

The question concerning “quality” in theological education in particular and higher education in general

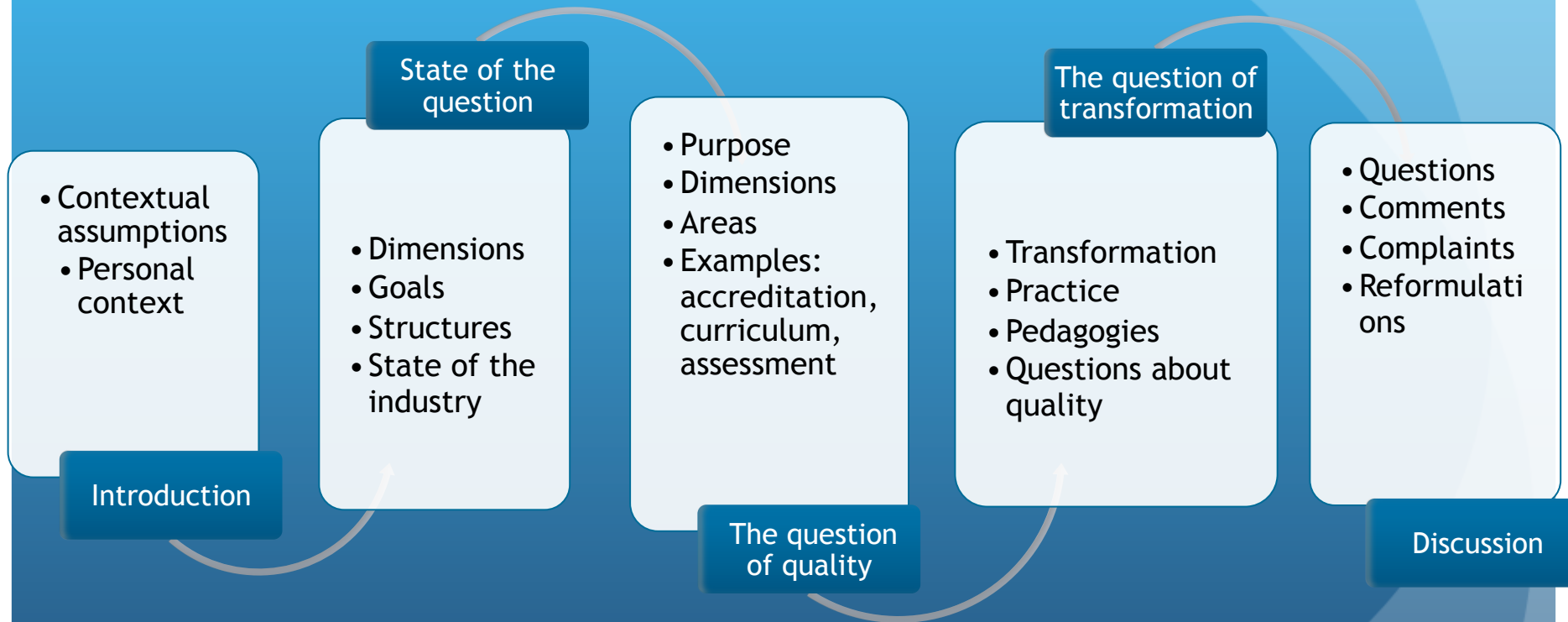
**Challenges and Promises of *Quality Assurance* in
Theological Education:
Ecumenical and Multi-Contextual Inquiries
WOCATI Consultation
4-8 July 2011
Johannesburg, South Africa**

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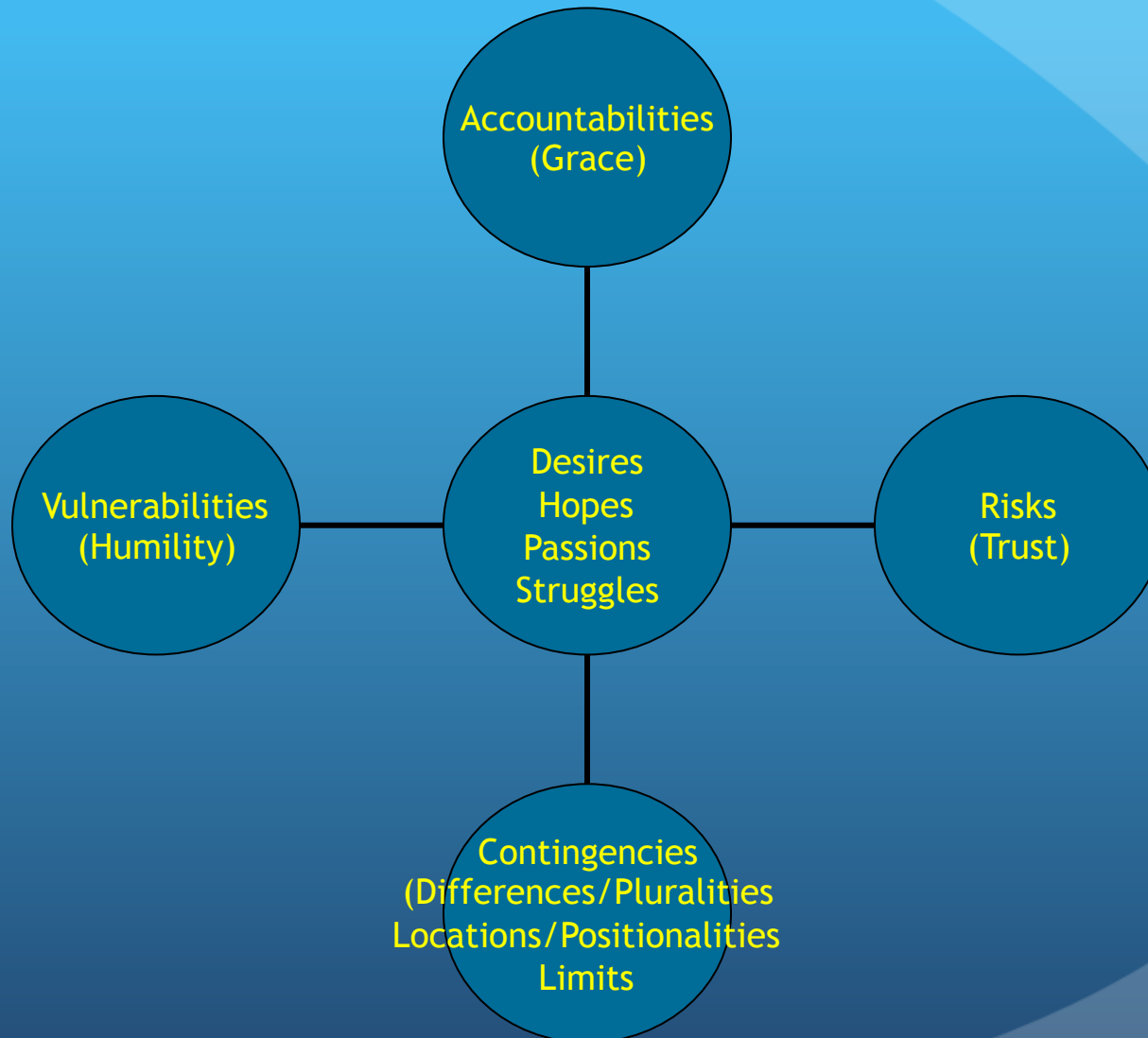
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Introduction: contextual assumptions

Mapping the presentation

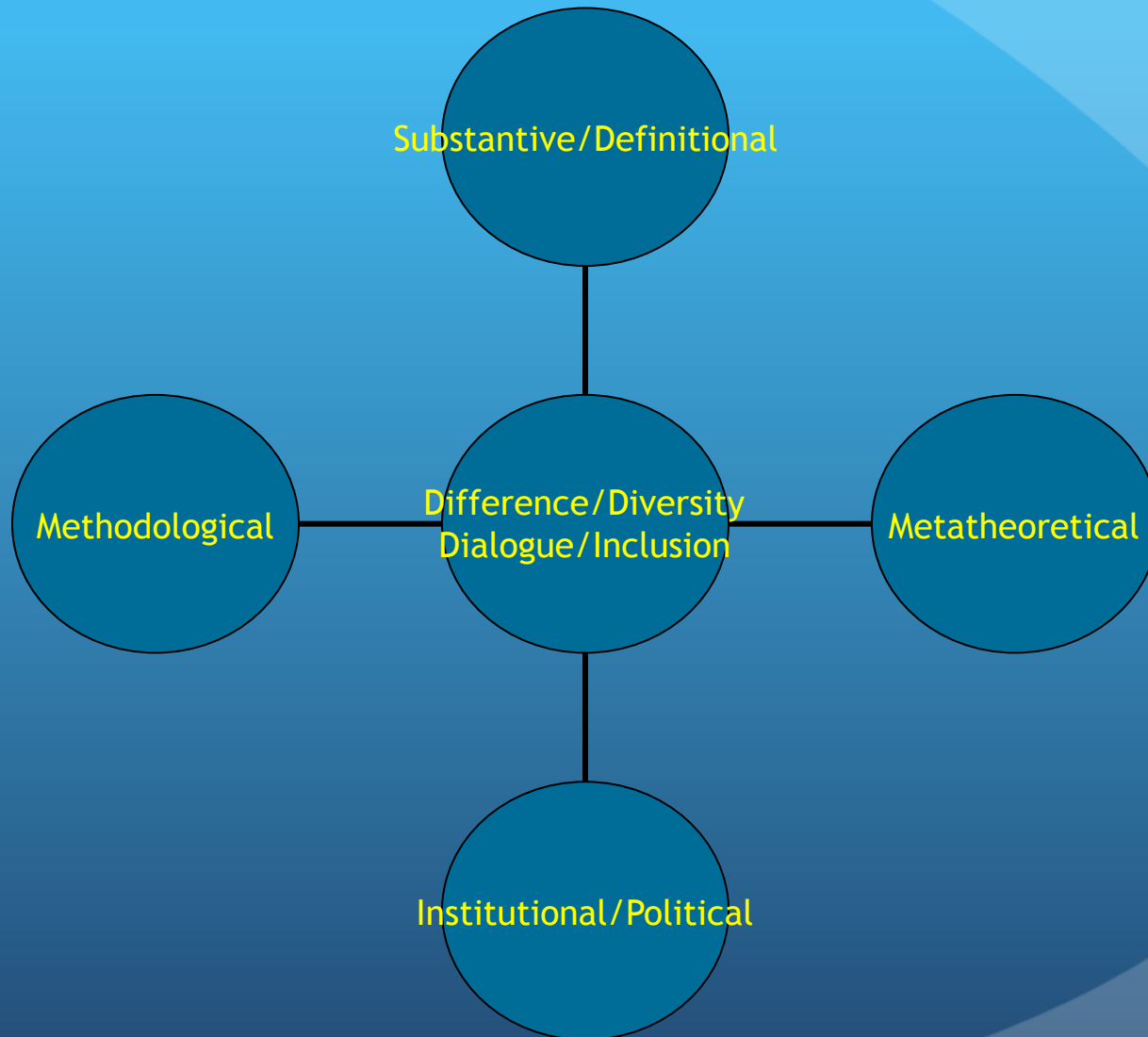


Personal (diasporic) context

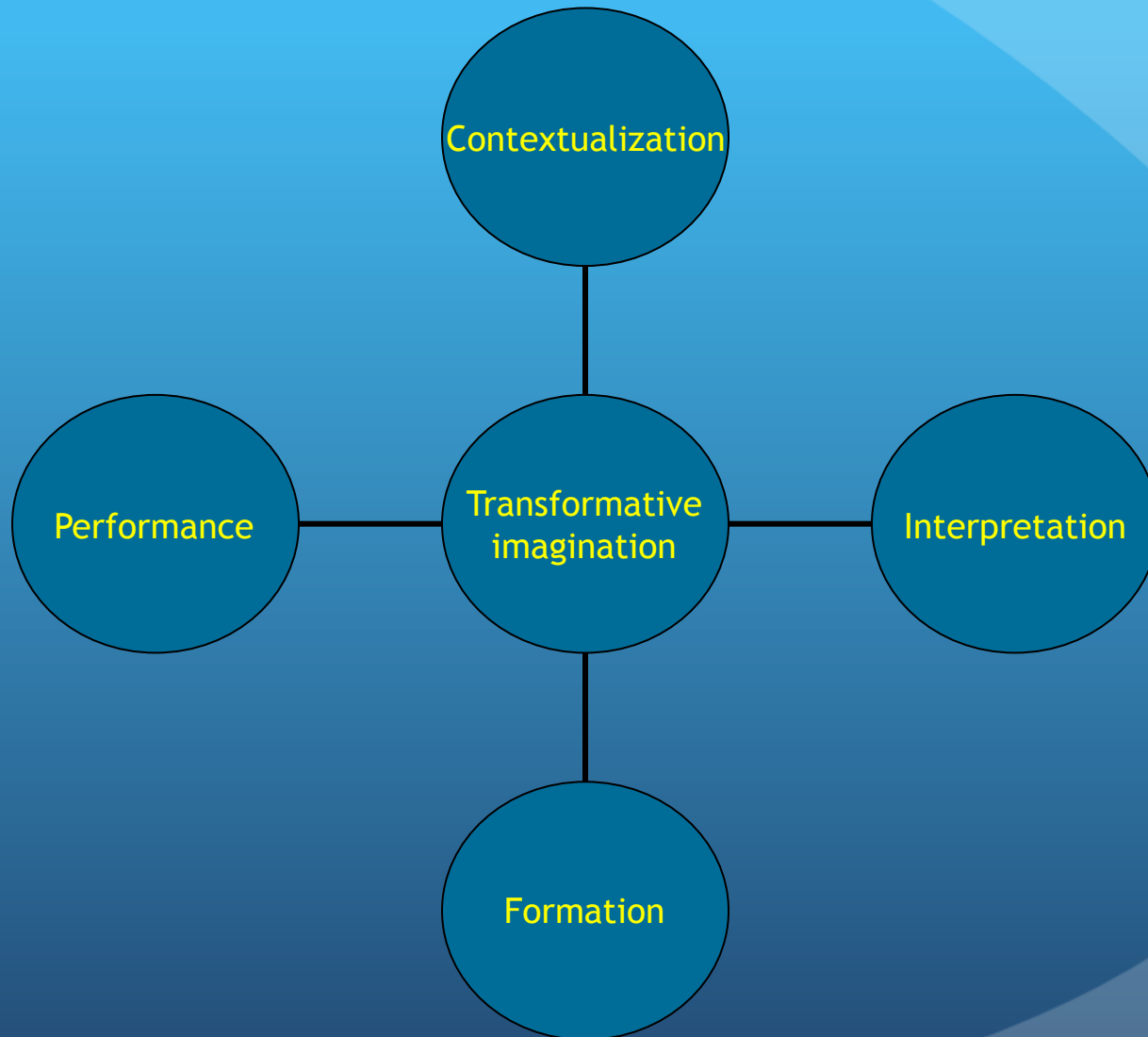


Academic and professional
theological/higher education:
Status quaestionis

Dimensions of the question

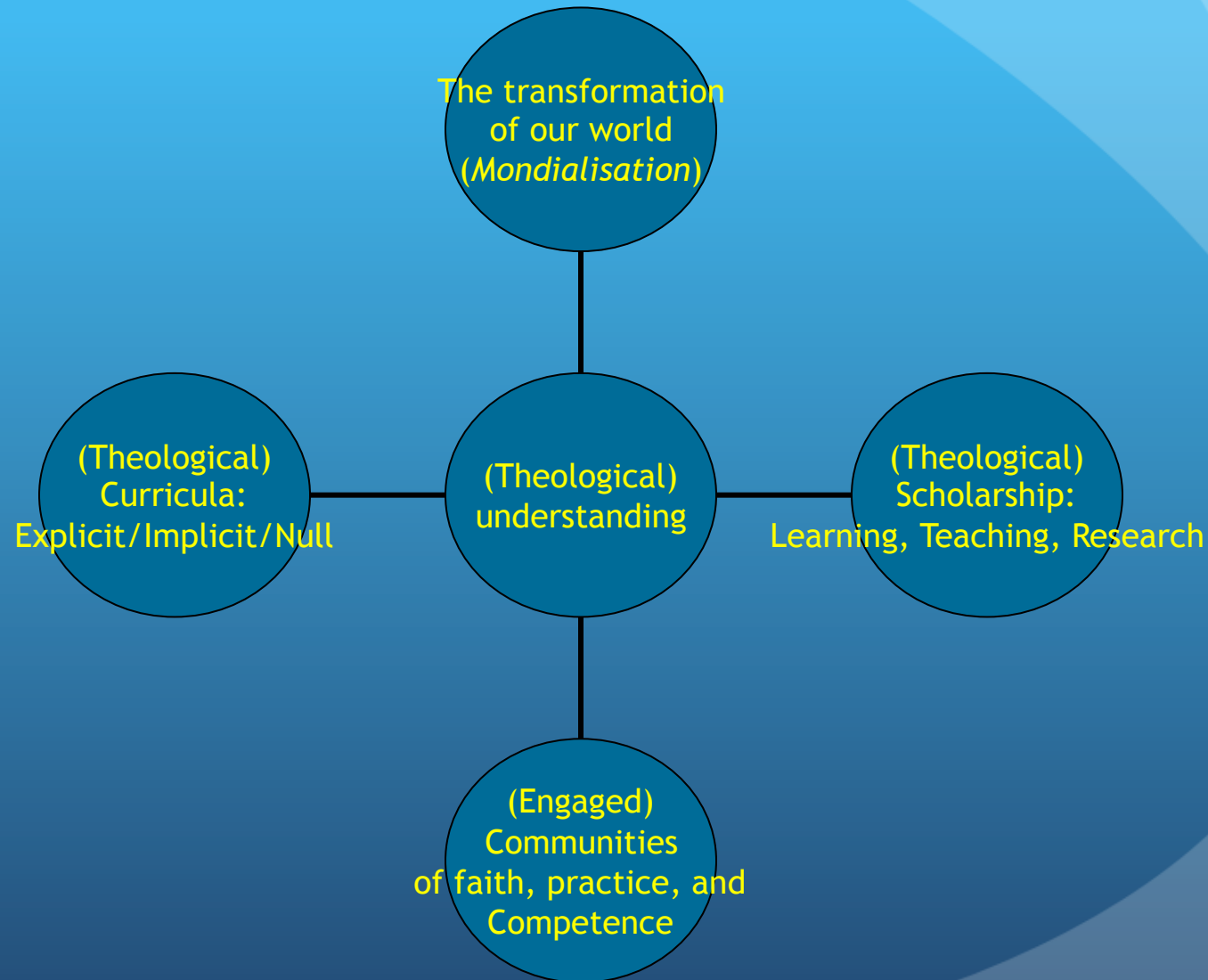


The goals of academic and professional (theological) education



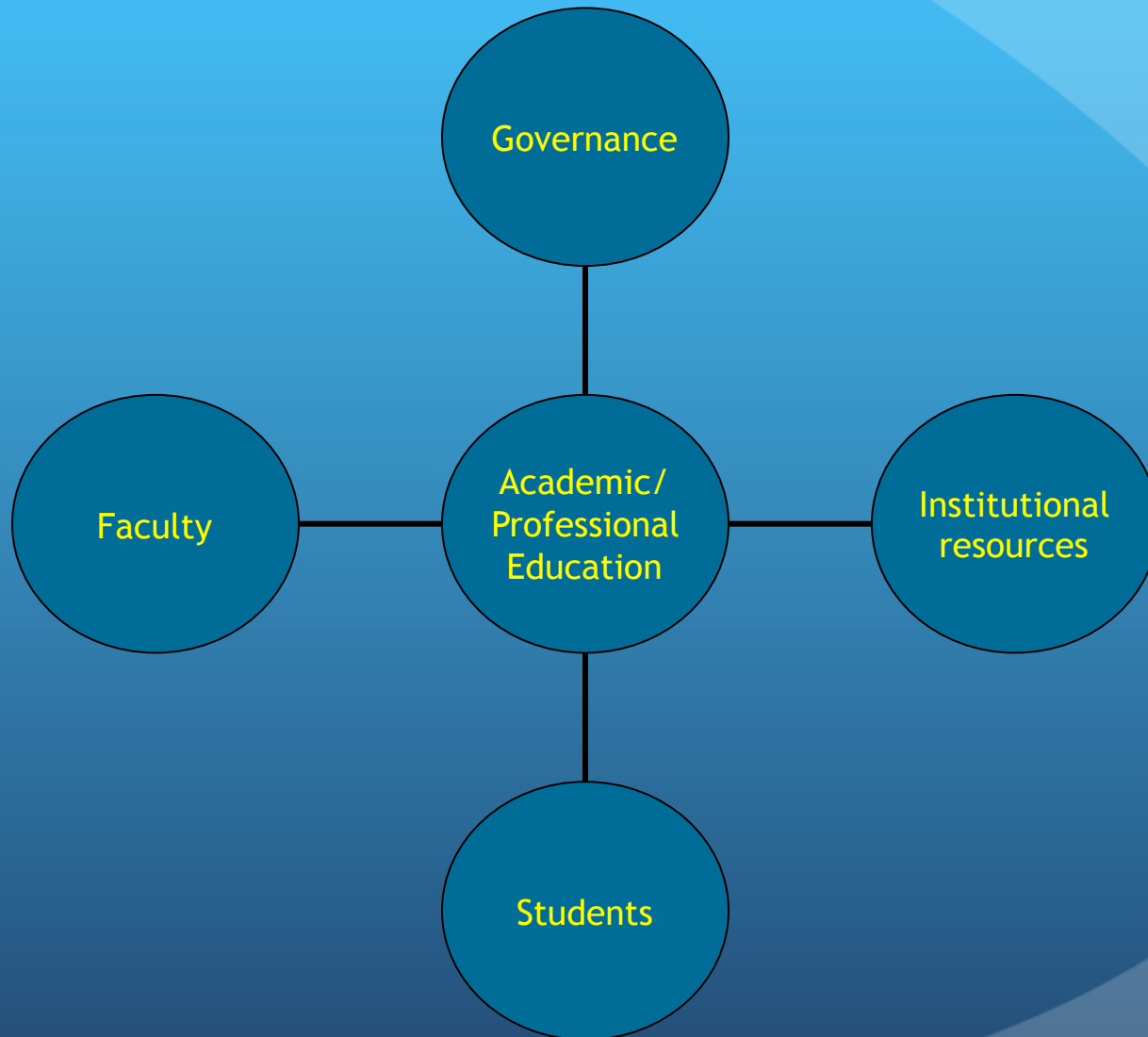
General structure of academic and professional (theological) education

9

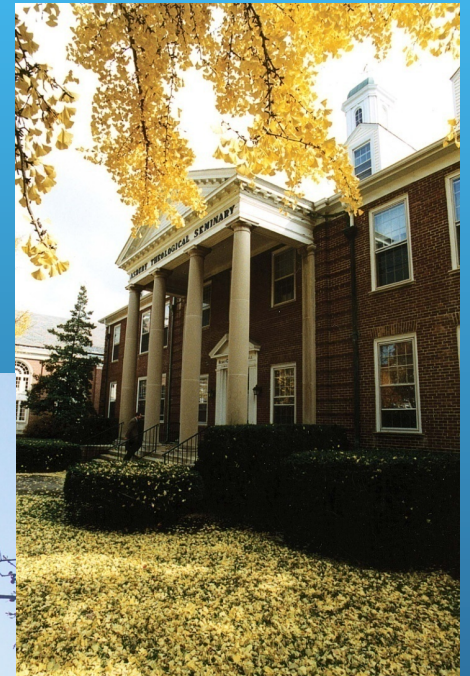


Dimensions of academic and professional (theological) education

10



The state of the question: A North American perspective

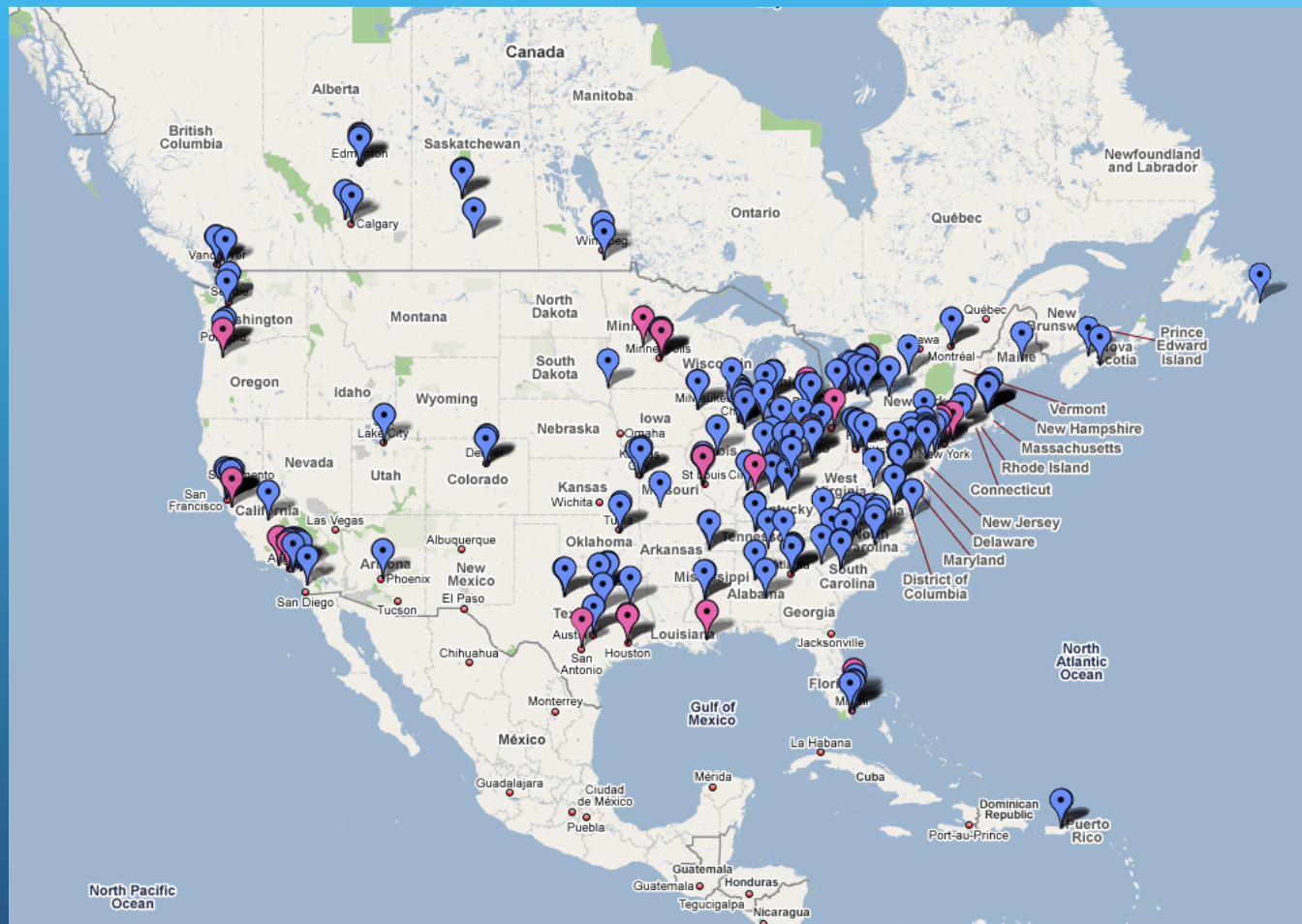


**All data on ATS member schools from ATS database*

Theological education:
The state of the industry

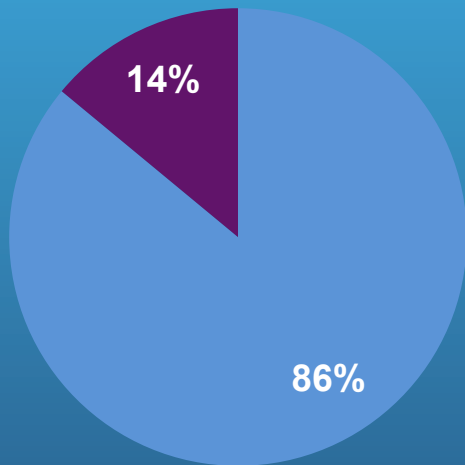
Geography, diversity,
institutional character and
size as conditions of
quality

The ATS Community of Schools



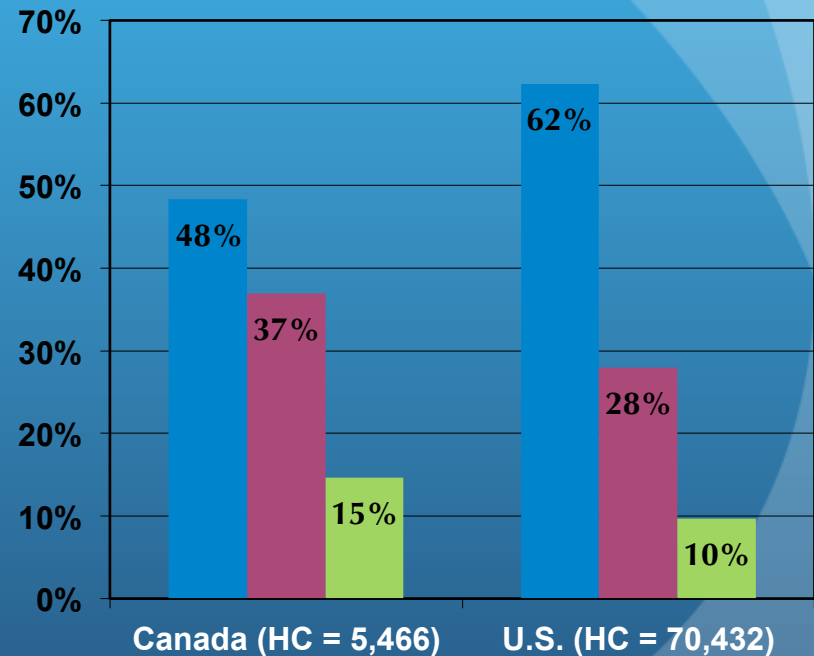
The ATS Community of Schools: Distribution of Schools and Enrollment by United States and Canada

Distribution of ATS Schools
by Country



■ U.S. ■ Canada

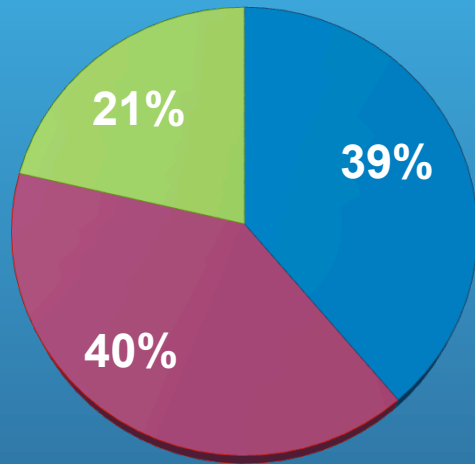
Relative Head Count Enrollment by
Country and Ecclesial Family, 2010



■ Evangelical ■ Mainline ■ Roman Catholic/Orthodox

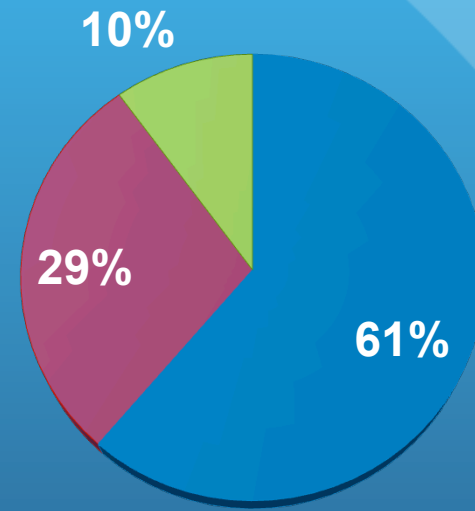
The ATS Community of Schools: Distribution of Schools and Enrollment by Ecclesial Family

Schools



- Evangelical
- Mainline
- Roman Catholic/Orthodox

Students



- Evangelical
- Mainline
- Roman Catholic/Orthodox

The ATS Community of Schools: Most Recent Institutional Characteristics

Most Recent Institutional Characteristics		Total ATS
Number of schools		261
HC enrollment	2010	75,898
HC enrollment	2009	75,500
Total expenditures	2010	\$1,720,000,000
Total expenditures	2009	\$1,684,000,000
Total endowment	2010	\$6,430,000,000
Total endowment	2009	\$5,800,000,000

US Colleges and Universities

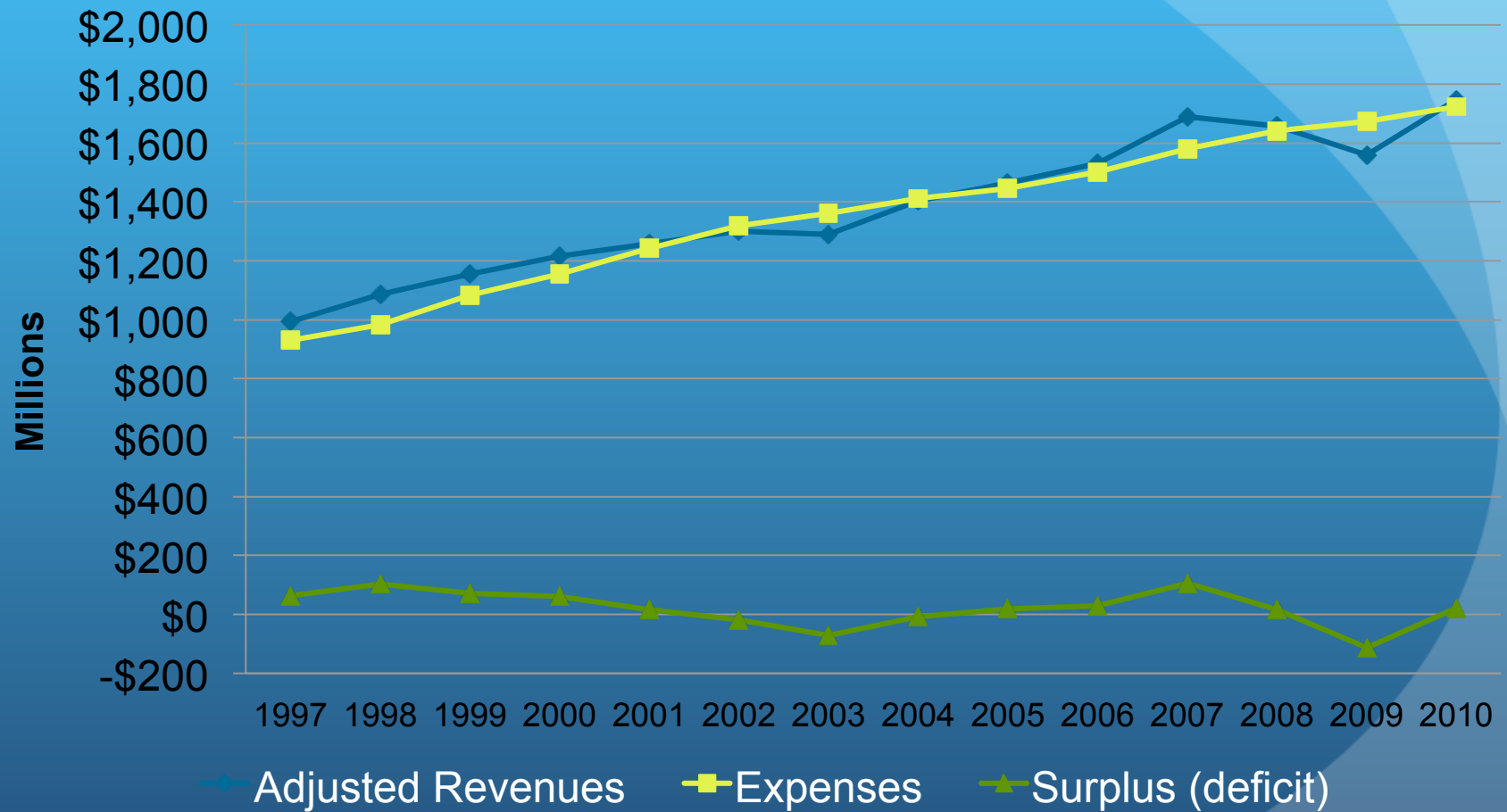
Type of Institution	Number
Public 4-year institutions	653
Public 2-year institutions	1,127
Private 4-year nonprofit institutions	1,551
Private 4-year for-profit institutions	530
Private 2-year nonprofit institutions	183
Private 2-year for-profit institutions	893
Total	4,937
ATS member schools	261

Source: The Chronicle of Higher Education, August 27, 2010

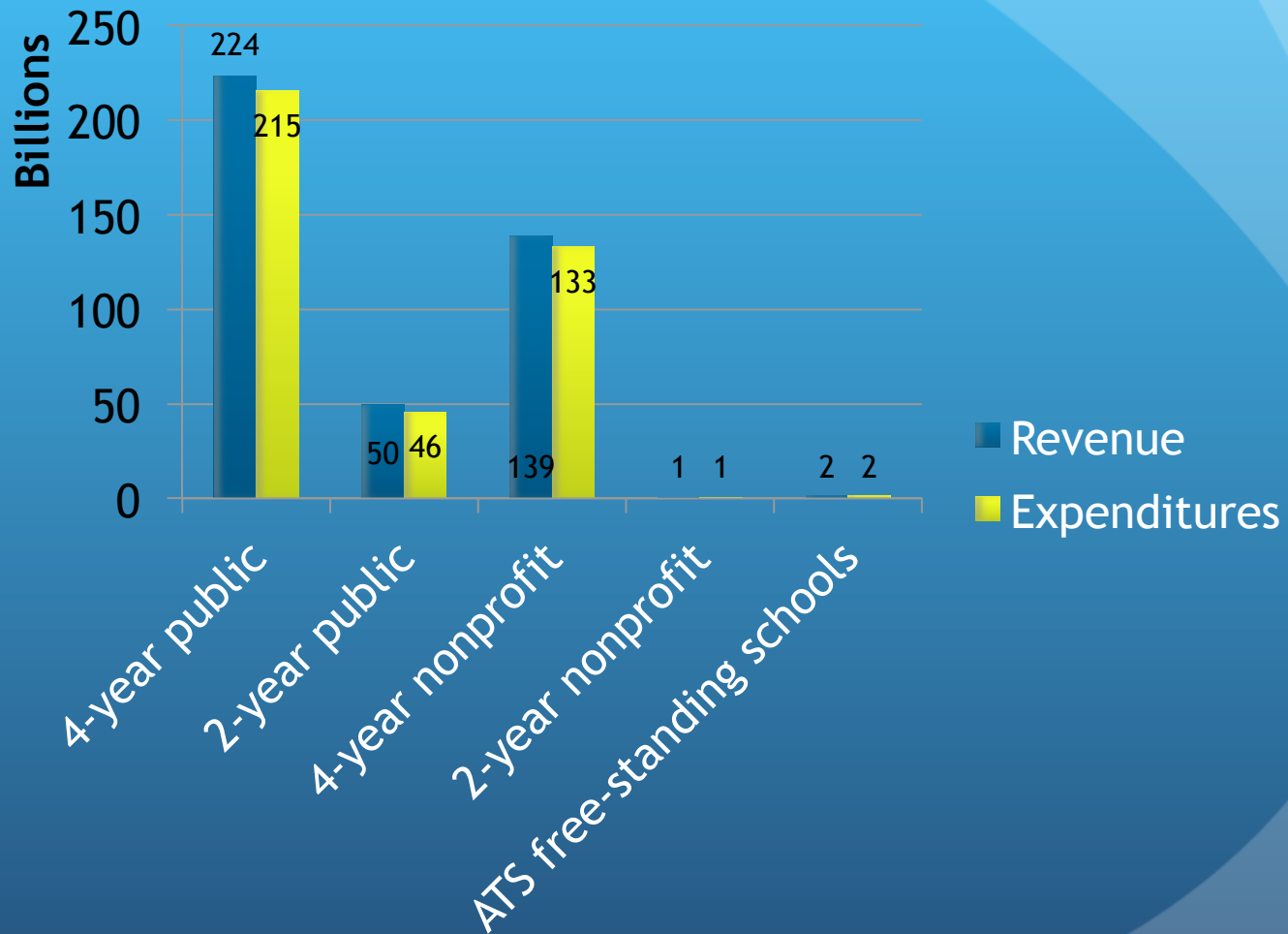
Theological education:
The state of the industry

Institutional
resources as a
condition of
quality

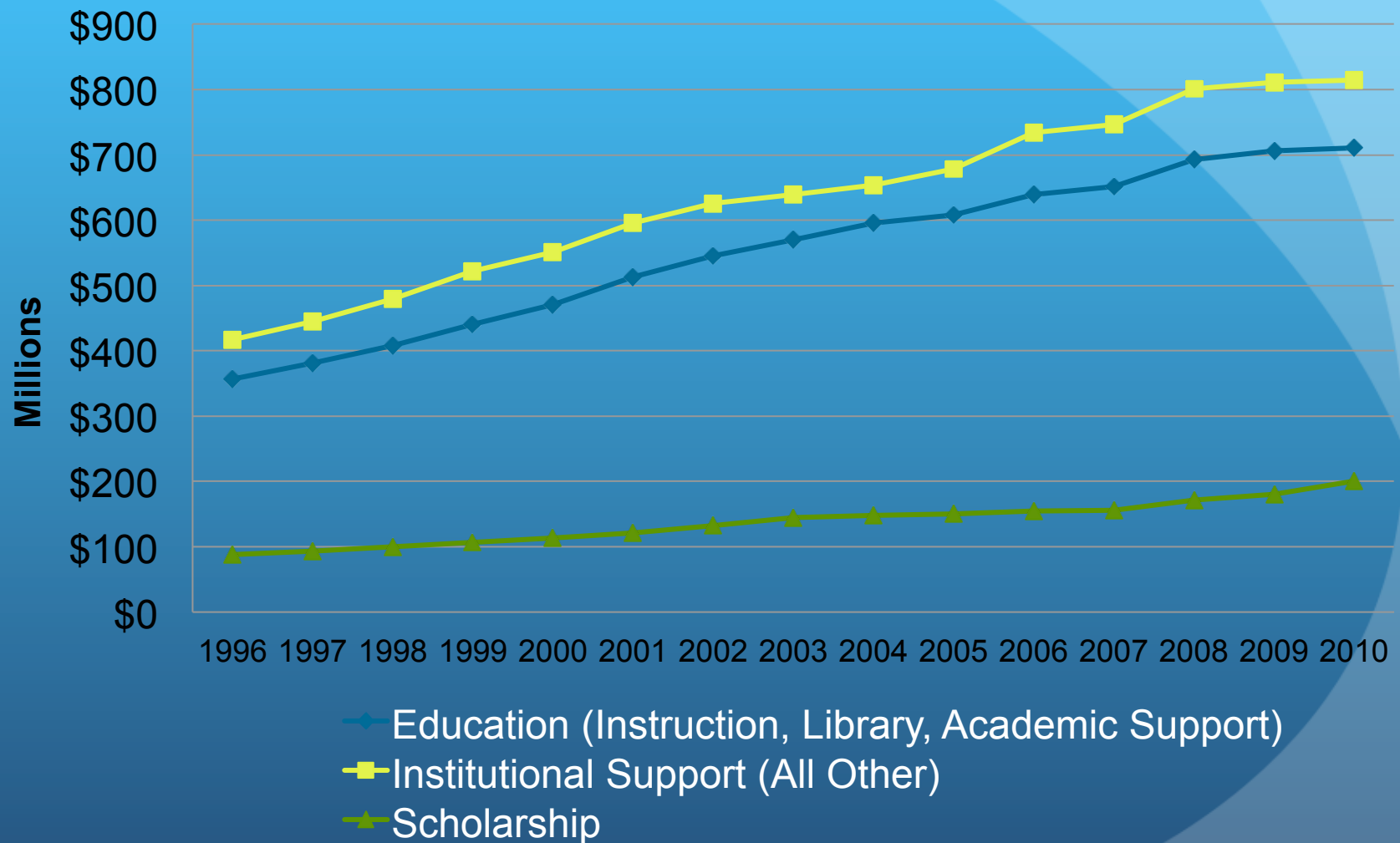
Adjusted unrestricted revenues, expenditures, and surplus (deficit), all independent schools



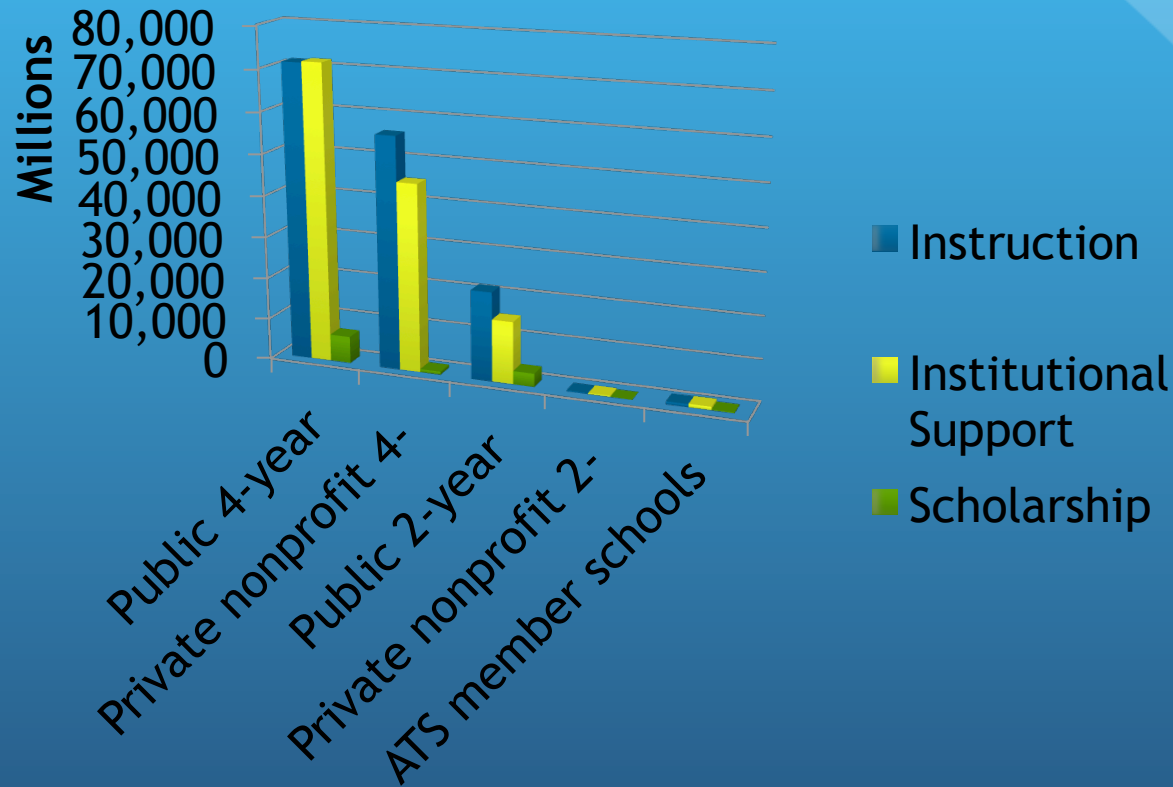
Revenue and expenditures for US colleges and universities, Fiscal Year 2008



Expenditures for education, institutional support, and scholarship in ATS schools

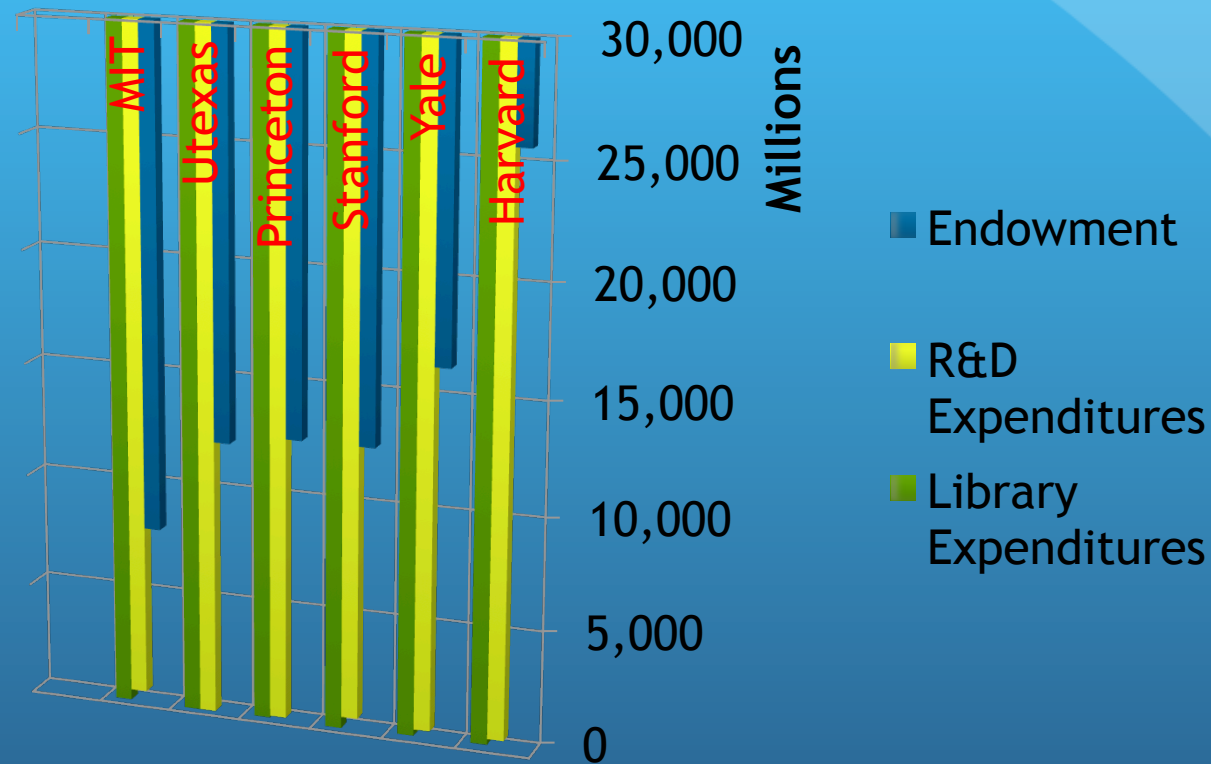


Adjusted expenditures for education, institutional support, and scholarship in US colleges and universities, Fiscal Year 2008



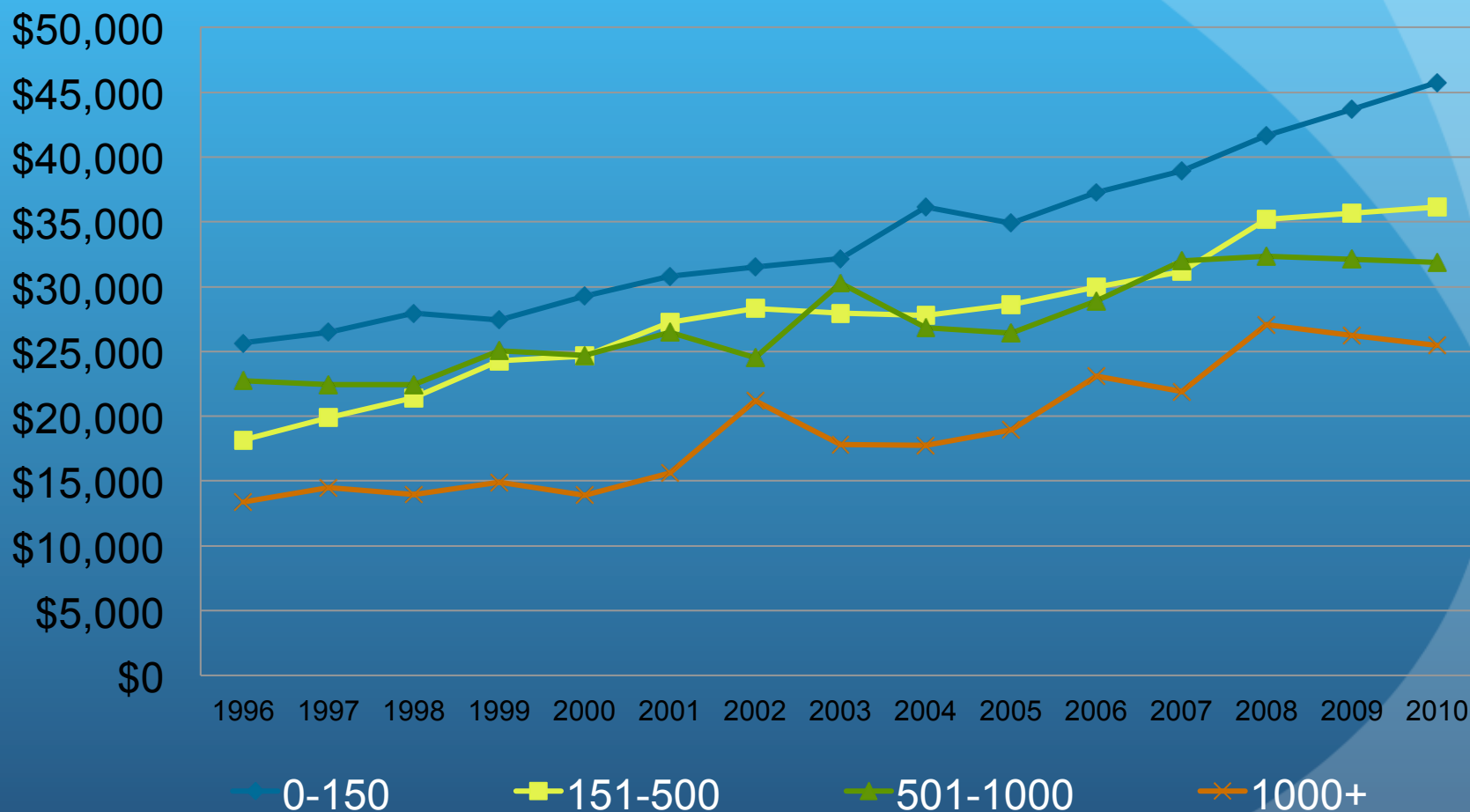
Source: Chronicle of Higher Education, August 27, 2010

Endowment, R&D, and library expenditures of the top five research universities in the US, Fiscal Year 2008

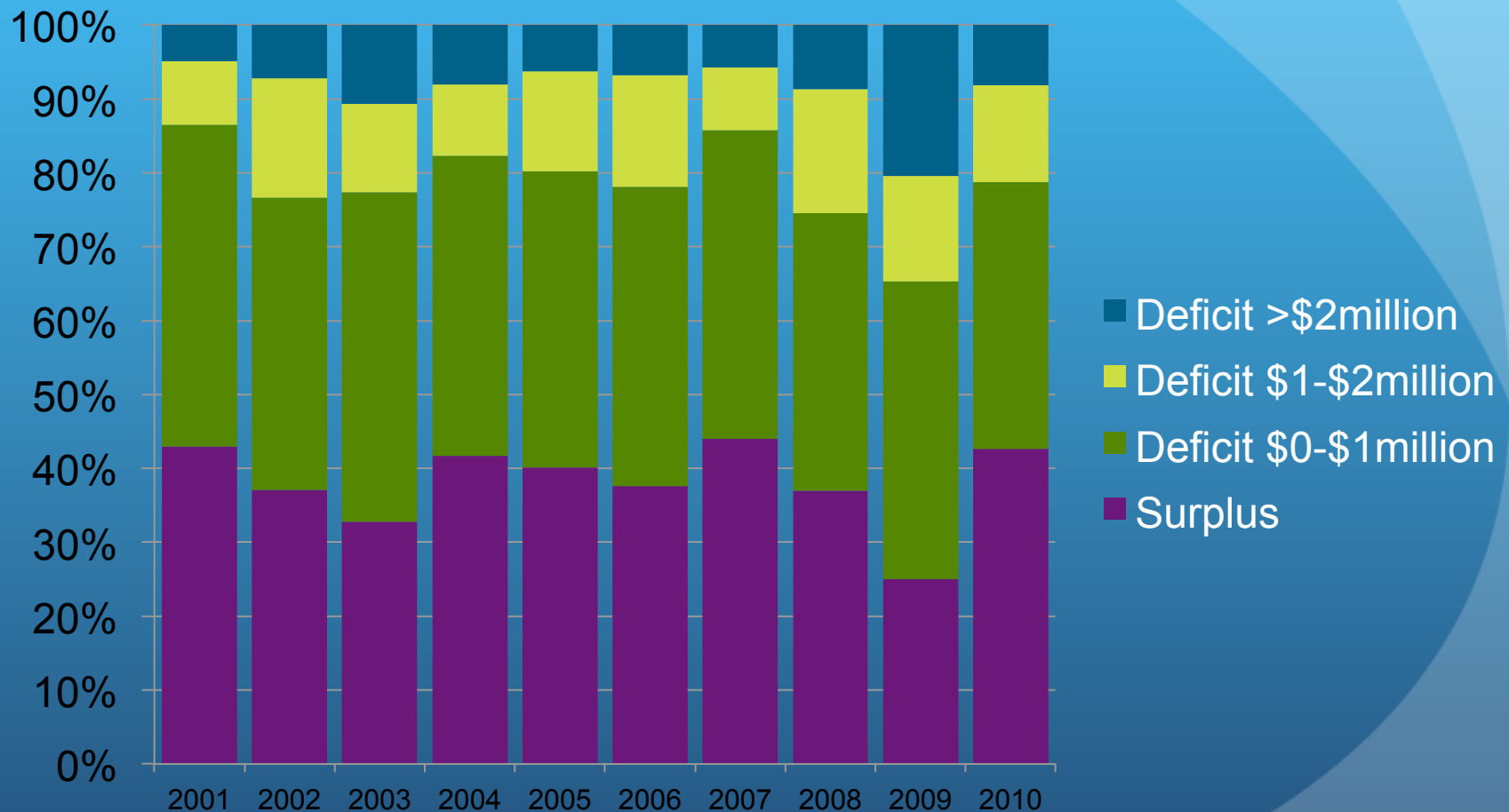


Source: Chronicle of Higher Education, August 27, 2010

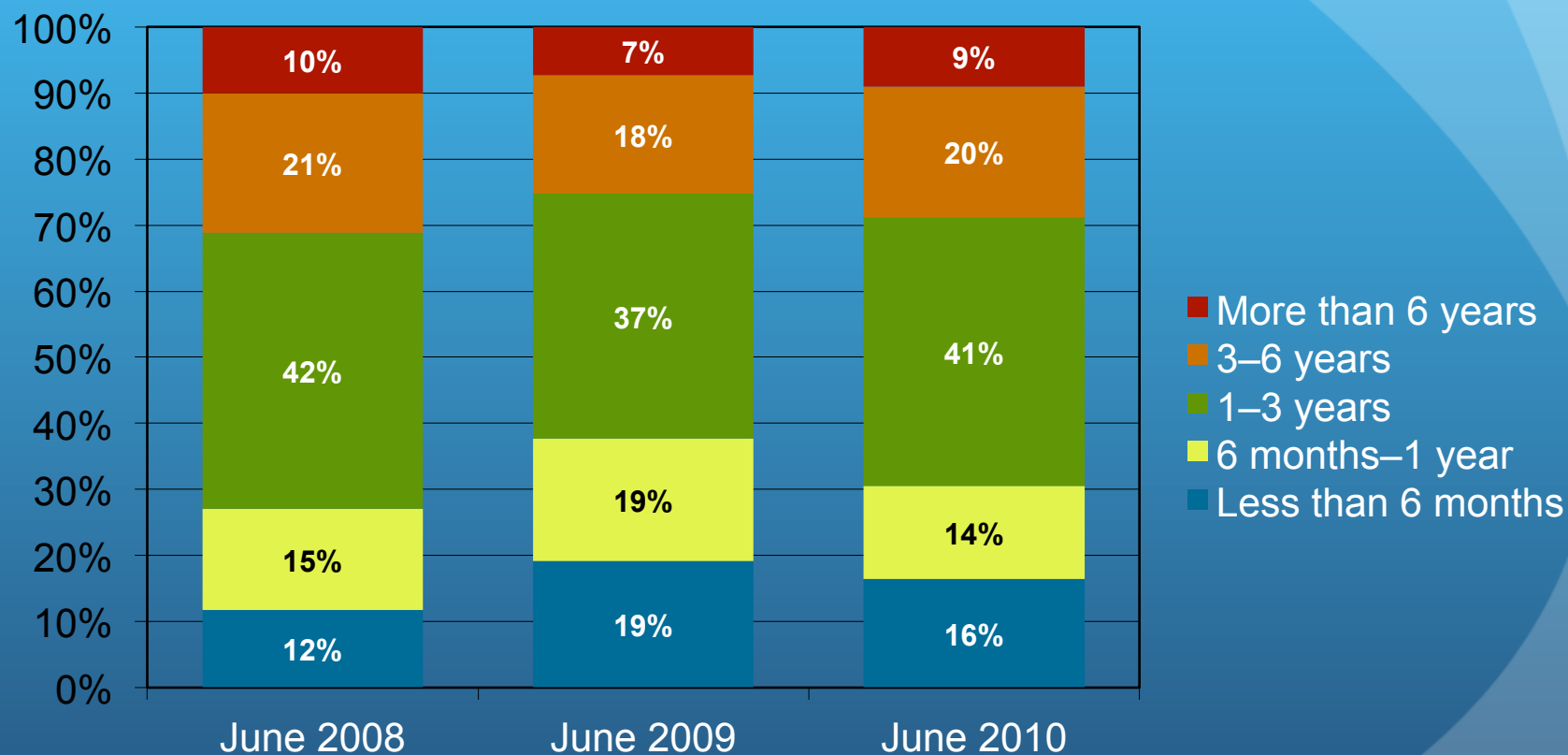
Average expenditures per FTE student by school size



Surplus/deficit in independent schools, FY2001-FY2010 (adjusted revenues – expenses)



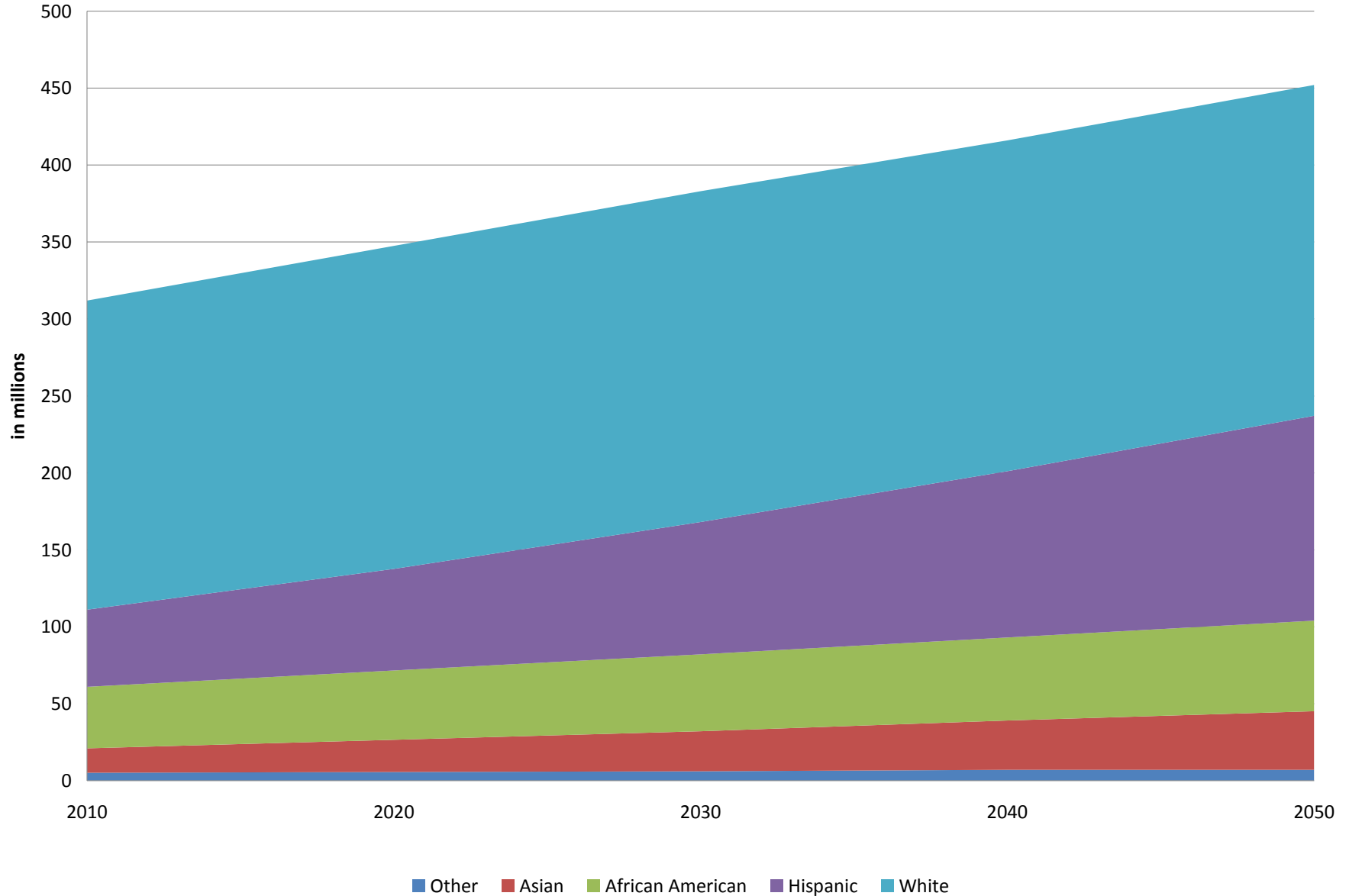
Primary reserve capacity/flexibility, freestanding schools, June 2008, June 2009, June 2010



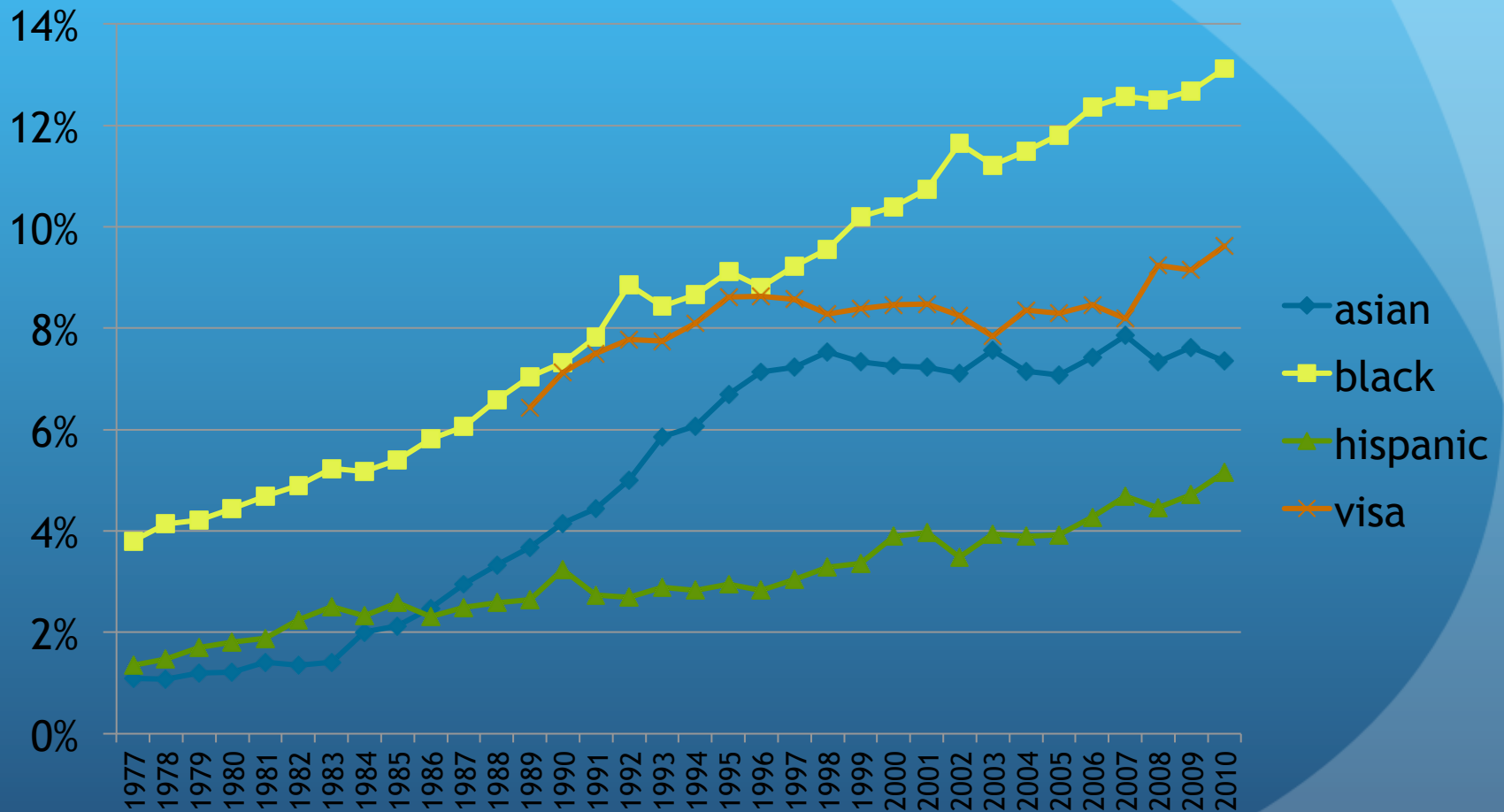
Theological education:
The state of the industry

Students
as conditions of
quality

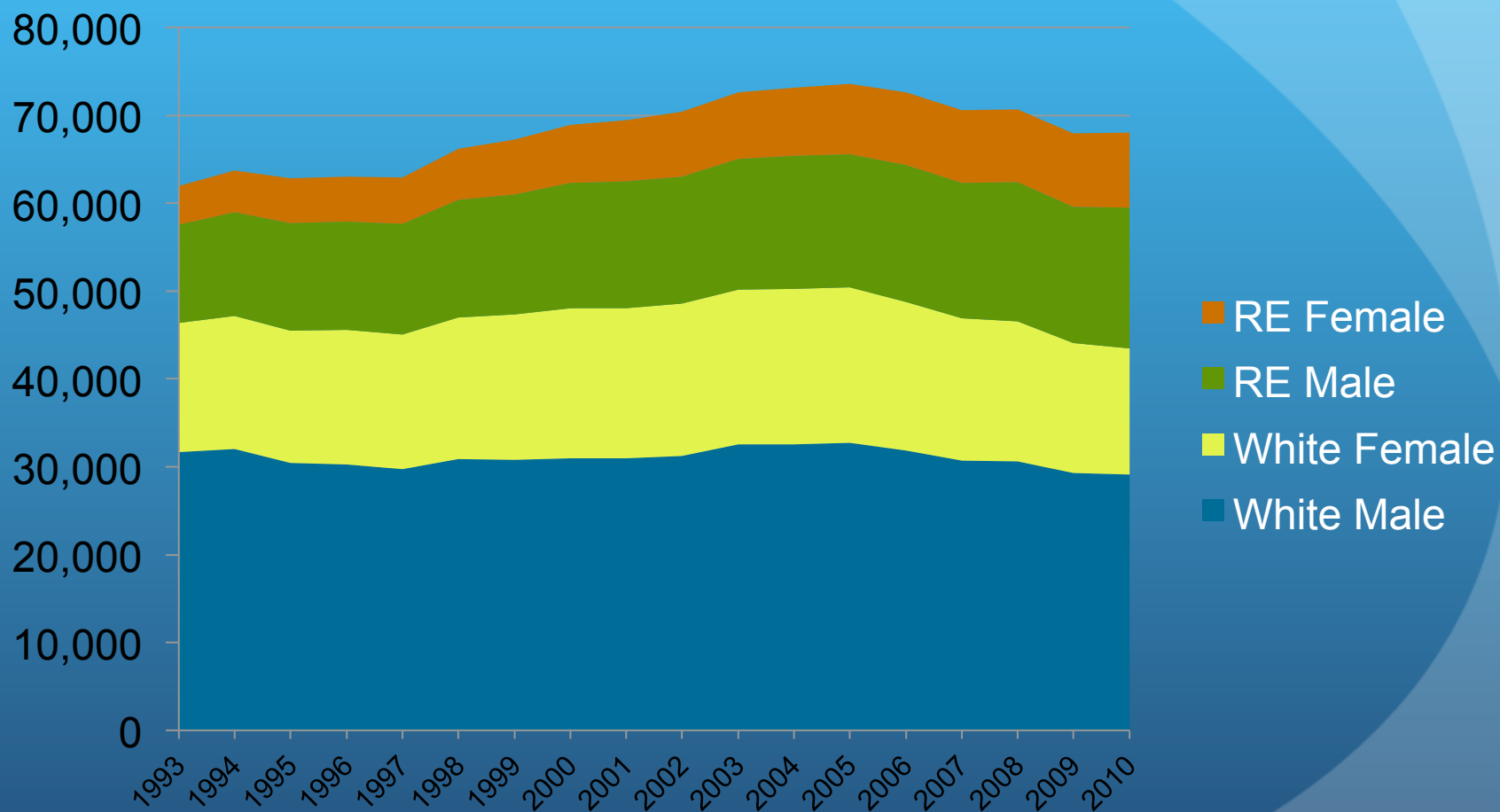
2008 US Population Projection by Race



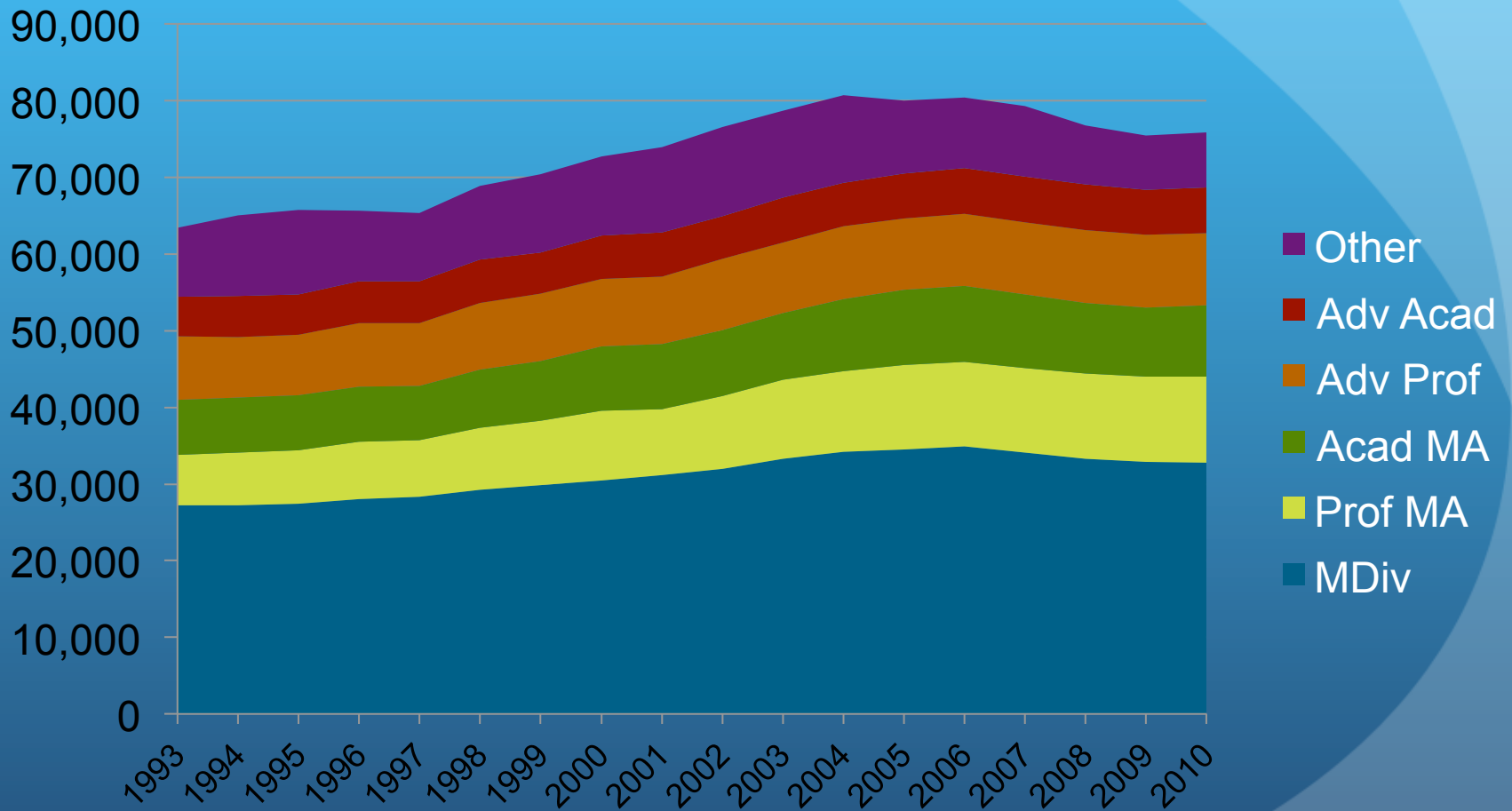
Relative Racial/Ethnic Presence in ATS Schools, 1977-2010



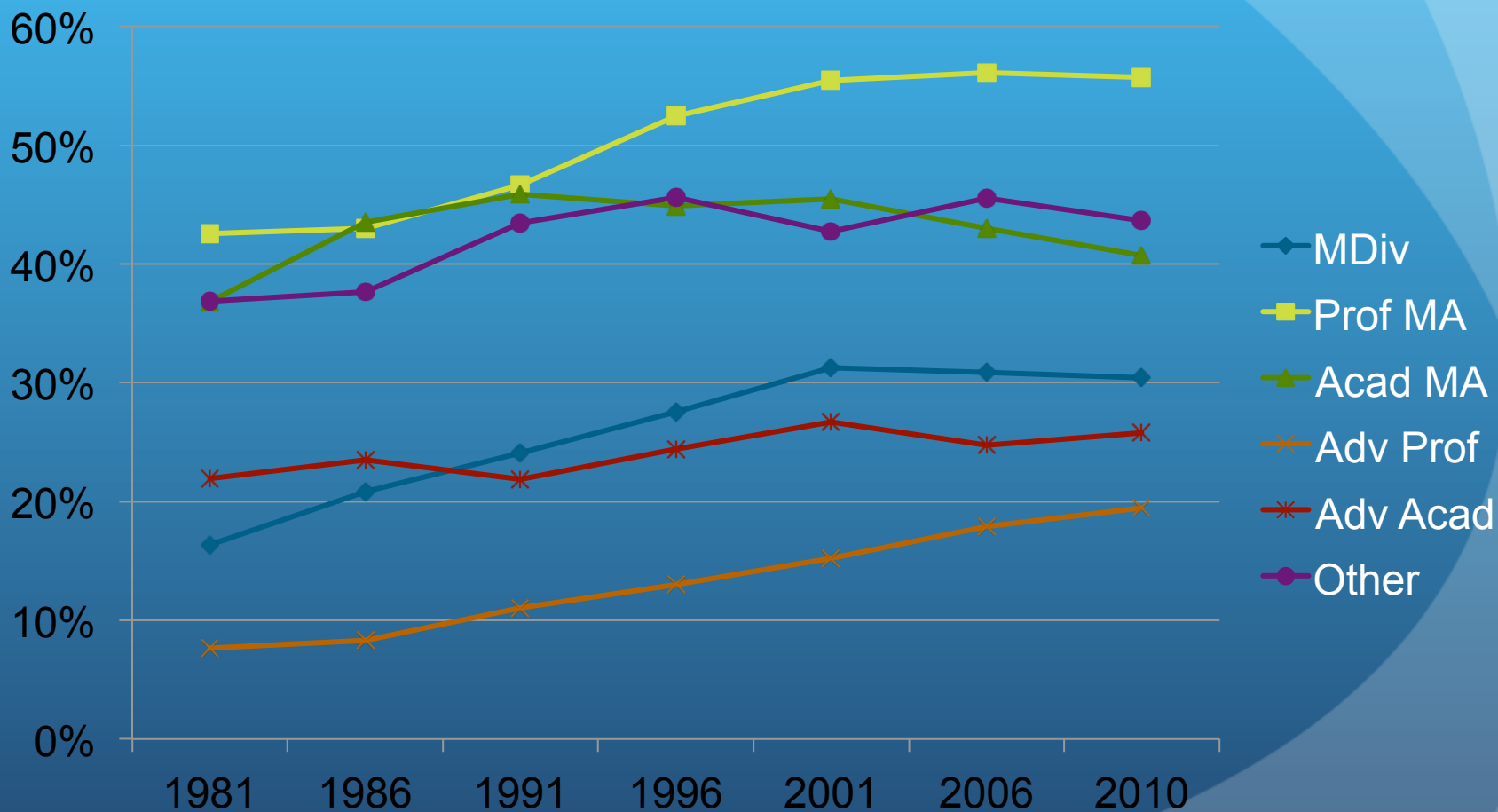
Total enrollment by race and gender, 1993-2010



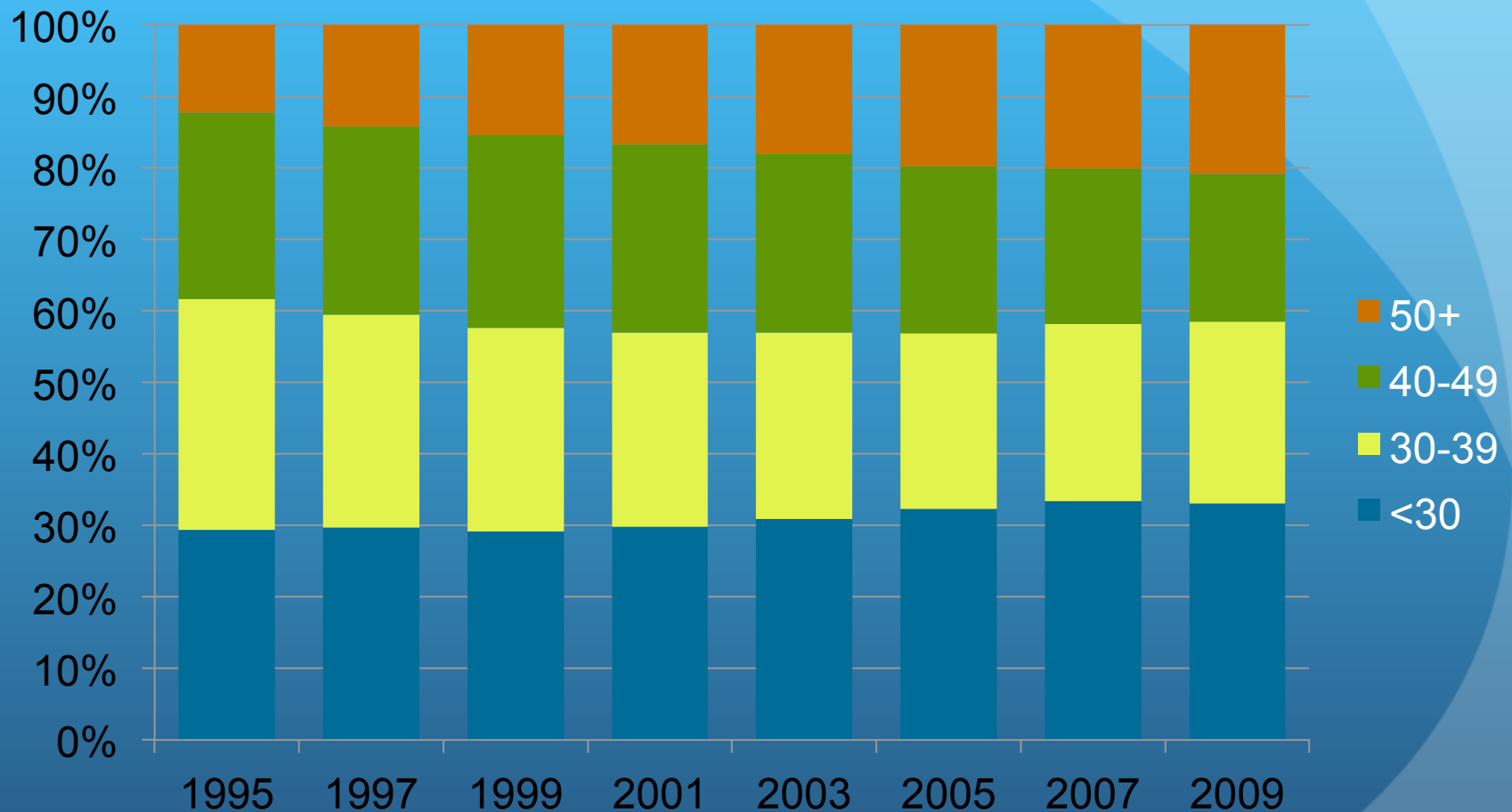
Enrollment by degree category, 1993-2010



Women as percentage of total enrollment by degree programs, 1981-2010



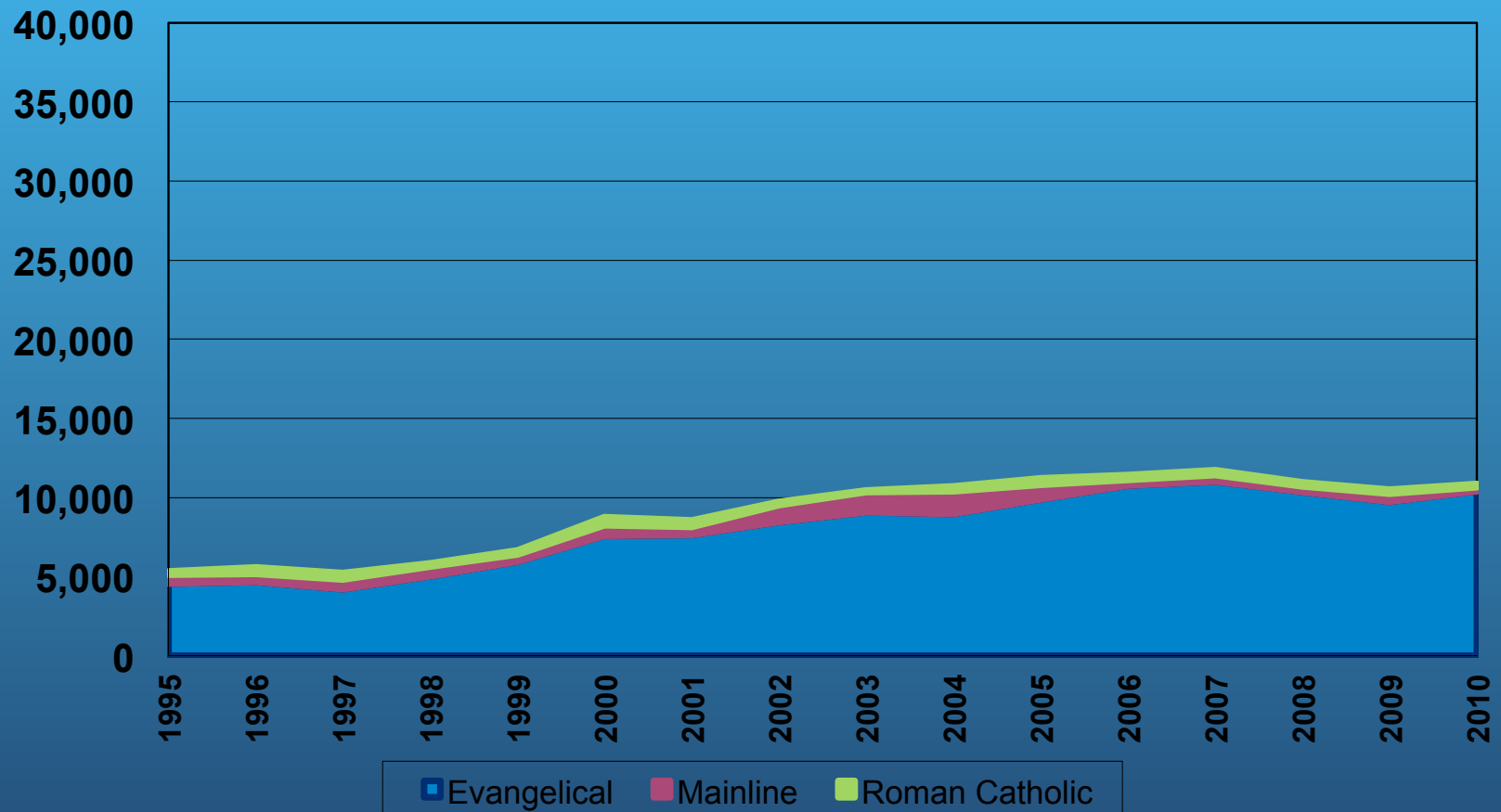
Enrollment by age category



Median age during this period has been between 32-33 even as age categories shift.

Growth in Patterns of Program Delivery by Ecclesial Family

Head Count Enrollment in Extension Centers
in which half or more of the credits required
for an ATS-approved degree may be earned, 1995–2010

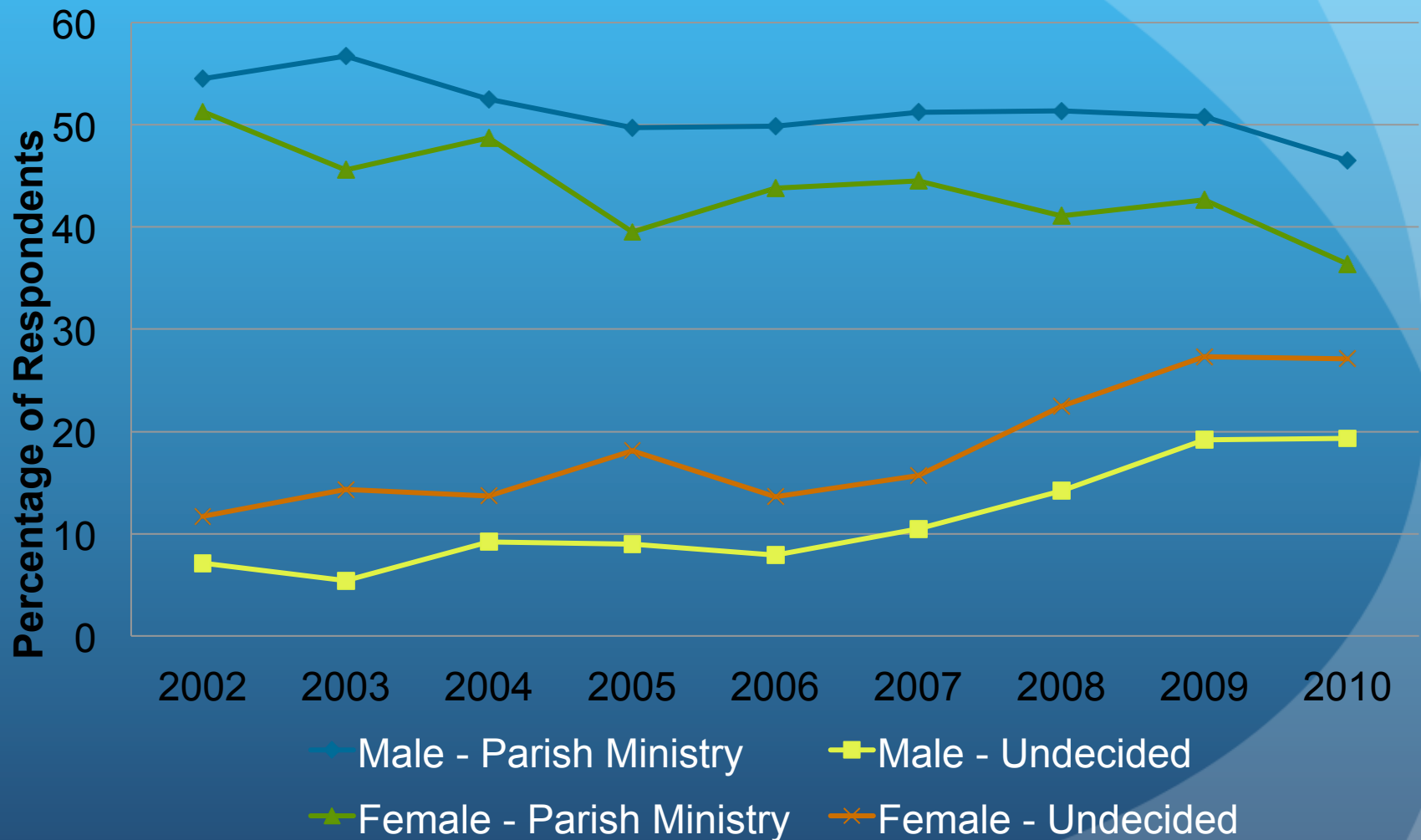


Fall 2010 completions

Duration in years - MDiv & Prof MA

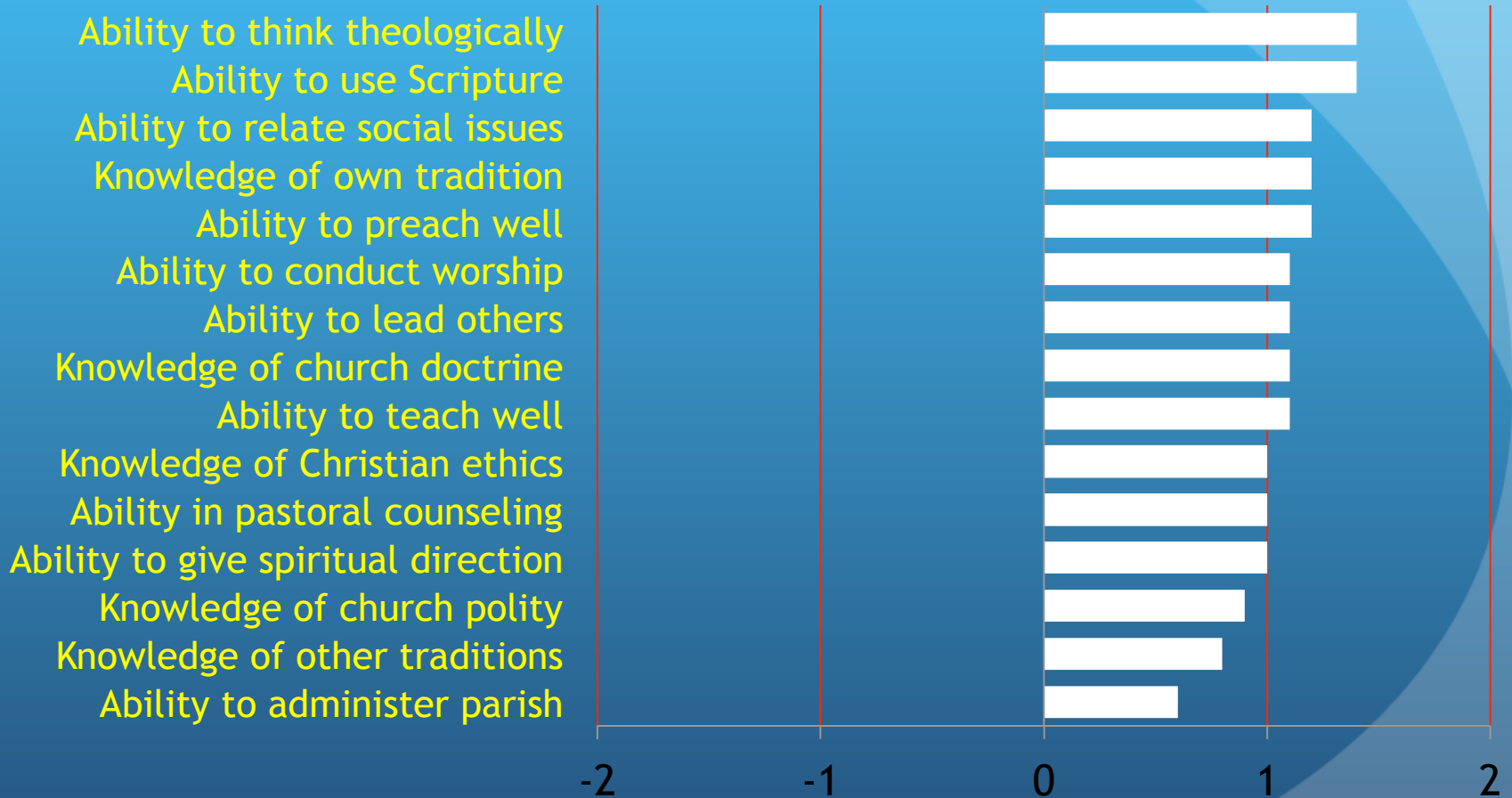
MDIV	Total Completions	Average Duration	Estimated Completion
All ATS	6629	4.3	79%
Evangelical	3185	4.4	
Mainline	2896	4.1	
RC/Orthodox	548	4.4	
PROF MA	Total Completions	Average Duration	
All ATS	2947	3.7	
Evangelical	2240	3.7	
Mainline	293	3.6	
RC/Orthodox	414	3.8	

Full-time position expected after graduation, MDiv students, GSQ

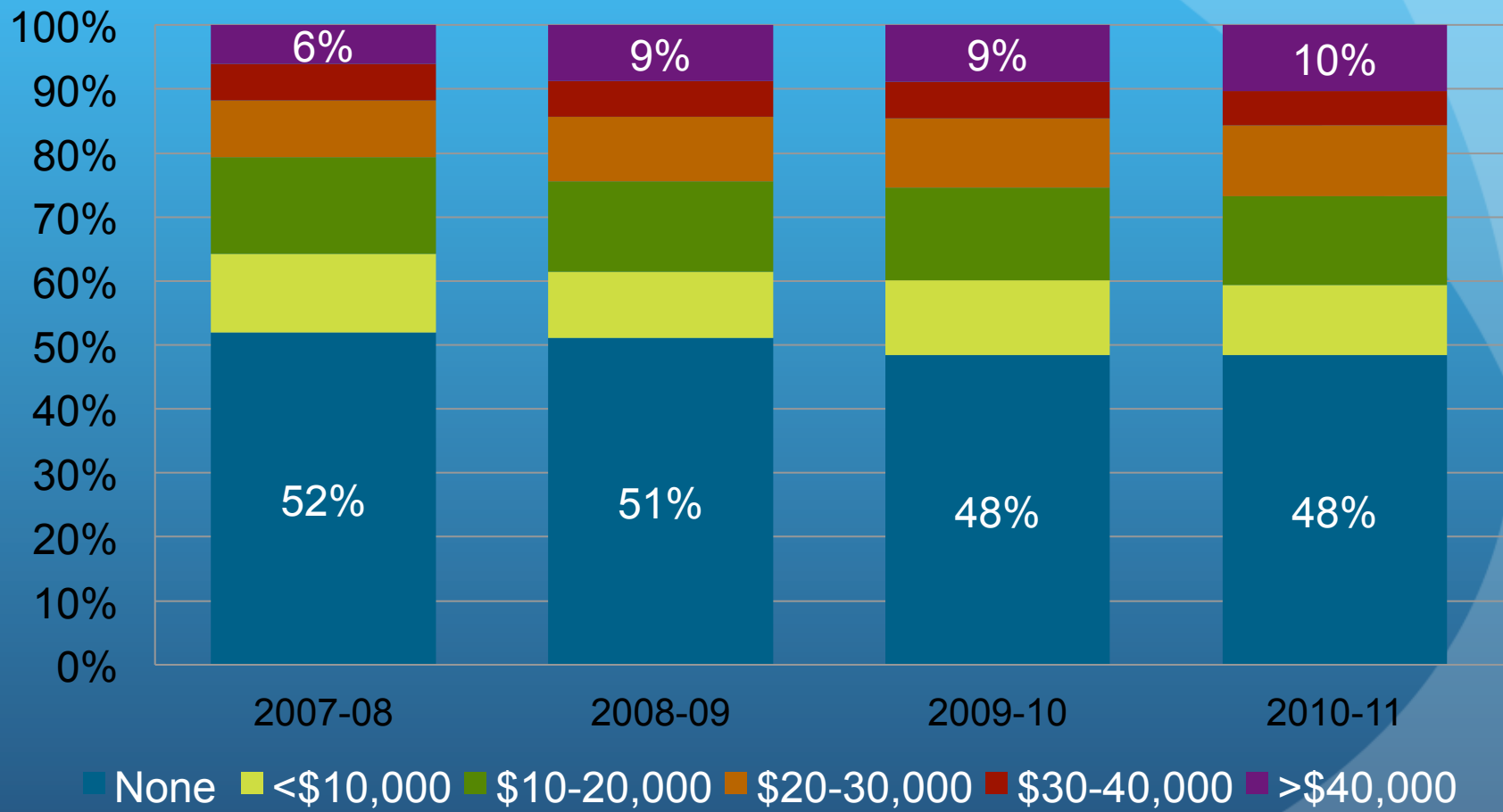


Level of satisfaction with progress in skills related to future work, GSQ, MDiv students

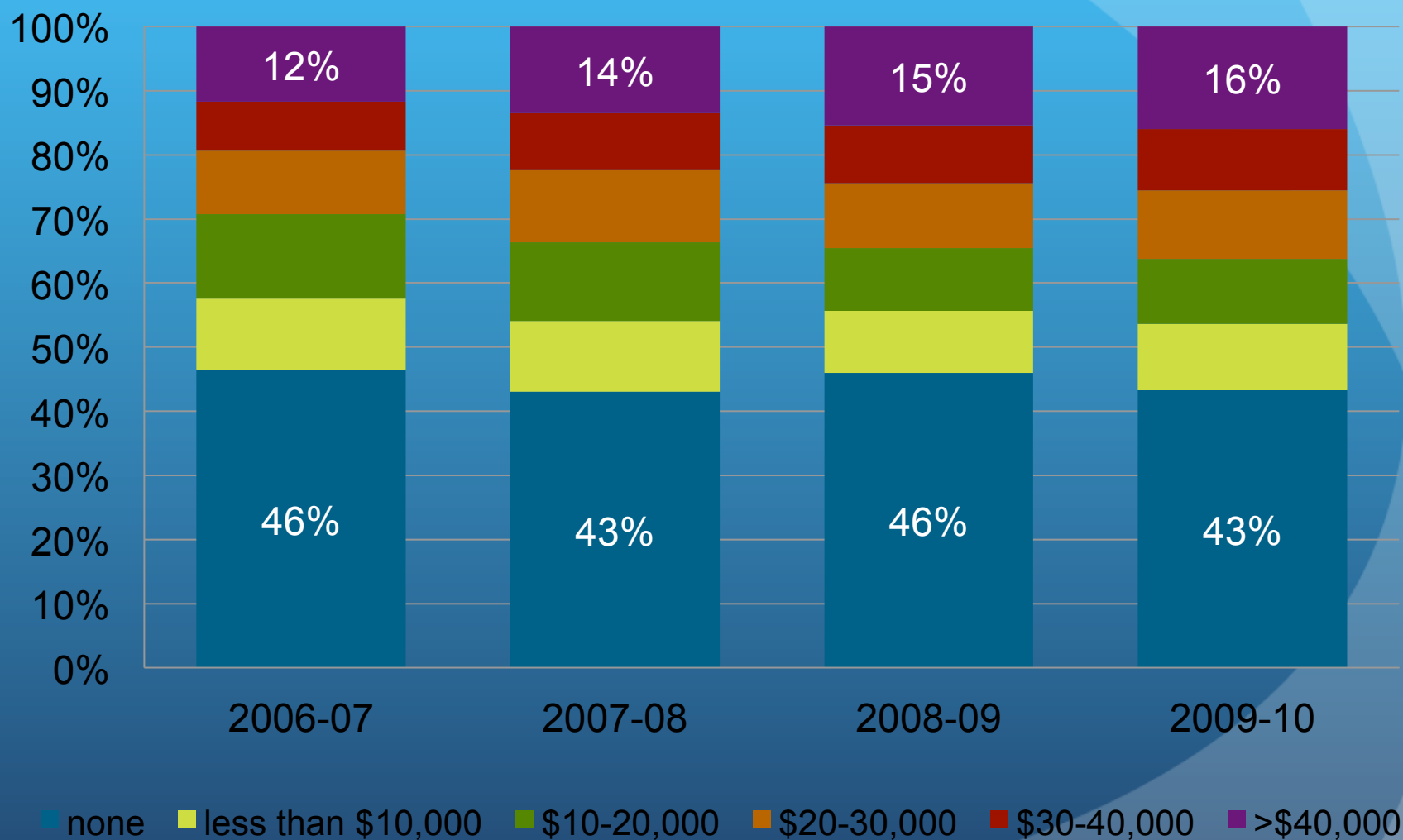
(-2 – Very dissatisfied / 2 – Very satisfied)



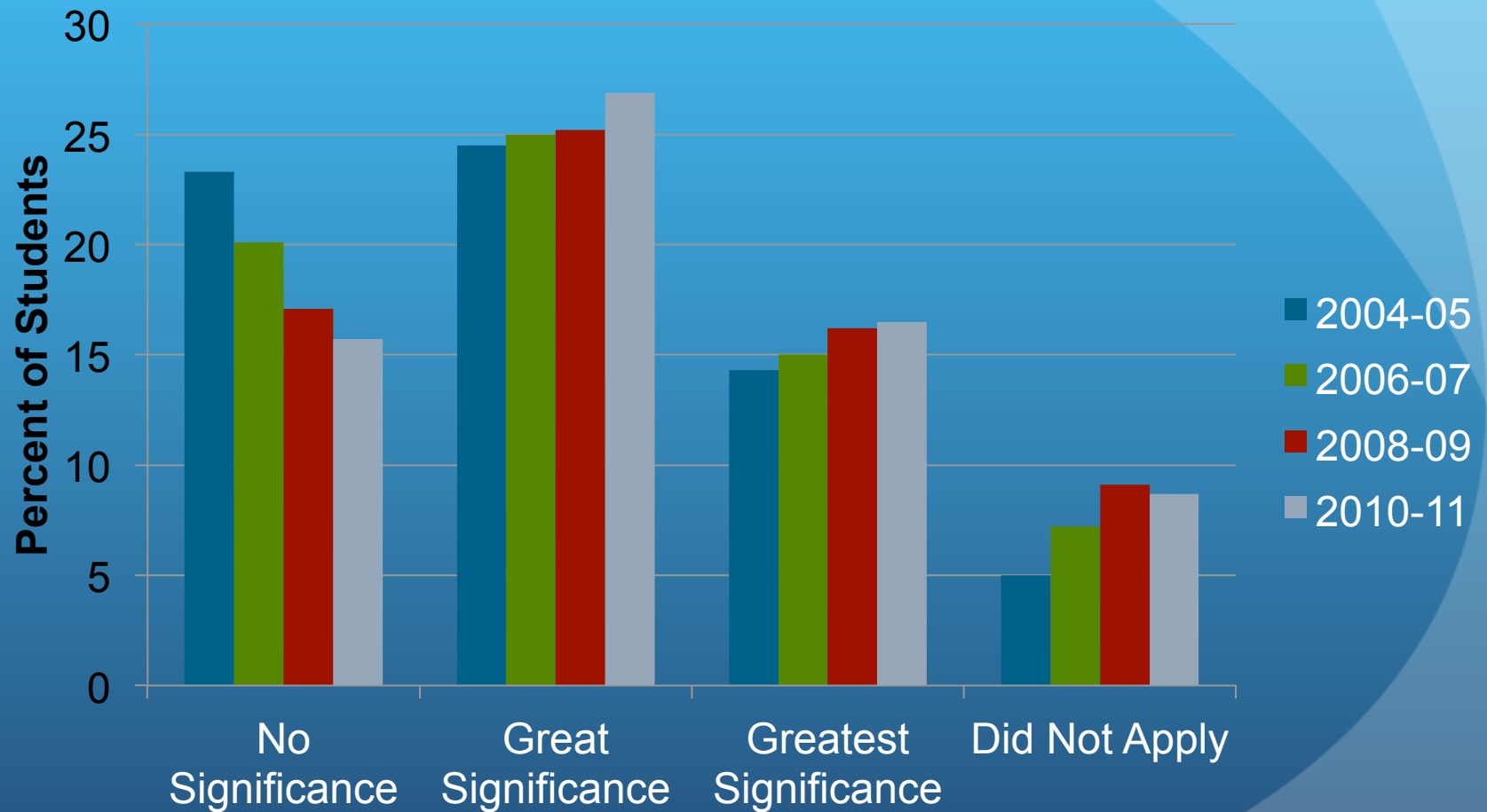
Educational debt brought by all students, ESQ



Educational debt incurred at seminary by all students, GSQ



Significance of financial aid in decision to attend school, ESQ



Theological education: The state of the industry

Faculty
as a condition of
quality

The Changing Context

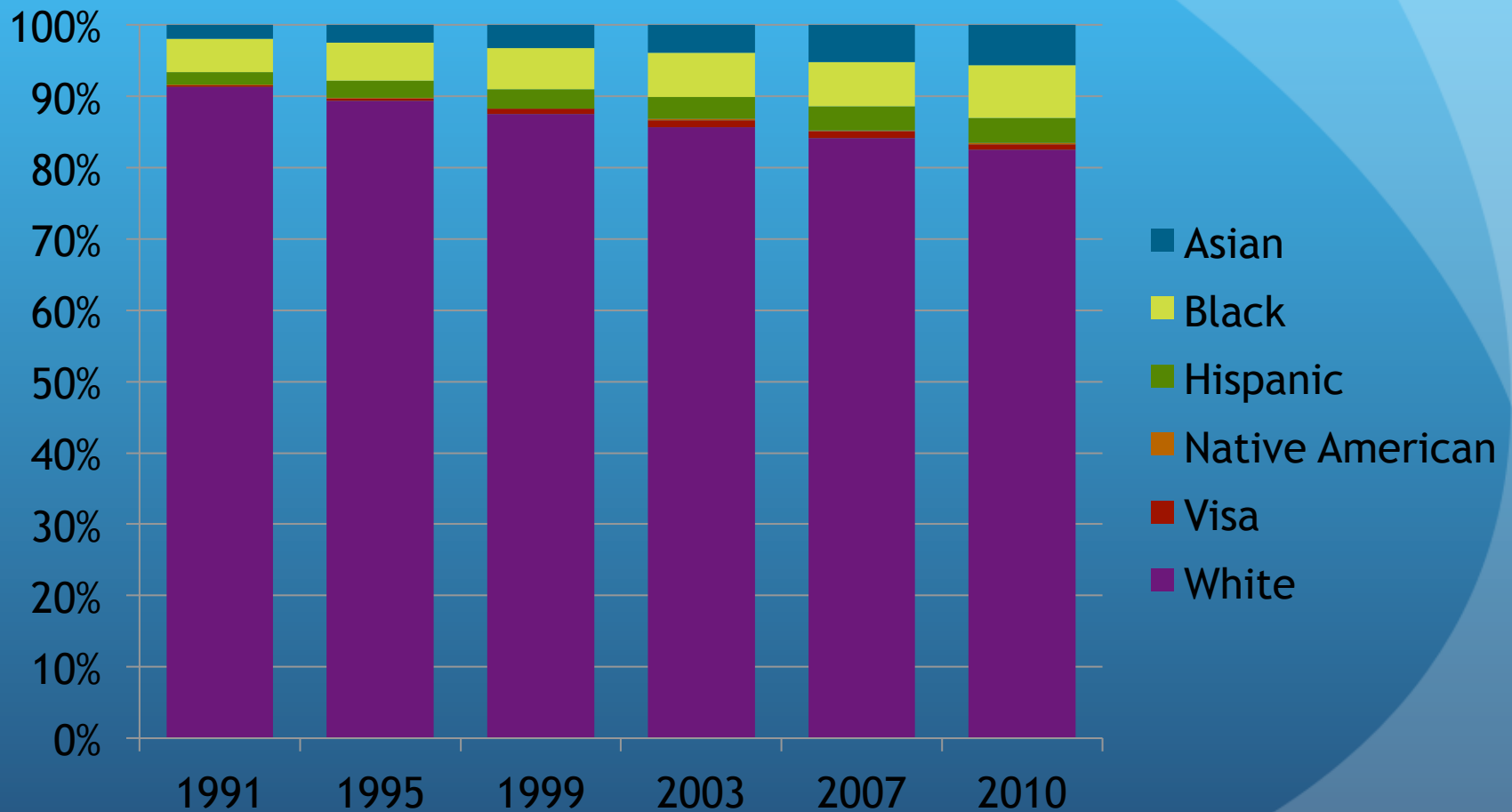
- “We take as our point of departure a bold and unqualified assertion: American higher education and the academic profession that serve it are on the edge of an unprecedented restructuring that is changing the face—indeed, even the very meaning—of higher education.”

Jack H. Schuster and Martin J. Finkelstein, *The American Faculty*, 2006.

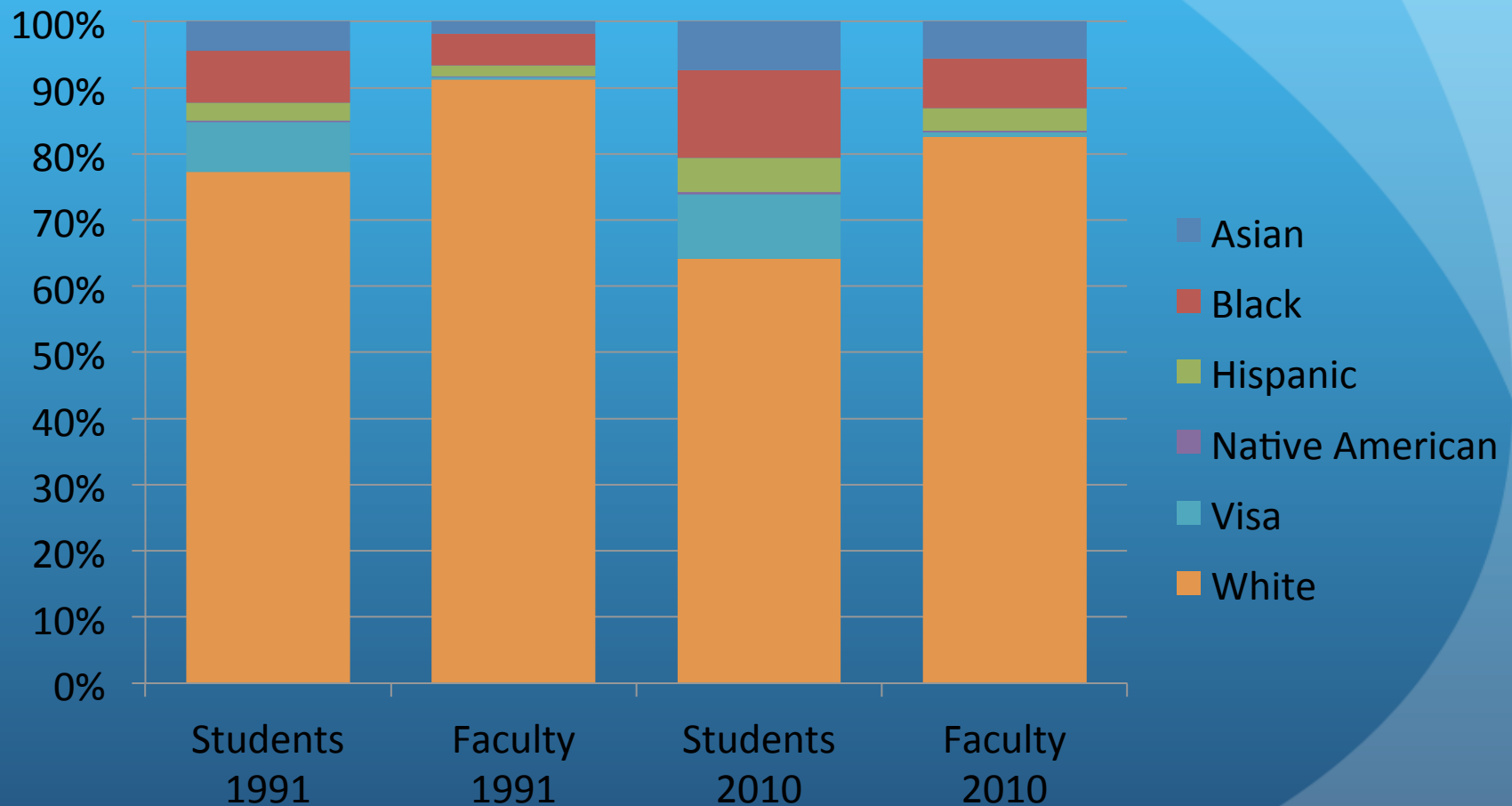
The Changing Context

- The coming change is unprecedented due to two powerful conditions that reinforce each other:
 - The sheer *number* of institution-molding forces that are in play, and
 - The stunning *rapidity* with which these forces are reshaping higher education.

Full-Time Faculty by Racial/Ethnic Group, 1991-2010



Relative Racial/Ethnic Presence in Students and Faculty, 1991 vs. 2010



ATS Faculty

	Total	New Hires
2008	3,676	420
2009	3,629	339
2010	3,566	226

	Total	New Hires (2010)
Men	77%	73%
Women	23%	27%

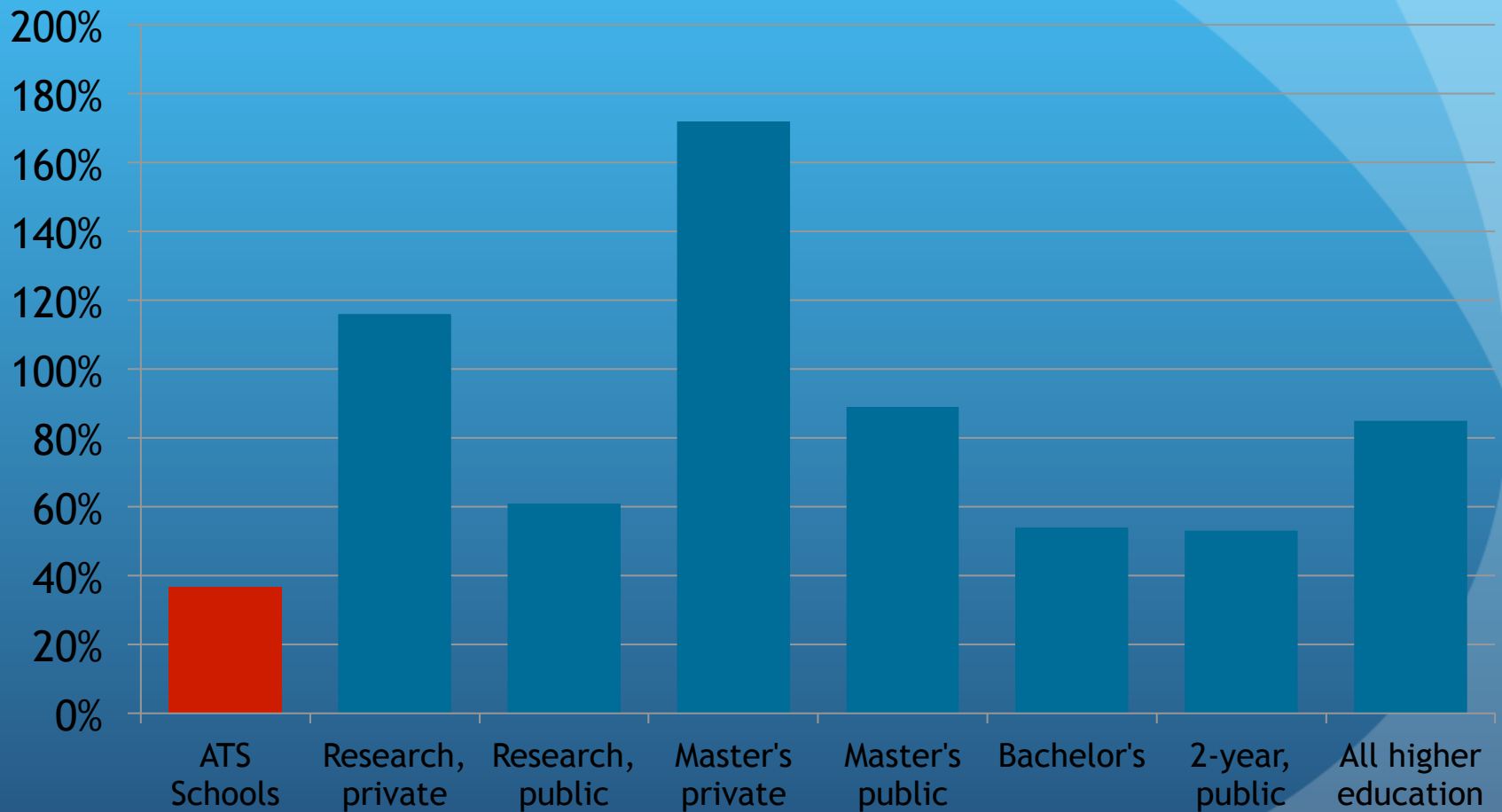
Median Age of FT Faculty, Fall 2010

	Professor		Assoc. Prof		Asst. Prof		Other	
	M	F	M	F	M	F	M	F
All FT Faculty	60	58	51	53	42	45	51	46
New FT Faculty	59	55	53	53	42	39	44	51

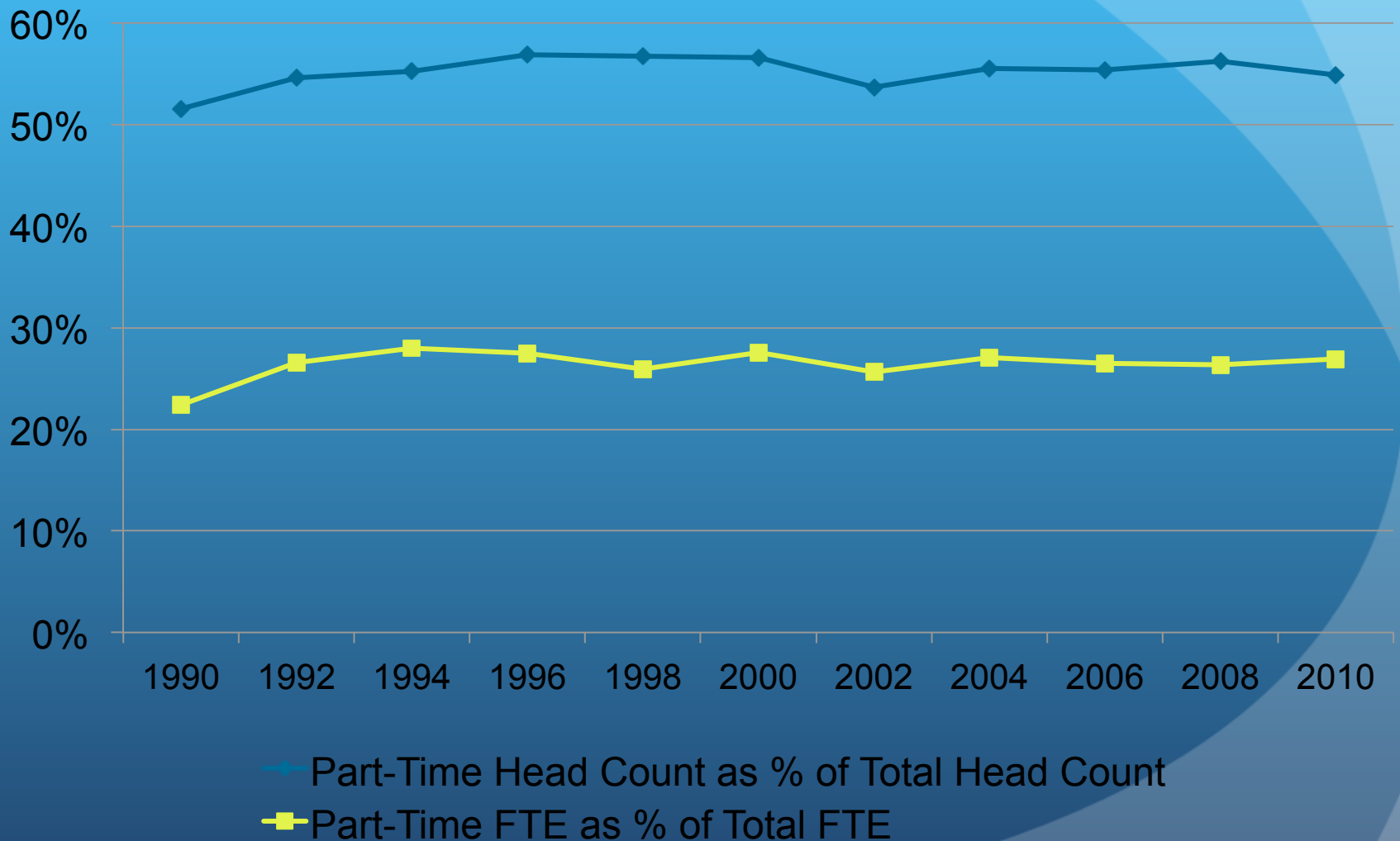
Tenure Status of FT Faculty, Fall 2010

	Professor	Assoc. Prof	Asst. Prof
ALL FT Faculty - Tenured	73%	68%	54%
NEW FT Faculty - Tenured	48%	48%	46%

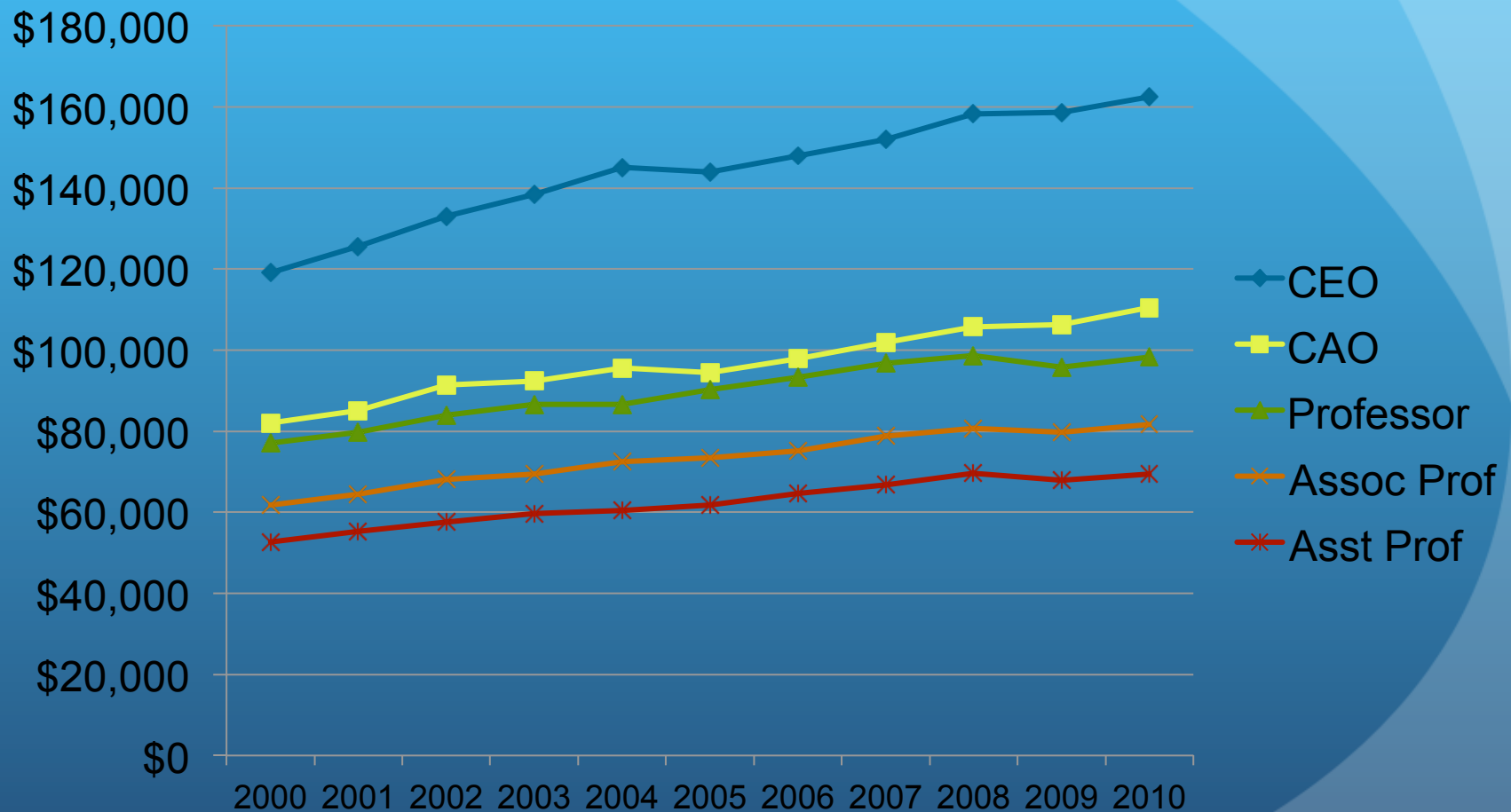
Growth in PT Faculty, 1993-2007



Part-time faculty as a percentage of all faculty in ATS schools, 1990-2010

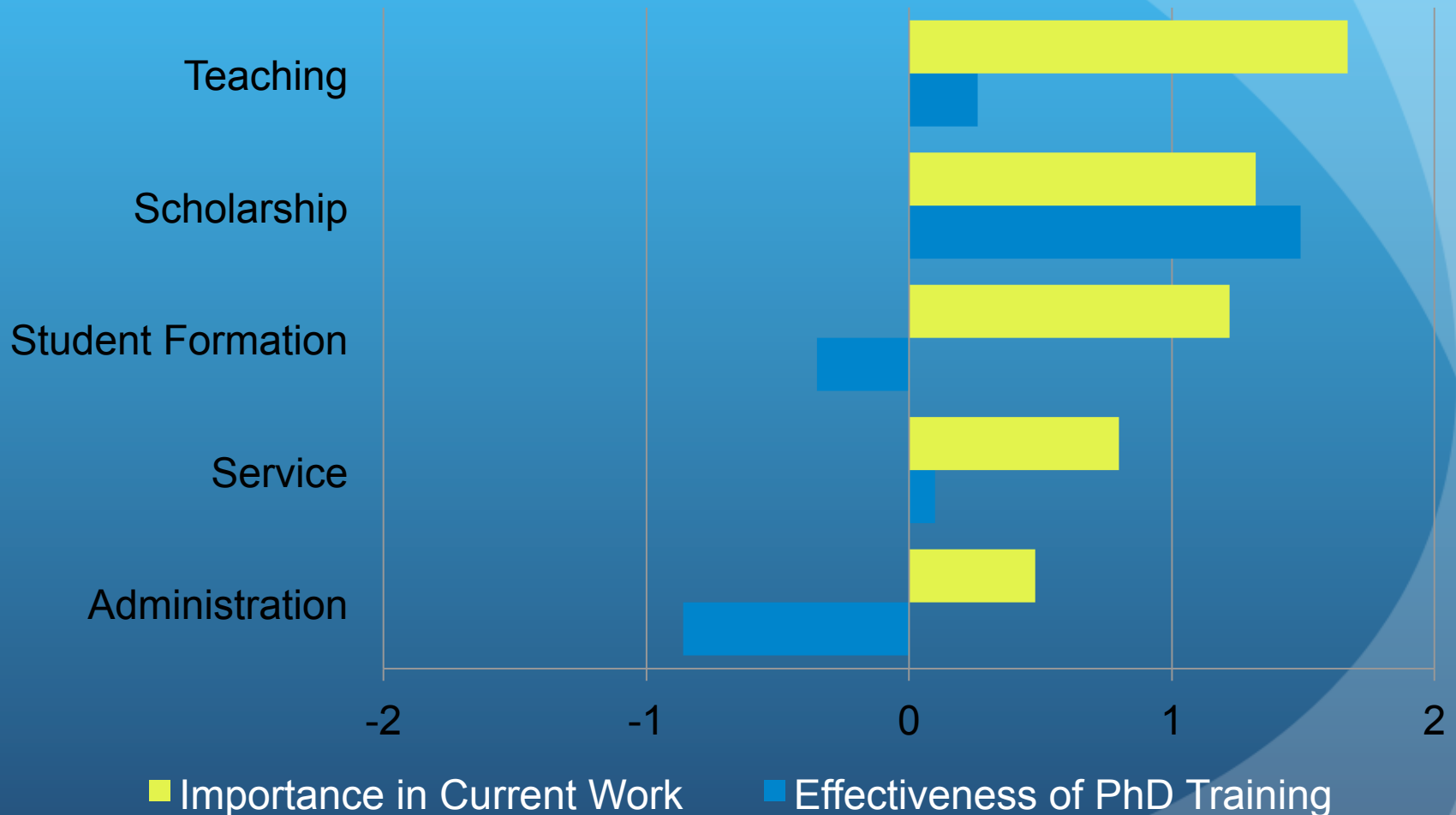


Average Total Compensation for Administrators and Faculty in US Schools, 2000-2010



Comparison of PhD training and current work responsibilities

(-2 - not at all effective or important / 2 - very effective or important)



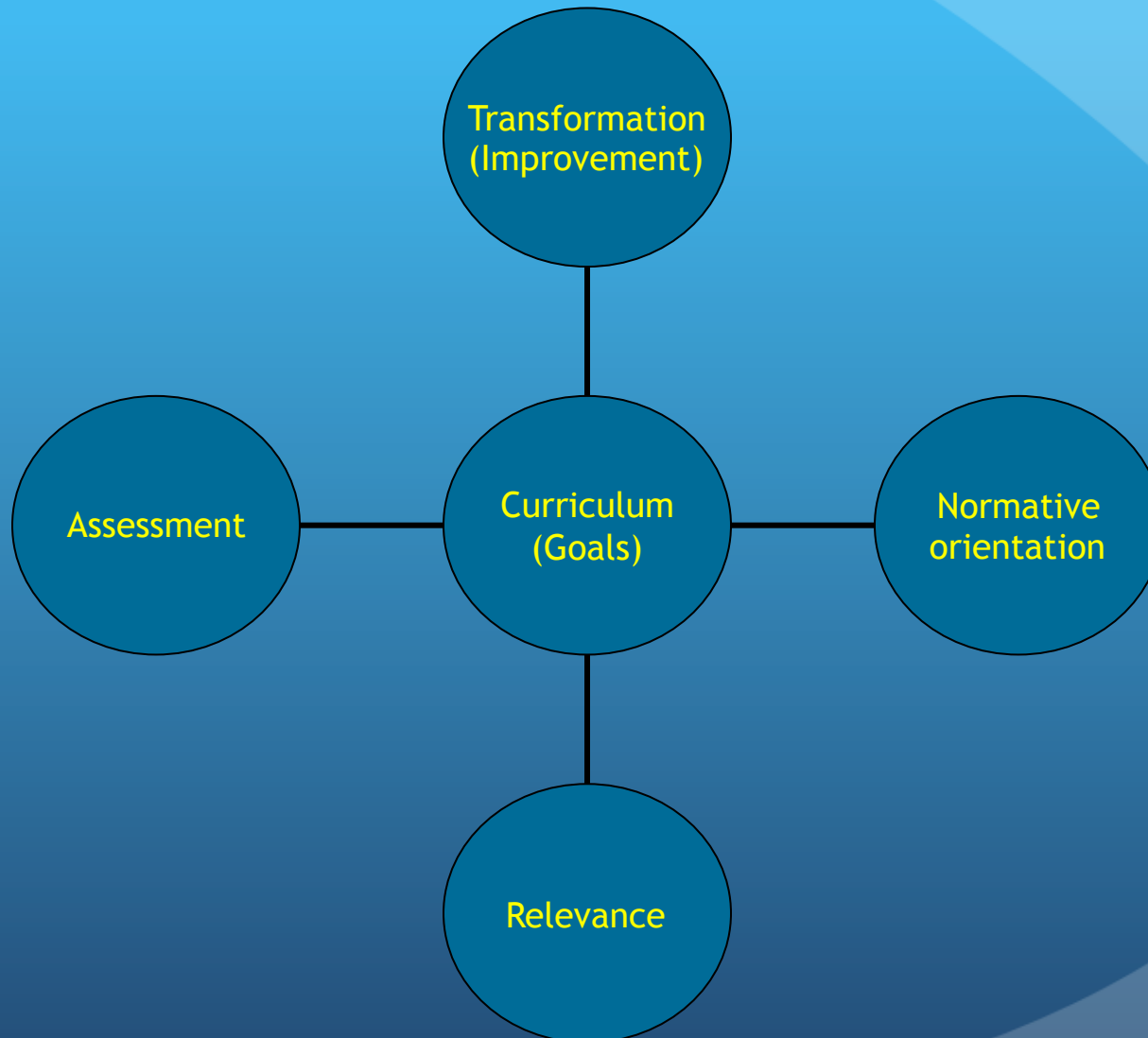
Changes in Faculty Work

- Assessment of Student Learning
- Educational Technology: Access vs. Formation
- Changes in Faculty Culture
 - Workload
 - Questions about tenure
 - Definition of “the faculty”
- The Church
 - Definition and needs
 - Is the work for the church valued by the school?

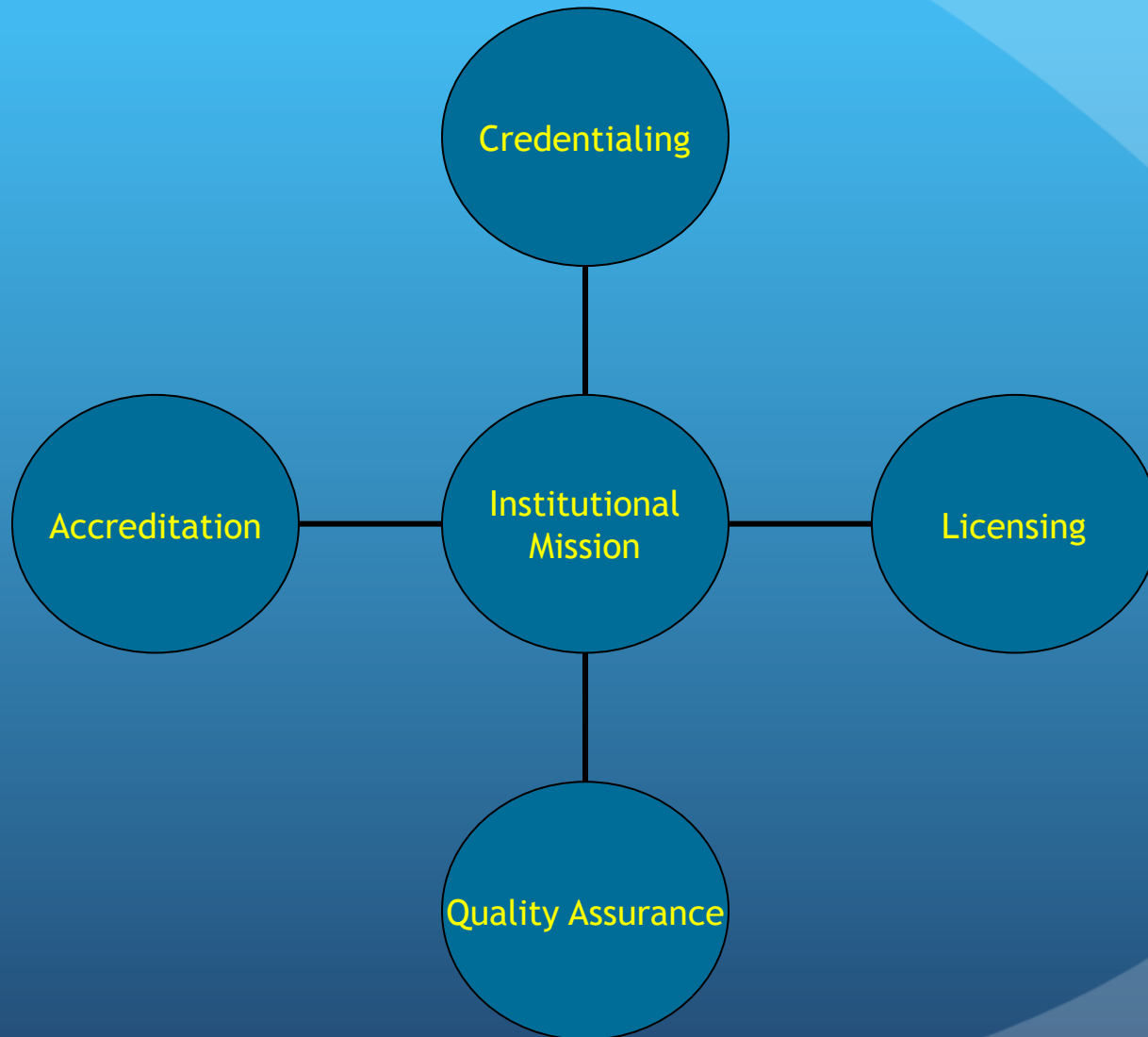
The background consists of several overlapping rounded rectangular shapes in various shades of blue, ranging from a very light, almost white blue to a deep navy blue. The shapes are layered, creating a sense of depth and movement. The word "Quality" is positioned on the right side, centered vertically, within a medium-dark blue area.

Quality

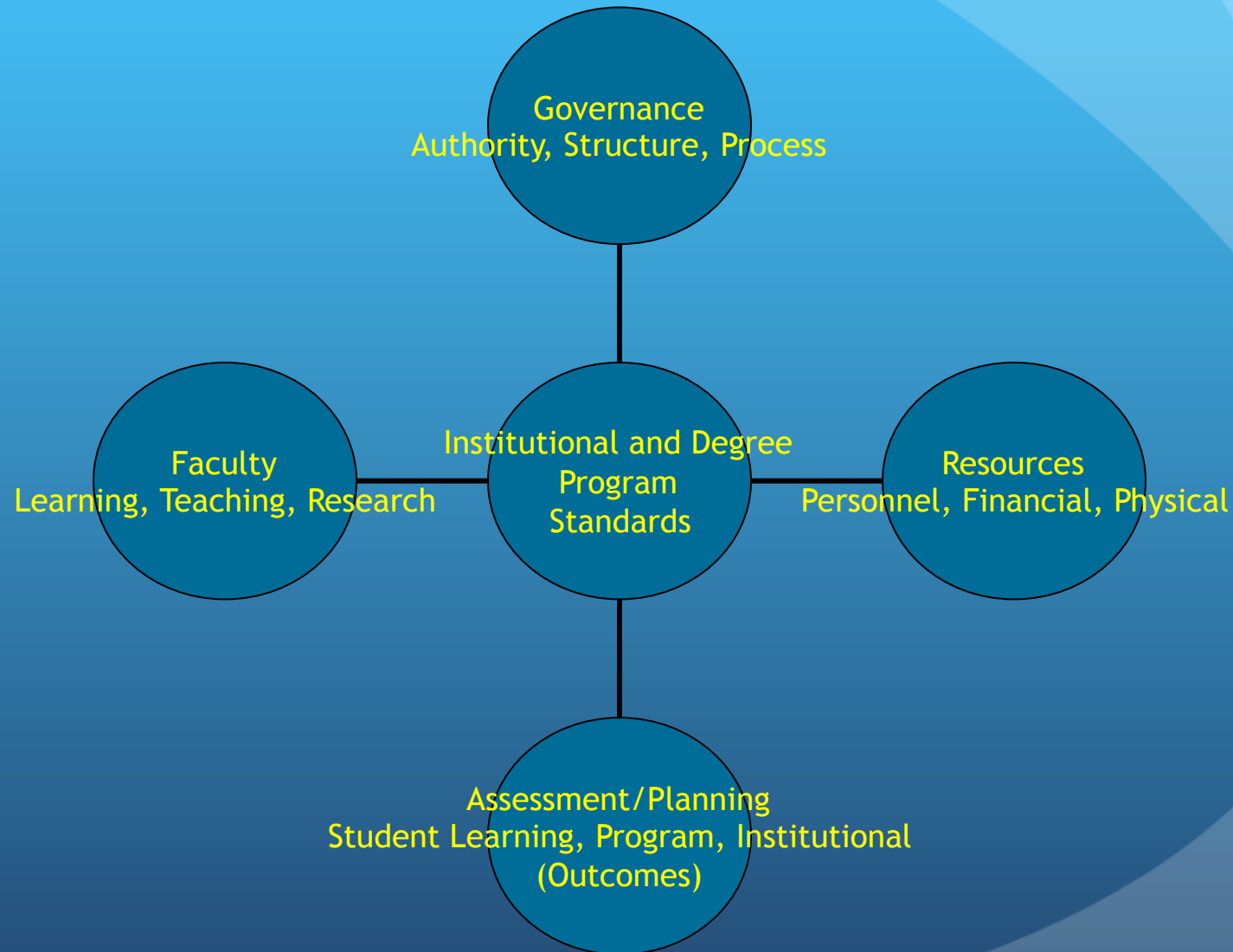
The Purpose of quality



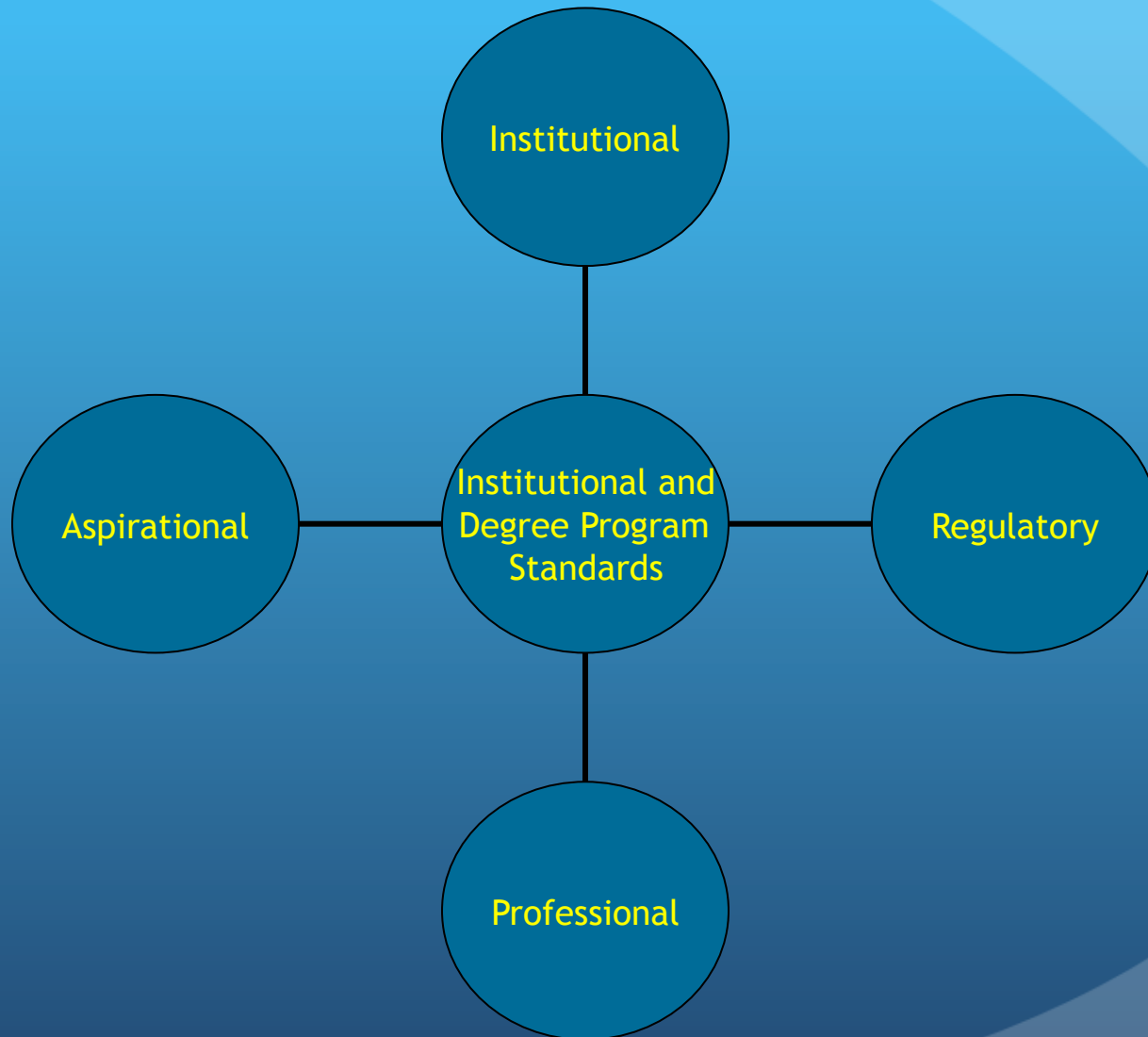
Dimensions of quality



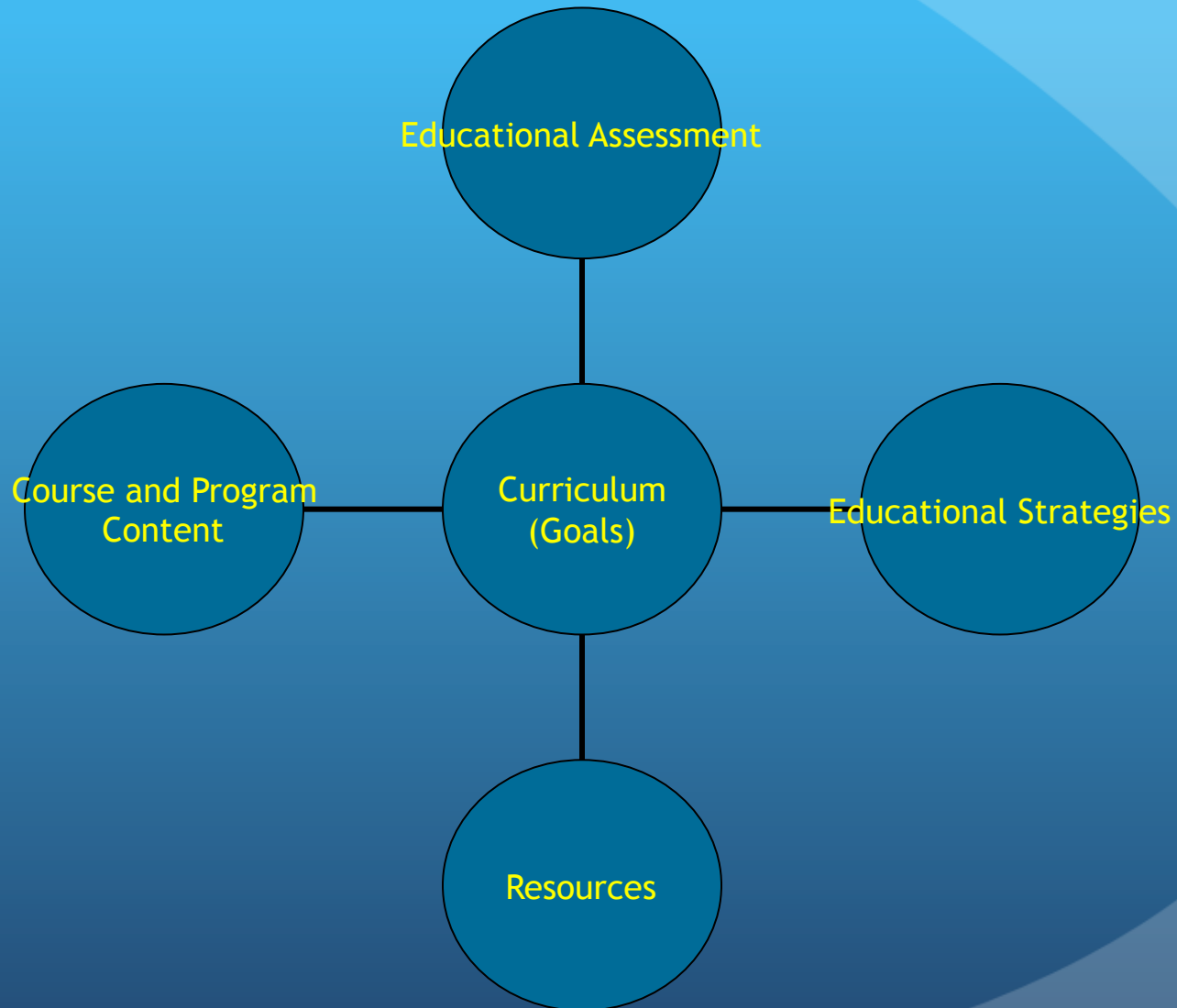
Areas of quality

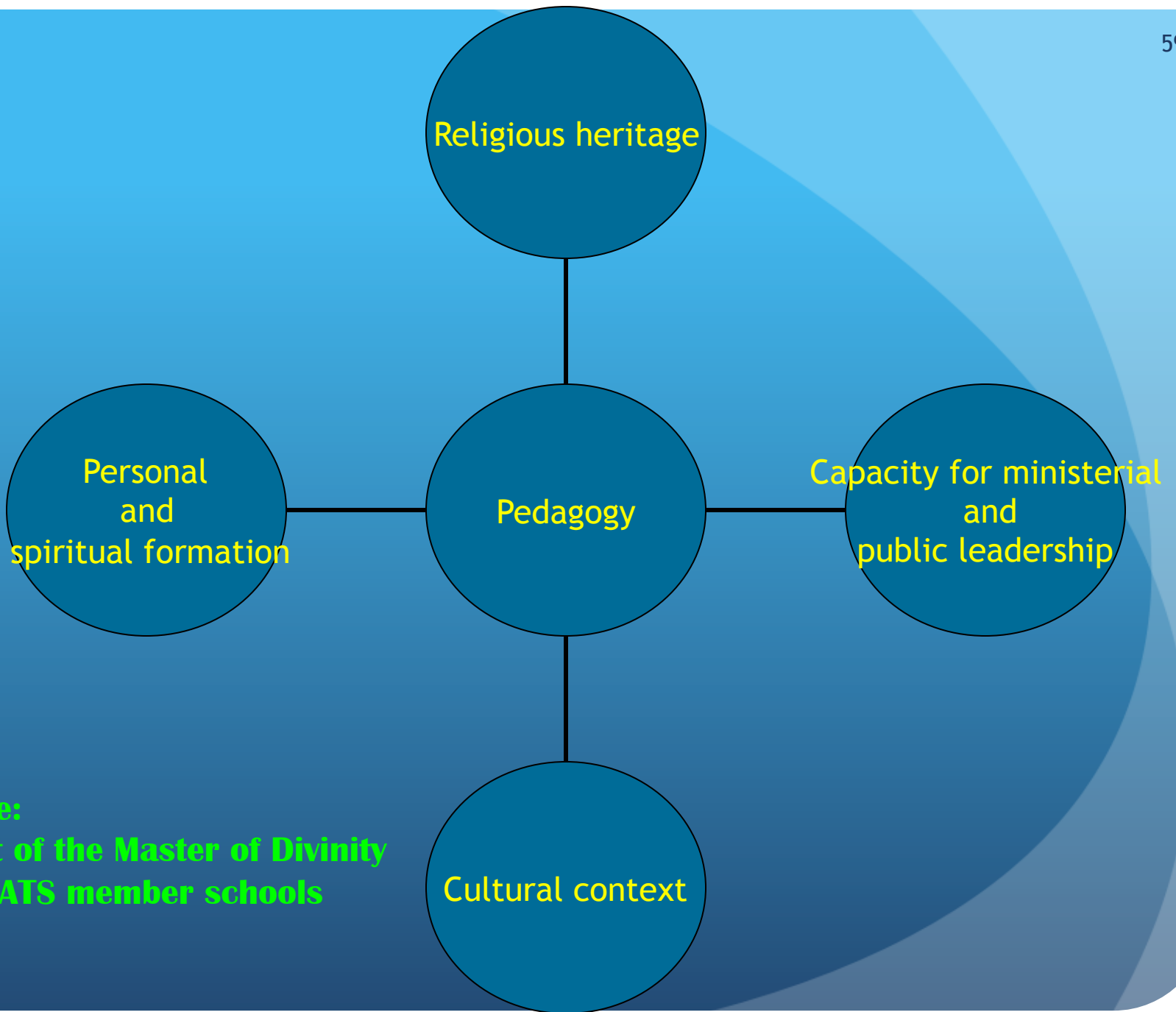


Example 1: Accreditation



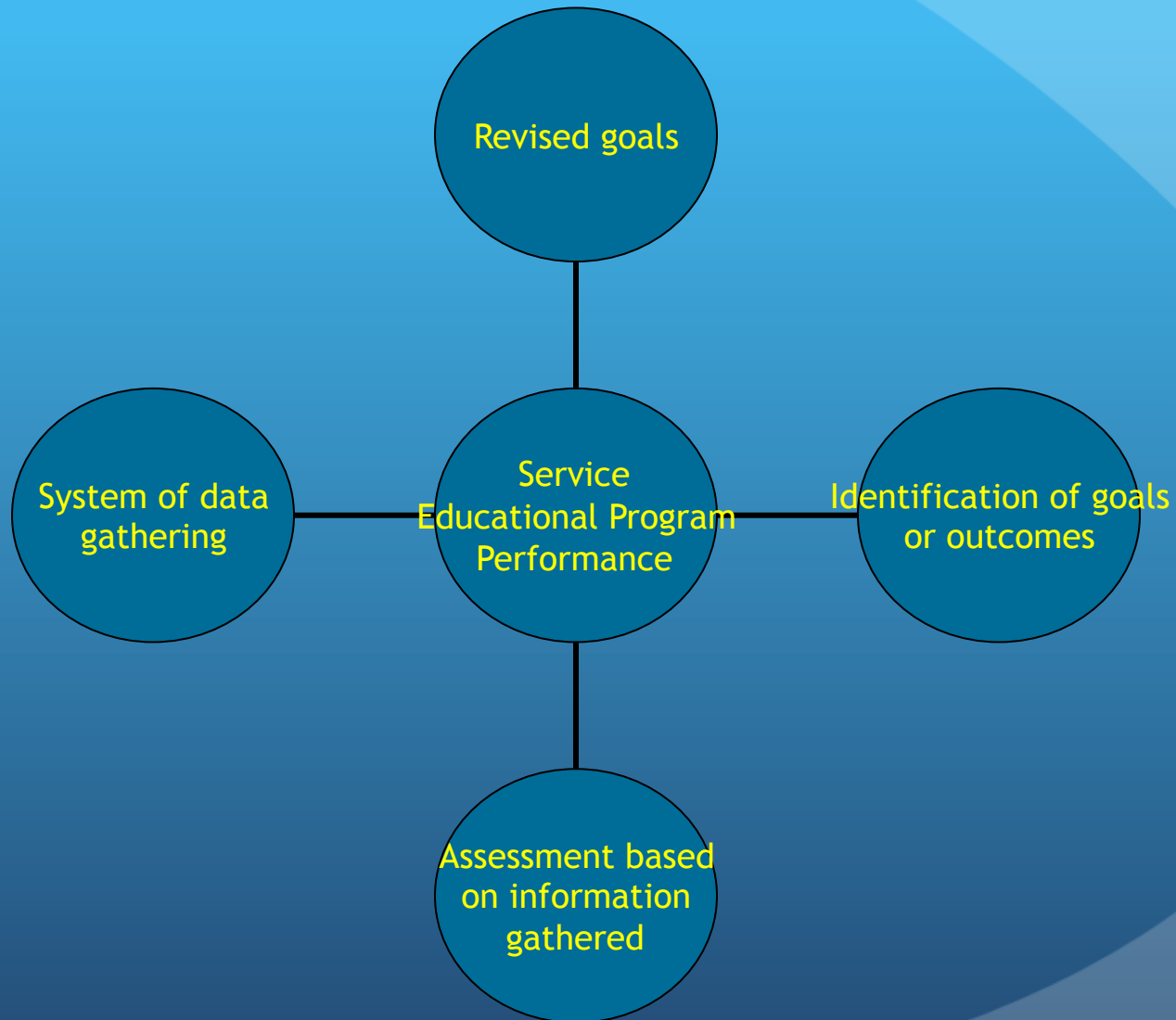
Example 2: Curriculum





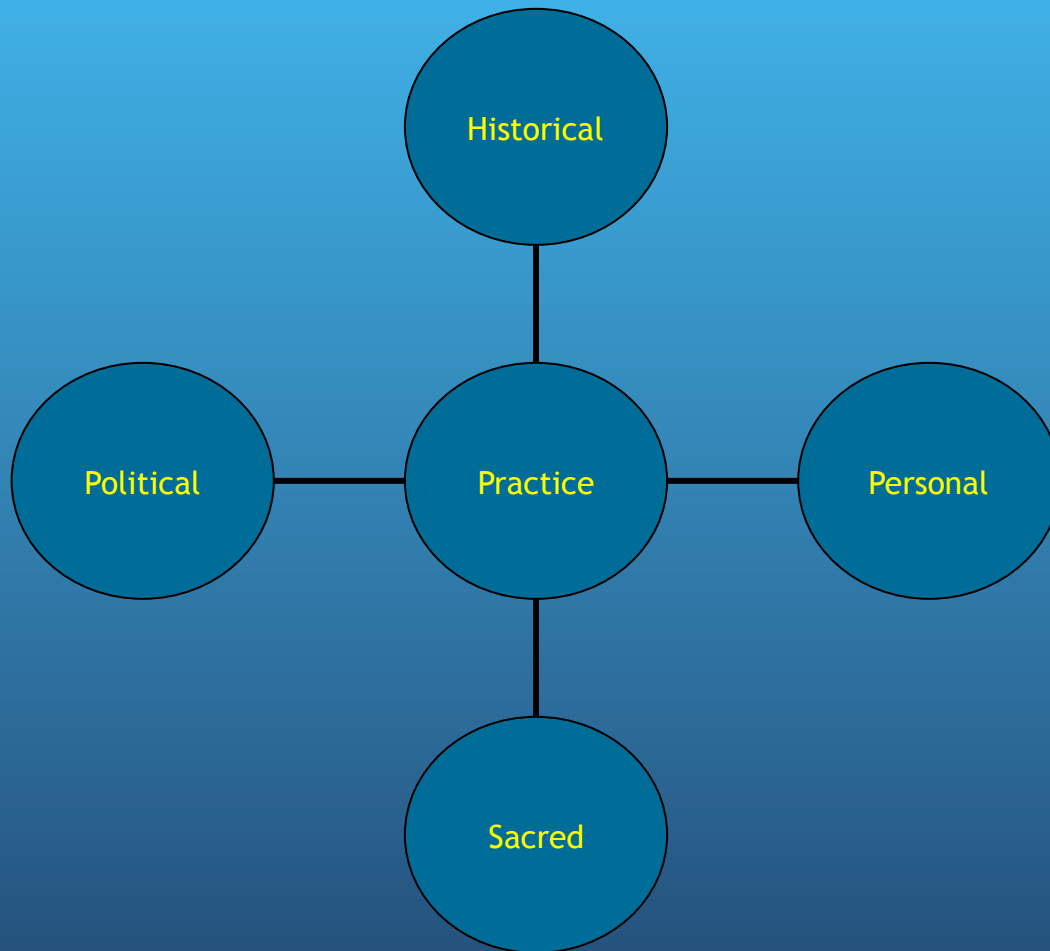
Example:
Content of the Master of Divinity
Among ATS member schools

Example 3: Assessment



Pedagogies and strategies of transformation

Dimensions of transformation

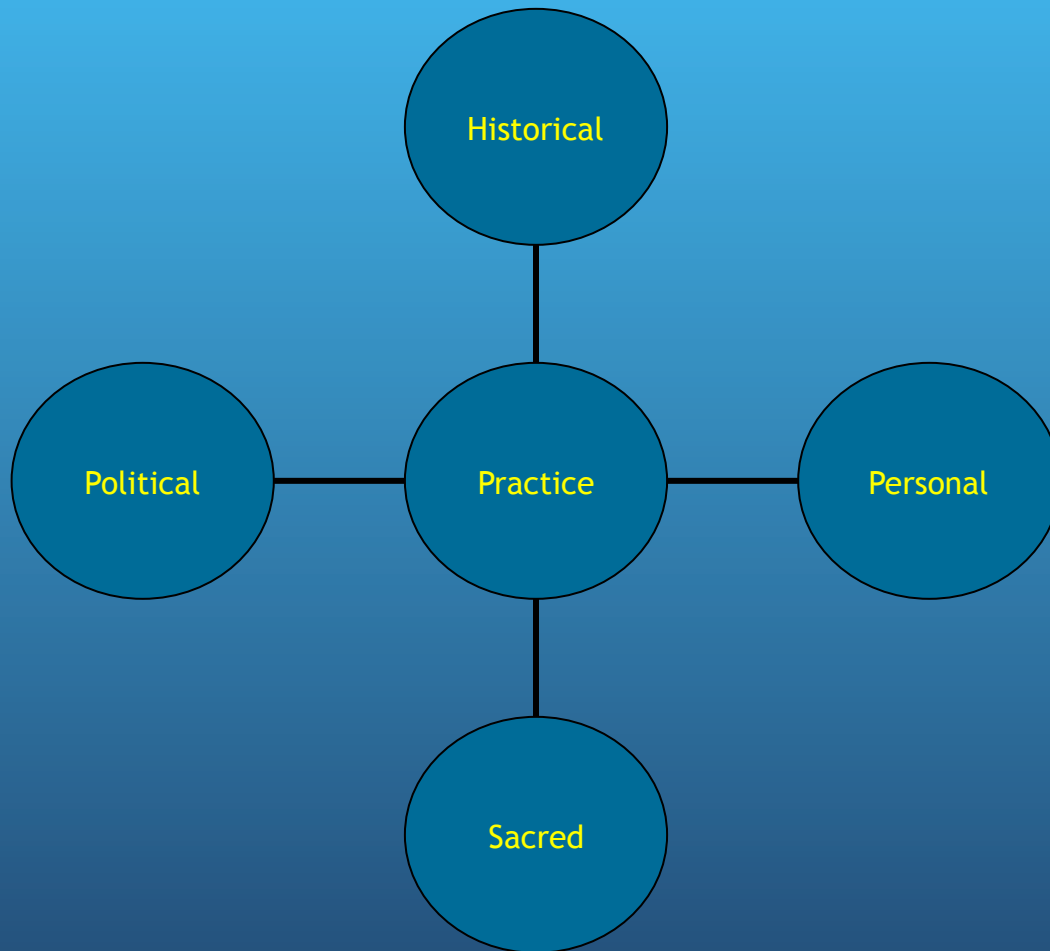


“The creation and nurture of the fundamentally new which is also fundamentally better.”

In the context of

“Continuity and change, conflict and collaboration, and the creation of justice.”

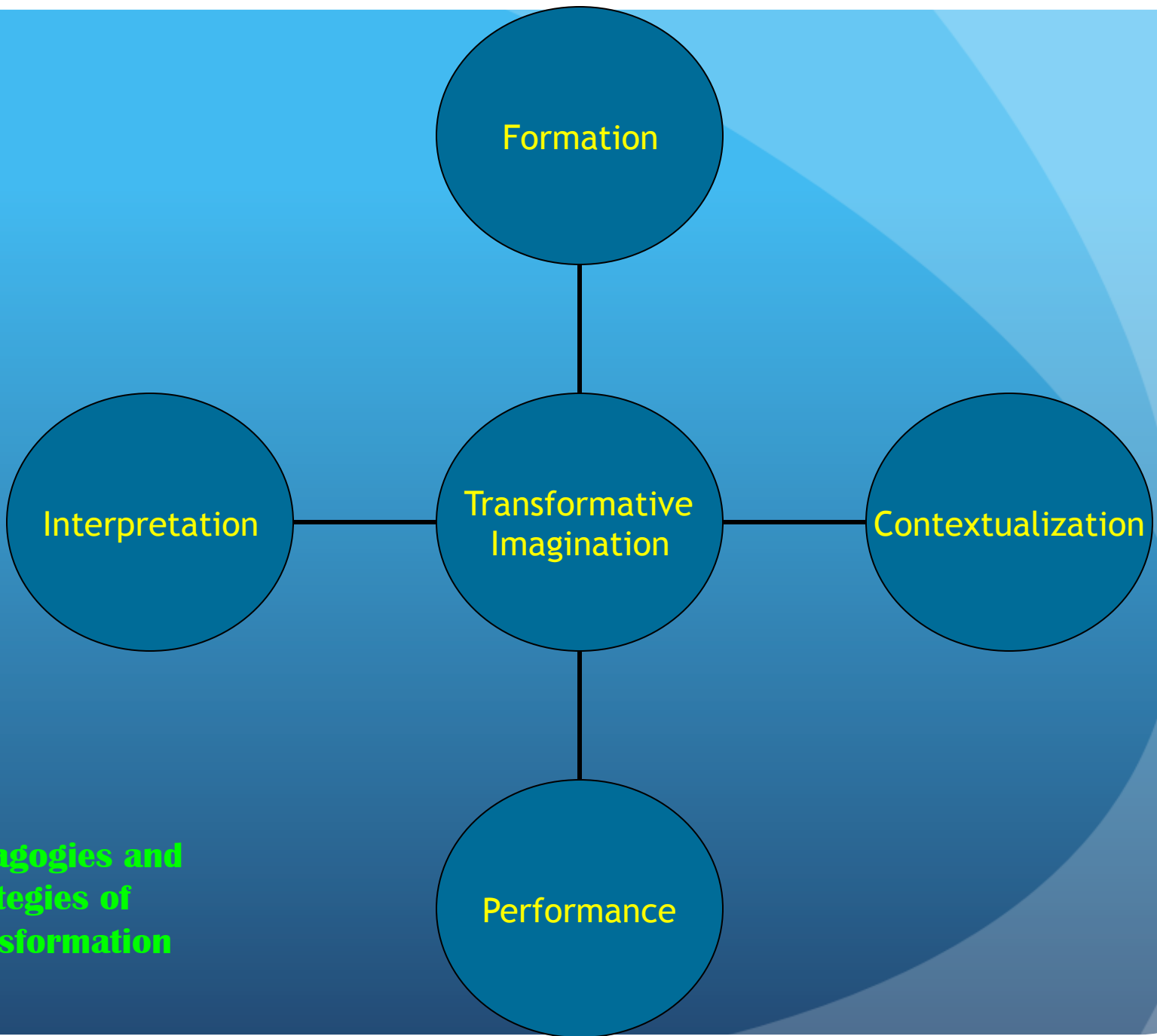
Practice...



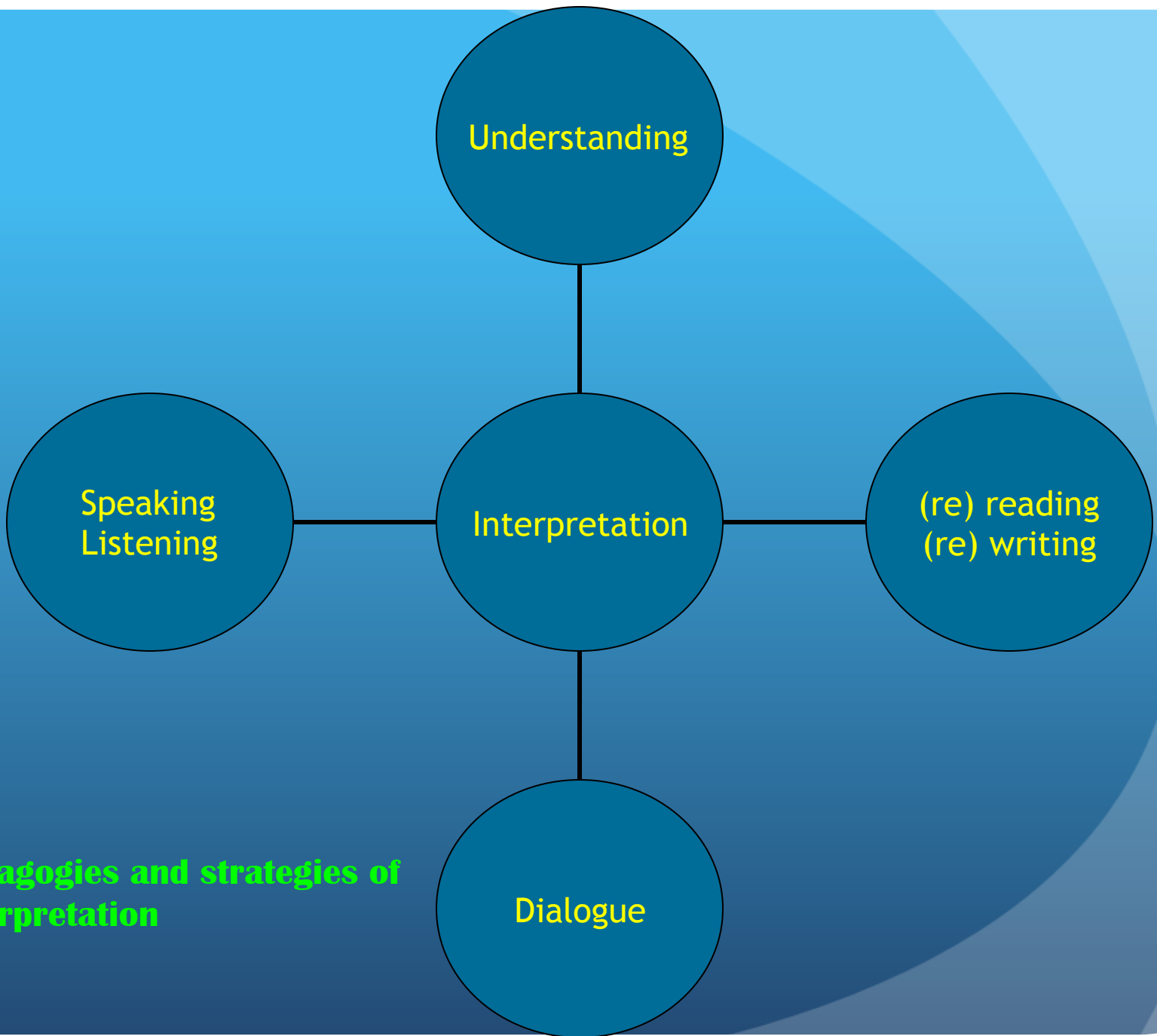
“The creation and nurture of the fundamentally new which is also fundamentally better...”

“Without shape or predetermined structure, emphasizing state over outcome, process over product, but always articulated as specific and concrete locations and occasions...”

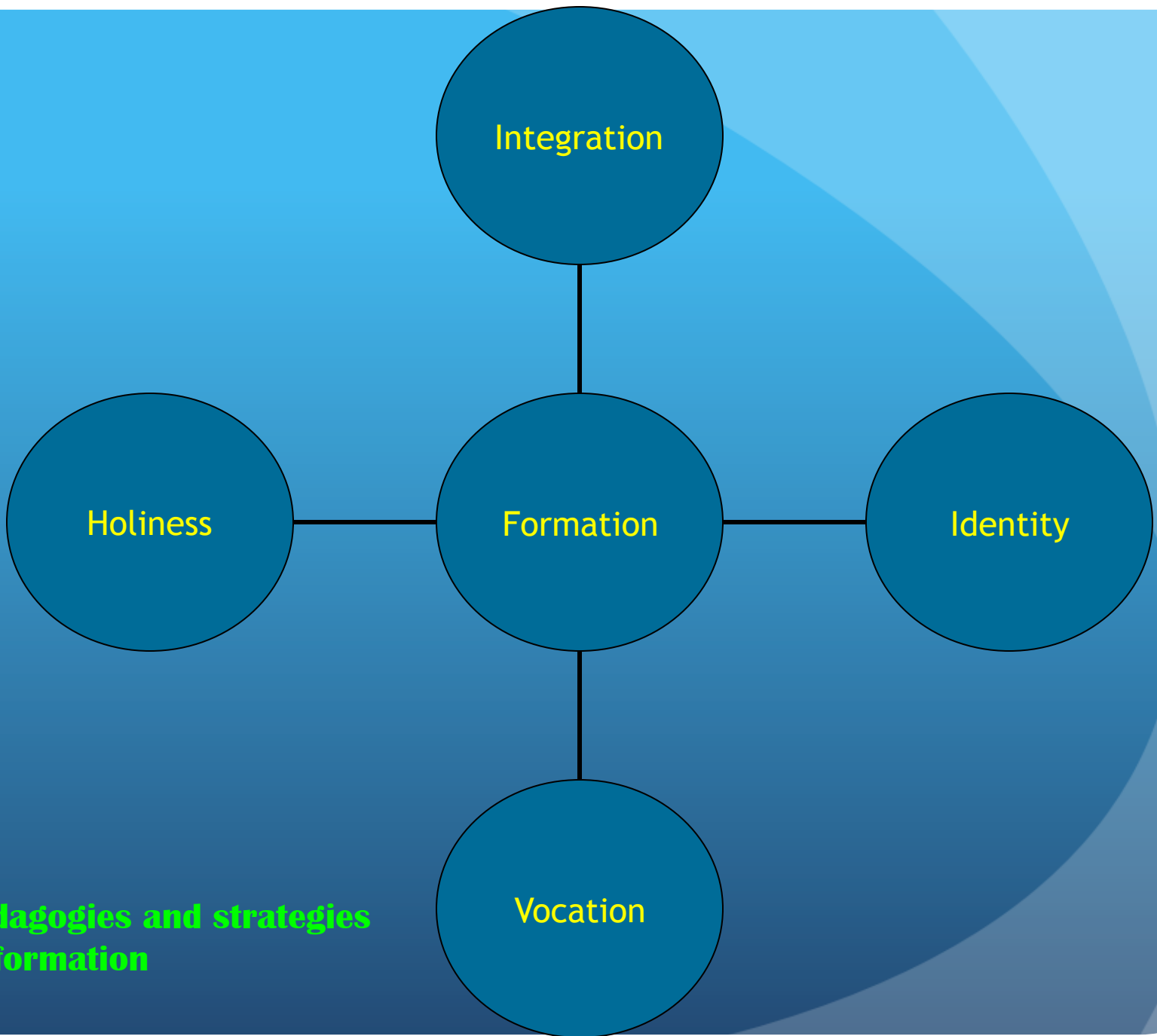
“Continuity and change, conflict and collaboration, and the creation of justice...”



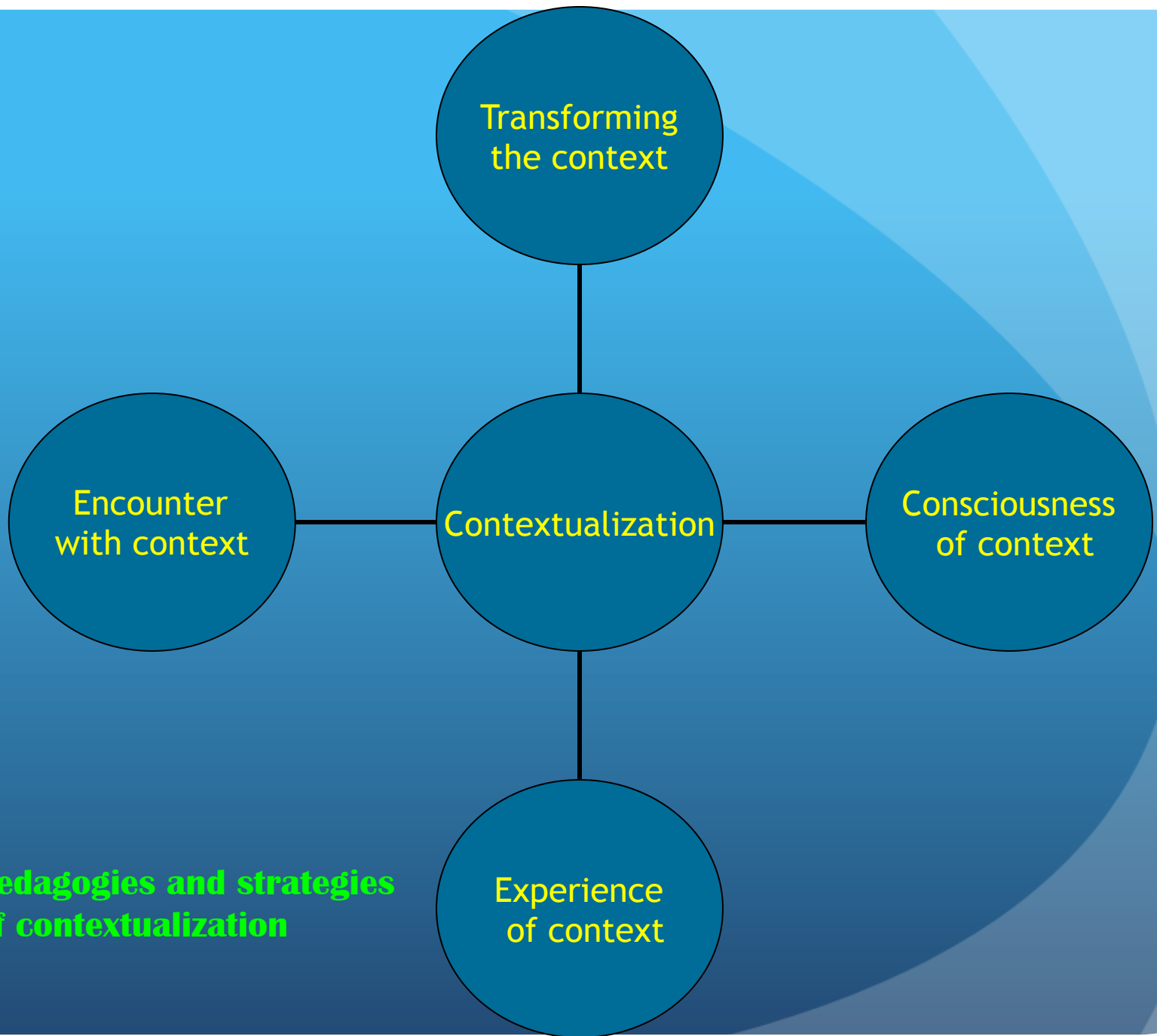
**Pedagogies and
strategies of
transformation**



Pedagogies and strategies of interpretation



**Pedagogies and strategies
of formation**



Questions about quality

- Is it “green,” (ecologically) efficient, and sustainable?
- Is it personally and institutionally strategic?
- Does it build appropriate, innovative, and useful competencies and skill sets?
- Does it build collegiality, diversity, and transformative leadership?
- Does it build networks of solidarity across the terrain of global civil society?
- Is it personally, professionally and institutionally, dialogical?
- Is it missionally, substantively, and procedurally honorable?
- Is it genuinely hospitable?

Questions about quality

- Is it beautiful?
- Is it truthful?
- Does it create and nurture mindfulness and receptiveness to self, other, and world?
- Does it transform the world?

The question concerning “quality” in theological Education in particular and higher education in general

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