

10:30 - 11:30 Continuing Education in Other Professions
Introduction by Rabbi Jerry Weider

Prior to the Conference, the members of this Working Group gathered some data about how the American Psychological Association defines Continuing Education Units (CEU's), how it monitors the program providers that grant CEU's, what standards are in place and how many CEU's are required to be earned over the course of a three-year period. The Working Group also learned about The Methodist Conference and The Academy of Parish Clergy. All this research was conducted to provide a context for the upcoming discussion about how to develop standards and definitions for a CEU in the developing field of Continuing Rabbinic Education.

In its research, the Working Group found some interesting similarities and differences between Continuing Education for Christian Clergy and Continuing Rabbinic Education. It decided to invite a senior researcher from the Alban Institute, Dr. Lawrence Goleman, to make a presentation at the Conference about the history of Continuing Education for Clergy. Dr. Goleman's talk highlighted the history, changes in program emphases, purposes, guidelines, and most current course offerings in Continuing Education for Clergy. We are pleased to share the outline of his presentation.

Guest Speaker: Dr. Lawrence A. Goleman, Alban Institute
Criteria and Evaluation of Continuing Education for Christian Clergy

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."
Louisville Institute William Brosend,

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

IV. Two Christian Denomination's Guidelines

<p>Lutheran (ELCA)</p> <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 	<p>Methodist (UMC)</p> <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.
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V. Snapshots of Two Other Professions

<p>Legal Cont Ed. NY</p> <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 	<p>Social Work Cont Ed VA</p> <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
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VI. 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.

VII. 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

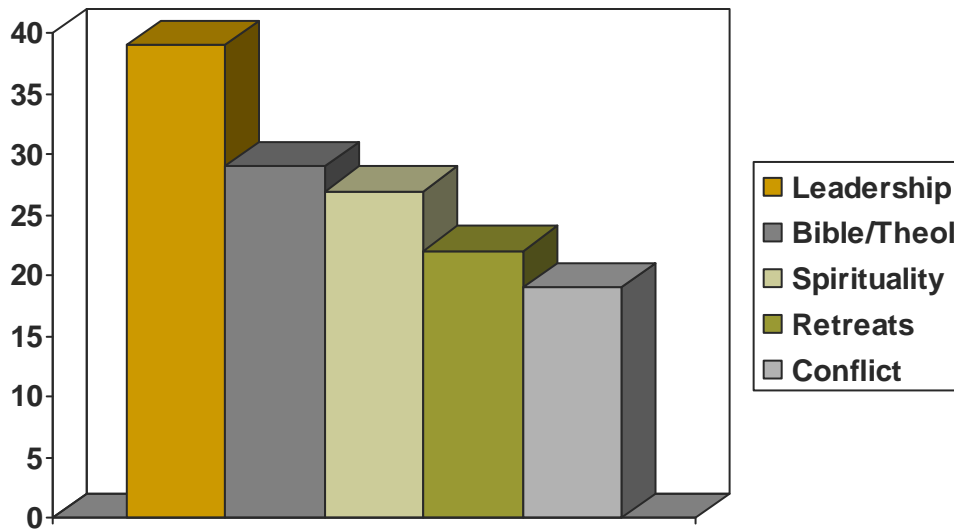
Performative: Administration/finance; Conflict mediation; Preaching/ communication; Worship & liturgy; Pastoral care topics; Religious education; Evangelism & growth; Youth Ministry; Coaching training; CPE

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.faithandwisdom.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
- I. 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/judicatory 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 Lifelong Call to Learn: Approaches to Continuing Education for Church Leaders*. Abingdon, 2000, chapt 6

XI . *Lilly 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

World Café Discussion and Reporting -
Facilitator: Dr. Jonathan Woocher

After a series of clarifying questions, the Conference participants met in their first World Cafe session. They discussed if the four pedagogies of clergy education that were detailed by Dr. Goleman are the appropriate ones for Continuing Rabbinic Education and used these four pedagogies as a basis to discuss the current range of CRE programs that are available.

Continuing Education in Other Professions - Questions



- 1) Of the "four pedagogies" of clergy education in a recent study (*interpretive, contextual, formative, performative*) , where do you think continuing education for rabbis should place its emphasis?
- 2) Given the "four pedagogies" of clergy education (*interpretive, contextual, formative, performative*), where do the strengths of your own continuing education program lie, and what kind of collaboration with other providers could strengthen overall offerings?

1) Of the "four pedagogies" of clergy education in a recent study (*interpretive, contextual, formative, performative*), where do you think continuing education for rabbis should place its emphasis?

- Social Justice
- Rabbis working outside of congregations and interfacing with non-Jews-
- Looking at programs focusing on 1 pedagogy vs. trying all in one program.

- Discussion of CRE should be from perspective of what community needs rabbis to need.
- Contextual is the pedagogy currently most lacking, and is also very important. Jewish community does not “do” performative (and where skills can be enhanced - but may not think we should be); plenty of opportunities for interpretative - so less pressing area for new programs or improvement
- Should look at whether these categories work in the rabbinic world. PERSONAL is not addressed in the 4 categories and many rabbis are “in trouble”
- The Generational shift in the rabbinate that focuses on developmental needs over the course of the rabbinate
- Recognition that for the novice there is an immediate need for performance-based continuing education. The challenge is to remind us that practical skills are immediate and needed, but they can’t teach the skill of self-confidence that comes from other areas.
- LIMITED TIME AND RESOURCES. Limited time & need to do a lot & quickly & need to develop a lot and do quickly - chasing our tails - performance comes from other things.
- ISSUE OF PARALLELS with business world, contracts.
- PUTTING CRE in contract
- MYTH OF RABBI AS STUDENT - for many it ends after training.
- ROLE OF COLLEGES IN FACILITATING ALUMNI ED/seminary vs non-seminary programs - shared goals/sharing responsibilities
- Create discussion about therapy as part of CRE