

Comprehensive Report by Office/Program

1. Annual Report Summaries (period of July 2021 to June 2022).

Mission

- What is the overall purpose/mission of this program and how does it relate to the values of McCormick Theological School?
 - The mission of the Experiential Education office is to provide students with opportunities for learning outside of the classroom, and to deepen the reflective skills of students as they practice in the world.
 - **VALUE: “Transformational Experiences”** ...we offer yearlong placements with sites that teach specific skills towards students’ own discernment. We also provide learning opportunities for students by inviting practitioners from across the city to come to MTS and lead “town hall” style conversations. Finally, we encourage students to engage with sites that teach specific skills *outside* of the field studies experience.
 - **VALUE: “Social Justice”** ...in our MIN404/405 curriculum and selection of placements, we are attentive to the ongoing needs of our broken world and equipping students with experiences that prepare them to engage these realities. Students leave the field studies year understanding concepts like “intersectionality”, “abolition”, and “antiracist” more deeply and making connections to their site and wider context. We also only place students in organizations that are practice justice concepts in their ministry.
 - **VALUE: “Connected Community”** ...we deeply prefer using MTS alum as the first option for potential field sites, and we have events that encourage site mentors to return to campus. Also, in sharing our list of current sites with faculty, we encourage course design that sends students into the community or invites an outside practitioner to offer insight or instruction at least once during the course.
 - **VALUE: “Cultural Diversity”** ...we emphasize sending students into safe but uncomfortable contexts where they can learn from communities not their own and be challenged by unfamiliar practices. As much as a student is able, we try and send them into contexts that are not their home church or tradition.

- What were key updates or revisions to the program?
 - Retirement of Rev. Dr. Joanne Lindstrom as director and transition to Rev. Julian DeShazier as director beginning July 1, 2022. This also means the office now has one person.
- Provide evidence of the program goals clearly articulated in MTS publications and on MTS website for public review
 - <https://www.mccormick.edu/experientialeducationandfieldstudies>
 - <https://www.mccormick.edu/news/field-education-practicing-and-reflecting-on-ministry>

Faculty and Staff

- Describe professional growth activities within the program

- Visit to Iliff School of Theology, Office of Professional Formation (Rev. Kristina Lizardy-Hajbi, Rev. Erin Laurvick), June 2022
- Visit to Pittsburgh Theological Seminary, Office of Experiential Education (Rev. Dr. Barbara Blodgett), June 2022
- Auditing sessions with Dr. Itihari Toure (Fall 2022)

Integrated Systems and Communications

- What other committees or offices (internal and external) support this program and how is that supported documented?
 - Academic Dean, Steed Davidson (documented through approval of initiatives)
 - Office of Community Engagement & Alumni Relations, Nannette Dixon (sharing list of sites, potential collaboration for identifying sites)
 - Assistant Dean of Student Services, David Watkins (co-participation in Student Success Committee and collaborating to address student needs, as those needs intersect with the field studies program)
 - Director of Ministry field, Stephanie Crumpton (approval of MIN404-405 course)
 - Assistant to the Academic Dean, Jennifer Ould (approval of any financial processes occurring outside of the budget)
 - 17 ministry field sites (both agencies and congregations) support students by becoming site mentors across the calendar year, supervising and being the students' primary points for theological reflection (weekly).
 - Entire faculty, through the development and implementation of Contextual Ministry projects, which require students to integrate classroom learning into the field site, with guidance from the course instructor.
- How is the review of this level of support addressed?
 - Yearly audits will allow for me to make sure that information from the sites/field instructors is being shared appropriately, and vice versa.
- Discuss how the program/department communicates with other offices and/committees about the implementation of support.
 - Notice of all events and the beginning of the placement process is shared with faculty during faculty meetings and with the entire student body.
- What are the key improvements? (please indicate which offices/committees were involved in these decisions for improvement)
 - The placement process now begins in October instead of February, giving students more time to find sites and engage the process around an authentic/evolving understanding of their vocation.
 - That process now begins with an audit of eligible students (Dean David Watkins, Student Services) and discussion of potential sites staffed by alumni (Nannette Dixon, Community Engagement & Alumni Relations)

2. Institutional Resources (i.e., linking programs and budgets to the Strategic Plan, MTS Mission, and Values) Please refer to the Theory of Change table from the Annual Report

- Input- Using precepts, how does your office/program use the funding currently allocated for the office/program?

- strengthening reflective practice
- providing opportunities for experiential learning that deepen vocational awareness,
- connecting city to campus: expanding and developing relationships between current/potential field sites and institution
- expanding and (re)allocating resources to better serve student needs and institutional realities.
- Input- Using precepts, to what extent has your office/program integrated technology into its outputs (activities)
 - virtual trainings of site supervisor-mentors
 - virtual “town hall” conversations with practitioners across Chicagoland
 - MIN404-405 course held mostly virtually
 - Using Zoom to connect students and sites for initial meetings during placement process.
 - “Healthy Boundaries 101” course now entirely online and asynchronous.
- Input-What direction is the office/program moving towards regarding technology?
 - No new ideas for technology implementation, but as reflective practice deepens and becomes more part of the institutional DNA, we should provide opportunities for students to offer public reflections (opeds, sermons, etc.) at several times across each year, and have a way of having those in one place so they can chart their development and so faculty/reviewers can offer feedback.
 - Revising the E-Folio with increased emphasis on “situated learning.”
- Output-Based upon the office activities, is there an anticipated need not currently addressed?
 - We need a database of all field sites across the past 10 years, preferably 22.
- Output- Based upon the office activities Do the current facilities, resources, and equipment meet the needs of the department/program?
 - For now, yes. This next placement process with only one staff person will tell a lot, and the database building may require some temporary student work to help with the administrative nature of that project.
 - A laptop + additional software will be necessary.
- Outcome-Consider the results from program/office activities, what are the limitations or opportunities for improvement of the facilities?
 - No facilities are necessary to do this work well. At most, a space where student and director may speak privately, but the work is mostly remote by design.
 - Institutionalize processes, guidelines, etc. to ensure that the office’s purpose and work is understood and shared across the institution.
 - Develop a field studies experience that *can be* completely online, if necessary.

Quality and Viability Measures

Priority for Review	Program Data	Priority for Review	Office/Administrative Data	Priority for Review	Service Data
	Full-time to part-time faculty ratios (by course)	X	Collaborative Agreements		
X	Student to faculty ratios				
	Individual course completion rates				
	Accreditation criteria/standard				
X	Community and organizational engagement				
	Placement rates for master's graduates				
	Appropriately credentialed faculty				
	Growth and strategic plans				
	Advisement				
	Maintenance of appropriate library resources to support program				
	Learning Management System				
	Technology Infrastructure				
	Class size				
	Persistence Rate				
	Retention Rate				

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