

2011/2012

# Academic Catalog



**Meadville Lombard**  
Theological School



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## 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

The work of seminaries and religious professionals has never been more relevant, more necessary than it is right now. It doesn't take in-depth research into current newspaper articles, newscasts and blogs to understand why such an undertaking is so important in modern-day America. The rapidly-changing world of religion calls for a rethinking of traditional formation processes. Regardless of where they serve, today's ministers are required to knit together communities of people who hold diverse beliefs and cultures.

At Meadville Lombard, our faculty of ministers, theologians and educators has developed a program of study that challenges students to act, reflect, and learn together even while living day-to-day in places across the continent and around the globe.

Generally, when people think of distance learning, they think of online classes. While we use technology to complement our learning, we know that the heart of formation is human connection. Through the work that our students do in community and congregational settings with site supervisors and Teaching Pastors, they are involved in person-to-person relationships each week and build community with the faculty and their peers through telephone calls and email. Each January, students spend most of the month here in Chicago, where they are immersed in the face-to-face and heart-to-heart learning environment that is the basis of our formation model. In this way, our students are able to build collegial community even while completing the program from as far away as Chicago and Canada, North Carolina and Norway.

These are exciting times. Please continue to visit our website for additional information about our programs or contact our Student Services office for more information or a visit.

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

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## 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 at the corner of 57<sup>th</sup> and Woodlawn, across the street from the First Unitarian Society of Chicago. This building currently houses the Wiggin Library and administrative offices until our planned move to our new facilities in Fall 2011.

## Why Meadville Lombard?

### Our Responsibility

Meadville Lombard Theological School takes seriously our responsibility to ground our students in the knowledge, experience and tools they will need to promote change in a world in need of the hard work and determination of progressive religious leaders.

### Our Students

Our students seek to enter the ministry through our Master of Divinity degree program or to deepen their understanding of liberal religion through our Master of Arts in Religion degree program. Our students are active in congregational life before and during their course of study at Meadville Lombard and are entrepreneurial with regard to their own educational needs for the work they will do during and after their course of study is complete. Our students come from around the country and around the globe and bring their understanding of local and global religious life to their work in the classroom and in their ministries.

### Our Faculty

Key to our progressive education is having the faculty that will best challenge students academically while mentoring them in the theory and practice of liberal religion. Our faculty includes Unitarian Universalist ministers with years of practical experience as well as world-class scholars in liberal theology and contextual education.

## **Our Curriculum**

The Meadville Lombard Educational Model was developed by our faculty over the last several years to provide students with the grounding they will need to embrace the multicultural present while preparing them to lead vibrant congregations in a multicultural, multiracial world.

We created a curriculum that requires our students to interact in multicultural and interreligious settings to gain experience, context and ideas for creating congregational life that celebrates the joy and beauty of diverse expressions of thought and belief of Unitarian Universalism in the 21<sup>st</sup> century.

## **TouchPoint Theological Education**

TouchPoint Theological Education is a low-residency learning format that provides students with the connection of community and collegiality even while they spend most of their time in seminary in distant locations. Meadville Lombard students travel to Chicago for week-long intensive classes in January, March and July. These intensive classes require that reading and some assignments are completed prior to the face-to-face time in Chicago. In many classes, students also have follow-up work.

When not in Chicago, students stay connected to each other and to the faculty through our electronic classroom, by phone and by email. Our students are remarkable in the way they create community across the continent and globe through social networking sites and an electronic chat list.

Meadville Lombard offers both its Master of Divinity and Master of Arts degrees through TouchPoint Education.

Students in our Master of Divinity degree program are also enrolled in our Signature Courses—year-long, multi-unit courses dependent on site work in community and congregational settings. While enrolled in these courses, students are involved in weekly work that requires reflection and contact with other students in the class, with the faculty, and with their Teaching Pastors.

## **Our Consortium**

Meadville Lombard is part of the Association of Chicago Theological Schools (ACTS) which includes twelve other schools. Students living in the Chicago area can avail themselves of the course offerings of these schools by cross-registering through Meadville Lombard. Many of the ACTS schools offer online courses which are also available to TouchPoint students.

## Affiliations

### Association of Chicago Theological Schools (ACTS)

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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

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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

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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.

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.

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

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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**

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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**

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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**

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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**

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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 (2011/12 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 **\$1860.00 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                           | assessed per format, as follows:<br>TouchPoint Students: \$35.00 per semester<br>MRP Students: \$35.00 per year<br>Residential Students: \$70.00 per semester |
| Registration Fee                               | \$50.00 per course                                                                                                                                            |
| Leave of Absence/<br>Continuing Enrollment Fee | \$75.00 per semester                                                                                                                                          |
| CPE Registration Fee                           | \$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

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### Tuition

Doctor of Ministry students will be charged **\$1155 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 **\$1860** per course. Eligibility for the lower tuition rate requires acceptance into the DMin program prior to course registration.

### Fees

|                                                |                                               |
|------------------------------------------------|-----------------------------------------------|
| Course audit Fee                               | \$930.00 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/<br>Continuing Enrollment Fee | \$75.00                                       |

## Students at Large

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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

\$1860.00 (\$930.00 if auditing)

### Fees

|                  |                    |
|------------------|--------------------|
| Application Fee  | \$45.00            |
| Registration Fee | \$50.00 per course |
| Technology Fee   | \$25.00 per term   |

## 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.

### 2011/12 Fall Semester

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Registration deadline is **September 6, 2011**. Tuition invoices will be prepared September 19, 2011. In the event of a withdrawal from a course, tuition refunds will be made through September 16, 2011. Only partial tuition refunds will be made after this date:

**September 16, 2011:** Last day for full refund of tuition

**September 23, 2011:** Last day for 50% refund of tuition

**September 30, 2011:** Last day for 25% refund of tuition

### 2011/11 Fall Intensives

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Registration deadline is **October 15, 2011**. Tuition invoices will be prepared November 7, 2011. In the event of withdrawal from a course, tuition refunds will be made through November 4, 2011. Only partial tuition refunds will be made after this date:

**November 4, 2011:** Last day for full refund of tuition

**November 11, 2011:** Last day for 50% refund of tuition

**November 18, 2011:** Last day for 25% refund of tuition

### 2011/11 Spring Semester

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Early registration deadline is **November 18, 2011**. Tuition invoices will be prepared February 13, 2012. In the event of withdrawal from a course, tuition refunds will be made through February 10, 2012. Only partial tuition refunds will be made after this date:

**February 10, 2012:** Last day for full refund of tuition

**February 17, 2012:** Last day for 50% refund of tuition

**February 24, 2012:** Last day for 25% refund of tuition

## 2011/11 Summer Intensives

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Registration deadline is **May 16, 2012**. Tuition invoices will be prepared June 4, 2012. In the event of withdrawal from a course, tuition refunds will be made through June 1, 2012. Only partial tuition refunds will be made after this date:

**June 1, 2012:** Last day for full refund of tuition

**June 8, 2012:** Last day for 50% refund of tuition

**June 15, 2012:** Last day for 25% refund of tuition

## 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

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#### 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 Senior Director of Student Services.

#### *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 was 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 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

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**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](mailto: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

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Meadville Lombard students enrolled in a degree program at least half-time are eligible for Federal Financial Aid in the form of loans, as noted, below.

### William D. Ford Federal Direct Loan Program

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution. Direct Loans make loan repayment much easier--payments go directly to the federal government. Additional information on Federal Direct Loans is available from the Department of Education at <http://www.studentloans.gov> or 800-848-0979.

There are three types of Direct Loans:

- **Federal Direct Subsidized Stafford Loans:** These are based on financial need. The government will pay the interest on the loan while the student is in school.
- **Federal Direct Unsubsidized Stafford Loans:** Students get Federal Direct Unsubsidized Stafford Loans regardless of need, but will have to pay all interest charges.
- **Federal Direct Grad PLUS Loans** (Plus Loans for Graduate and Professional Degree Students): Graduate and professional degree students may borrow under the PLUS Loan program up to their school's cost of attendance minus other financial assistance

## Applying for Financial Aid

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### FAFSA

Students applying for either Meadville Lombard Tuition Reduction Awards or Federal Loans will need to begin by completing the Free Application for Federal Student Aid (fafsa.ed.gov). This is will need to be completed each year the student is in school and seeking aid. **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.

### Meadville Lombard Tuition Reduction Award Applications

Please visit our website for the application and policy for Tuition Reduction Awards. Students must reapply each year—including completing the FAFSA—by March 15.

### Federal Student Loans

Please visit our website for full instructions on how to apply for Federal Student Assistance.

## Additional Information for DMin Students

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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, 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 - 2011-2012 Academic Year

### Summer Semester 2011

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**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.

**E/T449INT African American Humanism| Pinn**

The basic premise guiding the course is simply this: theology involves a mode of exploring and unpacking human experience labeled “religious,” and this can be done in ways that do not necessitate the overarching category of the divine. Related to this the course frames the “religious” as involving the quest for complex subjectivity, or the wrestling the existential and ontological challenges related to the questions of who, when, where, why, and what we are. Mindful of this basic understanding of theology and religion, this course will explore the history and content of African American Non-theistic Humanist Theology. Through attention to both academic texts and works of fiction, we will develop a working understanding of key elements structuring this form of theological discourse. In addition, through discussion, written assignments, and presentations students will work through the challenges of this theologizing for practices of ministry broadly conceived.

**TS528INT Pragmatism and Theology | Hogue**

This seminar examines writings by scholars working at the intersection of pragmatism, liberal religious thought, and public theology in the contemporary U.S. Through engagement with one another and with a vital American philosophical and theological tradition, students taking this course will: become acquainted with pragmatism as a distinctly American philosophical and theological tradition; hone their theological thinking and rhetorical skills; experience an advanced seminar setting in which to test and examine emerging theological and philosophical commitments; and encounter “critical religious pragmatism” as a theological and ministerial praxis creatively attuned to the moral and cultural realities of contemporary situations.

**M385INT Reality Ministry with Youth| Little and Davenport Thexton**

Fasten your seat belts – this will not be an ordinary youth ministry class! During this weeklong intensive, we will engage our heads, hearts and hands as we delve into the theology of Unitarian Universalist youth ministry – in real time! This course is an overview of Unitarian Universalist youth ministry. While we will use resources drawn from other faith traditions as well as our own, the question we will keep coming back to is: How do we embody youth ministry in our Unitarian Universalist faith and congregations? The course takes place in the midst of an annual Sr. High Summer Camp at Camp de Benneville Pines. Morning sessions will include theory learning and discussion, afternoons provide opportunities to work directly with the subject of our course – high school UU youth, and evenings will be spent in theological reflection on what we have seen, heard and felt throughout the course of the day. There will be time for individual rest, relaxation, and reflection, too. Why offer this course in this manner? We believe there is no better way to delve into the intricacies of youth ministry than jumping in feet first and doing it. We have found over the years that a big barrier parish ministers face in being supportive of youth ministry is that they often have little experience with youth and are sometimes uncomfortable with teenagers in a youth group. The direct experience with High School teens in the weeklong camp setting will offer many typical youth group experiences and provide an opportunity for UU ministers to learn about and reflect on the needs of youth and their integration into a fully multigenerational faith community.

**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.*

**M300INT Spiritual Journey| Gerdes**

This course is fashioned as a workshop, that is, we will emphasize experience and interaction, not analysis and criticism. Our methodology will be theological reflection about which there will be handouts outlining this technique. The process will include opening words, silent centering, check-in, presentations and closing words. The instructor will give an introduction to spirituality and theological reflection. Then each student will be asked to bring opening or closing words as well as make a presentation of her/his own spiritual journey. This presentation can focus on a text, or a practice, or whatever has been important to that individual's spiritual growth. A ten page summary statement of those presentations will be expected to be

handed in to the instructor. In addition students are expected to participate actively in the discussions of other presentations.

## Fall Term 2011

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- M345**      **Communities Studies Seminar I | Hogue, Welch, Rahman**  
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.
- M347**      **Congregational Studies Seminar I | Hogue, Welch, Rahman**  
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.
- M428**      **Leadership Studies | Barker, Schulz, Takahashi Morris, Welch**  
The Leadership Studies Year will provide the Intern with the opportunity to continue to learn about ministry through the prism of guided work within a congregation. We will explore the following themes: a public theology of hope and presence, embodied ecclesiology and the multiple roles of the minister (pastoral, prophetic, poetic, sustaining). The structure of learning and congregational engagement will be the same as that experienced during Congregational Studies. Students will have the opportunity to blend academic learning with structured reflection on the multiple dimensions of congregational life. They will meet monthly with a Congregational Lay Committee and weekly with their Teaching Pastor. In addition, Interns will lead a focused initiative in the congregation, one designed the prior year in close collaboration with the Teaching Pastor and Lay Committee.

## January Term 2012

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### **M466INT(a) Walking the Talk: Communicating Across Cultural Difference | Hicks and Takahashi Morris**

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.

### **H349INT UU Polity | Morehouse**

This half credit intensive course will provide the students with an introduction into the history, theory and ministerial issues of congregational polity. The course will answer the following: How did congregational polity develop especially in our own traditions? What are the theoretical ramifications of congregational polity for our churches and our future as a liberal faith? What are the practical implications for the practice of ministry from ordination to ministerial authority? Students will be asked to reflect on how congregational polity might impact their current or future ministries. Though our class time will be limited the reading list is extensive in order to prepare students for the MFC and further study. All of the MFC reading requirements are assigned in addition to other important historical, theoretical and practical works. Congregational polity is central to the ministerial calling. Students preparing for the ministry need a firm understanding of the history and theory of congregational polity in order to claim their authority as ministers and respect the shared nature of their calling with the laity they serve. This course should provide the student with the most basic understanding of this dynamic. Moreover, as ministers, we have an important role in helping to set the direction of not only our churches and organizations but the future of our movement. Understanding congregational polity will be vital to being a part of that conversation.

### **M411INT(a) Safe Congregations | Rahman**

Clergy are invited into the most intimate aspects of people's lives. This requires integrity, moral wisdom, and spiritual discipline. The objective of this course is to prepare Unitarian Universalist ministers to be aware of and address issues of professional ethics and safety. This course will primarily focus on the importance of boundaries, pastoral authority and power dynamics, self care and abuse prevention policies. It includes both a traditional approach to professional ministerial boundaries (clergy sexual misconduct and child safety) in addition to exposing students to a larger context that also addresses the safety of

congregational members in general: interpersonal violence (clergy sexual misconduct, domestic violence or partner abuse, elder abuse, stalking,) sexual assault (rape, marital rape, date rape) and economic misconduct. A working definition of "Safe Congregations refers to dynamics that impact the safety of the congregational community and its members.

**T440INT      Multifaith Theologies | Hogue**

This graduate-level course in theology is appropriate for both beginning and advanced theology students. It views our pluralizing, globalizing, interreligious world as the starting point and the context for doing theology. Several assumptions guide the form and content of this course: 1) All theology is contextual and has practical, moral, and political significance; 2) The contemporary context for theology is pluralistic and the global scope of many of our political and moral challenges require collaboration across religious differences ; 3) To be religious amidst these conditions is to be inter-religious and morally engaged; 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 interpretation and engagement.

**M322INT      Digital/Spiritual Literacy: Finding the Sacred in Virtual Space | Lund**

Digital media and web technologies have already changed the way many congregations do church, leading some observers to ask: "At what cost?" In this one-week intensive course we will examine the potential for these new media and technologies to diminish or strengthen human relationships, with special attention given to ways congregations can use digital media and web technologies to nurture individual spiritual growth and facilitate interpersonal relationships. We will also consider how ministers can responsibly use online resources such as Twitter, Facebook, YouTube, and more as integral, authentic, and spiritually-fulfilling components of their ministry.

**M360/560INT Arts and Aesthetics | 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.

**M316INT(a) 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. UU 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(a) 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.*

**M450INT Multicultural Pastoral Care | Cummings**

Unitarian Universalism has a long history of working for social justice in the United States. The approach used to bring about justice has been in the form of protests, political activism and writing political representatives. However, Unitarian Universalism has not intentionally focused on the pastoral care needs of people in their congregations and community ministry settings who are most wounded by injustices. This course will introduce participants to an intentional approach to Multicultural Pastoral Care that employs a new integrated multidisciplinary assessment model to support racial and ethnic diversity in Unitarian Universalist congregations and community ministry settings, by calling attention to the significance of culture on the identity formation of individuals who are labeled by the dominant culture as minorities. Additionally, the course will provide evidence that will encourage Unitarian Universalist ministers and religious educators when providing pastoral care to consider the history, family, culture and religious/theological issues that inform, nurture and sustain Unitarian Universalists who identify themselves as persons of color or members of traditionally marginalized ethnic groups in the United States. Finally, the course will empower participants to engage in multicultural pastoral care.

**T310INT Film and Theology | Saleska**

This course takes to heart the liberal religious sensibility that “revelation is not sealed” or, as the United Church of Christ advertises, “God is still speaking.” This course examines movies in a multi-layered context: as an art form, as a cultural medium, as a theological text, and as a visual medium presenting and re-presenting formative narratives about race, class, and sex. While it is valid and essential to discuss the plot, characters, or subject of a movie, this approach is only a partial comprehension and appreciation of the visual art form. Just as viewing only the subject of a museum’s paintings would ignore

and limit so many other facets of the art – color, texture, innovation, symbolism, motifs, patterns, emotion, etc. – so it is with movies. Movies, like all visual art, submit a “text” of visual image that compliments the text of content. In this class, our method attends to this holistic and intertwined nature of content and image. In addition, this class will explore the new theory of *altermodernism*, as presented either in individual movies (i.e., *Crash* or *Memento*) or when all the movies in the class are taken as a whole.

**T390INT Ecology and Theology | Butterfield**

Exploring the interconnections between religious values, theology and a life of practice, this course focuses on congregational and personal practices of faith. Environmental practice is the occasion for learning a discipline and approach of practice of faith in a congregational context and other contexts. Topics include developing an attitude of practice, concrete examples of faith in practice at Faith in Place and other non-profits in Chicago, and practical skills such as organizing in the congregation, and writing grant proposals.

**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.

**M446INT(a) African Americans and the Unitarians, Universalists, and Unitarian Universalists | Morrison-Reed**

This course will familiarize you with both the African-American experience within the liberal religious community and that community’s attitudes toward African Americans. Who were these African-American women and men? When and how did they become part of the liberal 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 approach these topics from two perspectives: the national and the local. The secondary aim of this course is to help you to acquire 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 your local congregation. The latter will be addressed through the presentation of this research in the form of a sermon, newsletter column and R.E. program. Important warning: This course is front end loaded. The majority of the assignments must be completed before you arrive in Chicago for the M/L Winter Intensive and the assignments submitted on or before their due dates.

**E530INT Ethical Wisdom | Welch**

In this course we will explore the way in which ethical thought and action is redefined through post-colonial critique and engagement. From a critical study of Engaged Buddhism, Native American philosophy and ethics, and African-American humanism and Christianity, we see systems in which ethical action is founded on particular spiritual and meditative practices that elicit habits of attention, shape desire, and form a sense of the self as embedded in a collective and historical matrix. From these traditions, we discover the ways in which ethics is as much a matter of shaping collective courage, will, and emotion as it is a matter of individual critical, rational and principled judgment. From a study of post-colonial comparative religious ethics, we also see western ethics differently. From the point of view of Buddhist, Native American and African American traditions, we will explore the critical possibilities of one prevalent form of western ethics – social contract theory. We will also take up a third task: given the challenges of religious and ethical pluralism, how do we see and understand difference, and then work together to shape a collective, ethical wisdom?

**Spring Term 2012**

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**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.*

**M483INT Introduction to Pastoral Ministry | Derylak**

We will explore some *practices of pastoral care*, in particular, and the *vocation of pastoral ministry*, in its broader sense, and we will touch upon the whole connected ensemble as we do so – beginning with reflection on our own selves; considering family systems and relationship skills; addressing communal concerns as we discuss both pastoral ministry across the lifespan and pastoral care in relationship with other facets of ministry; and finally returning to our selves, considering the things that challenge us and the things that sustain us – including especially the Unitarian Universalist faith tradition which shapes us and calls us.

**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.

**E/T422INT Process and Liberation Theologies | Welch and Hogue**

Not yet available

**BS425INT Early Christian Scriptures | TBD**

Not yet available

## 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**

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*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."



### **J. Ronald Engel | Professor Emeritus**

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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**

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*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**

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*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**

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*B.A., Hope College, MDiv, 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.



### **Qiyamah Rahman | Director of Contextual Ministry**

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*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

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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 and 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.



## **Sharon Welch | Provost, Professor of Religion and Society**

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*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.



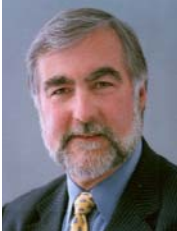
## **Mark Morrison-Reed | Affiliated Faculty**

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*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**

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*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.



### **Leslie Takahashi Morris | Affiliated Faculty**

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B.A., U. of North Carolina, M.A., Duke University, MDiv '04 Meadville Lombard Theological School

Leslie currently serves as co-minister with her husband David Takahashi Morris at the Mt. Diablo Unitarian Universalist Congregation in Walnut Creek, California. Her first career was in journalism, where she devoted her energies to educational and equity issues-including leadership training and economic development-primarily with non-profit organizations. She is a past congregational President, chair of social action and canvass, religious education teacher for adults and children, and member of a Committee on Ministry.

She is a co-author of *The Arc of the Universe is Long*, Skinner House 2009, which chronicles the recent history of the UUA's journey toward becoming an anti-racist, anti-oppressive, multicultural movement. *The Arc of the Universe is Long* covers the fourteen years that begin with the passage of the racial and cultural diversity resolution at Calgary, in Canada, in 1992 and traces developments through General Assembly 2006. She is also currently editing a book on Universalist theological heritage.

Leslie is one of the faculty members for the Congregational and Leadership Studies Signature Courses.



## John Tolley | Affiliated Faculty

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*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."

## Staff

|                              |                                                                                                 |
|------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Lee Barker</b>            | President, Professor of Ministry                                                                |
| <b>Eric Biddy</b>            | Library Assistant                                                                               |
| <b>Debbie Bieber</b>         | Vice President, Finance and Administration                                                      |
| <b>Eliza Bivins-Fink</b>     | Director of Student Records                                                                     |
| <b>Adam Bohanan</b>          | Assistant Librarian                                                                             |
| <b>Denny Davidoff</b>        | Senior Consultant for Development & Alumni/ae Affairs                                           |
| <b>Doug Davidoff</b>         | Consultant for External Communications                                                          |
| <b>Neil Gerdes</b>           | Dean of the Library                                                                             |
| <b>Tim Grover</b>            | Enrollment and Student Services and Academic Office<br>Administrator, and Development Assistant |
| <b>Lalitha Janamanchi</b>    | Consultant for Development and Alumni/ae Affairs                                                |
| <b>Tina Porter</b>           | Senior Director of Student Services and Internal<br>Communications                              |
| <b>Tamika (Meek) Purnell</b> | Building and Grounds Supervisor                                                                 |
| <b>Bradley Sterrenberg</b>   | Business Manager                                                                                |
| <b>Justine Urbikas</b>       | Assistant Director of Recruitment and Internal<br>Communications                                |
| <b>Sharon Welch</b>          | Provost                                                                                         |

## 2011-2012 Academic Calendar

### Summer 2011

|                                           |                             |
|-------------------------------------------|-----------------------------|
| Registration for Summer Term Begins       | March 15 to May 16, 2011    |
| Registration for January Intensives Begin | July 15 to October 15, 2011 |

### Fall Semester 2011

|                                                                                                                                          |                                      |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Returning Student Registration opens                                                                                                     | July 15, 2011                        |
| New Student Registration opens                                                                                                           | August 15, 2011                      |
| Fall Convocation:                                                                                                                        |                                      |
| Community Studies and Leadership Studies                                                                                                 | August 29 to 31, 2011                |
| Congregational Studies                                                                                                                   | August 31 to September 2             |
| Fall Semester Classes begin                                                                                                              | August 29, 2011                      |
| Last Day to Add/Drop Semester Courses                                                                                                    | September 16, 2011                   |
| Tuition and Fee Bills Prepared – <b>payable upon receipt</b>                                                                             | September 19, 2011                   |
| Registration closes for Fall Intensive Classes (allowed after this date by student petition to the professor and assessment of late fee) | October 15, 2011                     |
| Reading Week                                                                                                                             | October 17 – 21, 2011                |
| Internship Supervisor Conference                                                                                                         | November 4 to 6, 2011                |
| Last Day to Add/Drop Fall Intensive Courses                                                                                              | November 4, 2011                     |
| Tuition and Fee Bills Prepared for Fall Intensives – <b>payable upon receipt</b>                                                         | November 7, 2011                     |
| Registration for Spring Term Classes                                                                                                     | November 7 – 18, 2011                |
| Late Registration Fee Applied for Spring Registrations                                                                                   | November 19, 2011                    |
| Thanksgiving Break (no classes)                                                                                                          | November 21 – 25, 2011               |
| Winter Break                                                                                                                             | December 12, 2011 to January 4, 2012 |
| January Learning Convocation                                                                                                             | January 4 – 6, 2012                  |
| January Intensives begin                                                                                                                 | January 6, 2012                      |

|                                                                                           |                                |
|-------------------------------------------------------------------------------------------|--------------------------------|
| Martin Luther King, Jr. Holiday (seminary closed)                                         | January 16, 2012               |
| Fall Term Ends                                                                            | January 29, 2012               |
| <b>Spring Semester 2012</b>                                                               |                                |
| Registration for Spring Semester Begins                                                   | November 7 – 18, 2011          |
| Spring Semester Begins                                                                    | January 30, 2012               |
| Last Day to Add/Drop Spring Classes                                                       | February 10, 2012              |
| Tuition and Fee Bills Prepared for Spring Classes –<br><b>payable upon receipt</b>        | February 13, 2012              |
| Reading Week                                                                              | February 27 – March 2,<br>2012 |
| Registration for Summer Intensives Begins (late<br>registration fee applies June 1, 2010) | March 15, 2012                 |
| Spring Break                                                                              | March 26 - 30, 2012            |
| Work Due for Graduates                                                                    | April 27, 2012                 |
| Spring Classes End                                                                        | May 4, 2012                    |
| Semester Ends                                                                             | May 18, 2012                   |
| Commencement                                                                              | May 20, 2012                   |