

Criteria and Evaluation of Continuing Education for Christian Clergy

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I. *Beginnings of Christian Clergy Continuing Education*

- Outgrowth of adult/continuing education movement (60's on)
Society for the Advancement of Continuing Education of Ministers ('67)
National Organization for the Cont. Education of Roman Catholic Clergy ('73)
- Multiple providers from beginning: denominations, seminaries, institutes, etc.
- Some Credentialed programs: DMin, CPE, Certificates in...

II. *Program Emphases Change...*

- Change over time: from “professional skills” to “health and self-care” to “spiritual renewal”
- Current emphasis is Life Long Learning: pastoral identity, spirituality, collegiality, congregational life
- Question: ministry standards or market-driven (customer choice)?

III. *Varying Purposes of Continuing Education*

“Throughout their careers, clergy shall engage in continuing education for ministry, professional development, and spiritual formation and growth in order to lead the church in fulfilling (its) mission...” United Methodist Church

“The difference is that an academic sabbatical is about the product and a pastoral one is about the person.” William Brosend, Louisville Institute

“Yes to above, but also income generation, new donors, broader clientele for the institution” Seminary program

IV. *Two Christian Denomination's Guidelines*

Lutheran (ELCA)	Methodist (UMC)
<ul style="list-style-type: none"> ▪ Minimum 25 contact hours (2.5 CEU's)/year ▪ Two weeks Continuing Ed. Leave per year ▪ Cost shared by pastor and congregation ▪ Plans & report shared w/ congregation board ▪ Sabbatical after 7 yrs 	<ul style="list-style-type: none"> ▪ 50% Conferences require 2-4 CEU's/year ▪ One week Continuing Ed. Leave per year ▪ Cost shared by pastor, congregation, & MEF ▪ Plans & report shared w/ church and judicatory ▪ Sabbatical after 6 yrs.

IV. Snapshots of Two Other Professions

Legal Cont Ed. NY	Social Work Cont Ed VA
<ul style="list-style-type: none"> ▪ New lawyers: 32 hours in 2 years ▪ Ongoing: 24 hours every 2 years ▪ Covers ethics, skills, practice & mgment ▪ Approved providers, report to state board 	<ul style="list-style-type: none"> ▪ Clinical SW: 30 hours every 2 yrs ▪ LSW: 15 hrs every 2 yrs ▪ Covers skills, practice, ethics ▪ Approved providers, some self-study, report to state board

V. Four Pedagogies or Intentions of Clergy Education

Interpretation: encounter w/ sacred text, community of interp., horizon of meaning

Formation: awareness of God, lived holiness, religious leadership

Contextualization: understanding, encounter and change of social context

Performance: clergy roles, social interaction, style, purpose

Foster, Charles, et al. *Educating Clergy: Teaching Practices and Pastoral Imagination* (Carnegie Study of Professional Education) Jossey Bass: 2006.

VI. Continuing Education Pedagogical Emphases

Interpretive: Biblical texts/topics, languages; Church history & tradition; Theology; Interfaith studies, Religion & science

Formative: Spiritual practices, self-care, collegiality; Leadership-missional, adaptive, non-anxious, emotional intelligence; Pastoral care as formation; Religious formation of families, children; Youth spirituality; Lay ministry/gifts; Spiritual director training.

Contextual: Congregational development, systems theory, church size; Mission & U.S. culture; Social issues/ethics; Racial ethnic ministries, cross-cultural; Faith & media

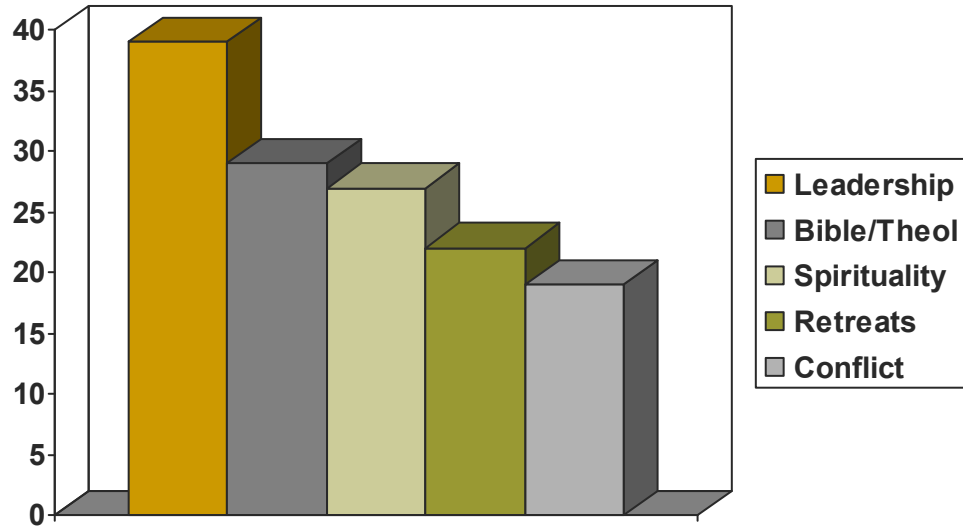
Performative: Administration/finance; Conflict mediation; Preaching/communication; Worship & liturgy; Pastoral care topics; Religious education; Evangelism & growth; Youth Ministry; Coaching training; CPE

Alban Survey Providers '07

VII. Market Offerings for Cont Ed Courses 08-09

Survey of # course offerings (out of 210) at mainline ecumenical site:

www.faihandwisdom.org



VIII. Evaluation and Accountability

- Self-reporting: summary of learnings sent to congregation and judicatory
- Peer-group assignments, interaction for some programs
- Some (50% UMC) require CEU's for quality control.
- "360 tools" growing: eg. "Benchmarks" from business www.ccl.org or Lewis Pastoral Leadership Inventory http://www.gbhem.org/atf/cf/%7B0bcef929-bdba-4aa0-968f-d1986a8eef80%7D/CE_SURVEY_JAN07.PPS

IX. *Program Delivery/Collaboration*

From UMC Survey of Providers (2005). Judicatory Relationships

- Nearly 60% partner with seminaries to offer programming.
- 40% partner with conference/retreat centers to offer programming
- 40% partner with other institutes, agencies, organizations.

X. *Research Findings Clergy Cont Ed*

Summary of findings from 3 studies: (90's)

- A. Clergy avoid denominational/judcty offerings: want non-competitive space and self-direction.
- B. Clergy need safe space for sharing struggles, reflecting on practice, exploring vocation/spirituality
- C. Want to be honored as adult learners—with own questions, experience, passions.
- D. Prefer community of learners—with peers, mentors—and resource people for them.

Brillinger & Pocock (93), Lord and Bryan (99), Reber and Roberts (96)
Reviewed in Reber, Robert, D. Bruce Roberts *A Liflong Call to Learn: Approaches to Continuing Education for Church Leaders*. Abingdon, 2000, chapt 6

XI. *Llily Endowment Emphases*

Findings from SPE and TiM Programs

- Excellent ministry takes place in the context of community life and religious practice.
- Excellent ministry is collegial: It can only be done in the company of others, in community.
- Expertise is valued from experienced practitioners/mentors, especially for new clergy
- Excellent ministry is embodied. (i.e. with human needs and limitations)
- Excellence in ministry ...balances agency and accountability in pastors.

XII. *Cont Ed Participants more likely to...*

- 1) ... try new things in congregations.
Participants 35% Non-Participants 15%
- 2) Participants believe the times calls for innovative leadership, not more tradition.
Participants 72% Non-Part. 33%
- 3) Participants look to the future rather than maintaining the past or status quo.
Participants 60% Non-Part. 38%

Pulpit & Pew study 2003

<http://www.pulpitandpew.duke.edu/SACEM%20Keynote%20Talk1.pdf>

XIII. *Trends Suggest Begin with Inside-Out Learning*

- Inside-out learning begins with questions, experiences, goals of learners.
- Learning shapes reflection and renewal of one's practice & person
- Bridge to "outside-in" learning of text study, religious tradition, etc.
is built by questions from practice