

2009/2010

Academic Catalog



Meadville Lombard
Theological School



Meadville Lombard
Theological School

Academic Catalog

2009/2010

Overview

Meadville Lombard Theological School is an independent, accredited, graduate theological seminary, offering the degrees of Master of Divinity, Master of Arts in Religion, Doctor of Ministry, and a dual degree of Master of Divinity/Master of Arts in Leadership Studies.

We are affiliated with the Unitarian Universalist Association, the University of Chicago through its Divinity School, and are in cooperative relationship with the members of the Association of Chicago Theological Schools.

Letter of Welcome from the President

Perhaps the most extraordinary characteristic of this seminary is our ability to meet a wide variety of educational needs within the whole of Unitarian Universalism.

Whether you are a prospective student thinking about seminary, a lay leader wishing for a deeper understanding of our liberal tradition, a student studying at another school who might take advantage of our uniquely Unitarian Universalist distance learning opportunities, or a member of the clergy who is on the search for professional resources, Meadville Lombard has something to offer you.

Meadville Lombard moved its campus from western Pennsylvania to Chicago in 1926 because it was intent on serving a religious movement that was expanding with the nation and because it realized the educational environment of this city offered its students exceptional preparation for ministry. Although we gear ourselves to contemporary times, we continue to serve as those forbearers did, bringing together people and programs which provide the kind of education and preparation that Unitarian Universalism demands.

Our school is enhanced by its special relationships. We are affiliated with the University of Chicago whose wealth of offerings is at our doorstep. We are a member of the Association of Chicago Theological Schools whose ten independent seminaries allow students to further bolster their individual programs. And we are affiliated with the Unitarian Universalist Association, an affiliation which lends to our distinction and direction.

Unitarian Universalism has a special mission in a world that too often is fractured and broken. Through justice, compassion and understanding it offers the hope of unity, oneness and healing. Meadville Lombard takes that mission seriously in every facet of our work.

Come see for yourself. Give us a call, drop us a note, or make an appointment to visit: we look forward to meeting you.

Sincerely,

Lee Barker, DMin '78 DD '01
President and Professor of Ministry

Table of Contents

Overview	iii
Letter of Welcome from the President	iv
Table of Contents.....	v
History	1
Worship.....	3
Affiliations.....	4
Wiggin Memorial Library.....	5
Educational Goals.....	6
Degree Programs	7
Tuition and Fees (2009/10 Academic Year)	11
Refund Policies	12
Financial Aid.....	14
Course Descriptions - 2009-2010 Academic Year	18
Faculty	27
Staff	38
2009-2010 Academic Calendar.....	39

History

The Meadville Theological School was founded in Meadville, Pennsylvania in 1844. Its founder was a prosperous businessman, Harm Jan Huidekoper, who had discovered Unitarianism and wanted to help spread its message of liberality and hope in the "west." From its very beginning "no doctrinal test" was ever to be made a part of admission to the school. To become less isolated and to find a more enriching intellectual environment, Meadville moved in 1926 to become a part of the University of Chicago academic community.

Lombard College, originally the Illinois Liberal Institute, was founded in 1851 in Galesburg, Illinois, and its Universalist Divinity School in 1881 in Chicago. When the undergraduate college discontinued operations during the Great Depression, the Divinity School began a merger process with Meadville.

In 1929, construction began on the main building of Meadville Lombard and today the site houses the library, classrooms, and administrative offices. Our three other buildings around the corner of 57th Street and Woodlawn Avenue contain student housing, classrooms, and offices that make up the rest of the campus.

Why Meadville Lombard?

Meadville Lombard is different from non-Unitarian Universalist theological schools. Here are some of the qualities that make it unique:

- The Meadville Lombard Educational Model requires our students to be active and reflective as well as to meet our high academic standards.
- Our world-class faculty has the largest number of Unitarian Universalist scholars and ministers than any other theological school.
- Meadville Lombard is part of the Association of Chicago Theological Schools (ACTS) which includes twelve other schools, four of which are within a few blocks of Meadville Lombard plus the University of Chicago. Students living near our Hyde Park campus may take courses at any of the ACTS schools, all of which are affiliated with other major denominations. Students may also take up to three classes at the graduate schools of the University of Chicago including its world-class Divinity School. Classes at these other schools mean more choices than what students can find at a single school. This enables the student to have the best of both worlds: a Unitarian Universalist education but one that is not isolated from the rest of the religious universe.

The Curriculum

Courses are offered at Meadville Lombard that are not found in the curricula of most non-Unitarian Universalist schools. These include an introductory theology sequence that traces the development of Unitarian Universalist theology from early Christian history to contemporary liberal thinkers, courses in Unitarian Universalist history,

ethics studied from the standpoint of liberal religion, Unitarian Universalist religious education, world religions, religious humanism, and the art and practice of ministry (including preaching) from a Unitarian Universalist perspective.

The Instructional Style

Classes are small and the seminar method is typical. Most of our courses are taught in the Intensive format: with work done prior to week-long (or weekend-long) face-to-face instruction here in Chicago. Course content emphasizes a Unitarian Universalist approach to religion. For example, courses in the arts of ministry sequence emphasize distinctly Unitarian Universalist methods and content of preaching, worship, leadership, pastoral care and religious education.

Innovation in Distance Learning

The TouchPoint distance learning format allows students to study with the outstanding Meadville Lombard faculty without relocating to Chicago. Meadville Lombard Theological School remains committed to the understanding that ministry is an art best learned face-to-face and heart-to-heart. The curriculum that centers around three full-year, multi-unit Signature Courses, allows students to remain engaged with each other and with the faculty throughout the year through telephone calls and using electronic media. Preparation for intensive classes begins early in the terms, so academic work also blends with the practical work of the Signature classes.

Worship

Vespers Service

Every Wednesday during the academic year, at 5:15 students, faculty, and staff cross the street to worship together in Hull Chapel of the First Unitarian Church of Chicago. Each vespers service is followed by a reception with refreshments that we call "conviviality." There is also a community dinner following Vespers on the second Wednesday of the month.

Services are lead by faculty, students, chaplain, ministers-in-residence, and special guests.

Minister In Residence

Each semester of the school year, a minister who has served the Unitarian Universalist movement with distinction is invited to share his or her wisdom, experience, and concerns with the school. Ministers In Residence live on the campus and interact with students in a variety of ways ranging from teaching formal courses, to engaging in informal discussions, to leading worship and sharing social events. The Minister In Residence program helps us keep academic learning rooted in the world and responsive to concrete challenges and opportunities. Some recent Ministers in Residence have been the Rev. Douglas Taylor, the Rev. Betty Jo Middleton, and Dr. Michio Shinozaki, a visiting scholar from the Risso Kosei-kai tradition in Japan.

Affiliations

Association of Chicago Theological Schools (ACTS)

Meadville Lombard joined with other theological schools in Chicago to create the Association of Chicago Theological Schools and its offshoot, the Hyde Park Cluster of Theological Schools, in 1984. The cluster includes Catholic Theological Union, Chicago Theological Seminary (United Church of Christ), McCormick Theological Seminary (Presbyterian), and Lutheran School of Theology in Chicago. ACTS membership allows Meadville Lombard student access to more than 300 faculty members, 1,000 courses, and excellent libraries in the Chicagoland area and suburbs.

University of Chicago

Students at Meadville Lombard may take up to three courses at the University of Chicago. When enrolled at Meadville Lombard, students may be entitled to University rights and privileges: use of libraries, recreational facilities, and health services.

National and International Affiliations

Meadville Lombard is one of two Unitarian Universalist theological schools in North America with strong affiliations with the Unitarian Universalist Association, its Department of Ministry, and the UUA's Ministerial Fellowship Committee.

The First Unitarian Church of Chicago, located diagonally across the street from the school, hosts our weekly Vespers Service in its Hull Chapel.

Meadville Lombard also has been an institutional member of the International Association for Religious Freedom (IARF) for many decades. Historically, many students, alumni/ae, and faculty have served on the IARF/US chapter board. A pre-World War II tradition is continued by a scholarship fund that enables theological students or ministers chosen by the Unitarian churches in Hungary and Romania to study at the school. Meadville Lombard now has a "partner school" relationship with the Protestant Theological Institute in Koloszvar, Transylvania (Romania). In recent years, students belonging to the Brahma Samaj (India), Rissho Kosei-Kai (Japanese Buddhist), Konko-kyo (Japanese Shinto), and the Unitarian Universalist Church of the Philippines have come to study at the school.

Wiggin Memorial Library

The Wiggin Library has been at the heart of the school since its beginning when Frederic Huidekoper, son of the founder and the School's first professor and librarian, put his personal library at the disposal of the fledgling institution. It is now one of the foremost resource centers for the study of liberal religion. In addition to the many materials in Unitarian and Universalist history and theology, the library is also strong in related areas of literature, philosophy, and nineteenth-century American culture and thought as well as in the fields of comparative religion and social ethics.

New areas of concern such as ecology and religion and science are covered in depth. There are over 140,000 volumes and 120 currently received periodicals as well as dozens of runs of historical serials. The archives include papers and other collections from some of our most prominent ministers, including William Ellery Channing, Jenkin Lloyd Jones, A. Powell Davies, Charles Lyttle, Jack Mendelsohn, Kenneth Patton, Vincent B. Silliman, Arthur Foote, John Hayward, and Wallace Robbins.

Educational Goals

The Master of Divinity degree curriculum is designed to challenge and support students in an on-going process of developing their individual and unique gifts for service in the liberal religious community. It provides a foundation of basic preparation for ministry centered in the following values:

Liberal religious heritage: The ability of students to read themselves deeply, passionately, and critically into the story of liberal religion, especially Unitarian Universalism, as part of the larger human story.

Excellence in ministerial practices: The ability to demonstrate a significant understanding of and progress in the basic arts and skills of ministry: leadership and administrative skills, worship leadership, religious education, preaching, pastoral care, and prophetic ministry in the larger community.

Intellectual capacities: The capacities that will open for students the fields of intellectual discourse, allowing them to make significant contributions to the cause of liberal religion. These capacities are characterized as “response-abilities:” the ability to affect creative, rigorous, wise, and compassionate responses to other people, other congregations and institutions, and the world.

Moral vision grounded in an engagement with a diverse world: A deeply moral engagement with the world, celebrating its rich diversity, and confronting its problems of oppression, injustice, poverty, and environmental degradation.

Personal readiness: Personal self-awareness, resilience, humor, good judgment, ethical and moral integrity, a well-tested seriousness of intent, and the ability to balance personal needs with the needs of ministry.

Spiritual depth: A spiritual depth united with disciplines that aim to preserve and increase that depth as they encounter the challenges and distractions of a ministerial life.

Interdependence: An understanding of and an engagement with the church as a covenant community, the nature and importance of the congregation as a learning institution engaged in the larger culture, and the practice of collaborative leadership.

Degree Programs

Meadville Lombard offers four degree programs:

The Master of Divinity (MDiv) degree program prepares students for professional ministry and adheres to the standards set forth by the Unitarian Universalist Association's Ministerial Fellowship Committee.

The Master of Divinity/Master of Arts in Leadership Studies Dual Degree program adds a year of study to the Master of Divinity degree where the student does a full-year, immersion internship in a congregational setting as well as additional academic work.

The Master of Arts in Religion (MAR) degree program is a program for students determined to further their academic study of religion.

The Doctor of Ministry (DMin) is designed for experienced religious professionals. It integrates the theological and practical through peer and faculty engagement.

Master of Divinity Degree

The Master of Divinity (MDiv) degree program consists of 30 units anchored by and organized around our three Signature Courses: Community Studies, Congregational Studies, and Leadership Studies. The Signature Courses are multi-unit, interdisciplinary courses that integrate practical field work and seminar learning. In addition to the Signature Courses, students meet their total unit requirements by taking 3 units of CPE and a combination of traditional courses and rotations (field work that supplements traditional courses).

All students (including part- and full-time) will be required to complete each signature course during one academic year. When enrolled in a Signature Course, students are required to attend the January Learning.

Full-time students can plan on completing the MDiv degree in three years. Part-time students may complete the MDiv program in as little as four years or as many as six.

As many as nine (9) credits may be transferred in from prior graduate work, though the student must petition the faculty for transfer credit. Once students matriculate, they may take up to 3 credits outside of Meadville Lombard—at the University of Chicago or another accredited graduate institution. Online or residential classes taken at any of the Association of Chicago Theological Schools member schools are **not** considered transfer courses.

Core Curriculum

At the center of the Meadville Lombard Educational Model are three experiential, multi-unit Signature Courses, designed to give students an opportunity to integrate

their learning as they process the work that they are required to do in site placements in community and congregational settings.

Each week students meet in assigned small groups (usually by telephone) to address a question posed by the faculty and work together to create a reflection paper. The whole class also meets by conference call four times per semester and gathers together during the January Learning Convocation. As one of our students noted, the course is designed so that no piece of the learning can be done without the other—the site work informs the group reflections which then further inform how the students respond in their site work. Students throughout the country are able to maintain a learning cohort through the weekly small group meetings, as well as through the large group conference calls.

Students take the courses in the following sequence, building on their learning from year to year:

Community Studies Seminar

In their first year in the Master of Divinity degree program and with the guidance of our Director of Contextual Ministry, students find placements in community service organizations. They are required to provide up to 8 hours of weekly service to that organization and sites are selected with the purpose of enhancing the student's multicultural competencies. The student receives 3 units of credit upon successful completion of this course.

Congregational Studies Seminar

Enrollment in this seminar requires successful completion of the Community Studies Seminar. The components of the course are similar to those of the Community Studies Seminar, though the site work is done in a congregational setting and requires a commitment of up to 20 hours per week. In addition to the faculty, Teaching Pastors (experienced ministers leading the congregation) help direct the work of the student. The student receives 4 units of credit upon successful completion of this course.

Leadership Studies Seminar

Enrollment in this seminar requires successful completion of the Community Studies and Congregational Studies Seminars. The components of the course are similar to those of the Congregational Studies Seminar. The student receives 4 units of credit upon successful completion of this course.

During the course of their enrollment in the Congregational and Leadership Studies Seminars, students will undertake a project within the congregation that helps the congregation engage in border crossing activities.

Clinical Pastoral Education (CPE)

In addition to the signature courses, MDiv students are required to complete one basic unit of clinical pastoral education in a program certified by the Association for Clinical Pastoral Education. CPE programs are usually held in hospitals, but they also

take place in mental health facilities, correctional institutions, nursing homes, and more. Full-time students should plan to complete CPE during the summer between their first and second years in the MDiv degree program. This requires the ability for the student to devote full-time work to the placement setting for approximately twelve weeks during the summer.

Part-time students may complete the requirement over the course of a year, but should plan to do so in a year when they are not also enrolled in a Signature Course.

Additional fees will be levied by the CPE site associated with this requirement. The Director of Contextual Ministry will assist the students in finding such placements.

Master of Divinity/Master of Arts in Leadership Studies Dual Degree

The dual degree program includes the completion of all the elements of the MDiv degree program as well as a year of additional study during which the student completes a nine-month, immersion internship in a congregation. Students enrolled in the MDiv degree program may transfer into the dual degree program at any time prior to their graduation from the MDiv degree program.

Master of Arts

The Master of Arts (Religion) degree is a two-year graduate, academic degree program for students seeking an interdisciplinary approach to theological studies, allowing students to study a variety of theological and related disciplines and to specialize in a particular field of interest.

Offered within a liberal religious context in which questions of practice and theory are deliberately engaged together, the MAR is a versatile degree program suitable for students wishing to pursue further academic study in religion and theology as well as for those interested in approaching another field or profession from a perspective enriched by theological study. It is also a degree program appropriate for directors of religious education seeking certification in the Unitarian Universalist Association's certification program who would like to earn a master's degree while fulfilling those requirements.

Core Curriculum

A total of sixteen (16) credits are required for the Master of Arts degree. Four credits are granted for a thesis written in consultation with a faculty advisor and the director of the MAR program. Of the remaining twelve (12) credits, ten must be taken at Meadville Lombard or at another seminary in the Association of Chicago Theological Schools (ACTS). At least four courses must be taken from the area of concentration. The additional eight (8) courses for the degree must be taken in four of the following eight disciplines: Ethics, Theology, Religious Education, Religion and the Arts, the Historical Context of Ministry, Ministry and the Church, and the Cultural Contexts of Ministry.

Doctor of Ministry

Intended for religious professionals with a Master of Divinity degree (or the documented equivalent) and at least three years of professional ministry experience, the Doctor of Ministry (DMin) degree program is a versatile opportunity for religious professionals to dig deeper into areas of their real-life ministry as they work with faculty advisors and other students. Current and past students have crafted programs around issues such as:

- Congregational leadership
- Religious Education
- Social transformation
- Worship

The program seeks the transformation of congregations and agencies by enlarging and deepening the ability and competence of the professionals who serve them. Eight courses, a thesis seminar, and a thesis project are required to complete the degree. The program emphasizes a collaborative model of learning and ministry and a mode of inquiry that integrates theory and practice.

U.S. Department of Veterans' Affairs

Meadville Lombard Theological School is approved by the State of Illinois Approving Agency for Veterans' Education. All degree programs are certified for study.

Tuition and Fees (2009/10 Academic Year)

Typically, one course equals one unit of credit, unless noted otherwise. A full course of study averages out to nine (9) academic courses or nine units of credit per year. Students may meet this full-time equivalent through intensive courses, through semester-based courses, or, more likely, through a combination of the two.

Master of Divinity and Master of Arts Programs

Tuition

Tuition for students in the Master of Divinity or Master of Arts degree programs is \$1750.00 per credit unit. We offer generous tuition reduction programs to students matriculated into these degree programs.

Fees

Matriculation Fee	\$50.00 (one-time fee for new students)
Comprehensive Fee	\$60.00 per semester
Student Activity Fee	\$75.00 per semester (assessed to residential students, only)
Registration Fee	\$50.00 per course
Leave of Absence/ Continuing Enrollment Fee	\$75.00 per semester
CPE	\$140.00
Graduation Fee	\$140.00
Health Insurance	varies

Health Insurance is mandatory for matriculated students at Meadville Lombard. The University of Chicago does provide health insurance at a rate and with a carrier that they set. Students may submit a waiver form, indicating their coverage through another carrier.

University of Chicago Fees

There are additional fees for students taking classes at the University of Chicago (Activity and Student Health Services fees) that are not set by Meadville Lombard. The Director of Student Records has the updated information for these requirements.

Doctor of Ministry Program

Tuition

Doctor of Ministry students will be charged **\$1075 per unit of credit**, regardless of whether the course is taken in the residential or TouchPoint format. For non-matriculated students, the tuition rate is **\$1750** per course. Eligibility for the lower tuition rate requires acceptance into the DMin program prior to course registration.

Fees

Course audit Fee	\$875.00 tuition per course (no credit given)
Application Fee:	\$55.00
Matriculation Fee	\$50.00 (one-time fee for new students)
Registration Fee	\$50.00 per course
Graduation Fee:	\$140.00
Leave of Absence/ Continuing Enrollment Fee	\$75.00

Students at Large

Students taking courses who have not matriculated into a Meadville Lombard degree program are considered "students at large." These are students considering application to a Meadville program but who would like to try a class at first; people not interested in obtaining a degree at all but who are interested in the content; and students from another seminary who will be seeking credit toward their degrees in another program. These students still need to register as students at large and the tuition they pay depends upon whether they are taking the course for credit or are auditing it. Students at large can expect the following:

Tuition

\$1750.00 (\$875.00 if auditing)

Fees

Application Fee	\$45.00
Registration Fee	\$50.00 per course

Refund Policies

Students allowed to withdraw all or part of their registrations will be granted a refund of the portion of the original tuition according to the schedule below. Approval

of any withdrawal, including the date on which the withdrawal takes effect, must be certified by the Director of Student Records.

Fall and Spring Courses

The deadlines for tuition refunds for Fall and Spring courses are as follows:

End of the second week of semester:	Last day for full refund of tuition
End of the third week of semester:	Last day for 50% refund of tuition
End of the fourth week of semester:	Last day for 25% refund of tuition
No refunds after the fourth week.	

An approved reduction will be reflected on the invoice/statement issued by the Business Office after formal notification from the Director of Student Services of the student's withdrawal. A registered student is liable for all assessed charges until registration is formally withdrawn. A student who is permitted to change courses by dropping and adding one or more courses will be given full tuition credit for the courses dropped to be applied toward the tuition charges for the courses added if the drop and add occur simultaneously. A student whose registration is withdrawn for disciplinary reasons is not entitled to a refund of tuition.

Fees are not refundable.

Fall Intensives

December 1:	Last day for full refund of tuition
December 8:	Last day for 50% refund of tuition
December 15:	Last day for 25% refund of tuition
No refunds after December 15	

Summer Intensives

June 1:	Last day for full refund of tuition
June 8:	Last day for 50% refund of tuition
June 15:	Last day for 25% refund of tuition
No refunds after June 15	

When the deadline falls on a weekend, the deadline date will be extended to the following Monday.

Financial Aid

Our goal is to provide a number of methods to help our matriculated students graduate with the lowest burden of debt possible. Through financial aid and scholarships available from individuals, churches, Meadville Lombard, and the Unitarian Universalist Association, we strive to lower the roadblocks that might prevent ministerial candidates from answering their call.

Institutional Financial Aid

Tuition Reduction Awards

Meadville Lombard awards tuition reduction scholarship grants from available scholarship resources to matriculated students.

Scholarships

Individuals and institutions continue to invest in the future of Unitarian Universalism by providing grants, fellowships, and scholarships to our students. Listed below are only a few of the grants, fellowships, and scholarships made available to matriculated students by donors such as these. For more information, contact the Director of Admissions.

Full Tuition Merit Scholarships

The following scholarships have been funded by donors to promote scholastic excellence. They are offered for the duration of the student's degree program and so applications are taken on a rotating basis.

The Arnold and Julia Bradburd Endowed Scholarship Fund for Excellence:

The Bradburd scholarship is a merit-based scholarship designed to be awarded to one student for the duration of their studies at Meadville Lombard as long as they meet the academic standards set forth by the Meadville Lombard Administration. This full scholarship will be awarded for the first time to a student in Fall 2008. It will be renewed each year as that student maintains her/his academic standing. The scholarship recipient is selected by the criteria established by the President.

The Spencer and Susan Lavan Endowed Scholarship Fund: The Lavan Scholarship is a merit-based scholarship designed to be awarded to one student for the duration of their studies at Meadville Lombard as long as they meet the academic standards set forth by the Meadville Lombard Administration. This full scholarship was first awarded to a student in Fall 2007. It will be renewed each year as that student maintains her/his academic standing. The scholarship recipient is selected by the criteria established by the President.

The President's Scholarship Fund for Excellence: The President's Scholarship is a merit-based scholarship designed to be awarded to one student for the duration of their studies at Meadville Lombard as long as they meet the academic standards set forth by the Meadville Lombard Administration. This full scholarship was first awarded to a student in Fall 2009. It will be renewed each year as that student

maintains her/his academic standing. The scholarship recipient is selected by the criteria established by the President.

The Hardy and Betty Sanders Scholarship Fund for Excellence: The Sanders Scholarship is a merit-based scholarship designed to be awarded to one student for the duration of their studies at Meadville Lombard as long as they meet the academic standards set forth by the Meadville Lombard Administration. This full scholarship was first awarded to a student in Fall 2010. It will be renewed each year as that student maintains her/his academic standing. The scholarship recipient is selected by the criteria established by the President.

Grants from other Institutions

Grants from the Unitarian Universalist Association (UUA): Presently, students apply directly to the UUA for subsidized grants. The Director of Admissions verifies students' enrollment status directly to the Director of Ministerial Education at the UUA, who, in turn, forwards the grant award checks to Meadville Lombard. Currently, first year students are not eligible for UUA grants. For further information, contact UUA Department of Ministry, 25 Beacon St., Boston, MA 02108; (617) 742-2100, ext. 402; (or email: cmay@uua.org). **The application deadline is April 15.**

Scholarships from the John Haynes Holmes Memorial Fellowship: Ministerial students may also apply directly to the John Haynes Holmes Memorial Fund Fellowship Committee, c/o the Community Church, 40 E. 35th St., New York, NY 10016, (212) 683-4988. Applications will be available in December / January of each year. **The application deadline is April 1.** This award is also forwarded to the school and applied directly to student accounts.

Federal Financial Aid

Stafford Loans

Meadville Lombard is authorized to participate in the Robert T. Stafford Loan Program, but not as a direct lender. Via the Director of Admissions, the school is accountable to the U.S. Department of Education to administer the program in accordance with all Federal rules and regulations. To qualify for a Federal Stafford Loan, a student must:

- Be a U.S. Citizen or national, or eligible non-citizen
- Maintain satisfactory academic progress as established by the Seminary
- Be enrolled on at least a half-time basis in an eligible degree program
- Comply with Selective Service registration requirements
- Not be in default on any student loan or owe a refund on a grant

To complete the loan application, students must complete:

- The Free Application for Federal Student Assistance

- The Meadville Lombard Stafford Application Form
- Master Promissory Note
- An Entrance Counseling session. This is done at www.mapping-your-future.org. A confirmation of completion will be electronically submitted to the Office of Admissions.

Grad PLUS Loans

Meadville Lombard participates in the Graduate PLUS Loan Program. Graduate PLUS loans are federally sponsored loans for students attending graduate school. With a Grad PLUS loan, you may borrow up to the full cost of your education, less other financial aid received including Federal Stafford loans.

Federal Work Study

Meadville Lombard participates in the Federal Work Study Program. Through the Federal Work Study Program, students work part time to help pay for the cost of their education. A student must demonstrate financial need to be eligible.

Eligibility

Students matriculated and registered for a Meadville Lombard degree are eligible for institutional and federal financial aid, but will not be eligible for aid for courses beyond the number required for completion of the degree program. Eligibility requirements for institutional financial and federal financial aid differ. Please contact the Office of Admissions for more information on eligibility.

How to apply for Financial Aid

New and current students need to apply for financial aid **each year** by submitting the Meadville Lombard Institutional Aid Application to be considered for institutional financial aid, and the Free Application for Federal Student Aid to be considered for federal financial aid.

Meadville Lombard Institutional Financial Aid Application

This application helps determine a student's need for institutional aid. See the application for complete details and worksheets. The deadline for submission of the application for consideration of institutional aid is March 15.

FAFSA

New students must complete the FAFSA form. Returning students may complete the Renewal FAFSA. We advise students to file their application online for faster processing. Students must apply for a Personal Identification Number prior to completing the online FAFSA. **The federal school code for Meadville Lombard Theological School is G01723.**

Every student who completes a FAFSA receives a **Student Aid Report** (SAR) from the federal processor. If Meadville Lombard is listed on your FAFSA, we will receive the same information electronically.

Additional Information for DMin Students

Doctor of Ministry students who are willing to serve as an advisor to a Modified Residency Program student or as a Teaching Pastor for a student receive one tuition-free course per academic year. For further information about becoming an MRP advisor, contact The Director of Contextual Ministry.

A second source of funding for Unitarian Universalist ministers is through the UUA. Up to \$500.00 per year is available for professional development.

Course Descriptions - 2009-2010 Academic Year

Fall Semester 2009

BS426OL Introduction to Hebrew Scriptures | Carmany

A survey of the Hebrew Scriptures, emphasizing their historical and thematic connections as well as the main message of each book. The books are viewed both individually and collectively. We will explore topics of authorship, chronological setting, and canonical formation. Attention will be given to the methodologies employed in biblical studies.

M345 Communities Studies Seminar | Hicks, Hogue, Welch

This course is *attuned* to the contextual nature of learning and ministry; *aligned* with the values of Unitarian Universalism and the mission of MLTS; *alert* to the strategic roles, tasks, and callings of liberal religious ministry; *aware* of the need for contemporary liberal religious ministers to partner with communities and resources outside of religious liberalism; and *attentive* to the complex cultural factors and dynamics that affect effective (mutually beneficial) community partnerships.

The overarching purpose of the seminar is to provide occasion for the reflective integration of students' practical site experiences with theoretical learning. Student experiences in the field serve as this course's primary texts, and these will be critically examined in light of an array of multidisciplinary, multimedia secondary texts.

M358 CPE Integration | Pangerl

This half-credit seminar is restricted to students who have completed at least one unit of CPE. The seminar is intended to provide an opportunity for careful reflection upon the CPE experience, for exploring unfinished issues and newly gained insights as well as to integrate the practical work of CPE with more theological work of the academy. The seminar will meet for 90 minutes each week. Using the formal evaluation, the seminar participants will develop an agenda for the semester. Additional readings for the seminar will be chosen in response to the issues and concerns which arise from the seminar members. Grades for this course are pass-fail. Students are expected to participate in all sessions of the seminar.

M366 Arts of Ministry II: Fundamentals of Preaching | Bumbaugh

This course will explore the theory and practice of preaching in relationship to the worship life of contemporary Unitarian Universalists. The class will function as a seminar, engaging in an ongoing discussion of the important assumptions that underlie our worship and sermonic practice.

- M439 **Leading Theological Discussion in our Congregations | Taylor****
 This course will explore the role of Adult Religious Education in the life of a congregation. Beginning with theory around Lifespan Faith Development, teaching styles, and teaching as a spiritual discipline, we will work toward the praxis end of the equation in which participants will write and lead samples of their own course possibilities.
- M444OL **Unitarianism: A Global Vision | Rahman****
 This course is a survey course on Unitarian history from the sixteenth century to the present. It is designed to provide an appreciation of Unitarianism in a global context. It exposes students to some of the significant historical events and key personalities that have shaped Unitarianism and links them to the larger movement of Unitarian, Universalist and Unitarian Universalists around the world.
- M474 **Capstone | Bumbaugh, Pangerl****
 This full-credit seminar provides the opportunity to explore and relate the theoretical and practical learning that has been part of the seminary experience. It is designed for advanced students who have completed their internship and are preparing to engage the search process. The seminar will reflect on the experiential learning of the internship experience, identify and respond to any unfinished issues coming out of the internship, and explore topics in ecclesiology and ministry that students feel deserve additional consideration. There will be special attention given to topics identified as areas of concern by congregations in the search process.
- M491 **Master of Arts Thesis****
- M493 **Master of Arts Thesis****
- M501 **DMin Project Seminar****
- TS529 **Advanced Theology: Pragmatism | Hogue****
 This advanced graduate theological workshop explores pragmatism as a contextual and praxis-oriented theological methodology for pluralistic contemporary religious life. Varieties of pragmatism will be examined, from select classical expressions to contemporary versions. Attention will be given to issues such as the historical roots of pragmatism; the ways in which contemporary pragmatists critically draw from classical pragmatism; the interface of pragmatism and cultural criticism; pragmatist conceptions of "religion" and "the religious"; pragmatist philosophies of knowledge and value; and various theological pragmatisms. The task of the course is to interrogate how "critical religious pragmatism" may serve as a creative theological praxis especially attuned to the moral and religious challenges of our time.

January Intensives 2010

- M312INT Feet for Dreams: Fundraising in the New Age | Barker**
In this half-credit course, the student will learn ways to identify the spiritual and theological dimension of fundraising and become acquainted with its role in transformational leadership. She/he will consider the most appropriate (and theologically supported) role of a minister in an institution's overall fundraising program. He/she will learn and practice various techniques of institutional fundraising and major donor appeals.
- E456INT AesthEthics: Arts, Ethics & Religion | Hogue, Tolley**
The second in a series of courses exploring various genres of theological and ethical imagination, this class is designed to introduce students to authors and artists who have helped to define ethical tragedies of the twentieth century. From dramatists, social theorists, ethicists and cinematographers, each of the works we will examine critically challenge the binary media constructs of sacred or secular and, religious or political.
- M300INT Spiritual Journey | Gerdes**
Each student will be expected to give in class an oral presentation of a practice, issue, experience, or text of the student's own choice that is/has been important to his/her spiritual journey. Others students are expected to participate actively in the discussion of and reflection upon the presentations. A written summary of and reflection upon his/her presentation by the student must be handed in to the instructor by the end of the term. Three to five pages are typical lengths.
- H394INT Unitarian Universalist History | Bumbaugh**
The purpose of this course is to provide an overview of Unitarian, Universalist, and Unitarian Universalist history from the beginning to the present, with special attention to its structure and development in the United States, providing students with deepened insight into the complexity of the tradition.
- TS325INT Religious Humanism | Murry**
This course deals with the history, theology and practice of religious humanism in the Unitarian and Universalist movements, and topics include the historical development of religious humanism, the theist/humanist controversy, the problems and weaknesses of religious humanism, a theology for a new humanism, and issues related to ministry with and by humanists in Unitarian Universalist congregations. The class format will include presentations, classroom discussion, panels and lectures. The purposes of the course are: 1. to explore critical issues within the historical and contemporary development of religious humanism; 2. to prepare for ministerial leadership in liberal religious communities with a strong humanist

presence; 3. to introduce a new theology of religious humanism for the current era; and 4. to develop knowledge and understanding for participation in the future development of religious humanism.

TS423INT World Religions | Stone

This course is designed to help students: a) to understand the history, teachings and practices of major non-Western religions; b) to understand some of the major methodological and conceptual problems in studying various religions; and c) to develop appreciative and critical skills in approaching them.

To this end students will utilize readings, works of art, visits to houses of worship, discussion, oral presentations, lectures and papers. The course will concentrate on: Islam, Hinduism, Buddhism, and, time permitting, Confucianism, Daoism, Native American and African cultures and Neopagan movements.

M466INT Walking the Talk: Communicating Across Cultural Difference | Hicks

This weekend, skills-based course provides an opportunity for seminarians and social justice workers to identify and improve their ability to communicate across various cultural orientations. "Communicating across cultures," in this context, is the act of understanding the assumptions, values and preferences of another human being, and with that knowledge, construct acts of communication that builds bridges of understanding and integrity. In this course, *every* act of communication – even within similar cultural groups – is a cross-cultural encounter. The course will be highly experiential, giving learners multiple opportunities for real-time engagement with difficult expressions of cultural conflict.

M316INT Ministry in a Post-Denominational Age | Barker

The decades-long decline of mainline denominations also has an impact on Unitarian Universalism. As such, this is an age that challenges our faith tradition and, at the same, time presents opportunities. Unitarian Universalist ministers are on the front lines of these trends and will continue to be required to respond both personally and vocationally. In this half-credit course, the student will become acquainted with the latest demographic trends, engage in the discernment that will assist in vocational planning, and identify institutional (and ministerial) practices and techniques that will counter the trends. This is a course for all students whether they are leaning toward parish service, community ministry, or who have yet to establish a direction for their ministry.

M465INT Religious Education for a Changing World | Hicks

This new cornerstone Religious Education (RE) course provides religious professionals with a comprehensive, integrated, overview of the past and present impact of RE philosophy, methods, and

controversies. Students also grapple with issues of human and faith development in a multi-racial, multicultural world. *This course is required for all degree candidates entering fall 2009 or later, and is suggested for enrollment during the first January Term of enrollment.*

E/M540INT Evil, Trauma, Ambiguity | Pangerl

The phenomena of evil can be approached from several vantage points. This course addresses the specifically human forms of evil. This endeavor will crisscross the descriptive presentations of several authors on evil using socio-cultural, psychological, and ethical lenses. For the purposes of this course, a precise definition of evil will be bracketed. The danger in such an approach is one of vertigo and disorientation. The possibility is a richer ontological and epistemological map from which to explore the human experiences of evil.

E453INT Problems in Public Ethics | Schulz, Welch

The prophetic ministry is an integral part of the liberal religious tradition. Today's clergy are expected to be conversant with critical national and international issues, both in order to speak with intelligence and authority to their own congregations or constituencies and to represent the perspective of their faith in the larger public arena. In order to be effective in such public ministry, clergy must (1) be clear about the theological and ethical grounds for their approach to difficult issues; (2) well informed about the facts and theories in contention and able to articulate the position they disagree with as effectively as the position they call their own; (3) able to articulate and frame their own point of view in ways that will most readily be "heard" by the widest possible audience; and (4) able to contribute to creation of effective strategies for taking action.

M324INT Advanced Preaching | Bumbaugh

This course will examine preaching theory, elements of sermon writing, and will provide extensive opportunities for writing, preaching and critiquing sermons, using various evaluative tools and methods to strengthen the preaching ministry of each student.

M446INT Afro-Americans and the Universalists, Unitarians, and Unitarian Universalists | Morrison-Reed

In this course we will familiarize ourselves with both the Afro-American experience within the liberal religious community and the community's attitudes toward Afro-Americans. Who were these Afro-American women and men and when and how did they become part of this religious movement? What were the attitudes they met among Anglo-Americans and what was the institutional response to them? Using both primary and secondary resources we will come at these topics from two perspectives: the national and the local.

The secondary aim of this course is to help the students develop skills in doing historical research, and also to develop and practice ministry skills. The former will be put in practice in preparing for the week-long intensive via local research into the history, in regard to race, of their local congregation. The latter will be addressed by presenting this research in the form of sermons, columns and R.E. programs.

H349INT Unitarian Universalist Polity | Hobart

The purpose of the course is to prepare students planning to seek Unitarian Universalist ministerial fellowship status and Unitarian Universalist ministry settlement to be familiar with the history and theory of congregational polity and its practice (and mispractice) in the UUA and among its member congregations.

M4/523INT Music as the Doorway | Thompson

This class in music is designed to be both theoretical and practical. Participants will be able to increase their skills in and knowledge about music as it relates to congregational life and worship. Through exercises in singing and listening it will be shown how music has the capability to aid the individual and the community toward patterns of wholeness.

M410INT Rotation

M491 Master of Arts Thesis

M493 Master of Arts Thesis

Spring Semester 2010

BS425OL Reading Early Christian Literature | Wilkinson Duran

In this course students will read and analyze the variety within Christian scripture, known to most Christians as the New Testament. Extremely influential in western culture historically and currently interpreted with great passion and immediacy in the southern hemisphere, the stories of Jesus' life, death, and resurrection told by the gospels and the story of the earliest church told in the epistles and in Revelation are of crucial cultural, economic, and political significance in the contemporary world.

M345 Community Studies Seminar | Hicks, Hogue, Welch

This class serves as a forum for reflection during students' first year of ministerial preparation. Throughout the year, we will discuss the ideas presented by the authors in the reading list, theologically reflect on how those readings and our life experiences are transforming our perceptions of ministry, and gain insight from informed guests on issues related to the Ministerial Fellowship Committee, Clinical Pastoral Education, the Internship Process, Unitarian Universalism world-wide, personal clergy finance, and other topics of interest to class

membership. The final goal of the class will be the writing of a credo statement during the spring semester.

H394 Unitarian Universalist History | Bumbaugh

This survey course will provide an over-view of Unitarian, Universalist and Unitarian Universalist history from the beginnings in Europe to the present. It will also offer an opportunity for students to explore in depth some aspect of that history. Among the topics to be addressed will be: The emergence of Unitarian thought in the maelstrom of the Reformation era, and the relation of early Unitarianism to the political and social conflicts of the time; the emergence of Unitarianism and Universalism in North America, with an exploration of the similarities and the differences between these two expressions of the religious ferment in the early American republic; individuals who shaped Unitarian and Universalist thought and institutional structures; the relation of the two movements to various reform movements; and the road to consolidation in 1961 and the construction and subsequent history of Unitarian Universalism.

TS361 Reading Buddhist Scriptures 1 | Shinozaki

This course will provide a basic knowledge of the Lotus Sutra (the Sutra of the Lotus Flower of the Wonderful Dharma), a Mahayana sutra. It has been one of the most popular sutras in China, Korea and Japan. Its philosophy was developed by Tiantai Chih-i.

The Tiantai Lotus philosophy was transmitted from China to Japan by Tendai Daishi Saicho at Mt. Hiei. Mt. Hiei came to be called the mother of the Japanese Buddhist schools. The founders of the new Buddhism of Kamakura (13th century)--- Honen of the Pure Land Sect, Shinran of Shin Buddhism, Dogen of Soto Zen sect, Nichiren of Nichiren Sect, and others – all studied Tendai (the Japanese version of Tiantai) thought at Mt. Hiei. The philosophy and practice of the Lotus Sutra has influenced literature, martial arts, poetry and other forms of Japanese culture, and the spiritual life of the Japanese people. Many new Buddhist groups after the World War II emerged under the influence of the Lotus faith tradition.

ML M460 Special Topics in Religious Education | Hicks

This on-line course is designed for the student who has an interest in gaining specialized knowledge in a topic area of religious education. Topics might range from an in-depth study of the history and philosophy of religious education, or how to apply faith development theory to specific populations, or how to develop a curricular unit for congregational application. Students interested in this course should contact the instructor to develop a focus of study, and for permission to enroll. All coursework must be completed by May 1, 2010.

M483INT Introduction to Pastoral Ministry | Pangerl

This course provides an initial introduction to pastoral care, as one aspect of practical theology, within the context of Unitarian Universalism. The course addresses both the formational significance of the career assessment materials as well as selected topics and dynamics within the practices of pastoral care. One of the earliest requirements of the credentialing process for the Unitarian Universalist ministry is the career assessment. This course is offered in order to more fully integrate that process and the potential benefits of that evaluative process into the MLTS M. Div. degree program. Alongside the discussion of formational matters this course will address skill development in facilitation of advance directive decision making and basic rubrics of pastoral reflection and engagement.

M360/560 Arts and Aesthetics in Ministry | Tolley

Design a "religious arts educational event" typical of one of the following: an adult education setting, a Sunday school class, or a recognition banquet or fellowship event. This can have as its focus the creation of a visual statement, dramatic production or liturgical dance element in worship. Projects will be class presentations on our final day.

M410 Rotation

M491 Master of Arts Thesis

M493 Master of Arts Thesis

Summer Semester 2010

TS327INT Contemporary Paganism: Now; Its History; Its Future | Adler

Contemporary Paganism, (goddess spirituality, Wicca, reconstructionist Pagans -Norse, Druids, etc) have come into their own in the last 20 years. In fact the website adherents.com lists Paganism as the 19th most popular religion with a million adherents. In the US, figures by scholars range from about 300 thousand to 750 thousand. There are more than 5000 Pagan websites, more than 350 annual festivals, and more than 100 Pagan Pride events each year. Moreover, a religion once seen as conceived in rebellion, often countercultural and marginal has become much more mainstream over the last decade and has often found a welcoming home in Unitarian Universalist churches and associations. There are now at least 15 graves of veterans that have headstones with pentagrams; Pagans have their own seminaries, and they have at least one peer reviewed scholarly journal. There are occasional Pagan Studies courses, and this diverse movement is beginning to encounter many of the same issues that all religions deal with.

M327INT Preaching As If You Mean It | Schulz

A great Harvard professor of homiletics once said that all ministers must face the hard question, "How far would you go to hear yourself preach?" If the answer is to be "A long way," then the sermons we preach will need to be both worthy in their content and felicitous in their style. This intensive course will address both elements of preaching. It will help students clarify what fundamental message they want to preach and how to do so most effectively.

M3/560INT Arts and Aesthetics in Ministry | Tolley

Final Project: Design a "religious arts educational event" typical of one of the following: an adult education setting, a Sunday school class, or a recognition banquet or fellowship event. This can have as its focus the creation of a visual statement, dramatic production or liturgical dance element in worship. Projects will be class presentations on our final day.

TS530INT Approaches to Theology: Interfaith Public Theologies | Hogue

This reading and discussion based graduate-level workshop in theology is appropriate for both beginning and advanced theology students. It takes up complex theological questions in a pluralizing, globalizing interreligious world of increasingly vexing public moral challenges as the starting point for learning how to do theology. Several assumptions guide the form and content of this course: 1) All theology is contextual; 2) The contemporary context for theology is a pluralistic, globalizing context of increasingly complex public moral challenges; 3) To be religious amidst these conditions is necessarily to be inter-religious; 4) The pluralistic, global, and inter-religious context of contemporary life problematizes the normativity of theological work precisely at the moment when public moral challenges demand normative theological response.

M494INT Method is the Message - Ferry Beach | Hicks

Extending the pedagogical legacy of Angus MacLean, one of our UU redwoods for Religious Education into the 21st century, this course explores how to strategically create learning experiences in light of how children and adults learn and grow. Students should expect to grapple head-on with models of cognitive, faith and identity development in a multi-racial, multicultural world. The course is appropriate for directors of religious education, ministers, religious educators and classroom teachers, professors, social workers, graduate students developing curriculum – any person interested in creating a learning community that deepens self-knowledge and a capacity for social change. Enrollment is limited to 18 (taught annually in Chicago and Ferry Beach).

Faculty

Meadville Lombard has the only predominantly Unitarian Universalist faculty of any seminary in the nation. Our faculty is comprised of men and women who possess extraordinary academic achievement--such as Michael Hogue, a Templeton Award for Theological Promise scholar, and Sharon Welch, a Unitarian Universalist who is renown for her achievements in the field of Liberal Religion. Additionally, we have faculty who have provided outstanding ministerial leadership with years of service in congregations, such as David Bumbaugh, Susann Pangerl, John Tolley, and Lee Barker.

We welcome our most recent additions to the faculty: Mark Hicks, Ed.D., a Unitarian Universalist lay leader who brings his expertise in contextual education for our students as they engage in community and the congregational settings, and Qiyamah Rahman, MDiv '08, Ph.D., who brings her experience as a Unitarian Universalist District leader, as a scholar, and, now, as a minister.



Lee Barker | President and Professor of Ministry

B.E.S U. of Minnesota, MA U. of Chicago, DMin Meadville Lombard Theological School, D.D. Meadville Lombard Theological School

A life-long Unitarian Universalist, Lee comes to Meadville Lombard after twenty-five years in the parish ministry. He has held pulpits in Pennsylvania and New Jersey. Most recently, he served as senior minister of Neighborhood Unitarian Universalist Church in Pasadena, California. Each of his ministries has contributed to a surge in institutional growth, a renewed commitment to social justice and the adoption of a far ranging religious and spiritual vision. Prior to his presidency, he held a variety of leadership roles in Unitarian Universalist theological education. He and his wife Kristina have one daughter, Ava.

"I believe Unitarian Universalism offers a route to true transformation both for individuals and the larger world, that our religious perspective has the possibility of bringing all life closer to wholeness. The degree to which we are successful in this venture is directly related to the quality of our ministry. And a ministry of excellence is shaped by a sound education. The mission of Meadville Lombard is sweeping, it is to knit together every part of the fragmented world."



David E. Bumbaugh | Professor of Ministry B.A.

Wilmington College, B.D. Meadville Lombard Theological School

David is Minister Emeritus of the Unitarian Church in Summit, New Jersey. Bringing more than four decades of experience in Parish Ministry, David has served rural, urban, and suburban churches – large, small and mid-sized congregations. He also has wide experience in Public

Ministry. Before joining the Meadville Lombard faculty, he taught at Drew Theological Seminary. The author of two books, *The Education of God*, and *Unitarian Universalism: A Narrative History*, David is married to the Rev. Beverly Bumbaugh, with whom he has served as co-minister. They have four grown children, one of whom is a graduate of Meadville Lombard, and three grandsons.

"I have known Meadville Lombard as a student, as an alumnus, and now as a faculty member. My love of the school has always been tempered by a frustration that it never quite realized its potential as an institution and as a force in the Unitarian Universalist movement. The school seems to be closing the gap between possible and actual. I am too much a realist to believe that gap will ever close completely, but it is an exciting time to be part of the school."



J. Ronald Engel | Professor Emeritus

Ron holds an A. B. from Johns Hopkins, a B.D. (with highest distinction) from Meadville Lombard, and an MA and Ph.D. (with distinction) from the Divinity School of the University of Chicago.

Ron Engel is Professor Emeritus at Meadville Lombard and Senior Research Consultant, The Center for Humans and Nature, with offices in New York and Chicago. He taught in the fields of religious ethics, theology and ministry at Meadville Lombard 1964-2000. He also served as Lecturer in Ethics and Society at the Divinity School, University of Chicago 1977-2000 and as a member of the Environmental Studies Faculty, The College, University of Chicago.

Ron helped pioneer the new academic fields of environmental ethics, history, and theology/philosophy. Through his work with the Eco-justice Working Group of the National Council of Churches, and as co-director of the Program on Ecology, Justice, and Faith in the Chicago Association of Theological Schools, he contributed to the movement for eco-justice within the ecumenical religious community. Ron became active in international work on behalf of global ethics in the course of research with UNESCO. He was a core member of the international drafting committee for the Earth Charter, and is currently co-chair of the Ethics Specialist Group of the Commission on Environmental Law for the World Conservation Union.

Ron has been a strong advocate for public ministry in the Unitarian Universalist Association and has written and lectured widely on the religious, ethical, and philosophical dimensions of the democratic faith in world history. With Neil Shadle in 1964 he co-founded the Unitarian Universalist Center for Urban Ministry and in 1966 the Neighborhood Commons, the first community-development corporation in Chicago which continues today as the largest black-owned housing cooperative on the northside of Chicago. Ron was one of several co-founders of Collegium: Association for Liberal Religious Studies, and in 1998 was recognized as its Distinguished Scholar.

In addition to numerous essays in books and journals, Ron is the author of *Sacred Sands: The Struggle for Community in the Indiana Dunes*, which won several book

awards, including the Meltzer National Book Award; editor of *Voluntary Associations: Socio-cultural Analyses and Theological Interpretation*; co-editor of *Ethics of Environment and Development: Global Challenge, International Response*; and co-author of *Justice, Ecology, and Christian Faith: A Critical Guide to the Literature*. He is a member of the editorial boards of *American Journal of Philosophy and Theology*, *Environmental Conservation*, and *Worldviews: Environment, Culture, Religion*.

Ron and Joan Engel have been married for 48 years. Joan, who holds a Ph.D. in creative writing, has been a public school and university teacher, and is active in environmental organizations in northwest Indiana. They have two children, Mark Engel, a pediatric ophthalmologist in Princeton, New Jersey, and Kirsten Engel, who teaches environmental law at the University of Arizona.



Neil W. Gerdes | Library Director/Associate Professor of Bibliography

B.A. U. of Illinois, Urbana, B.D. Harvard University, MA Columbia University, MAL.S. U. of Chicago, DMin U. of St. Mary of the Lake

Neil Gerdes has been the librarian and a professor at Meadville Lombard since 1973, and since 1980 has held a shared appointment with the Chicago Theological Seminary in the same positions. He is an ordained Unitarian Universalist minister, an active member of the First Unitarian Church of Chicago for 30 years, and in more recent years of St. Thomas the Apostle Catholic parish as well. Neil is on several boards and has served as an officer in numerous organizations including the ACTS Librarians Council, both the local and continental Unitarian Universalist Ministers Association, and since 1975 as coordinator of Collegium: An Association of Liberal Religious Scholars.

"For me my most meaningful and profound learning has come from the pages of books, often guided by great teachers. For me the most critical task of theological education is the spiritual formation of men and women into ministers. Thus my job of providing the best theological libraries I can and of teaching spiritual direction whenever possible has been one of my life's primary pleasures and commitments."



Mark Hicks | Angus MacLean Professor of Religious Education

Ed.D., Teachers College, Columbia University; M.A., Teachers College, Columbia University; B.A., Oklahoma City University

Dr. Mark A. Hicks will be consulting with the Meadville Lombard faculty this year as the Incoming Angus MacLean Professor of Religious Education; he will assume full-time responsibilities in the fall of 2009. He currently is Associate Professor of Educational Transformation at George Mason University, Virginia.

Committed to the ideals of creating collaborative, democratic, socially conscious learning communities, he has been recognized for his work in transformative thinking

and teaching, most recently being honored as a finalist for a university Teaching Excellence award at George Mason. Critical pedagogy, music, the arts, social justice, and progressive teaching are woven through every aspect of Mark's teaching and consultancy work. He is known for creating 'social containers' that help to morph problems into possibilities.

He has written *Building the World We Dream About: A Welcoming Congregation Curriculum on Race and Ethnicity*, a national curriculum for the Unitarian Universalist Association of Congregations that weaves anti-racist and anti-oppressive thinking and practice into the spiritual life of Unitarian Universalist congregations. He is a member and lay leader in two nationally historic congregations, All Souls Church, Unitarian in Washington, D.C. and The Riverside Church in New York City (often regarded as a national model for a multicultural spiritual community).

He is presently a member of the progressively-minded faculty of Initiatives in Educational Transformation (IET), a professional development Master's degree program for public school teachers in the greater Washington, DC metropolitan area.

As a teacher and administrator, Mark has a wide-ranging background in higher education, from being the associate director of admission at Rice University in Texas to an assistant dean of Columbia College, Columbia University in New York City. He has published solicited and refereed articles in journals such as *Educational Studies*, *The Journal of Transformative Education*, *Teacher Development*, and *the Journal of College Counseling* (where his research was twice honored as "the most significant contribution to the Journal" and research that "stands the test of time").

He is currently working on a book, *Becoming*, which theorizes and documents educational and social practices that free learners from oppressive contexts.



Michael Hogue | Associate Professor of Theology

B.A., Hope College, M.A.Div., University of Chicago, Ph.D., University of Chicago

Michael Hogue, who will receive his Ph.D. in Theology from the University of Chicago in December 2005, joined the Meadville Lombard faculty in September, 2005. He will teach two courses in the 2005-06 school year, as well as offer two workshops on research methods, work with student advisees and perform faculty and school committee work. While he will not begin teaching until the winter quarter, he will begin with Meadville in September.

Hogue brings to Meadville Lombard his deep interest in the fields of Theology and Environmental Ethics. While Hogue is not a Unitarian Universalist, he grew up in the United Church of Christ, the son of a minister in that faith tradition, and he has a great deal of respect for the tasks of religious leadership. He does have an interest in the potential of liberal religious theology and looks forward to working with the students at Meadville Lombard. "I care about others and I care about the world and I look forward to being a part of a community that shares similar aspirations."

Hogue grew up in Traverse City, in the northern woods of Michigan. His childhood was spent exploring nature and it is from that grounding that he found his interest in Environmental Ethics.



Susann Pangerl | Director, DMin Program, Associate Professor of Pastoral Care

B.A. Gustavus Adolphus C., MA MDiv, U. of Chicago, Ph.D. U. of Chicago

Susann is an ordained Unitarian Universalist minister and AAPC Diplomat. Having taught at Loyola University and Mercy College of Detroit, she joined the Meadville Lombard faculty in 2000. Susann was the clinical and training director at the Center for Religion and Psychotherapy in Chicago and co-founded the Limina Institute in 1996 where she served as president and is currently a Board member. Susann holds an LCPC in the State of Illinois. Her clinical work specializes in trauma and providing clinical and consultation services to religious professionals in varied ministerial settings.



Qiyamah Rahman | Director of Contextual Ministry

Ph.D., Clark Atlanta University; MDiv, Meadville Lombard Theological School; M.S.W., University of Michigan; Ba. Ed., University of Michigan

Qiyamah A. Rahman, MDiv '08 was ordained at the Unitarian Universalist Church of Charlotte, North Carolina in October, 2007. She has been a Unitarian Universalist since 1992 and served as District Executive in the Thomas Jefferson District of the Unitarian Universalist Association from 1999 to 2005.

She is an avid reader and writer and is working on a series documenting the Presence of African American women in Unitarian Universalism (see her essays in Dorothy May Emerson's books, *Glorious Women: Award-Winning Sermons about Women* and *Standing Before Us: Unitarian Universalist Women and Social Reform 1776-1936*).

Qiyamah holds a doctorate from Clark Atlanta University's Africana Women's Studies with a major in gender and development and a minor in feminist/womanist theory. Her dissertation research is titled, *By the Shores of Babylon We Wept: An Exploration of the Unitarian Universalist Association's Institutional Response to Clergy Sexual Misconduct Between 1992 to 2005*. Qiyamah's most recent publication is a short bio on Fatima Meer, a celebrated South African Muslim activist, published in the *Encyclopedia of Women in World History* by Oxford Press.

She has three adult children, Libra, Kaleema and Muhammad, and a grandson, Brandon. She currently lives in Hyde Park with her traveling companion/cat, Lili.



Gene Reeves | Professor Emeritus

Gene Reeves was the head of Meadville Lombard from 1979 to 1988 and Professorial Lecturer in the Divinity School of the University of Chicago. He is now Professor Emeritus. Since 1989 he has been studying, teaching, and writing on Buddhism in Japan. Now a consultant and teacher at Risho Kosei-kai and the Niwano Peace Foundation, he is retired from Tsukuba University, where he taught for eight years. He is a founder of and currently serves as the Dharma Preacher at the International Buddhist Congregation in Tokyo. His most recent book is an anthology of essays on the Lotus Sutra, *A Buddhist Kaleidoscope*. He has also translated that Sutra from Chinese to English. A series of articles on the stories in the Lotus Sutra is being published in the magazine *Dharma World*. As a Buddhist teacher, he frequently gives public lectures in Japan, travels often to Singapore, China, Taiwan, America, and Europe to give talks at universities and churches, mainly on the Lotus Sutra.

Before going to Chicago, he was assistant to the President of Wilberforce University in Ohio, where he had been Academic Dean and Professor for several years. He has also been a professor at Tufts University and at Antioch College. Recently he served on the Board of Trustees of the Tokyo Keizai University.

He holds a Ph.D. in philosophy of religion from Emory University, an S.T.B. in theology from Boston University, and a B.A., with graduate work in psychology, from the University of New Hampshire. He is serving or has served on the editorial boards of *The Journal of Religion*, *Process Studies*, and *The American Journal of Philosophy and Theology*, and as advisor to the *World Hongming Philosophical Quarterly* and *Dharma World*.

In addition to academic pursuits, he was very active in the civil rights and anti-war movements of the 60s and 70s, along with Martin Luther King, Jr. and others, and in Chicago politics with Harold Washington in the 1980s. He is a founder of *Zero Population Growth* and *People for the American Way*.

Reeves has also been active in interfaith conversations and organizations, serving as Chair of the Planning Committee for the 1987 Congress of the International Association for Religious Freedom (IARF) at Stanford University, being one of the founders of the Council for a Parliament of the World's Religions, and a member of the Board of the Society for Buddhist Christian Studies. In Japan he has been an advisor to the Japan Liaison Committee of the IARF, a participant in the Religious Summit at Mount Hiei, and in various activities of the World Conference for Religions and Peace.

He is currently married to Yayoi Reeves and has two daughters and four grandchildren from a previous marriage. The oldest daughter is the Unitarian Universalist minister, Eva Cameron.



Thandeka | Senior Research Professor

B.S. University of Illinois, M.S. Columbia University, MA University of California at Los Angeles, Ph.D. Claremont Graduate School

In addition to teaching at Meadville Lombard Theological School, Thandeka is President of the Center for Community Values (www.the-ccv.org), and an affiliated minister at the Unitarian Universalist Church of Rockford, Illinois. She is the author of *The Embodied Self: Friedrich Schleiermacher's Solution to Kant's Problem of the Empirical Self*, and *Learning to Be White: Race, Money and God in America*. Her current research focuses on the nature, structure, and meaning of human affection and empathy in religious communities.

Thandeka's approach is interdisciplinary, drawing on historical theology, contemporary self-psychology, race and class theories, gender and cultural studies.

She has taught in the philosophy department at San Francisco State University, the religion department at Williams College, and has been a Fellow at the Stanford Humanities Center at Stanford University and a visiting scholar at Union Theological Seminary in New York City. Before receiving her doctorate in philosophy of religion and theology from Claremont Graduate School, Thandeka was an Emmy award-winning television producer for sixteen years. An ordained Unitarian Universalist minister and theologian, she was given the !Xhosa name Thandeka, which means "one who is loved by God," by Bishop Desmond Tutu in 1984.



John Tolley | Associate Professor of Ministry and the Arts

B.A. U. of Indianapolis, M.Min. Christian Theological Seminary, Indianapolis, Ph.D. New York University

John teaches arts of ministry in religious art and aesthetics. Before coming to Meadville Lombard he served congregations for twenty-two years in Indiana, Tennessee, New Jersey, and Connecticut. He holds a Ph.D. in Educational Theatre from New York University and has taught in that discipline at NYU, City University of New York, and Goshen College in Indiana. His portfolio includes over seventy dramatic productions and publications on the topics of religious education, religious art and gay/lesbian issues. John's partner of twenty years resides with him in Chicago.

"My vision and passion for ministerial preparation focuses on the various learning styles of parishioners our students will serve in congregations and institutions around the world. To be prepared for effective ministry, clergy must be able to use visual, kinesthetic and auditory means of communication to speak in depth and scope to all the people they serve. The growing recognition and implementation of the arts in the curricula of Meadville Lombard is placing our students at the front of this cultural evolution."



Sharon Welch | Provost, Professor of Religion and Society

M.A. and Ph.D., Theology, Vanderbilt University, Nashville, Tennessee

Sharon has held positions as Professor and Chair of Religious Studies, Professor of Women's and Gender Studies and Adjunct Professor of Educational Leadership and Policy Analysis at the University of Missouri from 1991-2007. She was assistant and then associate professor of Theology and Religion and Society at Harvard Divinity School from 1982 to 1991. While at the University of Missouri, Welch was a Senior Fellow in the Center for Religion, the Professions, and the Public, a project leader of the Ford-sponsored Difficult Dialogues Program, and co-chair of the MU Committee for the Scholarship of Multicultural Teaching and Learning. Welch is currently a member of the International Steering Committee of Global Action to Prevent War.

Sharon is the author of four books: *After Empire: The Art and Ethos of Enduring Peace*, *A Feminist Ethic of Risk*, *Sweet Dreams in America: Making Ethics and Spirituality Work*, *Communities of Resistance and Solidarity: A Feminist Theology of Liberation*, and many articles.

Dr. Welch is the recipient of numerous awards, many of which recognize her excellence in teaching. Among these are the Internationalizing the Curriculum Course Development Award (2002) and the College of Education, High Flyer Teaching Award (several years). She also received the Annual Gustavus Myers Award: Honorable Mention for her 1999 book, *Sweet Dreams in America: Making Ethics and Spirituality Work* (Routledge). She was awarded the honorary degree of Doctor of Sacred Theology by Starr King School of the Ministry in May 2007.

Sharon is married to Jon Poses, and has two daughters. Zoe is 21 and is a senior at San Francisco State University. Hannah is 18 and is a senior at Rockbridge High School.



James A. Hobart | Affiliated Faculty

B. A. Antioch College, B.D. Meadville Lombard Theological School, Non-degree training in an urban ministry internship at Cleveland College of Case Western Reserve University

James A. Hobart has been a Unitarian Universalist minister since his graduation from Meadville Lombard in 1964. During his ministerial career, he has also served Unitarian Universalist congregations in Massachusetts, Ohio, Illinois and Pennsylvania. He participated in the peace movement, civil liberties and anti-oppression activity. During the 1960s and 1970s he was active in the Civil Rights movement in Massachusetts, Alabama, Ohio and Illinois. He has been involved in efforts for affordable housing, a livable income, and integrated quality education. He has served on the boards of the ACLU in Pittsburgh and Colorado.

Jim was elected to serve two four-year terms on the Unitarian Universalist Association's (UUA) Board of Trustees. He was appointed as a member of the Ministerial Fellowship Committee, the UUA's committee that grants ministerial fellowship. He was elected to a six-year term on the UUA's Commission on Appraisal, which provides independent studies and reports on the Association's work. He served two years as its chair. He served a term on and chaired the UUA's Journey Toward Wholeness Transformation Committee, charged with evaluating the effectiveness of the Association's anti-racism and anti-oppression efforts. He was appointed to and served one year as a member of the Association's Openness Implementation Committee, charged to evaluate and make recommendations regarding accessibility and the availability of information from the Board and its committees.

Jim and Nan Hobart have a blended family of five children. They are proud grandparents of Ezequiel Hobart Adler, who lives with his parents in Denver.

Jim is a native of Alabama. He grew up in the South where his father, Alfred W. Hobart, served Unitarian Universalist congregations in New Orleans, Charleston, South Carolina and Birmingham. The elder Mr. Hobart was a 1928 graduate of the Meadville Theological School. He entered the school in Meadville in 1924, moving with Meadville to Chicago in 1926.



Mark Morrison-Reed | Affiliated Faculty

DMin '79, DD '07 Meadville Lombard Theological School

Raised in the Unitarian Universalist faith, Mark was ordained in the Unitarian Universalist ministry in 1979. For 26 years, he and his wife, Donna, served as co-ministers--first in Rochester, New York, then in Toronto, Ontario, Canada.

Morrison-Reed's graduate thesis, *Black Pioneers in a White Denomination*, was published in 1984 and is still in print. Now retired from full-time ministry, Morrison-Reed divides his time between writing and other interests. He has been working with Meadville Lombard Theological School to organize and build the library's archive of materials relating to African American involvement in Universalism, Unitarianism and Unitarian Universalism and is teaching at the school on his research.



William F. Schulz, DMin '75 DD '87 | Affiliated Faculty

B.A., Oberlin College, Phi Beta Kappa, MA, University of Chicago the University of Chicago, DMin, Meadville Lombard Theological School

From the refugee camps of Darfur, Sudan, to the poorest villages in India; from the prison cells of Monrovia, Liberia, to the business suites of Hong Kong to Louisiana's death row, Dr. William F. Schulz has traveled the globe in pursuit of a world free from human rights violations. As Executive Director of Amnesty International USA from 1994-2006, Dr. Schulz headed the American section of the world's oldest and largest international human rights organization. He is

currently a Senior Fellow at the Center for American Progress in Washington, DC; a Fellow at the Carr Center for Human Rights Policy at Harvard's Kennedy School of Government; and an Adjunct Professor at the New School in New York City.

During his twelve years at Amnesty, Dr. Schulz led missions to Liberia, Tunisia, Northern Ireland, and Sudan and visited other places as diverse as Cuba and Mongolia. He was tailed by Tunisian secret police, threatened with assassination by Liberian warlord Charles Taylor and his appeal for reconciliation of Protestants and Catholics in Northern Ireland brought tears to the eyes of then Prime Minister David Trimble.

He also traveled tens of thousands miles in the United States, spreading the human rights message from campuses to boardrooms to civic organizations. A frequent guest on television programs such as Good Morning, America, The Today Show, Hardball and Nightline, Dr. Schulz is the author of two books on human rights, *In Our Own Best Interest: How Defending Human Rights Benefits Us All* (2001, Beacon Press) and *Tainted Legacy: 9/11 and the Ruin of Human Rights* (2003, Nation Books); the contributing editor of an upcoming book from the University of Pennsylvania Press entitled *I Used To Be Innocent: Readings in the Study of Torture* and is regularly quoted in The New York Times and other national publications. All of this prompted the New York Review of Books to say in 2002, "William Schulz...has done more than anyone in the American human rights movement to make human rights issues known in the United States."

An ordained Unitarian Universalist minister, Dr. Schulz came to Amnesty after serving for fifteen years with the [Unitarian Universalist Association of Congregations](#) (UUA), the last eight (1985-93) as President of the Association. As President, he led the first visit by a U. S. Member of Congress to post-revolutionary Romania in January, 1991, two weeks after the fall of Nicolae Ceausescu. That delegation was instrumental in the subsequent improvement in the rights of religious and ethnic minorities in Romania.

Dr. Schulz has served on the boards of People for the American Way, Planned Parenthood Federation of America and the International Association for Religious Freedom, the world's oldest international interfaith organization. He is currently Chair of the Board of the Unitarian Universalist Service Committee and is a member of the Council on Foreign Relations.

Dr. Schulz has received a wide variety of honors, including seven honorary degrees (University of Cincinnati, Grinnell College, Lewis & Clark College, Meadville Lombard Theological School, Nova Southeastern University, Oberlin College, Willamette University), the Public Service Citation from the University of Chicago Alumni Association and the Distinguished Achievement Award from the Oberlin College Alumni Association. He has been included in Vanity Fair's 2002 Hall of Fame of World Nongovernmental Organization Leaders and was named "Humanist of the Year" by the American Humanist Association in 2002.

He is married to the Rev. Beth Graham, also a Unitarian Universalist minister. Dr. Schulz has two grown children from a previous marriage.

Staff

Lee Barker	President, Professor of Ministry
Eric Biddy	Library Assistant
Debbie Bieber	Vice President, Finance and Administration
Eliza Bivins	Director of Student Records
Adam Bohanan	Assistant Librarian
Denny Davidoff	Senior Consultant for Development & Alumni/ae Affairs
Doug Davidoff	Consultant for External Communications
Jasmine Frazier	Academic Office Administrator
Neil Gerdes	Dean of the Library
Tim Grover	Enrollment and Student Services Office Administrator and Development Assistant
Lalitha Janamanchi	Consultant for Development and Alumni/ae Affairs
Nerissa Legge	Executive Assistant to the President
David Owen-O'Quill	Interim Chaplain
Tina Porter	Senior Director of Student Services and Internal Communications
Tamika (Meek) Purnell	Building and Grounds Supervisor
Bradley Sterrenberg	Business Manager
Justine Urbikas	Assistant Director of Recruitment and Internal Communications
Sharon Welch	Provost

2009-2010 Academic Calendar

Fall Semester 2009

Returning Student Registration	April 6 – May 31, 2009
New Student Orientation	September 2-4, 2009
New Student Registration	September 3-4, 2009
Fall Semester Begins	September 8, 2009
Last Day to Add/Drop Courses	September 18, 2009
Tuition and Fee Bills Prepared – payable upon receipt	September 21, 2009
UofC Autumn Class Registration	September 21-22, 2009
UofC Autumn Classes Begin	September 28, 2009
Prospective Student Conference	October 7-8, 2009
Internship Supervisor Conference	October 14-16, 2009
Reading Week	October 19-23, 2009
Spring Registration	November 9-20, 2009
UofC Winter Class Registration	November 17-18, 2009
Late Registration Fee Applied for Spring Registrations	November 23, 2009
Thanksgiving Break (no classes)	November 23-27, 2009
Winter Break	December 14, 2009 to January 6, 2010
Last Day to Add/Drop January Intensive Classes	November 28, 2009
Tuition and Fee Bills Prepared for January Intensives – payable upon receipt	December 1, 2009
UofC Winter Class Registration Begins	January 4, 2010
Learning Convocation	January 6-8, 2010
DMin Consultation	January 9, 2010
Martin Luther King, Jr. Holiday (seminary closed)	January 18, 2010
Fall Term Ends	January 29, 2010

Spring Semester 2010

Registration for Spring Semester Begins	November 9-20, 2009
Spring Semester Begins	February 1, 2010
Last Day to Add/Drop Spring Classes	February 12, 2010
Tuition and Fee Bills Prepared for Spring Classes – payable upon receipt	February 15, 2010
UofC Spring Class Registration Begins	February 23-24, 2010
Reading Week	March 1-5, 2010
Registration for Summer Term Begins (late registration fee applies June 1, 2010)	March 15 to May 31, 2010
UofC Spring Classes Begin	March 29, 2010
Spring Break	March 29 to April 2, 2010
Prospective Student Conference	April 14-15, 2010
Work Due for Graduates	April 30, 2010
Registration for Fall Term Begins	May 1 to September 24, 2010
Spring Classes End	May 7, 2010
Semester Ends	May 14, 2010
Commencement	May 16, 2010

Summer 2010

Registration for Summer Term Begins	March 15 to May 31, 2010
Registration for January Intensives Begin	July 15 to September 24, 2010