in the future is hampered because of the lack of space. In the current lower level location there is limited space for expansion. Also, Shafer was designed to hold 150,000 volumes. With the WTS Library materials the building now holds 185,000 volumes.

In the former location the library was adequately ventilated with natural and artificial light. The current location provides no natural light at all and the artificial light is not adequate in places. WTS library staff has no control over the heating, air conditioning, and ventilation of the space.

There are 23 student study spaces within the WTS library space. In the former location 45 spaces were available contingent to the seminary collection, some with the natural lighting. In the current facility, seminary and UF students are able to use the seating on any of the three floors in the Shafer Library; the majority of these seats are separate from the WTS materials. A small computer lab that allowed students to access electronic resources at length is no longer available. The results of the two surveys do indicate that student satisfaction with library facilities has declined with the move, from 3.24 to 3.12.

The Shafer Library is open approximately 100 hours per week during the UF term. Therefore, WTS materials are available to students during this 100-hour period. This is a marked increase in hours over the 55 weekly hours that were provided at the Melrose
location. UF sets the hours of service. During university breaks the library is available either fewer hours or not at all. There are some conflicts between the needs of WTS students and the university’s schedule. WTS library staff provides services for students 55 of the 100 hours the library is open.

**Summary and Recommendations from Chapter 5—Library and Information Sources**

**Main strength:** WTS shares expanded library resources with UF. The seminary move adjacent to UF has positively impacted the WTS library in a variety of areas: collection size and display, service offerings, atmosphere, and identity. The sharing of resources between the two institutions has permitted the benefits of a combined collection in a centralized location and greater hours of accessibility. The library, however, now faces new challenges as a result of the move, such as office locations and fewer computer terminals. The library occupies a section of the lower level of the Shafer facility that is smaller in square footage than the previous facility. As a collection within the university library, WTS has lost some of its own identification. A consistent funding program for the library and space considerations for future use should be addressed. The following recommendations, with assignments in bold, emerge from this chapter:

- Investigate the possibility of installing biblical and theological software in a UF computer lab for seminary student use. **(Dean and Library Director)**
- Maintain the library facilities and collections for adequate learning, teaching, and research. **(Dean and Library Director)**
- Promote usage of the library on the part of WTS students. **(Faculty and Library Director)**
- Utilize a theologically trained staff member to oversee library acquisitions and development. **(Faculty and Library Director)**
- Establish a library operating budget that is equal to 6% of the total seminary budget. **(Board of Trustees and Library Director)**
- Form a committee to determine a future library plan. **(Dean and Library Director)**
CHAPTER 6
FACULTY

- Cross Reference with Higher Learning Commission Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.
- Cross Reference with Higher Learning Commission Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Even though the Winebrenner Theological Seminary (WTS) faculty has changed significantly since the last comprehensive visit in 1994, it remains strong in individual qualifications in respective disciplines, diverse in background and denomination, yet collegial and cohesive. Evaluated in a number of ways from the initial interview process to ongoing classroom and peer evaluations, the faculty is an integral factor to the life of the seminary through its dedication to teaching and its oversight of the curriculum.

Credentials

The teaching faculty of WTS is composed of seven professors (with a full-time equivalency of six), all of whom have earned doctorates. Three actually hold two doctoral degrees each. Each of the classic biblical and theological disciplines has at least one faculty member with a doctorate in that area of study. The professor of New Testament holds a Ph.D. from Fuller Theological Seminary. The Old Testament professor holds a Th.D. from Dallas Theological Seminary and a Ph.D. from New York University. The Church History professor completed a Ph.D. at the University of Chicago and another professor of history, theology, and biblical studies has a D.Min. from WTS (from the earlier Consortium of Higher Education Religious Studies) and a Ph.D. from Ohio State University.

The professors in the area of Christian Ministries (CM) are equally well qualified. The academic dean teaches in the areas of spiritual formation, church development and
growth, pastoral care and counseling, and evangelism and discipleship, and holds a D.Min. from Bethel Seminary. The associate dean and director of the D.Min. and *Ministry in Context* (MIC) completed a D.Min. at Pittsburgh Theological Seminary and an Ed.D. at Ball State University. The director of the Master of Arts in Family Ministry (M.A.F.M.) has recently completed a Ph.D. through Capella University.

They are supplemented by at least six regular adjunct instructors (FTE 3). Among them one has a Ph.D.; two are pursuing D.Min. degrees; and two have masters degrees in their teaching areas. The sixth, who recently received a master’s degree, works under the direct supervision of the New Testament professor. It is a continuing concern that adjunct persons are now being employed to teach in the critical areas of homiletics and worship.

*Academic Freedom and Other Policies*

Faculty members have academic freedom in teaching according to their interests and areas of expertise. The *Handbook of Operations* contains a clear policy regarding the issue of freedom. It has not been challenged in the past ten years, which indicates satisfaction with the current policy on the part of faculty and administration. Seven faculty members completed the 2002 Self-Study Survey. Four of them indicated they were very satisfied with the freedom for teaching and research, while three indicated they were satisfied with a total satisfaction rating of 3.57. Administrators support academic freedom in teaching by supporting professors in the expression of their own hermeneutical and theological viewpoints in the classroom.

The *Handbook of Operations* devotes Part II to policies related to faculty employment. It has sections that explain teaching responsibilities, academic freedom, method of appointment, and advancement in rank. It also delineates the method of
evaluation used for faculty and adjuncts and the policies for contract renewal, promotion, and probation/dismissal. There is an extensive segment devoted to the dispute resolution policy for faculty complaints. That is followed by explanations of how termination, resignation, and retirement are handled. The seminary has a system of sabbatical leave that is detailed in the *Handbook*, which also includes information regarding leave from duties and all policies related to the compensation procedures.

The *Handbook* has gone through extensive revision since 1992. Most prominent in this transition was the removal of the tenure policy. In 1998 the Board of Trustees, on a recommendation from the president and dean, voted to replace tenure with a continuous contract system. The new system, patterned after that of a larger seminary, offers a two-year rolling contract during the first two years. After every five years of employment, the length of contract may be extended by one year up to four years. This means that after 10 years of service faculty members are guaranteed four years of contract at all times. At the time of the decision there were three tenured faculty members. The dean relinquished his tenure; another was grandfathered; and one has since resigned. Therefore, WTS currently has one tenured faculty member. New faculty members are hired under the contract system. The ranking of satisfaction for job security was 3.14, reflecting perhaps the fact that this faculty generally lacks the experience of longevity at WTS.

Faculty members are always informed of changes to the policy manual, and generally help formulate any policy changes in the faculty section. No changes are made in this section without faculty discussion prior to implementation. The *Handbook* is a positive source of guidance for employment issues.
Faculty Strengths and Diversity

Persons with doctoral degrees teach in the classical biblical, theological, and historical disciplines and this is one indication of quality instruction. The pastoral courses are similarly taught by professors who combine personal experience in ministry with doctoral work in specific areas of pastoral theology. The adjuncts employed by the seminary also bring practical experience along with their advanced training.

The WTS faculty displays a wide theological diversity. Each member of the full-time faculty represents a different denomination and/or theological tradition: American Baptist, Presbyterian (USA), Lutheran (ELCA), Episcopalian, Mennonite, United Brethren in Christ, and Church of God (Anderson). Even with such a wide spectrum of religious perspectives WTS preserves its distinctive values and ethos. The professors also bring very different educational and experiential backgrounds to their positions at the seminary. Current students appreciate this aspect of diversity. When asked “Do you perceive faculty diversity?” 49 students indicated “yes,” while only 11 said “no.” This is a positive factor, since the current student body is made up of over 30 denominations. Faculty themselves appear satisfied with the diversity of their makeup, with 6 out of 7 responding that they were either very satisfied or satisfied.

Nevertheless, the faculty and administration of WTS realizes that there are age, gender, and ethnic background issues of diversity that need to be addressed. Faculty search committees approach their task with a keen awareness of how WTS must be intentional in recruiting a sufficiently diverse teaching faculty. There are seven full-time faculty members, all of whom are white. Six of them are male and one is female. Among the adjuncts all are white and one is female. The seminary continues to seek qualified teaching
candidates who can broaden the diversity of the faculty. This is especially important as the seminary attracts more female students as well as individuals from the African and African-American communities.

**Oversight of Programs**

The WTS faculty members are satisfied (3.43) with their direct and active oversight of the curriculum and programs of the seminary. Since 1992, the seminary has added two degree programs: the Master of Arts (Theological Studies) (M.A.[T.S.]) and the Doctor of Ministry (D.Min.). The former Master of Arts in Christian Education (M.A.C.E.) was redesigned and renamed the Master of Arts in Family Ministry (M.A.F.M.) after confirmation through the accrediting bodies. The D.Min program was the subject of two visits—1997 and 2001. The 2001 Focused Visit resulted in continued accreditation and approval by the Higher Learning Commission (HLC) and the Association of Theological Schools (ATS). Although individual members of the faculty have taken primary leadership, both of these programs were guided and approved by the entire faculty.

A part-time dean began the process of revising the seminary curriculum in 1997. That dean was replaced in 1998, but the curriculum revision was completed in 1999. Some of the initial changes involved offering a large number of elective courses, but student enrollment was not sufficient to sustain many of those courses. In 2000, the faculty revisited the curriculum and agreed to change the delivery system to the one-day or two-evening structure that is now in place. This necessitated further alterations to the curriculum. Throughout this process the faculty has been directly involved and has approved all changes made in course scheduling and content.
There are still changes in progress with the delivery system and course offerings, such as the preliminary offering of an on-line course in 2003, but many substantial transitions have been implemented. The dean and faculty continue to evaluate the effectiveness of the courses that are offered and how those courses are scheduled. The seminary will continue to balance the necessary content with delivery formats that meet the needs of students.

**Workload and Faculty Retention**

Full-time faculty members are expected to teach 18 credit hours each year. With the trimester system that means an average load is two courses (six hours) per trimester. Some faculty persons teach three courses each in two trimesters and have a trimester free from teaching, but that is not a common practice. Generally, professors will teach at least one course per trimester. Extra compensation is given for overload teaching or administration. There was no dissatisfaction expressed with this teaching load in the *2002 Self-Study Survey.*

The dean and associate dean handle most of the administrative responsibilities. This is an intentional change from 1992-1998, when virtually all professors had some administrative responsibility as part of their workload. The consolidation of administration has freed up the faculty for teaching and research, though all faculty members remain active in the seminary community. Many are also involved in church ministry.

Issues of faculty retention are reflected in the fact that the WTS faculty has changed significantly since the completion of the last comprehensive visit in 1994. The seminary went through a time of faculty transition in 1999 and 2000. There were some deep internal problems that the administration attempted to resolve through mediation on several
occasions. Eventually, the situation became so difficult that it was necessary in 1999 to
decline to renew two contracts. A third professor resigned, though he was offered a
contract. In 2000, another professor resigned. Throughout these difficulties the president
and interim dean were in communication with the Board of Trustees and advisors from
ATS to inform them of the situation and to seek counsel and assistance. The board
supported the administration, but only after receiving thorough reports from both
administrators and faculty members. During this period the seminary was able to employ
qualified professors as adjuncts and one professor accepted a one-year contract. The
seminary opened searches for new faculty members and selected qualified individuals,
reflected in the 3.57 self-rating of faculty qualifications. As a result of this transition, WTS
has one professor with 27 years of service, followed by six professors, all of whom have
less than five years with the seminary. Development for a relatively new faculty is an area
of concern. Occasional faculty lunches and retreats have provided an opportunity for
focused sharing on particular topics. Since the seminary has basically started all over with a
new faculty, it is imperative that a coherent and consistent faculty development plan be
pursued.

The current group of professors is collegial and cohesive, and the prospects of
retention are good. Given the formation of a largely new faculty, WTS has experienced
unique opportunities to think in fresh and creative ways about a broad range of curricular
and pedagogical issues. The new delivery system has been refined through a “team” effort
of professors, and sharing of ideas and cross-disciplinary collaboration have reached
unprecedented levels in the history of the seminary. In the 2002 Self-Study Survey, students
were polled about their perception of the faculty’s commitment to teaching, one indicator
of long-term faculty retention. The responses of 61 current graduate students averaged at 3.75.

WTS attempts to encourage this commitment to satisfaction with teaching in a number of ways. In the last several years, the seminary has permitted one professor release time from teaching to complete a doctoral dissertation. Another professor has been allowed some release time from teaching and the use of professional development funds to complete a doctoral degree. All full-time professors are provided a stipend each year for professional development. This may be used to attend professional meetings, to pursue further education, or to secure books and other research materials.

**Faculty Evaluation and Compensation**

There are three primary mechanisms for evaluating faculty effectiveness. First, each course is evaluated at the end of a trimester. Students use a scale to answer questions related to each course, but they also have opportunity to write personal comments. The results of these evaluations are sent to the dean and to each faculty member for the courses he or she taught. These are very helpful to faculty and allow the dean to monitor student perceptions of courses and professors.

A second instrument is the dean’s periodic evaluation of each professor. The instructor fills out a personal assessment of his or her work and goals. The dean discusses this with the individual. This gives a good opportunity to discuss course reviews or student comments that are of concern to the dean, as well as opportunity for encouragement for positive reviews and comments.

A third method of assessing faculty effectiveness is emerging through the MIC program of field education. Students are applying theory to their immediate ministry
opportunities, which indicate how well the instruction is helping them. This will be a helpful tool to gauge the student’s interests and abilities, but also the impact of the professors.

A lengthy process is used to determine the salaries for faculty and administrators. Using the latest ATS Fact Book on Theological Education, a formula has been developed to determine individual salaries according to position and years of service. Salaries are determined by using the <75 FTE, 75-150 FTE, and a cost of living rate. Therefore, there are three salaries for each faculty and administrator to compare. This information is given to the board at the fall meeting to approve the salaries.

According to the 2002 Self-Study Survey, the faculty is very satisfied or satisfied with salary packages (43% and 57% respectively), working conditions (43% and 43% respectively), and preparation of servant leaders (29% and 71% respectively). Two areas were rated lower among the faculty: the relationship with administration rated 3.00 and job security rated 3.14.

**Role in Student Learning**

Presently the faculty evaluate student learning through the grades that are earned in individual classes. This is a very traditional method, but it is still effective as a monitor of how students learn the specific elements of each course.

Faculty members have started to discuss the need for more extensive methods of student evaluation in their regular meetings. WTS used to circulate individual student evaluation forms to professors. These allowed teachers to comment on personal and spiritual issues that were evident in each student’s life. The student’s faculty adviser would discuss these evaluations with their advisees at the end of each academic year. As the
student body grew, this became impractical and was discontinued. WTS has returned to the use of the Profiles of Ministry assessment from ATS. There is hope that this tool will provide a resource for continued evaluation of student progress as faculty and students learn to use this profile more effectively.

The people working most closely with the MIC assignments can see incremental growth and make reports to the faculty. At first only one person worked on the MIC program. The seminary has hired another person to assist in this area. The MIC director is developing a group of mentors in professional ministry who are working with students and also serving as consultants for the MIC.

WTS has started to experiment with cross-disciplinary work as a means to help students integrate the varied aspects of the curriculum. Current students have indicated (54/62) that they are strongly satisfied with these integrative efforts. One professor invited professors from other disciplines to share sessions in a course on hermeneutics. This enabled students to see how the principles they were learning influenced their thinking in systematic theology and pastoral studies. The D.Min program begins with a theological reflection course in which different professors teach sections that relate to their respective disciplines. These steps are intended to help students think theologically in all aspects of life and ministry. They contribute to the educational goals of the seminary, especially the goals of openness toward new ideas and commitment to lifelong learning.

Role in Theological Research

WTS does not make specific research and publication requirements for faculty members, but it does encourage professors to pursue professional and scholarly interests. Each full-time member receives a specified sum for professional development. Several of
the professors use this money to attend professional meetings such as the American Academy of Religion/Society of Biblical Literature or the American Association of Christian Counselors. Another professor is pursuing a third master’s degree, the Master of Arts in Religion. Other professors use this money to acquire special publications in their discipline for their personal libraries.

Faculty members are all engaged in various forms of research. The New Testament professor has published three books in the past ten years. The Old Testament professor studies ancient Near Eastern languages to enrich his teaching. The Church History professor completed his doctoral dissertation and has published several articles and presented papers at academic conferences. One CM professor completed her doctoral research, and another professor is pursuing studies related to spiritual formation.

The record of faculty publications is growing as the newer professors adjust to their assignments and develop papers and books from their work. Professors also have many opportunities to share their expertise as guest lecturers and speakers at other educational institutions and churches.

Summary and Recommendations from Chapter 6—Faculty

Main strength: WTS faculty persons are qualified to teach in their respective disciplines. The faculty of WTS clearly possesses the academic and practical qualifications necessary to assume the duties of seminary teaching. WTS faculty persons are extremely qualified through study and experience, are committed to teaching, and are very important in helping WTS to accomplish its purposes and strengthen its educational effectiveness. The following recommendations, with assignments in bold, emerge from this chapter:

- Pursue a full-time faculty appointment in theology. (For fall 2004)
• Identify current full-time and long-term adjunct faculty members to teach homiletics and worship. (Dean and faculty; some students to take the worship course through their own denominations)

• Seek qualified teaching candidates who can broaden the gender and ethnic diversity of the faculty. This is especially important as the seminary attracts more students from the African and African-American communities. (Dean and Faculty)

• Evaluate adjunct faculty and their course syllabi before they enter the WTS classroom. (Dean)

• Maintain a commitment to increasingly competitive faculty salaries. (Board of Trustees and President’s Council)

• Institute a coherent and consistent corporate faculty development program. (Dean and Faculty; President’s Council responsible for funding)
CHAPTER 7
STUDENT RECRUITMENT, ADMISSION, SERVICES, AND PLACEMENT

- Cross Reference with Higher Learning Commission Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.
- Cross Reference with Higher Learning Commission Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Winebrenner Theological Seminary (WTS) strives to provide the optimal environment for a person-oriented seminary education. To that end, the processes of recruitment and admission, the services available to students and alumni, and the creation of enduring relationships among students and between students, faculty, and staff focus on individual student needs related to the creation of servant leaders. Although the student population has increased and many students now commute from a distance, WTS retains a cohesive identity by viewing both individual students and the community as a whole as being centered in servanthood to Christ and His church.

Recruitment

The WTS Admissions Office staff currently utilizes a variety of methods to recruit prospective students:

- Magazine, radio, and TV advertisements
- Website and Web page traffic enhancing listing services
- College and university campus visits and graduate school fairs
- On-campus activities such as individual campus visits
- Two annual WTS campus open house weekends

In each of these endeavors, WTS places great value on representing itself as an institution whose primary educational mission is to prepare Christian leaders for service in the kingdom of God by being a broadly evangelical and ecumenical institution of theological education.
Also important is the effort to represent accurately the requirements and opportunities for each individual degree program. The Admissions Office staff often deals with specific questions regarding vocational opportunities and qualifications after graduation and strives to offer realistic answers. For example, the Master of Arts (Theological Studies) (M.A.[T.S.]) degree may be accepted by some groups for ordination, but generally the Master of Divinity (M.Div.) is the degree required for ordination purposes. Another area that frequently requires explanation involves the Master of Arts in Family Ministry (M.A.F.M.) degree and its limitations in the field of counseling. The Admissions Office staff makes it very clear that the M.A.F.M. is not a step towards licensure as a counselor in the State of Ohio.

Geographical recruitment efforts are currently extended primarily within Northwestern Ohio. The 2002 Self-Study Survey strongly indicates that the location of WTS in the northwestern quadrant of Ohio, where graduate programs in religious studies are sparse, is extremely important to students and should therefore continue to be considered as prime recruitment area. In response to meeting the needs of a wide variety of students in this region, a block-style offering of classes was instituted in August 2000.

Traditionally, recruitment efforts within the institutional church focused on the Churches of God, General Conference (CGGC). Because of a noted trend in increased numbers of non-CGGC student enrollment in the early 1990's, wider denominational recruitment has been initiated. Over a ten-year period (1992-2002), non-CGGC enrollment increased from 51% to 68% of the total student population. An intentional effort is made to continue to attract non-CGGC students by the representation of WTS as a denominationally
diverse community; continuing communications with 4,500 regional congregations, regardless of denominational affiliation, support this effort.

Admission to WTS is not discriminatory by race, national or ethnic origin, sex or denominational affiliation. The nondiscriminatory admissions policy is printed on page 12 of the WTS Catalog (Beginning 2003). To that end, all advertising is designed with racial and gender diversity in mind with the expectation that prospective students will observe an inclusive presentation of student identity. Gender statistics can be viewed as supportive of this advertising effort as female enrollment for credit has risen from 19% (16/84) in 1994 to 29% (43/145) in 2003.

Although denominational diversity is encouraged and accepted, all students are required to acknowledge the core biblical values as stated in the catalog as normative for classroom discussion. Because WTS is denominationally nondiscriminatory in recruitment, the Admissions Office takes great care to counsel students verbally towards understanding ordination requirements and other issues that may become important in seeking ordination and/or employment within specific denominations. Admission to WTS does not imply admission to a particular judicatory candidacy and this distinction is made clear during the recruitment process. For example, WTS does not have United Methodist Church approval for students seeking ordination with the UMC and this is discussed with all prospective students with UMC affiliation.

Admissions

The admissions process at WTS is an effort that combines both the subjective and objective aspects of the applicants’ qualifications. Objectively, grades from an accredited institution (minimum GPA of 2.5 required for masters programs and 3.0 for the doctoral
program with special probationary admission available on limited basis for lower GPA),
the ability to write coherently (through evaluation of the required personal statement),
congregational affiliation (specifically length and consistency of membership), and
personal deportment (including financial, family, and job status) are considered. Doctoral
students have more stringent requirements for admission, including three years of ministry
experience and an ongoing vocational ministry opportunity. International students, in
addition, must demonstrate an ability to communicate in English as tested by the standard
Test of English as a Foreign Language (TOEFL) as administered by Educational Testing
Service.

Once again, admission to WTS does not imply admission to denominational
candidacy. Candidacy concerns, for example the request of the Eastern Regional
Conference (ERC) of the CGGC for a psychological profile for ministry candidates, are
administered directly by the individual judicatories. A suggestion of this study is that the
Admissions Committee verifies that incoming students understand the necessity of
involving their local judicatory and do so in written form.

No formal requirements exist for a diversified undergraduate background for
student admission, however, any early counseling (high school and college contacts) done
by admissions officers stresses this as important. It is also emphasized on the current
website under Admissions/FAQ/#4. In 1997, approximately 34% of the incoming class had
ministry related undergraduate degrees. This compares with only 13% of the 2002
incoming class having undergraduate degrees in ministry related fields. Therefore, current
classes appear to be made up of a broader spectrum of academic backgrounds; conversely,
many incoming students may lack a diverse or liberal arts background. If individual
background limitations exist, students may be accepted provisionally and required to complete undergraduate level coursework with emphasis on critical thinking and communications skills. Because of its evangelical heritage, WTS does not require traditional pre-seminary preparation in either philosophy or theology.

By Association of Theological School (ATS) standards, 10% of students admitted for professional degrees may enter without a baccalaureate degree, but must demonstrate aptitude and ability to maintain status. In 2002-03 five students (8%) met this criteria. At WTS, upon completion of the application process, these students meet in a mandatory interview with the academic dean and the director of recruitment before acceptance is granted. Students who enter under this status are monitored informally throughout their seminary studies to ensure their success.

Students' capacity for graduate level work is partly an academic consideration evaluated by undergraduate transcript and the writing ability shown in the personal statement of application. The Admissions Committee made up of the academic dean, the registrar, the director of recruitment, and one admissions counselor makes all judgments. For determination regarding D.Min. applicants this process includes the director of the D.Min. program. The completed admissions file of each student is circulated for individual perusal. Each evaluator has the opportunity to express concerns regarding a student’s ability to meet the academic requirements as clearly stated in the cognitive goals on page 7 of the WTS Catalog (Beginning 2003). These concerns are addressed through a request for a personal interview with the prospective student. Consideration is given to the fact that many applicants are second career students whose original college transcripts may not reflect their current academic capabilities. Furthermore, special probationary admission is
available for applicants whose previous academic work does not appear to reflect a
demonstrated ability for ministry or theological study. Currently, less than five students fall
under probationary admission status. They are removed from probationary status upon
completion of 20 hours with a cumulative GPA of 2.5 or higher. Dismissals for academic
reasons are rare as most students withdraw from a program before dismissal becomes
necessary.

Since the purpose of the institution is theological education with a major focus on
preparation for biblically based ministries, a subjective judgment regarding spirituality and
the sense of call to ministry must be made. Requirements and standards for successful
ministry must include personal attributes that are indeed difficult to evaluate, but that are
implied by the affective goals stated in the catalog. Because the Christian traditions are so
diverse among students, the demonstration of respect and openness are prime
considerations in selecting students who will have a positive experience at WTS.

The application process requires a statement of faith/calling to help the Admissions
Committee evaluate the prospective student’s understanding of his or her faith and call to
serve Christ and the church. This is the most subjective portion of the admissions process.
The recommendation section of the application typically includes (although does not
require) a recommendation by a person already in ministry, which allows for further
evaluation of the applicant’s church involvement, aptitude, desire, and potential for
ministry. The evaluation of the required personal statement and accompanying
recommendations assists this process. Beyond that, the evidence of a clear, active,
consistent connection to a body of Christian believers on the part of the prospective student
serves as a primary demonstration of student suitability. Students are satisfied with the admissions process as it now stands, rating it 3.59 as opposed to an alumni rating of 3.39.

**Evaluation of Applicant/Student Quality**

The fall 2002 Self-Study Survey reflected the success of the admissions evaluation as the 3.71 ranking of "faculty satisfaction with student quality" indicates a positive response. The Profiles of Ministry (Stage I) is used as an assessment tool with first year students. Additional feedback is received through field education experiences, specifically the Ministry in Context (MIC) opportunities. Supervisors provide an effective reflection of student readiness/capability, confirming the admission discernment. The Christian Ministries (CM) department continues informally to screen applicants to determine readiness for seminary training and ministry placement. When this variety of evaluative tools is combined with the Profiles of Ministry (Stage II), a clear picture of student quality emerges.

The quality of applicants is also reviewed informally through faculty and staff discussion. Admissions personnel think that the quality of students has improved with the institution of the new delivery system because it has allowed the student "pool" to include persons currently working in professional fields (i.e., banking, education, management) that has broadened both the experiences of students and encouraged the recruitment of students who have already achieved primary success in secular fields. In addition, recruitment of students at "quality" undergraduate institutions (such as Taylor University, Grove City College, and Indiana Wesleyan University) contributes to an overall higher quality of academic ability and preparation. This is objectively reflected in incoming GPA. In 2002, the average incoming GPA had risen to 3.55.
Block Scheduling Impact

Currently classes are presented in a unique block-scheduling format that makes it possible to be a full-time student with either single day or two evening per week attendance. To accommodate the needs of the evening-only students, an administrator is present through the beginning of the evening class session for the first several weeks of each trimester. Since students are on campus a limited amount of time, they are encouraged to use e-mail or phone contacts with administrative offices and with faculty. Faculty and staff indicate that the vast majority of students do use both e-mail and phone communications and student response on the 2002 Self-Study Survey rated the availability of staff and faculty to be highly satisfactory. The WTS Catalog (Beginning 2003) stresses the importance of students having Internet access and requires students to have an Internet address where information can be sent.

This delivery system has allowed pastors and ministry workers to complete their academic program while maintaining their current vocational commitments, including full-time ministry, bi-vocational ministry, or full-time career. The ATS Entering Student Questionnaire 2003-04 reports that 76% of incoming full or part time students planned to work more than 20 hours per week. These “working” students appear to have a clear perception of their call and career direction prior to attending seminary and to bring a sense of realism to classroom discussion. Other impacts of the new delivery system are discussed elsewhere in this report, especially Chapter 4 “Theological Curriculum.”
Tuition and Fees

The 2002-2003 average annual tuition for full-time M.Div. programs of ATS-affiliated, independent schools was $8,581. (Table 4.2, ATS website database*) This compares with $7,521 for a full-time student at WTS in the same scholastic year.

The following chart makes further comparison of part-time student expenses.

This is an important comparison because of the number of part-time students found in seminary settings today.

<table>
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<tr>
<th>Institution</th>
<th>Tuition*</th>
<th>M.Div Requirements</th>
<th>MATS Requirements</th>
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<td>Cincinnati, OH</td>
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<td>$270/sem hr - 1st class</td>
<td>30 courses</td>
<td>20 courses</td>
</tr>
<tr>
<td>Boston, MA</td>
<td>$220/sem hr - 2nd class</td>
<td>+ 6 units mentoring</td>
<td></td>
</tr>
<tr>
<td>Ashland TS</td>
<td>$251/qtr hr</td>
<td>140 qtr hr</td>
<td>96 qtr hr</td>
</tr>
<tr>
<td>Ashland, OH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asbury TS</td>
<td>$328/sem hr</td>
<td>96 sem hr</td>
<td>60 sem hr</td>
</tr>
<tr>
<td>Wilmore, KY</td>
<td>($45 ministry scholarship may apply)</td>
<td></td>
<td></td>
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</tbody>
</table>

*All figures from current (9-03) websites
Financial Aid

Financial aid is distributed according to ATS guidelines. The Free Application for Federal Student Aid (FAFSA) is used to determine need; any student requesting WTS financial aid is required to complete a this form. Financial aid is distributed on a basis of student need and resource availability, the primary factors considered in the WTS financial aid formula. There is some flexibility on the part of the Financial Aid Committee (made up of four staff members) to make adjustments based upon extenuating circumstances such as the loss of a source of income or other factors that would greatly change the student’s financial need since the FAFSA form was completed.

WTS currently offers two full tuition scholarships per year to foreign students. These scholarships are offered on a first-come first-serve basis and have been used exclusively thus far for students from Tanzania. Denominational students from CGGC receive discounted tuition ranging from 9% to 13% depending on class load. Students express some frustration with aid availability, only rating a 3.15 satisfaction rating. One student commented that he or she would like to see financial assistance for students taking less than 10 hours; in actuality, half-time students (6 or more hours) may be eligible for aid.

The WTS Financial Aid Committee has an increasing concern over the student debt load that students carry into their program as well as the debt that accumulates during their seminary tenure. In 2002-03, 41 students took advantage of Federal Stafford loans resulting in a total student debt of $285,289. A full 50% of the student body had at least an average for that academic year of $6,958.27. This compares to 1992-93 when 20 students had a combined Federal Stafford debt of $85,272. This is 27.4% of the student body with at least
an average debt of $4,263.60. These figures show a large increase in both numbers of students financing their seminary education and amount of debt.

An initial debt-load policy was set in place in August 2002. That policy stipulated a total student loan cap of $50,000 at graduation, with a potential for further debt accrual at the permission of the President’s Council. Upon further review, it has been determined that the caps on debt-load are an infringement on personal rights although those figures remain reasonable suggestions. The committee is reevaluating the enforcement of such caps as compared to debt counseling. This is an area that has become increasingly important as more and more students use debt to finance their education.

**Requirement and Policy Dissemination**

All requirements are published in the yearly catalog and students follow the curriculum requirements published at the time of their admission. There is no distinction between admission requirements among the three master’s level degree programs with the exception of those noted under the section on Admissions.

The *WTS Catalog (Beginning 2003)* states that "The Christian life is primarily positive rather than negative; creative, loving service to others is far more important than adherence to a list of regulations." The catalog and the *Student Handbook* set forth normative guidelines and information for student life with stress on general academic policies. Policies dealing with issues of conflict, harassment, or counseling needs are addressed in the *Handbook of Operations* that is not generally accessible to students. However, faculty and staff willingly share this information on an as-needed basis. For example, a grievance procedure for instances of sexual or other harassment towards students, faculty, or staff, adopted in April 2002, is outlined in the *Handbook of*
Operations. More typical are grievances in the academic area, handled through the office of
the dean, if they cannot be resolved through the instructor. Guidelines concerning such
academic issues are usually shared verbally, but is in print in both the catalog and
handbook.

Student Records

WTS has taken great strides in securing electronic data from loss. Since September
2000, a part-time technical support staff person has overseen all facets of the network,
including security issues. The entire system is programmed to backup to a tape drive every
night. Those tapes are archived for more than 120 days, with a copy of the backup
maintained in a fireproof safe.

In the spring of 2001, the seminary purchased two separate Microsoft Access-based
software packages for the maintenance of student records. Admission’s Office Professional
(AOP) is now being used in the Admission Office, a vast improvement in the way
recruitment records are maintained electronically. GradPro is being used in the Registrar’s
Office, marking the first time in the history of the institution that permanent records have
been kept electronically. This software gives staff the option of printing statements, class
rosters and grade sheets, as well as the ability to manipulate the database for reports.
Transcripts are printed on security paper and now have a much more professional look.

There are only five individuals with access to GradPro: the registrar, secretary to
the faculty, business office manager, business office assistant, and one admissions
counselor. Each person, as well as the technical support staff person, has his or her own
password necessary to access the GradPro screens appropriate for their duties. The
technical support staff person and the registrar are the only ones with administrative
security rights necessary to access every screen and maintain the program options. A daily backup of the GradPro database is stored for three days on the hard-drive of the registrar’s computer. In addition, the network server is backed up nightly and that information is archived for more than 120 days.

Until recently there was virtually no way for an outside person to access the seminary’s internal network. With the move adjacent to The University of Findlay (UF) campus, however, and the desire to share resources, WTS’ network is now protected by the policies and procedures of both WTS and UF. WTS maintains its own domain within the directory structure of UF. WTS maintains its own user list and security functions in-house and administers such. The technical support staff person implemented additional security measures to prevent unauthorized persons from accessing the database by assigning new, more secure passwords. He checks “event logs” daily, which record attempted (and potentially successful) access into the system. An unauthorized person would have to pass successfully five hurdles to access student records: (1) entry into the UF network; (2) entry into the UF virtual private network (VPN); (3) entry into the WTS system past a firewall; (4) user-specific password privileges into the domain; and (5) user-specific password access into the GradPro database.

Hard copies of records are frequently printed and added to students’ files. Signed release forms are required for all transcript requests and are also added to the permanent files. Those records are stored in fireproof filing cabinets, which are kept locked when the Registrar’s Office is closed. A policy outlining student access to his or her permanent file is included in the Student Handbook.
Placement

Students receive support, advocacy, and placement assistance from their sponsoring judicatories and/or congregations. The following data collected from 104 graduates indicates that during the past 10 years (1992-2002) graduates were usually successful in finding placement in a full-time vocational ministry:

<table>
<thead>
<tr>
<th>Placement before graduation (individuals)</th>
<th>Placement after graduation (individuals)</th>
<th>Placement rate with relevance to academic program</th>
<th>Placement rate 1 year after graduation</th>
<th>Placement of graduates unknown at this time by WTS (individuals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>30</td>
<td>73%</td>
<td>78%</td>
<td>22</td>
</tr>
</tbody>
</table>

The placement rate of 78% is lower than the previous placement rate of 91% for the period 1988-1993 (1993 WTS Self-Study Report, p. 59). One of the factors affecting this drop in placement rate may be the transition from a primarily CGGC seminary designed for preparing pastors, to becoming an evangelical regional school of theology with a broader mission. Another factor influencing this drop in placement rate may be the increasing number of graduates who attend seminary without the benefit of a clearly prescribed ordination or ministry track with their sponsoring judicatory and/or congregation.

An issue emerging from this self-study is the need to develop an annual update of the alumni database information to monitor placement of graduates and their personal and career milestones. The data to be collected should include address changes, significant personal and ministry achievements, and life transitions. This database would be helpful in upgrading alumni relations and planning continuing education programs for alumni. The placement of graduates and alumni could be included in an expansion of the WTS website to provide a ministry employment site for all graduates and alumni to post resumes and for various Christian ministries to post open ministry positions.
The seminary has always maintained a ministry opportunity bulletin board, which continually has ministry opportunities posted for students; however, the ministry postings may not match the gifts, theology, spirituality, philosophy of ministry, denomination, and location of the student. The addition of a ministry opportunity and resume posting on the WTS website may be a vital improvement in student/alumni services.

**Community Life**

Students in the current commuter population, especially those who have full-time employment, have a limited amount of time to spend on campus. The majority of this time is spent in the classroom and doing research in the library. In addition, the two-evening structure of the delivery system has added to the difficulty of having the full student body on site at any one given time. Because of this, weekly chapel participation, small group meetings, and attendance at fellowship functions have suffered.

As recently as Spring 2000, chapel services were held twice weekly at WTS, enabling the community a number of opportunities for fellowship and relationship development. Yet, this traditional gathering was showing some signs of declining numbers, due perhaps to the shift in the student body towards greater regionalism. With the implementation of the block delivery system, a number of formats were tried to encourage a continuation of strong interpersonal relationships in the community. Small groups centered on discussion themes had only limited success. Worship was held in tandem with affordable meals during days when classes met in both the afternoon and evening; agape meal formats were used during 2001-02. Semester evaluations consistently indicated that time was the issue of greatest importance; employed students attracted to WTS because of the efficient delivery system simply could not factor in additional time for what was a
secondary worship experience to their own Sunday worship. This attitude seemed to solidify with the move to the new campus.

In response, WTS created the position of Community Life Coordinator; this position, replacing that of Chapel Coordinator, has oversight for both worship planning and intentional community development. The intent is to foster a variety of venues of commonality amidst the community, and thereby aid students in forming long-term vocational relationships. Community is emerging as a defining theological tenet and praxis paradigm for the faculty, staff, and students at WTS. To further the creation of communal relationships, the following programs have either been continued or implemented since the relocation in August 2003:

- Student Fellowship Board
- Social events
- Standard break times for classes
- Fellowship meals on a regular basis
- Chapel worship
- Newsletter by email
- Prayer room with weekly bulletin
- Prayer network on internet
- Bed and Breakfast ministry for commuter students

The fellowship of "evangelical ecumenism" that is possible because of the diversity present at WTS remains a unique mark of this institution, and integral to the education of clergy who will serve in the context of a faith community within today's plural society. WTS acknowledges this as an important part of the seminary experience and seeks to foster it in a creative manner.
Summary and Recommendations from Chapter 7—Student Recruitment, Admission, Services, and Placement

Main strength: WTS strives to provide the optimal environment for a person-centered seminary. The transition from a denominational to a regional seminary is clearly seen in the wide diversity of religious traditions and demographics within the current student body. With that transition has come growth in numbers and accompanying issues of dealing with such a broad student base. The Admission Office has been increasingly sensitive to judicatory matters, especially in the area of student candidacy for ordination. As the student body continues to diversify, the role of student services will expand into cooperative relationships with a variety of church bodies. Within the seminary, services to students will continue to address their individual needs, while also intentionally focusing on opportunities to form relationships that will serve as long-term ministry resources. The following recommendations, with assignments in bold, emerge from this chapter:

- Develop a program to assess vocational readiness throughout students' academic tenure. (Faculty and Alumni Office)
- Verify that incoming students understand the necessity of involving in written form their local judicatories. (Admissions Office)
- Update annually the alumni database to monitor placement of graduates and their personal and career milestones. (Alumni Office)
CHAPTER 8
AUTHORITY AND GOVERNANCE

- Cross Reference with Higher Learning Commission Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.
- Cross Reference with Higher Learning Commission Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Governance authority for Winebrenner Theological Seminary (WTS) rests with the Board of Trustees. The board consists of not more than 17 voting members who are elected by the Administrative Council of the Churches of God, General Conference (CGGC).

The following definitions, powers, and responsibilities of the board are contained in the Handbook of Operations: Policies Pertaining to Winebrenner Seminary: Section I.C.3, Powers and Responsibilities of the Trustees state:

The Board of Trustees is to have and exercise the corporate powers prescribed in the Constitution of the Churches of God, General Conference and those prescribed by the laws of the State of Ohio. The primary role of the board is to make policies and to exercise responsibility for sound management. It serves as the sole authority in those policies. It is to formulate and determine general educational and financial policies as shall be deemed necessary for the administration and development of the seminary in accordance with its stated mission.

Authority is appropriately delegated by the board to the president, whose primary responsibility is to serve as the chief education and administrative officer of the seminary. The president is to exercise general responsibility for the overall affairs of the institution and is to bring those matters to the attention of the board that are appropriate and necessary to keep it fully informed and to enable it to meet its policy-making responsibilities.

The duties and responsibilities of the president, board, administrative personnel, staff and faculty are identified in the Handbook of Operations. More important, however, is the president's initiative in moving the institution towards a participative governance model.
that effectively incorporates trustee, administrative personnel, faculty, student, and staff involvement in the seminary’s governance/decision making process. Communication flow, whether up or down, is occurring with improved accuracy and timeliness and decisions are made with the input of stakeholders at all levels. More responsibility, authority, and accountability for decision making is being given to a greater number of people which is having a positive impact upon the amount and quality of work being accomplished.

The structure and scope of the seminary’s governance system is operating effectively and serves the institution’s purpose and mission well. Examples of system effectiveness include the recent development and implementation of the Master of Divinity (M.Div.) degree delivery system (2001), the process used to review and revise the seminary’s mission statement (2002), and the development of the institution’s core values (2002).

**Governing Board**

The *Handbook* clearly identifies the purpose, duties, and responsibilities of the board. The board as a whole meets twice a year accompanied by at least two executive committee meetings. Ad hoc meetings may be called as the need arises.

The lines between policy and administrative procedure are becoming, by design, blurred. Staff involvement is critical in the development of policy; likewise, board understanding of the dynamics of policy implementation are important. The development of a leadership team approach to institutional governance utilizes the strengths and resources of trustees, administration, faculty, and staff. The board and the president are becoming more knowledgeable and comfortable in drawing upon the strengths and expertise of the broad campus community, while not compromising governance integrity.
Emphasis supporting the leadership team approach continues to reside at the board level with related training coming primarily through board development activities. These development sessions usually occur at the annual and interim board meetings and typically include trustees, administrative staff, faculty, and student representatives. The president brings to these sessions recognized leaders in the field of participatory governance, who challenge and equip leadership from all institutional sectors relative to this process.

The board at its annual and interim meetings carefully reviews financial information as well as audited financial reports. The board utilizes a finance and business affairs committee, made up of between four to seven members, which initially reviews financial information. The committee’s observations and recommendations are shared with the board as a whole. Recommendations from the committee are voted on and implemented accordingly.

The president, with assistance from the director of business affairs and the development department, provides oral and written reports and briefings to ensure that the board has complete and accurate knowledge of the seminary’s financial status, including long-term projections. As a result, the board has stipulated on several occasions that budget constraints be applied in order to maintain a balanced budget for the ensuing fiscal year.

The *Handbook of Operations* outlines the desired qualities of seminary trustees. The Administrative Council of the CGGC elects board members. A vacancy can be filled by temporary appointment by the Administrative Council and is valid until a successor has been duly nominated and elected. Nominees are suggested to the Administrative Council by the Committee on Trustees, one of the board’s six standing committees. Board composition reflects the purpose of the institution by virtue of the requirement that at least
two-thirds of its membership holds membership in the CGGC. The board’s composition reflects the diversity of race, ethnicity, and gender of the institution’s student body and larger community. Two women, one African-American, and thirteen Caucasian males constitute the present board’s makeup.

The strategic/long range plan contains three levels: goals, objectives, and action plan to complete the stated objectives. The strategic planning process consists of four steps, which include:

*Identification of Goals.* Step 1 consists of the seminary community (trustees, faculty, administration, staff and students) collaborating in the identification of institutional goals. The President’s Council (president, special events coordinator, assistant to the president, director of business affairs, academic dean, director of recruitment, and director of development) based upon input from the campus community, reviews these goals periodically. The President’s Council conducts a final review of the goals for clarity and submits them to the trustees at the board’s interim meeting for review and concurrence. Following board review and concurrence, the goals are referred back to the various campus constituencies for Step 2.

*Development of Institutional Objectives.* Step 2 involves seminary departments developing objectives and subsequent action plans, which will enable the institution to achieve its stated goals. Action plans include what is to be done, the anticipated date for completion and the individual/office responsible for completing the action plan. Step 2 is where the actual plan comes together.

*Board Approval of Upcoming Fiscal Year’s Plan.* Step 3 consists of reviewing the plans, goals, objectives, and action plans for the next planning cycle (upcoming fiscal year)
at the board’s interim spring meeting. Board approval sets the plan in motion to begin July 1 of the current calendar year.

*Plan Outcome Review.* Step 4 involves evaluating the previous planning cycle’s outcomes with the department heads and developing a summary report to be presented at a designated President’s Council meeting. Following that review, the report is forwarded to the board and reviewed at the November annual meeting.

The planning cycle follows the fiscal year, July 1 through June 30. Planning goals and objectives extend over a multi-year period. Action plans, however, will typically reflect what is to be accomplished during the current planning cycle, thus providing opportunities to keep issues clearly in focus and minimizing potential for initiatives to become stalled or lost.

The best indicators of strategic planning relevancy rest in the diligence and seriousness that the institution and the board exhibit during the planning cycle. Agreement among the constituencies at the beginning of the planning cycle that the plan’s goals, objectives, and action plans are valid highly suggests that the results will be equally valid.

Relationships among the board, administration, and faculty are positive and reflect a high level of trust and respect. These groups understand their roles and responsibilities; however, each appears to welcome the other’s input and involvement. The governance framework provides for structure with flexibility, ensuring the involvement of all sectors of the campus community. While the institution moves toward a shared, participatory governance model, nevertheless, the board understands its leadership/management role relative to policy making. It is not uncommon for board members to remind one another, when discussing a particular topic, that their primary function is policy oversight. This
provides a healthy environment for the president and other administrators to request suggestions regarding policy application.

The board operates at a high level of professionalism and provides excellent leadership. While there is often direct and frank discussion among board members, the board reaches consensus on major policy matters. Currently, there is no evidence or indication that any board member is attempting to seek or exercise authority other than in their proper context.

With the faculty-related challenges of the late 1990s, and the board’s efforts behind a capital campaign to construct a new campus, much of its energies and attention were intentionally directed away from institutional effectiveness. During the past several years, there have been great strides made toward institutional improvement including: increased enrollment, a new delivery system, admission’s office tracking of prospective students, the implementation of a strategic long-range planning process, as well as other significant accomplishments. While the board has been involved in all of these efforts, it must pay greater attention to the development of a system to monitor institutional effectiveness in the future.

The Committee on Trustees has as one of its duties the review of trustee performance. Every trustee, at the midpoint of his or her three-year term, meets with the Committee on Trustees to evaluate thoroughly his or her performance. The committee’s evaluation is also important should a trustee be eligible for another term and desire one.

In addition to individual evaluation of each board member, the board conducted a comprehensive evaluation of itself through the use of a survey. Eighty-two percent of the voting members, a total response of 14 members of 21 voting and non-voting members,
participated in the evaluation. Responses were tabulated and discussed at an executive committee meeting prior to their distribution in summary form in the *Interim Report 2004*. The total board processed the findings as directed by the Executive Committee in April 2004.

The following items needed to be addressed by the committees and full board:

- Nominating Process
- New Board Member Orientation
- Conflict of Interest
- Planning Process

*Nominating Process.* Sixty-four percent of the respondents in the *2003 Board Survey* felt that the board’s nominating process needed work to insure that the board remains appropriately diverse. The board currently has one African American member and two females. Occupationally the voting members of the board consist of nine ordained pastors and seven laypersons. The Committee on Trustees discusses this regularly, but there is no formal policy on appropriate goals for diversity. The Executive Committee will determine what guidelines should be developed, and the Committee on Trustees will continue to seek for qualified members to fill those roles.

*New Board Member Orientation.* Thirty-five percent of the respondents indicated that new board member orientation needs some attention. There is no specific area of the *Handbook of Operations* that addresses new board member orientation. New members are given a packet before they are even interviewed by the members of the board that outlines the responsibilities of a WTS board member, section one of the *Handbook of Operations*, a current catalog, and any other literature that is in distribution among the seminary’s constituents at that time. The Committee on Trustees will determine what needs to be included in new member orientation. The president, board chair, and chair of the committee
will process new member orientation procedures with the expectation that the
administration shoulder responsibility to orient new members.

Conflict of Interest. Fifty percent of the respondents did not know if there was a
policy on conflict of interest. There is a policy stated in the *Handbook of Operations*
(section I.C.). It was recommended by the Executive Committee that a form acknowledging
the conflict of interest policy be signed annually. The administration will present a form for
the board’s review. Over the last years members of the board have withdrawn themselves
from voting and/or discussion on matters that would be a conflict of interest. Examples
include the following:

- Choice of contractors – member withdrew from discussion
- Sale of properties – member did not pursue purchasing
- Sale of properties – member excused self from discussion and vote due to being a
  member of purchasing body

Planning Process. Twenty-one percent of felt that the board’s participation in the
planning process needed work. The Executive Committee of the board is responsible for
long-range planning and discussed in its March 2004 meeting how it can be more effective
in utilizing the entire board.

Administration

Administrators implement changes based on the need for policy development or
revision. Built into this process of policy development are the important elements of
communication on the key issue(s), involvement of stakeholders, consideration of core
values and mission statement, and follow-up assessment relative to outcomes. For example,
the *Handbook of Operations* contains procedures for resolving grievances should a faculty
or staff member feel a policy or procedure applicable to him or her was violated.
The administration and staff responded to seven questions relating to the committee on governance. Eighteen out of 18 administrators and staff are very satisfied (44%) or satisfied (74%) with the working conditions according to the 2002 Self-Study Survey. The collegial atmosphere suggests that formal and informal structures are working well and that structures of accountability are clearly defined and well implemented. Fourteen out of 18 were very satisfied (44%) or satisfied (33%) with the collegiality and community at WTS. Yet four out of 18 (22%) were neutral on the issue of collegiality and community, which suggests that work is still needed in the development and enhancement of this area.

Seventeen out of 19 staff and administrators are very satisfied (68%) or satisfied (21%) with relations with administration, which supports the view that administrative structures are functioning well and that morale is high. Only two out of 19 (10%) were neutral on this issue.

One question that needs to be asked is “How do administrative leaders seek to implement policies in ways that ensure fairness and embody the theological values the school articulates?” This question deals with sensitivity to cultural, ethnic and gender concerns. The student and alumni ratings dealing with this issue suggests that authority and governance needs to review policies and procedure to insure that inclusiveness and fairness in terms of cultural, ethnic and gender concerns are assured.

Faculty

The faculty meets monthly during the academic year to provide leadership in the development of academic policies, oversight of academic and curricular programs and decisions, establishment of admissions criteria, and recommendation of candidates for graduation. The faculty also meets regularly and focuses on spiritual development,
discussion of institutional core values, and building community among faculty,
administrators, and staff.

The structure of faculty governance has been more informal than formal. Currently
the faculty operates without standing committees such as academic affairs, student affairs,
library, and admissions. Would the effectiveness of faculty be increased with standing
committees or would this structure merely add another demand to faculty workloads? The
need for committees is typified by the following two examples: (1) an ad-hoc committee
reviewed the faculty section of the Handbook of Operations and made recommendations
for changes, which were approved by the board at its March 2002 meeting; (2) faculty
reviewed proposed 2003 strategic, long-range planning goals and objectives for
prioritization, modification, or elimination; their decisions were implemented. With the
resignation of the former dean, the new dean will consider with the faculty their
effectiveness in shared/participatory governance. Some type of committee structure will be
one of the issues studied.

According to the 2002 Self-Study Survey, the faculty is very satisfied or satisfied
with salary packages (43% and 57% respectively), working conditions (43% and 43%
respectively), and preparation of servant leaders (29% and 71% respectively). Two areas
were rated lower among the faculty: the relationship with administration rated 3.00 and job
security rated 3.14. The surveys were of little help in answering the following questions:

How does the faculty know when it is functioning effectively as a governing body
over those functions for which it has been delegated?

How does the faculty contribute to the institution’s overall decision-making
process?
Summary and Recommendations from Chapter 8—Authority and Governance

Main strength: WTS' governance system serves the seminary’s purpose and mission well. Governance authority for WTS rests with the Board of Trustees. The board appropriately delegates responsibility to the president, whose primary responsibility it is to serve as the chief education and administrative officer of the seminary. The structure and scope of the seminary's governance system is operating effectively. The board operates at a high level of professionalism and provides excellent leadership. The informal governance structure within the faculty has worked efficiently, but will continue to be evaluated. The following recommendations, with assignments in bold, emerge from this chapter:

- Focus on the development of a system to monitor institutional effectiveness. (President’s Council)
- Promote collegiality and community at WTS, and continue to track relations between administration and staff. (President’s Council)
- Study faculty effectiveness in shared/participatory governance. (President)
- Formulate strategic questions for planning. (President, Board Chairman, and Board of Trustees)
CHAPTER 9
INSTITUTIONAL RESOURCES

- Cross Reference with Higher Learning Commission Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.
- Cross Reference with Higher Learning Commission Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

The human, financial, and physical resources of Winebrenner Theological Seminary (WTS) have drastically changed in the past five-eight years due to faculty, staff, and administrator turnover, the shift to a commuter student population, the execution of a major capital campaign, and the move to a new location and facility.

*Human Resources*

Human resources are handled through the Business Office. This area has experienced major changes in the past seven years.

*Handbook of Operations and Policies.* This manual provides guidelines for the institution as a whole, as well as for faculty, administrators, and staff. The Board of Trustees approves all updates when necessary changes are made, and the last major update was approved in April 2002. All employees have received a copy of the *Handbook* and receive all updates that have been approved by the board. Also included in the *Handbook* are policies and procedures approved by the President's Council that have been established to support the core value of a strong personal relationship among faculty, staff, and students. These policies and procedures are to be located at the back of each handbook.

Some of the policies that have been instituted for faculty and staff are:

- *Performance Appraisal Policy*—WTS recognizes the need for open communication between supervisors and staff. While WTS encourages open communication on a daily basis, it is appropriate to set aside time for this specific reason. The policy states the reasoning behind the performance appraisal and also the procedures.
• **Counseling Guidelines for Faculty and Staff**—WTS is concerned for the whole person—spiritually, physically, and emotionally. This policy sets the guidelines for counseling for faculty and staff as needed.

• **Employee Recognition Policy**—WTS sought consistence in employee recognition. This policy states that all employees will be honored for their years of service in five-year increments and it also states the monetary amounts to be given.

• **Employee Tuition Waivers and Tuition Exchange Program with The University of Findlay**—WTS has the opportunity to offer employees, spouses, and children free college education with The University of Findlay (UF). This reciprocal agreement also offers UF employees, spouses, and children the same privileges with WTS.

• **Computer Resources Policy**—WTS adopted this policy in early 2003. Since WTS uses computers extensively restrictions became necessary. This policy sets guidelines for computer use, Internet use, e-mail use, password selection, and violation steps. All employees sign a waiver stating that they have read and understand the policy. The waiver is kept in their personnel files.

• **Harassment Policy**—WTS found that this policy was needed to protect each other in the community. It states what is and what is not appropriate at WTS. All employees have to sign a waiver stating that they have read and understand the policy. The waiver is kept in their personnel files.

Policies have also been instituted for the students and are included in the *Student Handbook*. One is the Counseling Guidelines for Students Policy. Students and their families are under much pressure as they prepare for ministry. This addresses students and their families when such time arrives that help is needed, setting the guidelines for receiving financial aid for the necessary counseling.

*Personnel Files.* Personnel files were practically non-existent eight years ago and only consisted of one multi-purpose file. There are now at least three to four files per employee; a payroll file that rotates out on a yearly basis and two or three files in the permanent personal file: evaluation, contract, and miscellaneous. The miscellaneous file contains personal information, insurance information, retirement information, job applications, and other pertinent personal information. These files serve as a comprehensive database that enables administrators to evaluate and develop employee's skills and abilities.
Interrelational Groups. Several groups utilize a cross representation of the WTS community, and therefore provide a venue for full use of human resources. A few of the groups are:

- **President’s Council**—This group meets on weekly basis. The president, assistant to the president, director of development and alumni relations, director of business affairs, academic dean, and director of recruitment and church relations attend the group. The meeting is informal but at least three purposes are accomplished: prayer, development, and discussion on pertinent issues as generated by members. Everyone has the opportunity to voice his or her opinion on each topic and decisions are supported by the group.

- **Student Fellowship Board**—This group is formed and administered by WTS students for the purpose of hearing student concerns and creating student fellowship. Representatives from the faculty and staff are part of this group. The Student Fellowship Board receives fees that are charged to each student each term. The Business Office collects the fees and a check is then written to the Student Fellowship Board. The monies are used for student activities and an endowment fund for scholarships.

- **Board of Trustees**—All members of the President’s Council attend the board meetings and are part of a committee that is relevant to his or her position. The students and faculty each have an elected representative who attend the meetings as well.

Community Development. Several activities have occurred over the past several years to help develop community:

- Monday morning prayer
- Chapel services
- Fellowship meals
- Student fellowship social gatherings
- Prayer and fasting opportunities
- President’s receptions
- Off campus activities

With the move to the new campus in August 2003 and the term that followed, it became clear that more intentionality with community activities was needed in order to connect students with faculty and staff, and to connect students with other students. Having lost the intimacy of a small campus, the strategy for community would require much more planning
and variety. A position of community life coordinator was formed in January 2004 to
shoulder the responsibility for weekly community events.

Communication. The most efficient use of human resources is based on open,
reciprocal communication. This is one area that needs improvement. A deliberate effort is
being made to keep the various publics, including commuter based student population,
informed. Current information is disseminated to the WTS community by:

- Student fellowship bulletin board
- Staff bulletin boards
- Employment bulletin board for posting available ministry positions
- Student, faculty, staff and administrators individual mailboxes
- Internal e-mail for faculty, staff and administrators
- External e-mail
- Voice mail
- Web page
- What'S Up (weekly news and information letter)

WTS has made a deliberate attempt to keep students informed and has asked the students
about the seminary’s dissemination of information. The students in the first survey rated
WTS at a 3.18. The most recent survey asked the same question of new students and
recurring students. The rating was 3.57 and 3.38 respectively, showing some improvement.

Financial Resources

Accounting Systems. Before mid-1995, an independent accounting firm prepared the
monthly financial statements and the semi-monthly payroll. The monthly-unaudited
financial statements and the semi-monthly payroll are now prepared in house. The financial
statements are in accordance with the Government Auditing Standards that are issued by
the Comptroller General of the United States. WTS follows U.S. Generally Accepted
Accounting Procedures (GAAP) and is a member of the Evangelical Council for Financial
Accountability (ECFA). An external audit is performed on an annual basis. The auditors
report any management issues at that time. The audited financial statement is taken to the board in November so that it can approve and accept the financial statement.

Copies of the monthly-unaudited financial statements are given to each administrative member of the President’s Council in addition to several key administrators. A copy of the general ledger for each function is given to the administrators, who are responsible for looking over the general ledger for his or her department to make sure expenditures have been appropriately applied. If changes are necessary, they are made the following month. This procedure gives each administrator the opportunity to be knowledgeable and in control of the expenditures. It also increases the accuracy of the financial statements. A copy of current unaudited financial statements is given to the board at scheduled meetings.

Budget Process. The board of trustees pre-approves the budget for the upcoming fiscal year at the fall meeting, receiving final approval at the spring meeting. Planning for the upcoming fiscal year begins during the summer of the current fiscal year. Each administrator who is responsible for a function receives a worksheet that is prepared by the Business Office. This worksheet contains the following information: current budget, encumbrance, prorated amounts for the remainder of the year, proposed budget amount, and the increase or decrease between current and proposed figures. The worksheet serves as an evaluative tool regarding the efficiency of the current budget. The administrator uses this data to prepare the new document. It is given to the Business Office to combine all functions into a comprehensive budget, which is then reviewed by the President’s Council for necessary changes. Since WTS has used this process, the result is more realistic.
Salaries. Salaries for faculty and administrators are approved at the fall trustee meeting. The president, academic dean, and director of business affairs meet to discuss the salaries for the faculty. The president and director of business affairs meet to discuss the salaries for the administrators. Support staff receives across-the-board raises that correspond with the percentage given to faculty and administrators.

A lengthy process is used to determine the salaries for faculty and administrators. Using the latest ATS Fact Book on Theological Education, a formula has been developed to determine individual salaries according to position and years of service. Salaries are determined by using the <75 FTE, 75-150 FTE, and a cost of living rate. Therefore, there are three (3) salaries for each faculty and administrator to compare. This information is given to the board at the fall meeting to approve the salaries.

Daily Accounting Procedures. The Finance Committee of the Board of Trustees is very much informed and involved in the major financial decisions for the seminary. The board, however, practices hands off integrity in the day-to-day operation of the seminary. The director of business affairs and a support staff person handle the day-to-day transactions, sharing responsibility for accounts receivable (invoicing and receiving monies), accounts payable (process payments and check writing), petty cash, deposits, and miscellaneous duties. Donations are received and posted by the development department on its software package (Blackbaud) and are deposited daily. Reports are given to the Business Office for input onto the Business Office software package (Great Plains).

A checks and balances system is in place between the Business Office and the registrar. The GradPro software package tracks student's registrations and creates an
invoice thirty days before classes are to begin. All charges to students are reviewed manually to make sure the invoices correctly reflect registration.

A similar system connects the Business Office and the development department. Development donations are posted on Blackbaud and a daily deposit report from this software is given to the Business Office where it is reconciled monthly with Great Plains. Both departments have their own procedures to track pledges and gifts.

Communications between the Board of Trustees and the Business Office have resulted in two policies: contribution policy and investment policy. The contribution policy was developed to give to potential donors who ask for this type of information. The policy states that WTS is a 501(c)(3) organization under the Internal Revenue Code and describes just what that means to donors. The policy also describes unrestricted, temporarily restricted and permanently restricted contribution and how each relates to WTS. It also states WTS’ position on gifts in kind, gifts of service, and gifts to individuals or other organizations. The investment policy has been developed to give to the investment firms that the board has approved to invest our funds. The policy states the permissible investments, the asset allocation, the credit criteria and quality ratings, the authorities and limitations and other pertinent information.

There is also open communication between the Business Office and all departments. Information has been prepared and circulated concerning function codes that are used to track expenditures; coded account numbers and their descriptions have been shared with all departments and are currently being used. In addition, each department has been instructed how to process accounts payable vouchers.
**Trends in Finances**

Charts A - G show the overall financial position of the seminary from 1994 through 2003.

Chart A indicates that total assets of the seminary have grown from $1,379,572 in 1994 to $8,717,055 in 2003. WTS just completed a new facility and furnishings for $6,000,000. Several properties were sold due to the move to the new location. Two properties (which were received in 1995) were sold and the $164,340.00 restricted for endowment. An apartment complex was sold for $307,462.00 and the proceeds used for the new building. The former campus on East Melrose Avenue and over six acres of land were recently auctioned for $186,000 and that will be applied toward debt retirement.

<table>
<thead>
<tr>
<th>Year</th>
<th>Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>$1,379,572</td>
</tr>
<tr>
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<td>2000</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>2001</td>
<td>$5,500,000</td>
</tr>
<tr>
<td>2002</td>
<td>$6,000,000</td>
</tr>
<tr>
<td>2003</td>
<td>$8,717,055</td>
</tr>
</tbody>
</table>

Winebrenner also owns a house at 1500 Tiffin Avenue where the former owner holds life estate.
Charts B and C show the revenue and expenditures for the annual fund. Revenue in 1994 was $911,097; in 2003, $1,707,163. Expenditures in 1994 was $928,604; in 2003, $1,661,893 (without depreciation).

1. Student Fee
2. Gifts
3. Grants
4. General Investments
5. Reick Estate
6. Sales & Service
7. Other Revenue
1. Instruction
2. Public Service
3. Library
4. Academic Support
5. Student Services
6. Admission
7. Institutional Support
8. Operation & Maintenance of Plant
9. Scholarships & Fellowships
10. Auxiliary Enterprises
Chart D compares the income and expenses from 1994 through 2003 for operations.

Chart D - Operational (Unrestricted)

Chart E shows that the endowment has grown from $345,042 in 1994 to $657,919 in February 2004. In 2003-2004 $165,340 was deposited from the proceeds of selling two houses. The past few years show a decline due to the investment market. All disbursements from the fund were stopped until it could rebound. The Board of Trustees has been asked to establish a 5% annual disbursement so that the annual fund can count on some funds, yet keep the fund growing.
The Reick Estate was established in 1946. The funds are disbursed on a quarterly basis.
Chart G shows the total library expenditures compared with the books and periodicals expenditures.

![Chart G - Library](chart)

**Capital Campaign and Endowment**

The $10 million capital campaign, in connection with the relocation of the seminary campus to a site adjacent to The University of Findlay, closed on December 31, 2002. The completion resulted in a shortfall of $700,000. Outstanding pledges toward the capital campaign, over a series of years, will continue to be received. Monetary gifts for the campaign, in addition to the outstanding pledges, are occasionally received. A greater concern is the institution's endowment and general fund, which speaks possibly to a larger issue. In general, the institution raises resources at the level it needs to operate, leaving very little surplus available for contingencies. Several new scholarship endowments have been instituted to bolster student aid; however, this does not address other financial
concerns such as the library collection, faculty development and retention, as well as operating funds.

To this end, the institution began the “Now More Than Ever” operating campaign in January 2003, focusing on increasing the number of donors as well as gift levels, to support the annual fund operating budget. Efforts will also be initiated to increase the endowment. These initiatives are not without challenges, however. The majority of institutional support is received from regions within the Churches of God, General Conference (CGGC). Enlarging the donor base will require individuals outside to become involved. This will occur through donor cultivation and education about the mission and values WTS espouses.

As part of the “Now More than Ever” campaign the development office is presenting personalized funding proposals to every donor that the seminary feels has the potential of giving at least $1,000 a year over a three-year period for a total pledge of $3,000. Each proposal invites the donor to contribute to a particular need in the annual fund that seems to be an area of his or her interest. As of the end of April, over 1.1 million dollars of proposals have been hand delivered. The goal is to present three million dollars worth of proposals in hope of receiving the $2.1 million needed to meet the annual fund needs for the next three years. This goal should be achievable as most pledges for the capital campaign are now paid in full. Over the five year-period of the capital campaign the seminary averaged nearly $2 million annually. Therefore, the $700,000 annually needed now seems within reach. Most experts state that there will be shrinkage in pledges after the completion of a successful campaign, but not more than 50%. The seminary’s goal is well within those guidelines.
Also a concerted effort is being made to increase the endowment through estate planning gifts. In order to be more effective in this area, the development officer will be spending four weeks in intensive training over an eight-month period with one of the top planners in the United States. A page highlighting charitable estate planning ideas is included in the personalized proposals being delivered.

The seminary has also hired a part-time development officer who works in the Pennsylvania area where most of the congregations of the supporting denomination are located. His effort in networking has not only reached into those congregations but also into other denominational churches where individuals have begun to contribute and potential students are being cultivated.

The National Development Council was established in early January of 2003, originating with the seminary Development Office. The purpose of the council is to assist WTS in guiding and advising fundraising efforts. The council consists of various church, business, and community leaders from across the regions of the CGGC, as well as outside the denomination, which also financially support the institution. Council members were identified and solicited by the seminary president and executive vice-president. Their function is primarily to extend and expand the seminary's influence across the institution's service regions. Council members are responsible for maintaining working contact with each other inside their respective regions on a networking basis. These individuals are assisting WTS within their respective geographical areas by:

- Networking with potential donor contacts
- Participating in cultivation visits where appropriate
- Planning and coordinating regional development meetings, events, and functions
- Acting in an advisory and consultative role towards the institution
• Providing advocacy for the seminary by upholding the mission and core values of WTS

An inaugural meeting of the full council was held Thursday, April 27 and Friday, April 28, 2003 on the WTS campus. This meeting served primarily as a planning/strategy session where procedures, methods, and modes of contact regarding CGGC churches, non-CGGC churches, communities and potential donors were discussed. The full council will convene annually on the seminary campus, in a continual effort to expand the influence of the institution.

Subsequent focus group meetings were held in two regional service areas on May 5-9, 2003. Council members were active participants in organizing and coordinating these meetings. An additional focus group meeting was conducted in another regional service area on July 16, 2003. In recent donor cultivation trips, the president found council members to be instrumental in the generation of donor contacts as well as helpful in those visits. While relatively new within the institutional structure, the council continues to grow in number as well as function, seeking to further expand and extend the seminary’s influence.

The second annual meeting of the National Development Council was held on March 16-17, 2004, on the campus of WTS. Building upon the inaugural meeting, the members continued to discuss various methods, issues, and concerns relative to expanding the seminary’s influence. Of particular importance in this meeting was the geographical and numerical expansion of the council itself. This meeting consisted primarily of potential members from outside the CGGC denomination. Council members expanded more than double from the original seven to 16. Strategies and suggestions included:
- Enhancing the seminary’s networking capabilities between constituents and council members’ respective geographical regions
- Increasing face-to-face interaction between faculty, staff, and students with potential donors in workshop, seminary, and classroom settings
- Utilizing current technology to promote effectively the opportunities for persons to be involved in theological education (promotional DVD or CD-ROM, Internet-based applications such as streaming video, and an interactive alumni connection site)

A possible interim meeting will be held in the fall of 2004, with the next annual meeting scheduled for March 8-9, 2005.

**Physical Resources**

Physical space had been a problem for several years at the 701 East Melrose campus. In 1999 the largest classroom was remodeled into six offices in order to accommodate the faculty and staff additions. Two small classrooms remained. WTS used space from CGGC for classrooms and also remodeled two larger offices into four smaller offices. A new phone system was installed in 1996 and parking lots were resurfaced in 1999. In the fall of 1998, additional exterior lighting was installed on the buildings and the parking lot to ensure safety along with notices for emergency contacts.

In 1997 WTS began the process of updating the computer system. Approximately $50,000 was spent for computers and a server. Since that time, three or four computers have been purchased annually to keep abreast of technology. An additional server has also been added to increase capacity. A computer technician joined the staff in 1996, which has greatly increased productivity. In 1999, a new program was purchased for the development department and additional programs for business and Registrar’s Office (2001) and the Admission Office (2002) was added. The technician has been integral in supporting and updating this software.
The move to the new campus at 950 North Main Street eased the space problems in regard to offices and classrooms. Needs of students, faculty, staff, administration, and regional constituents were considered in the construction of the new campus, but as the building becomes more fully used, other physical problems may surface. Classrooms have already been rearranged to serve the professors and the students more efficiently. The tables and office-style chairs have been removed from the chapel/board room and new lightweight tables are being purchased to facilitate the change from chapel to meeting room.

Greater dispersion of individual offices within the new facility has resulted in a change in the dynamics of relationships among the staff. Now occupying two floors, individuals have lost the closeness they once had with other members of the community and it has been extremely hard on a few. Administration, staff, and faculty need to work intentionally on maintaining good relationships.

WTS is also adjusting to being a part of a larger campus. WTS and UF have had a working relationship for many years with a reciprocal tuition exchange between the two institutions. WTS is a part of UF’s employee insurance benefits, which include medical, life, dental, and long-term disability. Employees can take advantage of the flexible spending plan and other similar benefits. With the move adjacent to UF, both institutions have agreed upon an expanded reciprocal arrangement that benefits both institutions. Some of the benefits are:

- UF has five faculty offices located in WTS
- UF has three classrooms located in WTS
- UF provides cleaning and maintenance for WTS
- UF has use of all classrooms when not in use by WTS
- UF has use of auditorium and meeting rooms
• UF provides personnel to handle all arrangements made with the public and the two institutions for rental of our facilities

WTS has spent several months settling into its new environment and learning the policies and procedures of UF. Both institutions have discovered that a cooperative working relationship requires adjustment, compromise, and patience.

Summary Recommendations from Chapter 9—Institutional Resources

Main strength: WTS has effectively organized its human, financial, and physical resources to accomplish its purposes and strengthen its educational effectiveness. The human, financial, and physical resources of the seminary have drastically changed in the past five-eight years due to faculty, staff, and administrator turnover, the shift to a commuter student population, the execution of a major capital campaign, and the move to a new location and facility. The following recommendations, with assignments in bold, emerge from this chapter:

• Evaluate annually the needs of all aspects of community life. (President’s Council, Faculty, and Student Fellowship)
• Assess and make appropriate adjustments regarding communication and relationships with a large university system. (WTS President’s Council and the UF President’s Cabinet)
• Increase endowment funds and the donor base. (Board of Trustees and the Development Office)
• Maintain a healthy annual fund. (Board of Trustees and the Development Office)
CHAPTER 10
EXTENSION EDUCATION

- Cross Reference with Higher Learning Commission Criterion Three: The institution is accomplishing its educational and other purposes.
- Cross Reference with Higher Learning Commission Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Although the geographical significance of Winebrenner Theological Seminary’s (WTS) location in the northwestern quadrant of Ohio has been demonstrated, there have been a number of extension programs either discussed or attempted in recent years. Presently, the Certificate in Pastoral Studies (CPS) and Certificate of Christian Ministry (CCM), which are not accredited, are the only extension programs offered by the seminary. The CPS is a 75 semester-hour ministerial study program offered in the Eastern Regional Conference (ERC) of the Churches of God, General Conference (CGGC). This is a six year program that does not require a baccalaureate degree and which consists of courses taught by WTS alumni, faculty, and other qualified instructors. The majority of courses are offered in Pennsylvania with certificate students only at the Findlay campus for a single CGGC history/polity class.

CCM began fall 2003 and is offered in ERC. There will be some overlap of courses, but this program will focus on lay preparation for ministry and require only 26 semester hours. The role of the new part-time CPS/CCM administrator, who lives in the ERC, is to monitor student recruitment, admissions, and academic progress. This administrator provides a link with the 130 churches in the ERC and the certificate program students.

There have been several attempts, with limited success, to offer accredited degree distance learning. Over the course of the past ten years, WTS has explored offering extension programs in Columbus, Ohio; Fort Wayne, Indiana; and Detroit (Livonia),
Michigan. The most recent such attempt was a cooperative endeavor with Ashland Theological Seminary. In spring 2002, a WTS faculty member taught one course (two courses were later cancelled due to lack of enrollment) at Ashland’s extension site in Livonia, Michigan. No new students enrolled as a result of this program and the six WTS students who were involved also took classes on the Findlay campus that term; therefore, they had access to the same WTS services as any other student. In 2002, the WTS academic dean met with the Ashland dean-Detroit, and the conclusion was reached that there be no further pursuit of collaborative extension efforts at the Livonia site.

In retrospect, each of these attempts at extension sites has failed to attract new students to WTS, in part because of the inability to offer a full program at the distance site. The experimental approach of offering limited coursework lacked the steady commitment desired by students seeking theological education. More complete market research should have been conducted in advance. Another program development issue was the lack of adequate collaboration with potential training partners (such as denominational and judicatory church leaders, pastors, church planting strategists, and sodallic ministry leaders) in regard to the design, content, and focus of the proposed graduate degree programs. In the future, if WTS pursues extension site learning, a greater commitment to offer a complete program from start to finish will be necessary in order for such a program to be viable.

A related issue is the lack of collaboration of professors in classroom instruction, which was a low rating by faculty (2.57) in the 2002 Self-Study Survey. This reflects the dissatisfaction by the faculty with primarily an individualistic approach to curriculum development and instruction. Faculty desire to exchange and integrate ideas. One faculty member commented in the 2002 Self-Study Survey, “As faculty we appear to be very
focused on our task and we need to develop more collegial openness.” Faculty members are poised for significant new levels of collaboration.

It has become apparent that the faculty is the primary point of delivery for theological education and the connection to the WTS vision and core values. The “Winebrenner Experience” in its depiction by church leaders is a dynamic theological education encounter in their geographic context via the extension process. The primary foci of this expressed desire by church leaders are on three levels of training: (1) Seminary, (2) Certificate, and (3) Lay Academy. The Certificate Programs and Lay Academy will generate new networks of relationships for the seminary while helping the local church to equip its emergent young adult leaders for vocational ministry. In order to maintain consistency in the extension sites, adjunct faculty should be utilized cautiously at the same ratio as the main campus of the seminary. Adjunct faculty will also need to be recruited, screened, and supervised at a level of coordination to maintain the WTS vision and core values at the various extension sites.

**Development of the CBDEM—Cohort-Based Distance Education Model**

A program in the developing stages, which is designed to overcome the distance barrier for students in acquiring a theological education, is entitled the Master of Arts in Church Development with a Cohort-Based Distance Education Model (CBDEM) delivery system. This graduate program is currently entitled the Master of Arts (Theological Studies) with a *Specialization in Christian Leadership and Church Development*. In consultation with ATS staff and the WTS faculty and staff, the M.A.(T.S.)—*CLCD* nomenclature would be changed to M.A.C.D. in order to designate more accurately the professional nature of this graduate program.
The WTS Board of Trustees approved the continued research and development of the new CBDEM delivery system. During 18 months of extensive field research with denominational and judicatory church leaders, pastors, church planting strategists, and emergent church leaders, the design, content, cost, location, delivery system formats, and coaching systems for cohort groups have been revised and upgraded. Feedback from WTS leadership groups including faculty, administrators, and President’s Council, in addition to the M.A.(T.S.) director, has been integrated into the proposed curriculum and delivery system formats for the M.A.C.D. program.

The M.A.C.D. program currently exists as an approved, accredited M.A.(T.S.) program with a Specialization in Christian Leadership and Church Development. Students in this specialization complete 60 credits in a two-year curriculum; the format for the M.A.C.D. program will be altered to a new four-year delivery system. A key dynamic of this extension education program will be the formation of collaborative partnerships with pastors, ministry team members, church planters, and sodalic ministries in preparing servant leaders within the context of an active ministry involvement. In related issues, students and alumni expressed some concern in the 2002 Self-Study Survey with the campus community environment (alumni 3.02 and students 2.98), as well as the issue of the availability of ministry opportunities (alumni 2.73 and students 2.94). These campus issues are related to a commuter versus resident student body that limits community formation and cohort collegiality among seminary students. These are student life realities that the seminary continues to address through small groups, Ministry in Context (MIC) opportunities, community life programs, and student-led initiatives via the Student
Fellowship Board. The CBDEM training format is an attempt to address the relational context issues that appear intrinsic to a commuter-based delivery system.

The various groups that participated in the research and development of the CBDEM format also desire to participate as students or coaches in this new training system. The extant, intentional base for community and cohort collegiality already exists within these diverse ministry contexts. The recruitment base consists of Christian ministry organizations and denominations that desire to train potential pastors, church planters, and missionaries within a group context, especially one that involves these training partners with direct input as coaches and adjunct instructors. This is a key feature of the CBDEM. The learning base is a corporate community (cohort groups) rather than an individual support system, which is too often overwhelmed with life stressors. The contrast in delivery systems is demonstrated in the recruiting of Christian ministry groups seeking training for their ministry leaders rather than primarily focusing upon individuals considering their call to vocational ministry.

The following list of ministries will be training partners with the new four year CBDEM delivery system: church planters, pastors, missionaries who are in training as church planters or pastors prior to serving in contexts outside of North America, and seminary students who desire to participate in cohort-based training in an intensive format of distance education. The proposed launch date of a pilot group for the M.A.C.D. is Fall 2005, contingent on approval from accrediting agencies.

Alumni expressed comments in the 2002 Self-Study Survey that they face challenges in the areas of people skills, leadership, and pastoral care in their ministry contexts. The intent of the CBDEM training format is to utilize the strengths of the existing accredited
graduate program in conjunction with indigenous cohort groups led by mentors in order to address vital ministry issues—leadership development and personal ministry (people skills, conflict resolution, pastoral care and counseling, evangelism and discipleship). The potential for developing theological education in a distance education format provides the following opportunities beyond the current regional context:

- Respond to the primary geographic barrier of potential students to attending WTS in Findlay
- Utilize retreat settings for teaching courses that address people skills, leadership, and pastoral care
- Expand market impact and area beyond the Northwest Ohio region
- Develop a creative curriculum of one week intensives that will improve and expand our delivery system as WTS continues to learn from churches on the “cutting edge”
- Enhance the development of indigenous leadership (especially young adults) within local church ministries in order to link more organically with the local church
- Form partnerships with outreach-oriented kingdom ministries that desire to nurture the biblical, theological, historical, missiological and spiritual reflection of their greatest resource—leadership
- Connect with the emergent church movement in divergent contexts
- Provide theological education on a graduate level for church planters, pastors, and ministry team members that can be accessed by cohort groups in various regions of the CGGC and other kingdom ministries
- Improve the field education process by utilizing a mentoring format to train students in evangelism and discipleship methods that contextualize the gospel in missional settings
- Establish rigorous admission requirements for an intensive leadership development program
- Acknowledge the potential for lifelong learning for more pastors and church leaders to receive seminary training in their initial phase of ministry formation in the M.A.C.D. program prior to completing a Master of Divinity (M.Div.) and Doctor of Ministry (D.Min.) program
- Increase the potential for new levels of praxis-related research by the WTS faculty as they encounter emergent forms of theological inquiry and reflection

**Seven Distinct Dimensions of the M.A.C.D. Format**

- Students will be rigorously screened to qualify for this program
- Students will participate in a cohort group of at least five students
- Students will develop mentoring relationships with a protégée
- Students will have mentors to provide accountability for their ministry
- Students will develop prayer support teams
• Students will develop financial support plans to cover the costs of their theological education

Students will provide documentation of ministry leadership potential based on their contextual ministry experience

*The M.A.C.D. Program Focus*

The M.A.C.D. program is designed to overcome the geographic distance barrier for students desiring to acquire a theological education for ministry while they are actively engaged in ministry. The dynamics of emergent church ministry for pastors, church planters, and ministry team members require proactive field research and indigenous leadership development. The educational resources of WTS will provide a base for theological reflection in collaboration with the insights and praxis of emergent ministries that will afford a symbiotic relationship to unfold for the students, ministry training partners, and the seminary. This cohort-based distance education training will provide an opportunity for the seminary and the church to learn from one another in the context of ongoing theological education and ministry praxis.
### M.A.C.D. 60-Credit Curriculum Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall [WTS Campus]</th>
<th>Spring [Retreat Center]</th>
<th>Summer [Church Context]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First: Biblical Foundation</strong></td>
<td>Tools for Biblical Research [CD-ROM Based]</td>
<td>OT Foundations</td>
<td>OT Theology</td>
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<tr>
<td><strong>Second: Spiritual Formation</strong></td>
<td>NT Foundations</td>
<td>Spiritual Formation</td>
<td>Christ &amp; Community</td>
</tr>
<tr>
<td><strong>Third: Historical/Theological Reflection</strong></td>
<td>Theology I</td>
<td>Theology II</td>
<td>Christian Ethics</td>
</tr>
<tr>
<td><strong>Fourth: Ministry Praxis</strong></td>
<td>Church Development &amp; Growth</td>
<td>Christian Leadership</td>
<td>Family Foundations &amp; Dynamics</td>
</tr>
</tbody>
</table>

- **6 Credits of Contextualized Education** integrated with the mentoring cohorts throughout the 4-year curriculum:
  - Homiletics [3 credits]
  - The Ministerial Person [3 credits]
- **6 Credits of Field Education**
  - Denominational History & Polity [3 credits]
  - Ministry Praxis [3 credits]
- **12 credits via Online courses** that will overlap the other courses, the cohorts study these courses together with supervision from WTS faculty [3 credits each]:
  - Year #1, Christian World & Life View
  - Year #2, Spirituality in Luke
  - Year #3, Turning Points
  - Year #4, Apologetics

Christian Leadership Assessment/Orientation/Development begins in the fall trimester for new cohort groups.
**Cohort Format**

When asked, "What three things would you change about WTS?," one alumnus in the 2002 Self-Study Survey stated, "Delivery system option; delivery system option; delivery system option." The recurring theme of providing options for theological education in locations beyond Findlay and Northwest Ohio with a different delivery system continues to be a dominant theme in contact with CGGC church leaders and WTS alumni. As the CGGC continues to plant churches outside of its primary geographic setting (Indiana, Illinois, Michigan, Ohio, and Pennsylvania), there is an increased demand for distance education with sensitivity to emergent church needs.

Cohort groups will be a vital basis for ministry, spiritual, and theological formation in WTS distance education programs. Accountability, mentoring, instruction, and ministry skill development will all take place primarily in the midst of intentional formation communities such as cohort groups. The goal is to develop a holistic teaching/learning environment. The first cohort of the church, formed by the 12 disciples, is the model for this format (Matthew 10:1-42). The intended size of the cohort groups will be five or more students. The various cohort groups will then meet as a cluster of cohorts to participate in one-week intensive classes that will be held in various locations such as retreat centers, urban church contexts, and an annual course on the Findlay campus of WTS over a four-year program. The cohort group becomes the basis for student interaction on the course material and ministry praxis. The distinct advantage of the cohort group is the periodic training meetings, class sessions, and online discussion threads that are monitored by the professor and cohort mentor. The intended purpose of the CBDEM design is to build bridges of integration between theological reflection, spiritual formation, and ministry.
praxis with the WTS faculty providing the educational discernment center that will provide a broader framework of biblical, historical, and theological reflection for the M.A.C.D. program.

The following chart depicts the means of meeting the ATS Standard C.3.2.1 in regard to the one-year full-time residency requirement for the proposed M.A.C.D. degree program:

**M.A.C.D. Instruction Location**

<table>
<thead>
<tr>
<th>Courses taught by WTS Faculty on-campus</th>
<th>Courses taught by WTS Faculty off-campus</th>
<th>Adjunct instruction off-campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credits on WTS campus during the fall trimester</td>
<td>12 credits at a CGGC retreat center</td>
<td>6 credits of field education</td>
</tr>
<tr>
<td>12 credits via online during the four-year program</td>
<td>12 credits at a local church context</td>
<td>6 credits of contextualized education (Some polity courses may be held at Findlay)</td>
</tr>
</tbody>
</table>

To fulfill the residency requirement, WTS faculty will be utilized to teach the majority of the courses (54 credits) except for the contextualized education (six credits), which is the same as the extant M.A.(T.S.) degree programs at WTS. The Director of Field Education coordinates the assessment, evaluation, and theological reflection in the ministry praxis course that provides a four-year ministry mentoring process. The denominational history and polity courses are taught by various adjunct professors from the student’s context. The contact hours for all courses will be the same regardless of the location. This model utilizes the strengths of the student cohort groups, professional seminary faculty and support services, and field supervision by the same denominational mentor over a four-year program. The intention is to integrate the learning acquired at a traditional on-campus residential two-year program with the cohort group dynamic over a four-year program.
Therefore, the quantity of student contact hours with WTS faculty and interaction with cohort peers will surpass the quantity of contact hours in the extant M.A.(T.S.) programs due to the four-year program duration and formational context of cohort groups, one-week classes, and retreat settings. The M.A.C.D. program is designed to enhance the quantity and quality of theological reflection, spiritual formation, and ministry praxis by increasing the duration of the program, depth of relational self-understanding for vocational ministry, and discernment for leadership.

The didactic issue that the CBDEM model attempts to address is the integration of content in ministry praxis with an on-site mentoring relationship. Due to the nature of intensive course delivery, the amount of contact hours in the CBDEM model will exceed the contact hours in traditional classroom-based courses held at the WTS campus. In an intensive course delivery context, students are immersed with continuous cohort interaction that allows for formal and informal learning connections to emerge; this is especially relevant within a retreat context. In the CBDEM model the integration of content and praxis also provides a nexus point for organic connections to form between the seminary and church. The kairos timing of the current Self-Study also creates an opportunity to receive feedback, insights, and seasoned counsel from our peer evaluation team. As we embark on the journey of graduate theological education in a new millennium, it is crucial that the seminary discovers new means of educational delivery systems as the “Next Christendom” unfolds.

Local Education Extension Inquiries

The seminary continues to receive inquiries from judicatory leaders, pastors, and
denominational leaders regarding their interest in networking to develop leadership training programs. The level of training requested varies from the lay academy level to extension sites in the Indiana, Ohio, and Pennsylvania locations for graduate level theological education. These inquiries are being processed and managed until a pattern of market development emerges. Toledo, Ohio, with a population of over 650,000 in the greater metropolitan area, is a prime recruitment area for WTS. The extant market network in the Toledo area would provide a base for launching an extension site sometime in the future.

**Summary and Recommendations from Chapter 10—Extension Education**

**Main strength:** WTS plans to offer the M.A.C.D. distance education degree program. Extension education has been attempted in the past by WTS with limited benefits to the institution and the church. Recent development in lay academy education and projected interest for an extension site in the Toledo area will require further processing to extend the geographic market of the seminary. The lack of marketing, along with inadequate research, development, and networking, has caused the previous three attempts at extension education to fail. During the development of the M.A.C.D., the Admissions Office staff pointed out the lack of adequate market research and program development in previous extension education efforts. Faculty and administrators concur with church leaders in various denominational and ministry contexts that the new M.A.C.D. program should be launched to meet the growing need for theological education by extension. The following recommendations, with assignments in bold, emerge from this chapter:

- Maintain the identity, quality, and theological essence of the WTS vision and core values in the various theological extension education programs by judiciously utilizing faculty and adjunct faculty to preserve the seminary’s ethos. (President’s Council and Faculty)
• Nurture ongoing collaborative relationships with churches, denominations, and missional agencies in order to design and develop relevant, contextualized theological education at the graduate, certificate, and lay levels. (*President’s Council, Board of Trustees, and Faculty*)

• Initiate ongoing market research to monitor the trends and movements in ministry praxis to collect adequate data in order to resource the planning of theological education by extension. (*Dean and Admissions Office*)

• Launch the M.A.C.D. in the fall trimester 2005 to fulfill an ongoing request by church leaders in contexts outside of the Northwest Ohio region. (*Faculty and Admissions Office*)
CHAPTERS 1 - 10 SUMMARIES AND RECOMMENDATIONS

Summary of Introduction

WTS has a long and rich history within a specific denomination. The seminary, however, is now poised to face the future with confidence and enthusiasm as a regional seminary, as it serves not only the CGGC, but also various denominations. This Self-Study Report attempts to articulate how administrators, faculty, staff, and students are engaged in the task of theological education for the purpose of preparing servant leaders for the wider church.

Summary and Recommendations from Chapter 1—Purpose, Planning, and Evaluation

Main strength: WTS, as a regional seminary, relocated to expanded new facilities in August 2003. The increase in the student body, the development of a comprehensive strategic plan, the revision of the mission statement, the identification of core values, and the decision to move to a new location all represent some of the most important events in the history and life of WTS since the last comprehensive visit in 1994. Students from all backgrounds, administration, faculty, and staff are learning what it is like to be part of a large university campus, as opposed to being located in a small and secluded setting. This is requiring a significant period of adjustment. Both the building and the location, however, were necessary for the seminary to be even more effective in fulfilling its ministry and mission. The following recommendations, with assignments in bold, emerge from this chapter:

- Determine needs of students from various faith traditions. With approximately 30 denominations represented on campus, WTS is becoming more of a regional as opposed to strictly a denominational school. (Poltiy courses for specific denominations; student match up with judicatory mentor monitored by MIC Director and Faculty)
- Monitor the WTS relationship with UF. Because of the proximity of the new campus to UF, WTS envisions a cooperative and mutually collaborative relationship. (President’s Council and individual departments to review annually)
- Revise the strategic plan in light of the issues and conclusions suggested by the Self-Study. This will guarantee that the strategic plan remains current. (Associate Dean to bring quarterly reports to the President’s Council; Executive Committee of the Board to participate in a yearly strategic planning session)
- Identify ways to close the evaluation loop when assessing students, programs, and the institution. (Comprehensive assessment plan initiated by the end of 2004; student assessment by faculty, program assessment by directors, institutional assessment by board committees)
- Evaluate the delivery system regularly to ensure its continuing development and effectiveness. (Admissions Office with alumni, faculty, and student feedback; summer 2005)
Summary and Recommendations from Chapter 2—Institutional Integrity

Main strength: WTS practices integrity in its internal and external relationships. WTS is a church-related seminary that acknowledges and maintains its historical ties with the CGGC. WTS focuses on teaching realistic and meaningful competencies for ministry, thereby enabling servant-leaders for the practical vocations of the church. WTS emphasizes honesty and encourages high ethical standards in all of its actions and endeavors. The standards of integrity and ethical behavior appropriate to the numerous facets of a theological seminary are codified in a number of documents. These standards include responsibilities to internal and external constituencies. Administrators, faculty, staff, students, and trustees are all committed to that goal. The following recommendations, with assignments in bold, emerge from this chapter:

- Maintain a learning and teaching environment that displays integration of content areas with the mission statement, core values and statement of faith. (Faculty)
- Utilize security measures appropriate to a large university setting. (Business Office)

Summary and Recommendations from Chapter 3—Learning, Teaching, and Research—Theological Scholarship

Main strength: WTS promotes a quality learning experience featuring various teaching methods. Teaching and learning are given high priority at WTS. Students are encouraged, and in fact given opportunities, to integrate the academic experience of the classroom with the practical experience of real-world ministry. The following recommendations, with assignments in bold, emerge from this chapter:

- Expand the in-house peer review of syllabi. (Dean)
- Offer additional workshops on teaching methodologies and strategies, suitable for the changing technology and the changing student body at WTS. (Dean)
- Develop portfolios as a means of student assessment. (MIC Director)
- Utilize more faculty persons who demonstrate cross-cultural awareness, and implement more cross-cultural experiences for students, along with means for assessment and evaluation. (Dean)
- Add an elective World Religions course to the curriculum. (Dean)
- Foster outside-of-classroom conversations. (MIC Director and Faculty)

Summary and Recommendations from Chapter 4—Theological Curriculum

Main strength: WTS has developed a very accommodating course delivery system directed toward the adult learner. It is the desire of WTS that students, as lifelong learners, will build upon the biblical study, theological reflection, historical insight, and practical skills they have gained in their seminary experience. To make this experience available to the broadest range of students possible, a new method of delivery was implemented three years ago. Positively, this system necessitates the development of many self-directed learning characteristics, but continues to challenge WTS to be sensitive to time management issues on all levels: classroom management, research opportunities, community formation, and elective availability. The following recommendations, with assignments in bold, emerge from this chapter:
• Institute faculty evaluation of student ministerial competence. (Faculty)
• Offer more incentives to supervisors to encourage their assistance with the MIC program. (President’s Council and MIC Director)
• Monitor the MIC and D.Min. programs to ensure that the learning needs of all students are being met. (MIC Director/D.Min. Director)

Summary and Recommendations from Chapter 5—Library and Information Sources

Main strength: WTS shares expanded library resources with UF. The seminary move adjacent to UF has positively impacted the WTS library in a variety of areas: collection size and display, service offerings, atmosphere, and identity. The sharing of resources between the two institutions has permitted the benefits of a combined collection in a centralized location and greater hours of accessibility. The library, however, now faces new challenges as a result of the move, such as office locations and fewer computer terminals. The library occupies a section of the lower level of the Shafer facility that is smaller in square footage than the previous facility. As a collection within the university library, WTS has lost some of its own identification. A consistent funding program for the library and space considerations for future use should be addressed. The following recommendations, with assignments in bold, emerge from this chapter:
• Investigate the possibility of installing biblical and theological software in a UF computer lab for seminar student use. (Dean and Library Director)
• Maintain the library facilities and collections for adequate learning, teaching, and research. (Dean and Library Director)
• Promote usage of the library on the part of WTS students. (Faculty and Library Director)
• Utilize a theologically trained staff member to oversee library acquisitions and development. (Faculty and Library Director)
• Establish a library operating budget that is equal to 6% of the total seminary budget. (Board of Trustees and Library Director)
• Form a committee to determine a future library plan. (Dean and Library Director)

Summary and Recommendations from Chapter 6—Faculty

Main strength: WTS faculty persons are qualified to teach in their respective disciplines. The faculty of WTS clearly possesses the academic and practical qualifications necessary to assume the duties of seminary teaching. WTS faculty persons are extremely qualified through study and experience, are committed to teaching, and are very important in helping WTS to accomplish its purposes and strengthen its educational effectiveness. The following recommendations, with assignments in bold, emerge from this chapter:
• Pursue a full-time faculty appointment in theology. (For fall 2004).
• Identify current full-time and long-term adjunct faculty members to teach homiletics and worship. (Dean and Faculty; some students to take the worship course through their own denominations)
• Seek qualified teaching candidates who can broaden the gender and ethnic diversity of the faculty. This is especially important as the seminary attracts more students from the African and African-American communities. (Dean and Faculty)
• Evaluate adjunct faculty and their course syllabi before they enter the WTS classroom. (Dean)
• Maintain a commitment to increasingly competitive faculty salaries. (Board of Trustees and President’s Council)
• Institute a coherent and consistent corporate faculty development program. (Dean and Faculty; President’s Council responsible for funding)

Summary and Recommendations from Chapter 7—Student Recruitment, Admission, Services, and Placement

Main strength: WTS strives to provide the optimal environment for a person-centered seminary. The transition from a denominational to a regional seminary is clearly seen in the wide diversity of religious traditions and demographics within the current student body. With that transition has come growth in numbers and accompanying issues of dealing with such a broad student base. The Admission Office has been increasingly sensitive to judicature matters, especially in the area of student candidacy for ordination. As the student body continues to diversify, the role of student services will expand into cooperative relationships with a variety of church bodies. Within the seminary, services to students will continue to address their individual needs, while also intentionally focusing on opportunities to form relationships that will serve as long-term ministry resources. The following recommendations, with assignments in bold, emerge from this chapter:
• Develop a program to assess vocational readiness throughout students' academic tenure. (Faculty and Alumni Office)
• Verify that incoming students understand the necessity of involving in written form their local judicatories. (Admissions Office)
• Update annually of the alumni database to monitor placement of graduates and their personal and career milestones. (Alumni Office)

Summary and Recommendations from Chapter 8—Authority and Governance

Main strength: WTS' governance system serves the seminary’s purpose and mission well. Governance authority for WTS rests with the Board of Trustees. The board appropriately delegates responsibility to the president, whose primary responsibility it is to serve as the chief education and administrative officer of the seminary. The structure and scope of the seminary’s governance system is operating effectively. The board operates at a high level of professionalism and provides excellent leadership. The informal governance structure within the faculty has worked efficiently, but will continue to be evaluated. The following recommendations, with assignments in bold, emerge from this chapter:
• Focus on the development of a system to monitor institutional effectiveness. (President’s Council)
• Promote collegiality and community at WTS, and continue to track relations between administration and staff. (President’s Council)
• Study faculty effectiveness in shared/participatory governance. (President)
• Formulate strategic questions for planning. (President, Board Chairman, and Board of Trustees)
Summary and Recommendations from Chapter 9—Institutional Resources

Main strength: WTS has effectively organized its human, financial, and physical resources to accomplish its purposes and strengthen its educational effectiveness. The human, financial, and physical resources of the seminary have drastically changed in the past five-eight years due to faculty, staff, and administrator turnover, the shift to a commuter student population, the execution of a major capital campaign, and the move to a new location and facility. The following recommendations, with assignments in bold, emerge from this chapter:

- Evaluate annually the needs of all aspects of community life. (President’s Council, Faculty, and Student Fellowship)
- Assess and make appropriate adjustments regarding communication and relationships of with a large university system. (WTS President’s Council and UF President’s Cabinet)
- Increase endowment funds and the donor base. (Board of Trustees and Development Office)
- Maintain a healthy annual fund. (Board of Trustees and Development Office)

Summary and Recommendations from Chapter 10—Extension Education

Main strength: WTS plans to offer the M.A.C.D. distance education degree program. Extension education has been attempted in the past by WTS with limited benefits to the institution. Recent development in lay academy education and projected interest for an extension site in the Toledo area will require further processing to extend the geographic market of the seminary. The lack of marketing, along with inadequate research, development, and networking, have caused the previous three attempts at extension education to fail. During the development of the M.A.C.D., the Admissions Office staff provided very helpful marketing expertise regarding the lack of adequate market research and program development in previous extension education efforts. Faculty and administrators concur with church leaders in various denominational and ministry contexts to proceed with launching the new M.A.C.D. program to meet the growing need for theological education by extension. The following recommendations, with assignments in bold, emerge from this chapter:

- Maintain the identity, quality, and theological essence of the WTS vision and core values in the various theological education by extension programs by judiciously utilizing faculty and adjunct faculty to preserve the seminary’s ethos. (President’s Council and Faculty)
- Nurture ongoing collaborative relationships with churches, denominations, and missional agencies in order to design and develop relevant, contextualized theological education at the graduate, certificate, and lay levels. (President’s Council, Board of Trustees, and Faculty)
- Initiate ongoing market research to monitor the trends and movements in ministry praxis to collect adequate data in order to resource the planning of theological education by extension. (Dean and Admissions Office)
- Launch the M.A.C.D. specialization in the fall trimester 2005 to fulfill an ongoing request by church leaders in contexts outside of the Northwest Ohio region.

(Faculty and Admissions Office)
EVALUATION OF THE COLLABORATIVE RELATIONSHIP BETWEEN
WINEBRENNER THEOLOGICAL SEMINARY AND
THE UNIVERSITY OF FINDLAY

History

Today’s Winebrenner Theological Seminary (WTS) was originally founded as a graduate school of divinity in 1942 as part of Findlay College. In the early 1950’s it moved from Old Main to the basement of the College First Church of God building located near the campus. Due to accreditation concerns there was a formal separation of the institutions in 1960. WTS incorporated as a seminary and moved two miles away to Melrose Avenue. Over the next years the schools maintained an informal relationship as both were affiliated with the Churches of God, General Conference (CGGC).

The vision for relocating the seminary adjacent to The University of Findlay (UF) campus occurred in 1997. With unanimous support from the boards of both institutions and the supporting denomination, a plan was initiated to pursue a more formal collaborative relationship with each maintaining individual identity and autonomy. It included a capital campaign by WTS to build a new facility that both institutions could utilize. Formal legal documents were completed permitting the university to use classrooms and the 750-seat auditorium when not in use by the seminary. While the university performs the day-to-day maintenance and cleaning of the facility and grounds the seminary pays for the utilities. The university also provides additional parking for WTS students, faculty, and staff. The WTS library is now housed in the university’s Shafer library as a separate collection that is maintained by the seminary. Seminary students can purchase books through the UF bookstore. They also pay a student fee for the university and seminary and therefore have access to all student services available at both institutions including computer labs,
discounted software, athletic and exercise facilities, student union, and dining hall. Also, five university professors have offices in the WTS facility.

One of the professors is director of the Campus Compact Center for Service and Learning, which coordinates volunteer and service learning efforts with students, faculty, staff and community members. Because of the collaborative relationship the director has been able to involve WTS faculty, staff, and students in various service projects throughout the year with hopes of even more collaborative efforts in the future.

Another area of collaboration is the Bachelor of Arts in Religious Studies (B.A.R.S.) degree that includes a Pastoral Studies Emphasis, with students taking approximately one half of their credits in the liberal arts at UF and the other half as their major at the seminary. This is an upgrade from the seminary’s diploma program. Instead of just receiving a certificate for 80 semester hours of work, students can complete an undergraduate degree providing a foundation to build upon educationally. Some graduates of that program are now returning to WTS to pursue an M.Div.

A committee from WTS and UF audits the B.A.R.S. program every three years. In February 2004, a program audit was initiated by UF to determine how the program is realizing its intended goals and what changes or improvements should be instituted. The admissions, curriculum, financial, and student retention data are being researched. Another component of the program audit that is being analyzed is ministry placement and effectiveness of the program graduates. Because this is a four-year program, it may be prudent for WTS to survey the B.A.R.S. program graduates periodically to maintain a comprehensive alumni profile that will provide more specific data.
Evaluation of First Year

In June of 2003 a new president assumed office at UF and at the dedication of the new facility in November he congratulated the seminary for its marvelous asset to the university campus. In the first year of operation the facility has helped raise the profile of both university and seminary in the community through its location and use. In addition to seminary and community use, UF uses classrooms and The Lord’s Business (TLB) Convocation Center on a regular basis. At the initiation of the new UF president, a concert and lecture series was inaugurated with programs including a concert by the Toledo Symphony that drew over 550 people, a performance by the Platters, Coasters, and Drifters, and a presentation of Carmen by the Ballet Internationale-Indianapolis. The second annual series opens September 26, 2004, with a concert by the Toledo Symphony Chamber Orchestra.

In addition, at least four times a year the UF band and/or choir performs in the auditorium and the university has used the auditorium for division meetings, three summer orientation sessions, and for many student organization meetings such as the international students holding their Christmas party there. To assist in the choir and other musical presentation, UF totally refurbished a concert grand piano, which is permanently housed in the WTS auditorium for use by any who need it.

Community groups from the community using the facility include a Christian counseling practice, Findlay Public Library, the Community Foundation, Boy Scouts, Owens Technical College, Whirlpool Corporation, Findlay Publishing, and Findlay Surgery. Community groups and individuals have noted that technologically enhanced classrooms and auditorium are the best in the community.
The facility has allowed the seminary to conduct continuing education events and graduations on site as opposed to going to other locations. It has also solved space needs for both offices and classroom. College First Church of God holds a worship service on site every Sunday morning and every other Sunday evening. Other congregations have used the facility for special large group gatherings and there have been several wedding receptions. The supporting denomination has also held meetings including over 600 women for a retreat in the spring of 2004.

On Thursday nights UF campus ministries holds a worship service that had outgrown two other locations on campus. Their vision is to fill the auditorium. Small groups meet on other nights and there was a super-bowl party. The Director of Campus Ministries said that attendance at the Thursday night event increased significantly after the super-bowl party. Other such events are being planned for this next year.

Because of its experience UF handles all of the booking of the facility, which is a great service to the seminary as reservations continue to increase for the coming year. The WTS President’s Council reviews all reservations to insure that the activities do not conflict with the mission and core values of the institution. On a few occasions schedule adjustments had to be made due to excessive noise in the auditorium at a peak class time. Recognizing WTS’ educational purpose, some loud events cannot be held during the peak class times. This has always been received well by UF employees.

There have been a few crisis situations with the new building, including the freezing and bursting of water pipes, thus creating a waterfall in the back of the auditorium. It was very helpful to have a large and effective maintenance staff from UF converge on
the facility with personnel and equipment to minimize the damage and help solve the problem.

Since the UF maintenance director had more experience in building projects, the seminary contracted with the university for him to assist in construction meetings and negotiations during the construction phase. He provided valuable assistance and saved the seminary significant amounts of money in the process.

Challenges

The two biggest challenges WTS faced during the year have been some problems with the bookstore and library. With the transition in the summer of 2003, a glitch at the university resulted in some texts not being available halfway into the semester, even though seminary book class lists and orders were submitted on schedule. The seminary dean, director of the bookstore, and financial vice president of UF have worked to correct the problem. The situation was improved for the spring trimester and should be solved for the beginning of the 2004-05 academic year.

As highlighted in other sections of the Self-Study Report, the adjustment to the new library setting has not been without trials, with the most recent being a humidity problem. UF recognizes the problem and is diligently working toward both short-term and long-term solutions. A contractor is currently preparing an estimate for the long-term solution that hopefully will result in approval by the UF board to correct the problem in late spring 2005.

Conclusion

The collaborative relationship is working well and its benefits far outweigh the challenges. A 52,000-sq.ft. building, badly needed by the seminary, is being used by the university, community, and church. The seminary believes that such a resource given to it
by God should not be protected but used for His honor and glory. This certainly seems to be the pattern being established in the first year of relationship. Benefits include the following:

- The seminary is out of the maintenance business, with the UF staff doing a very effective job
- There is opportunity for collaborative programming
- WTS is supportive of Christian ministries on the UF campus, and as a result, students have enrolled in the seminary on graduation
- WTS faculty, staff, and students have opportunities to live out their faith in a very diverse context and to participate in what it means to join faith and learning
- There are ministry-in-context opportunities for students

It has become obvious that the collaborative relationship between UF and WTS has been a win-win situation for both schools and a model to the community and the church that two very distinct organizations can work together. It has also allowed the seminary to serve and be much more visible in the community. The move from a quiet setting into a community of cultural diversity provides a context more like what students will encounter in ministry.
HIGHER LEARNING COMMISSION SUMMARY

Since Winebrenner Theological Seminary (WTS) is a theological school, the Steering Committee organized the Self-Study Report based on the Association of Theological Schools’ (ATS) Standards of Accreditation. Embedded in the report are patterns of evidence that respond to the Higher Learning Commission (HLC) Criteria. The present purpose is to gather together in this chapter, in summary form, these patterns of evidence that respond to the HLC Criteria of Accreditation. Much of the evidence presented in previous chapters appears here again but in the HLC format.

Criterion One: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

WTS was established in 1942 as a graduate school of theology of Findlay College (renamed The University of Findlay, UF, in 1989). In 1961 the seminary received its charter from the State of Ohio to become an independent, degree-granting institution. WTS is accredited by the HLC of the North Central Association of Colleges and Schools, the ATS in the United States and Canada, and the Ohio Board of Regents. WTS, deriving its name from John Winebrenner, is committed to the ideals of the Judeo-Christian heritage, the teachings of the Protestant faith, and the distinctives of the Churches of God, General Conference (CGGC), the supporting evangelical church denomination. In the months leading up to and including August 2003, WTS completed a move to 950 North Main Street, Findlay, adjacent to UF.

WTS provides seminary education in a Christian environment, facilitates the integration of theoretical and practical studies, prepares graduates who are able to practice effectively in a variety of ministry settings, and fosters self-direction in the lifelong pursuit of education and knowledge. As an institution of higher education, WTS is committed to
theological education, students and learning, teaching, academic freedom, planning, collaboration, and public disclosure.

**Commitment to Theological Education**

Within the academic setting emphasis on theological education is viewed as the seminary’s primary commitment. Correlation of theoretical and practical learning is a focus. Consistent with its mission, purposes, institutional and educational goals and objectives, and core values the seminary offers degrees that prepare graduates for service in church and religious vocations.

**Mission Statement.** WTS has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education. The seminary’s mission statement, prepared with broad ownership, was approved and adopted by the Board of Trustees in November 2001. The mission statement of WTS reads: “Winebrenner Theological Seminary serves the Lord Jesus Christ and His Church by preparing servant leaders for biblically based ministries in the world.” The statement is appropriate for a theological seminary and consistent with WTS’ mission. WTS communicates its mission in a variety of different ways. For example, the mission statement is published prominently in the student catalog that is distributed widely among prospective and current students, faculty, and staff. To the public at large, the seminary communicates its mission through news releases, radio and TV spots, printed materials, campus publications, and a web site.

**Purpose.** Generally speaking, the single purpose of WTS is to prepare graduates for worthwhile service in church and religious vocations. Specifically, the multiple
purposes of the seminary flow out of its philosophy of education (in the WTS Catalog [Beginning 2003], p 6):

- To develop persons who are qualified candidates for the various vocational ministries of the church
- To provide students opportunity for and guidance in developing proficiency in the tasks of ministry
- To foster persons who are maturing in all dimensions of life: spiritually, intellectually, emotionally, socially, and physically
- To enable persons to become lifelong learners

Institutional and Educational Goals and Objectives. These goals and objectives (in the WTS Catalog [Beginning 2003], p. 7) have also been established to help the seminary fulfill its mission of preparing servant leaders for biblically based ministries in the world. These goals and objectives are activities the learner will do in meaningful ways during the entire course of his or her seminary career. They serve as the seminary’s standard for preparing persons for the vocational ministries of the church and thus fulfilling the seminary’s mission. Not every student is expected to achieve all of the educational goals and objectives; rather, students achieve that portion considered appropriate to the programs in which they are enrolled.

Core Values. In addition to its purposes and institutional goals and objectives, WTS has established core values. Values are enduring beliefs that guide behavior in carrying out the mission of the seminary. WTS acknowledges the supremacy of Jesus Christ and the authority of Scriptures and strives for excellence in the following core values:

- Broad evangelical unity
- Spiritual formation for individuals and communities
- Theological and practical preparation for ministry
- Evangelism and discipleship
- Leadership preparation
- Strong personal relationships among faculty, staff, and students
Commitment to Students and Learning

The transition from a denominational to a regional seminary is clearly seen in the wide diversity of religious traditions and demographics within the current student body. WTS serves students from the CGGC as well as students from 30 different denominational backgrounds. With a student body of 130 and growing, WTS has gained a reputation of being a small school with much to offer. Students appreciate the rich diversity fostered by the numerous theological backgrounds and ministry settings of their peers, combined with the unity found in the common bond of Christ and His Word.

Teaching and learning are given high priority at WTS. Students are encouraged, and in fact given opportunities, to integrate the academic experience of the classroom with the practical experience of real-world ministry through the Ministry in Context (MIC) program. In addition, WTS offers academic and spiritual resources and services to support students and programs. The school strives to provide the optimal environment for a person-oriented seminary education. To that end, the processes of recruitment and admission, the services available to students and alumni, and the creation of enduring relationships among students and between students, faculty, and staff focus on individual student needs related to the creation of servant leaders. Although the student population has increased and many students now commute from a distance, WTS retains a cohesive identity by viewing both individual students and the community as a whole as being centered in servanthood to Christ and His church.

The seminary continues to support a strong working relationship among students, faculty, administration, and staff to foster a Christian learning community. WTS, as a learning organization, is committed to individual learning and growth as a path to
institutional learning and growth. WTS, as a whole, gets smarter and better as a result of
the shared insights of individuals in community.

Commitment to Teaching

WTS is committed to excellence in teaching. The seminary has a core of full-time
faculty members whose primary employment is with the institution, whose tasks constitute
full-time employment, and whose primary responsibilities are instructional. The faculty
members of WTS have earned, from accredited and respected institutions, the degrees
appropriate to the level of instruction offered by the seminary. It is the responsibility of the
faculty to keep abreast of the major issues and current thoughts in adult, biblical, and
theological education and incorporate them into the academic program of the seminary.
Faculty members actively participate in the planning, review, assessment, and evaluation of
courses and programs. The faculty meets monthly during the academic year to provide
leadership in the development of academic policies, oversight of academic and curricular
programs and decisions, establishment of admissions criteria, and recommendation of
candidates for graduation.

Commitment to Academic Freedom

WTS, along with other theological schools, supports the concept of academic
freedom. Respect for the individual process of inquiry and study, and differences of
opinions, are supported. Since it is not the policy of the seminary to dispense theological
education as ready-made opinions or dogma, faculty persons and students are entitled to
freedom in discussing their subjects and are encouraged by an open and accepting
atmosphere and freedom to inquire. The seminary views academic freedom, based on
respect for the doctrines of the Christian faith and the distinctives of the CGGC, as
essential to the promotion of inquiry and the advancement of truth. The freedom a person of faith enjoys, however, always involves a commensurate responsibility toward God and neighbor. As an institution sponsored by the CGGC, the seminary insists that professors, in the exercise of their professional tasks, respect the institution’s maintenance of its mission, statement of faith, and core values.

Commitment to Planning

Chapter 2, “Purpose, Planning, and Evaluation,” sketches the work that went into developing the WTS strategic plan. The process began in February 2000 and culminated with the approval of the strategic plan by the Board of Trustees in November of the same year. The strategic plan has been monitored and revised since that time and is now in its third generation (2001-2002, 2002-2003, and 2003-2004). The seven goals of the strategic plan, as they now appear, include:

- To form individuals for authentic Christian ministry
- To provide biblically based training for servant leaders in the church
- To increase donor support through improving the seminary’s visibility and personalized contacts
- To improve seminary visibility area-wide
- To provide facilities that support the seminary’s instructional and service programs
- To achieve a 10-year (maximum) accreditation from HLC/ATS
- To encourage and support the spiritual and professional development of faculty and staff

The challenge now is to revise the strategic plan in light of the issues and conclusions suggested by the Self-Study. This will guarantee that the strategic plan remain current.

Commitment to Collaboration

WTS constructed a new campus adjacent to UF and relocated to the expanded facilities in August 2003. The following goals prompted this move:

- Bring expanded opportunities for students to gain a solid theological education
- Strengthen academic programs and the overall learning environment
- Increase stewardship opportunities through shared resources and collaborative relationships with UF
- Provide ease of access to the campus and increasing service opportunities within the Findlay community

Both institutions are involved and engaged in collaborative efforts involving degree programs, library, bookstore, Internet, maintenance, security, housing, office, and classrooms.

**Commitment to Public Disclosure**

As is the case with other institutions of higher education, WTS is committed to public disclosure of information. The WTS mission statement articulates the commitment of the seminary to prepare servant leaders for biblically based ministries in the world. The mission statement is published in the *WTS Catalog (Beginning 2003)* and other official school publications, and this catalog is distributed to both prospective and current students. Specific information about WTS is available in a variety of ways. In addition to traditional formats such as seminary catalogs and publications, electronic vehicles such as an Internet website and home page are available as well. The publications and advertising are factual and fairly describe not only the mission statement, but also the history, core values, statement of faith, philosophy of education, institutional and educational goals, standards of life, affiliations, security information, continuing education opportunities, campus, and community life.

**Criterion Two:** The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

See Chapter 9, "Institutional Resources," for a complete report on human, financial, and physical resources. This section deals with board governance, faculty, safe learning environment, physical plant, and finances.
**Governance**

Governance authority for WTS rests with the Board of Trustees. The board consists of not more than 17 voting members who are elected by the Administrative Council of the CGGC. Two thirds of the trustees must be members of the CGGC.

Following *A Handbook of Operations: Policies Pertaining to Winebrenner Seminary*, the board appropriately delegates authority to the president, whose primary responsibility is to serve as the chief education and administrative officer of the seminary. The president exercises general responsibility for the overall affairs of the institution and brings those matters to the attention of the board that are necessary to keep it fully informed and to enable it to meet its policy-making responsibilities.

With the growth and relocation of WTS there has been a need for more structure and participatory governance to take the institution to the next level. As a smaller institution in a quiet corner of Findlay the school functioned more informally with many decisions made by the president. The adjustment to a new setting, more collaborative efforts with UF and other denominations, and the intentional effort to become a regional seminary have required more structure, more input from key administrators, and more authority given to people. President’s Council members now have more authority in budgeting and controlling budgets with more input from trustees. This has also given more time for the president to spend time in casting vision, staff development, and fund-raising. Communication flow, whether up or down, is occurring with improved accuracy and timeliness and decisions are made with the input of stakeholders at all levels. More responsibility, authority, and accountability for decision making is being given to a greater
number of people which is having a positive impact upon the amount and quality of work that is being accomplished.

The structure and scope of the seminary's governance system is operating effectively and serves the institution's purpose and mission well. Examples of system effectiveness include the recent development and implementation of the Master of Divinity (M.Div.) degree delivery system (2001), the process used to review and revise the seminary's mission statement (2002), and the development of the institution's core values (2002).

The board operates at a high level of professionalism providing excellent leadership. While there is often direct and frank discussion among board members, including differences of opinion, the board stands united behind decisions and further discussion outside of the boardroom does not ensue. The board also has been able to say no to initiatives that it felt was outside of the mission of WTS or could not be adequately supported. Administration highly recommended the establishment of a counseling degree, but the board did not feel this could be supported. Two questions are often raised during board meetings that indicate the effectiveness of the group: "How does this fulfill our mission?" and "Is this policy and our responsibility or is the carrying out of the policy an administrative responsibility?"

With the staff related challenges of the late 1990s, and the board's efforts behind a capital campaign to construct a new campus, much of its energies and attention were intentionally directed toward these issues and not toward monitoring indicators of institutional effectiveness. During the past several years there have been great strides made toward institutional improvement including: increased enrollment, a new delivery system,
admission's office tracking of prospective students, the implementation of a strategic long-range planning process, as well as other significant accomplishments. While the board has been involved in all of these efforts, it must pay greater attention to the development of a system to monitor institutional effectiveness in the future.

**Faculty**

The faculty members of WTS have earned, from accredited institutions, the degrees appropriate to the level of instruction offered by the seminary. The degrees held by faculty, and the institutions granting them, are listed in the *WTS Catalog (Beginning 2003)*. Faculty transcripts and verification of credentials are kept on file in the Registrar's Office.

The WTS faculty displays a wide theological diversity. Each member of the full-time faculty represents a different denomination and/or theological tradition: American Baptist, Presbyterian (USA), Lutheran (ELCA), Episcopalian, Mennonite, United Brethren in Christ, and Church of God (Anderson). Even with such a wide spectrum of religious perspectives WTS preserves its distinctive values and ethos. The professors also bring very different educational and experiential backgrounds to their positions at the seminary.

Although the WTS faculty has changed significantly since the last comprehensive visit in 1994, it remains strong in individual qualifications for their respective disciplines, diverse in background and denomination, yet collegial and cohesive. The faculty is an integral factor to the life of the seminary through dedication to teaching and their oversight of the curriculum.

Persons with doctoral degrees teach in the classical biblical, theological, and historical disciplines and this is one indication of quality instruction. The pastoral courses are similarly taught by professors who combine personal experience in ministry with
doctrinal work in specific areas of pastoral theology. The adjuncts employed by the seminary also bring practical experience along with their advanced training.

The faculty meets monthly during the academic year to provide leadership in the development of academic policies, oversight of academic and curricular programs and decisions, establishment of admissions criteria, and recommendation of candidates for graduation. The faculty also meets regularly for development times, and these have focused on spiritual development of faculty, discussion of institutional core values, and building community among faculty, administrators, and staff.

Safe Learning Environment

WTS strives to provide the optimal environment for a person-oriented seminary education. The WTS campus climate has traditionally been an environment where everyone is treated with dignity and respect. Care, concern, and compassion, demonstrated toward all persons, are hallmarks of WTS. The seminary protects information that is private and confidential in nature. Employees working in areas with access to student or employee information are conscious of the seminary’s policies and practices related to confidentiality and data privacy. WTS also enjoys a history of a low number of instances of criminal activity as reported in the annual crime statistic report. This is important, since students and employees have a right to a safe teaching and learning environment.

Physical Plant

In the months leading up to and including August 2003, WTS completed a move to 950 North Main Street, Findlay, adjacent to UF. The new building provides state-of-the-art classrooms, meeting rooms, a convocation center, and office space.
Physical space had been a problem for several years at the 701 East Melrose campus. The move to the new campus at 950 North Main Street eased the space problems that were encountered in the previous facility regarding offices and classrooms. Needs of students, faculty, staff, administration, and regional constituents were considered in the construction of the new campus, but as the building becomes more fully used, other physical problems may surface. Classrooms have already been rearranged to serve the professors and the students more efficiently. The tables and office-style chairs have been removed from the chapel/board room and new lightweight tables are being purchased to facilitate the change from chapel to meeting room.

Greater dispersion of individual offices within the new facility has resulted in a change in the dynamics of relationships among the staff. Now occupying two floors, individuals have lost the closeness they once had with other members of the community and it has been extremely hard on a few. Administration, staff, and faculty need to work intentionally on remaining in relationship.

WTS is also adjusting to being a part of a larger campus. WTS and UF have had a working relationship for many years with a reciprocal tuition exchange between the two institutions. WTS is a part of UF’s employee insurance benefits, which include medical, life, dental, and long-term disability. Employees can take advantage of the flexible spending plan and other similar benefits. With the move adjacent to UF, both institutions have agreed upon an expanded reciprocal arrangement that benefits both institutions. Some of the benefits are:

- UF has five faculty offices located in WTS
- UF has three classrooms located in WTS
- UF provides cleaning and maintenance for WTS
- UF has use of all classrooms when not in use by WTS
• UF has use of TLB Convocation Center and meeting rooms.
• UF provides personnel to handle all arrangements made with the public and the two institutions for rental of our facilities

WTS has spent several months settling into its new environment and learning the policies and procedures of UF. Both institutions have discovered that a cooperative working relationship requires adjustment, compromise, and patience.

**Finances**

The institution began the “Now More Than Ever” operating campaign in January 2003, focusing on increasing the number of donors as well as gift levels, to support the annual fund operating budget. Efforts will also be initiated to increase the endowment. These initiatives are not without challenges, however. The majority of institutional support is received from regions within the Churches of God, General Conference (CGGC). Enlarging the donor base will require individuals outside to become involved. This will occur through donor cultivation and education about the mission and values WTS espouses. For a complete description of the seminary’s finances, refer to Chapter 9: Institutional Resources. Detailed information concerning financial procedures and trends is presented in the section *Financial Resources* beginning on page 131.

**Criterion Three: The institution is accomplishing its educational and other purposes.**

Individuals attend WTS primarily to prepare for a lifetime of vocational ministry within the context of a Christian church, institution, or agency. The educational programs of WTS are designed to meet varying vocational contexts and foci. Developing programs that have divergent applications and contexts requires a curriculum base that is comprehensive in theological, biblical, and historical reflection and convergent in terms of principles of praxis for specific ministry contexts.
A philosophy of education is also required to guide the seminary's program development. The seminary’s philosophy of education emerges from its mission statement, core values, and statement of faith. Four principles then serve to provide a necessary perspective for long-range program development: professional character, practical application, holistic nature, and lifelong learning. It is through these perspectives that the foundational statements impact the program objectives of the seminary.

Integrating these four philosophical perspectives into a cohesive philosophy of education has provided the paradigm for the “Winebrenner Experience.” As the WTS community is growing in maturity (teleios, whole, mature, or complete, as depicted in the New Testament, James 1:4) and in order to implement its missional directives, the seminary has also established 23 institutional educational goals to determine its level of success at reaching its theological educational purposes. These 23 institutional educational goals provide focus for development of programs and courses.

On December 8, 2003, the faculty redesigned these institutional educational goals from 22 cognitive and affective domain goals to 23 cognitive, affective, and psychomotor goals. The new goal is related to the students’ integration of contemporary missiology; they will accomplish this by contextualizing their philosophy of ministry and theology in diverse ministry contexts. This is a significant upgrade in the goals and reflects the diversity of student background and ministry context beyond the CGGC. These 23 goals provide the objective framework for the curriculum track and resultant syllabi development.

The faculty also addressed the issue of aligning the 23 goals with the model of theological education developed by Leroy Ford in *A Curriculum Design Manual for*

Program Delivery System Evaluation

The remainder of this section will demonstrate the ongoing achievement of the educational and other purposes of the seminary as it relates to the specific degree programs. The previous chapters provide descriptive data and analysis of the various degree programs and institutional infrastructure. This section presents an opportunity to reflect and interpret the focus of the seminary's graduate theological educational programs from a thematic perspective.

Material presented in chapters 3 and 4 will be referred to in order to provide an overview of the seminary's programs. The programmatic overview in this section will highlight the primary upgrades and revisions since the previous self-study process in 1994. In order to avoid undue overlap from previous chapters, the programmatic overviews will be succinct with a section summary that will state the primary initiatives to be addressed during the next interim. This condensed format will provide WTS administrators with a comprehensive summary for strategic planning in order to accomplish its purpose and mission.

A new delivery system was implemented in the 2000-2001 academic year to accommodate students who needed a consistent and compact schedule in order to pursue a seminary degree. The nature of seminary students has changed since the previous self-study process; many seminary students are already in ministry and need to acquire an M.Div. in three years or an M.A. in two years, by attending classes two evenings a week or one day a
week. The curriculum plan for each program provides a coherent and effective educational experience for students. The program is flexible so that students may complete courses at their own pace, if they choose not to attend full time in every trimester. It is very apparent by enrollment patterns that students prefer a program that is clearly designed, structured, and academically rigorous; only three students are currently enrolled in the Master of Arts (Theological Studies) program with a specialization in Christian Leadership and Church Development (M.A.[T.S.]—CLCD), which allows for more selection of elective courses with no Greek or Hebrew language requirement.

The seminary courses are scheduled during three 14-week trimesters. A full time student enrolls in three 3-hour classes and a 1-hour Ministry in Context (MIC) requirement. Classes are scheduled on Monday evening (only for Master of Arts in Family Ministry program [M.A.F.M.] classes), Tuesday afternoon, Tuesday evening, and Thursday evening. Each class session is 3 hours and 40 minutes long. Courses in biblical studies, history, and theology meet 11 times. CM courses meet seven times each trimester in conjunction with intentional, practical, supervised work (MIC) that is overseen by the director of MIC and each CM course instructor. The MIC is a unique feature of the WTS delivery system with the field education staff providing guidance and evaluation of the MIC experiences for each student.

MIC, previously known as Field Education, is an important component of all the seminary’s programs. It is essential in the preparation of men and women for ministry helping them to learn practical skills and grow in self-confidence as they acquire professional ministry competence through direct involvement in community and congregational settings. Academic credit is awarded for MIC, emphasizing this as an
educational experience with specific requirements that must be met during each trimester. Each CM course is designed with four academic hours—three hours for the classroom instruction in practical theology and one hour for the ministry praxis component. Students are required to work with a supervisor in the field who can provide direct contact with him or her. The field supervisor is a key person in the seminarian’s preparation for ministry. Therefore, the effectiveness of MIC largely depends on the quality of the supervision.

Several issues are being addressed in the MIC program to improve supervision in the field and classroom:

- Integrating the MIC process with the theological, biblical, and historical faculty and courses
- Presenting and processing case studies from the MIC experiences in the classroom context
- Developing an In-Service MIC course for students with extensive ministry experience
- Selecting personal mentors for students
- Expanding the training of MIC supervisors

The MIC program will be a primary area of curriculum development, assessment, and evaluation as the seminary seeks to provide coherent programs that reflect the WTS philosophical quadrilateral—character, practical, holistic, and lifelong learning.

Graduate Degree Programs Evaluation. WTS offers three comprehensive graduate programs: M.Div., M.A.(T.S.), and M.A.F.M. The goals of each program are stated within the WTS Catalog (Beginning 2003). Courses are offered within the four core areas of biblical studies, systematic theology, church history, and practical theology. Faculty who are academically and professionally qualified provide instruction and oversight in the four core areas. Research and critical thinking are vital aspects of each course as students engage in theological reflection to develop a Christian life and worldview that is in dialogue with the church, the Scriptures, and society. Each program integrates a
curriculum comprised of an appropriate cluster of courses from the four core areas to address vocational needs.

*Master of Divinity.* The M.Div. is the normative three-year program to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. The M.Div. has undergone significant changes over the past number of years. The number of credit hours required was dropped from 96 to 90 in the 2000-2001 academic year in order to accommodate the new delivery system. The M.Div. is the primary program of the seminary providing a curriculum track for the sequencing of all graduate courses. The trivium model of classical education was applied to this program, as well as the other programs. This model provides a three-tiered foundation of grammar (skill in comprehending biblical and linguistic content), logic (dialectic reasoning in theological reflection), and rhetoric (effective expression and ministry praxis) for the program curriculum design. Trivium also provides a helpful grid for developing course objectives.

In the 1999-2000 academic year, the core requirements dropped from 74 to 63 credit hours. This approach was quite well received at first. A problem arose, however, when a number of these elective courses failed to meet the minimum enrollment requirement and therefore were not offered. This indicated that most students were not concerned with pursuing a particular emphasis. The faculty decided to raise the core requirements from 63 to 78 credit hours in the 2002-2003 academic year in order to ensure that students were acquiring a well-rounded M.Div degree. An additional three credit hours of MIC were required, and the following courses were added to the requirement list:
Biblical Interpretation, Christian Leadership, Church Development and Growth, and Spiritual Formation.

Presently an M.Div. student may specialize in family ministry, theology/church history, or biblical studies. These courses are enough in demand to guarantee enrollment without cancellation. A student completes 78 core hours required for the degree and 12 hours in an area of special interest.

Master of Arts (Theological Studies). The M.A.(T.S.) is a two-year, 60-hour program that provides a general foundation in biblical, historical, and theological studies, while allowing students to focus in an area of specialization. It provides a basic theological education with the two core CM courses that provide a holistic education (*The Ministerial Person* and *Spiritual Formation*). Students may select from two specializations: Christian Leadership/Church Development (CLCD) and Biblical Studies/Theology (BST). The focus of this program has remained the same, and there have not been many changes in the M.A.(T.S.) over the past nine years. A recent pattern is that several graduates of this program will be pursuing doctoral studies, which attests to the academic preparation students are receiving at WTS.

The proposed changes with a new delivery system for the M.A.(T.S.)—CLCD are outlined in Chapter Ten of the Self-Study Report. The proposed changes for this specialization are focused upon increasing the accessibility of theological education for vocational ministers who are unable to relocate to pursue graduate theological education. This pattern is prevalent in many fields, as online and extension education become more available, accepted, affordable, and available for students who are highly comfortable with an intensive, high tech format.
Master of Arts in Family Ministry. The purpose of the M.A.F.M. program is to prepare graduates to serve as leaders in church and congregational ministry with a special emphasis in the area of family ministry. The M.A.F.M. program is structured to provide courses that enable growth in the student’s commitment to Scripture as the basis for the practice of family ministry; commitment to formation in all dimensions of life: spiritual, mental, emotional, physical, and social; ability to demonstrate mastery of the fields of knowledge appropriate to family ministry, and ability to demonstrate skills related to family ministry.

Formerly, WTS offered a Master of Arts in Christian Education (M.A.C.E.). This program had a very low enrollment. A new member of the CM faculty envisioned the need for a program that was oriented to support practical family ministry beyond just educational ministry. She realized that with the issues contemporary individuals and families are facing, a family ministry degree program was needed. With the approval of HLC and ATS the name and structure of the M.A.C.E. was changed to the M.A.F.M. in the 2002-2003 academic year.

The M.A.F.M. program enables students to meet the practical needs of ministry within churches and support ministries. Increased enrollment in this program appears to affirm that it is indeed meeting a need within the body of Christ. Students are also utilizing this program to prepare for chaplain ministry by completing an additional 12 units of Clinical Pastoral Education (CPE) at an approved training site, which is usually a major medical facility. The counseling, theology, and spirituality courses in this program also provide preparation for persons desiring to serve as spiritual directors, who may then complete additional spiritual direction training at an approved program offsite.
The M.A.F.M. program coincides with the nature of pastoral ministry in today’s society. An emerging trend is the preparation and ordination of pastoral staff who have a holistic approach to church ministry. This program is preparing men and women for the church and community to be compassionate, caring professionals who will serve on the staff of churches and ministry agencies to provide the support services that are demanded in our society.

*Doctor of Ministry Program Evaluation.* The goal of the course of study leading to the Doctor of Ministry (D.Min.) degree is to enhance the practice of ministry for persons already holding the M.Div. degree or its equivalent and who are currently engaged in positions of Christian ministerial leadership. The program is practical in its purpose and is designed to heighten professional competency. A program assumption is that the ministry of a local congregation or parachurch setting will provide the context for the course of study.

The D.Min. has undergone more scrutiny in recent years due to its newer status and change in administration. The *Focused Report on the Doctor of Ministry Program* (May 22-23, 2000), as well as the *Progress Report on the Doctor of Ministry Program* (April 1, 2002), both detail recent developments. The present director, upon assuming responsibility for the program in July 1999, prepared for a focused visit in May 2000.

In the *Focused Report on the Doctor of Ministry Program* (May 22-23, 2000), assessment was based on broad institutional goals. Now, specific goals, student outcomes, and performance criteria (approved by the faculty) have been identified for the D.Min. program and serve as the basis for assessment. These goals are built around the ATS standards. D.Min. students at WTS must complete a core of courses that provide
activities, information, and projects to aid them in achieving specific outcomes. The culminating research project guided by a research committee provides an opportunity for significant personal and professional growth, reflection, applied and theoretical research, and insights for praxis in the broader church.

**Primary Programmatic Issues**

Two issues appear to emerge from the *Self-Study Report*, which will provide the axial shifts in the development and growth of WTS. There are many secondary issues that are listed at the conclusion of chapters 3 and 4; however, the implementation of the following two initiatives needs to have primacy in the WTS strategic planning process:

- Assessment and evaluation of ministry capacities of WTS students
- Development of theological education by extension via the M.A.C.D. program

**Criterion Four – The institution can continue to accomplish its purposes and strengthen its educational effectiveness.**

WTS continues to offer and enhance its programs of quality theological education due to its human resources, facilities, philosophy, and financial accountability.

**Human Resources**

"Individuals constitute institutions," observed one commentator on higher education. While that statement may be excess, it contains a body of truth. WTS is fortunate to possess a diverse and talented faculty; three hold two doctoral degrees each. Each of the classical disciplines (biblical, theological, historical, and practical) have professors with earned doctorates in their areas. Several of these teachers are published authors of some reputation. All are active in their professional and ministerial associations such as Conference on Faith and History, American Academy of Religion, and Middle East Institute). In addition to the full-time persons, there are at least seven adjunct faculty
members. One has a Ph.D. (Duke); one has a D.Min. (Gordon-Conwell); two are enrolled in D.Min. programs (Gordon-Conwell and Winebrenner); three have masters degrees in their teaching areas. These adjuncts attend and participate in many activities (as varied as chapel, community dinners, convocation) and are received as integral parts of the fellowship. The faculty represents the theological and denominational diversity of the student body (with 31 different traditions represented) and spans the entire Protestant spectrum from Episcopal to Pentecostal, to Lutheran and Baptist. While all would describe themselves as “evangelical,” and while the school is denominationally affiliated with the CGGC, the spirit is thoroughly ecumenical, suitable to the needs of ministry in a post-denominational era. Needs for the future will include recruiting more female faculty members (currently there is one full time and two adjuncts), additional African-American and Asian members, as well as Hispanics, to the faculty. The faculty is enabled to function because of the excellent support staff of people in admissions, administration, and building and grounds. A unique feature of the WTS community is the sense of collegiality evident in interaction among all members of the faculty, administrators, staff, and others.

Facilities

The late Harold Yochum, longtime President of Capital University, Columbus, Ohio, indicated that next to faculty, facilities facilitated learning. Following 18 months of construction, WTS moved from its former site on Melrose Avenue (in suburban Findlay) to a new location that is “right downtown” on Main Street, adjacent to the thriving University of Findlay campus (an institutional setting that enrolls over 5,000 students). This has been a momentous change for the seminary—and when classes began at the new location in late August 2003, a cosmopolitan and exciting spirit permeated all the programs. The building
houses 10 state-of-the-art classrooms, each equipped with computers, VCR/DVD players, projectors, and viewing screens. Most classrooms are designed to seat 35-45 students, in anticipation of both current use by the university community, as well as projected growth. Currently most classes are between 10-20 in size (with a student-faculty ratio of 145 students to 14 faculty, or about 10-1). The “climate” is surely more “diverse” than it was at the Melrose setting and the “high tech” facilities lend themselves to the “the electronic classroom” and adventures in TEE (theological-education-by-extension) and computer and internet classes only dreamed-of on the old campus. The existence of two larger classrooms (65-80 seats), as well as the TLB Convocation Center with room for 750, means that the seminary can offer lectures, programs, and events that involve the greater Northwest Central Ohio neighborhood in its life. One such event this autumn will be with the Hancock Council on Aging and will involve two WTS faculty (one in Pastoral Ministry, and one in Historical Theology) in a day-long (for credit) extension program for health professionals, clergy, and social workers. These new activities are “additions” to the traditional seminary events, as the Ritz Lectures. Perhaps a motto for “the New Winebrenner” would be “the seminary at the crossroads of three communities—church, university, and neighborhood/city.” One observer suggested that WTS has now begun “a good neighbor policy” to Findlay and its environment.

**Philosophy**

The late Harold Yochum modified his remark about “Faculty and Facilities” to add a third component, one that he admitted out to have come first—Philosophy. “Moderately” Evangelical, drawing on all the major traditions with the Evangelical World – Lutheran, Episcopal/Anglican, Anabaptist, Reformed, Wesleyan, Charismatic-Pentecostal, and
Independent/Contemporary, WTS has a philosophy expressed in its goal of producing “servant leaders” for ministry in the community. That philosophy is embodied in a 26-foot freestanding cross, made from a 163-year-old Pennsylvania white pine. That cross, in the atrium of the building, is a symbol of the ethos that permeates this institution, an ethos that centers around:

- Love for one another - even as Christ loved us
- Service to each other - in the model of the Master who washed his disciples’ feet
- Humility – before the reality of what is yet to be know and before the other reality of the world in which we are called to serve
- Multidirectional balance – to be rooted in our tradition, to be stretched horizontally in our outreach, to be always aspiring higher, to deeper love and broader truth

That philosophy is consonant both with the vision of John Winebrenner, a frontier ecumenist and evangelist, and also with the challenges of the 21st century - “the second ecumenical century.”

Financial Accountability

WTS is not a wealthy institution and neither is its parent denomination, the CGGC. Students come from a wide range of backgrounds, many serving low-income rural and inner city churches. One of the concerns has been to keep tuition as low as possible to enable students of all generations and persuasions to afford theological education. Many of the students are commuters, serving congregations in settings as varied as the inner city of Toledo or Lima, as well as the rustic and rural scenes of Northern Ohio and Indiana. Some, in addition to serving as pastors, are working at full-time jobs and seeking to complete degrees. One of the concerns has been to avoid having graduates leave WTS with a debt load that makes it difficult, if not impossible, for them to serve in the ministry without regard to income-level. There is a concerted effort to:

- Increase the donor base
• Enhance the offering of classes electronically and off campus at learning sites across the county
• Augment support from the parent denomination
• Seek scholarship funding and more financial aid for students

Criterion Five: **The institution demonstrates integrity in its practices and relationships.**

Integrity has to be the cornerstone of any educational institution, especially a theological seminary. In short, WTS:

• Maintains a culture that values honesty, integrity, and morality
• Places value on personal wholeness
• Demonstrates integrity through its personnel policies
• Communicates forthrightly with accrediting agencies
• Represents the institution accurately and honestly
• Uses funds carefully, according to ethical and legal standards
• Deals with students personally and responsibly
• Protects information that is confidential and private
• Encourages an environment of dignity and respect

WTS promotes integrity at all times on the part of administrators, faculty, staff, students, and trustees. This chapter describes the various guidelines for ethical behavior and moral integrity at WTS.

WTS has a mission statement that was adopted by the Board of Trustees in November 2001. The mission statement articulates the commitment of the seminary to prepare servant leaders for biblically based ministries in the world. The mission statement is published in the *WTS Catalog (Beginning 2003)* and other official school publications, and this catalog is distributed to both prospective and current students. The seminary moved to a new facility in August 2003, and now conducts its activities and services at 950 North Main Street, Findlay, Ohio. This change of address was communicated to the pertinent accrediting and governmental agencies, as well as to all internal and external publics. Specific information about WTS is available in a variety of ways. In addition to
traditional formats such as seminary catalogs and publications, electronic vehicles such as an Internet web site and home page are available as well. The publications and advertising are factual and fairly describe the programs and services that the seminary offers.

It is imperative that WTS operate with integrity and in a highly ethical and responsible manner with both its internal and external publics. As such, WTS has developed policies, practices, principles, and procedures for dealing ethically with its internal and external relationships.

**Integrity in Internal Relationships**

The *Handbook of Operations* is a manual that outlines the internal operations and relationships of the seminary. The purpose of the *Handbook* is to remind members of the administration, board, faculty, and staff of the basic policies of the seminary. It is not only for new members of the seminary community, but it is also a continuing reference of developing policies for all employees. It serves as a reminder of WTS' role in the important task of equipping servant leaders for the various ministries of the church. The *Handbook* is divided into four parts:

- Part I—Institutional Perspective
- Part II—Faculty
- Part III—Administration and Staff Policies
- Part IV—Policies

*Institutional Perspective.* WTS is an evangelical seminary committed to equipping students for biblical servant-leadership style of ministry. Because of this, the seminary places value on the personal wholeness—spiritual, emotional, social, intellectual, and physical—of each student, whereby these men and women realize their potential as maturing individuals in Christ. WTS is a community where students, staff, faculty, and
trustees demonstrate the reality of their life in Christ by responding to each other as Christ would.

All students and members of the faculty and staff are expected to manifest a proper attitude toward the spiritual life and testimony of the seminary. The standards of conduct expected are those indicated for Christians in the Scriptures. The seminary strives to create and promote an atmosphere that will encourage the individual to develop the highest degree of maturity. Regulations for conduct are few. Students in their response to a question on the 2002 Self-Study Survey regarding the reality of campus conduct gave this a rating of high satisfaction (3.79). The primary obligation of each person is to live as a responsible member of the seminary and Christian community of which he or she is a member through denominational or local church membership, while seeking to live up to personal ideals as he or she grows personally, morally, spiritually, socially, and professionally. The Christian life is primarily positive rather than negative. Creative, loving service to others is far more important than adherence to a list of regulations. Such interaction serves as an expression of one's faith and personal integrity.

*Faculty.* The faculty members of WTS have earned, from accredited institutions, the degrees appropriate to the level of instruction offered by the seminary. The degrees held by faculty, and the institutions granting them, are listed in the *WTS Catalog (Beginning 2003).* Faculty transcripts and verification of credentials are kept on file in the Registrar's Office.

The faculty is entrusted with oversight of the curriculum and responsibility in matters dealing with the academic affairs of the community. It is the responsibility of the faculty to keep abreast of the major issues and current thoughts in adult, biblical, and
theological education and incorporate them into the academic program of the seminary. Faculty indicated in response to the 2002 Self-Study Survey that remaining current in reading and maintaining contact with faculty members of other seminaries are the most common methods for meeting these responsibilities.

Central to the mission of the seminary is the inquiry for truth, both individual and communal in nature. Therefore, it is not the policy of the seminary to dispense ready-made opinions or dogma, but rather to help the student reflect on his or her own personal theology and philosophy of ministry.

*Administration and Staff Policies.* WTS demonstrates integrity through its personnel policies in the areas of recruitment, selection, employment, appraisal, and promotion of individuals within the seminary community. As with the relationship evidenced with students, WTS strives for a holistic approach to personnel development; encouraging administration and staff participation in spiritual, social, and educational experiences.

*Policies.* Policies are in place concerning employee tuition, recognition, faculty and staff counseling, professional development, performance appraisal, and sexual harassment.

*Integrity in External Relationships*

As a public institution, the seminary must report to many external sources. This helps to promote integrity.

*Church Affiliation.* WTS serves and affirms the distinctive identity of the CGGC. The Church is Arminian in persuasion and nonsectarian in its positions, avoiding the pronouncement of dogmatic statements on issues such as millennialism that are frequently divisive among Christians. Thus, the seminary expects that administrators, faculty
members, and students respect pluralistic viewpoints regarding various doctrines. At the same time, however, in order that the seminary remains true to the basic teachings of the CGGC, members of the faculty are not to adopt or teach any exegetical or theological positions exceeding the bounds of the doctrinal and confessional standards of WTS.

*Accrediting Agencies.* WTS’ educational programs and institutional activities are carried out in accordance with the standards and procedures established by the HLC and ATS. The seminary communicates honestly and forthrightly with its accrediting agencies and complies with their requests for information. The seminary files reports with these various agencies, and has also done its utmost to cooperate with them in preparation for and in the conduct of the visits. In addition to the HLC and ATS, WTS also maintains communication with the Ohio Board of Regents, the Department of Education, and the Evangelical Council for Financial Accountability (ECFA).

*Students.* The seminary’s published materials accurately represent the institution to its various internal and external publics, including current and prospective students. The *WTS Catalog (Beginning 2003)* provides the seminary’s mission statement, as well as its history, core values, statement of faith, philosophy of education, institutional educational goals, standards of life, affiliations, security information, continuing education opportunities, campus, and community life.

As is true of all public institutions, WTS has a public trust to use funds in a fiscally responsible and appropriate manner. WTS’ financial information, which is communicated in part through the *WTS Catalog (Beginning 2003)*, lists information about tuition, fees, financial assistance, grants-in-aid, loans, and refunds. It also covers the seminary’s policies on absence from classes, grading, make-up work, and withdrawal.
WTS has an obligation to deal with all students, including those who are making unsatisfactory progress, in the most responsible way possible. Students whose cumulative grade point average (GPA) falls below 2.5 are immediately placed on academic probation and informed of such action by the academic dean. When placed on probation, he or she is ineligible for seminary or federal aid. In addition, a student whose cumulative GPA falls below 2.0 may be subject to academic dismissal. One who is on academic probation for two consecutive trimesters, or three total trimesters, may be asked to withdraw from the seminary. Students dismissed for unsatisfactory progress may request admission, and concurrence by full faculty vote is needed for readmission.

An essential component of promoting ethical and responsible relationships among students is the ability to adjudicate disputes equitably and fairly. Complaints and grievances are most often handled at an informal level, and dialogue is first encouraged between the parties. A student grievance would most likely involve a grade. On occasion, a student and faculty member may not agree on the grade given for a certain course. In that event, an arbitration committee is established to make a decision in the case. Such a committee is composed of a faculty member not involved in the dispute and chosen by the faculty, the student fellowship representative to the faculty (or another student named by the student fellowship in the event the representative is involved in the dispute), and the president or academic dean. This appeal process must be started within three weeks of the receipt of that term’s grades. The entire process will be completed within 90 days after the appeal is made. The committee’s decision is final.

Academic integrity is dealt with in the WTS Catalog (Beginning 2003) and is especially defined in terms of dishonesty and plagiarism. Dishonesty includes copying
from another's examination or paper, allowing one to copy from one's own examination, giving or receiving inappropriate aid on a take-home examination, or submission of the same work product in more than one course without permission of the instructors.

Plagiarism is the passing off another's ideas or writings as one's own.

The WTS campus climate has traditionally been an environment where everyone is treated with dignity and respect. Care, concern, and compassion, demonstrated toward all persons, are hallmarks of WTS. The seminary protects information that is private and confidential in nature. Employees working in areas with access to student or employee information are conscious of the seminary’s policies and practices related to confidentiality and data privacy. WTS also enjoys a history of a low number of instances of criminal activity as reported in the annual crime statistic report. This is important, since students and employees have a right to a safe teaching and learning environment.

In addition, the seminary is committed to equality for men and women of every racial and ethnic background. Students rate sensitivity to gender and ethnic concerns satisfactorily at 3.05 and 3.11 respectively. This is a higher rating in comparison to alumni responses of 2.91 and 2.95, indicating that the concerns continue to be addressed. Since language is an essential element in understanding and shaping people’s perceptions of themselves and others, the seminary urges everyone to use language in discussion and writing that is sensitive to persons on the basis of gender, age, race, physical, or economic condition. Regarding the diversity of faith traditions on the WTS campus, alumni and current students rated the sensitivity to different faith traditions as the most satisfactory of all concerns, 3.14 and 3.29 respectively.
Trustees. The Board of Trustees has and exercises the corporate powers prescribed in the Constitution of the CGGC, and those prescribed by the laws of the State of Ohio. The primary role of the board is to make policies and to exercise responsibility for sound management. It serves as the sole authority in those policies. It formulates and determines general educational and financial policies as deemed necessary for the administration and development of the seminary in accordance with its stated mission.

The seminary operates with a commitment to full disclosure. The board as a whole meets twice a year, accompanied by at least two executive committee meetings. Ad hoc meetings may be called as the need arises. The board, at its annual and interim meetings, carefully reviews financial information as well as audited financial statements. All meetings of the board are publicly announced and responsibly conducted.

Criterion Summaries

Criterion One: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education:
- Teaching and learning are given high priority at WTS with the end goal of preparing graduates for worthwhile service in church and religious vocations.
- The seminary is committed to theological education, students and learning, teaching, academic freedom, planning, collaboration, and public disclosure.
- With the recent move adjacent to UF, the seminary is poised to offer solid theological education and a positive learning environment to the Findlay community and the surrounding region.

Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes:
- Together the administration, faculty, staff, students, and trustees comprise the human resources of WTS.
- WTS began the “Now More Than Ever” operating campaign in January 2003, focusing on increasing the number of donors as well as gift levels to support the annual fund operating budget.
- The new WTS building provides state-of-the-art classrooms, meeting rooms, TLB Convocation Center, and offices spaces.
Criterion Three: The institution is accomplishing its educational and other purposes:
- Individuals attend WTS primarily to prepare for a lifetime of vocational ministry within the context of a Christian church, institution, or agency.
- The seminary continues to work toward achieving its theological educational purposes as defined by its 23 institutional educational goals (cognitive, affective, and psychomotor).
- The two initiatives that need to have primacy at WTS are assessment and evaluation of student ministry capacities and accessibility of theological education by extension.

Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness:
- WTS possesses a diverse and talented faculty.
- WTS, with its modern facilities and moderate evangelical theology, serves students from a wide range of backgrounds.
- WTS is attempting to increase the donor base, augment support from the parent denomination, and seek scholarship funding and more financial aid for students.

Criterion Five: The institution demonstrates integrity in its practices and relationships:
- WTS emphasizes honesty and integrity and encourages high ethical standards on the part of administrators, faculty, staff, students, and trustees.
- WTS has developed policies, principles, practices, and procedures for handling its internal and external dealings.
- Persons are treated with dignity, respect, care, concern, and compassion.
CONCLUSION AND REQUEST FOR CONTINUED ACCREDITATION

Winebrenner Theological Seminary (WTS), as an ecumenical and evangelical seminary sponsored by the Churches of God, General Conference (CGGC), has entered a new phase with its move adjacent to The University of Findlay (UF). Coupled with university resources, the seminary has its own facilities, faculty, and staff to continue serving Christ and the church through teaching and learning.

Students from diverse denominations are trusting WTS in their desire to acquire a theological education. The seminary, with its holistic approach to students, various degree programs, a course delivery system oriented to the adult learner, and a faculty qualified by experience and education, is strategically placed to serve students from widely different backgrounds.

This document is a report of the comprehensive self-study conducted by WTS during 2002-2004. One of the fundamental purposes of accreditation is to assist the institution in improving its own activities. The self-study process requires a comprehensive evaluation of the institution—its strengths and recommendations for improvement. The president of WTS initiated the self-study in preparation for requesting continued accreditation by the Association of Theological Schools (ATS) in the United States and Canada and the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. This Self-Study Report is intended to serve the needs of both the seminary and the accrediting agencies. The seminary looks forward to the comprehensive visit as an opportunity to verify the school’s findings to the team members in their role as evaluators, and to learn from the team members in their role as consultants.
Many persons participated in the seminary’s self-evaluation. The school has seriously analyzed its strengths and proposed recommendations for improvement. The analysis and subsequent *Self-Study Report* confirms the ability of WTS to accomplish successfully its mission of preparing servant leaders forbiblically based ministries in the world.

WTS believes that it fulfills the ATS Standards of Accreditation as well as the HLC General Institutional Requirements and Criteria for Accreditation. The seminary has suggested recommendations to strengthen its current position. Based on the information documented in the *Self-Study Report*, the WTS Steering Committee formally requests that the ATS and HLC grant continued accreditation to the seminary for a ten-year period, with the next comprehensive accreditation site visit scheduled for the year 2014.