

STM AAPOR Narrative

Framing an Interpretation of the Report

As an educational institution of practical theology and ministry, the School of Theology and Ministry has several features that are unique to the professions for which Seattle University is providing graduate level education. Recognizing these features are essential to understanding the broader context of the school's AAPOR report. The features of the school tracked by the report are good, but they are framed with a traditional group of criteria for higher education that only captures a small percentage of the value STM brings to Seattle University. Consequently, the data has to be read against the backdrop of the features described below to achieve a more accurate assessment of the unit, its costs of delivery, its revenue, its faculty and staff performance, and the benefits the school brings to SU.

First, while ministers have commonalities with some other professions requiring graduate level education, especially those in the social service sector, the field of educating religious leadership has distinctive elements. Key among these elements is that the field is uniquely linked to the *religious brand* of Seattle University. Educating ministers offers a compelling narrative that the university can use to demonstrate that it is living out and investing in its religious mission in tangible ways. SU can proudly tell others that the university has spent nearly three decades providing high quality education for the religious leadership serving the hundreds of thousands of people affiliated with Christian and Unitarian religious traditions in the region.

While other units on campus, especially Mission and Ministry, Magis, and Campus Ministry, also contribute to this religious charism in direct ways, STM carries it in many profound, but mostly unseen ways. For instance, due to STM's partnership with 13 religious denominations and regular educational programming for leaders and adherents of many other religious communities, such as Judaism, Islam, Hinduism, Buddhism, and Secular Humanism, we have taken the Seattle University name into an uncountable number of congregations, faith-based organizations and voluntary social justice groups and associations. The penetration of programming into these communities has dramatically impacted the local and regional perception of the university as an institution of higher learning that takes faith seriously, in all of its manifestations, and particularly a faith that does justice. Putting it more bluntly, STM's programming and activities most clearly defines the university as a place that wrestles seriously and deeply with faith, broader learning, and action (and how they interrelate).

Because of the nature of the school's missional focus on faith and action, STM also carries the Jesuit and Catholic brand in a distinct fashion, particularly as it has been articulated in Vatican II's commitment to ecumenism and interfaith dialogue, and the last two international Jesuit Congregations – 34 and 35. STM's mission also allows it to creatively implement certain aspects of the Ignatian educational mission, as was done in the school's initiation of the *Faith and Family Homelessness Project (FFH)*, which is a direct application of decree 4 of General Congregation 32. That decree articulated the Jesuit mission and identity as "the service of faith

and the promotion of justice.” FFH operated for five years and took the name of STM and SU deep into faith communities and faith-based organizations of the Pacific Northwest, making the school and university synonymous with intelligent, evidence-based, faith-inspired social action. The project worked directly with 14 Jewish, Christian and Muslim congregations, representing about 18,500 people, but also became involved in many other faith-based, private and governmental organizations. The long-term effect of building this kind of social capital for Seattle University is not addressed in the AAPOR, and would take a much more complicated process to assess. Indeed, the expenditure of funding for staffing and programming in this project, which has been borne almost entirely by soft money, has no real direct outcome assessment criteria to place in the AAPOR report. Consequently, this significant activity for the school and the university, is showing up as a cost, but the benefits are absent.

Allow me to use one more example. Over the past eight years, Seattle University has sponsored a cultural faith and spirituality event known as the *Search for Meaning Book Festival*. This event has brought nearly 400 authors to campus, many of them winners of the Pulitzer Prize and other distinguished awards. The event has garnered regional and even national attention, produced significant institutional partnerships across the region, and has helped to reframe the kinds of activities a school of theology and ministry can and should generate for its host university system. For the first six years, STM fund-raised nearly all of the money expended to put on this event, and re-wrote job descriptions of have a dozen employees to make the event a success. STM can track more than \$3.5 million in new money coming into the school because of this activity alone, as well as the attraction of students and exceptionally sharp employees. (Making an exclusive correlation between students and system-changing employees due to one variable, of course, is impossible because these kinds of decisions are multi-faceted. However, there are students and employees the school would not have if Seattle University did not host the Search for Meaning Book Festival, and SU would not have the event, if it did not have STM.) So, what does this have to do with the AAPOR? Put simply, the significant “brand value” in the region and the nation for a university hosting STM’s kind of educational programming is not measured in the AAPOR process, and therefore it provides a less than accurate academic affairs and operations review, and skews the actual cost-benefit ratio of a unit like STM.

Second, providing graduate level learning for the ministerial field must take into consideration that the pay scale and benefits of the ministerial profession are among the lowest of any professional field, even though the required skill sets and knowledge demands are among the highest. Not too many years ago, denominations picked up most of the educational cost for future religious leaders, a compensation for dedicating one’s life to a high stress, low paying profession. As the religiosity of the United States has changed, and salaries have stagnated for the middle class (the biggest supporters of faith-based organizations), donations have declined and religious organizations have encountered increasing amounts of financial stress. In the process, more and more of the seminary educational cost has shifted to the backs of students.

In the past 15 years, this burden of seminary student debt has become a North American crisis.¹ To get a true snapshot of a unit's performance, and the drivers impacting staffing and performance levels, the AAPOR should try to triangulate some kind of data gathering on the professions served by graduate education focused on specific professions.

Third, the sobering reality of the seminary education "market" requires any university making a commitment to this kind of education to think strategically about an *effective long-term business model* for a seminary or school of theology and ministry. STM was founded in 1997 with the hope of capitalizing on the high level of Protestant and Catholic pent up demand for theological education in the Pacific Northwest. This larger volume of demand was satisfied within the first six or seven years of the school's operation, and was followed by a more common pattern of educational demand. Unfortunately, in the meantime, the seminary education environment in the Seattle area became extremely competitive. In 2007, there were three schools of theology or seminaries in the Seattle region. There are now eleven (11), most of them becoming attracted to this part of the nation, because of the reputation Seattle has as the most "unchurched" or "secular" city in the United States.² Although most of the educational institutions moving into the region have been conservative evangelical in orientation, and not a direct competition to STM, the presence of these educational institutions has radically disrupted the "seminarian" market, forcing our two longer-term competitors (Fuller Seminary Northwest and Mars Hill Seminary, which is now called the Seattle School of Theology and Psychology) to begin poaching from denominations that once had their students going to STM exclusively. Most of the enrollment decline faced by STM in the past six years are attributed to this fundamental shift in the regional market.

This competitive environment has created enormous challenges to meeting the school's enrollment goals from quarter to quarter and year to year. One of the deficiencies of the AAPOR structure for evaluating the cost and workload of a unit like the School of Theology and Ministry is that the school has had to operate based on its original and now seriously deficient business plan, while attempting to meet enrollment criteria within the narrow scope of STM's originally defined mission. The old plan does not fit the current competitive climate, and creating an effective plan would require re-thinking the role of the school within the broader university curriculum. This would include the creation of new price-points for different genres of students attending a certain classification of accreditation-required courses that are by nature under subscribed, and a dozen other issues that would need to be addressed to build a strategic plan for the current climate. Consequently, the AAPOR structure measures the school on the merits of a business plan that has not really worked for more than five years. What this means for STM's AAPOR report is that the workload of faculty, and particularly staff, does not

¹ This is such a crisis that the Lilly Endowment has funded 67 seminaries to initiate strategies to respond to seminary student debt burden. STM is one of these schools. However, the staffing and activity generated by this \$250,000 Lilly Endowment-funded initiative, is not tracked in the AAPOR report, other than the cost of the staffing. Once again, the outcomes of this investment have no visible place in the data gathered.

² One of the 11 institutions – Trinity College – has announced it is closing its doors this summer, but it may take several years for the other competitive institutions to implode and allow the market to find a more reasonable equilibrium.)

fully capture how much of the activity in the unit is driven by attempting to create new opportunities within the frame of the outmoded business plan, and how this activity might become more fruitfully directed with a plan that met the signs of the times.

Fourth, by nature of its heavy involvement within denominations, congregations and faith-based organizations, and the criteria set by its primary accrediting agency – the Association of Theological Schools (ATS), STM requires an internal institutional structure that costs more and is more complicated than more traditional types of academic units in a university system. For instance, a school like STM requires a school-based “student development” program and process, which is defined under the education rubric of “formation,” and the school has to maintain a much more aggressive admissions and marketing apparatus than required in other units that can more easily rely on university-wide services. STM also needs “specially legitimized” faculty or staff positions that make it possible to respond to the Protestant and interreligious community’s educational needs and expectations. There are probably no counterparts to these positions in other schools. As an example, STM has one academic-faculty assistant dean position that requires a significant number of course releases to help me deal with the complexity of many of our networking relationships, as well as the politics of the denominations and faith-based organizations that we serve. This position was created at the origin of the school and allows us to manage our relationships with the surrounding communities, and to create different forms of programming that respond to their needs, which ultimately leads to student recruitment. This position is currently known as the assistant/associate dean of ecumenical and interreligious dialogue, although it was originally conceived as an assistant/associate dean of ecumenical relations.

Another data point is particularly illustrative of the unique institutional structure of a school like STM. When I applied to the position as dean of the School of Theology and Ministry, I was told by members of the Search Committee that the role of dean at STM was “one-part traditional university dean” and “one-part university president.” On the national level, nearly all seminaries that are “embedded” in a larger university are characterized as “a university within a university.” I have been, like my predecessors, a member of our accrediting association’s, “Presidents Forum,” since the ATS national gatherings for “deans” is structured to accommodate academic-administrative positions tasked with dealing more directly (and exclusively) with day-to-day program and course delivery issues. More generally, my role as the dean of a school of theology also requires me to play a much more visible role in the community than most dean positions, to spend a significant amount of time responding to complicated “governance” issues that denominations and faith-based organizations expect of their local seminaries, and assert a role as a public intellectual in religious communities and the broader society. Some of these roles are expected of STM faculty as well. The current AAPOR study, however, does not have a way of capturing this essential dimension of workload.

Fifth, the AAPOR also does not make provision for the outsized role a school may play in generating “non-tuition based revenue.” In STM’s situation, this is not only a critical part of the dean’s position, but also an essential dimension of the academic affairs portfolio and operations review of the school, since in most of the past eight years we’ve raised more funds

that other units. This serious commitment on the part of the entire school (faculty and staff) has been embraced as part of our responsibility to diminish the cost of STM's operations to the broader university. The non-tuition based revenue raised has focused primarily on four dimensions. The school has:

1. Built faculty endowments have been raised to help off-set part or all of the university's commitment to several salary lines (i.e, the Bertch, Spehar-Halligan, and Howell professorships).
2. Generated a significant volume of scholarship funds, although in university reporting structures these funds are collapsed into the overall tuition discounting and scholarship aid, suggesting that the broader university is providing all of these dollars.
3. Acquired outside grant money for necessary curriculum reforms that other schools would usually ask the university to fund. In recent years, STM has acquired funding for integrating interfaith issues into the curriculum, reforming the worship and liturgy component of the curriculum and student life, adding economic literacy and management into the degree programs, and restructuring the denominational role in "governance" issues of what we are teaching and how we are preparing our students to become leaders in their particular religious communities.
4. Garnered external funding to launch major community and curriculum-focused activities, such as the Gates Foundation-funded *Faith and Family Homelessness Project*, referenced above.
5. Solicited significant resources for the faculty development funding that is required to re-imagine the curriculum for a theology and ministry program preparing the next generation of religious leaders.
6. Secured additional resources for augmenting faculty salaries for extra work outside the scope of their positions at STM, and the funding of staff positions.

In the midst of a growing financial crisis inside the market for seminary education, Seattle University has continued a generous policy of tuition discounting that makes this kind of education available to students, without completely destroying their financial lives. Meanwhile, STM has also done a remarkable job of raising its own financial resources for scholarship. Every year, for the past seven years, for instance, STM has returned \$100,000 of the tuition discounting. (This amount is part of the university's tuition discounting commitment for the year based on an equation agreed upon by the university during the school's accreditation with the Association of Theological Schools.) In addition, STM has raised significant amounts of its own scholarship money (through outright gifts and endowment) that has compensated this reduction and allowed the school to meet its association tuition discounting commitment. More concretely, in 2007-08, the university was providing 80.03% of STM's financial aid to students. During the course of that year, the school raised in endowed and annual scholarships a little less than 20% of the aid distributed to students. In the next year of operation (2016-17), the university will only underwrite STM's tuition assistance at 60.64%. Through its' own financial resources, STM will generate 39.5% of the financial aid distributed. In other words, the school decreased the university burden of student aid by a

percentage point of nearly 20%. Unfortunately, this first AAPOR has no place to tabulate this part of the school's story.

The above six issues are critical dimensions of faculty and staff workloads over the past seven years, but are not reflected in any meaningful way in the AAPOR methodology. In order to adequately assess STM's academic affairs and operations, it is necessary to take these six factors, and the dynamics referenced above into account.

Context for Interpreting STM Teaching Loads

Because of many of the characteristics described above, the teaching load distribution at STM has peculiarities. STM has a number of courses that are smaller in size than we might like to have them. The school's smaller-sized courses are driven by six factors:

1. STM has classes that are required to achieve and maintain our accreditation. These are driven by two associations, our primary accreditor, the Association of Theological Schools, and our accreditor for our Couples and Family Therapy program – the American Association of Marriage and Family Therapy.
2. In order to meet the requirements for ordination, some of our “endorsing” organizations, like denominations, require coursework in the history and polity and worship style of their respective denominations (such as Catholic, Episcopalian, Methodist, United Church of Christ, Unitarian, etc.). These classes are often artificially low because the school only has so many students of a given denomination at a time, and SU does not have a provision for opening the class to non-matriculating students at a different tuition rate.
3. There are certain academic areas that have to be offered by a school of theology and ministry to have a legitimate degree. However, during certain periods of time, certain classifications of courses may have less appeal to students than others. In recent years, for instance, courses in systematic theology have become increasingly less popular, as have certain specialized higher level courses in biblical studies, and biblical languages.
4. Some courses of study, like spirituality or leadership, have performance criteria linked to both personal and professional skill development, and this may require keeping the number of students per courses at a lower level in order to do the proper levels of advising, mentoring, and coaching. In such classes, the faculty can often have far more time spent with students than occurs in larger classes.
5. Other courses requiring an inordinately large amount of faculty time for a less than large student headcount in an individual class would include our contextual education courses, which necessitate a good deal of mentoring time, since the primary learning outcome of the courses is to help students apply their academic learning to their internship experiences and their personal spirituality and religious history.

6. Since we initiated a Doctor of Ministry program, we also now have to make certain types of specialized courses available to our doctoral students.

The university could help us achieve higher levels of enrollment in some of these lower subscribed classes by allowing us to create a “professional studies tuition rate for a non-matriculated student. We have several courses in category #2 that could populate with more students from specific religious traditions, but we would need to adjust our tuition for those students. I have tested the market, and it would bear a tuition rate of about one credit hour in cost (a two-thirds reduction). The registrar and enrollment management offices have had a proposal for this for about five months. Offering some select courses across degree programs, and even the undergraduate-graduate divide, might also open up new opportunities. STM helped to pilot such a co-taught course that had students from doctoral programs to undergraduate, and will offer another type of class on this model in the fall. (This type of course, however, was taught by faculty-administrators and did not have budgetary implications because all the faculty had 12-month contracts and did not need to get paid.)

A major data point missing from the AAPOR is the work required of a school of theology and ministry’s faculty in engaging the surrounding religious communities and maintaining a high level of visibility within those communities. Our faculty serve on boards, regularly give talks at denominational and congregational gatherings, preach at religious services, and serve in consulting roles for both churches and faith-based organizations as a necessary dimension of their jobs. This makes it essential for faculty to carry on responsibilities that do not easily fit into standard faculty roles of teaching, scholarship and service. Under the current system, and in the AAPOR, identifying these off campus roles does not play a significant role in assessing workloads, and yet, some of this activity is critical both to the faculty members’ credibility in the classroom and to the school’s recruiting efforts. Of particular importance for STM over the next few years are faculty activities in the community that would be characterized as public intellectual work in parishes, religious organizations and social justice-focused 501(c)3s. This faculty activity is essential to the school’s functioning in its highly competitive environment, plays an indispensable role in recruitment and retention, but also is a requirement of this particular professional guild. It is also an expectation of the ministerial educational profession and guild. While STM does not catalog all of these activities by faculty, future forms of the AAPOR, for a complete picture of a unit, would want to try to gather this type of data in its’ methodology, since it is not part of a traditional assessment of a faculty member.

Because STM operates under an outmoded business plan, and consequently has even greater need for generating excitement and an image of innovation and entrepreneurial energy, the school has sought out and won foundation awards for a vast number of projects over the past few years that have educational and community service consequences. Many of the faculty play roles in conceiving and delivering these projects, but the AAPOR does not adequately capture these important and even essential dimensions of the school. (The staff play an equally or even greater role in some of these projects, as will be discernable in their functional activities listed below.

Context for Section Sizes

Due to the nature of the social and emotional learning outcomes of ministerial and professional education, the curriculum requires a significant degree of small group pedagogy. STM promotes participatory adult approaches to teaching and learning. Certain courses require bigger classroom space regardless of student registration size. These courses are not primarily lecture-based; students must engage one another for class discussions and collaborative activities, i.e., a classroom with a capacity of 13 occupants is not conducive to collaborative activities when the room is filled to capacity.

During academic year 2014, we set the ideal minimum class size at 7 students (in 2015-2016 it was adjusted to 8). Here are some additional criteria:

- The maximum ideal is 28 students. However, instructors have accepted up to 32 students to satisfy students' course needs.
- MACFT Clinical Courses = 7 students minimum (COAMFTE [Commission on Accreditation for Marriage and Family Therapy Education] Accreditation Requirement). By STM policy, 10 students are maximum.
- Some specific polity courses may either go below 8 (to satisfy denominational degree and ordination requirements) or be offered as an independent study.
- Some required courses are on a cycle of every two or three years. This allows students to complete their degrees in a timely fashion.
- There are times when the Ministerial & Theological Integration course may fall below 8 due to student withdrawals or to evenly distribute sections to satisfy program needs.
- Externally composed restraints include COAMFTE and denominational requirements (primarily for Master of Divinity and Roman Catholic Christifideles students).

Some other criteria in relation to faculty performance levels:

1. The faculty titles document determines a professor's teaching load. Tenure or tenure-track faculty typically teach six courses/year. Non-tenure track, full-time teach seven. Because of the nature of the faculty expectations discussed above, STM has a higher percentage of administrative positions, which are typically given a course release proportionate to that administrative workload.
2. Independent studies, which have become a bigger feature of the school as our student body has diversified, are not included in calculating teaching load. Independent studies are offered at the discretion of core faculty without

additional compensation. STM provides a small stipend to adjunct faculty who agree to do these independent studies.

Number of classes in 2014/15 (125 total)	Number of student registrations	Percentage	Notes
65	<10	52%	21 out of the 65 (32%) of these smaller classes were independent studies.
53	10-19	42%	
4	20-24	3%	
2	25-29	2%	
1	30-39	1%	

In total 17% of our courses in 14/15 are independent studies.

3. We have a few courses that are team taught, and these have typically been counted as part of a full teaching load.
4. There are other instructional activities such as project oversight and coaching not captured in the AAPOR. (Some of this is discussed above.)
5. With the addition of a doctoral program, we are adding a layer of faculty and adjunct work on doctoral projects. AAPOR does not capture this, and SU does not currently have established processes or remuneration structures for this doctoral work, although we now have three doctoral programs on campus. (By necessity, adjunct faculty may be compensated for doctoral project committee work.)

Commentary and Recommendations Regarding Faculty and Staff Workload Profiles

- Faculty workload is relatively evenly distributed, and there is no significant difference between adjusted teaching loads and actual teaching loads.
- Recruitment is a challenge for some of our programs, specifically our MA in Transforming Spirituality. The degree attracts student inquirers, although in looking at career tracks, few chose to actually sign up for the degree, and actually seek admission to other degrees. Because of its recruiting role, we are hesitant to sunset the degree and we are considering a credit hour reduction for this program.
- Current staffing levels are adequate for STM, although some of our positions are particularly heavy in expectation.

The second biggest limit is the restriction on paying STM and SU faculty overages for additional teaching. At this time, STM refuses to hire its own faculty for summer when every other college and school in the university does so. In addition, a Provost's policy adopted several years ago stopped faculty from accepting additional teaching or administration for additional pay. These policies drive core faculty away from the university in pursuit of stipends and salaries that can support lifestyles in a very expensive city- Seattle. Our faculty leave on the day after commencement and object to any volunteer or teaching or independent study work until mid September. Our students, on the other hand, look for core faculty year around and are confused when they are refused the opportunity to continue to work on projects, research, independent studies, or even courses they could take in their degree programs. This policy was intended to assist faculty in meeting their research demands, but it has harmed faculty morale, the opportunity to make a viable living wage, and student access to core faculty.

Currently there is only one full time tenured faculty in spirituality. Several adjuncts compliment the full time faculty member in fulfilling the required courses in spirituality which is in all the degree programs (MAPS, MDiv, MATL, MACFT) as well as in the MATS degree program. Having only one full time faculty member hinders a proper rotation of required courses on any three-year plan.

There are specific issues related to our specific degree programs.

Doctor of Ministry (DMin)

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
 - a. Recruitment-monthly emails, phone calls, updates to inquirers and applicants
 - b. Interviews of people interested and applying to the program
 - c. Production of program materials including: handbook, materials related to final project and oral defense, arrangements for binding dissertation projects and securing copyright through ProQuest.
 - d. Orientation of students including handouts, Powerpoint presentations, and securing all items needed to start student on campus.
 - e. Arranging faculty needs during immersion/ residencies- on campus in summers and at Dumas Bay twice a year.
 - f. Arranging for classrooms, teaching needs, managing all internet connections for students at a distance, securing Zoom invitations and ensuring people are logged on and have the right equipment, minor editing of recorded class sessions and posting to appropriate places in Canvas for faculty and students.

- g. Assisting students and faculty in using, designing, and maintaining course content in Canvas.
 - h. Writing two grants to fund student scholarships and move the program toward more public theology focus. This entails monitoring expenditures and strategies employed to meet the goals of the grants. It also involves writing annual reports to the granting agencies (foundations).
 - i. Finding ways to meet potential ministers toward recruiting them to pursue doctoral studies. So far this includes participating in events where such persons are expected to gather, meeting referrals for coffee in outlying areas- Burien, Tukwila, Yakima, the Washington Peninsula, and Seattle. It will involve Portland, Marylhurst, Spokane, and potentially other places. This involves travel, reimbursements, making arrangements, securing referrals and following up, etc.
 - j. Participating in national and international groups that keep STM visible and offer the opportunity to meet referrals. So far this includes: the Academy of Religious Leadership, Association of Clinical Pastoral Educators, the Association of Theological Schools, Association of Directors of Doctors of Ministry, and the International Leadership Association.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.
- a. Managing doctoral projects requires broad and deep knowledge bases. The university needs to devise a way to compensate its tenured faculty for their ability to nurture next generations of researchers, faculty, and high-level professionals. Chairs of doctoral project committees need to spend extra time reading in areas not necessarily their own expertise. They also need time to be more vigilant in monitoring potential issues of plagiarism. They have great access to a library system that is essential to their work, and they need time to use the system adequately in pursuit of expertise driven by doctoral candidate's exploration. Ultimately, the time needs to be compensated as part of a course release or overage. Currently, there is no mechanism for this.
 - b. It would be helpful if every doctoral program on campus had a representative from its faculty on the IRB review board. Discussions related to new developments in research are essential to assist in all research on campus.
 - c. It would be helpful if we had a research faculty who taught a variety of methods and methodologies for all doctoral programs. The schools (Education, Nursing and STM) could send students every quarter for both qualitative and quantitative methodologies and could populate classes that would encourage interdisciplinary explorations. At this time, only a few faculty in each college or

school is able to offer research consultation and oversight to student learner/practitioner's who are pursuing doctoral work. Thus, those few need assistance in keeping their own skills up to date, with resources that are renewed in both purchasing of texts and potential conversations with each other.

Master of Divinity (MDiv)

Faculty teaching in the Master of Divinity program must be active practitioners; i.e., pastoral leaders or ministers. Hence, our core and adjunct faculty generally serve parishes and congregations, faith-based non-profit organizations, health care agencies, correctional facilities, educational institutions, and other ministerial contexts. Their teaching-learning is grounded in both scholarship and practice, enabling them to engage critically theory and practice to promote a "scholarship of service." Unlike archival research in the field of theology or religious studies, scholarship of service in the field of pastoral studies demands intentional community engagement and intensive student mentoring. Ideally, professors should be able to travel to students' internship placements, in order to integrate more effectively teaching-learning within and across the various publics of theological education: academy, church, and society. "Border crossing," specifically through well designed global immersions is increasingly essential. These examples of curricular reform require travel scholarships for students, financial support for on-going faculty development, and course releases.

Courses and programs that integrate academic, professional, and spiritual formation generally require more contact hours for mentoring and facilitation, both in-classroom and field-based/contextual learning. Faculty are assigned the same work units (5.0 for a 3.0 credit course) and offered the same compensation for conducting a course that is more work intensive.

Master of Arts in Pastoral Studies (MAPS)

MAPS can offer a degree specialization and/or post baccalaureate certificate in conjunction with Campus Ministry, the Center for Community Engagement, the Institute of Catholic Thought and Culture, Center for Environmental Justice and Sustainability, or other SU centers. Students from other SU units can earn graduate credits by registering in an STM published course in a topic/area related to or rooted in the work of partner centers.

Master of Art in Transforming Spirituality (MATS)

The one full time tenured faculty in the discipline of spirituality, and director of this program, currently serves as Director of Formation for all six degree programs at the School and teaches in five of the six degree programs. The faculty also teaches in two of the Post Master Certificate programs one in Spirituality and the other in Spiritual Direction. The faculty member also serves in the Doctor of Ministry program as chair to several DMin projects. Spirituality is a much sought out arena for DMin projects. In addition, the faculty member serves on several thesis

committees for the Doctorate in Education in the College of Education. Spirituality is one of the cognates associated with that college's doctoral degree program.

Spirituality courses have always been of interest to the student body and are subscribed at a good rate by students. Many of the courses have formational elements to the course content that often require intensive follow through by the faculty. Spirituality classes require class hours, but also a significant commitment of time to faculty mentoring of students.

Because the MATS degree program attracts much interest among certain demographics of potential students, the school uses the degree heavily in its marketing strategies. There are many inquiries for the degree, but often inquirers find another STM degree program that better matches their academic interest. The MATS degree is currently a 72 credit hour degree program/3 years and would benefit from a revision of the program to a two year/ 54 credit hour program. The process of this revision is currently underway with the STM faculty.

Master of Arts in Transformational Leadership (MATL)

Effective educators in the field of transformational leadership must be "leading-change practitioners." Teaching and learning is grounded in both scholarship and practice. Hence, our core and adjunct faculty are academic administrators, non-profit leaders, life-coaches, management consultants, and community educators who critically engage theory and practice intentionally to promote a "scholarship of service." Unlike archival research in the field of theology, scholarship in the field of transformational leadership demands travel and community involvement, requiring financial support and course release, whenever possible.

Courses that integrate academic, professional, and spiritual formation generally require far more contact hours for mentoring and facilitation, both in-classroom and field-based/contextual learning, than in other "traditional" forms of education. Despite this, in the current structure, faculty are assigned the same work units (5.0 for a 3.0 credit course) and offered the same compensation for facilitating a course that is more work intensive.

Graduate level leadership programs at SU must interface and collaborate more intentionally across disciplines, colleges, and units--advancing a more coherent curriculum that minimizes gaps and overlaps. Such strategy will optimize resource allocation, including faculty appointments.

Effective leadership programs provide opportunities for global contextual teaching and learning. STM-funded graduate level study abroad and internship opportunities are not currently available to MATL students

Master of Arts in Couples and Family Therapy (MACFT)

There are two core faculty in the MACFT program. Christie Eppler serves as the program director (2 course release) and Rebecca Cobb serves as the clinical coordinator (3 course

release). Our students are placed at off-site agencies to accrue 500 face-to-face clinical hours. In AY15-16 we had contracted with 15 sites to provide over 5,300 hours of clinical services. Additionally, we have to meet strict accreditation standards set by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

In addition to the required teaching, scholarship, and service, the program director's duties include:

- Develop and enhance a curriculum that offers a high-quality couples and family therapy degree that is interfaith, spiritually-integrated, and intercultural. Revise program mission as needed.
- Meet accreditation standards set forth by COAMFTE
 - Monitor and manage COAMFTE accreditation standards, including the writing and submitting of the annual reports and self-study cycles
 - Establish and monitor integration of couples and family therapy standards that include the program (core competencies, AAMFT Code of Ethics, state licensure criteria)
- Set goals for program, students, and faculty that relate to the mission of Seattle University (SU) and the School of Theology and Ministry (STM).
- Contribute to the MACFT program effectiveness by implementing and reviewing assessment cycles (e.g., writing and revising student learning outcomes, setting benchmarks, coordinating reviewing benchmarks)
 - Publish a clear assessment plan (how data is collected, by whom).
 - Aggregate and analyze assessment data to promote program improvement.
 - Review and revise program's outcome-based education framework and assessment plan.
- Support STM administration. Submit all requested reports including University Assessment Report and Annual Program Review
- Collaborate with STM's marketing team to attract a diverse student body. Monitor and revise program's publishable materials, webpage, and external documents (e.g., letter to prospective duties)
- Establish and maintain a CFT training program that values diversity
 - Write and revise a MACFT definition of diversity
 - Link program's definition to MACFT mission, goals, and learning outcomes.
 - Publish diversity composition of students, faculty, supervisors
 - Link intercultural-informed course offerings, didactic and clinical teaching/learning practices to MACFT program goals and outcomes
 - Identify and assess policies and procedures for supporting a climate of safety, respect and appreciation for all learners
 - Provide examples of how the program has responded to the climate safety feedback
- Collaborate with the STM's Admissions team to admit a diverse student body
 - Attend Graduate Program's Open House Night at least once per academic year
 - Interview all MACFT applicants

- Manage and lead MACFT Candidacy process
- Supervise the assistant clinical professor in her work as clinical coordinator. Assist clinical coordinator to meet COAMFTE requirements for clinical placements (e.g., setting qualifications for off-site supervisor, ratios)
- Supervise the program's academic specialist
- Supervise the program's graduate assistant
- Lead MACFT faculty (core and adjunct faculty) and MACFT staff (program director, clinical coordinator, and academic specialist) meetings
- Supervise adjunct faculty in meeting program and accreditation standards (e.g., mentoring in syllabus construction, rubric development, forming classes that integrate interfaith spirituality and interculturalism into all facets of a course)
- Maintain LMFT-WA licensure and AAMFT Approved Supervisor status
- Assess and advocate for facilities and services that maintain and enhance program's quality and learning goals (e.g., meet with dean, associate dean, program directors from Counselor Education and Psychology, and University's centers)
- Advise all MACFT students.
- Provide documentation and regulatory requirements for entry-level practice in WA. Mentor students and graduates in obtaining LMFT(A)
- Assess student, graduates, and employers. Learn about areas of growth that influence program development and curriculum
- Provide and publish data related to student achievement (program completion, employment rate, licensure pass rate)
- Assess and publish data related to student recruitment, anti-discrimination, admission, retention, graduation, complaints and grievances, remediation and dismissal, grading/assessment, codes of conduct, portability of degree, technology requirements, authenticity of student work, technical training for students, faculty, and supervisors (with collaboration from STM's administration team)
- Identify Communities of Interest (COI). Assess and review their feedback to facilitate the program's mission, outcomes, and improvement

The clinical coordinator's duties include:

Site Placements & Clinical Concerns

1. Find, develop, and maintain clinical sites that align with program outcomes (e.g., sites with Approved Supervisors, open to therapists infusing clients' spirituality)
 - a. Attend networking events sponsored by the Washington Association for Marriage and Family Therapy
 - b. Meet with potential clinical sites to review expectations and procedures
 - c. Maintaining database/rubric for assessing each clinical site
 - d. Visit each new clinical site.
 - e. Maintain contact with clinical sites with the expectation of direct contact (email or site visit) during Clinical I and Clinical III. Additional communication/visits as needed.

2. Work with students to match with clinical site placements that are fitting in terms of clinical interests and location
 - a. Coordinate an Internship Fair in which students will have the opportunity to meet with representatives from each potential site placement in order to facilitate the matching of intern to site placement
3. Be the first person-of-contact for students and site supervisors with clinical concerns
 - a. Be the liaison between program and site to resolve concerns; refer to program director as necessary
 - b. List name/number for emergency contact in all clinical sequence syllabi.

Paperwork / Documentation

1. Review/Revise Clinical Handbook each year (due October)
2. Work with program's academic specialist and all students before and during first clinical to understand program paperwork (e.g., reporting of clinical hours, supervision hours)
3. Coordinate with program's academic specialist regarding keeping paperwork updated. Publish procedures.
4. Work with adjunct clinical faculty so they are up-to-date on policy and procedures
5. At the end of each quarter, review all clinical evaluations/rubrics
 - a. Make sure appropriate rubrics are submitted to assessment file
 - b. Coordinate transitions between clinical supervisors regarding information found in the review
 - c. Coordinate any remediation plans for clinical students
6. Check MACFT web page yearly (due October) and submit any changes regarding clinical experience to program director

Presentations

1. Plan and Lead Clinical Orientations (early November) and 2nd Clinical Orientation (Spring)
2. Connect site supervisors with training opportunities (e.g., AAMFT Approved Supervisor or State Supervision Courses)
 - a. Coordinate at least one group training (Seattle University's STM will host)
 - b. Provide additional information/training, as necessary

We need a dedicated recruitment person for our school/program. Face to face interaction to recruit a diverse student body is critical to the health and financial stability of our program. It is critical that we maintain our current level of support (e.g., academic specialist and graduate assistant). Additionally, our students would be well served by having a training clinic on campus.

Our workload, as evidenced above, is immense. We need a third faculty member to teach, supervise, and support the administrative duties of a COAMFTE-accredited program. Additionally, there needs to be collaboration among SU's three counseling programs. We need to share resources to recruit a diverse student body.

AAPOR Staff Essential Tasks

Assistant Director of Admissions and Student Services

1. Prospective students: (recruitment and retention)
 - a. Respond to inquiries (phone, email, drop-in, and scheduled appointments)
 - b. Attend Open Houses
 - c. Facilitate on-site visits, tours, and classroom visits
 - d. Collaborate with Dir. of Communication on all inquiry and prospective student communications
 - e. Monitor prospective student data and prepare monthly internal report
2. Applicants: (recruitment and retention)
 - a. Respond to questions
 - b. Process applications; proactively contact applicants to support process
 - c. Schedule admissions interviews
 - d. Collaborate with Dir. of Communications on all applicant communications
 - e. Chair Admissions Committee
 - f. Advise Assoc. Dean on Admissions Decision
 - g. Monitor applicant data and prepare monthly internal report
3. New students: (retention)
 - a. Lead and organize quarterly Academic Orientations
 - b. Respond to inquirers of new student needs
 - c. Prepare and organize new student lunches
 - d. Organize mentor/mentee lunch
4. Current students: (retention)
 - a. Organize quarterly student community meetings
 - b. Process PEPs for advisors
 - c. Annual student community needs survey
 - d. Member of Curriculum & Formation Committee
5. Graduating students: (recruitment and retention of future students)
 - a. Process graduating student paperwork
 - b. Graduating Student Exit Interview
6. Supervise graduate student worker (recruitment and retention)

Information and Instructional Technology coordinator

1. Analyzes program related data relying on Access databases maintenance and data from the Seattle University Data Delivery System (SUDDS) and Salesforce/TargetX CRM. Produces analysis reports specifically including enrollment and inquiry trends, course projections and emerging technological needs.

1. Creates and maintains the School of Theology and Ministry's Academics Resources page on Canvas for students and advisor. Under the direction of the Associate Dean, assigns/updates advisors and their advisees.
2. Manages and enters student data. Produces directories and lists relating to students.
3. Manages ad hoc requests for current and historical student and enrollment data. Ensure these requests fall under the FERPA guidelines. Determines school-specific guidelines for disseminating student data.
4. Creates and maintains student academic hard files. Coordinates yearly program and student data reporting to accrediting body.
5. Trains and assists faculty to develop technologically assisted course modules for use in synchronous and asynchronous teaching and learning experiences.
6. Coordinates, set-up and provides technical support for students and faculty using instructional technology programs for technologically assisted/distance learning courses. Acts as liaison between faculty and University's OIT office for classroom support and Canvas training.
7. Provides instructions and set-up requirements to students who are enroll in courses that will use additional instructional technology.
8. Organizes and communicates all aspects of consulting groups related to the Associate Dean's development of continuing education and technology assisted learning programs and responses.
9. Organizes all aspects of Academic Affairs team meetings. Oversees and performs updates of the Academic Affairs tickler file. Organizes meetings and hospitality, as needed, for the Associate Dean.
10. Performs other duties as needed, i.e. reception desk support/coverage.

Budget Manager and Financial Aid Manager

1. Base budget formation, analysis, reconciliation and reporting for the school.
2. Endowment, gift, and program budget analysis, reconciliation and reporting.
3. Grant budget development, analysis, reconciliation and reporting.
4. Manage and process all procurements, honorariums, payable and reimbursements for 35 core faculty, staff and graduate assistants of the school as well as all external vendors and constituents.
5. Manage and process all tenure, tenure-track, non-tenure and part-time faculty contracting, budgeting, analysis, reporting and reconciliation.
6. Manage, review, reconcile and report on all staff and graduate assistant payroll. Process all faculty and student new hire documents.

7. Process purchases on SU Procard and reconcile receipts with accounts monthly for myself and the Dean through the JP Morgan web portal.
8. Develop and request budget annually for STM scholarship funding, manage student scholarship application process, committee review and scholarship disbursement.
9. Meet and work with our students to help with STM scholarship opportunities and application/award process. Liaison with Student Financial Services to have the scholarship applied to the student's accounts and/or make any adjustments.
10. Responsible for work as building manager (space reconfiguration and office moves, building maintenance, etc.) and serve as a Hunthausen Hall Building Marshall for disaster preparedness.

Director of Operations

1. **Chief of Staff:** Oversight of thirty member staff comprised of full-time and part-time employees and graduate assistants. Provide planning, leadership and direction for the staff for overall operational workflow. Manage hiring processes for all staff and graduate assistants for compliance with HR policies and procedures including writing job descriptions, facilitating the development of interview questions, and ensuring all staff and graduate assistants are reviewed annually. Convene all full staff meetings (10 times a year). Serve on a variety of staffing and ad hoc committees and advocate to dean and leadership teammates on behalf of staff and graduate assistants.
2. **Manage Operations Team:** Manage the Operations team comprised of the Budget and Office Manager, Operations Coordinator, and two Operations Graduate Assistants.
 - a. Manage the administration of functional areas including (budgeting), planning, the building, and front desk and general supervision of all related functions.
 - b. Set work priorities, train, manage, motivate and evaluate the work of assigned staff. Evaluation of staff members' workloads, assignments, professional development needs and progress toward their goals.
 - c. Promote positive and collaborative decision making environment. Facilitate resolution of complex interpersonal issues among staff.
 - d. Manage assigned operations to achieve goals and objectives within budgeted funds and personnel; plan and organize program content, schedule, goals and objectives; direct changes in priorities, schedule staff to assure work is performed in a timely and efficient manner according to applicable guidelines, procedures, and regulations.
 - e. Develop systems and maintain records that provide for the proper evaluation, control and documentation of assigned area. Prepare reports on program activities, as required.
3. **Manage STM Boards:** Manage the STM Executive Advisory Board and the Catholic Character Committee including meetings, agendas, processes and schedules.

- a. Communicate regularly with the board members ensuring their needs are attended to; maintain board membership rosters and terms, brainstorm possible membership with Dean's Cabinet.
 - b. Calendar all meetings of board, subcommittee and chairs to facilitate the board function.
 - c. Draft agendas and track future agenda items.
 - d. Oversee the Program Thinking Collegium and Denominational Gathering ensuring their meetings are calendared and agendas are prepared.
 - e. Each fall, ensure board members and outside committees members data is correct in Raiser's Edge.
- 4. Provide Professional Assistance to STM:**
- a. Member of the STM Cabinet, the five-member leadership team. Responsible to bring operations and staff issues to the discussion, track agenda items and progress of the leadership team.
 - b. Establish and implement policies, procedures and standards for the efficient and effective operation of the school's operations; develop and update manuals, handbooks and compliance processes applicable to the area of assignment.
 - c. Conduct information-gathering, exploration and/or investigation in response to inquiries, concerns or other initiation. This includes exercising initiative to seek out and convene appropriate parties; gathering information and briefing the Dean on the findings; preparing responses for the Dean and, in some instances, responding on behalf of the office of the dean and following-up on tasks and commitments on behalf of the dean's office.
 - d. Manage and grant access to the school's shared electronic file space and STM's public folders.
 - e. Provide new employee training on STM's information systems, and evaluate new employees technology needs and make recommendations to the dean.
- 5. Manage STM Master Calendar:** ensuring that in April all of STM's regular meetings are scheduled for the upcoming year including but not limited to: all board meetings, faculty meetings, staff meetings, faculty and staff meeting, curriculum committee meetings, formation committee meetings, dean's cabinet meetings, faculty search meetings, team meetings (Operations, Academics; and Ecumenical and Interreligious), field education meetings, academic and student life meetings, faculty and staff celebrations, liturgies, external committees.
- 6. Ensure an Environment of Collegiality**
- a. Participate in leadership team (STM Cabinet) meetings, faculty meetings and convene staff meetings to facilitate open communications and contribute to an effective working environment consistent with the mission and the goals of the school.
 - b. Ensure that faculty and staff celebrate STM's accomplishments and successes.
 - i. Provide three faculty and staff celebrations and two faculty and staff meetings per year.

7. Support the Dean:

- a. Assist the Dean in coordinating projects, meetings, and current and future calendar commitments. Assist with necessary arrangements and brief the Dean prior to meetings, events, and activities. Anticipate and respond to other needs.
- b. Manage special activities as requested by the dean.
- c. Coordinate the dean's direct support including calendaring, filing, editing letters, correspondence and travel.

8. Project Manager for Authors at the annual Search for Meaning Book Festival

- a. Hire and manage 40-50 authors for the Search for Meaning Festival which hosts 1000-2500 guests within five buildings on the SU campus, utilizes the STM operations team, the development team, , university advancement personnel, event services personnel, IT personnel, Bon Appetit, all of the STM faculty, staff and approximately 200 volunteers.

9. Project Manager for Strategic Initiatives

- a. Project Manager for many STM strategic initiatives which has included the STM Strategic Plan, the Brand Promise and Key Messages project and focus groups, the operations section of the ATS self-study, university level searches for which the dean is the chair, conferences and symposiums, etc.
- b. Support and undertake assigned tasks related to short and long-range planning initiatives.

Couples and Family Therapy (MACFT) Academic Specialist

1. Weekly meetings with Dr. Eppler to discuss projects and tasks needed for the program
2. Weekly meetings with Dr. Cobb to discuss clinical sequence and any projects or tasks needed to support the students
3. Daily responses to emails from students and alumni related to advising, course registration, and clinical sequence
4. Weekly management of all events the program plans for the month/quarter/year
5. Weekly collection and review of program assessment related to benchmarks for SLOs and COAMFTE accreditation
6. Monthly planning and preparation for all events, meetings, orientations for the MACFT program
7. Monthly collection and reporting of clinical student performance (tracking hours, collecting paperwork, communicating with site and faculty supervisors on student performance)
8. Monthly creation and collection of program surveys through Qualtrics to MACFT faculty, students, site supervisors, and alumni
9. Weekly admin support to MACFT faculty

10. Monthly organization of MACFT T:Drive

Operations Coordinator

1. **Front desk Reception:** Greets, assists, and provides information to students, faculty, and visitors. Answers telephones, directs calls and inquiries appropriately. Manages the general STM email inbox.
2. **Operations:** Prepares correspondence, reports, forms, and specialized documents related to the operations team for meetings and projects.
3. **Maintaining Resource Documents:** Keeping resource documents up to date including but not limited to: office phone list, Front Desk Manual, and Operations and Search for Meaning documents on CPO tracker
4. **Building:** Submits work orders to facilities on behalf of faculty or staff, and work orders to OIT regarding printer issues as needed.
5. **Supply Ordering:** Keeps track office supply inventory and orders supplies as necessary. This includes overseeing purchasing of letterhead, copier and printer supplies (including paper), stationery, and office supplies. And overseeing purchasing of supplies and materials for the Search for Meaning Book Festival.
6. **Master Calendaring:** Creates and maintains department master calendar using Outlook software. Schedule and request room reservations and arranges tech, catering, and parking as necessary.
7. **Calendaring and Travel for the Dean:** Manages the Dean's calendar, scheduling all his appointments and managing his travel arrangements
8. **Search for Meaning Author Coordinator:** Coordinate, organize, and facilitate the authors for our Search for Meaning book festival. Participate in and take notes for Search for Meaning meetings. Provides overall administrative coordination and oversight of the process for finding, vetting and selecting authors. Monitor, analyze and maintain full list of possible authors including information pertaining to diversity of (genre, gender, ethnicity, religion, etc.). Manages all communication with authors. Compiles all of the authors' documents including bios, photos, workshop topics, books, etc.
9. **Pigott Building Manager for Book Festival:** Manage the Authors, staff/volunteers, and guests in the Pigott Building during the Search for Meaning book festival, including: Book sales, book signing, answering author questions and making sure their technology needs are met for their session, directing volunteers as needed, managing signage, and directing traffic.

Director of Marketing and Communications

1. Creative direction, content / copy, design and development of the school's collateral: website, print, digital, email, social media, video, mixed-media, photography
2. Management of print, digital, web and email communications for all programs, grants, and teams within the school, both internal and external
3. Development and execution of integrated marketing plan for the school's awareness building, lead generation / recruitment, and relationship-building with target audiences, as well as breakout plans specific to initiatives as needed
4. Communications plan for lead nurture and inquiries / prospective students, including execution support
5. Culling together of stories, successes and other data points for internal and external strategic use, including writing, media production and permissions management
6. Supervision of, support for and delegation to one high-functioning, full time staff and two part-time graduate assistants
7. Collaboration with university-wide marketing communications directors and their teams on university-wide planning and execution of initiatives, including the marketing of graduate programs and university-wide social media

Academic Programs Coordinator

1. Scheduler

- a) draft initial schedule* - Sharon used to create the schedule for faculty review in fall. Tito has me create the initial working draft.
- b) course scheduling with individual faculty* - Sharon used to communicate directly with faculty regarding their scheduling needs. Tito tells the faculty to speak directly with me.
- c) creation and management of faculty workload spreadsheet* - Sharon used something different. Tito decided on something new that I now do.
- d) communication of courses available for audit* - Sharon used to talk directly to Marketing about this. Currently it goes around me, Colette, and Tito for final notes or additions.

2. Faculty Organization and Management

- a) course scheduling* - Sharon used to handle the communication directly, I just edited the schedule from her notes. Now I do it all.
- b) personnel file requirements* (assist budget manager in communicating with faculty and acquiring all necessary contract paperwork) – Sharon used to request everything from the faculty when she interviewed and hired them, now Tito tells them to expect a call from me.

- c) “provide appropriate care”* - Sharon did a lot of “hand-holding” which Tito said he wouldn’t do because it wasn’t actually in the position. But the veteran faculty have acknowledged appreciation for my additional attention since her leaving.
- d) first day of class—welcome!* - Tito and I both do this depending on who’s here.
- e) syllabi: assistance in ensuring adherence to SU requirements* - Sharon used to talk to incoming faculty personally about what was required. Now I walk through syllabi requirements with incoming faculty.
- f) grading: grading policies and procedures* (i.e. I’s vs N’s); verify all submissions on timely basis and follow-up* - I used to check in with Sharon and she would follow-up with faculty who were late or missing. Now I do it entirely.
- g) Inservice – Sharon used to lead. I was there so folks knew to contact me if they needed anything.
 - a. co-facilitate* - Tito is having me take more agency and lead when possible.
 - b. present Academic & Advising information*
- h) faculty handbook* - Sharon used to hand edit first, ensuring adherence to SU policies. Now I do it.
- i) faculty advising*: guidance, assistance, advise and counsel faculty on university policies, procedures, class selections and course sequencing. Sharon used to have faculty advising meetings to discuss updates and policies. They don’t do that anymore. Individual faculty just come directly to me.
- j) communicate and follow-up on SU compliance training requirements* - Sharon used to communicate directly with faculty, now Tito forwards the email from HR listing not compliant faculty and leaves it to me to follow-up with them and track their progress.

3. Students

- a) orientation team
 - i. co-facilitate* - Tito is having the team take more leadership here, where Sharon used to lead it solely.
 - ii. present Academic & Advising information* - Sharon used to present it and just ask me to verify. Now I pretty much do it.
- b) candidacy process
 - i. analysis assistance* - Tito has asked that I double-check student qualifications for candidacy for thoroughness. Sharon used to do this.
- c) academic probation processes - Due to recent issues, a few extra steps have been added this year than in the past.

4. Curriculum and Program Management

- a) catalog updates
 - i. curriculum change forms* - Sharon used to create these forms and do all the wordsmithing. I just did the editing. Tito has me do them entirely and he just signs off on them.
- b) course evaluations

- i. distribute, collect, tally*, produce/copy/send evaluation form letters for personnel files (Read through and point out any serious issues to AD) – Sharon had a form letter, but then would do individual letters depending on the issues. Tito just uses a form letter so I tend to point out any serious issues in case he needs to address them. I believe he talks to the faculty in person and nothing is put on record in the personnel file.
 - c) review and analyze enrollment stats* and 10th day reports* - Sharon used to have me print the stats weekly for her review and she would send me the 10th day reports. Tito has me highlight any enrollments that need his attention and I do the 10th day reports myself.
- 5. Ensuring STM academic adherence to SU Policies and Procedures*** *For years, STM was the ONLY school on campus fully compliant and meeting all deadlines. This was due to a combination of Sharon knowing them, having me communicate them to faculty, and then her backing me up to put pressure on the faculty and meet deadlines. Now I do this on my own.*
 - a. course scheduling upload deadlines
 - b. online textbook submissions deadlines
 - c. grade submissions
 - d. compliance training requirements
 - e. acting as resource to administration and faculty regarding policies and procedures
- 6. Summer School Director*** - Sharon used to personally welcome all of our summer faculty on their first day of class, held summer faculty lunch(es), and was present for the bulk of the summer course load. Tito tends to be away most of the time, especially during summer, so I serve as both coordinator and primary manager.

Creative Media Specialist

1. Mixed-media collateral design:
 - a. Print
 - b. Video
 - c. Direct Mail
 - d. Digital
 - e. Other
2. NOTE: In-house collateral development, as opposed to hiring a third party temporary, project-based designer—our school leverages the expertise, knowledge and consistency that a staff position provides. This cuts costs, speeds the design process, and overall allows school messaging, recruitment and promotions to be streamlined and maximize effectiveness.

Assistant to the Assistant Dean of Ecumenical and Interreligious Dialogue

1. Maintain Assistant Dean's engagements calendar, arrange meetings with ecumenical partners/executives, interfaith leaders, (all include arrangements for parking and/or catering), managing Dean's travel to and from conferences, and some speaking engagements, coordinating with conference staff for upcoming events (travel agent/airlines, hotels, conference registration, association dues, etc.), reconcile all trip receipts upon close of conference, sometimes including and completing University forms for travel expenses, and reimbursement checks, etc. In addition, coordinate Faith and Order commission obligations during the year with the Bishop's office of the ELCA in Chicago on behalf of whom Dr. Trice serves on the NCCCUSA. Coordinate advising meetings with students. To support the team respond to approximately 30-50 emails daily with University and external constituents. Make photocopies and save electronic files to proper university drives. Any of these efforts may require Word, Excel, Publisher, PowerPoint, EMS, SUDDS, and Raiser's Edge.
2. Coordinate or lead special events planning and execution: duties include locating space through CES, or determining off-site venues; setting up meetings to plan for special events. Set agendas for meetings, invite participants, set up conference calls as needed. With the team determine the shape of the event, and determine speakers, musicians, etc. and guests to be invited. Arrange marketing needs for event(s), design menu(s), prepare day-of materials (name tags, table décor, table agendas and any other auxiliary materials), and arrange for audio/visual or other technical needs. Arrange for speakers' travel, hotels, and other hospitality for the event. Set up the venue and remove at the end of the event any props, displays, etc. In 2015 the EI work team put on a minimum of 6 major events which hosted the university population and outside guests, 3 interfaith advisory council meetings, three major outreach team gatherings, and meetings with executives of various denominational groups. My also take pictures for our newsletter of major events.
3. Prepare and/or edit departmental correspondence or marketing materials as needed. Proof a monthly departmental e-newsletter (mailing list 700+ recipients]. Edit manuscripts for submission to journals as needed. Oversee preparation of mailings for events that require following bulk mailing regulations and procedures, and coordinate shipping through campus mailing services. Keep records of materials sent; may require hand sorting of large mailings by zip code.
4. Support all contacts with denominational executives and their assistants. Maintain lists of formation and liturgical chaplains and provide contact information updates to Bio Updates for any students or denominational contacts who move, retire, etc. Prepare proprietary lists of students which are inaccessible to Graduate Assistants due to FERPA regulations. These lists are shared with formation and liturgical chaplains who work with students in formation meetings throughout the year. These clergy are required to also take the FERPA training.

5. Support efforts of the graduate assistants in the unit by providing help or information/background history on school and/or projects, data on key people with whom we interact heavily, etc. Update other team members of changes in status of our constituencies and partners. Teach Graduate Assistants the team protocols and expectations for deliverables, formats, language, records maintenance, etc.
6. Coordinate departmental budgeting with the Assistant Dean. Monitor monthly reports and access SUDDS reports during the month as needed. Coordinate with University Advancement to obtain lists of alums within specific parameters for invitations and marketing/mailings. Use Raiser's Edge and EMS systems to keep abreast of data on friends, denominational partners, graduates of the University (where applicable and appropriate). Maintain lists of contacts (over 700 individual entries, and group contacts, also revise same as needed. Contact via phone or email meeting attendees, coordinate day-of service with parking and food services as needed. May work with Brown Paper Tickets or other ticketing agencies that support large events. Requests honoraria for guest speakers.
7. Listen to phone call requests and when able to do so, undertake the networking or factual responses necessary to keep partners, students, etc. in the loop and connected to the school and each other.

Program Manager Economics & Pastoral Leadership Project

1. Assist the Project Director, Dr. Mark Markuly, in converting faculty discussions into a plan for creating distance education courses.
2. Provide logistical support for the creation of distance education courses.
3. Plan and co-facilitate meetings for Financial Literacy and Management in Ministry Council and the different curriculum development teams.
4. Collaborate with STM's Director of Stewardship to prepare and submit the project's annual grant report.
5. Collaborate with STM's Budget Manager to manage, review, and reconcile the EPLP budget.
6. Hire and supervise a student worker (graduate assistant).
7. Prepare presentations and workshops for presentation to different constituencies.
8. Serve on the Economic Challenges Facing Future Ministers Initiative Advisory Committee.

Program Coordinator (FFH/Center for Religious Wisdom and World Affairs):

1. Manage Project Blog (design and content); includes soliciting and editing blog posts from outside partners (individuals and groups), updating content (resources, events and other media), writing for blog.

2. Plan and facilitate community education events/workshops about poverty and homelessness for faith communities, students and the university community, including poverty simulations
3. With Program Manager, advise/consult with individuals and faith community groups in planning and implementing events/programs/responses to homelessness.
4. Produce project materials and educational resources/tools (infographics, FAQ pages, “toolkits,” videos) for the benefit of faith communities and the wider public.
5. In collaboration with Program Manager, produce a monthly/bi-monthly newsletter that goes out to 1,200+ community partners and co-manage the Project’s social media presence.
6. Represent the Project/School of Theology and Ministry at internal and external events, meetings, workgroups, conferences, including making informal and formal presentations.
7. Supervise student workers and volunteers.
8. Work with Program Manager and other staff to research, write and submit grant proposals as needed.
9. Miscellaneous tasks: communicate across complex internal and external networks; triage/respond to e-mail and phone inquiries about the Project’s work, homelessness and responses to homelessness; manage office supplies; contribute to reports; track/update budget, data and subscription lists; research and share homelessness data and program/response models; other administrative tasks as needed.

Student Workers

STM has a number of student workers. These students play essential roles in marketing, admissions, operations, and academic affairs. Once more, they are essential to the work of our grant-funded activities. Over the past few years, we have structured these positions to serve as quasi-internships, allowing our students to work alongside STM staff to gain valuable experience that helps them acquire their first post-graduation job. Our student FTE is about what we need, although one or two more positions would allow us to venture into new territory that we cannot do right now, particularly in regards to marketing and communications.

Non-salary funding

STM hosts many activities that are important to our mission of serving local religious traditions and the broader community. We have many non-salary funding requirements. For many years, the Search for Meaning Book Festival was the most essential. This required funding of more

than \$100,000 per year. STM did all of the fund-raising for this event during the first six years of the festival, but two years ago the university hard-wired \$50,000 into programming costs each year. STM still fund-raises \$50,000, which still falls a little short of the total cost of the event. The school has provided the differential funding out of other funds it raises. Other programming costs have included regional, national, and international consultations on things like religious identity or homelessness. We also have a host of other costs that are necessary to operating all of our programming, including meals and refreshments for our student orientations, days of recollection, student community building meetings, liturgy and worship events, inquirer coffee conversations and tours, graduation activities, etc.

Perhaps our greatest non-salary funding requirement is in faculty development. For STM, the annual amount available per faculty is usually about half of what is required to remain active in annual associations and conferences. For those directing programs, particularly in counseling and our doctoral program, the costs are even higher, since staying on top of the guilds involved can require several conferences per year.

We are using intensive residencies, hybrid distance education, synchronous and asynchronous education modules. Supporting each of these is essential to the overall success of the program. Ongoing support for faculty and students adapting to SU technologies is essential to our success. There can't be enough support.

Independent studies provide tuition revenue for the university, and with the need for more "designer-type" customization with increasing numbers of students. The university does not have parameters for structuring remuneration for such independent studies, and STM could probably use more adjunct faculty to provide these kinds of specialized courses for students. This would require new pools of resources designated for these purposes.

Context for Graduate Assistant Positions

Until recently, STM has not had much opportunity for traditional Graduate Assistant Positions. Most of our student employees are student workers, using the positions as quasi-internships. With the launching of our doctoral program, we are now in the position to add graduate assistant positions, and hope to do so next year. This would require funding, however, since funding lines do not yet exist.