ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: School of Theology and Ministry
Name of department/program: Master of Arts in Pastoral Studies (MAPS)
Date: June 15, 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

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.
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.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Response:
Effective educators in the field of pastoral studies 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 essential. These examples of curricular reform require travel scholarships for students, financial support for on-going faculty development, and course releases.

Is there information that needs to be considered as a part of an analysis of the “teaching productivity” of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:
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.

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:
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.

What particular constraints or challenges does the department/program face?
Competitive programs across the country offer opportunities for either fully funded or subsidized global education opportunities. A weekend and evening only course schedule may increase enrollment; however, this may limit the pool of qualified adjunct faculty.

Is there anything else you would like to put on the record?

Response: