

The Capacity and Preparatory Review Report for the Western Association of Schools and Colleges and the Association of Theological Schools 2007: Pacific School of Religion

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Introduction

Tradition and Mission

Pacific School of Religion (PSR) was founded in 1866 by Congregational pastors and laity. From its inception, it has joined three cultural traditions: liberal Protestant theology; progressive Christian social thought; and academic inquiry subject to public norms of discourse. The institutional statements of purpose below specify how PSR continues to work out of this constellation of traditions to address the needs of the 21st century. According to PSR's Direction Statement:

Pacific School of Religion is committed to serving God by equipping historic and emerging faith communities for ministries of compassion and justice in a changing world.¹

We affirm our historic mission to educate men and women for ministry and other forms of religious leadership and to be a center and resource for Christian thought in an interfaith and pluralistic context.

We affirm our ecumenical and Christian heritage and commitment as an open and affirming community that honors diversity and presses toward racial, gender, sexual orientation, economic, and ecological justice.²

This Direction Statement is consistent with the PSR Mission Statement adopted by the Board of Trustees in February of 1991 (See Exhibits for Essay 1) and has largely replaced the lengthier Mission Statement as a working statement of PSR's fundamental purpose and direction. The current PSR Strategic Plan³ identifies four priority goals for 2005-2010 within PSR's general mission:

- 1.) **Progressive Christian Leadership Development**
- 2.) **Dismantling Racism and Building Cross-Cultural Competency**
- 3.) **Resource Development**
- 4.) **Telling the PSR Story**

¹ Direction Statement adopted and approved at the October 1996 meeting of the Board of Trustees. (Essay 1 Exhibit 1 Foundational Documents)

² Direction Statement affirmed by the Board of Trustees Oct. 15, 1996 (Essay 1 Exhibit 1 Foundational Documents).

³ PSR Strategic Plan adopted January 28, 2005 by the PSR Trustees. (Essay 1 Exhibit 1 Foundational Documents)

Institutional Context

As a multi-denominational graduate school of religion located in Berkeley, California, Pacific School of Religion (PSR) is a theological school that has formal relationships with:

- **United Church of Christ**
- **United Methodist Church** (affiliated and approved for UMC students)
- **Christian Church (Disciples of Christ)** (through articles of agreement with the Disciples Seminary Foundation)
- **General Convention of the Swedenborgian Church of North America** (related to PSR through the Swedenborgian House of Studies)

PSR also serves students from the Universal Fellowship of Metropolitan Community Churches; the Unitarian Universalist Association; the Presbyterian Church (USA); the Roman Catholic Church; and students from historic black denominations, and from religious traditions outside Christianity, including new religious movements. In any given year, there are normally about 40 different denominations represented in the student body.

PSR's Bay Area location has provided a rich intellectual and social environment for theological education. PSR benefits from the close proximity to UC Berkeley, one of the top research/academic universities in the United States, enhancing PSR's library resources, academic offerings, and cultural/intellectual experiences through cross-registration privileges. Additionally, the San Francisco Bay Area itself provides a rich context for theological education. This region has become increasingly diverse racially (in 1990, 68.9% of the Bay Area population identified as white as compared to 58.1% in 2000) and ethnically (more than a quarter of the Bay Area population was born outside the U.S.). Additionally, the Bay Area provides a wide range of religious and spiritual expressions in a highly secular environment (one religious preference survey shows the category with the highest number individuals—65%—to be that of "unclaimed," meaning not an adherent of any of the 188 religious bodies included in the county-wide survey).

PSR has 20 core faculty members, including the dean and the president, and 53 regular staff. In the 2006-07 academic year, faculty were about 40% women, about 27% Asian/Asian American, about 10% African American, and about 10% Latino/a. The staff is similarly diverse: 17% Asian/Asian-American, about 13% African American, about 12% Latino/a. The Board of Trustees is about 66% white/Euro-American. The student body is made up of 247 students, about 69% white/Euro-American, about 20% Asian/Pacific Islander, and about 8% African American. PSR currently has four Latino/a students and one Native American student. The gender balance among the students is more even in the 2006-07 school year than has generally been the case in the last decade: 52% female and 48% male. PSR offers four degree programs—the Master of Divinity (53% of the student body), the Master of Theological Studies (10%), the Master of Arts in cooperation with the GTU (4%), and the Doctor of Ministry in cooperation with the Church Divinity School of the Pacific (10%)—and five certificate programs (23%).⁴

PSR is a member of the Graduate Theological Union (GTU), which is comprised of three Roman Catholic and six Protestant theological schools and a related Orthodox Institute, centers for Jewish and Buddhist studies, and centers for the study of specific fields such as the Center for Arts, Religion, and Education and the Center for Theology and the Natural Sciences. Each member school offers a variety of masters level degrees, in particular the Master of Divinity (MDiv) and, in cooperation with the GTU, the

⁴ See Stipulated Data Files on Faculty, Staff, and Student demographics.

Master of Arts (MA). PSR's faculty participate in the GTU PhD program in religious and theological studies and the GTU's cooperative programs with the University of California, Berkeley in Near Eastern Religions and Jewish Studies. Through the school's participation in the GTU, PSR students have the resources of the member schools' faculties available for consultation and courses. In addition, students may cross-register for courses at UC Berkeley, Holy Names College, and Mills College in Oakland.

Students and faculty at PSR have access to one of the largest theological libraries in the world. As described in the GTU's *Common Agreement*, "the Flora Lamson Hewlett Library, the common library of the consortium, symbolizes the collaborative enterprise of the consortium. It exists as a central, historic embodiment of the consortium's will to affect its mission of educational excellence. The library has two locations, one in Berkeley and the other in San Anselmo. The Library's mission is to develop and maintain resources of superior quality for teaching, learning, and research in the disciplines of religion and theology for both professional and academic degree programs."⁶ The GTU Library has a cooperative acquisitions policy with the University of California library,⁷ and in addition to the GTU library, PSR students and faculty have access to the University of California libraries.

The three schools—Pacific School of Religion, the University of California, and the Graduate Theological Union—share an intertwined history and some common educational goals. PSR, College of California, and Mills College were founded by the same group of people in the 1850s.⁸ In the 1860s, the College of California moved from Oakland to Berkeley, becoming the secular University of California, and Pacific School of Religion became an independent interdenominational theological school. PSR now identifies as multi-denominational. A century later, several theological schools in Berkeley and the Bay Area established a consortium to engage in theological education in a "crossroads" environment, "where religion meets the world."⁹ From its founding, the GTU has established programs with the University of California as well as its member schools. All three schools (PSR, GTU, and UCB) are institutions dedicated to education within this West Coast context. PSR joined the GTU shortly after the consortium was founded in 1962. Over the years, PSR's commitment to the GTU has deepened, and it plays a pivotal role in the success of the GTU.

From the beginning, the GTU's business plan has assumed that the member schools would supply virtually all of the funding for the Hewlett Library, classroom space, and compensation for members of the Core Doctoral Faculty. The schools also make a financial contribution to GTU based on an allocation formula. Initially a very small operation, GTU has become what amounts to a tenth school, with all of the functions common to institutions of higher education.

By the mid-1990s, serious tensions had emerged within the consortium over issues of governance and the relationship between the member seminaries and the GTU board and administration. Two task forces were unsuccessful in attempts to clarify these relationships. A third task force, chaired by PSR president Bill McKinney, worked for two and a half years in the late '90s to produce a new "Common Agreement"¹⁰ that has been adopted by the boards of the member schools and the GTU. After five years, the Common Agreement is widely viewed as effective, and the relationship among the schools is as good as it has been in PSR's history.

⁶ GTU Common Agreement (Essay 1 Exhibit 1 Foundational Documents).

⁷ The GTU Library Collection Policy is available in the Stipulated Policies Collection.

⁸ Harland Hogue, *Christian Seed in Western Soil* (Berkeley: Pacific School of Religion, 1965).

⁹ Phrases in quotes from the GTU Web site, www.gtu.edu.

¹⁰ See Essay 1 Exhibit 1 Foundational Documents.

Following a recent GTU site visit, ATS and WASC raised concern about the financial future of the GTU should one or more member schools be forced to close or be unable to meet its financial obligations to the union. GTU has responded with a contingency plan in the event one of the smaller schools was to close, resulting in a loss of about \$200,000. The ATS/WASC request has prompted GTU to address the long-range financial health of the consortium and the member schools. In the summer of 2006, a working group produced a document, "The Need to Act," which noted the fact that the consortium as a whole had run deficits of \$3.5, \$4.0, and \$4.5 million in the last three years. Several schools have experienced dramatic enrollment declines, one has declared financial exigency, and others are asking hard questions about their futures.

Bill McKinney is now chairing a special task force to examine the financial future of the GTU as a consortium. The Alternative Futures Task Force began meeting in early 2007 and is comprised of staff, faculty, trustees, and a student, drawn from across the consortium. The health of the GTU is an important issue for Pacific School of Religion. PSR is among the most important supporters of the consortium and supplies a substantial share of its faculty, especially the Core Doctoral Faculty (about 20%). Currently, the school supplies one of the area conveners and the convener for the field education group, one member of the Appointments and Review Committee of the Core Doctoral Faculty, and one member of the Core Doctoral Faculty Awards Committee. Next year, three PSR faculty members will be area conveners. In addition, eight faculty members serve on GTU committees, including student exam and dissertation committees. The most pressing issue for PSR in its relationship to the GTU is the increase in the annual financial allocations for support of the library and the GTU program. Because several schools have experienced enrollment declines and reductions in the size of their faculties, PSR has been asked to pay a larger share of the costs. In three years, this allocation has grown from \$500,000 to \$630,000.¹¹ For 2007-08, PSR is responsible for \$55,000 of the \$93,000 total increase to the schools. This is not because of significant increases in enrollment or faculty size (both are up only slightly), but because of the deteriorating situation of other schools. There is growing awareness that the GTU must change. Less clear is whether it will make the changes early enough to avoid losing much of the genius that has brought it to the first tier of U.S. theological consortia.

Changes in Context Since Submitting the Institutional Proposal

Faculty: Since submitting its proposal in 2005, several aspects of PSR's life have changed.

PSR has appointed a new Vice President of Academic Affairs and Dean, Mary Donovan Turner. The former dean, Delwin Brown (also Professor of Theology) has retired, as has Rosemary Ruether (also Professor of Theology). The previous year, Karen Lebacqz, Professor of Ethics, retired; Choan-Seng Song, Professor of Theology, retired at the end of the Spring semester 2007. In addition to a new dean, PSR has appointed three new full-time faculty members: Mayra Rivera in Theology, Inese Radzins in Theology and Swedenborgian Studies, and Tat-Siong Benny Liew in New Testament. These new appointments strengthen faculty resources for the new MDiv curriculum, the work of the Study of Pacific and Asian North American Religion (PANA), and the Swedenborgian Studies program, and also increase the percentage of women and persons of color on the faculty.

Self-Study Plan: Since the proposal was submitted, PSR has also changed its plan for carrying out the self-studies for this review. The proposal outlined a network of teams working in conjunction with faculty committees who would prepare evidence and reports addressing the three themes the institution intended to focus on for Educational Effectiveness Review. During the 2005-06 school year, the self-study process was

¹¹The actual figures are \$501,790 for 2004-05, \$532,239 for 2005-06, \$576,895 for 2006-07, and \$637,321 for 2007-08.

to be directed by an interim Accreditation Liaison Officer (the recently retired dean) reporting to the faculty Assessment Committee. The Capacity self-study work was to be carried out by working groups composed of trustees, administrators, and faculty representatives, paying particular attention to the goals represented in the descriptions of the three themes.

In reality, this work became centered in the standing faculty committees supplemented by task groups convened to address particular issues, and individual consultations with staff and faculty members and members of other constituencies. During the school year 2006-07, the new Accreditation Liaison Officer (a regular tenured faculty member assigned to assessment work half-time) continued to use the standing faculty committees as the location of investigation and conversation for the self-study work rather than appointing additional working groups. In addition to the Accreditation Liaison Officer, the associate dean is assigned to work on the accreditation self-study work half-time. The associate dean also served as staff to the faculty Assessment Committee, where the ongoing assessment of student work and degree programs coincides with the assessment of institutional effectiveness. The chair of the Assessment Committee was given a one-course teaching reduction to make time for assessment work. The ALO, the associate dean, and the vice president for academic affairs and dean, along with the faculty Assessment Committee, have formed the team guiding the self-study process. The ALO coordinated the conversations and prepared the reports. Administrative staff and support staff provided information as requested and were invited to read and comment on drafts of the self-study reports. The ALO reported to the faculty Assessment Committee and met with the President's Council, faculty, the trustees' Board Development Committee, students, and support staff periodically to keep people informed about the process and to answer questions. From time to time, the ALO convened focused working groups to address specific questions (for instance, to assess progress in defining progressive Christian leadership development). The faculty held focused workshops to address such issues as the clarification of degree-program objectives in relation to the syllabi and new procedures for the Middler Review. Drafts of the Capacity and Preparatory Report were available to any member of the community wishing to read and comment on them. The drafts were sent by e-mail to all staff, faculty, trustees, the Community Association of PSR Council, and students contained on the all-users e-mail list. Individuals from all of these groups commented on the drafts, and those comments were incorporated into the final version. The final draft will be available to the wider community through the Web site.

Diversity: In the proposal, it was reported that since 1997, the PSR student body had grown slightly in full time equivalent (FTE), though is about the same in total headcount. This trend has continued.

PSR Student Body Headcount and FTE 1997-2006 ¹²										
Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Student Head-count	246	242	256	223	221	211	238	219	232	247
FTE	191.4	192.8	197.7	166.6	179	159.5	186	183	198.6	198.3

PSR also reported that the student body had grown considerably more diverse. The percentage of women in the student body is now lower than in 1997; however, the percentage of women at PSR remains greater than in peer schools. The percentage of women at PSR reached an all time high in 2000-2001 with over 67% of the student body being female.¹³ The racial/ethnic diversity of PSR has increased from 27% of the student

¹²All figures are from the PSR Board of Trustees Report from the Registrar.

¹³ See ATS IPPR Data 1997-2005 compared to enrollment for 2006-2007. This data is in an extensive report. The full reports containing data for the last ten years will be available to the team during their October visit.

body in 1997 to 31% in 2006, with a high of 38% in 2005.¹⁴ The student body is considerably younger than it was ten years ago. In 1997, 19% of the student body was under 30. In 2005, almost 33% was under 30.¹⁵ Though the school does not yet keep statistical information on the sexual orientation, the student body includes a significant number of lesbian/gay/bisexual/transgender/queer (LGBTQ) persons as a result of the school's commitment to inclusivity, both on campus and in the larger Christian context, as well as the presence of PSR's Center for Lesbian and Gay Studies in Religion and Ministry (CLGS).

There have been changes in racial and ethnic diversity as well. The racial diversity of the Bay Area is reflected in faculty and staff. The Board of Trustees has increased its diversity slightly in the last ten years. The women on the board increased from 13 of 33 to 15 of 33. The number of board members who are persons of color increased from 9 in 1997 to 10 in 2007. The board has been chaired by a person of color twice in the last ten years. The student body, drawn from across the United States, remains predominately white. However, PSR's location on the edge of the Pacific Rim has resulted in a higher percentage of international students as compared to other comparable theological schools. In 2005, almost 14% of the student body was comprised of international students, compared with 9% average of peer schools.¹⁶

Reflective Essays

Essay 1: Defining Institutional Purposes and Ensuring Educational Objectives

[Also addressing (ATS Standards [Institutional Purposes] 1.1.1, 4.1,1.2.0.1, DPS sections 1 and 2; [Integrity] 3.2.2, 6.1.2, 2.5, 8.1.2, 2.3, 2.4, 2.1; ATS Themes 2,3,4) (PSR Educational Effectiveness Themes - Progressive Christian Leadership Development, MDiv Degree) (PSR Strategic Plan 1. Leadership Development)]

Defining Institutional Purposes

PSR's institutional purposes are put forward in its Mission Statement (1991) Direction Statement (1996) and Strategic Plan (2005). These purposes are available on the Web site, in the catalogs, and stated in other publications of the school. (See Essay 1 Exhibit 1 Foundational Documents). These statements have an established place in PSR life. The faculty uses these purposes in planning curriculum, the trustees use them in planning for institutional development and overseeing the academic programs and administrative work of the school. Students encounter these purposes in the goals and objectives of the courses and in the underlying principles of the degree programs. Through *The Bulletin* and the PSR Web site, PSR communicates these purposes with the larger constituencies that support the school: individuals, congregations, and denominational leaders. However, there are two other important but more informal statements that underlie PSR's direction and mission. The objectives of PSR's degree programs also grow out of the values and purposes outlined in the Junior Faculty Statement of 1994 (see Essay 1 Exhibit 1) and the core educational values underlying the Master of Divinity curriculum. These core values (critical appropriation of texts and practices, leadership and spiritual formation, contextuality and partnership) were important in the Faculty Seminar of spring 2001, when the revision of the MDiv curriculum was first discussed. Initially articulated by the dean, Fumitaka Matsuoka, they represent a consensus widely shared by the faculty. These two informal understandings, along with the Direction Statement, form the basis of a list of bodies of knowledge and skills the faculty hope students will attain through study in the MDiv curriculum. This list provides a foundation for the evaluation tools for the MDiv: entrance interview, Middler Review theology statement and evaluation form, and senior interview and reflective essay. (See copies of the forms in Essay 1 Exhibit 2 Degree Programs, Manuals, and Milestone Forms.)

¹⁴ See ATS IPPR Data 1997-2005.

¹⁵ See ATS IPPR Data 1997-2005.

¹⁶ See ATS IPPR Data 2005-2006, table 10.

One of the major components of PSR's Strategic Plan is progressive Christian leadership development. Progressive Christian leadership development is thus a broad-based idea underlying PSR's institutional educational commitments. Though not using the exact language, the concept of progressive Christian leadership development was central to faculty conversations aimed at developing the new MDiv curriculum. It has been chosen as one of the themes of the Educational Effectiveness Review, because while it is an important overarching institutional purpose, it also remains imprecisely defined and therefore is not a completely effective tool to measure the school's success.¹⁷ It is hoped that by including it in the Educational Effectiveness Review, PSR stakeholders can gain clarity and insight about this concept as it shapes institutional policies and programs.

Other aspects of the Strategic Plan have also grown out of the implementation of the new curriculum. For instance, the focus on resource development grows out of the understanding that the new Master of Divinity curriculum will require additional faculty resources, and the growing student body and larger introductory courses taught in an interdisciplinary style will require larger classrooms. (See Essay 3 Exhibit 1, Faculty and Staff Demographics and Workload).

The objectives of PSR's degree programs and institutional life in general reflect an understanding of the needs for leadership in the churches and denominations the school serves. The school carries on a variety of regular formal and informal meetings with these constituencies to take the pulse of changes in Protestant denominational life. Those considerations become part of the deliberation about changes in curriculum. For example, in the early stages of the creation of the new MDiv curriculum, a committee of the faculty met with the Church and Ministry Committees of the denominations served by the school to learn of the perceived sense of strengths and weaknesses of the curriculum. In the early spring semester 2007, Dean Mary Turner convened a group of local denominational leaders for a wide-ranging conversation about PSR's partnerships with them and the current and future ministry needs of the churches. Professor Lynn Rhodes has annual conversations with the supervisors of field education students. Periodically, the people who teach denominational history and polity courses for PSR students meet together. The president meets every year with the local UMC Bishop and UCC Conference Minister. PSR is represented on the UCC Conference Committee on the Ministry, the Disciples Training and Care Committee, and the UMC Committee on Ministry. At the present time, the school does not possess formal feedback structures so that information from these consultations informs curricular planning.

Institutional Integrity

In the past ten years, PSR has worked hard to clarify its purpose and align all aspects of the school—education, employment practices, and physical and fiscal resource—with a well-articulated mission. Twenty years ago, there was considerable conflict among faculty, administrative staff, and trustees resulting from differing perspectives on the nature and goals of PSR's educational mission. In 1991, the Board of Trustees developed an updated Mission Statement to assist in the search for a new president. That same year, the school began a series of new faculty searches following the resignation and retirements of several faculty members between 1988 and 1993. With these developments, the foundations were laid for a change in the conversation. With the hiring of Bill McKinney as president in 1996, and based on the educational values articulated by a group of junior faculty members in a statement written in 1994, the current PSR Direction

¹⁷ We do not intend to make a precise definition of the term, but rather to develop a commonly shared sense of the parameters within which one would identify Progressive Christianity. In the last year, we have made considerable progress in this direction. (See Essay 1 Exhibit 6 Defining Progressive Christianity.) We are undertaking this conversation in a broader context of interest in this movement. Other sites of conversation about the definition include the journal The Progressive Christian and several meetings of progressive religious leaders nationwide.

Statement took shape. That Direction Statement, along with a re-articulation of the faculty's educational values which came out of the Faculty Seminar in spring 2001, serves as the basis for the recent significant revision of the Master of Divinity degree (taking effect in fall 2004), the core academic program at PSR, as well as the basis of the Strategic Plan for 2005-2010 adopted by the trustees in January 2005.

Progress on the Strategic Plan

Since submitting the proposal in 2005, PSR has made considerable progress in its Strategic Plan.

1.) Progressive Christian Leadership Development: In the Strategic Plan for PSR, the institution is called to "prepare the next generation of progressive Christian leaders who will renew and transform congregations, specialized ministries, the academy, and social movements." As outlined in its five year objectives, PSR is assessing and revising its degree and certificate programs, accelerating its commitment to a multi-faceted community education program with new funding and staffing, developing new recruitment plans that will draw a diverse community of students, and calling new faculty who have a commitment to progressive Christian scholarship and teaching. PSR's curriculum and programs (e.g. Minister and Scholar in Residence) and processes (e.g. recruitment, admissions, and the awarding of financial assistance) are being assessed according to progressive Christian standards and affirmations.

While there is agreement amongst PSR's constituencies that this is a core value, a challenge that the institution faces is a clear definition about the term progressive Christian leadership. A focus group convened in fall 2006 by the ALO as well as the faculty discussion in January of 2007 aided in further defining the term. (See Essay 1 Exhibit 6 Defining Progressive Christian Leadership). This enabled a revision of the Middler Review student assessment to include several key skills and abilities related to progressive Christian leadership.

The Certificate of Ministry Studies (CMS), a lay leadership education program, and Doctor of Ministry program (DMin) are important components of PSR's progressive Christian leadership development efforts. The school also partners with other educational institutions in this effort, including supporting the theological education needs of progressive Christian churches in central Oregon through its partnership with the Northwest House of Theological Studies. PSR continues to develop its community education program as a venue to extend the school's commitment to progressive Christian leadership to lay persons and clergy by providing education and resources firmly rooted in this conviction.

2.) Dismantling Racism and Building Cross-Cultural Competence: PSR has given serious attention to issues of racism and to building cross-cultural competence. In 1996, the Board of Trustees officially formed a Racial-Ethnic and Cultural Sensitivity Committee made up of trustees, faculty, staff, and students. That committee began to serve as a place where people could bring concerns about issues of racism and cultural insensitivity. In 1998, the faculty Education Resources Committee began to explore ways to move the educational culture at PSR in an anti-racist direction. The committee instituted an annual consciousness-raising event for the whole community. Realizing that neither of these efforts had begun to scratch the surface, the Education Resources Committee and the trustees' Racial and Cultural Sensitivity Committee asked the president to find a way to locate the concern more centrally in the life of the community. Hubert Locke, acting president while President McKinney was on sabbatical, created the Dismantling Racism Committee (DRC)—made up of faculty, staff, and students—to report both to the trustees and to the President's Council about efforts to dismantle racism at PSR. In 2004, PSR invited the United Methodist Commission on Religion and Race to conduct an audit of its effectiveness in addressing racism issues. Building on those findings, dismantling racism and building cross-cultural competency became one of the four points of the strategic plan. The DRC began recommending changes.

In the spring of 2006, discontent with the predominantly white community portrayed on the Progressive Christian Witness Web site, and student and staff struggles with racism in the community, brought racial tensions to the surface at PSR. One result was that the president, in consultation with the co-chairs of the DRC, came to the conclusion that the Strategic Plan goal of Dismantling Racism and Building Cross-Cultural Competence does not fit neatly under a single department or constituency of the school. Issues of racism and white privilege on campus and beyond are not the purview of the faculty, administration, staff, students, or board alone. Nor do any of these groups have the power or authority to insist that any other groups do what they want them to do. A reorganized committee, supported by the Board of Trustees and given new moral authority under the Strategic Plan, has designated or elected members from all constituencies at the school—faculty representatives appointed by the dean, support and administrative staff elected by those constituencies, students elected by CAPSR, and trustees. It is charged with supporting and guiding training in cross-cultural competency, suggesting policy and structural changes and serving as an advisory group to the school in improving anti-racism efforts. It has direct access to the various centers of authority on campus through these representatives. Collectively, the constituencies of the school hold each other accountable through this structure. The charter was finished and adopted in early spring 2007.

In the spring and fall of 2006, the Dismantling Racism Committee, incoming students, trustees, staff, and faculty took the Inter-cultural Development Inventory (IDI) recommended by PSR's International Students support staff, and these findings will be used to formulate next steps. Each group attended a debriefing meeting to discuss the group's results and learn how to interpret the individual scores. Other constituencies at the school will also be involved in using the IDI in the near future. The faculty, using a grant from the Wabash Center, is in the process of planning a prototype for a required course in addressing racism issues in religious organizations and the larger society. The results of the IDI for the entering student class provided important data for deciding the primary focus for that course. PSR still struggles to find an effective structural mechanism for addressing incidents that arise on campus. The DRC has been a consistent advocate for PSR to establish an office where work on these issues can be pursued more effectively and efficiently.

It is clear from conversations about Progressive Christian Leadership Development that, in addition to cross-cultural competence and ability to recognize and counter systemic racism in society and in the churches, the ability to address homophobia in church and society is also an essential leadership skill for developing a new progressive Christianity. Thus, PSR's Strategic Plan makes both of them priorities for its educational programs. Since submitting the proposal, PSR has spent considerable time developing a consensus about the meaning of the term. While concern for racial justice, inclusion of LGBTQ people, and women's leadership are clearly aspects of progressive Christian leadership, PSR has yet to define fully what is meant by the term. The pilot website provided a forum for discussion of the concept. That conversation, however, was by design narrowly focused and did not include significant racial or cultural diversity, nor did it include many PSR voices. In January 2006, progressive Christian leadership was the major focus of the Earl Lectures and Pastoral Conference. In this venue, the racial and cultural diversity of voices was significantly greater and PSR participation was central. Still, in both of these venues, definition of the term "progressive Christian" remained unfocused. In the fall of 2006, the Center for Lesbian and Gay Studies in Religion and Ministry (CLGS) held a series of forums focused on issues of privilege and prejudice. PSR's Institute for Leadership Development and PANA and CLGS produced a video about Asian American LGBTQ people in churches. Both of these movements helped to integrate PSR's concern with racism with equal concern for homophobia in society. CLGS and PANA decided to make the CLGS/Asian Pacific Islander (API) Roundtable a joint project between the two centers. The video, *In God's House: Asian and American Lesbian and Gay Families in the Church*, was a joint venture between CLGS and PANA; the Roundtable contributed to its production and the study guide that was produced for the film.

3.) Resource Development: PSR is a seminary rich in resources. It has a talented faculty, staff, and Board

of Trustees, a beautiful Berkeley campus, a permanent endowment approaching \$50 million, an extensive information technology infrastructure, and partnerships with the Graduate Theological Union and numerous faith communities and progressive Christian organizations. PSR's governance practices have supported the institution academically, fiscally, and spiritually, enabling it to expand its work of serving historic and emerging faith communities. PSR seeks to strengthen its stewardship of these gifts to ensure the school's vitality far into the future.

Financial projections for the next five years indicate that PSR will maintain its current operations and programs without significant deficit spending. However, the school must bolster its fundraising efforts and find new revenue streams to support its future work. PSR currently generates \$1.75 million each year through the annual fund, grant income, and endowment gifts; the seminary completed a successful \$12 million capital campaign in 2003. PSR's two major centers—the PANA Institute and CLGS—generate grant income for a significant portion of their general operating budgets. To ensure their long-term viability, PSR must raise an additional \$3 million for each center to complete their \$4 million endowments.

PSR's physical plant is one of its most important assets. Though it has received careful attention through the years, a growing list of deferred maintenance issues threatens this aging infrastructure, and it will demand a large investment of capital to keep the campus attractive and functional for tomorrow's educational needs. PSR has undertaken a survey of these deferred maintenance needs in preparation for a capital campaign.

In 2005, PSR adopted an initial 5-year plan that included funding for Strategic Plan initiatives. PSR also reviewed and updated a 5-year plan to guide budget work for 2006-2007, incorporating additional Strategic Plan action items, which included progress toward its goal of decreasing the draw on the endowment to 5.5% by 2010. PSR also committed to expand current revenue streams through a variety of action items. As a result, in 2005 PSR generated additional annual fund participation by the increased use of a phone-a-thon strategy and a higher volume of donor visitations. PSR also began the development of a planned giving newsletter to generate more interest in this form of contribution. It is still too early to measure the effectiveness of the program; the plan is to conduct a formal review of the program in late 2007. As part of the focus on development, PSR has contracted with Klein and Roth Consulting to perform an assessment of the school's development program. Their report was to be completed during the summer 2007.

In 2006, the school committed to a social investment policy that aligns PSR's historic commitment to social justice with its financial investment portfolio and objectives. PSR also revised existing charters for its Administration and Finance Committee, Social Investment Advisory Committee, and Investment Subcommittee of the Administration, and Finance Committee.

Results of a May 2005 survey of dining, facilities, and housing have been used for baseline comparisons against repeat surveys at the end of the fall 2005 and spring 2006 semesters. The results helped to guide repair and renovation projects for summer 2006 and will be used for the summer of 2007. PSR continues to work on developing a campus-wide "Think Green" ecology policy that informs operations and facilities management, conservation initiatives, and recycling. In 2005, the school upgraded smart classroom technology in PSR 6 and replaced the console in Mudd 103 to be compatible with other smart classrooms and improve classroom design. Smart classrooms contain computer equipment and LCD projectors enabling classroom access to the Internet and other technology for teaching.

4.) Telling the PSR Story: Both internal, institutional changes—such as the intensification in PSR's outreach to external audiences; the increasing sophistication of PSR's understanding of its mission; the reshaping of its MDiv program; the activities of its centers; and external realities such as the development of electronic communications technologies (the World Wide Web, e-mail, online communities) and the emergence of new faith communities (and hence new potential constituencies for PSR)—have significantly

altered the context and the content for PSR's marketing communications. This situation challenged the school to assess, once again, the accuracy, consistency, and persuasive power of the messages and means used to market PSR.

In 1996, PSR retained outside counsel to audit existing communications and make recommendations to strengthen the institution's work in reaching key constituencies. That work, submitted by Peterson Skolnick & Dodge under the guidance of then-communications director Dawn Cunningham, provided a communications blueprint for the organization. Much of the work listed below was carried out during Jane Austin's eight-year tenure as communications director.

Beginning in October 2003, a Marketing Task Force (composed of PSR staff, faculty, students, and trustees) worked to define PSR to its many audiences. In order to communicate more effectively with all audiences, internal and external, PSR needs to continue to clarify its distinctiveness, to refine messages so they address the needs and concerns of targeted audiences, and to organize all communications efforts under a branded "umbrella theme." While brand management in an institution that serves such diverse audiences is challenging, the goal is to create a "big-tent" umbrella that is specific enough to be meaningful, while broad enough to allow for creativity and flexibility in telling PSR's stories effectively.

In response to the work of the Marketing Task Force, four primary objectives were outlined: 1) PSR's brand will be well understood and articulated by every member of its internal community, and easily identified by its external audiences; 2) PSR will be perceived as a first-choice educational resource by those considering the vocation of ministry and by practitioners engaged in serving faith communities; 3) PSR will be well-respected not only for its general academic programs but also for its specific strengths in such critical areas as multiculturalism, sexuality, and gender issues in faith life, and resources for Asian and Pacific Islander communities, and 4) PSR will be recognized as carrying the banner—intellectually, spiritually, and collaboratively—for progressive Christianity in the United States.

To achieve these objectives, several actions have been implemented. In 2004, PSR updated stationery materials (business cards, letterhead, etc.) so all present a consistent graphic identity. The school also created new conference displays and identity brochures that incorporate the umbrella theme and key messages and share a graphic identity with the new view book. Photographs of members of the PSR community and campus life to accompany profiles on the Web and in publications are regularly updated and used to renew photo archives. In late 2005, PSR began development of a "design toolkit" and stylebook program, to encourage coherence among PSR materials in visual approach, application of the logo, and language usage, and to provide all units on campus with cost-effective, flexible tools to produce quality materials. In 2006, a Web site redesign campaign was established to improve branding, navigation, and functionality of the PSR Web site to build a powerful communications vehicle that can vastly expand the ways the school can tell its story, engage key constituencies, and position itself as a national leader in progressive Christianity. In 2007, the school will continue work on resolving issues of co-branding with programs/centers that reach out to both existing and potential PSR audiences, ensuring that both general institution and specific program/center needs are met. Future plans include the development of a public relations plan and recruitment of participants for a marketing advisory board, as well as developing specific strategies to empower faculty and staff to be effective ambassadors for the school by preparing them to communicate PSR's key messages to the many audiences they serve.

As the economic pressures on students increase and as PSR considers a larger role as leader in the progressive Christianity arena, the institution's need for broader-based financial support will increase as well. As the Office for Institutional Advancement frequently points out, the school has a far-too-modest donor base to support both the current size and the aspirations of its vision, programs, and budget. Marketing is committed to playing a significant role in constituency-building—both deepening relationships with

current supporters and bringing new supporters into the fold.

Coherence of Educational Programs with Institutional Purpose

Pacific School of Religion is committed to serving God by equipping historic and emerging faith communities for ministries of compassion and justice in a changing world.

The purpose for PSR articulated in the Direction Statement is rooted in the school's history and sets a course for the school's academic goals.¹⁸ However, one weakness within the institution is that the school has not studied how this value has been imparted into the vocational lives of the graduates of the school. PSR's upcoming alumni survey should provide a benchmark reading of how well the school prepares its students for a changing world and assist in designing educational experiences to prepare future students.

PSR states in many places its promotion of education for justice and compassion. The school prides itself on its focus on ethical behavior drawn from a broad base of Protestant Christian ethical concern rooted in generally shared beliefs about the nature of God and God's purposes for humanity and the churches. Faculty, students, and staff do not, however, all agree completely, nor require agreement to a particular kind of orthodoxy, in order to teach or learn at the school. PSR deeply values respect for the humanity of all people, and in many ways assumes that this respect permeates teaching, scholarship, and services, as well as administrative practices. Within the institution's life, there are incidences which violate the community's ethical norms and deeply held values. The ongoing need for a Dismantling Racism Committee; continued efforts to promote conversations about the inclusion of LGBTQ people in the churches and in coursework; efforts to engage students and the churches in a more complex and systemic understanding of the nature of social injustice; and efforts to incorporate these concerns into theological reflection on the part of students and faculty alike indicate that the school does not yet live up to these high ideals. At PSR, diversity of denominational commitment, theological stance, physical ability, race, culture, economic class, gender, sexual orientation, and vocational interest complicate the academic conversation. While this diversity is intentionally included in the classrooms, presentations, lectures, reading assignments, student research opportunities, and engagement with the wider society, this does not guarantee that all people will find an equal opportunity to participate in the theological conversations of the school. In order to help ensure that PSR's commitments to diversity are lived out in its educational processes and community life, several critical steps have been taken:

- PSR has sought out a diverse faculty.
- The faculty regularly reviews the syllabi of the required classes to ensure that there is room for the diversity of perspectives in the courses and that students encounter ideas that come from a variety of settings and cultures.
- The new MDiv curriculum contains a significant contextual education component designed to help students understand and work within settings where differences in race and culture, sexual

¹⁸PSR has always been a major school educating leaders for the historic mainline Protestant churches, including the United Church of Christ, United Methodist Church, Disciples of Christ, and now the Swedenborgian Church. The majority of MDiv alumni are serving congregations in these denominations. PSR students, faculty, and alumni have also been involved in providing leadership to new emerging forms of faith communities. Professor Buell Gallagher and student Roy Nichols were active in forming the first interracial mainline congregation in the East Bay in the 1940s. Professor Robert McAfee Brown brought issues of justice and liberation theology to the foreground. More recently, PSR has become a major seminary for training clergy for the Metropolitan Community Church, a 40-year-old denomination serving LGBTQ people. Alumni such as Paul Chafee have been pioneers in interfaith ministries. PSR and its alumni have been involved in social justice ministries for decades. Faculty and students protested the internment of Japanese Americans during World War II. PSR students protested the war in Vietnam in the Sixties and Seventies. Alumni today are actively seeking worker justice and immigrant rights. The school has been at the forefront of efforts to include LGBTQ people in the churches and to work for justice on their behalf. (More examples can be found on the PSR Web site.)

- orientation, or class significantly affect religious life.
- The Center for Lesbian and Gay Studies in Religion and Ministry has created an African American Round Table to address ongoing discussion of the intersections of racism and homophobia in society. The resources of the Progressive Christian Witness Web site also provide a multi-dimensional view of this complex phenomenon.
- There is continued work to make the campus accessible.

Cultural diversity is a common reason for students to choose PSR over other schools. The ATS Entering Student Questionnaires for 2006 indicate that PSR applicants are interested in and aware of cultural diversity, but not expecting to be changed by being in a diverse environment. In 2005, the entering class had an unusually high number of people attracted by the school's racial and cultural diversity.¹⁹ At present, about one third of the current student body highly values this diversity. (The difference between their expectations and their experience at PSR²⁰ highlights the fact that there is still unevenness in PSR's pedagogical abilities to create inclusive classroom environments.) Support for students from under-represented racial or cultural constituencies and for students of minority sexual orientations is sometimes inadequate, and not all of the members of the diverse faculty feel that their perspectives are equally valued in practice. The perennial surfacing of tensions related to cultural and racial diversity indicates that there are not yet effective mechanisms for learning from mistakes.

While PSR values relationships with constituent denominations, the school remains free to shape educational programs as it thinks best. PSR's partner denominations offer advice, and members of these churches support the school financially and serve on the governing board. Many members of the faculty and staff are ordained clergy. However, none of these denominations retains any authority to dictate the policies or educational content of any of the school's programs. PSR remains deeply interested in the issues that face its denominational partners because those same issues affect their ability to support the school's work. In addition, PSR remains committed to partnerships with foundations and other organizations engaged, albeit in more secular ways, with the kinds of just and compassionate projects that compliment its work with constituent denominations.

Connecting the Strategic Plan with Degree Objectives

PSR has connected its institutional objectives to its major degree programs as the basis of curricular and course planning. The PSR Strategic Plan focuses its attention on progressive Christian leadership development as one of its major components. Progressive Christian leadership development came to be a broad-based idea underlying PSR's institutional educational commitments, growing directly out of the conversations aimed at developing the new Master of Divinity curriculum. It was chosen as one of the Educational Effectiveness themes because it provides important overarching institutional purpose, yet it also remains undefined and therefore is not completely effective as a tool to help assess success. Additionally, other aspects of the Strategic Plan have grown out of the implementation of the new curriculum. For instance, the focus on resource development grows out of the understanding that the new Master of Divinity curriculum will require more faculty resources. Also, additional students and larger introductory courses taught in an interdisciplinary style will require bigger classrooms. (See Essay 3 Exhibit 1 Faculty, and Staff Demographics, and Workload.)

Integrity of Institutional Structures

¹⁹ATS Entering Student Questionnaire Report of results for fall 2005 (Essay 1 Exhibit 3 Student Body Demographics).

²⁰This helps to explain the spring semester 2006 flare in tensions about race and cultural sensitivity on campus.

As a California not-for-profit educational institution, PSR is governed by an independently elected Board of Trustees. Under the PSR Constitution and By-Laws, the trustees exercise ultimate authority over all policy matters of the school. The board meets three times a year, in October, January, and May. The board committees (the Academic Committee, the Advancement Committee, the Finance Committee, the Board Development Committee, and the Anti-Racism and Cultural Competence Committee) may meet more often. Three board committees are aligned with departments overseen by the PSR vice presidents for academic affairs, institutional advancement, and business and finance. The trustees regularly evaluate the work of the president, and the Academic Committee of the trustees oversees the work of the faculty, receiving reports and encouraging the faculty in its effort to improve the academic programs.

PSR has a history of shared governance among the trustees, the administrative, support staff, and the faculty. Faculty has primary responsibility for the academic programs. The administrative staff has primary responsibility for organization and management of the fiscal life of the school. The trustees oversee the work of both the administrative staff and faculty.

There are a number of formal and informal ways in which all members of the PSR community participate in some way in decision-making. Students serve on most faculty committees, and there is a student trustee with voice and vote. The faculty and support staff are represented on the Board of Trustees by one representative each with a voice but no vote. The Advisory President's Council consists of members of the administrative staff, the support staff, and a faculty representative. This council coordinates the numerous events and serves as a forum to discuss problems. The CAPSR Council is the main location for student governance and activity. Support staff who work with the academic programs of the school are an integral part of the faculty committees where they have voice and a considerable amount of influence. The Support Staff Personnel Advisory Committee is a formal way in which support staff can influence decision-making. Support staff also have representatives on the board committees. Such work as the development of the strategic planning process or accreditation involved people from all parts of the PSR community. (The formal and informal governance structures will be discussed more fully below, in Essay 3.)

The foundational statements defining PSR's purpose are well known in these governance circles, and all are held accountable for significant divergences from them. In keeping with concerns about compassion and justice, PSR has policies dealing with sexual harassment and discrimination based on race or disability. The school has been working to provide the support staff with the kinds of support long available to faculty, such as extended renewal leaves.²² While the community is openly supportive of having these policies, and there are tested procedures in place for making complaints, the policies themselves are not easy for a newcomer to locate, and the procedures for making complaints are not well known. The policies are included in the Employee Handbook and the Student Handbooks, but are not yet on the Web site. There is a need to update some of the policies (and even create new ones), as well as to make them more sensitive and easier to use. For instance, the Non-Harassment Policy and Complaint Procedure as outlined in the Employee Handbook (pp. 11-13), was revised very recently, and the new policy will be in place by the time of the Capacity visit in October. This policy is provided to all new employees and is sent to all employees once a year. In addition, the information is available on request in the personnel office and in a public folder in PSR's Outlook files. The school also requires all staff and faculty to complete an on-line harassment prevention training program. However, the current policy has as its first step, "When possible, confront the harasser and persuade him/her to stop." Though it includes the caveat "when possible," this often acts as a deterrent to those who feel the need to make such a complaint, because rarely does a person experiencing harassment feel it is possible to confront the harasser. That is partly what makes the experience harassing. PSR does not keep data on the numbers of such complaints. Anecdotal information from the administrative

²²See PSR Employee Handbook. (Essay 1 Exhibit 8)

staff indicates that the complaint process has been tested and works well. However, additional anecdotal evidence from staff and students indicates varying levels of difficulty in bringing complaints forward. So, while PSR has a policy in place and is conscientious about preventing harassment, procedures could be improved.

Other kinds of issues that go against the institution's shared principles arise. The faculty and administrative staff recently adopted a policy having to do with special needs of MDiv students who, for one reason or another, are facing difficulties participating in the program and are causing problems in community life. Grievance procedures for housing complaints are readily accessible, and when students raised complaints last fall, the staff was able quickly to address them. However, previous housing and facilities survey results indicate that the concerns had been communicated to the administration earlier. CAPSR Council has worked to put broader student housing concerns before the school, including the difficulty incoming students have securing housing and the policies by which roommates are assigned. Students have raised concerns about the environmental effects of some PSR maintenance practices, the kinds of food served in the dining hall, and health concerns about lack of maintenance in some areas of the campus, contrary to PSR's principles of justice and compassion.

One weakness of this shared governance style is that sometimes it is unclear who is supposed to address which issue. For instance, one outcome of the engagement of staff and student complaints about racism in spring of 2006 was the proposal for an ombudsperson or group appointed by the president to whom people could bring complaints or issues. While some progress has been made on these issues in the 2006-07 school year, this has not yet been fully accomplished in part because the president remains true to PSR's collegial governance principles. Therefore, it takes time for the community to come to a consensus. Another example is the persistence of issues in the housing and dining departments. At the moment, PSR does not have personnel working on the larger structural changes needed.²³

Internal controls over financial matters and gift administration are reviewed and updated periodically, as well as being reviewed annually during the annual audit. The administrative staff and various department heads are responsible for proposing new policy and insuring adherence to internal policy as well as local, state, and national regulatory requirements. The GTU assists in certain areas, such as compiling information for Cleary Act reporting and financial aid administration. Additionally, the committees of the Board of Trustees all have roles of oversight and policy review. A task group is beginning a comprehensive review of all board-level policies and governance documents to make sure they are up to date. The Board Development Committee also worked on a trustee job description and covenant that was approved at the May meeting.

Essay 2: Achieving Educational Objectives through Core Functions

(ATS Standards [Teaching, and Learning] 3, 3.1.4, 4, 4.2.1, 1, 4.2.2.1, 4.2.3.1, 4.2.4.1, 6.1, 6.3, DPS Sections 1, 2, 4, and 5; [Scholarship, and Creative Activity] 3, 6.4; [Support for Student Learning] 7.2.3, 7.3, 7.3.3, A.3.1.4, and M.2; and ATS Themes 1,2,3,4) PSR Educational Effectiveness Theme MDiv, Progressive Christian Leadership Development; and PSR Strategic Plan 1, Leadership Development; 2, Dismantling Racism.)

Educational Objectives and Core Functions

PSR creates its degree programs in conversation with the community of theological schools using

²³The CAPSR Council has suggested that PSR needs a Chief Operations Officer who could not only address specific facilities needs, but also the justice and environmental issues. The council would like to see a more proactive stance and a less reactive one. The discussions about a new capital campaign address some of these issues.

degree standards developed by the Association of Theological Schools. It also participates in a regular review of programs through the ATS and WASC accreditation processes. The school assures the programs are aligned with its core purposes by maintaining an ongoing conversation among the faculty, the administrative staff, and, through various means outlined above, with constituent denominations. The faculty has responsibility for the academic integrity and seriousness of the courses taught. (They have developed grading policy that helps communicate to the students the kind of work expected for good grades.) There is accountability in hiring, periodic review, tenure, and promotion processes for excellence in teaching, and for holding students to a high standard of work. However, as the institution prepares for the Educational Effectiveness Self-Study, it has become evident that there are several areas in need of improvement.

Scholarship and Creative Activity

The new faculty manual, to be approved in the fall of 2007, spells out the ways the institution's policies and administrative procedures encourage and support scholarship, instructional innovation, and creative activity. PSR has experienced a change in academic culture from one in which faculty had almost complete freedom to teach as he or she thought fit, to a culture in which there is an expectation to work in an interdisciplinary way, and that what is taught is decided in conversation with colleagues. There is a need for extensive conversation about the relationship between individual scholarly work and improvements and creative enhancement of teaching. PSR faculty members bring their own scholarship and creative activity into the classrooms. In teaching elective courses, and especially courses for MA and PhD students, faculty regularly teach material in the classroom in the area of their research for publication. Almost all courses at PSR require students to do some element of research and presentation of the results of that research. The library offers workshops for students in the basic courses, introducing them to the resources available for the study of those areas. The MA program requires a thesis and the MTS program requires a project. The DMin program also requires a project, and most of the foundational courses for the MDiv require research papers or other forms of research presentation.

Support for Student Learning

Having implemented the new MDiv curriculum in fall 2004, the school graduated the first class of this curriculum in spring 2007. It is now time to assess the quality of the educational work in that program. It is clear that it is hard for students to finish the new requirements within the three-year period, although it is unclear whether this is due to an increased work load within the degree, or whether PSR has been inadequate in changing the culture surrounding the MDiv, including clear communication of what constitutes a full-time load. Students report that it is impossible to finish the degree in three years without taking summer courses, but that these courses are not factored into the cost estimates for finishing the degree. Though the costs are higher than expected, students also have fewer hours available to work if they are to finish the degree in the suggested period. It will be important to refine the degree program and communicate clear expectations to students, *and* to develop more financial support for students.

PSR has been admitting increasing numbers of international students but is not adequately supporting students for whom English is a second language. Additionally, it is PSR's practice to admit students without specifying prerequisites for graduate-level theological education, but not offer courses/workshops to prepare students for graduate-level study in theology. Though the school normally requires a bachelor's degree for admission to the master's level programs, there is no requirement for a baccalaureate degree in an appropriate undergraduate program (for instance, the humanities or social sciences). PSR attracts a wide variety of students who come with varying levels of educational experience. Some come from religious studies and humanities departments in college. Some, however, come to theological education as a second career after a long time spent in the sciences or in work that did not require college education. Some students, while college graduates, still come without enough skill in reading,

research, writing, or ability to think critically. While PSR is developing a significant support system for international students in their academic work, the school has not developed a systematic way of supporting other students who come with weaknesses in their academic background.

An important addition to PSR's academic programs has been the Master of Theological Studies (MTS). The faculty instituted this degree to provide students who were looking for a master's program for graduate-level theological study but who did not want to pursue the vocational path of the Master of Divinity degree or the academic focus of the Master of Arts degree. Current MDiv and MA students sometimes transfer to the MTS program once their educational goals are clarified, allowing them to graduate.

The school has yet to study whether changes in degree programs lead to retention and graduation rates appropriate to a graduate theological school. Records of graduation or completion rates, as well as the number who discontinue their studies, would give valuable direct information about the basic effectiveness of the degree programs. This information has begun to be collected. In addition, it would be helpful to collect ordination rates of graduates, but this has not happened. There is indirect survey evidence of the effectiveness of PSR's programs in the ATS Entering and Graduating Student Questionnaire results. For instance, a third of the students finish their degree three years after beginning it; about 40% of students graduating from the MDiv program anticipate working in parish ministry. Faculty, field education, and biblical studies consistently rank high as the most important influences on educational formation. Students report satisfaction with their progress in the ability to think theologically, interpret scripture, conduct worship, and to relate social issues to faith; they also report satisfaction with knowledge of their own religious traditions. This picture has not changed substantially in the last decade. The data from earlier years provide a body of evidence for comparison by which to evaluate the new MDiv curriculum. (See ESQ GSQ Data reports from ATS, Essay 1 Exhibit 3.)

ATS Graduating Student Questionnaire data indicates that the larger educational environment of the GTU and University of California and the capacity of PSR to provide housing are major attractions for students considering the school. PSR has the capacity to house a large portion of its student body on campus. Both the GTU library and the University of California library are nearby, and students can take courses in these other institutions. One reason the state of the housing facilities is of great concern to the students at PSR is that it is so valuable to be on campus during their studies. Spaces that foster community at the school are limited. The students have a small lounge in addition to the dining hall. The dining hall is open only for a short time after dinner in the evenings; the lounge, while open any time through use of a door code, is too small for many purposes. There is a computer room where students can use computers provided by the school. This room is open 24 hours/day, 7 days/week, and is more crowded close to midterms and finals.

The school seeks regular student evaluation of its housing, food service, and library services. PSR conducts student surveys of its dining facilities and housing, as noted above. The GTU library seeks student input through feedback forms and a suggestion box, and conducts evaluations of the workshops it offers. The IT department does not currently conduct formal surveys of students, but has responded to student requests, for example, by providing wireless Internet availability that has since expanded in range. Students have requested wireless access in the library, but it is not yet available, and PSR does not have the ability, as a single school in the consortium, to provide it.

In addition to the on-campus environment, there are parts of the curriculum that place students in settings beyond the campus through field education programs and contextual learning events. These settings provide students with an extended learning environment that allows them to engage classroom knowledge with practical working environments in ministry.

The faculty at PSR receives feedback on courses from students. Faculty scholarship and interest—as

well as participation in the changing landscape of theological scholarship, biblical studies, the social scientific study of religion, and congregational studies—directly influence the development of new courses and the way basic material is taught. The most recent change in PSR curriculum has been the development of interdisciplinary courses introducing students to basic material in biblical studies, theology, ethics, and history, by teaching these fields in conversation with each other rather than as separate disciplines. This new paradigm in ministry education stemmed from a shared conviction among the faculty that in professional ministry, students will not use these disciplines discretely, but in concert with each other. For instance, when a minister prepares a sermon, he or she is also engaged in pastoral care; when a minister analyzes an ethical question in society, he or she cannot do so without doing historical and theological research; and when a minister confronts a death or other congregational crisis, parishioners are not simply looking for professional service, but for theological insight and a sense of connection to the divine. The faculty decided that students would better learn the connections of these disciplines if they experienced such connections in the classroom.

Over the last five years, the faculty has spent considerable time in focused conversations about curriculum development and pedagogy. The faculty spent one semester in a seminar (Spring 2001) completely rethinking the Master of Divinity curriculum. The curriculum was approved in November 2002 by the faculty, in May 2003 by the trustees, and was implemented in fall 2004. The faculty has begun to hold in-service conversations about grading, syllabus development, and interdisciplinary teaching. The leadership of the deans in this effort has been important. While enthusiastic about the new curriculum, its implementation raises questions about the faculty's ability to sustain this level of work while still remaining productive scholars in their respective fields. A grant from the Wabash Center has provided resources over the last year for the faculty to engage in more systematic in-service training for the particular demands of this curriculum.

Development of the new MDiv program has involved significant revision of the advising process. Previously, each student was assigned a faculty adviser who followed her or him through the entire MDiv program. In the new system, four to six faculty are assigned as first-year advisors and after the first year, students are assigned to another adviser based on shared knowledge of the students' interests, denomination, and vocational plans. This has provided more consistent advising at the beginning of the student's program, but then allows the student to be reassigned to a faculty member who will be most helpful in actually completing the degree and getting started in the denominational system or vocational area in which he or she will be working.

For many years, data has been collected about the effectiveness of student services, including financial aid, community life, housing, and dining. Findings indicate that graduating students are generally less satisfied with their educational experience than ATS students in general. Particular concerns have persisted about the lack of pastoral care, spiritual formation, and career counseling. In 2004, PSR reorganized its Community Life Office to provide more effective pastoral care. Graduating students, however, remain dissatisfied with these issues. In assessing the academic programs, graduating students, while expressing positive opinions of the availability of professors, the quality of classroom teaching, and other aspects of academic life, have been less satisfied than ATS students overall regarding these issues. Students graduating from PSR consistently express greater than average satisfaction with financial aid, housing, class size, and the library.²⁴ It is likely that these responses will change dramatically with the addition of input from the spring 07 graduating class. For instance, the number of students in the core courses of the new curriculum has been large. In fact, it has been difficult finding enough classrooms large enough for these courses. In addition, there are regular complaints from all who use PSR classrooms about the condition of chairs and desks.

²⁴ See ATS Graduating Student Questionnaire Data. Essay 4 Exhibit 3.

PSR provides a rich environment for the exploration of diverse approaches to progressive Christianity, including cross-cultural dialogue and engagement with differences in gender and sexual orientation among the students. Being a multi-denominational school, informal conversation about denominational differences and similarities takes place, and students cooperate across denominational lines on a variety of social justice issues. The students at PSR are probably better prepared to participate in cross-denominational or interreligious cooperation in social services and justice work than they are to participate in conversations across denominations or in interreligious settings about theology, philosophy, or ecclesiology. This observation is based on assessment of the ATS Entering and Graduating Student Questionnaires, but there is important data to be gleaned from the alumni survey that is being conducted. (Graduating students do not know how well-prepared they might be to do their work until they do it.)

The PSR Admissions Office supplies data on admission and retention and on the diversity of the student body. This data, along with the ATS Entering Student Questionnaire, indicates that the quality of the faculty, the theological perspective, access to other schools through the GTU, and PSR's academic reputation are significant factors in a student choosing to attend PSR.

PSR has procedures for accepting transfer students and applying credit earned in other institutions, as well as credit earned in PSR certificate programs, to the course requirements of the Master of Divinity. A number of students each year transfer to PSR from the Northwest House of Theological Studies.²⁵ When students transfer from other institutions, faculty in the specific areas of study approves the syllabi of the courses taken at those schools to make sure that they are comparable to requirements in the interdisciplinary basic courses. All PSR students can take courses at other schools in the GTU as well. For basic required courses, an official list of alternative courses offered at other GTU schools from which students may choose is circulated prior to registration. Some students note that this does not provide as much freedom as faculty may have intended. They note that the process for getting alternative courses approved in the MDiv program is cumbersome.

Beyond making sure the Master of Divinity program meets the requirements of the denominations that PSR serves and provides the critical aspects of this program as outlined in the ATS degree program guidelines for the Master of Divinity (and similarly for the Master of Arts, the Master of Theological Studies, and the Doctor of Ministry), PSR does not require that its courses be exactly comparable to courses in other institutions (just as their courses are not exactly comparable to PSR's). The syllabi for the interdisciplinary courses provide information about intentions, outcome objectives, and method of working with students.²⁶ It is hoped that this will make the interdisciplinary courses understandable to other institutions to which PSR students might transfer, so that they will receive appropriate credit for their work.

As part of its Strategic Plan initiative on dismantling racism, PSR has begun to take a look at the demographic data regarding its student body as well as the makeup of the staff and faculty. In light of this, the school has begun to ascertain where it is falling short in its ability to attract and retain students from racial minority communities and why, in comparison, it is successful in retaining and attracting students from LGBTQ communities as well as women. The school has only just begun to find a way to use the data effectively and to recommend workable and helpful changes in the life of the school.²⁷

The school, through CAPSR and student participation on faculty academic committees, through

²⁵See Agreement with the Northwest House of Theological Studies (Essay 1 Exhibit 1 Foundational Documents).

²⁶See Syllabi Collection (Essay 2 Exhibit 3 Curriculum Information).

²⁷See Stipulated Data and Basic Descriptive Data

course evaluations, and through the Entering Student Questionnaire and Graduating Student Questionnaire, collects data on student-stated needs and preferences for their work during the degree program. The minutes of faculty committees working on planning the basic interdisciplinary courses for the MDiv program show that student preferences and needs, as well as faculty core educational values and degree objectives, are taken into consideration in planning these courses.

In sum, Pacific School of Religion has a clear and evolving sense of purpose in its support for student learning. PSR clearly builds on the persistent historical mission to educate clergy for mainline Protestant churches in the American West, but specifically acknowledges its desire to advance a particular kind of religious leadership defined as progressive Christian leadership. Because this vocabulary is part of a larger discourse in U.S. culture, it is important for PSR to define its understanding of the term carefully. The school is well on its way to developing a clear sense of progressive Christian leadership. PSR also builds on its historic and contemporary understanding of mission in the MDiv program, educating leaders for historic and emerging faith communities for ministries of justice and compassion in a changing world. Having finished the third year of a new curriculum for this degree, there is emerging a defined set of outcomes to assess educational effectiveness. The process has made the faculty members much more aware of their accountability to each other and to PSR's constituent denominations.

Essay 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

(ATS Standards [Faculty, and Staff] 6.1.3, 6.2.5,6.4,6.4.2,6.1.7,6.2.3,9.1 DPS 4.2; [Fiscal, Physical, and Information Resources] 5, 9.2, 9.3, 9.4; [Organizational Structures and Decision-Making Processes] 8, 8.1-8.3, 8.3.2, 8.3.3; PSR Educational Effectiveness Themes, MDiv, Progressive Christian Leadership Development, Faculty Development; PSR Strategic Plan 3, Telling PSR's Story, 4, Resource Development.)

Faculty and Staff

Faculty: The capacity of faculty to sustain the intensive interdisciplinary teaching required of the new MDiv curriculum has been a matter of conversation since the faculty began to shape the revision of that degree program. The faculty, after considerable debate, decided to implement the new curriculum despite misgivings that there might not be sufficient faculty resources to carry out the plan.²⁸ The trustees agreed to undergird the effort with increased support for new faculty hiring. In Spring 2006, the school allocated additional resources for teaching assistants for the introductory required courses for the MDiv program.²⁹ The dean, working with the Faculty Development Committee on the revision of the faculty manual, worked to preserve sufficient faculty time to teach the intensive interdisciplinary courses, in most cases by relieving faculty working on these courses of one or two other courses. Whether this practice has decreased substantially the number of MA courses and electives available to students is an open question. Theoretically, it should not, if faculty teach the interdisciplinary courses every other year. Making sure there is enough faculty so the responsibility for the interdisciplinary courses is shared is an ongoing concern. In Spring 2007, the dean provided an analysis of the number of faculty, and the administrative load of faculty, in comparison with changes in the student body over the last 10 years. (See Faculty Shape and Size Essay 3 Exhibit 1.) The results of her analysis show that 16 years ago, in 1991, PSR had a student headcount of 145—FTE (Full Time Equivalent) approximately 110—with 11 full time faculty (3.5 on sabbatical). In 2007,

²⁸ Trustee Academic Committee minutes October 2004. In October 2004, the Academic Committee asked the administration to work on a 3-5 year deployment plan for the faculty to address the concerns about faculty, and course load beginning to arise in the implementation of the new curriculum.

²⁹ Faculty Business Meeting Minutes February 2006.

student headcount stood at 278³⁰—FTE approximately 198—with 22 full time faculty (2 on sabbatical). However, whereas in 1997 two faculty members had half-time administrative responsibility, reducing the faculty FTE to 10, in 2007, 15 faculty members had administrative responsibility. The president has full-time administrative responsibilities, the dean three-quarters time, 10 regular faculty members had half-time administrative responsibilities, and three have one-quarter time administrative responsibilities. In 2007, the teaching faculty FTE is 14.5. This reality, along with the demands of the new curriculum, creates a faculty load problem.

In the past 10 years, PSR has restructured its basic view of its educational work. Ten years ago, the faculty's job was primarily teaching classes in a selected set of areas of scholarship or disciplines students needed in order to become competent in ministry. While that expectation remains, teaching is now seen as part of a larger sense of ministry, in partnership with the churches served by PSR and the larger community interested in the work of justice, compassion, and the common good. These partnerships are now at the center of the school's educational work, and students are required to see themselves within such partnerships as well. This results in faculty taking direct ownership of the centers and programs. These programs are important allies in the work for progressive Christian leadership formation in the main degree programs. It is also important for the president and dean to be faculty members. These commitments to ownership of PSR's auxiliary programs, enhancing the ability to integrate their work into the PSR curriculum, as well as the faculty's commitment to interdisciplinary teaching as an important component of education for progressive Christian leadership, raises important faculty-capacity questions which have not been fully addressed. Faculty members at PSR report some difficulty in balancing the requirements of teaching, committee and administrative work, and scholarship. A new faculty manual (which is in development) will provide the foundation from which to assess both the effectiveness of faculty development programs and how best to shape the faculty in size and areas of study and teaching in order to meet the objectives of the school and its degree programs.

The data on faculty-student ratios is one indicator of faculty workload. While the PSR Full Time Equivalent faculty-to-student ratio is about 7 to 1, lower than the median rate for peer schools, this figure does not take into account PSR faculty involvement in the GTU PhD programs.³¹ The GTU faculty-to-student ratio, counting all GTU faculty and all GTU member schools' students, is 8 to 1, still considerably less than the ATS average. In addition, PSR is a net sender of students to other GTU schools to take courses, which should work in favor of PSR's faculty. The workload increase felt by faculty is probably not due to student load. The workload increase felt by faculty is due to the school's disproportionate representation on GTU MA and Doctoral student committees. Additionally, PSR tends to be highly represented on GTU academic administrative committees, with PSR faculty serving as conveners of areas. Balancing teaching and administrative expectations of faculty with research and publishing is difficult.

Faculty depend on sabbatical time (either a half a year for every three years of teaching, or a full year after six years of teaching) for research and writing. The faculty is encouraged to seek grants to fund sabbaticals, but these applications are not always successful. The expense of sabbaticals and the additional complication of scheduling faculty members to take their turns teaching the interdisciplinary courses raise questions about the ongoing sustainability of the sabbatical program. Yet, this is the only time most PSR faculty have for sustained research and writing which the school values and which participation in the GTU MA and PhD programs require.

³⁰ This number may vary from those in our data tables because the count in February may differ from that of the fall semester from which we derive our tabular data.

³¹ The figure is taken from the ATS Institutional Peer Profile Report 2004-2005 (Figure 12).

Faculty compensation at PSR is above average for accredited non-Roman Catholic theological schools. In every category—assistant professor, associate professor, and full professor—the majority of faculty have higher than average salary and benefits packages.³² The average assistant professor salary and benefits package is \$78,777, associate \$98,251, and full professor \$119,465. The full professor salary is about \$24,000 above that of peer schools in comparable living environments, including the Bay Area, Boston, and Southern California. Undergraduate colleges and universities are the major competitors in offering attractive salary packages for faculty. As health care and infrastructure expenses increase at PSR, preservation of benefits for both faculty and staff will be more difficult, particularly preservation of the sabbatical benefit.

In addition to full-time faculty members, PSR has a number of adjunct faculty. The largest concentrations of adjunct faculty are in field education supervision, the preaching course, courses offered by the Center for Religion and the Arts, and denominational polity and history courses. These adjunct faculty members have varying degrees of connection to PSR. An orientation program is held each year for adjunct faculty, but the integration of their work into the academic life of the institution is carried out largely by the faculty who oversee field education, preaching, and arts. The adjunct faculty is not as racially and ethnically diverse as the regular faculty. The number of adjunct faculty has also declined over the years. However, the majority are still 'white/non-Hispanic' in ethnicity. The preponderance of white teaching assistants probably reflects the pool of graduate students from which faculty can recruit.

An additional capacity concern related to faculty, but not only a faculty concern, is support for the growing number of international students. This issue presents a constellation of capacity concerns. First of all, faculty have been, for the most part, trained in the United States, with little experience learning to teach students for whom English is a second language. PSR has added substantially to its international faculty in the last ten years. Six faculty members are from outside the United States and one is from Puerto Rico. However, ongoing efforts to develop appropriate criteria for admitting international students to PSR, developing appropriate academic support structures, and incorporating content into courses that are relevant to their contexts is an ongoing challenge. Since 2001, PSR has a staff person who works with the students on their academic assignments and works with the Community Life office and the faculty to support international students and their families in matters of practical life. PSR is in dialogue with another GTU school, the Jesuit School of Theology, which has a similarly large number of international students, about working together on improved support structures.

There are a number of other issues arising from a study of the PSR student body characteristics and trends that have faculty capacity implications but which have not yet been directly addressed in planning. These issues include: a decline in the percentage of the student body enrolled in the MDiv degree program (a program that takes significant faculty resources as noted above); increasing student debt; increasing gender balance (PSR used to have a greater number of women students, and pedagogy may have been developed to fit their needs); and changes in generational demographics (PSR has both more students under 25 and more students over 50 than peer schools).³³

Staff: PSR has 53 regular benefited staff members: 21 in administrative positions, 7 other professionals, 16 in clerical or secretarial roles, 1 skilled craftsman, and 8 in service or maintenance jobs. Of these just under half are women. Two-thirds of the administrative and professional personnel are white, three are Asian Pacific Islander, four are African American, and two are Hispanic. Just under half of the clerical/secretarial

³² These figures are from the fall 2006 GTU Annual Compensation Report. Comparative data about Peer Schools is found in the IPEDS reports. The summary GTU data and the IPEDS data are included in Essay 3 Exhibit 1.

³³ See IPPR 2005-2006 Student Age-Range Distribution Tables in Essay 3 Exhibit 3.

personnel are white, three are African American, six are Asian/Pacific Islander. Half of the service maintenance personnel are Hispanic, and half are white/non-Hispanic. The PSR Employee Handbook spells out the policies governing PSR staff in the same way the faculty manual sets out the policies governing the faculty. The staff has input into the formulation of these policies through participation in support staff meetings, President's Council, and Support Staff Personnel Advisory Committee, the latter consisting of the president, one member of the administrative staff, the personnel director, and three support staff representatives. The Support Staff Personnel Advisory Committee³⁴ reviews and comments on all job descriptions and staff policy changes. PSR's commitment to worker justice has resulted in a number of changes, most notably, the new staff renewal leave policy that allows staff paid leave of four weeks on each five-year anniversary of employment. Since the beginning of the program in July 2006, eight of the 19 staff members eligible for such leave have taken advantage of it. The time may be used in any way that does not conflict with PSR's mission. Recently, the personnel director made an analytical review of headcount trends of individual departments/centers in order to understand the turnover rate figures reported in the Stipulated Data Table 4.4. She noted that the dining hall staff has the highest turnover rate on a regular basis. This is typical for the type of work performed. PSR's dining hall turnover rate is much better than a typical restaurant. Though the regular kitchen staff works on a nine-month contract, they have benefits, and PSR employs many of them over the summer in other jobs. Over the last several years, OIA has had the next highest level of staff turnover.³⁵ CLGS and PANA have had typical non-profit start-up-type staff changes. As the centers have matured, their organizational structure and staffing requirements have changed. Grant funding also plays an important role in determining the number of staff and job description changes. PSR enjoys considerably less turnover than the GTU, which has a turnover rate of over 20% per year.

Data concerning temporary positions³⁶ gives a good picture of the number of part-time, temporary laborer positions that are included in the overall staffing requirements of the school. Fortunately, PSR has a ready pool of students to fill these positions. This is mutually beneficent for the school and its students. However, it poses its own set of issues with regard to having students as employees: 1) Student coursework often interferes with their work attendance, especially near the end of semesters. On the one hand, the number of hours students work affects the quality of their school work. But, on the other hand, the students need the work in order to stay in school. 2) Many regular staff must constantly train new student employees due to annual turnover. 3) Several offices are unable to utilize student employees due to confidentiality issues. These confidentiality issues have to do with students having access to information about other students or about faculty, not any distrust of student worker's integrity. Additionally, some student employees point out that there are no clear structures in place for them to communicate clearly with their employers, and they have a harder time fitting into the office organization and culture.

The school implemented another change in July 2006 for worker justice and towards a living wage for employees classified as temporary, casual laborers. The minimum wage rate for this classification of employee is now adjusted on July 1 of every year by the cpi (consumer price index) for the San Francisco Bay Area for the previous calendar year.

Fiscal, Physical, and Information Resources

³⁴ The Support Staff Personnel Committee guidelines put forward the following statement of the committee's task: "The Support Staff Personnel Committee serves as a vehicle of ongoing communication concerning substantive issues, acts as a liaison between administration and support staff, consults on personnel matters and policies with the president and the administrative staff, advocates on behalf of support staff, and may serve to mediate disputes prior to the filing of a formal grievance."

³⁵ OIA Assessment Report will be available at the end of May 2007.

³⁶ See Table 4.4 Full-time Faculty/Staff Turnover in Stipulated Data Exhibits.

Compared with the situation at the last accreditation review, PSR’s financial situation has improved significantly. The endowment is growing and after several years of careful work to decrease the draw on the endowment without laying off staff or substantially curtailing educational programs, the school now enjoys greater financial resources. In the past 10 years, PSR has invested significantly in program resources, establishing two new centers, increasing endowments for student financial aid and in support of teaching, and adding infrastructure for better use of information technology, both in the classroom and in administration. The institution is now coming to terms with the need for investment to update its aging physical plant, specifically with regard to housing and administrative facilities.³⁷ The place where the effects of this frugality may show most is in the complaints about the maintenance of the facilities, the dorms, apartments, and classroom infrastructure.³⁸ In spite of this care, PSR’s unrestricted current fund generated an operating loss of \$209,000 in fiscal 2006, resulting in an accumulated operating deficit in this fund of \$482,000 at June 30, 2006, due primarily to the growth of the centers, timing of summer session (formerly a GTU common enterprise), and a huge spike in energy prices subsequent to hurricanes Katrina and Rita.

The effect of the centers on the draw rate results from including the draw rate on the center endowments in the PSR budget, but when PSR reports actual draw, the school subtracts out the portion of the endowment draw that does not relate to the operating budget. For instance, the 12 quarter average used to budget this year is \$42.6 million, generating \$2.493 million for the budget. Approximately \$40-50,000 of the \$2.493 million income relates to CLGS and PANA endowment earnings, and these amounts will not be available in support of the operating budget. As the endowments for CLGS and PANA have grown, this amount becomes more significant for reporting purposes.

In the last five years, PSR’s actual draw rate from the endowment has ranged from 6.6% to 7.5%, compared to budgeted rates of 6.0% to 6.8%.

PSR Budgeted and Actual Draw Rate 2001-2010

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Budget	6.80%	6.50	6.35	6.00	6.00	5.95	5.85	5.7	5.5
Actual	6.62%	7.19	6.95	7.49	7.11				

The budgeted draw rate for the current fiscal year is 5.95%, and PSR’s goal is to reach 5.5% by year five of the Strategic Plan (2010). This goal will require continued fiscal discipline and both identification of additional resources and redeployment of current resources to meet strategic goals during this period. (See Audit Reports and Management Letters in Essay 3 Exhibit 4 Fiscal Resources). PSR has been successful in reaching its long-term goal of having a more balanced division of revenue among net tuition, gifts, investment income, and auxiliary. In particular, reliance on investment income has been reduced, while net tuition revenue as a percent of total and operating revenue has increased, as has auxiliary income. (See Sources of Revenue, Stipulated Data Tables 5.3.a and 5.3. b.) The percentage of operating expenses dedicated to educational program increased slightly over the last 5 years, while administrative expenses have seen a corresponding decrease. (Stipulated Data Table 5.4). In addition, unrestricted net assets have held constant and continue to comprise more than one-third of net assets. Quasi- or board-designated endowment continues to make up over 37% of the endowment, giving the board substantial security and flexibility to meet unanticipated needs (Stipulated Data Table 5.7 Endowment Values and Performance).

³⁷ See Essay 3 Exhibit 2 Housing, and Facilities.

³⁸ See Essay 3 Exhibit 2 Housing, and Facilities.

Comparison of Draw Rate, Endowment Growth, and Total Money Raised 1997 and 2007

	1997	2007
Draw Rate	6.6%	5.95%
Endowment Growth	\$36,588,000	\$47,476,679 (at end of '06)
Total Money Raised	\$468,809	1,108,861 ('06)

PSR has increased the endowment, increased the annual fund, and reduced the draw rate without laying off staff. Although there is more work to be done to further strengthen the financial resources of PSR, the increased attention on fiscal responsibility has restored financial equilibrium and health that was at risk 10 years ago while keeping PSR’s focus on its mission as articulated in the Direction Statement. PSR made some decisions about priorities that kept staff salaries and their benefits as a continued emphasis, and also expanded educational programs in the direction that came to be known as progressive Christian leadership development. The next few years the school will need to concentrate on restoring the physical plant and continuing to focus on achieving goals for decreasing draw rates.

Complete information about the GTU library can be found in the GTU Capacity and Preparatory Report.³⁹ Only aspects of the library capacity evaluation that are particularly related to PSR will be discussed in this report. The Flora Lamson Hewlett Library has recently been renovated to solve long-standing problems with leaks. At the same time, new movable shelving was installed to address for the short term the library capacity problem. (The library contains one of the largest theological collections in the world, and is nearly full.) Much of its older collection is in storage. PSR participates in the governance of the library at two levels, through PSR’s representative on the GTU Trustees, which has a library oversight committee, and through PSR’s faculty representative to the Faculty Library Committee. The faculty committee is advisory but important in shaping library collections policies and participating in longer-term planning for library renovations and services. The Faculty Library Committee also has one GTU doctoral student representative. The GTU library catalogue includes the catalogue for the Swedenborgian Library at PSR as well as items in the denominational archive collections housed at PSR. The library electronic teaching lab and support for Blackboard, an online resource for faculty to use in their courses, has been helpful to PSR faculty and students in keeping the school up-to-date with information technology.

In the last ten years, the school has increased its Information Technology resources. There are now three smart classrooms, a wireless network, and a computer lab for the students. PSR provides IT support to seven of the nine GTU member schools and maintains the Wide Area Network linking the GTU, installed in 2000-2001. A structure has been identified to provide more coordination, oversight, and long-range planning to ensure IT decisions are compatible and meet the needs of the institutions for the future.⁴⁰ An example of the advantages to this is the need for several schools to update their telecommunication systems. The phone system at PSR is at its maximum capacity and is getting old. Through the consortial agreement, decisions affecting telecommunications, including voice-over-IP capacity, are being considered consortially, with the intention to improve system implementation, lower costs, and increase support. Additionally, the IT department has made significant additions and improvements to the computer network. The shared colleague server, which provides on-line storage and access to student and course information for the whole consortium, is located at the GTU in a locked server room. Backups are performed daily to this server, with periodic backups stored off campus. The PSR student computer lab has 12 computers and one printer available to students. The computers are regularly maintained and updated. A wireless network was deployed

³⁹ See Essay 3 Exhibit 5, GTU Capacity Report pp. 21-27.

⁴⁰This work is done under a GTU Consortial agreement for the management of IT Resources.

for student Internet access. The network has grown over the years. Initially providing limited access only in common areas, the wireless network now has complete coverage in all classrooms, with coverage extending to campus dorms and some apartments. CAPSR helped to underwrite the installation in the dorms with the understanding that all the student apartments would be upgraded by PSR. This project is not yet complete. PSR has implemented a four-year replacement cycle for all computers. This will assure that all staff/faculty computers are current and up-to-date with both operating systems and hardware. All servers are physically secured and alarmed in the PSR server room. Data backups are performed daily with periodic integrity checks done to verify the quality of the backup data.

Three smart classrooms have been built at PSR, tripling smart classroom capacity in the last three years. There was a single standardized design used for all the classrooms. All classrooms are easily upgradeable and allow for integration of future technologies as needed. PSR has multiple security policies in place to help assure security on the data network. A remaining identified instructional need is for a large, smart classroom to accommodate 75-100 students.

The IT department has also done significant long-range planning. Whenever they place a new system into operation at PSR or anywhere in the GTU-WAN (Wide Area Network), they plan for about a 20% growth rate. This has given them the room to accommodate unexpected faculty or staff additions. The equipment inventories include a purchase date and replacement date for all network equipment, and they follow a strict lifecycle program for all equipment. This assists the IT personnel in forecasting the equipment costs for the upcoming year. The decisions for technology directions for PSR are based upon trends and best practices in the field. Most of this information is gathered from peers, white papers, conferences, etc. The IT director meets monthly with the IT Planning and Infrastructure Group to discuss technology needs and issues from other schools in the GTU-WAN. This group has been extremely helpful in planning for future network infrastructure changes. Assessment of student, staff, and faculty technology needs has been a challenge because the IT department has relied upon informal communication of those needs to a staff member. They plan to focus more on this area in the upcoming year, with more direct communication in their respective meetings.

The growth of the student body, faculty, and staff, and the addition of the centers, has strained the space. The complaints about the crowded classrooms in the Facilities Survey Report (Essay 3 Exhibit 2) reflect this growth and the decision to put facilities expansion on the back burner. PSR has made some progress in addressing accessibility issues in its facilities, with a goal of including at least one major accessibility improvement in each year's capital planning. The school has installed automatic doors to most of the main buildings, and there is a wheelchair ramp/elevator for students with classes in PSR 6, underneath the chapel. Classrooms have sound systems available to make it easier to hear in class. PSR conducts periodic accessibility audits and utilizes the recommendations to prioritize projects for the coming years. There is still considerable work to make the campus completely accessible to students, faculty, and staff with physical disabilities. Safety has been an increasingly important issue. PSR experiences some of the same criminal activity that any institution in an urban setting experiences. There are thefts, vandalism, and other incidents. Consequently, the facilities staff has put in place a number of security devices that have made the facilities more secure. These include keypad entryways for the computer lab, the student lounge, and for late-night use of the dining hall.

The physical resources, in short, present challenges. Property, plant, and equipment represent 7% of PSR's total assets, down from 8.5% 4 years ago, reinforcing the fact that facilities are not keeping pace with other assets, and are depreciating faster than they are being renewed. (Stipulated Data Table 5.5 Assets and Liabilities). Though the endowment is growing at about 8% per year, the physical resources are not keeping up. There is not currently an assessment loop in place for the upkeep of PSR's physical maintenance needs. IT has a working feedback loop, as does the dining hall; but even though PSR has conducted housing and

facilities surveys over the past years, the school did not anticipate the significant issues that arose this year among those renting dorm rooms or apartments from PSR. (See Essay 3 Exhibit 2)

Long-range planning for addressing these issues is not yet in the formal stages. The Office of Institutional Advancement is conducting an assessment of its effectiveness in raising money. In 2007-08, the Advancement office plans to conduct a feasibility study for the next campaign. Given PSR's commitment to shared governance, it can be expected that trustees, administrative staff, faculty, support staff, and students, as well as interested members of PSR's constituencies, will be involved in these planning processes.

Organizational Structures, and Decision-Making Processes

Since the 1960s, PSR has affirmed practices that seek to ensure participatory, inclusive forms of governance. Broadly speaking, those affected by decisions are given a formal voice and access to decision-makers. Thus, there is a student trustee, and both faculty and support staff representatives to the board, as well as students and support staff on virtually all faculty and board committees, the Support Staff Personnel Advisory Committee, etc.

Providing formal voice and access does not mean those responsible for decision-making are free to abdicate their responsibilities. Under shared governance, the board and faculty have clear and discrete responsibilities in academic life. In the by-laws, the board assigns to the president responsibility for the administration of the school, and the board is very careful, in practice, to avoid interfering in day-to-day operations. President McKinney's practice is to assign operational authority to the dean, CFO, and vice president for institutional advancement who, with him, constitute the administrative staff. Virtually all staff report to one of the VPs (the only exceptions are the president's executive assistant, and the director of personnel). Three of the board's committees parallel that of the administration, and each VP works closely with the co-chairs of one of these committees.

The administrative staff meets weekly and provides an occasion for the VPs and the president to review issues in their areas of responsibility. Technically, they are not a decision-making body, but in practice there are hardly any cases in which any of them has made a major decision in their respective areas of responsibility that did not take seriously what others had to say.

The administrative staff created the President's Council a few years ago because the president felt there was a need for a broader staff group who had a sense of the whole as well as for the individual parts of the school. The President's Council meets every three to four weeks to hear reports from departments. At almost every meeting, they identify issues that cross departmental lines. Frequently, they appoint task forces to look at issues and report back at a future meeting. A good example is the shared concerns about student behavioral issues that led to the "Special Needs Policy" that was eventually adopted by the faculty. Another is the communications audit that was eventually incorporated into the Strategic Plan.

The Community Association of PSR (CAPSR) is an independent organization also originating in the 1960s. It is made up of the entire on-campus PSR community, including students, their partners, and families. In its earliest years, CAPSR also included staff and faculty; officially, though not in practice (staff and faculty pay no fee) it still may. PSR collects a fee from students every semester, and CAPSR manages these funds. The CAPSR Council is elected by current students and is self-governing, with staff support from the Community Life office. CAPSR recommends student representatives for faculty and board committees, whom the president appoints. CAPSR also nominates multiple candidates for the Board of Trustees, who are reviewed by the Board Development Committee, which selects one nominee to be elected by the full board.

From time to time, issues come up that do not fit naturally or easily into a single administrative or

committee "portfolio." Usually it is fairly clear who has principal responsibility for dealing with issues that arise. Other entities (departments, committees, individual staff members) are almost always involved, but it is clear that someone or some group takes the initial leadership. The issue of assessment provides a good example. As PSR's accrediting agencies began to focus on assessment and educational outcomes, the school turned to the faculty to begin to ask what this means for PSR. There are implications for the board and for administrative departments, but the faculty has taken the lead.

PSR affirms multiple centers of initiative in its organization. That does not mean any group is autonomous, but creativity is encouraged throughout the system. The challenge, of course, is to balance the desire for creativity with accountability. This can be illustrated with reference to PANA and CLGS. These are both programs that PSR created to meet unmet needs. As academic programs, they are accountable to PSR through the faculty. They are also accountable to the broader Asian/Pacific Islander (API)-American and LGBT communities. President McKinney referred to the relationship as being similar to a rubber band. The Centers need the freedom to stretch the rubber band as far as possible in service to their external constituencies, but never so far that the connection breaks.

The GTU Common Agreement is another example of this process. The task force the PSR president chaired several years ago included people who wanted the GTU "common enterprise" to, in effect, secede from the member schools, and others who wanted to eliminate the GTU board and have the consortium overseen by the Council of Presidents. What evolved was different from either of these. The GTU board and administration have oversight of certain functions (doctoral program, library, etc.) and the Council of Presidents is responsible for other functions (ecumenical cooperation, sharing across school lines). Some functions require concurrence from both COP and the GTU board (selection of a president, approval of the library budget). The deans, business officers, and development officer meet monthly to provide advice and leadership in their own areas of expertise. In all things, the leadership of PSR is committed to consultation.

Ten years ago, PSR was a smaller institution in which decisions could be made by including most people in the process. Informal hallway conversations could quickly become effective proposals. The small hallway conversation that resulted in a statement of the Junior Faculty in 1994 is an example. PSR now has almost twice the number of faculty and students, and staff has also grown. PSR is now at a size where informal structures of communication do not serve the institution as well. In addition, the school is large enough that it is difficult for every person to have an overall sense of the school. In the past, a staff person or faculty member could have a sense of the whole, know everyone's name and what they did. Now, it is more likely that people do not know everyone. In this situation, PSR is more dependent on data to help think through issues and problems. However, though a lot of data is collected, PSR remains small enough that there is no one who specializes in analyzing it. Very few are trained in social sciences or other disciplines where statistical analysis, interpretation of survey data, or other kinds of information-literacy skills are part of the professional toolkit. As PSR moves into the Educational Effectiveness Self-Study, the most challenging aspect will be coming to terms with the data that has been collected: What data is most effective in providing needed information? What collection methods must be implemented? So far, the school has not thought much about what kind of information literacy is needed, how to train some of members of the school or use the skills some already have, or how to support this effort as faculty and staff continue to do their regular work. PSR is lucky to have an excellent IT department that works well with the campus community to provide the equipment and software. They will be an important resource that as the school seeks to organize information effectively.

Essay 4: Creating an Organization Committed to Learning and Improvement

(ATS Standards 1.2, 1.2.2, 3.1.2.3, 3.1.4, 3.2.3, 6.3, 9.4 and Theme 1; PSR Educational Effectiveness Review Themes MDiv, Progressive Christian Leadership Development, Faculty Development; PSR Strategic Plan 1, Leadership

Development; 2, Dismantling Racism; 3, Telling PSR's Story; 4, Resource Development.)

Creating an Organization Committed to Learning and Improvement

PSR has committees dedicated to assessment and improvement of its board (the Board Development Committee) and of its faculty (the Assessment Committee). These standing committees are charged with creation of ongoing processes of assessment in carrying out the mission and, in the case of the board, assessing progress on the Strategic Plan.⁴¹ In addition, the administrative staff, the President's Council, and the CAPSR Council participate in evaluation. For instance, CAPSR conducts the dining hall survey, and administrative staff works with the dining hall personnel to address concerns. This is another example of the whole school's involvement in efforts to improve its ability to carry out its mission.

For at least a decade, both ATS and WASC have noted that PSR collects a sufficient amount of data but does not use it to evaluate and improve its programs. Data overload remains a challenge for the school. WASC has recommended the creation of a staff position to handle institutional research, and while such assistance would be invaluable, a full-time position is not possible for PSR at this time. Data is currently collected at all levels, but it was discovered in the preparation of this report that sometimes data is collected in more than one place and with different criteria for counting (getting an accurate student body number is a case in point), creating conflicting numbers. However, in the past three years, with the appointment of a faculty standing committee for assessment and the board development committee, the school has moved to institutionalize the analysis of data and to provide a regular process for making recommendations for improvement.

As a result, PSR has improved its ability to do short-term review and planning. An example of this is found in the designing of courses for the next year based on an understanding of the needs of the curriculum and in light of the needs of the GTU doctoral program. Another example is found in the budgeting process.

PSR's Strategic Plan and capital campaign are examples of the school's ability to do long-range planning. In June 2003, PSR completed its first broad-based capital campaign. Initially projected as a \$4-6 million effort, the "Tradition of Boldness" campaign generated \$12 million in gifts and identified several million dollars in future estate gifts. As called for in the Long-Range Financial Security Plan of 1997, the bulk of the gifts received were for the endowment. Because many pledges were paid off during the equity markets' declines of 2001 and 2002, the campaign has had the desired effect of helping grow the endowment. PSR is currently in the early stages of planning for another capital campaign that will have several goals: renewing PSR's physical infrastructure, increasing the endowments for the program centers (CLGS, PANA, and the Bade` Museum) and student financial aid to help meet the Strategic Plan's goal of reducing student debt. In the spring of 2007, PSR began a comprehensive audit of the Office for Institutional Advancement to assess readiness for a new campaign.⁴² Planning will continue in the 2007-08 academic year with a feasibility study. One major timing issue for PSR is the capital campaign being conducted by the Graduate Theological Union. PSR is also participating in the conversations about the future of the GTU, the results of which should be available by the time of the Capacity Visit in October.

PSR does not have a process for developing a new strategic plan, but rather views the Strategic Plan as an evolving document, reviewed annually in a regular long-range planning process overseen by the board. This allows PSR to anticipate rather than to react to changes in the economic situation, changes in society,

⁴¹ The 2005 Strategic Plan began with a process that included the whole school in conversation, using a marketing survey conducted in 2003-2004, trustee/faculty committees, and a consultant.

⁴² The report from this assessment will be available by the time of the Capacity Visit in October.

changes in the denominations served by the school, and to systematically work toward the compassion and justice that PSR is committed to promoting in the world.

The school lacks a broadly-recognized system of indicators showing evidence of success either at the classroom level or at the school level. Like the definitions of progressive Christian leadership, there is no standardized statement of degree program objectives. However, an attempt has been made to ensure that, in the many places these statements are published, they are stated consistently. The faculty is in the process of ensuring that degree programs' articulated outcomes are consonant with PSR's educational values and mission. The faculty is getting better at designing course outcomes that show what students have learned. The faculty has received in-service training about outcomes-based syllabi development.

In other areas of campus life, the dining hall or the IT department, assessments often lead to improvements, but there is no systematic, regular evaluation of all the aspects of campus life. The IT department, in particular, has taken a proactive stance in evaluation and planning. Planned future additions and improvements to IT department services include an upgrade to the department Web site, faculty and staff training classes, continued expansion and improvements to the Student Wireless Network, increased bandwidth for the Internet connection, and continuing addition of fault tolerance into the network.

The ATS Graduating Student Questionnaires have regularly indicated that PSR students are less satisfied than usual for ATS schools with provision of pastoral care for students. CAPSR Council has raised student concerns about support services as well, yet the school has not undertaken an internal evaluation to improve this aspect of campus life.

PSR has begun to develop tools for assessing programs and has constituents, faculty, staff, students, and alumni who are willing to be engaged in review and evaluation. There is still a need, however, for significant work on structures for effective assessment. PSR has yet to create a portfolio of evidence showing the process of assessing student learning and program effectiveness. The relationship of academic planning to the current Strategic Plan and future strategic planning processes is not yet explicit. Finally, there is need to clarify which of the multiple streams of data are necessary and for what purposes, and to make more clear who analyzes the data and reports the results, and who is charged with turning those reported results into action plans for improvement.

Commitment to Learning and Improvement

The minutes of the faculty seminar of spring 2001, in which the new Master of Divinity program was created, show that the faculty read widely in recent work on theological education and did evaluation and analysis of primarily anecdotal information from denominational conversations, from experiences of student work (the only student work that was reviewed systematically was the senior reports), from faculty experiences of teaching classes, and from informal remarks made by various people through a variety of PSR faculty members. These evaluations informed the objectives of the new curriculum. For instance, faculty discussion of the question of ordination for LGBT students led to an inclusion of "emerging faith communities" as one of the arenas in which PSR's graduates will work. (See Faculty Seminar notes for 3 April 2001 in Essay 4 Exhibit 2.)

As the faculty moved into the course design of the MDiv program, the interdisciplinary courses were the greatest challenge. After the initial syllabus proposals were put into effect by the teams teaching the courses the first time, course evaluations were regularly used to improve teaching as well as to ensure the ability of students to utilize what they learned in their professional work. For example, five faculty members participated in the development of the initial syllabus for the Theology and Ethics in Christian History course, the interdisciplinary basic course in history, theology, and ethics. The first year the course was

taught, the team organized the material chronologically in the first semester and thematically in the second semester. The historian lectured during the first semester with some time left at the end of the class for interdisciplinary dialogue. However, the ethics and theology professors had much less time to present the basic parameters of their disciplines in the second semester. Based on the experience of the faculty members and the evaluations of the students, the team teaching the course the second year made some fundamental changes in the structure of the syllabus. Based on student frustration with trying to understand theological concepts in the first semester that would not be introduced formally until the second, the second team of faculty decided to begin with the basic modules in theology and ethics and to use the history module as a recapitulation of theological and ethical issues in the context of understanding the development of Christianity over time and in a diversity of geographical settings. (See Essay 4 Exhibit 2 Course Evaluations on the Biblical Studies courses and the IDS 1021-1022 Course Development.) The Bible courses, the Frameworks course, and the Congregational Leadership course were also subject to similar review, evaluation, and revision. (See Essay 4 Exhibit 2 on these courses.)

The new MDiv curriculum has created difficulties for some, perhaps many, students. Students feel increased pressure to take only required PSR courses, with fewer options for electives. They face increased pressure to take more units than they can comfortably manage with outside employment, family responsibilities, and internships in order to finish the program in three years.

PSR stakeholders involved in the assessment of effectiveness include faculty, teaching assistants, students, adjunct faculty (especially the field education supervisors), trustees, alumni, denominational representatives on Middler committees and committees on ministry, and occasionally lay people. Faculty approve syllabi for courses, meet regularly to take account of student feedback about the courses, and make revisions both as the school year progresses and for the next year's courses. Teaching assistants in the basic courses contribute to this evaluation process, both from their observations of classroom dynamics and their knowledge of student problems. Field education supervisors provide feedback on students' skills for professional work and participate on student Middler Review panels. Their reports provide data for the students to use in planning subsequent education and for the school concerning the skills the students have acquired by their second year of study. Denominational representatives, both clergy and lay, also participate in the Middler Reviews and provide reports and feedback to students, and through the Middler reports, to the school about the effectiveness of the program. Trustees participate in assessment by asking for regular reports of the development of the degree programs and assessment processes, and by assuring the support of assessment activities.

This spring, PSR conducted its first formal alumni survey to provide a benchmark as the school graduates its first class from the new MDiv program. The information from this survey will help assess the overall effectiveness of the new curriculum.

PSR has worked for the past three years through the Faculty Assessment Committee to assess evaluation processes, create processes where they were missing, and develop appropriate assessment tools for degree programs.⁴³ The faculty has had substantive conversations about teaching methods and course content in relationships to PSR's educational values and degree-program objectives. In addition, individual faculty members rethink the teaching of particular courses based on new learning or the evaluations of their courses. The faculty has begun to use the expertise of its members with backgrounds in the academic field of education, as well as outside resources, to improve assessment of student work, courses, and degree programs.

⁴³ See the Table of Certificate and Degree Program Feedback Loops in the collection of Stipulated Policies and Data Element 6 Inventory of Educational Effectiveness Indicators in Basic Descriptive Data.

The Faculty Assessment Committee has made progress in creating a culture of interest in assessment, interest in evidence of effectiveness, and commitment to improvement. While the institution agrees with this project in principle, the work involved in making sure these processes are present and functioning has often felt overwhelming to a relatively small faculty and staff. PSR has completed an inventory of assessment activities for all degree and certificate programs, as well as the Earl Lectures and PANA and CLGS.⁴⁴ This inventory revealed that significant work is still needed to improve assessment.

Campus-wide conversations developing a definition for progressive Christian leadership development have shown that the school's programs do support each other and are aligned with PSR's overall educational mission. For some programs, questions regarding effectiveness have been raised for the first time, so there are no assessment tools (or even the questions to ask) in place. Priority has been given to first work on accredited degree programs and then turn to non-degree certificate and educational outreach programs.

Given the nature of PSR, if assessment is to be placed at the heart of the school's educational culture, it must be described theologically in order to help key constituents to take the task of assessment seriously.⁴⁵ From course evaluations to the analysis of ethical issues in fund raising and investment practices, assessment entails not only the effectiveness of the school and its programs, but the theological implications of the school's activities as well. As a result, turning educational values into objectives is not always easy.⁴⁶

The relationship between accountability to PSR's constituencies and academic freedom places the school in ambiguous territory. Out of participation in the life of the school's constituent communities of accountability, PSR has been working in its educational programs from four core educational values, derived from the mission of the school: critical appropriation of texts and practices, spiritual and leadership formation, partnership, and contextuality. The school is most ready to assess its success in imparting the value of critical appropriation of texts and practices because that has long been the underlying value of most of PSR's courses. The school has a long history of assessing some of the formation issues, particularly in practical theology courses, but there is still a need to define further expectations of the spiritual life and leadership of its graduates. Continuing the work on definitions of progressive Christian leadership development will help the institution do this effectively. The school has yet to come to terms with the great diversity of contexts from which PSR draws students, faculty, and staff. In its Educational Effectiveness Review, PSR will need to be more intentional about delineating these contexts and their overlapping relationships in order to know whether the contextual educational style is effective. It is also a complex matter for faculty to negotiate the differences between the communities of accountability in the academy and in the churches. The workings of PSR's partnerships could be more clearly delineated and the purposes for which they are cultivated more clearly established in order to assess their effectiveness. The faculty seminar of Spring 2001 stopped short of defining actual educational outcomes that would aid in assessing whether the school is effective in imparting PSR values to its students. The faculty is continuing to press toward this goal in planned focused conversations on curricular themes, syllabi, and assessment tools.

Concluding Essay: Summary of the Case that PSR Meets the Commitment to Capacity

⁴⁴See Essay 4 Exhibit 4 Center Review Plans.

⁴⁵This description is based on a conversation among the chairs of the faculty committees and the administrative staff on March 15, 2007. This is not designed to bear a lot of theological freight, but rather to reframe the assessment questions into language the PSR community would recognize.

⁴⁶ See Faculty Seminar Notes for Final Session.

PSR has taken a careful look at its facilities, faculty, staff, programs, policies, and financial status in context of WASC and ATS standards for institutional capacity to carry out its educational mission. PSR has scrutinized institutional purposes to determine how well they support the work of the school and serve to guide the school's educational efforts.

The strengths of PSR include clarity of purpose and institutional stability. PSR possesses a clear mission, and the developments in the Strategic Plan, curriculum revisions, and in the development of PSR's centers all point to this mission. There is increased clarity about the evaluation criteria for all aspects of PSR's educational efforts. PSR is able to communicate effectively across stake-holder lines. PSR is able to affirm excellence in academic work and value radical inclusiveness at the same time. These issues continue to require work and there is a strong awareness that they must remain priorities for the next 10 years.

There are aspects of the school's life which require considerable improvement in order for PSR to remain a healthy institution. Foremost is the need to examine deferred maintenance issues, especially in anticipation of a new capital campaign. In addition, while a balanced budget is expected by the end of this fiscal year, the institution runs the risk of three years of deficit spending in a row, which would be a violation of a WASC standard. PSR must continue to monitor its rate of spending increase and to keep institutional priorities focused on its core purposes. PSR must remain vigilant in both limiting spending and increasing fundraising. Recent changes in the GTU, though positive and necessary for that institution, will create volatility as well. The recent agreements regarding the future of the GTU will address the dues increases, which PSR cannot sustain, by reforming structures of the GTU. But they will force PSR to adjust its educational culture in unpredictable ways. Finally, there is a need for PSR to continue work on anti-racism efforts and efforts to address the needs of international students and students with disabilities. None of these efforts is supported by adequate institutional structures to enable the necessary change in campus culture. Such a change in culture will be critical to PSR's ability to educate students for the progressive Christian leadership envisioned by the school.

Based on this report, PSR believes that it meets the criteria for demonstrating a commitment to capacity.

Commentary on the Institution's Preparedness for Undertaking the Educational Effectiveness Review Focusing on Three Themes

PSR has chosen three themes as foci for its Educational Effectiveness Self-Study and Review. Progressive Christian leadership development provides an institution-wide focus; the MDiv is the degree program at the heart of PSR's educational mission, even if it is not the degree program of the majority of the school's students; and Faculty Development provides a close look at an important piece in the success of PSR's educational programs in general and the MDiv in particular.

1. Progressive Christian leadership development is an overarching theme, taking into consideration the dialogue between PSR's historic mission and emerging concerns and movements in its partner denominations and communities. Progress has been made in coming to consensus about the meaning of this idea, its definition as well as the parameters within which progressive Christian leadership could be identified within the work of PSR's students or alumni. There is a need for further refinement of the definition, but there is a readiness to undertake an assessment of the degree to which PSR students learn the knowledge and skills necessary for progressive Christian leadership and whether alumni exhibit such knowledge and ability in their work. There is also a readiness to assess the ways that each of PSR's degree programs and courses, certificate programs, centers, and other programs contribute both to enriching the institution's understanding of the progressive Christian movement, as well as the progressive Christian

communities served by the school. Since this is an overarching institutional purpose, theoretically the entire resources of the school will be applied to this effort. However, there is a need to ensure that this purpose remains congruent with PSR's Direction Statement and educational values. Its place in the Strategic Plan ensures that it will receive annual assessment by the Board and that they will be encouraged to support it sufficiently to make it successful.

2. Master of Divinity Program: Since the MDiv curriculum is now three years old, it is time for a regular review of this degree program. The school has worked over the last three years to make sure the appropriate assessment structures are in place in order to undertake this review. Indirect evidence has been collected and direct-evidence tools have been designed to assist in this self-study. PSR is asking critical questions about the sustainability of this program and about its effectiveness for ensuring the kind of leadership PSR envisions. There is still work to do to make sure outcome objectives are clearly defined for evaluation purposes. There is considerable interest in MDiv assessment within the faculty as well as from students, constituents, and colleagues in other seminaries, which should help maintain commitment to this process.

3. Faculty Development: Faculty development again raises important questions in PSR's life. The school has been struggling with faculty load issues for some time, and this provides a chance to look carefully at what faculty do, who they are, and how best to support them in their work. A new faculty manual will be complete by the time of the self-study. In addition, PSR has a new dean. The self-study will provide her with important guidance for helping faculty further shape the educational programs of the school as well as helping to design the kinds of continuing education faculty need to be effective teachers in a changing educational environment. In addition, it will provide the dean with information to help shape supports for scholarship that will allow PSR's faculty to teach beyond the classrooms at PSR through their publications. There is concern about how PSR will be able to sustain the diversity of its faculty when there is an overall decline in the number of racial ethnic minority PhDs. The funds for Hispanic theological education have dried up. Jobs for minorities are limited, which does not encourage new candidates. These larger trends will affect PSR. Is there anything PSR can do in the context of the GTU, WASC, and ATS to address this problem?

These three themes together provide lenses through which to read PSR's educational task. They relate to each other in important ways, and cannot be addressed without also giving consideration to other degree programs besides the MDiv. These themes will provide guidance in assessing PSR's effectiveness as an institution of education in community with partner denominations and the wider society.

Appendix

Developments addressing issues from reviews in 1997 and 2001.

The last WASC and Association of Theological Schools (ATS) comprehensive review in 1997 identified four general areas for growth and development. Continued progress has been made in each area:

1.) Assessment: WASC asked for the development of a comprehensive plan for assessment of educational effectiveness to be reported to ATS/WASC in April 2001. After conducting a focused visit, the team noted that the plan was still not sufficiently comprehensive for adequately assessing educational and institutional effectiveness. In 2004, the faculty developed a new standing committee for Assessment. This committee, with assistance from outside consultants, has reviewed and improved assessment instruments and is developing systems for making use of data on educational effectiveness in the ongoing improvement of programs. The first priority is to ensure that the new MDiv curriculum has an effective assessment system in place. In addition the Assessment committee has developed an online alumni survey that was sent in spring 2007 to all PSR graduates (and will be sent after that periodically) to assess the value of PSR degree programs in the work alumni are doing. As the development of an assessment process for the MDiv is completed, the Assessment Committee will turn its attention to developing such processes for other degree and certificate programs. Faculty seminars have been planned for 2007-08, funded by a grant from the Wabash Institute. These seminars will focus on degree and course objectives, appropriate evaluation tools to assess educational effectiveness, and skills for interdisciplinary teaching. The Assessment Committee, in conversation with the Faculty and CAPSR, is developing procedures and policies for collecting examples of student work as evidence of student learning, while protecting student privacy.

2.) Endowment Dependence: In 1997, WASC asked for biennial reports on PSR's progress in reducing its dependence on endowment draw, as well as in developing alternative streams of revenue. Again in 2001, the focused visit team, while noting progress in reducing the draw rate, reiterated its view that PSR needs to think about such possibilities as increasing tuition substantially and/or rethinking financial arrangements with the GTU. Since 1997, PSR has substantially lowered its dependence on the endowment draw. The school has reduced its spending rate from 10 to 6 percent. Annual revenues have increased by \$2 million in the last five years, while endowment spending is essentially the same as it was ten years ago, about \$2.5 million. Since the previous review, PSR has completed a successful \$12 - million capital campaign, most of which went toward the endowment. In addition, PSR's president has taken leadership in substantive conversations with the GTU about restructuring the financing of the consortium and the nature of PSR's contributions to the common work of the GTU.

3.) Master of Divinity Degree: In 2002, the faculty approved a substantial revision of the Master of Divinity (MDiv) program, which was progressively implemented, 2004-05 through 2006-07. In May 2007, PSR graduated its first class from the new curriculum. At the same time, one complete cycle of the assessment tools developed for this degree program will have been implemented. Additionally, the results of an alumni survey based on responses from graduates of previous MDiv programs serve as a point of comparison. By the time of the Educational Effectiveness Review, there will be an ongoing use of data from the evaluation points of the MDiv, which will continue to increase the effectiveness of the program.

Since 1997, PSR ended its own MA program and joined in the GTU Cooperative MA program. PSR developed a new degree program, the Master of Theological Studies (MTS), designed to serve students interested in a theological education but not interested in professional religious leadership training. The MTS degree received its final ongoing approval from ATS in June 2005.

4.) Strategic Plan: In January 2005, PSR adopted a new Strategic Plan (included in the Institutional

Portfolio). This was the product of an 18-month inclusive process and is now guiding work and decision-making. The Board of Trustees uses the plan for budgeting and for evaluating the effectiveness of administrative staff. Faculty have used the Strategic Plan in developing new educational initiatives, in developing aspects of the new MDiv curriculum, in shaping the work of the centers, in thinking about the importance and nature of the Certificate of Ministry Studies program, and in cooperative work with the Office of Institutional Advancement in planning the Earl Lectures and Pastoral Conference.

In 1997, the school was in the process of reorganizing the office concerned with community life. The office of the dean of students was reorganized with a Minister and Director of Pastoral Services and a Community Life Coordinator for programs. The Community Life office initiated an extensive Campus Care Network—staffed by an expanding circle of trained students, nearby pastors, and health care professionals—to support the emotional and spiritual health of students. PSR does not attempt to provide the complete range of pastoral care and counseling services students may require, but has developed a network of pastors and counseling services to which students can be referred. The Minister and Director of Pastoral Services trains a group of students each year and supervises them in providing a variety of types of assistance and referral to students. In addition the Coordinator of Student Events holds workshops to train students to facilitate difficult discussions on issues such as racism.

The integration of students, staff, and faculty into a community is difficult when the student body has grown and is a transient population in the school community. The PSR Web site provides a venue for students to find the information they need about school life, but it is not as easy for staff to communicate with students as they come and go. In a recent meeting held by the ALO with the support staff, staff members expressed ongoing concern about the facilitation of communication between staff and the student body (for instance, the lack of an updated student directory until well into the fall semester).

PSR added a staff member for International Student Support in 2001 to assist international students with life in a new culture as well as to offer academic assistance to those for whom English is a second language, or for those who come from considerably different academic cultures. After some experience with this means of providing international student support, the faculty and dean's office staff decided that a more extensive orientation for incoming international students would be helpful. For the last four years, international students at PSR have come to school a week in advance of the regular orientation program for an intensive additional introduction to PSR, the Bay Area, and the educational culture of the school.

In addressing concerns raised in 1997 and again in 2001 about the relationship of PSR to the GTU, PSR has provided leadership within the GTU in addressing perennial questions of governance, and it assists a growing number of GTU schools with technology infrastructure. Most recently, since submitting the self-study proposal to WASC, the PSR president has led the GTU Council of Presidents in a significant discussion of perennial problems in financing the common work of the GTU. The outcomes of these discussions will be public in the near future and will begin to reshape life at PSR. A report of these developments will be available by the time of the capacity visit in October.

In the 1997 review, WASC and ATS noted that PSR needed to do more to show appreciation for the fine staff at PSR. In addition to instituting several policies to address issues of worker justice at PSR, the school recently instituted a policy of offering staff sabbatical leave. In 2006 and 2007 the first staff members took advantage of this new policy.

Institutional Profile and Exhibits

I. Basic Descriptive Data (updated from Self-Study Proposal)

- Data Element 1 Headcount Enrollment by Level
- Data Element 2 Headcount Enrollment by Status and Location
- Data Element 3 Degrees and Certificates Granted by Level
- Data Element 4 Faculty by Employment Status
- Data Element 5 Key Financial Ratios
- Data Element 6 Inventory of Key Educational Effectiveness Indicators
- PSR Organizational Chart

II. Stipulated Data

Detailed Breakdown of Student Body Characteristics, Enrollments and Degrees Granted.

- Admissions and Student Preparation
 - 1.1 Admissions Activities by Level
 - 1.2 Preparation/Selectivity Levels of Entering Students
 - 1.3 Admissions by Gender
 - 1.4 Admissions by Race/Ethnicity

Student Enrollments

- 2.1 Headcount Enrollments by Degree Objective
- 2.2 Headcount Enrollments by Gender
- 2.3 Headcount Enrollments by Race/Ethnicity
- 2.4 Students Receiving Financial Aid

Degrees Awarded

- 3.1 Degrees Granted by Degree-Level Program
- 3.1 Cohort Graduation, Retention and Transfer Rates

Detailed Data on Faculty and Staff

Faculty

- 4.1 a Faculty - Ethnicity and Gender
- 4.1 b Adjunct Faculty - Ethnicity and Gender
- 4.1 c Teaching Assistants - Ethnicity and Gender
- 4.2 Faculty Headcount by Department/Program

Staff

- 4.1 d (1-4) Staff by Gender and Race/Ethnicity

Faculty and Staff Turnover

- 4.4 Full-Time Faculty/Staff Turnover Over the Last 5 Years

Detailed Data on Fiscal, Physical and Information Resources¹

¹ Not all the data exhibits apply to graduate institutions so there are some tables missing.

- 5.1 Information and Computing Resources
- 5.2 Physical Resources - Current Year
- 5.3 (a & b) Sources of Revenue
- 5.4 Operating Expenses
- 5.5 Assets and Liabilities
- 5.6 Capital Investments
- 5.7 Endowment Values and Performance
- 6.2 Key Asset and Maintenance Ratios
- 6.3 Key Financial Ratios

Current Assessment Activities and Key Performance Indicators

- 7.1 Table of Educational Effectiveness Indicators
- 8.1 Inventory of Concurrent Accreditation and Key Performance Indicators

III. Stipulated Policies Required by WASC and ATS

- PSR Bylaws
- PSR Conflict of Interest Policy
- PSR Finance Committee Investment Subcommittee
- PSR Socially Responsible Investment Guidelines
- GTU Library Collection Policy (Electronic Copy Only)
- Certificate Manuals (Electronic Copy Only)
- Degree Program Manuals (Electronic Copy Only)
- Staff Handbook (Electronic Copy Only)
- Student Handbook (Electronic Copy Only)
- Faculty Manual (Electronic Copy Only)
- Admissions Committee Manual 2006
- CAPSR Constitution
- Non-Harassment & Non-Discrimination Policy and Procedures

IV. Exhibit Collection for Essay 1

Exhibit 1: Foundational Documents

- PSR Direction statement 1996
- Strategic Plan 2005
- Jr. Faculty Statement 1994
- PSR Mission Statement 1991
- GTU Common Agreement
- GTU Alternative Futures Report 2007
- GTU Need to Act
- PSR Constitution and By Laws
- Articles of Agreement Disciples Seminary Foundation (Electronic Copy Only)
- Swedenborgian House of Studies Memorandum of Agreement (Electronic Copy Only)

Northwest Consortium Agreement 2006 (Electronic Copy Only)

Exhibit 2: Degree Program Objectives and Milestone Forms

MDiv Assessment Instruments
 Learning Objectives of all degree/certificate programs
 Approval of New MDiv by PSR Faculty and Board of Trustees

Exhibit 3: ATS Entering and Graduating Student Questionnaires

ATS Entering Student Questionnaire
 ATS Graduating Student Questionnaire

Exhibit 4: PSR Center Webpages

CLGS
 PANA Institute
 Bade Museum

Exhibit 5: Institutional Structures

PSR Organizational Chart

Exhibit 6: Defining Progressive Christian Leadership

Progressive Christian Leadership Attributes
 Progressive Christian Witness Update 10-14-05
 Progress Report on Progressive Christian Witness
 PCL Attributes Discussion Faculty Meeting Jan 07
 PCL Definition in Relation to the MDiv Outcomes
 Project Description for PCW-PSR
 DRC Response to President on PCW
 President Response to DRC and PCW

Exhibit 7: Dismantling Racism

Board Racial and Cultural Sensitivity Committee Established 1996
 DRC Charter February 2007
 Audit Report of General Commission on Religion and Race (Electronic Copy only)
 GTU/UC Economic and Racial Justice Inventory Report (Electronic copy only)
 Outside Reaction to PSR DRC Charter
 PSR Adjunct Faculty Ethnicity and Gender
 PSR Admission by Race
 PSR Bulletin - Undoing Racism at PSR
 PSR Faculty Ethnicity and Gender
 PSR Fall Bulletin 2004
 PSR Headcount by Race and Ethnicity
 PSR Non-Harassment Policy
 PSR Regular Staff by Race and Ethnicity
 PSR Teaching Assistants by Race and Ethnicity
 Wabash Grant Proposal for Racism Class

DRC Action Items and Audit Recommendations
 PSR Board Member Profiles
 Bay Area Demographics

V. Exhibit Collection for Essay 2

Exhibit 1: Faculty Information

Core Faculty CVs (Electronic Copy Only)
 Adjunct faculty cvs (Electronic Copy Only)
 Faculty Load Survey
 Table Showing Ongoing Assessment of Faculty
 Wabash Grant Newsletter
 SIRS 2.3.7a Faculty Compensation
 SIRS 2.3.7b Faculty Compensation
 SIRS 2.3.7c Faculty Compensation
 Faculty Shape and Size 07
 GTU Annual Compensation Comparison 2006

Exhibit 2: Admissions Information

SIRS Acceptance and Yield Data
 Admissions Committee Manual
 Admissions Committee Assessment Form
 Explanation of Admissions Application Assessment
 Interview Guidelines and Questions
 Admissions Interview Report

Exhibit 3: Curriculum Information

Syllabi, 2003-2004 through 2006-2007 (Electronic Copy Only)
 Alternative to MDiv Required Courses 07-08
 Alternative to MTS Foundation Courses 07-08
 Contextual Learning

Exhibit 4: International Student Support

Services Offered to International Students
 Information on International Student Support

VI. Exhibit Collection for Essay 3

Exhibit 1: PSR Staff Information and Compensation

IPEDS 2006 Staff and Faculty Data
IPPR 05-06 Peer Salary and Benefits

Exhibit 2: IT, Library, Housing and Facilities

IT and Library Information
Facilities, Food and Housing Surveys and Concerns

Exhibit 3: Student Body Demographics

SIRS 2004 3.1.1 Academic Program Mix
SIRS 2004 3.1.2 Head Count Enrollment
SIRS 2004 3.1.4 Full and Part Time Enrollment
SIRS 2004 3.2.1 Racial Ethnic Enrollment
SIRS 2004 3.2.1b Racial Ethnic Enrollment
SIRS 2004 3.2.2 Denominational Affiliation
IPPR 05-06 Student Age Range Distribution
IPPR 05-06 Women as Percent of Enrollment
IPPR 05-06 Racial Ethnic Enrollment

Exhibit 4: Fiscal Resources

SIRS 2.1 Market Value of Endowment
SIRS 2.1.2 Expendable Reserve Ratio
SIRS 2.1.3 Combined Reserve Ratios
SIRS 2.1.4 Equity Ratio
SIRS 2.2.2 Revenue Proportions and Trends
SIRS 2.2.3 Comparative Revenue
SIRS 2.2.4 Expenditure Proportions
SIRS 2.3.1 Tuition Pricing
SIRS 2.3.1b Tuition Pricing
SIRS 2.3.1c Tuition Pricing
SIRS 2.3.2 Tuition Revenue
SIRS 2.3.2a Scholarship and Expense
SIRS 2.3.3 Gifts by Purpose
SIRS 2.3.4 Gifts by Source
SIRS 2.3.5 Spending Rate
SIRS 2.3.6 Deferred Maintenance
SIRS 4.0 Summary Comparisons 1
SIRS 4.0 Summary Comparisons 2
SIRS 4.0 Summary Comparisons 3
SIRS 4.0 US Federal Standards 1
SIRS 4.0 US Federal Standards 2
SIRS 4.1.1 Endowment Spending Rate and Theological Schools
PSR Budget 2008 Timeline
CPI Comparison
PSR Audited Financial Statement FS 06 (Electronic Copy Only)
PSR Audited Financial Statement FS 05 (Electronic Copy Only)

PSR Audited Financial Statement FS 04 (Electronic Copy Only)
 PSR Endowment History
 PSR Management Letter 05
 PSR Management Letter 04
 PSR Management Letter 06

Exhibit 5: GTU Capacity

GTU Capacity Report (Electronic Copy Only)

VII. Exhibit Collection for Essay 4

Exhibit 1: Institutional Assessment

Data Analysis and Need for Assessment Staff
 Housing and Facilities Assessment and Concerns Addressed
 Board Development Recommendation
 Effect of New MDiv on Support Staff Load

Exhibit 2: Academic Assessment

Establishment of Assessment Committee
 Table of Current Assessment Activity
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² Not all ATS Standards are addressed in this report. Some, including ATS Degree Program Standards, will be addressed in the Educational Effectiveness Review Report.

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