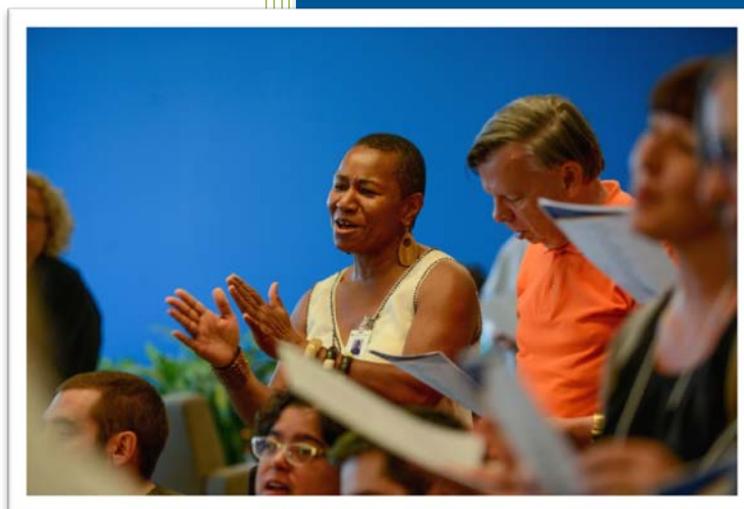


2014/2015

Academic Catalog



# **Academic Catalog**

2014/2015

## 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

Over the last many years, Meadville Lombard has sought to create a vibrant ministerial formation process that is relevant for service in the 21st century while updating our facilities and assuring financial stability. In the necessary experimentation to reach our dreams we have sometimes stumbled, but always with a determination to strengthen this school and ultimately serve Unitarian Universalism through the ministers we prepare. Two years ago, with the Meadville Lombard TouchPointSM model of theological education fully introduced, our relocation to the South Loop completed, and economic sustainability realized, we felt we were at a brief resting place, a plateau from which to look backward with satisfaction and forward to new initiatives that will build on our success.

So I was taken by surprise by how emotionally affected I was when all that we had accomplished was decisively affirmed by the official letter I received from The Association of Theological Schools. The ATS Board of Commissioners reaffirmed our accreditation for a full period of ten years, to spring 2023 and approved our four degree programs. That was wonderful news in and of itself. But then the letter went on to rave about what we have done here, encouraging us to maintain:

"The collaborative process engaged by the school's leadership...[that] has established for this seminary a unique niche in graduate theological education..."

"...an imaginative curriculum that is creatively delivered to a distinctive audience."

"The new sense of nimbleness that has led to an amazing turnaround over the last decade..."

"...an agile model that is mission-driven, market-sensitive, and monetarily sustainable."

My sense of gratitude is enormous. I am so proud of our Provost Dr. Sharon Welch and our awesome faculty, our small but amazingly efficient administrative staff, and the distinguished UU leaders who have served as our trustees over the years of tough decisions and brave initiatives. And I am also deeply grateful to all of you: our alums who daily prove the value of a Meadville Lombard education by your ministries, our supporters whose confidence is registered by your generous donations, and our students who have always believed in our future. If you want to read the entire text of the ATS letter, you can find it [here](#).

This is a great day for Unitarian Universalism as we celebrate Meadville Lombard as a seminary that is indisputably recognized as a leader in theological education - the way it should be!

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

## Table of Contents

|  |     |
|--|-----|
| Overview.....                                      | iii |
| Letter of Welcome from the President .....         | iv  |
| Table of Contents .....                            | v   |
| History.....                                       | 1   |
| Affiliations .....                                 | 3   |
| Wiggin Memorial Library.....                       | 4   |
| Educational Goals.....                             | 5   |
| Degree Programs .....                              | 6   |
| Tuition and Fees (2014/15) .....                   | 10  |
| Refund Policies.....                               | 12  |
| Financial Aid .....                                | 13  |
| Course Descriptions - 2013-2014 Academic Year..... | 16  |
| Faculty.....                                       | 25  |
| Staff.....   | 34  |
| 2014/2015 Academic Calendar .....                  | 35  |

## 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.

From 1929 to 2011, Meadville Lombard was located at South Woodlawn Avenue in the Hyde Park neighborhood of Chicago. Our school began a new chapter when we relocated to our current location on Michigan Avenue in downtown Chicago's South Loop.

## Why Meadville Lombard?

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### Our Mission

At Meadville Lombard Theological School, we educate students in the Unitarian Universalist tradition to embody liberal religious ministry in Unitarian Universalist congregations and wherever else they are called to serve. We do this to take into the world our Unitarian Universalist vision of justice, equity, and compassion.

### 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**

Meadville Lombard TouchPoint<sup>SM</sup> 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.

Meadville Lombard TouchPoint<sup>SM</sup> 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 at 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.

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), Risho Kossei-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 Arts in Leadership Studies (MALS)** provides advanced work for lay leaders, ministers, and ministerial students in the theory and practice of leadership within congregations and community-based ministries.

The MALS degree is designed to develop liberal religious leadership for congregational and community life, grounded in a clear sense of the current challenges leadership face within our contemporary pluralistic, multi-faith, cross-cultural world.

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

### 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 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 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 Arts in Leadership Studies**

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The MALS degree is designed to develop liberal religious leadership for congregational and community life, grounded in a clear sense of the current challenges leadership face within our contemporary pluralistic, multi-faith, cross-cultural world.

Degree Requirements include successful completion of 18 units of credit (1 full course = 1 unit of credit) are required. Of the 18 units, ten (10) are traditional academic courses. Additionally, the student will receive two units of credit for the thesis preparation and six units of credit for a supervised, full-time internship in a congregational or community-based setting (the internship is a requirement of the 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.

### **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 (2014/15)

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

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#### Tuition

Tuition for students in the Master of Divinity or Master of Arts degree programs is **\$2150.00 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 |
| Registration Fee                               | \$50.00 per course  |
| January Learning Convocation Fee               | \$150.00  |
| Leave of Absence/<br>Continuing Enrollment Fee | \$75.00 per semester  |
| CPE Registration Fee                           | \$150.00 (\$50.00 per unit)   |
| 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.

### 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**

\$2,150.00 (\$1,075.00 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.

### 2014/2015 Fall Term (including January Intensives)

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Registration deadline is **September 19, 2014**. Tuition invoices will be prepared the week of September 22, 2014. In the event of withdrawal from a course, full tuition refunds will be made through September 12, 2014. Only partial tuition refunds will be made after this date:

**September 12, 2014:** Last day for full refund of tuition

**September 26, 2014:** Last day for 50% refund of tuition

**October 10, 2014:** Last day for 25% refund of tuition

### 2014/2015 Spring Term

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Registration deadline is **February 13, 2015**. Tuition invoices will be prepared the week of February 17, 2015. In the event of withdrawal from a course, full tuition refunds will be made through February 13, 2015. Only partial tuition refunds will be made after this date:

**February 13, 2015:** Last day for full refund of tuition

**February 20, 2015:** Last day for 50% refund of tuition

**February 27, 2015:** Last day for 25% refund of tuition

### 2014/2015 Summer Term

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Registration deadline is **April 10, 2015**. **Late Registration** from April 13 - May 22, 2015 (A late fee of \$50.00 will apply - new students are exempt from this fee). Tuition invoices will be prepared the week of June 8, 2015. In the event of withdrawal from a course, full tuition refunds will be made through June 5, 2015. Only partial tuition refunds will be made after this date:

**June 5, 2015:** Last day for full refund of tuition

**June 12, 2015:** Last day for 50% refund of tuition

**June 19, 2015:** 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 two types of Direct Loans available to our graduate students:

- **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 11.

### **Federal Student Loans**

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

## Course Descriptions - 2014-2014 Academic Year

### Summer Semester 2014

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**E453INT      Problems in Public Ethics | Welch/Schulz**

The prophetic ministry is an integral part of the liberal religious tradition. In the past few years, scholars in the fields of history, sociology, philosophy, public policy and the cognitive sciences are changing our understandings of the complexity and multiple dimensions of prophetic social engagement. Self-critical prophetic engagement requires a thorough understanding of what motivates human behavior for good and for ill. Clergy are expected to be aware of this evolving scholarship in order to bring it to their work as prophetic leaders. In order to be effective in public ministry, clergy must (1) be clear about the theological and ethical grounds for their approach to difficult issues; (2) be well informed about the facts and theories in contention and able to articulate the position they disagree with as effectively as the position they call their own; (3) be aware of the multiple dimensions of social change; (4) be clear about where a particular initiative fits into the trajectory of social change; (5) be able to articulate and frame their own point of view in ways that will most readily be heard by the widest possible audience; and (6) be able to contribute to the creation of effective strategies for the implementation of just social policies. This course will focus on goals two through six. We ask you to build on our existing theological and ethical commitments to the work of social justice by immersing yourself in a study of the evolving scholarship on the essential ingredients of successful social movements. WE will expose you to a critical exploration of three of the most pressing problems on the national and world stage today: torture, environmentalism and poverty. The course will also help you learn how to articulate your perspective and navigate the complexities of dealing with a critical social and political issue of your choosing in an institutional context.

**M360/560      Arts and Aesthetics | Tolley**

This course engages in an examination of the intersection of the arts and ministry through reading, drama, spiritual practice, visual art and discussion. 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.

**M494INT      Method is the Message | Hicks**

This course explores how to strategically create learning experiences in light of how children and adults learn and grow. Students should

expect to grapple head-on with models of cognitive, faith and identity development in a multi-racial, multicultural world. The course is appropriate for directors of religious education, ministers, religious educators and classroom teachers, professors, social workers, graduate students developing curriculum – any person interested in creating a learning community that deepens self-knowledge and a capacity for social change.

**T/E432INT Global Religions and Their Progressive Expressions | Hogue**

This course offers students the unique opportunity to study the world religions with students and religious leaders from different national and religious cultures. By sharing and learning about our diverse religious experiences and contexts, our classroom will serve as a microcosm of our globalizing world. The course also includes presentations and conversations with religious leaders from diverse traditions. These experiential engagements will enrich our work with textbooks and other resources. In addition to learning about the traditions as whole cultural systems, progressive religious voices will be given focused attention. Students taking the class for credit will be expected to give a class presentation and complete all reading and writing assignments.

**M377INT Creative Encounters: Ministry as Improvisation**

Creative Encounters is an opportunity to learn a creative form and explore how it can be used in ministry and social engagement. This summer's theme is: ministry as improvisation. We will engage different forms of theater that are grounded in improvisation and explore their uses in ministry and social justice.

**M426INT Viewing Religion: Religion, Movies and Media**

This course explores the American religious landscape through contemporary novels and movies. Seemingly secular genres, studying American novels and movies allows students to explore spirituality, theology, and representations from a variety of traditions and contexts from urban store front church to an Appalachia snake handling congregation, from a pre-Vatican II cloister to the Mexican-American kitchen where folk religion blends with Catholicism and the supernatural. American literature and movies invites students to consider gender, race, class, cultural history, and comparative religious studies in a framework that invites discussion and imagination while the theological, historical, and cultural aspects of the stories are examined. At the core of our exploration will be the politics of representing religion at particular moments in American religious history through movies and literature, major themes of representation, and the interplay among constructed representations of race, gender, sexuality, nation, individuals, and institutions.

**M387INT Crossing Boundaries: Multi-faith Leadership in the New America | Barker, Doebke**

By participating in communities of practice, attending lectures and cultural performances that draw on the viewpoints of various faith traditions, being in dialogue with religious leaders who are working in the realm of multi-religious leadership, and conducting discussions with other seminarians, the student will build a foundation of knowledge, skills and dispositions that are necessary for emerging leadership in the American multireligious context.

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## Fall Term 2014/15

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**M345 Community Studies Seminar I | Welch, Hogue**

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 | Hicks, Takahashi, Tolley, Kirk**

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 Seminar I | Barker, Schulz, Takahashi, 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.

**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.

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

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.

**M450INT Multicultural Pastoral Counseling | Cummings**

This course will introduce participants to an intentional approach to Multicultural Pastoral Care/Counseling 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.

**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.

**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.

**TS442INT Liberal Theology| Hogue**

Rather than providing an exhaustive historical survey, this course examines methods and models of select exemplary liberal theological thinkers and movements. Special attention is paid to the contested roles of experience and reason; theological anthropology; the relationship between liberal and liberation theologies; and contemporary challenges to and possibilities for contemporary liberal theology and liberal religious ministry.

**H394INT UU History and Polity| Kirk**

The purpose of this course is to provide a general introduction to the history of the Unitarians and Universalists in Europe, and later, North America. Comprehensive coverage of such a diverse landscape is not our goal. Rather, we will focus on individuals and events that highlight different ways Unitarians, Universalists, and Unitarians Universalists spoke of belief and practiced their religion in a variety of contexts. We will begin in the early Church with the emergence of Arianism, and wend our ways through the centuries to the present moment.

**BS425 New Testament and Christian Origins| Jorgensen**

This course is an introduction to the collection of literature known by Christians as the New Testament, and to selected contemporary Jewish, Christian, and Greco-Roman writings that provide essential historical context for the production of the New Testament literature,

for the diverse origins of the Christian movement, and for the collection of some of that literature into a New Testament canon. Although this literature has historically been an important source for the living tradition of Unitarians and Universalists, UUs today often bear an uncomfortable relationship to it. This course is designed to familiarize you with this literature and to give you the tools you need both to approach it critically and to draw upon it as a source for your ministry.

**M467INT Multicultural Congregations and Faith Formation | Hicks**  
How can a congregation transform itself into a multi-racial, multicultural and theologically diverse learning community poised to meet the spiritual and justice demands of the 21st century? Set on the campus of a historic multi-racial/multicultural congregation, this praxis-style course explores the process dynamics of becoming more racially/ethnically diverse. Students will learn by: a) experiencing worship and religious education as an engine for faith development; b) connecting the racial history of a congregation with current vision and practices; c) gaining first-person insights on the dynamics of leadership in a multi-racial, multicultural and theologically diverse congregation, d) exploring models of faith development and organizational change in the context of diversity work; and e) connecting personal history to the work of leadership in a diverse congregation.

**M456INT Personal and Systematic Tools for border Crossing | Hicks, Takahashi**  
This course is an echo to “Walking The Talk: Communicating Across Cultural Boundaries” and should be seen as an opportunity to deepen cross-cultural communication and leadership skills. Students will be expected to read essays, view a film, and prepare an analysis of their congregational “culture” before the January term. There will be a post-January assignment, to be completed the Student Minister/Intern and Teaching Pastor. While not encouraged, Student Ministers/Interns may enroll without his/her Teaching Pastor. Students are encouraged (not required) to take the Walking the Talk class prior to this class.

Class time will be spent in personal exploration, discussions of the ways systems have to change to create a vibrant multicultural frame. A significant amount of time will be spent talking in teams about the steps you would take to create this sort of change in the congregation you serve.

**M411INT Healthy Boundaries, Healthy Ministry | Jackson**  
Healthy boundaries are key to healthy ministries. They are meant to create a safe container within which we can freely minister. This course will prepare you to develop and articulate your professional ethic of ministry. We will cover the importance of boundaries, pastoral authority and power dynamics, sexual health and ethics, harassment

and abuse prevention, and self-care. This course will satisfy your theology/ethics elective.

- M464INT Theologies Under Construction: Emergent Theological Discourse, Contemporary Tension | Mitchem**  
Theologies are shaped through dynamic processes, dialogically engaging people through politics, science, history, religious tradition, and social movements, as well as families, communities, nations. Theologians are fully products of their times as they attempt to answer questions about human meaning, social contexts, and spiritual needs. Today, continuing questions are raised anew as Theologians debate issues such as gendered identities, immigration, patriotism, wealth. In other words, how do we do theology?
- M374INT Bringing Texts to Life | DiFranza**  
The speaking voice is a fundamental part of lively worship. Through physical and vocal exercises, students will release restrictive habits, examine the physicality and spirituality of speech, and discover the colorful range of the human voice. We will approach language and listening in this fresh exploratory ways, using a wide variety of texts (plays, poetry, and scripture). Further, this course will encourage students to delve into the nature of performance, and envision new ways for collaborative performance to enhance the life of congregations.
- M322INT Digital/Spiritual Literacy: Finding the Sacred in Virtual Space | Lund**  
Digital media and web technologies continue to change the way congregations do church in the 21st century. In this one-week intensive course we will examine how these new media and technologies can diminish or strengthen religious community, with special attention given to ways congregations can use digital media and web technologies to facilitate faith development and nurture spiritual growth. We will also consider how ministers and congregations can responsibly use online resources such as Twitter, Facebook, YouTube, Skype, Google+ and more as integral, authentic, and spiritually-fulfilling components of their ministry.

## Spring Term 2015

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- M346 Community Studies Seminar II | Welch, Hogue**  
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.

- M348 Congregational Studies Seminar II | Hicks, Takahashi, Kirk, Tolley, Jackson**  
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.
- M429 Leadership Studies II | Barker, Schulz, Takahashi, 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, and 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.
- M483INT Introduction to Pastoral Ministry | 2 Sections Kacela, Taylor**  
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 ourselves, 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.
- BS426INT Introduction to Hebrew Bible | Stokes**  
In this class, we will become acquainted with 1) the library of laws, narrative, and poetry that is known as the Hebrew Bible or Old Testament and 2) the variety of interpretive strategies that have been

used to understand that library. We will discuss the pre-history of the documents, the influence of oral tradition, and the texts' tantalizing relationship to ritual, myth, and history. Students will become familiar with critical methods of reading and converse with the great diversity of perspectives on the text that we find in scholarship, in the church, and in popular culture.

- H333INT History of the Western Christian Traditions: Jesus to Erasmus**  
The purpose of this course is to provide an overview of the history of the Christian tradition from its beginnings (in the east) following the death of Jesus through the early sixteenth century in Europe when an Augustinian monk named Martin Luther attempted to lead a Catholic reform movement (with a brief visit to the Americas)
- E337INT Cosmos and Ethos: Moral Development, the Universe and the Brain | Hogue**  
Ministers and other religious leaders are faced daily with the need to make complex moral decisions. This course equips students for this work by joining together a study of ethical theories and the development of moral consciousness.
- M336INT Tools for Overcoming Your First Congregational Hurdles | Barker**  
In an age when ministers are expected to "do it all", congregational leaders increasingly demand management leadership from ordained clergy-skills that, when they are underdeveloped, often lead to the minister's first crisis of authority and effectiveness. In this course, the student will learn ways to approach the administrative functions of ministry, concentrating on the practical skills of volunteer recruitment and supervision, personnel hiring and supervision, financial administration and budget preparation, meeting building and property needs, conflict management and working with lay leaders.
- M494INT Method is the Message | Hicks**  
Extending the pedagogical legacy of Angus MacLean, one of our UU redwoods for Religious Education into the 21st century, this course explores how to strategically create learning experiences in light of how children and adults learn and grow. Students should expect to grapple head-on with models of cognitive, faith and identity development in a multi-racial, multicultural world. The course is appropriate for directors of religious education, ministers, religious educators and classroom teachers, professors, social workers, graduate students developing curriculum – any person interested in creating a learning community that deepens self-knowledge and a capacity for social change.

## 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 with years of ministerial service to congregations, including.



### **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."



### **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.



### **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 | Professor Emeritus**

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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 was the librarian and a professor at Meadville Lombard from 1973 to 2013. He is now Professor Emeritus. 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*

Committed to the ideals of creating collaborative, democratic, socially conscious learning communities, Dr. Mark A. Hicks 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 | Professor of Theology

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*B.A., Hope College, MADiv, University of Chicago, Ph.D., University of Chicago*

Michael Hogue, who received his Ph.D. in Theological Ethics from the University of Chicago in December 2005, joined the Meadville Lombard faculty in September, 2005. He received his M.A. from the University of Chicago and earned his B.A. in Interdisciplinary Studies from Hope College in Holland, Michigan.

Hogue brings to Meadville Lombard a deep concern for Theology as an interdisciplinary, public enterprise of religious life. In particular, his teaching and writing explores Theology as it intersects with Religious and Environmental Ethics, and the Sciences and Cultural Studies. Raised as a "preacher's kid" in the United Church of Christ, Hogue has a great deal of respect for the tasks of religious leadership. He is keenly committed to the contemporary significance of liberal religion and liberal theology, especially within the context of global dynamics. His published articles and reviews have appeared in venues such as *The Journal of Religion*, *Zygon: A Journal of Religion and Science*, *Crosscurrents*, *The Journal of the American Academy of Religion*, *The American Journal of Theology and Philosophy*, among others. His first book, *The Tangled Bank: Toward an Ecotheological Ethics of Responsible Participation*, was published in the Princeton Theological Monograph

Series of Wipf and Stock Publishers (Fall 2007). He is also at work on a second book, *The Promise of Religious Naturalism*, to be published August 2010 with Rowman and Littlefield. Hogue is an active member of several academic societies, the American Academy of Religion, the Society of Christian Ethics, and the Highlands Institute for American Religious and Philosophical Thought.

Hogue grew up in Traverse City, Michigan and spent his childhood exploring the lakes and landscapes of the northwoods. He is the proud father of Kincade, Mikaela, and Kamryn, and the very grateful husband of Sara.



### **Darrick Jackson | Dean of Students and Director of Contextual Ministry**

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The Rev. Darrick Jackson comes to Meadville after serving as Consulting Minister of the Unitarian Universalist Fellowship of Storrs, CT and the Unitarian Universalist Parish of Monson, MA. He has also been a community minister, serving as Admissions Officer of the Boston University School of Theology and as Assistant Youth Ministries Director at the UUA. While in theological school at Andover Newton, he worked as the Assistant Director of Admissions and Recruitment.

Darrick has been very active denominationally, most recently having served on the Clara Barton District Board and GRACE (Growing Racial and Cultural Equity) Team. He is currently Vice Chair of the UUA Nominating Committee. Other involvements include: Board Clerk for L'Académie Orchestra (a baroque orchestra in Boston) and Treasurer of the Board for Healing Moments (A ministry for caregivers of people with Alzheimer's).

In his free time, Darrick likes to knit and to be involved in theatre. He is married to James Olson, a United Church of Christ minister.



### **Nicole Kirk | Rev. Dr. J. Frank and Alice Schulman Professor of Unitarian Universalist History**

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Dr. Nicole Kirk is the Rev. Dr. J. Frank and Alice Schulman professor in Unitarian Universalist History. In May 2012, Nicole received her doctor of philosophy degree in American church history from Princeton Theological Seminary, where she also received a doctor of ministry degree in 2007. Nicole served as a teaching fellow at Princeton Theological and Princeton University for five and a half years. Nicole graduated with a Master of Divinity degree in 1996 from Vanderbilt Divinity School. During her final year at Vanderbilt, Nicole served as the Director of Religious Education for the Greater Nashville UU Congregation. In 1998, Nicole was called to East Shore Unitarian Universalist Church in Kirtland, Ohio and served as their solo minister until 2006. She received Unitarian Universalist final fellowship in 2002. During Nicole's Ph.D. work she continued preaching in area congregations and served as the summer minister and later Acting Assistant Minister at The Unitarian Church in Summit, in Summit, New Jersey. Nicole joined Meadville

Lombard in July of 2012 after a national search by our faculty. She is excited to combine her academic interests with her ministerial experience at Meadville.

Nicole grew up on a small horse farm outside of Tulsa, OK. Taking up running nearly a decade ago, Nicole now enjoys the outdoors year round running and taking her large English Labrador, Moose, on long walks. She is the proud mother of her son Kirk.



## 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 Rissho 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.



### **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.



### **Rana Salzmann | Director of Library and Information Technology**

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*M.S., Library and Information Science, University of Illinois, M.A., English, DePaul University, B.A., Liberal Studies, The Evergreen State College*

Rana joined the Meadville Lombard faculty in January 2014 after serving for nearly six years as the library manager and content strategist for the American Planning Association in Chicago. Prior to APA, she was the Head of Reference and Electronic Services at the Brookfield (IL) Public Library. After teaching English literature and composition at the community college level, Rana entered library school to pursue an interest in digital literacy and educational technology. Rana brings to Meadville Lombard varied expertise in library technology and information strategy for nonprofits and specialized research collections.

Raised in Northern California, Rana has lived in Chicago since 2001. She lives in the Lincoln Square neighborhood with her preschool-aged daughter, Josephine.



### **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 | 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 at the Mt. Diablo Unitarian Universalist Congregation in Walnut Creek, California. Her first career in 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>Debbie Bieber</b>          | Vice President, Finance and Administration            |
| <b>Madeleine Binsfrahm</b>    | Director of Development and Communications            |
| <b>Denny Davidoff</b>         | Senior Consultant for Development & Alumni/ae Affairs |
| <b>Darrick Jackson</b>        | Dean of Students and Director of Contextual Ministry  |
| <b>Sarah Kantor</b>           | Library Assistant                                     |
| <b>Jamie Kazay</b>            | Assistant Director of Development and Communications  |
| <b>John Leeker</b>            | Archivist   |
| <b>Alex Martinez</b>          | Development Associate                                 |
| <b>Valencia Penn-Hargrove</b> | Director of Student Records and Registrar             |
| <b>Tina Porter</b>            | Senior Director of Student Life                       |
| <b>Rana Salzmann</b>          | Director of Library and Information Technology        |
| <b>Stephanie Smith</b>        | Executive Assistant to the President                  |
| <b>Bradley Sterrenberg</b>    | Business Manager                                      |
| <b>Sharon Welch</b>           | Provost   |
| <b>Halcyon Westall</b>        | Office Administrator for the Fahs Collaborative       |

## 2014/2015 Academic Calendar

### Summer Term 2013/14: May 21-August 22, 2014

|   |                         |
|---|-------------------------|
| <b>Registration for Summer Term (All students)</b>                            | March 24-April 11, 2014 |
| <b>Late Registration (\$50.00 fee applies - new students exempt from fee)</b> | April 14 - May 21, 2014 |
| <b>Summer Term begins</b>   | May 21, 2014            |
| <b>First Summer assignment due</b>  | June 6, 2014            |
| <b>Drop/Add deadline</b>  | June 6, 2014            |
| <b>Summer billing begins (financial aid disbursements go out this week)</b>   | July 1, 2014            |
| <b>Summer Term ends</b>   | August 22, 2014         |
| <b>Grades Due for Summer Courses</b>  | September 5, 2014       |

### Fall Term 2014/15: August 25, 2014 - January 30, 2015

|  |                               |
|--|-------------------------------|
| <b>Priority Registration for Prospective 2015 Graduates (Fall &amp; INT)</b> | July 14 - 16, 2014            |
| <b>Registration for Returning Students</b>                                   | July 16 - September 19, 2014  |
| <b>Registration for New Students/ACTS</b>                                    | July 28 - September 19, 2014  |
| <b>Registration for Students-At-Large</b>                                    | August 1 - September 19, 2014 |
| <b>End of Summer Term</b>  | August 22, 2014               |
| <b>Fall Convocation</b>  | August 25 - 29, 2014          |
| <b>Community Studies</b>   | August 25 - 27, 2014          |
| <b>Leadership Studies</b>  | August 25 - 27, 2014          |
| <b>Fall Semester Begins</b>  | August 25, 2014               |
| <b>Congregational Studies</b>  | August 27 - 29, 2014          |
| <b>Fall Registration Closes</b>  | September 19, 2014            |
| <b>First Assignment Due</b>  | September 19, 2014            |
| <b>Add/Drop Deadline</b>   | September 19, 2014            |
| <b>Fall Billing / Financial Aid Disbursements Begin</b>                      | September 22, 2014            |

|  |                                     |
|--|-------------------------------------|
| <b>Priority Spring Registration for Prospective 2015 Graduates</b> | November 3, 2014                    |
| <b>Spring Registration for Returning Students / ACTS</b>           | November 4 - 14, 2014               |
| <b>Registration for Students-At-Large</b>                          | November 10, 2014                   |
| <b>Spring Registration Closes</b>                                  | November 14, 2014                   |
| <b>Fall Break</b>  | November 24 - 28, 2014              |
| <b>Thanksgiving Holiday (School Closed)</b>                        | November 27 - 28, 2014              |
| <b>Winter Break</b>  | December 12, 2014 - January 6, 2015 |
| <b>January Learning Convocation</b>                                | January 8 - 9, 2015                 |
| <b>January Intensives Begin</b>                                    | January 12, 2015                    |
| <b>Rev. Dr. Martin Luther King Jr. Holiday (observance)</b>        | January 19, 2015                    |
| <b>Fall Term Ends</b>  | January 30, 2015                    |
| <b>Grades Due for Fall Courses</b>                                 | February 13, 2015                   |

## Spring Term 2014/15: February 2, 2015 - May 15, 2015

|   |                                 |
|---|---------------------------------|
| <b>Spring Term Begins</b>                                 | February 9, 2015                |
| <b>Add/Drop Deadline</b>                                  | February 20, 2015               |
| <b>First Assignment Due</b>                               | February 20, 2015               |
| <b>Spring Billing / Financial Aid Disbursements Begin</b> | February 23, 2015               |
| <b>Spring Intensives</b>                                  | March 16 - 27, 2015             |
| <b>Summer Registration (All Students)</b>                 | March 23, 2015 - April 10, 2015 |
| <b>Graduates: All Debts to MLTS Must Be Paid in Full</b>  | April 24, 2015                  |
| <b>Graduates: All Books are Due in the Library</b>        | April 24, 2015                  |
| <b>Graduates: All Work is Due</b>                         | April 24, 2015                  |
| <b>Spring Term Ends</b>                                   | May 15, 2015                    |
| <b>Commencement</b>                                       | May 17, 2015                    |
| <b>Summer Term Begins</b>                                 | May 20, 2015                    |
| <b>Grades Due for Spring Courses</b>                      | May 29, 2015                    |