



Fall 2005, Vol. 7, No. 2
Newsletter of The Lexington Seminar

CONVERSATIONS

"Forming Our Life Together"

by Gretchen E. Ziegenhals

The rhythms of worship, work, rest, and recreation in the setting of Northeast Harbor, Maine, marked the June 9-14 gathering of the cohort of seminaries in The Lexington Seminar: Theological Teaching for the Church's Ministries.

Each day, six-member faculty teams from five seminaries met with Seminar staff to discuss the narratives they had prepared for the Seminar. The narratives reflected both the many issues the schools hold in common, as well as issues unique to their contexts. In particular, participants noted the need to take the time to form or reform a faculty culture or ethos out of which they could then do their common work.

Bethany Theological Seminary focused its narrative around the image of the theological professor. The questions that most captured the

team's imagination during the week-long Seminar were questions of vocation and discernment. "What are the marks of a Bethany teaching faculty? How do we form ourselves as a community with those marks?" They envision their project as a series of conversations on heritage and vision, as well as on-site visits, as a way of exploring these key questions.

Eastern Mennonite Seminary examined teaching and learning for integration in its narrative. "How do we, as a particular community of faith, engage persons with a different frame of reference?" Those frames of reference might

be religious, political, or cultural. Eastern hopes to design a collaborative project with conversation at the heart: conversation with faculty, with students and with people who are radically different than they.

Episcopal Theological Seminary of the Southwest's narrative raised questions about how seminaries make choices and determine priorities. "How do we decide what to engage and what to set aside? What is the limit to

Please See "FORMING LIFE" Page Two

Forming Life *(continued)*



At left is Brenda Martin Hurst, Eastern Mennonite Seminary. At right, from left are Margaret W. Izutsu, Episcopal Theological Seminary of the Southwest, and Joy A. Schroeder, Trinity Lutheran Seminary.

what we can fit into a curriculum?” The team realized that these issues cannot be addressed before they focus on the more fundamental issues concerning their common life together. Arriving at the Seminar amidst sudden administrative transition, they decided to design a project around the questions of faculty culture. This project may include hiring a consultant; scheduling regular, off-campus faculty meetings; and creating a January retreat. After years of expending a great deal of energy outwards, they explained, “the heart of our project is ourselves.”

Trinity Lutheran Seminary described the competing loyalties and demands that set a frenetic pace for teaching and learning. Key questions emerged for the team during the week, including, “What do students expect of our life together? How do they view our busyness?” And, like the other seminaries, “How do we begin to shape ourselves into a faculty community?” They are exploring ideas for a project, such as addressing the pressing need for a faculty lounge, restructuring committee life in order to give some committees a Sabbath, utilizing a Quaker process of discernment, and inviting a speaker to help think about



what Sabbath might mean for the entire community.

Wartburg Theological Seminary's narrative helped the Seminar to reflect on the students who present unusual challenges to seminary faculty. How can limited resources of time and money stretch to meet the needs of these students? What do we do when, midstream in a student's seminary career, our best efforts are not helping that student to succeed? At the end of the week's con-



versation, the team determined that, while they want to continue to work on student challenges, they hope to explore them in the context of competing loyalties or demands on faculty time. A possible project would be to rewrite their faculty handbook in light of “12 Pastoral Practices,” articulated during a prior project. The Practices could also be used as a way to identify compatible students during the admissions process, help students who present challenges midstream in their education, and refocus classroom syllabi.

The Summer Seminar provided a space and time for faculty teams to engage around the common work of a shared vocation, in a way that most faculties do not have the time to do. The teams will now return home to continue their conversations with colleagues, and identify more specifically the project in teaching and learning that they wish to pursue. †

At left is John Karanja of Trinity Lutheran Seminary.

An Interview with Malcolm Warford

Mac Warford has served as director of The Lexington Seminary since its inception. Recently he reflected on the project's first seven years. The following excerpts are based on an interview by Tracy Shier.

Q What did you hope for at the beginning of *The Lexington Seminar* in 1998?

A We wanted most of all to create a setting in which faculties could address issues of theological teaching and learning. We felt that faculties had the resources already to identify and engage the questions that faced them as theological teachers. What we knew was how difficult it is in most seminaries to set aside time to discuss these issues in a sustained and meaningful way.

Q What have been the key issues?

A The primary issues we identified and which we discuss in detail in *Practical Wisdom: On Theological Teaching and Learning* are diversity, formation, institutional identity, and assessment. These four issues run throughout the experience of theological seminaries and as one might suspect they are interrelated. The fundamental issue is that theological schools exist within a rapidly changing church and culture where the inherited patterns of institutional life are up for grabs. Schools have to relate to new student constituencies, the uncertain finances and dynamics of churches, and the increasing and sometimes contradictory expectations placed on the schools themselves. There are few set



“Theological schools exist within a rapidly changing church and culture where the inherited patterns of institutional life are up for grabs.”



Seminar participants engage in small group discussions about theological teaching and learning.

patterns of response, and the fact is that what is appropriate for one school may not fit the character and needs of another.

Q How does this changing institutional identity affect theological teaching and learning?

A The biggest liability for teaching and learning is that the current demands of institutional life often defer the intrinsic educational issues facing the schools. The particular questions of theological teaching and learning are not technical issues that are easily fixed. Instead, they are complex questions that go to the heart of theological education. One of the real problems is the lack of time to deal carefully and thoughtfully with the questions themselves. Every faculty has had the experience of finding themselves in a faculty meeting where a complicated educational question is on the table, but there is no time to deal with it. The faculty agree that it is important to consider the issue and indicate that they ought to set aside time to discuss the question in depth, but we seldom do this and the list of deferred issues grows yearly.

Q What specific questions in theological teaching and learning have schools identified and addressed in their projects?

A The persisting questions have centered on the faculty's formation as a community of teaching, that is, what it means to share the vocation and practices of being a theological teacher. Other schools have wrestled with how to support students' appropriation of critical thinking skills and increased ability in writing. Some faculties

Please see Interview on page 4

Interview continued

have looked at the issue of the relationship between academic preparation and spiritual formation, and what this means for classroom teaching. Several schools have engaged curriculum revision and what a new curriculum requires for practices of teaching. A few schools have dealt with concerns around the nature of assessment and the meaning of grades. A common concern has been the matter of faculty time and work as new programs increase and the number of part-time students grows. We have seen a number of schools look at the nature of their own culture—their life as a community of faith and learning. They have addressed what it means to take diversity seriously and to see how this affects what has been taken for granted in practices of worship, community life, and curricular assumptions.

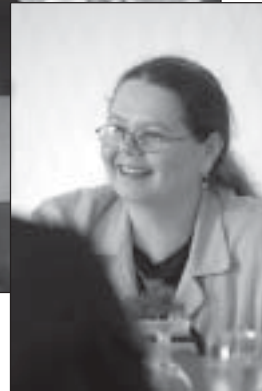
Q *What is required for faculties to struggle creatively with the questions they face?*

A The challenge for faculties is not how to abstract educational questions from the issues of institutional life; instead, the goal is to engage and transpose these questions at the center of the school's struggle with its mission and identity. The irony, however, is that in order to do this we are often required to commit time and create space that are contrary to our usual ways of doing things. Such time and space carry the possibility of making room where something genuinely new might be born.

Q *How has the Lexington Seminar helped faculties deal with this issue?*

A Most of all we have tried to create a process and establish a model in the June Seminar that suggest a way of addressing issues. As I said earlier, our goal has not been to presume to fix the issues, but rather to cre-

ate a distinctive setting in which the issues might be addressed. We have tried in the June Seminar to model a



way of being that provides time and space to deal creatively with issues of theological teaching and learning. At the center of this model is the effort to honor time and care for space in which conversations that matter can take place. One of the things we have found is that faculty members may have known each other for many years, but never carried on a conversation that went beyond pleasantries (or 'unpleasantries' for that matter). Faculty find that when they do take time to talk with each other about these issues of their common life, they discover ways of being with each other that bring things into a different focus. Central to the model itself are the gifted people who have served as consultants, worship and music leaders, and activities staff for the June Seminar. In particular, Diamond Cephus, Vic Klimoski, Garth Rosell, Mary-Ann Winkelmes, and Gretchen Ziegenhals have been at the center of what we have done. Raymond Williams has

faithfully participated in all the seminars and has contributed significantly to our work.

Q *How will the Seminar change in coming years?*

A Beginning in 2006, the focus of the Seminar shifts from denominational seminaries to university divinity schools. The 2006 divinity schools are Candler School of Theology at Emory University, Harvard Divinity School, University of Chicago Divinity School, University of Notre Dame – Department of Theology, and Vanderbilt University Divinity School.

I expect many things will remain the same in regard to the dynamics of faculty and student life, but I am certain that the culture of the university raises questions and frames issues in ways quite different from the ecclesial culture of denominational schools.

A new part of the Seminar will be the Mentor Project in Academic Leadership which is a modest program aimed at encouraging some theological teachers to consider the nature of academic leadership. We have invited Joe Bessler-Northcutt, Peter Cha, Mary Hess, and Timothy Tennent to participate in this program. They will assist in the leadership of the Lexington Seminar itself as well as carry on their own research on issues in theological teaching and learning.

Q *What has this project meant to you?*

A Throughout my life I have been fortunate to be involved in diverse work as a pastor, professor, and seminary president. In particular, my responsibilities in this project have brought together the various threads of my life, the convictions of my heart and mind, and for this opportunity I have been very grateful. †

Lexington Seminar Participants 1999-05

1999 Participant Teams

Austin Presbyterian Theological Seminary

Robert M. Shelton, J. Andrew Dearman, Ismael Garcia, Laura B. Lewis, Cynthia L. Rigby, Ralph L. Underwood.

Calvin Theological Seminary

James A. De Jong, Gary J. Bekker, John Bolt, Robert C. De Vries, Calvin P. Van Reken, Michael J. Williams.

Lutheran School of Theology at Chicago

James Kenneth Echols, Ralph W. Klein, Kathleen Diane Billman, Richard Bliese, Richard J. Perry, Jr., Barbara Rossing.

Regent College

Walter C. Wright, Jr., Gordon T. Smith, Thena Ayres, Maxine Hancock, John Toews, Rikk E. Watts.

Virginia Theological Seminary

Martha J. Horne, William S. Stafford, Amelia J. Gearey, A. Katherine Grieb, Jacques Bauer Hadler, Jr., Robert W. Prichard.

2000 Participant Teams

Associated Mennonite Biblical Seminary

J. Nelson Kraybill, Jacob W. Elias, Gayle Gerber Koontz, Theodore J. Koontz, Ben C. Ollenburger, Rebecca Slough.

Claremont School of Theology

John R. Fitzmier, Elizabeth Conde-Frazier, Scott Cormode, Karen Dalton, Kristin De Troyer, Lori Anne Ferrell.

Palmer Theological Seminary

R. Scott Rodin, Elouise Renich Fraser, J. Samuel Escobar, Nancy Lammers Gross, Melody Mazuk, Eric H. Ohlmann.

McCormick Theological Seminary

Cynthia Campbell, David V. Esterline, Elizabeth Francis Caldwell, David Daniels III, Theodore Hiebert, Deborah J. Kapp.

Seabury-Western Theological Seminary

James B. Lemler, Ruth A. Meyers, Andrew K.M. Adam, Paula S.D. Barker, John L. Dreibelbis, Newland F. Smith III.

2001 Participant Teams

Bethel Seminary St. Paul

George K. Brushaber, Leland V. Eliason, John R. Cionca, Denise Muir Kjesbo, Brian Labosier, Donald J. Verseput.

Church Divinity School of the Pacific

Donn F. Morgan, Arthur G. Holder, Linda L. Clader, Lizette Larson-Miller, Russell G. Moy, Louis Weil.

Luther Seminary

David Tiede, Marc Kolden, Mary E. Hess, Patricia Lull, Richard W. Nysse, Richard Wallace, Jr.

Pacific Lutheran Theological Seminary

Timothy Lull, Michael B. Aune, Stephen Ellingson, Thomas G. Rogers, Martha Ellen Stortz, Alicia Vargas.

Please See "PARTICIPANTS" on Page Eight

Final Project 2005 Consultation

Five seminaries participated in the Final Project Consultation of the Lexington Seminar June 16-19, in Northeast Harbor, Maine: Lutheran Theological Seminary at Gettysburg, Methodist Theological School in Ohio, Phillips Theological Seminary, Pittsburgh Theological Seminary, and Trinity Evangelical Divinity School.

During the Consultation, three-member teams from each of these schools described their projects over the past two years, reflected on what they had learned about teaching and learning through their projects,



and shared the various ways in which their projects have impacted their faculties and their institutions. Discussions revolved primarily around two central questions: How can we transform a faculty ethos into a culture of trust, personal engagement, and cohesion amidst the diversity of opinions and contexts? And how can we best enculturate students into a critical learning ethos, involving both the explicit and implicit curriculum?

Team members spoke gratefully of the lasting impact of their projects, and of the ways in which the Seminar helped them clear a time and space for what will be a continuing conversation about theological education.

Go to www.lexingtonseminar.org for a full description of past Lexington Seminar projects.

Summer Seminar Reflections



At left, Summer Seminar participants stay at the Asticou Inn. Above is Thunder Hole in Arcadia National Park. At left is Bear Island Lighthouse, a popular boating landmark. At right Susan Ebertz of Wartburg Theological Seminary enjoys a discussion. Below left, is the main entrance to Asticou Inn. Below, staff member Gena Sheller (right) helps Tara Hornbacker select an activity. Below right, The Old Grey Goose Band perform on the Inn's deck.



Continued



Summer activities include above left, a boat tour of the harbor aboard at left, The Arcadia. Above right, conversations on the deck of the Asticou Inn. At right, hiking and bird-watching with guide. Below left, daily morning worship is held in a green and white striped tent. Below right, a small group session during the Seminar.



PARTICIPANTS (continued)

United Theological Seminary of the Twin Cities

Wilson Yates, Richard D. Weis, Eleazar S. Fernandez, Barbara Anne Keely, Martha Postlethwaite, Rosetta Ross .

2002 Participant Teams

Colgate Rochester Crozer Divinity School

G. Thomas Halbrooks, Melanie A. May, Gay L. Byron, Pamela D. Couture, Christopher H. Evans, Gail A. Ricciuti.

General Theological Seminary

Ward B. Ewing, Robert Bruce Mullin, William A. Doubleday, Elisabeth K.J. Koenig, Judith H. Newman, Robert J. Owens.

Gordon-Conwell Theological Seminary

Walter C. Kaiser, Jr., Barry Corey, John Jefferson Davis, Raymond F. Pendleton, Kenneth L. Swetland, Timothy C. Tennent.

Lexington Theological Seminary

R. Robert Cueni, Philip N. Dare, Jimmy Kirby, David Sharrard, Jerry Sumney, Sharon R. Warner.

Lutheran Theological Seminary at Philadelphia

Philip D.W. Krey, J. Paul Rajashekar, Pamela Cooper-White, Erik M. Heen, Margaret A. Krych, Timothy J. Wengert.



Musicians lead worship.

2003 Participant Teams

Lutheran Theological Seminary at Gettysburg

Michael L. Cooper-White, Robin J. Steinke, Richard P. Carlson, Mark William Oldenburg, Gilson A. C. Waldkoenig, Norma Schweitzer Wood.

Methodist Theological School in Ohio

Norman E. Dewire, Jeff P. Jaynes, Lee Johnson, Mike LaChat, Sarah Heaner Lancaster, Diane Turner-Sharazz.

Phillips Theological Seminary

William Tabbernee, Don A. Pittman, Joseph Bessler-Northcutt, John M. Imbler, Janet W. Parachin, Bernard Brandon Scott.

Pittsburgh Theological Seminary

Carnegie Samuel Calian, John E. Wilson, Dale Allison, Richard Curtis Chapple, Jr., Byron Jackson, Teresa Lockhart Stricklen.

Trinity Evangelical Divinity School

Gregory L. Waybright, Tite Tienou, James R. Moore, Peter T. Cha, Miriam Stark Parent, Douglas J. Sweeney.

2004 Participant Teams

Ashland Theological Seminary

Frederick J. Finks, Dale R. Stoffer, David W. Baker, Brenda B. Colijn, Marvin A. McMickle, John C. Shultz.

Baptist Theological Seminary at Richmond

Thomas H. Graves, Richard B. Vinson, Stephen Brachlow, Tracy Hartman, Deborah Carlton Loftis, James F. Peak, Jr.

Lancaster Theological Seminary

Riess W. Potterveld, Anabel C.

Proffitt, Lee C. Barrett III, Greg Carey, Larry Evans, Anne T. Thayer.

Lutheran Theological Southern Seminary

H. Frederick Reisz Jr., Michael Root, Agneta Enermalm, Robert D. Hawkins, Nicholas K. Mays, Susan W. McArver.

Wesley Theological Seminary

David F. McAllister-Wilson, Bruce C. Birch, Shaun Casey, Denise Dom-bkowski Hopkins, Beverly E. Mitchell, Douglas M. Strong.

2005 Participant Teams

Bethany Theological Seminary

Eugene F. Roop, Stephen Breck Reid, Jeff Bach, Nadine Pence Frantz, Tara

Hornbacker, Dan Ulrich.

Eastern Mennonite Seminary

Loren E. Swartzendruber, Ervin R. Stutzman, Brenda Martin Hurst, Mark Thiessen Nation, Sara Wenger Shenk, Lonnie D. Yoder.

Episcopal Theological Seminary of the Southwest

Titus Presler, Alan P. R. Gregory, Charles James Cook, Susan Dolan-Henderson, Margaret W. Izutsu, Cynthia Briggs Kittredge.

Trinity Lutheran Seminary

Mark A. Ramseth, Diane J. Hymans, Donald L. Huber, John K. Karanja, Henry Langknecht, Joy A. Schroeder.

Wartburg Theological Seminary

Duane H. Larson, Craig Nesson, Susan Ebertz, Nathan Frambach, Ann Fritschel, Elizabeth Leeper. †



David Baker, Ashland Theological Seminary, listens in a workshop.

SEMINARY NEWSBRIEFS:

2005 Participants

Bethany Theological Seminary

Academic Dean Stephen Breck Reid writes, “The week in Maine was a thoughtful and restful time for our faculty, amidst planning for the celebration of the Bethany Centennial, which took place September 30-October 2. A major portion of our faculty retreat focused on our experience and learnings in Maine. Jeff Bach catered a dinner for the teaching faculty so that those who could not go to Maine could see pictures and hear stories. The Lexington Seminar committee is hard at work and hopes to bring a proposal to the October faculty meeting about next steps. As we put together the discussions of the Lexington Seminar and our celebration of our centennial, a theme is emerging. We want to use our time together and our grant to understand the ways in which our future is informed by our heritage.”



Eastern Mennonite Seminary

Academic Dean Ervin Stutzman writes, “The faculty members who attended the Summer Seminar reported on their experience at the August 18 faculty meeting. The faculty then appointed four faculty members to plan the next step for our grant activities. They returned with a proposal at the September 19 meeting. After a vigorous discussion, we agreed on several faculty activities that will form the heart of our project, including faculty retreats at the beginning and end of the grant period. In addition, several individual and collaborative projects will help us encounter “the other,” so that



we might better reflect on our teaching and learning as professors.”

Episcopal Theological Seminary of the Southwest

Associate Dean for Academic Affairs Alan Gregory writes, “Though rather discombobulated at the time, the faculty team in Maine soon discovered the opportune side of being suddenly struck Deanless. Before we left, we had discussed our need, now thrust upon us with urgency, to attempt a systematic program of faculty development, in the sense of attending to our collaborative practices and our common life as theological educators. Since the team’s return from Maine, the faculty has discussed this idea, as part of our transition to new leadership. We have agreed to devise and implement a year-long process, addressing both personal and systemic aspects of our work together. This will involve examining the practices and limits of collaboration; clarifying our shared history and listening to our various tellings of it; and thinking through questions of faculty load, authority, and mutual support. Our hope is that we shall arrive at commitments to mutual trust and an invigorating experience of community in the pursuit of theology and ministerial formation. After the first year, we will evaluate the process carefully and, assuming we have one by then, give much more proactive attention to faculty/Dean relations than we have in the past. After the first year we will evaluate the process carefully and assuming we have a dean by then, give much more proactive attention to faculty/dean relations than we have in the past.”



Trinity Lutheran Seminary

Associate Dean Diane Hymans writes, “The Lexington Seminar

team led the annual faculty retreat held at the beginning of every academic year. In addition to sharing the Maine experience and a discussion of our narrative, the day included a surprise lunch at a local seafood restaurant to give the faculty a taste of the pampering the team had received at the Asticou Inn. We devoted a block of time at the September faculty meeting and our regular September faculty lunch to discussing what form our project might take. There is good energy among the faculty for exploring the issues of time and competing loyalties identified in our narrative. The challenge is to figure out how to do that without adding even more demands on our time!”



Wartburg Theological Seminary

Associate Professor of Church History Elizabeth Leeper writes, “The Maine contingent of the faculty reported their experiences at the opening faculty meeting through a PowerPoint loaded with pictures from Maine and an Iowa-New England lunch. Subsequently, the faculty has held two meetings to discuss the proposed project, from which a smaller working group emerged. In the midst of beginning semester busy-ness, many details remain to be decided. We expect signs of progress to flutter with the fall leaves and a draft proposal by the time the snow flies.”



2004 Participants

Ashland Theological Seminary

Academic Dean Dale Stoffer writes, “Our team chose to focus on the issue of improving the critical thinking skills of our students for our project. After input from the other participants in the Seminar, we decided to take a

Please see Newsbriefs on page 10

Newsbriefs (continued)

two-pronged approach to the issue, focusing first on faculty development in the practice and teaching of critical thinking and then on student assessment and remediation. In our last report, we shared about our faculty development seminar with a leader in the field of critical thinking, Stephen Brookfield. Brenda Colijn, one of the members of our Lexington Seminar team, spearheaded the second phase of our project. Our goal is to develop an assessment process to evaluate new students in the areas

of both writing and critical thinking skills. This will be followed up with a remediation process

that targets the specific needs of students. Last spring Brenda investigated a number of electronic assessment tools and we selected one in the area of writing and one in the area of critical thinking to conduct a pilot test. All incoming students are being assessed this summer and fall with these tools. One additional idea that we are considering is to have students retake these instruments at the end of their seminary experience so that we can have some valuable pre-test/post-test data.”



Baptist Theological Seminary at Richmond

Dean of the Faculty Richard Vinson writes, “Last year the faculty took the Profiles of Ministry I assessment both as a way of understanding what our students do every fall and as a conversation-starter for discussions of our understanding of ministry. Last spring Francis Lonsway came to campus to discuss the results with the faculty. We then scheduled a second discussion of



the material during our fall faculty retreat. Vic Klimoski, who facilitated the

discussion, helped us think about the items giving us the most pause, and how those impacted our teaching and our life as a faculty. He also helped us think about faculty culture and about ways to gain deeper communication. We followed the Seminar pattern of meeting at a very nice place (The Homestead in Hot Springs, VA), working in the morning, having afternoon time for recreation, and sharing a very nice dinner together.”

Lancaster Theological Seminary

Dean of the Seminary Anabel Proffitt writes, “Out of conversations with judicatory leaders prompted by the Seminar, the faculty decided not to provide a comprehensive program offering alternative tracks of education for licenced lay pastors, but, rather, to provide quality, short-term education aimed at interested lay persons, some of whom might be in judicatory-sponsored, licenced ministry programs.

Over the summer, many of the faculty members taught in one of our two-week Summer Lay Academies, entitled “A Holy Adventure.” Morning and evening courses in Bible, church history, education, and pastoral care were offered, with afternoon workshops in the arts, all surrounded by worship and fellowship. Classes and workshops were attended by local interested laypeople, some clergy, and the judicatories we serve utilized selected courses for their current lay and licenced ministry training programs. Evaluations by the 100 participants in the summer academies were very positive.



This Fall, a small group from the faculty were trained in the technology of Moodle, so that we can begin to work toward offering aspects of our courses



John Kampen (left) and Carnegie Samuel Callian converse during a boat trip.

(and perhaps whole courses) on-line. This Spring, one of our faculty members will offer a hybrid course that meets on some Saturdays and meets on-line for other dates.

These experiments are an important way to test our preferences (or prejudices?) to see what truly makes for effective pedagogy in theological education. The Seminar has caused us to stretch beyond the bounds of the familiar, to forge new connections with the judicatories we serve, and is the catalyst for ongoing conversations about how the seminary and the church interface.”

Lutheran Theological Southern Seminary

Academic Dean Michael Root writes, “The Seminary has focused its project on how to extend some of the strengths of full-time, residential seminary education to part-time and commuter students. Our faculty retreat in January explored and reaffirmed both our commitment to full-time education as our core calling and our interest in doing a better job with part-time students. We developed a plan to offer the required three-year M.Div. curriculum on Monday nights, and Tuesday afternoons and nights, in a way that will not isolate part-time stu-



dents from the larger student body, but will provide them with a coherent program of study and opportunities for their own community development and pastoral formation. This program was approved by the faculty in September and will be discussed by the Board in October.”

Wesley Theological Seminary

Dean Bruce Birch writes, “On August 23-24 the faculty retreat for Wesley was held on an extended schedule at the Kellogg Conference Hotel at Gauleydet University, in Washington, DC. The retreat was a culminating event for our project to explore strategies for moving beyond diversity as a challenge or problem, to diversity as a resource for preparing leaders for the church. Dr. Charles Foster joined us as resource person, and brought with him extensive data and reflection on teaching in theological education from his involvement with both Carnegie and Auburn studies of theological teaching. He led the faculty through a process of discussion, self reflection, and examination of syllabi and goal setting that was very effective. We are entering the semester energized by new vision and new strategies for moving toward that vision. A final discussion of outcomes will take place with the faculty later this fall.”



2003 Participants

Lutheran Theological Seminary at Gettysburg

Lutheran’s project was designed around cultural immersion experiences for the faculty in greater Atlanta. Their goals were to enhance faculty cohesion, reinforce their institutional commitments to expanded diversity, and focus



greater pedagogical attention on multicultural issues. The three-day immersion trip was a positive experience for all faculty who attended in terms of multi-cultural learning and faculty cohesion. They will continue to find ways of learning to work together effectively as a team, and to instill a sense of excellence, as well as a commitment to excellence, within the faculty environment.

Methodist Theological School in Ohio

The seminary’s narrative, “Constrained by the Ethic of Nice: The Limits of Critical Assessment in a Seminary Environment,” focused on issues of assessment and ethos in the school’s common life and mission. The Lexington project examined these issues through a number of events and through a sustained conversation over two years. Faculty discussed various perceptions of who they were as a seminary, examined hindrances to assessment, and made catalogue changes for assessment. Faculty also discussed ways of enculturating students into a critical assessment ethos. One such way they found useful, is to require incoming students to read and discuss the narrative, as a way of understanding faculty expectations.



Phillips Theological Seminary

Phillips’s faculty identified critical reflection as a central issue for their Lexington project, and they articulated three interrelating goals: to develop the faculty’s ability to teach critical reflection skills; to clarify the curriculum in relation to critical reflection; and to help students learn to employ critical reflection both in learning and ministry. An unexpected effect of the project was to help unify the faculty as they discussed critical reflection during



faculty retreats, critical reflection panels, and colloquiums. Faculty also said the project had taught them about “intentional conversation.”

Pittsburgh Theological Seminary

The Lexington project at Pittsburgh sought to address the issues of how the faculty can contribute to the academic success of students. Faculty hoped to clarify characteristics of successful learners, identify factors that block success, and develop a plan to enhance and sustain student learning. They discovered along the way that they first had to become a faculty community, before they could work on student issues. In the midst of a difficult time, the Seminar project meetings became identified as a time and space during which they could ask the important question, “What kind of faculty do we want to be?”



Trinity Evangelical Divinity School

The Trinity faculty focused their Lexington project on a change of ethos. A series of retreats helped faculty examine the question, “How do we as faculty members with individual life callings, affect our faculty culture as a whole?” In order to help facilitate a better understanding of who they were as individuals, they wrote spiritual autobiographies to share with the faculty. They have discovered that as they know one another better, they can move with greater mutual trust into issues of programmatic change at the seminary.



THE LEXINGTON SEMINAR

*A Project Supported
by
Lilly Endowment Inc.
and Sponsored by
Lexington Theological
Seminary*



*2005 Participant Teams
Above, Bethany Theological Seminary,
(above right) Eastern Mennonite
Seminary, (at right) Episcopal
Theological Seminary of the
Southwest, (below) Trinity Lutheran
Theological Seminary, (below right)
Wartburg Theological Seminary.*



CONVERSATIONS

Newsletter of The Lexington Seminar

Fall 2005

Vol. 7, No. 2

Malcolm L. Warford.....Director
Gretchen E. Ziegenhals.....Editor

Published by "The Lexington Seminar:
Theological Teaching for the Church's Min-
istries." A Project Supported by Lilly Endow-
ment Inc. and Sponsored by Lexington
Theological Seminary.

631 South Limestone Street
Lexington, KY 40508
www.lexingtonseminar.org

Presorted Standard
U.S. Postage
PAID
Lexington, KY
Permit # 399