

CHART ONE

DOCTOR OF MINISTRY NOTATIONS: IMPOSED, REMOVED AND OUTSTANDING

	<u>Imposed</u>	<u>Removed</u>	<u>Outstanding</u>
D.M.1. Objectives and goals are insufficiently specific to provide functional guidelines for developing and evaluating curricular programs and student performance.	14	11	3
D.M.2. There is no articulation of what constitutes a high level of excellence or competence in the practice of ministry and how its accomplishment by the student will be ascertained.	14	6	5
D.M.3. The level of competence expected is not demonstrably higher than M.Div.	4	3	1
D.M.4. The program does not have sufficient professional orientation.	1	2	0
D.M.5. The biblical, historical, and theological disciplines are insufficiently central to and integrated into the program.	11	8	3
D.M.6. The instructional context does not provide sufficiently varied kinds of learning.	0	0	0
D.M.7. There is insufficient use of field-oriented learning experiences jointly supervised by residential and adjunct faculty.	11	11	0
D.M.8. The field-oriented learning experiences do not provide sufficiently for critical evaluation and growth in competence in the actual practice of ministry.	2	0	1

Appendix

DOCTOR OF MINISTRY NOTATIONS, IMPOSED REMOVED AND OUTSTANDING

	<u>Imposed</u>	<u>Removed</u>	<u>Outstanding</u>
D.M.9. Field-oriented learning is not jointly supervised by residential and adjunct faculty.	2	2	0
D.M.10. There is insufficient use of engagement/reflection, action-training methodology, and/or clinical pastoral education as integrated elements in the total curriculum	2	2	0
D.M.11. The purposes of the professional project lack adequate clarity.	4	2	0
D.M.12. No project of substantial scope is included in the program.	1	1	1
D.M.13. The project fails to demonstrate two or more of the elements identified in the Standards.	1	1	0
D.M.14. The program is insufficiently integrative, interdisciplinary, and functional in its orientation.	12	11	1
D.M.15. The process of student evaluation is insufficiently comprehensive and vigorous.	10	6	4
D.M.16. There is not adequate provision for regular and on-going evaluation of the program.	2	2	0
D.M.17. The program does not adequately meet the Standard on Duration.	0	0	0
D.M.18. Admission requirements fail to meet Standards.	5	5	0
D.M.19. The admissions process does not provide sufficient basis for determining an applicant's capacity for achievement of excellence in the practice of ministry.	2	2	0

DOCTOR OF MINISTRY NOTATIONS, IMPOSED REMOVED AND OUTSTANDING

	<u>Imposed</u>	<u>Removed</u>	<u>Outstanding</u>
D.M.20. The number of students in the residential components of the program is too small for effective peer learning and evaluation.	1	0	1
D.M.21. There is inadequate use of peer groups for learning and evaluation in the field dimensions of the program.	9	7	2
D.M.22. The faculty is inadequate in size for the number of students in the program.	1	1	0
D.M.23. The faculty is inadequate in size for the number of degree programs offered.	3	2	1
D.M.24. There is insufficient participation by adjunct faculty	2	2	0
D.M.25. Adjunct faculty tend to be inadequately oriented to the purposes, expectations, and Standards of the D.Min.	6	4	2
D.M.26. The faculty does not include the variety of resources required by the program.	2	1	1
D.M.27. An insufficient portion of the faculty is committed to interdisciplinary teaching oriented to professional ministry.	1	1	0
D.M.28. Adjunctive supervisory faculty are not sufficiently trained in supervisory methods.	6	7	0
D.M.29. Adjunctive supervisory and residential faculty do not function in a significant and integrated manner.	6	6	0

Appendix

DOCTOR OF MINISTRY NOTATIONS, IMPOSED REMOVED AND OUTSTANDING

	<u>Imposed</u>	<u>Removed</u>	<u>Outstanding</u>
D.M.30. There is inadequate liaison and quality control in connection with adjunctive instruction in non-residential components of the program	3	4	0
D.M.31. Faculty loads have been adversely affected by the D.Min.	5	3	2
D.M.32. The D.Min. had adversely affected other degree programs	2	1	1
D.M.33. Faculty competencies needed for the D.Min. have been given inadequate attention.	3	1	2
D.M.34. There is insufficient provision made for the direction and administration of the program.	1	1	0
D.M.35. Library holdings and other instructional materials are inadequate for the D.Min.	2	0	2
D.M.36. The additional costs for the D.Min. have been incurred without additional offsetting income.	1	1	0
D.M.37. There is insufficient provision made for a D.Min. curriculum.	12	9	3
D.M.38. The utilization made of library resources is inadequate.	4	0	4
D.M.39. One of more program forms by which the D.Min is offered are inadequate.	1	2	0
D.M.40. The D.Min. program does not include adequate periods of residency.	0	0	0
TOTALS	169	128	41

NATIONAL STUDY OF DOCTOR OF MINISTRY PROGRAMS

D.Min. Director's Questionnaire

(ALL #S ARE PERCENTS UNLESS OTHERWISE STATED)

Your Institution: _____

City: _____ State: _____

Note: All questions refer to in-ministry Doctor of Ministry programs.

I. ATTITUDE TOWARD THE D.MIN.

1. Which one of the following statements best describes your opinion of the D.Min. degree, in general?

The concept of a professional doctorate:

- 12 is a sound one, and in general, all seminary D.Min. programs offer educational experiences of good quality.
- 84 is a sound one, but some seminary programs (not including our own) are of dubious or poor quality.
- 0 is a sound one, but some seminary programs (including our own) are of dubious or poor quality.
- 3 is sound, but most or all current seminary D.Min. programs are of dubious or poor quality.
- 1 is unsound; the D.Min. degree should not be given.
- 0 No opinion

2. Which one of the following statements best describes what you think the D.Min. should be? Which best describes what you think your D.Min. program actually is?

Should <u>Be</u>	Actually <u>Is</u>	
---------------------	-----------------------	--

- | | | |
|----|----|---|
| 86 | 76 | A mark of distinction with selective admissions policies and rigorous standards for completion. |
| 13 | 24 | Open to all clergy who want a structured program of continuing education. |
| 2 | 0 | The degree should not be given. |

II. PROGRAM EMPHASIS AND COMPONENTS

1. Listed below are a variety of substantive emphases that D.Min. programs may have. For each, please indicate:

First, how much immersion in the subject area you feel students in your institution's D.Min. program receive; and

Second, whether you would like to see this exposure increased or decreased, or feel it is about right.

	Extent of immersion in your D.Min. Program				I would like this exposure:		
	<u>Great</u>	<u>Some</u>	<u>Little</u>	<u>None</u>	<u>Increased</u>	<u>Same</u>	<u>Decreased</u>
a. Systematic, philosophical or historical theology	14	70	16	0	19	81	0
b. Pastoral or practical theology	54	42	5	0	22	76	2
c. Biblical studies	17	72	11	0	21	79	0
d. Ethics	6	65	25	3	34	66	0
e. Church history	2	40	47	11	15	81	3
f. Spiritual formation	11	47	38	5	40	56	3
g. Sociological theory	3	59	32	6	29	69	2
h. Psychological theory	13	64	18	5	15	82	3
i. Organizational development	8	69	21	2	17	81	2
j. Ministerial arts practical studies (e.g, preaching, pastoral counseling, Christian ed, etc.)	48	48	3	0	18	80	2
k. Other: _____ _____	27	67	6	0	26	68	5
l. Other: _____ _____							

2. Listed below are a variety of structures and methodologies common to many D.Min. programs. For each, please indicate:

First, the amount of use or emphasis that each receives in your D.Min. program.

Second, whether you would like to see this use or emphasis increased, decreased, or remain about the same.

	Extent emphasized in your D.Min. Program				I would like this emphasis:		
	<u>Great</u>	<u>Some</u>	<u>Little</u>	<u>None</u>	<u>Increased</u>	<u>Same</u>	<u>Decreased</u>
a. Seminars	71	26	3	0	11	89	0
b. Faculty lectures	26	59	14	2	2	92	6
c. Supervised practice (e.g, CPE, work in student's parish)	36	28	20	16	19	79	2
d. Case studies	23	48	25	5	32	68	0
e. Library research	24	68	8	0	20	78	2
f. Analysis/evaluation of ministry setting	45	47	9	0	31	69	0
g. Career assessment	10	43	32	16	29	71	0
h. Colleague/support group	50	26	17	8	21	76	3
i. Peer or collegial learning	64	24	11	2	22	78	0
j. Learning contract	29	29	32	11	25	73	2
k. Course exams	14	37	25	25	3	94	3
l. Qualifying exams	24	16	11	48	18	78	3
m. Adjunct faculty	15	46	31	8	13	79	8
n. Off-campus courses	17	32	29	22	24	73	3
o. Involvement of laity in student's ministry setting	29	35	26	9	40	58	2

3. If your D.Min. program requires students to prepare a written learning plan or contract, is it strictly adhered to?

19 Always 4 Rarely or never
 31 Usually 39 A learning contract is
 6 Sometimes not required.

4. What arrangements for peer interaction and learning does your program provide? (Check all that apply.)

51% Students form an organized colleague group and the students in the group take several or all of their courses together.

25 Students join a colleague group which is not a 'course'; rather its primary function is support and interaction.

52 Collegiality is expected to develop through informal exchanges in courses and/or residence halls.

6 D.Min. students in our program do not have a great deal of collegial contact with each other.

21 Other: _____

5. In what form(s) are courses offered in your D.Min. program? (Check all that apply.)

ST TYPICAL

39 51 Weekly, semi-weekly or more frequent meetings over the length of a quarter or semester

9 33 One week/five-day intensives

26 40 Two week/ten-day intensives

17 34 Longer than two week intensives (specify length of session: _____)

9 16 Other: _____

a. Please circle the course form above which is most typical.

b. How many student contact hours does this "most typical" course require? 40 contact hours (MEAN)

c. What is the average number of students enrolled in this "typical" course? 14 students (MEAN)

d. In this "typical" D.Min. course, what percentage of students are not D.Min. students? 18 % (MEAN)

6. What is the largest number of students you will admit to a course exclusively or primarily for D.Min. students?

18 students (MEAN) No established maximum

7. May your D.Min. students borrow circulating library materials by mail?

86 Yes 14 No

8. If your program offers courses away from the main seminary campus, do you make available at the site a "travelling library" of reading materials required or recommended for the course?

43 Yes, in all cases 29 No
 11 Yes, in most cases 0 Not applicable: we do not
 18 Yes, in some cases offer such courses.

9. If your program offers courses away from the main seminary campus, how does the quality of off-campus education compare with D.Min. work offered on campus?

In general, compared to on-campus work,

a. Off-campus teaching is:

b. Students' off-campus work is:

6	Better	9
79	The same	76
6	Inferior	6
9	No opportunity to judge	9
0	Not applicable: no such courses	0

10. When does a D.Min. student in your program become a candidate for the degree? (Check as many as apply.)

21 We do not have a stage called "candidacy" in our program.
 22 Upon admission to the program
 16 Upon passage of qualifying exams
 31 Upon completion of ___ credit hours or units
 31 Upon approval of a proposal for the final project, thesis or dissertation
 19 Other: _____

11. If you have a formal, post-admissions procedure for advancement to candidacy, who makes the decision to admit a student to candidacy?

50 The D. Min. committee
 11 The D.Min. director, acting alone
 4 The institution's committee on academic standing
 2 The academic dean
 33 Other: _____

12. If you have a formal, post-admissions procedure for advancement to candidacy, approximately how many students last year were:

a. Admitted to candidacy without conditions? 10 students (MEAN)
 b. Admitted to candidacy with conditions? 3 students (MEAN)
 c. Denied candidacy but could re-apply? 0.5 students (MEAN)
 d. Denied candidacy and terminated from program? 0.2 students (MEAN)

13. In the period before the final project, who is typically assigned as the student's official academic advisor? At the project or thesis phase, who is typically assigned as the student's project or thesis advisor?

<u>Advisor</u>		<u>Project Advisor</u>
<u>Before Project</u>		
47	The D.Min. Director	2
42	A regular seminary faculty member	89
5	An adjunct faculty member	3
2	No one	0
5	Other: _____	6

14. In your view, do the students in your program receive adequate guidance?

<u>Before Project</u>		<u>During project</u>
33	Always	33
62	Usually	59
5	Sometimes	8
0	Rarely or never	0

15. What is the nature of the final project required for your D.Min. degree? (Check more than one if you have options for the project.)

51 A dissertation in scholarly form on a theological and/or practical topic.

9 An extended essay, without full scholarly apparatus, on a theological and/or practical topic.

70 An experiment or project in the local setting, followed by a written project report.

15 Other: _____

16. What is the primary purpose of the project? (Check one.)

8 To make a contribution to knowledge.

80 To demonstrate the student's level of accomplishment in ministry and/or capacity to integrate knowledge and skills gained in the program.

12 Other: _____

17. Who finally approves or rejects project/thesis proposals?

- 6 No approval is required.
 51 The D.Min. committee
 2 The D.Min. director, acting alone
 28 The faculty member(s) who will serve as advisor(s)
 for the project
 14 Other: _____

18. How frequently are project proposals that have been submitted for final approval turned back for revision?

62 Frequently 34 Sometimes 5 Rarely or never

19. Do you offer a seminar to orient students to the final project, provide research tools, and/or help them draft a project plan?

- 67 Yes, a required seminar
 16 Yes, an elective seminar
 18 No

20. For each type of final project what is the number of typed, double spaced pages that is the:

	Minimum acceptable (if any)	Average Length	Maximum allowable (if any)	
a. essay, thesis or dissertation	101 (N=15)	134 (N=31)	254 (N=9)	} MEANS
b. report on ministry project or experiment	82 (N=23)	125 (N=33)	202 (N=12)	

21. How would you assess the overall quality of the projects/theses you have seen from your D.Min. students?

14 Excellent 76 Good 8 Fair 2 Poor

22. How would you assess the quality of each of the following elements or aspects of the majority of the project reports/theses of your D.Min. students?

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Not Applicable</u>
a. Use of primary sources	15	58	24	3	
b. Use of secondary sources	30	66	5	0	
c. Use of theological methods	6	64	27	2	

- | | <u>Excellent</u> | <u>Good</u> | <u>Fair</u> | <u>Poor</u> | <u>Not
Applicable</u> |
|--|------------------|-------------|-------------|-------------|---------------------------|
| d. Use of methods and theory from the human sciences | 13 | 52 | 34 | 2 | |
| e. Relevance for ministry setting | 68 | 32 | 0 | 0 | |
| f. Demonstration of ministry skills | 42 | 55 | 3 | 0 | |
| g. Evaluation component of project | 11 | 65 | 24 | 0 | |
| h. Written expression | 8 | 70 | 21 | 2 | |
23. What portion of your D.Min. students seem to you to be capable of carrying out their major project or thesis without undue difficulty?
- 3 All 64 Most 25 Half 6 Some 2 Few 1 None
24. Who gives final approval of the completed thesis or project?
- 20 The D.Min. committee that has general oversight of the program
- 63 A committee especially formed to judge each project/dissertation, or a series of two or more readers
- 9 Only the faculty advisor for the project
- 0 Only the D.Min. director
- 8 Other: _____
25. Is an oral defense of the project report or thesis required?
- 72 Yes 28 No
26. Roughly what percentage of project reports/theses submitted for final approval/defense last year were returned for more than minor revisions? 24% (MEAN)

III. PROGRESS THROUGH THE PROGRAM

1. If a student keeps to the recommended schedule, how many years should it take to complete your D.Min. program? _____ years

N = 62

What percentage of your students do you estimate:

YEARS	%
2	20
3	41
4	28
5	8
6	3

- a. Finish the program in less than this time? 8.6 % (MEAN)
- b. Finish the program in about this amount of time? 43.7 % (MEAN)
- c. Take up to a year longer than this to complete the program? 24.7 % (MEAN)
- d. Take more than a year longer than this to complete the program? 19.5 % (MEAN)
2. What is the minimum amount of time a student must be enrolled to complete the degree?

We have no minimum.

A minimum of _____ years, or
_____ semesters/quarters

YEARS	%
1	23
2	68
3	8

3. What is the maximum length of time you will permit a student to remain in the program? (Check one.)

15% We have no maximum limit.

We have an initial limit of _____ years, but extensions of up to _____ years can be granted.

We have a maximum limit of _____ years, with no extensions.

4. What percentage of students who enroll in your program do not complete the degree? 23 % (MEAN)
5. At which, if any, of the following points do significant numbers of students in your program encounter difficulty in keeping on schedule? (Check all that apply.)

- 16 The course-taking phase
- 8 Passing qualifying exams
- 60 The period of preparing a project or thesis proposal
- 70 The period of researching and writing the project or thesis
- 12 Other: _____
- Other: _____

6. At what point in your program do students most often drop out or fail to finish? (Check one.)
- 16 During the first year
 - 20 After the first year, but before completing course work
 - 23 After completing course work, before approval of the the thesis or project proposal
 - 38 After approval of the project proposal, but before completion of the project
 - 3 Other: _____

7. What percentage of students who have had a project/thesis proposal accepted do not complete the program? 10 %

8. How frequently are the following given by students as their reasons for dropping out or failing to finish your program?

	<u>Very frequently</u>	<u>With some frequency</u>	<u>Rarely or never</u>
a. Financial difficulties	5	23	71
b. Change of job	15	56	29
c. Job pressures	29	54	16
d. Difficulty in academic work	8	51	41
e. Personal, family or psychological problems	11	52	37
f. Other: _____ _____	42	42	17
g. Other: _____ _____			

9. Do you offer a certificate (or other type of formal recognition) for students who opt or drop out of your D.Min. program after completing all requirements for the degree other than the final project/thesis?

14 Yes 86 No

IV. EFFECTS OF THE DEGREE ON THE STUDENTS

1. How often do you observe each of the following effects of involvement in the D.Min. program on students while they are involved in the program?

	<u>Reg- ularly</u>	<u>Fre- quently</u>	<u>Occa- sionally</u>	<u>Seldom Or Never</u>	<u>No Opportunity to observe</u>
a. Become distracted from their jobs by the demands of the program	2	4	53	42	
b. Show renewed commitment to their present job	35	51	11	3	
c. Have difficulty meeting academic demands and requirements	0	16	70	14	
d. Discover new capacities for critical inquiry	30	62	8	0	
e. Develop personal or family problems	0	4	38	58	
f. Discover new depth of collegial support with other pastors	49	36	13	2	
g. Develop conflicts in their ministry settings traceable to their involvement in the D. Min. program	0	2	25	73	
h. Develop creative solutions to significant problems or conflicts in their ministry setting	28	52	19	2	
i. Other: _____ _____ _____	50	33	17	0	
j. Other: _____ _____ _____					

2. How often do you observe the following effects of the D.Min. program on students who have completed the D.Min. program?

	Reg- ularly	Fre- quently	Occa- sionally	Seldom Or Never	No Opportunity to observe
a. Increased intellectual sophistication	21	58	19	2	
b. Increased capacity for critical theological reflection	27	63	10	0	
c. Clearer understanding of their theology of ministry	57	41	2	0	
d. Increased spiritual depth	27	34	36	2	
e. Increased self-awareness	44	48	7	2	
f. Increased competence in the functions of ministry	41	57	2	0	
g. Increased enthusiasm about the ministry as a <u>profession</u>	54	39	7	0	
h. Renewed commitment to their <u>present</u> job	33	50	15	2	
i. Become restless and seek a new position	4	7	55	34	
j. Become weary of study	0	4	59	37	
k. Greater appetite for reading and study	10	73	15	2	
l. Greater self-confidence	38	57	3	2	
m. Greater involvement in ecumenical or denominational activities, or consulting with other churches	15	41	39	4	
n. Other: _____	50	17	33	0	

3. Estimate the percentage of your D.Min. students for which your program has the following effects:

71 % Enables them to advance to a distinctly higher level of professional competence than is obtained in the M.Div.

29 % May provide an opportunity for them to engage in structured continuing education, but does not raise their level of competence distinctly higher than that of most non-D.Min. clergy.

100%

V. STRUCTURE AND REQUIREMENTS

1. Is your D.Min. program conducted cooperatively with other institutions?

63 No.

13 Yes, but each participating institution enrolls its own students and grants its own degrees

24 Yes, but all students are enrolled at our institution and we grant the degree

0 Yes, but all students are enrolled at another seminary that grants the degree

0 Yes, and the degree is awarded by the following cluster or consortium: _____.

2. Which one of the following best describes your in-ministry D.Min. program?

35 We offer more than one track, each track differing from the other(s) in focus, format, requirements, goals or intended constituency.

48 We offer a a single track with opportunities for different foci or specializations.

0 We offer a single specialized track, that focuses in the area of: _____

17 We offer a single general track.

- a. If you offer more than one track, please list the tracks here. (Do not list areas of specialization within a single track.)

Track 1: _____

Track 2: _____

Track 3: _____

3. What percentage of courses and/or supervised field work creditable toward your D.Min. degree is required or prescribed for all students?

23 75 - 100% required

31 50 - 74% required

19 25 - 49% required

14 Less than 25% but more than a single course

8 A single course

5 None

4. How many credits, in total, are required for completion of your D.Min. program?

 Quarter hours, or
 Semester hours, or

 Other (Explain: _____.)

a. How are these credits divided among program components?

12 Credits in required courses

15 Credits in elective courses

7 Credits in supervised field or clinical work

8 Credits for completion of project or thesis

10 Other: _____

 Other: _____

5. Which one of the following best describes the majority of credit courses your students take? (Check one.)

35 Courses are selected from a wide variety of courses open to both D.Min. students and those in other degree programs.

51 Courses are selected from courses offered exclusively or primarily for D.Min. students.

14 Courses are self-designed, independent study projects and/or courses taken at other institutions.

6. In your D.Min. program, what percentage of a student's total credit hours:

- | | |
|---|-------------------------|
| a. <u>Must</u> be taken at off-campus sites to which a faculty member or approved adjunct comes to teach? | (MEAN)
<u>57</u> % * |
| b. <u>Must</u> be taken on campus? | <u>56</u> % |
| c. <u>May</u> be taken at an off-campus site? established by your institution, but may also be taken on campus? | <u>45</u> % |
| d. <u>May</u> be taken at other institutions of higher education? | <u>23</u> % |

*Note: The percentages in this column will not necessarily total 100%.

7. May students take a majority of their D.Min. courses off-campus, at sites established by your institution and/or other institutions?

7a.
WEEKS OF RESIDENCY

2 wks	-	17%
3	-	11
4	-	22
5-7	-	22
8-10	-	28
		<u>100%</u>

(N=8)

29 Yes 71 No

- a. If yes, how many weeks of campus residency, in total, are required for students who take a majority of courses off-campus?

(MEAN) 5.2 weeks

7b.
PERIODS OF RESIDENCY

1	-	29%
2	-	19
3	-	19
4	-	14
5	-	9
6	-	5
8	-	5
		<u>100%</u>

(N=20)

- b. If yes, how many separate periods of residency are required?
2 separate periods (MEAN)

- c. If yes, what are the purposes of the period(s) of on-campus residency? (Check all that apply.)

19 Initial orientation to the program

31 Intensive course-taking

27 Planning of project with faculty advisor

12 Evaluation of/examination on completed project

9 Other: _____

Other: _____

8. What opportunities to earn credit for supervised work experience does your D.Min. program provide?

<u>Type of supervised training:</u>	<u>Not offered</u>	<u>Required</u>	<u>Provided as option</u>
a. Clinical supervision for those specializing in pastoral counseling or care	34	20	46
b. Clinical supervision of counseling for those <u>not</u> specializing in counseling	44	3	53
c. Supervision of work in parish or other non-clinical setting	44	33	23

9. If you offer supervised work for credit, what training or credentials do you require of supervisors?

a. For supervision in clinical settings: _____

b. For supervision in congregations and other non-clinical settings:

VI. RECRUITMENT

1. How much effort does your institution make to recruit D.Min. applicants?

- 8 None
- 23 Minimal (brochure made available on request, etc.)
- 47 Modest (mailings to potentially interested groups, occasional advertisements, etc.)
- 23 Energetic (personal, direct recruiting of persons identified as potentially interested)

- a. Has this effort increased, decreased, or remained about the same over the last 3 - 5 years?

8 Increased greatly
35 Increased some
46 Remained the same

9 Decreased some
2 Decreased greatly

3. If the institution does any recruiting, is it yielding good results?

20 Yes, very good
37 Yes, fair
2 No, poor

20 Hard to tell
20 We do not recruit.

4. How would you assess the pool of persons likely to be interested in your D.Min. program?

42 Getting larger
22 Getting smaller

26 Remaining about the same
11 Cannot assess

5. Which institutions, if any, do you regard as your chief competitors for D.Min. students?

a. _____

b. _____

c. _____

VII. APPLICATION AND ADMISSION

1. How many persons would you estimate made inquiries about your D.Min. program last year (September, 1983 - August, 1984)? 109 (MEAN)

a. How many completed applications did you receive? 26 (MEAN)

b. How many of those who applied were admitted? 19 (MEAN)

c. How many of those admitted enrolled in the program? 18 (MEAN)

2. Which of the following does your D.Min. program require for application and admission? (Check as many as apply.)

85% A relatively lengthy essay by the applicant on background, interests, reasons for seeking the degree, or other topics

94% An M.Div. degree from an accredited seminary

An M.Div. grade or grade point average of 2.93 (MEAN)

GRE test scores (Minimum combined GRE of 870) (MEAN)

Requirements for application and admission (continued):

- 13 Psychological test results
- 51 Personal interview
- 66 Evidence that the applicant's church governing board or employer approves the applicant's participation in a D.Min. program
- 57 Evidence that ecclesiastical superiors approve the applicant's participation in an D.Min. program
- 16 A commitment from the applicant to try to remain in his or her job until the program is completed

(MEAN) 3.1 years in ministerial service since seminary graduation

31 Other major application/admissions requirements: _____

3. Have you ever waived any of your application/admission requirements?

71 Yes 29 No

If yes, which requirements and under what circumstances is this normally done?

4. Are there any denominational or doctrinal limitations affecting admissions to your D.Min. program? || Yes 89 No

If yes, please describe: _____

5. Who makes the decision to admit or reject D.Min. applicants?
(Check one.)

3 The D.Min. director acting alone
 2 The institution's director of admissions acting alone
 22 A special D.Min. admissions committee
 47 The D.Min. committee which makes other decisions about the program
 17 The institution's regular admissions committee.
 9 Other: _____

6. In the last five years, what percentage of in-ministry D.Min. applications would you estimate have been rejected? 17.1 % (MEAN)

- a. What are the major reasons for these rejections? (Check all that apply to a significant number of those rejected.)

84 Evidence of academic weakness
 31 Evidence of emotional or psychological instability
 30 Evidence of inappropriate motivation for seeking the degree
 42 Evidence that your program would not meet the applicant's needs
 27 Relative inferiority to other applicants competing for a limited number of places in the program
 13 Other: _____

7. Has your program become more or less selective in D.Min. admissions in the last 3 - 5 years?

41 More selective
 58 Has remained the same
 2 Less selective
 Program has just begun

8. Please describe the trends in applications and admissions to your program in the last three to five years.

	Generally Increased	Remained About The Same	Generally Decreased	Varied Considerably From year to Year
a. The number of applications	32	47	13	8
b. The quality of applicants	38	54	5	3
c. The number of persons admitted	23	49	21	7

9. If the number of persons admitted has increased or decreased, what is the primary reason?

51 More or fewer applications
 24 Policy decision to limit or expand program size
 8 Declining/increasing quality of applications
 16 Other: _____

10. Are D.Min. students eligible for financial aid from your institution?

20 Yes, under same policies as students in other programs
 26 Yes, under special aid policies established for the D.Min.
 54 No

- a. If D.Min students are eligible for aid from or administered by your institution, in what form is the aid? (Check all that apply.)

40 Grants
 12 Loans
 10 Work/study funds

IX. PROGRAM SIZE

1. What is the total number of students currently enrolled in your institution's in-ministry D.Min. program? 86 (MEAN)

2. Is there a formal limit on the total number of students who can be enrolled in the D.Min. program? 34 Yes 66 No

If yes, what is the limit? 70 students (MEAN)

If no, what do you think is the largest number of students your program(s) could accommodate? 97 students (MEAN)

3. For maximum educational effectiveness, should your D.Min. program be larger or smaller than it currently is, or is it about the right size?

27 Should be larger
 8 Should be smaller
 65 Is currently about right

I. TEACHING ARRANGEMENTS

Note: In the following questions, the term "core faculty" refers to persons with full faculty status (usually but not always full-time and appointed for more than one year), eligible to teach in several or all of the school's academic programs. "Adjunct" or "D.Min." faculty applies to persons, whether or not full-time, appointed to teach only in the D.Min. program.

1. What percentage of your institution's core faculty teach and/or advise students in the D.Min. program? 80 % (MEAN)
2. Of all courses offered by your institution to D.Min. students last year (1983-1984), what percentage were offered by:
 - a. Core faculty 82 % (MEAN)
 - b. Full-time faculty who teach only in the D.Min. program 3 % (MEAN)
 - c. Adjunct faculty from other seminaries or universities 16 % (MEAN)
 - d. Adjunct faculty whose other profession is not teaching 18 % (MEAN)
3. How are core faculty compensated for course teaching and advising students on the final project/thesis in your D.Min. program?

D.Min.
Teaching

Project
Advising

52 All is part of regular load; there is no additional compensation.

71

21 All is in addition to load; extra compensation is paid. 24

27 Some is counted as part of regular load; some is in addition to load and extra compensation is paid.

58

4. If you pay core faculty honoraria or extra compensation for course teaching or project advising, how much did you pay in 1983-84?
 - a. Course teaching: \$ 1300 per course (MEAN)
 - b. Chief advisor or first reader: \$ 319 per student (MEAN)
 - c. Second project reader: \$ 75 per student (MEAN)

5. Of the core faculty who teach and advise in your D.Min. program, what percent would you estimate:

(MEANS)

21 %

Would welcome the opportunity to do more work in the D.Min. program

63 %

Feel that the balance between D.Min. teaching/advising and other assignments is about right

18 %

Would like to do less work in the D.Min. program

(N=60)

6. If you use adjunct faculty in your D.Min. program:

a. Who, other than the Board, finally approves the appointment of adjunct D.Min. faculty?

33 The D.Min. director	6 The faculty
31 The D.Min. committee	22 The academic dean
4 Faculty appointments committee	4 Other: _____

b. What percentage of the adjunct D.Min. faculty appointed last year had the following qualifications?

(MEANS)

22 % Had a D.Min. degree

79 % Had an academic doctorate

87 % Had experience in ministry

80 % Had prior teaching experience in a seminary or university

c. Do you provide orientation on campus for adjunct D.Min. faculty?

<u>DAYS</u>		
1 - 22%	}	Yes, _____ days
2 - 6%		
3 - 4%		
		67% [] No

d. How do you evaluate the course teaching of D.Min. adjuncts? (Check all that apply and then circle most typical.)

MOST TYPICAL

38%

45

7

10

% CHECKED

18% No formal evaluation

51 Written student evaluations

22 Observation of class sessions

15 Other: _____

e. How much were adjunct D.Min. faculty paid in 1983-84?

\$ 1177.70 per course

\$ 444.72 for acting as chief project advisor or first reader

\$ 111.25 for acting as second reader on the project

\$ _____ Other: _____

\$ _____ Other: _____

7. What has been the trend in your D.Min. program in recent years?
(Check one.)

- 28 We have used core faculty more heavily and adjunct teachers/advisors less.
- 51 The ratio of core faculty to adjuncts has remained about the same.
- 7 We have used adjuncts more heavily and core faculty less.
- 13 We have used no adjunct teachers/advisors.
- 2 Our program is new, so no trend is evident.

XI. GOVERNANCE

1. Is there an internal committee which oversees the D.Min. program?

96 Yes 4 No

- a. If yes, do core faculty members have a majority of votes?

92 Yes 8 No

- b. If there is such a committee please indicate who served on the committee last year (1983-1984).

	<u>Voting Member</u>	<u>Non-Voting Member</u>	<u>Not A Member</u>
D.Min director	88	10	2
Other D.Min. administrative staff	38	12	50
Academic dean	85	4	11
Core faculty member(s)	100	0	0
Adjunct faculty member(s)	27	0	73
Current D.Min. student(s)	55	3	41
Former D.Min. student(s)	41	0	59
Member(s) of the board of trustees	14	0	86
Minister(s) <u>not</u> involved in the D.Min. program, faculty or board	10	5	86

2. How do you assess the time given in your institution to evaluating your D.Min. program?

0 Too much 69 About right 31 Not enough

3. How many persons, including yourself, have professional (i.e., non-clerical) administrative responsibilities for your D.Min. program? How many secretarial and clerical staff have responsibilities for the D.Min. program?

	<u>Number</u>	
	<u>Professional</u>	<u>Clerical</u>
a. Full-time	—	—
b. 4/5's time	—	—
c. 3/5's time	—	—
d. 1/2 time	—	—
e. 2/5's time	—	—
f. 1/5 time	—	—

SEE
PAGE
24A

XIII. EFFECTS OF THE DEGREE ON THE SEMINARY

1. To what extent, if at all, has your D.Min. program had each of the following effects on your institution?

	<u>Great</u>	<u>Moderate</u>	<u>Little</u>	<u>None</u>	<u>Don't Know</u>
a. The D.Min. has given core faculty experience which enriches <u>M.Div.</u> teaching.	35	62	3	0	0
b. The D.Min. has drained attention and faculty energy from the M.Div. and other programs.	0	21	51	28	0
c. It has enabled us to make good use of fixed resources (tenured faculty, space, etc.) that were not being fully utilized before.	8	43	34	15	0

XI.3 Professional and Clerical Staff

Average Number of Professional Staff (Headcount)	1.6
Average Number of Professional Staff (FTE)	1.2
Average Number of D.Min. Students	
per Professional Staff FTE	126.0
Average Number Clerical Staff (Headcount)	1.4
Average Number Clerical staff (FTE)	1.1
Average Number of D.Min Students	
per Clerical Staff	136.0

filename: STAFF.TAB

	<u>Great</u>	<u>Moderate</u>	<u>Little</u>	<u>None</u>	<u>Don't Know</u>
d. It has stretched teaching and advising loads beyond the optimum.	8	28	43	21	
e. It has provided new research areas and opportunities for some faculty.	9	47	36	8	
f. It has consumed faculty time that should have been used for research and writing.	2	23	52	23	
g. It has helped our institution to improve its financial situation through providing additional revenue.	6	31	35	28	
h. It has provided good public relations with our sponsoring denomination(s), graduates and others.	33	57	9	2	
i. It has enabled our institution to improve the quality of advanced continuing education for clergy.	59	32	8	2	
j. It has provided us with a D.Min. alumni/ae group which is helpful in our fund raising program.	6	23	51	21	
k. It has weakened our institution's reputation for academic rigor.	0	0	16	84	

2. Which one of the following three statements best expresses your view of the relative effect of your D.Min. program on the financial well-being of the institution?

25 The D.Min. is more "profitable" than other programs.

19 It is less "profitable" than other programs.

56 It has about the same financial impact as other programs.

3. What do you believe is the majority attitude toward your D.Min. among each of the following groups:

	<u>Very Positive</u>	<u>Somewhat Positive</u>	<u>Somewhat Negative</u>	<u>Very Negative</u>	<u>Don't Know</u>
a. Administrators (other than yourself)	70	27	3	0	
b. Board of Trustees (if any)	72	26	2	0	
c. Alumni/ae and other external constituencies	45	52	2	2	
d. M. Div. students	25	71	4	0	
e. Majority of faculty	29	58	9	3	
f. Yourself	83	12	5	0	

4. Do you think that five years from now your institution will still offer the D.Min. degree?

98 Yes

2 No

- a. If yes, how do you think the program in five years will compare with the present program in size? In quality?

Size will be:

31 Larger
60 About the same
9 Smaller

Quality will be:

Higher 59
About the same 41
Lower 0

5. Given the current situation in your institution, what future for your D.Min. program do you think the majority of your institution's faculty would endorse? What future would you endorse?

Faculty

Yourself

15	To expand our program	46
72	To keep our program the same size	45
11	To decrease our program in size	8
2	To eliminate our program	2

6. What changes would you like to see in your D.Min. program?

XIII. ACCREDITATION

1. Do you think that ATS accrediting teams that have visited your D.Min. program gained an adequate understanding of the purposes, methods and effects of your program?

48 Yes, to a great extent
23 Yes, to some extent

9 No
20 Don't know

2. Have you made substantial program changes in response to accreditation reports? 36 Yes 64 No

If yes, what changes?

3. What is your opinion of the 1984 revisions in the Standards for accrediting D.Min. programs? DIRECTOR

48 Generally favorable toward the changes

5 Generally unfavorable toward the changes

44 Have not studied the revised Standards closely enough to comment

3 Other: _____

4. What further changes, if any, would you like to see in D.Min. accrediting standards?

XIV. STUDENT CHARACTERISTICS

1. Please describe your current D.Min. student body. (If detailed statistics are not available use your best estimates.)
- a. Gender: 91 % male 9 % female
- b. Age: 24 % under 35 63 % 35 - 50 15 % over 50
- c. Years in ministry: 12 % under 5 62 % 5-15 27 % over 15
- d. Occupation: 80 % Parish ministry 9 % Chaplains
5 % Church executives
8 % Other specialized professional ministry
1 % Laity
- e. Citizenship 89 % U.S. 3 % Canadian 8 % Other
- f. Race/ethnic origin of U. S. citizens:
83 % White/Anglo 5 % Black 6 % Native American
2 % Asian American 1 % Hispanic 2 % Other
2. If yours is a denominationally-related institution:
- a. Roughly what percentage of your D.Min. students are from your institution's denomination? 59 %
- b. Roughly what percentage of your M.Div. students (if you have an M.Div.) are from your institution's denomination? 71 %
3. If you have an M.Div. program, what percentage of your current D.Min. students are M.Div. graduates of your own institution? 37 %
4. If your institution has both an M.Div. and a D.Min. program, how do the student bodies of the two programs compare:

<u>With respect to:</u>	<u>D.Min. students are generally:</u>
a. Denominational background	<u>6</u> less diverse than <u>44</u> about the same as <u>M.Div. students.</u> <u>49</u> more diverse than
b. Academic ability	<u>3</u> less able than <u>48</u> about the same as <u>M.Div. students.</u> <u>48</u> more able than
c. Theological orientation	<u>3</u> More conservative than <u>73</u> About the same as <u>M.Div. students.</u> <u>24</u> More liberal than

5. In the last 3 to 5 years, how has your D.Min. student body changed, if at all, with respect to the following:

	INCREASED		STAYED	DECREASED	
	<u>Greatly</u>	<u>Some</u>	<u>Same</u>	<u>Some</u>	<u>Greatly</u>
a. Percentage of females	8	42	45	3	2
b. Years of ministry experience	0	25	67	8	0
c. Percentage of racial/ethnic minorities	3	44	51	2	0
d. Intellectual ability	3	48	48	2	0

6. Overall, would you say your institution's D.Min. student body is:

30 Very able 12 Mixed in ability
 58 Moderately able 0 Generally weak

IV. YOUR BACKGROUND

1. Gender: 95 Male 5 Female
2. How many years have you served as Director of your institution's D.Min. program? 5 years (MEAN)
3. What was your previous position? SEE PAGE 30A

Was this previous position at your current institution? 72 Yes 28 No

4. What is your highest earned degree? SEE PAGE 30A

If you have specialized in an academic or professional field, what is it? SEE PAGE 30A

5. Have you ever served as a full-time parish pastor/associate?

88 Yes 12 No

6. Have you ever served as a part-time or interim parish pastor?

83 Yes 17 No

QUESTION XV-3 Previous Position of D.Min. Director

D.Min. Director	5%
Dean	6
Professor/teacher	51
Other Seminary Administrator	13
Adjunct Faculty	1
Field Education	8
Non-Seminary Administrator	3
Pastor	11
Pastoral Counselor	2

QUESTION XV-4 Highest Earned Degree

Ph.D., Th.D.	76%
Ed.D.	10
D.Min.	12
M.Div. or equivalent	2

QUESTION XV-4 Specialized Field

Theology, Philosophy	30%
Bible	12
History	5
Ethics	7
Preaching/Worship	3
Social Sciences	14
Education	19
Pastoral care/Counseling	8
Other	2

7. Are you assigned full-time to direct/teach in the D.Min. program?

14 Yes 86 No

If no, how is your salaried time allotted?

<u>42</u> %	Time spent directing and/or teaching in D.Min. program
<u>33</u> %	Time spent teaching in other programs.
<u>20</u> %	Time spent in other administrative responsibilities.
<u>5</u> %	Other: _____
<hr/>	
100%	

8. What is your faculty status:

54 Professor	0 Instructor
29 Associate Professor	2 Lecturer
10 Assistant Professor	5 Not a member of faculty

a. If a faculty member, to what field, department or area are you assigned?

27	Theology, ethics
2	Biblical studies
7	History
61	Practical, pastoral or ministry studies
3	Other: _____

b. If a faculty member, what is your tenure status?

56	Tenured
18	Will be considered for tenure in the future
26	Faculty member, but not eligible for tenure

c. If you have a faculty appointment, do you receive additional compensation for serving as Director of the D.Min. Program?

38 Yes 62 No

Thank you for completing this questionnaire. Please seal it in the accompanying envelope and return it by **Wednesday, February 20th**, to the chief executive officer of your institution.

If you wish to enclose any additional comments on the Doctor of Ministry degree, they will be most welcome.

Note: All numbers are %s unless otherwise indicated
Number Responding = 67

CEO

NATIONAL STUDY OF DOCTOR OF MINISTRY PROGRAMS
Chief Executive Officer Questionnaire

Your Institution: _____

City: _____ State: _____

Note: All questions refer to in-ministry Doctor of Ministry Programs.

I. ATTITUDE TOWARD THE D.MIN.

1. Which one of the following statements best describes your opinion of the D.Min. degree, in general?

The concept of a professional doctorate:

15% is a sound one, and in general, all seminary D.Min. programs offer educational experiences of good quality.

77 is a sound one, but some seminary programs (not including our own) are of dubious or poor quality.

7 is a sound one, but some seminary programs (including our own) are of dubious or poor quality.

2 is sound, but most or all current seminary D.Min. programs are of dubious or poor quality.

is unsound; the D.Min. degree should not be given.

No opinion

2. Which one of the following statements best describes what you think the D.Min. should be? Which best describes what you think your D.Min. program actually is?

Should <u>Be</u>	Actually <u>Is</u>
---------------------	-----------------------

85%	65%	A mark of distinction with selective admissions policies and rigorous standards for completion.
-----	-----	---

14	33	Open to all clergy who want a structured program of continuing education.
----	----	---

2	2	The degree should not be given.
---	---	---------------------------------

3. Overall, would you say your institution's D.Min. student body is:

31% Very able	28 Mixed in ability
41 Moderately able	0 Generally weak

4. How would you assess the pool of persons likely to be interested in your D.Min. program?

27% Getting larger	52 Remaining about the same in size
17% Getting smaller	5 Cannot assess

5. For maximum educational effectiveness, should your D.Min. program be larger or smaller than it currently is, or is it about the right size?

23% Should be larger.
7 Should be smaller.
71 Is currently about right.

II. GOVERNANCE

1. Does your Board of Trustees have a committee responsible for the D.Min. program?

11%	Yes, a special committee on the D.Min.
49	Yes, the same committee that oversees other educational programs
33	No
7	This seminary does not have its own board

2. In your institution's administrative structure, to whom does the Director of the D.Min. program report?

20%	To the chief executive officer.
74	To the chief academic officer.
6	Other: _____

3. How many members of your core faculty (i.e., faculty on regular rather than adjunct appointment) hold the D.Min. degree as their highest earned degree? _____ MEAN = .8

4. How many administrators who are not core faculty hold the D.Min. as their highest earned degree? _____ MEAN = .7

III. EFFECTS OF THE DEGREE ON THE STUDENTS

1. How often do you observe each of the following effects of involvement in the D.Min. program on students while they are involved in the program?

<u>MEANS</u>		<u>Reg- ularly</u> (1)	<u>Fre- quently</u> (2)	<u>Occa- sionally</u> (3)	<u>Seldom Or Never</u> (4)	<u>No Opportunity to observe</u>
3.2	a. Become distracted from their jobs by the demands of the program	—	69	67%	27%	
1.8	b. Show renewed commitment to their present job	25	71	4	—	
3.0	c. Have difficulty meeting academic demands and requirements	—	5	84	11	
2.0	d. Discover new capacities for critical inquiry	16	73	9	2	
3.7	e. Develop personal or family problems	—	—	30	70	
1.7	f. Discover new depth of collegial support with other pastors	48	35	14	4	
3.7	g. Develop conflicts in their ministry settings traceable to their involvement in the D. Min. program	—	—	24	75	
2.1	h. Develop creative solutions to significant problems or conflicts in their ministry setting	20	49	31	—	
	i. Other: _____					

	j. Other: _____					

} 13% CHECKED OTHER

2. How often do you observe the following effects of the D.Min. program on students who have completed the D.Min. program?

MEANS		Reg- ularly	Fre- quently	Occa- sionally	Seldom Or Never	No Opportunity to observe
		(1)	(2)	(3)	(4)	
2.1	a. Increased intellectual sophistication	22%	46%	29%	4%	
1.9	b. Increased capacity for critical theological reflection	26	58	14	2	
1.7	c. Clearer understanding of their theology of ministry	40	53	7	—	
2.2	d. Increased spiritual depth	16	47	38	—	
1.9	e. Increased self-awareness	29	48	23	—	
1.8	f. Increased competence in the functions of ministry	33	53	15	—	
1.9	g. Increased enthusiasm about the ministry as a <u>profession</u>	27	60	11	2	
2.0	h. Renewed commitment to their <u>present</u> job	22	57	20	—	
3.1	i. Become restless and seek a new position	2	6	67	25	
3.5	j. Become weary of study	—	—	48	52	
2.1	k. Greater appetite for reading and study	9	72	17	2	
1.8	l. Greater self-confidence	28	63	9	—	
2.6	m. Greater involvement in ecumenical or denominational activities, or consulting with other churches	8	32	49	11	
	n. Other: _____	} 1% CHECKED OTHER				

3. Estimate the percentage of your D.Min students for which your program has the following effects:

- 69 % Enables them to advance to a distinctly higher level of professional competence than is obtained in the M.Div.
- 31 % May provide an opportunity for them to engage in structured continuing education, but does not raise their level of competence distinctly higher than that of most non-D.Min. clergy.

100%

IV. EFFECTS OF THE DEGREE ON THE SEMINARY

1. To what extent, if at all, has your D.Min. program had each of the following effects on your institution?

<u>MEANS</u>		<u>Great</u> (1)	<u>Moderate</u> (2)	<u>Little</u> (3)	<u>None</u> (4)	<u>Don't</u> <u>Know</u>
1.8	a. The D.Min has given core faculty experience which enriches <u>M.Div</u> teaching.	31%	55%	12%	2%	
2.7	b. The D.Min. has drained attention and faculty energy from the M.Div. and other programs.	5	30	53	13	
2.5	c. It has enabled us to make good use of fixed resources (tenured faculty, space, etc.) that were not being fully utilized before.	22	28	26	24	
2.8	d. It has stretched teaching and advising loads beyond the optimum.	5	32	46	18	
2.5	e. It has provided new research areas and opportunities for some faculty.	8	41	44	6	
3.0	f. It has consumed faculty time that should have been used for research and writing.	2	25	49	25	
3.0	g. It has helped our institution to improve its financial situation through providing additional revenue.	2	32	31	36	

CEO
Don't
Know

		Great (1)	Moderate (2)	Little (3)	None (4)	
<u>MEANS</u>						
1.8	h. It has provided good public relations with our sponsoring denomination(s), graduates and others.	31%	54%	13%	2%	
1.5	i. It has enabled our institution to improve the quality of advanced continuing education for clergy.	48	42	6	4	
2.8	j. It has provided us with a D.Min. alumni/ae group which is helpful in our fund raising program.	5	26	51	18	
3.7	k. It has weakened our institution's reputation for academic rigor.	2	3	17	78	
	2. Which <u>one</u> of the following three statements best expresses your view of the relative effect of your D.Min. program on the financial well-being of the institution?					
	14% The D.Min is <u>more</u> "profitable" than other programs.					
	14 It is <u>less</u> "profitable" than other programs.					
	71 It has about the same financial impact as other programs.					
	3. What do you believe is the <u>majority</u> attitude toward your D.Min. among each of the following groups:					

		Very Positive (1)	Somewhat Positive (2)	Somewhat Negative (3)	Very Negative (4)	Don't Know
<u>MEANS</u>						
1.5	a. Administrators (other than yourself)	58%	37%	3%	2%	
1.5	b. Board of Trustees (if any)	57%	39	4	—	
1.5	c. Alumni/ae and other external constituencies	47	53	—	—	
1.7	d. M. Div. students	33	60	6	—	
1.8	e. Majority of faculty	32	57	11	—	
1.4	f. Yourself	65	29	6	—	

4. Do you think that five years from now your institution will still offer the D.Min. degree?

Yes 97% No 3%

- a. If yes, how do you think the program in five years will compare with the present program in size? In quality?

Size will be:

31% Larger
57 About the same
13 Smaller

Quality will be:

Higher 64%
About the same 36
Lower —

5. Given the current situation in your institution, what future for your D.Min. program do you think the majority of your institution's faculty would endorse? What future would you endorse?

Faculty

Yourself

20%	To expand our program	28%
67	To keep our program the same size	60
10	To decrease our program in size	8
3	To eliminate our program	3

6. What changes would you like to see in your D.Min. program?

V. ACCREDITATION

1. Do you think that ATS accrediting teams that have visited your D.Min. program gained an adequate understanding of the purposes, methods and effects of your program?

49%	Yes, to a great extent	5	No
35	Yes, to some extent	11	Don't know

2. Have you made substantial program changes in response to accreditation reports?

Yes	No
29%	71%

If yes, what changes?

3. What is your opinion of the 1984 revisions in the Standards for accrediting D.Min. programs?

54% Generally favorable toward the changes

3 Generally unfavorable toward the changes

41 Have not studied the revised Standards closely enough to comment

2 Other: _____

4. Was there initial faculty opposition to instituting your D.Min. program? Is there currently faculty opposition?

InitiallyCurrently

3%

Yes, strong opposition

33

Yes, mild opposition

31

No significant opposition

33

Don't know

19%

80

2

5. As far as you know, has your program served as a model for other institutions?

18% Yes

_____ programs

10

No

72

Don't know

6. Which of the following best describes your institution's history with in-sequence D.Min. programs?

~~67%~~ - We have never had an in-sequence program.

16 - We have always had ~~both~~ in-sequence and in-ministry programs or options.

9 - Our current in-ministry program began as an in-sequence program and changed form.

9 - Originally we had both in-sequence and in-ministry options; now we have only an in-ministry program. We dropped the in-sequence option in 19____.

7. From what you know of your in-ministry program's history, what were the major reasons for instituting it?

4. Was there initial faculty opposition to instituting your D.Min. program? Is there currently faculty opposition?

InitiallyCurrently

3%
33
31
33

Yes, strong opposition
Yes, mild opposition
No significant opposition
Don't know

19%
80
2

5. As far as you know, has your program served as a model for other institutions?

18% Yes _____ programs
10 No _____
72 Don't know

6. Which of the following best describes your institution's history with in-sequence D.Min. programs?

67% - We have never had an in-sequence program.
16 - We have always had **both** in-sequence and in-ministry programs or options.
9 - Our current in-ministry program began as an in-sequence program and changed form.
9 - Originally we had both in-sequence and in-ministry options; now we have only an in-ministry program. We dropped the in-sequence option in 19____.

7. From what you know of your in-ministry program's history, what were the major reasons for instituting it?

VII. BACKGROUND

1. How many years have you held your current position? MEAN = 6

2. What was your previous position? _____

Was this previous position at your current institution?	Yes	No
University of California, Berkeley	35%	65%

3. What is your highest earned degree: _____

4. Have you ever served as a full-time parish pastor/associate?

83% Yes No 17%

5. Have you ever served as a part-time or interim parish pastor?

60% Yes No 40%

6. Do you serve as both chief executive officer and chief academic officer of your institution?

33% Yes No 67%

7. How much would you say you know about your institution's D.Min. program?

75% A great deal A little —
25% Some Nothing —

Thank you for completing this questionnaire. If you wish to enclose additional comments on the D.Min., we would be happy to have them.

Please return this questionnaire and the others distributed to your institution by **Friday, February 22.**

Your Institution: _____

City: _____ State: _____

Note: All questions refer to in-ministry Doctor of Ministry programs.

(ALL #S ARE PERCENTS UNLESS OTHERWISE STATED)

I. ATTITUDE TOWARD THE D.MIN.

1. Which one of the following statements best describes your opinion of the D.Min. degree, in general?

The concept of a professional doctorate:

- | | |
|----|--|
| 12 | is a sound one, <u>and</u> in general, all seminary D.Min. programs offer educational experiences of good quality. |
| 66 | is a sound one, <u>but</u> some seminary programs (not including our own) are of dubious or poor quality. |
| 7 | is a sound one, <u>but</u> some seminary programs (including our own) are of dubious or poor quality. |
| 8 | is sound, <u>but</u> most or all current seminary D.Min. programs are of dubious or poor quality. |
| 5 | is <u>unsound</u> ; the D.Min degree should not be given. |
| 3 | No opinion |
2. Which one of the following statements best describes what you think the D.Min. should be? Which best describes what you think your D.Min. program actually is?

Should	Actually	
<u>Be</u>	<u>Is</u>	

- | | | |
|----|----|---|
| 86 | 42 | A mark of distinction with selective admissions policies and rigorous standards for completion. |
| 10 | 58 | Open to all clergy who want a structured program of continuing education. |
| 4 | 1 | The degree should not be given. |

3. Overall, would you say your institution's D.Min. student body is:

16 Very able	43 Mixed in ability
39 Moderately able	2 Generally weak

4. If your institution has both a M.Div. and a D.Min. program, how do the student bodies of the two programs compare:

With respect to:

D.Min. students are generally:

a. Denominational background	15 less diverse than	
	47 about the same as	<u>M.Div. students.</u>
	39 more diverse than	
b. Academic ability	7 less able than	
	57 about the same as	<u>M.Div. students.</u>
	36 more able than	
c. Theological Orientation	7 more conservative than	
	75 about the same as	<u>M.Div. students.</u>
	17 more liberal than	

5. For maximum educational effectiveness, should your D.Min. program be larger or smaller than it currently is, or is it about the right size?

19 Should be larger
13 Should be smaller
69 Is currently about right

6. Of the faculty who teach and advise in both D.Min. and other programs, what percent would you estimate:

<u>18</u> %	Would welcome the opportunity to do more work in the D.Min. program
<u>55</u> %	Feel that the balance between D.Min. teaching/advising and other assignments is about right
<u>27</u> %	Would like to do less work in the D.Min. program

100%

7. Would you, personally, like to have more or less involvement in the D.Min. program, or is your current D.Min. load about right?

17	Would like to have greater D.Min. involvement
11	Would like to have less D.Min. involvement
72	Current D.Min. load is just about right

II. PROGRAM EMPHASIS AND COMPONENTS

1. Listed below are a variety of substantive emphases that D.Min. programs may have. For each, please indicate:

First, how much immersion in the subject area you feel students in your institution's D.Min program receive; and

Second, whether you would like to see this exposure increased or decreased, or feel it is about right.

MEAN		Extent of immersion in your D.Min. Program				I would like this exposure:			MEAN
		Great (1)	Some (2)	Little (3)	None (4)	Increased (1)	Same (2)	Decreased (3)	
2.3	a. Systematic, philosophical or historical theology	7	61	27	4	48	50	1	1.5
1.4	b. Pastoral or practical theology	62	34	3	1	15	73	11	2.0
2.2	c. Biblical studies	10	64	23	2	44	55	1	1.6
2.4	d. Ethics	5	50	39	6	52	47	1	1.5
2.7	e. Church history	1	39	44	16	34	63	3	1.7
2.6	f. Spiritual formation	8	40	39	13	47	51	2	1.6
2.6	g. Sociological theory	6	39	44	12	35	62	3	1.7
2.3	h. Psychological theory	15	50	28	7	18	75	7	1.9
2.1	i. Organizational development	20	53	22	6	22	70	8	1.9
1.7	j. Ministerial arts practical studies (e.g. preaching, pastoral counseling, Christian ed, etc.)	43	47	9	1	22	69	8	1.9
	k. Other: _____	13% CHECKED OTHER							

	l. Other: _____								

2. Listed below are a variety of structures and methodologies common to many D.Min. programs. For each, please indicate:

First, the amount of use or emphasis that each receives in your D.Min. program.

Second, whether you would like to see this use or emphasis increased, decreased, or remain about the same.

MEAN		Extent emphasized in your D.Min. Program				I would like this emphasis:			MEAN
		Great (1)	Some (2)	Little (3)	None (4)	Increased (1)	Same (2)	Decreased (3)	
1.4	a. Seminars	64	31	4	2	12	86	2	1.9
2.0	b. Faculty lectures	21	59	16	4	10	80	10	2.0
2.2	c. Supervised practice (e.g, CPE, work in student's parish)	27	34	28	12	26	72	2	1.8
2.1	d. Case studies	18	54	25	3	28	68	4	1.8
2.1	e. Library research	15	58	25	3	48	51	1	1.5
1.8	f. Analysis/evaluation of ministry setting	34	50	15	1	30	68	2	1.7
2.4	g. Career assessment	13	43	31	13	34	65	2	1.7
1.8	h. Colleague/support group	43	36	17	4	23	75	1	1.8
1.7	i. Peer or collegial learning	47	39	12	2	22	77	2	1.8
2.3	j. Learning contract	27	34	24	15	18	79	2	1.8
2.7	k. Course exams	5	39	33	23	14	82	4	1.9
3.1	l. Qualifying exams	10	21	18	50	33	66	2	1.7
2.2	m. Adjunct faculty	19	46	29	6	10	83	7	2.0
2.6	n. Off-campus courses	15	36	28	22	15	78	7	2.0
2.2	o. Involvement of laity in student's ministry setting	21	42	28	9	31	68	1	1.7

3. If your program offers courses away from the main seminary campus, how does the quality of off-campus education compare with D.Min. work offered on campus?

In general, compared to on-campus work,

- * a. Off-campus teaching is: * b. Students' off-campus work is:

4	Better	5
82	The same	77
14	Inferior	18
-	No opportunity to judge	-
-	Not applicable: no such courses	-

* PERCENTAGES BASED ONLY ON THOSE CHECKING BETTER, SAME, OR INFERIOR (N = 121)

4. How would you assess the overall quality of the projects/theses you have seen from your D.Min. students?

9 Excellent 52 Good 33 Fair 5 Poor

5. How would you assess the quality of each of the following elements or aspects of the majority of the project reports/theses of your D.Min. students?

MEAN		Excellent (1)	Good (2)	Fair (3)	Poor (4)	Not Applicable
2.6	a. Use of primary sources	9	40	35	16	
2.2	b. Use of secondary sources	13	59	25	3	
2.6	c. Use of theological methods	6	37	45	12	
2.6	d. Use of methods and theory from the human sciences	6	39	43	12	
1.7	e. Relevance for ministry setting	44	46	10	1	
2.0	f. Demonstration of ministry skills	22	54	22	2	
2.4	g. Evaluation component of project	11	46	32	11	
2.5	h. Written expression	6	46	38	9	

6. What portion of your D.Min. students seem to you to be capable of carrying out their major project or thesis without undue difficulty?

2 All 54 Most 26 Half 14 Some 4 Few - None

III. EFFECTS OF THE DEGREE ON THE STUDENTS

1. How often do you observe each of the following effects of involvement in the D.Min. program on students while they are involved in the program?

	Reg- ularly (1)	Fre- quently (2)	Occa- sionally (3)	Seldom Or Never (4)	No Opportunity to observe	MEAN
a. Become distracted from their jobs by the demands of the program	2	10	51	37		3.2
b. Show renewed commitment to their present job	13	60	25	2		2.2
c. Have difficulty meeting academic demands and requirements	3	22	66	9		2.8
d. Discover new capacities for critical inquiry	12	48	35	4		2.3
e. Develop personal or family problems	1	2	36	62		3.6
f. Discover new depth of collegial support with other pastors	27	45	25	4		2.1
g. Develop conflicts in their ministry settings traceable to their involvement in the D. Min. program	1	2	29	68		3.6
h. Develop creative solutions to significant problems or conflicts in their ministry setting	9	43	46	3		2.4
i. Other: _____	} 79% CHECKED OTHER					

j. Other: _____						

2. How often do you observe the following effects of the D.Min. program on students who have completed the D.Min. program?

	Reg- ularly (1)	Fre- quently (2)	Occa- sionally (3)	Seldom Or Never (4)	No Opportunity to observe	MEAN
a. Increased intellectual sophistication	10	44	38	9		2.4
b. Increased capacity for critical theological reflection	13	43	37	8		2.4
c. Clearer understanding of their theology of ministry	28	51	19	3		2.0
d. Increased spiritual depth	8	33	50	9		2.6
e. Increased self-awareness	25	56	19	1		2.0
f. Increased competence in the functions of ministry	25	53	21	1		2.0
g. Increased enthusiasm about the ministry as a <u>profession</u>	27	54	18	2		1.9
h. Renewed commitment to their <u>present</u> job	15	58	26	2		2.1
i. Become restless and seek a new position	2	8	55	36		3.2
j. Become weary of study	1	13	54	32		3.2
k. Greater appetite for reading and study	7	51	39	3		2.4
l. Greater self-confidence	20	62	17	1		2.0
m. Greater involvement in ecumenical or denominational activities, or consulting with other churches	9	42	39	9		2.5
n. Other: _____ _____ _____	} 4% CHECKED OTHER					

3. Estimate the percentage of your D.Min students for which your program has the following effects.

56 % Enables them to advance to a distinctly higher level of professional competence than is obtained in the M.Div.

44 % May provide an opportunity for them to engage in structured continuing education, but does not raise their level of competence distinctly higher than that of most non-D.Min. clergy.

100%

IV. EFFECTS OF THE DEGREE ON THE SEMINARY

1. To what extent, if at all, has your D.Min. program had each of the following effects on your institution?

	<u>Great</u> (1)	<u>Moderate</u> (2)	<u>Little</u> (3)	<u>None</u> (4)	<u>Don't</u> <u>Know</u>	<u>MEAN</u>
a. The D.Min has given core faculty experience which enriches <u>M.Div.</u> teaching.	16	46	32	7		2.3
b. The D.Min. has drained attention and faculty energy from the M.Div. and other programs.	7	36	47	10		2.6
c. It has enabled us to make good use of fixed resources (tenured faculty, space, etc.) that were not being fully utilized before.	13	32	32	23		2.6
d. It has stretched teaching and advising loads beyond the optimum.	16	35	36	13		2.4
e. It has provided new research areas and opportunities for some faculty.	6	41	40	13		2.6
f. It has consumed faculty time that should have been used for research and writing.	9	33	47	11		2.6
g. It has helped our institution to improve its financial situation through providing additional revenue.	11	36	35	17		2.6

FACULTY

	<u>Great</u> (1)	<u>Moderate</u> (2)	<u>Little</u> (3)	<u>None</u> (4)	<u>Don't</u> <u>Know</u>	<u>MEAN</u>
h. It has provided good public relations with our sponsoring denomination(s), graduates and others.	35	53	12	1		1.8
i. It has enabled our institution to improve the quality of advanced continuing education for clergy.	40	46	11	4		1.8
j. It has provided us with a D.Min. alumni/ae group which is helpful in our fund raising program.	7	29	49	15		2.7
k. It has weakened our institution's reputation for academic rigor.	1	10	26	61		3.5

2. Which one of the following three statements best expresses your view of the relative effect of your D.Min. program on the financial well-being of the institution?

27 [] The D.Min is more "profitable" than other programs.

17 [] It is less "profitable" than other programs.

56 [] It has about the same financial impact as other programs.

3. What do you believe is the majority attitude toward your D.Min. among each of the following groups:

	<u>Very</u> <u>Positive</u>	<u>Somewhat</u> <u>Positive</u>	<u>Somewhat</u> <u>Negative</u>	<u>Very</u> <u>Negative</u>	<u>Don't</u> <u>Know</u>	<u>MEAN</u>
a. Administrators	55	42	3	-		1.5
b. Board of Trustees (if any)	55	43	2	-		1.5
c. Alumni/ae and other external constituencies	42	55	2	-		1.6
d. M. Div. students	27	66	8	-		1.8
e. Majority of faculty	26	56	16	-		2.0
f. Yourself	48	35	14	-		1.7

4. Do you think that five years from now your institution will still offer the D.Min. degree?

92 Yes

8 No

- a. If yes, how do you think the program in five years will compare with the present program in size? In quality?

Size will be:

Quality will be:

32 Larger
57 About the same
11 Smaller

Higher 50
About the same 49
Lower 2

5. Given the current situation in your institution, what future for your D.Min. program do you think the majority of your institution's faculty would endorse? What future would you endorse?

Faculty

Yourself

20	To expand our program	27
67	To keep our program the same size	55
10	To decrease our program in size	12
4	To eliminate our program	6

6. What changes would you like to see in your D.Min. program?

V. **D.MIN. COURSES** (If you have taught a course in the last three years involving D.Min. students, please fill out this section. If you have not taught such a course, please check here [], and skip to VI. **BACKGROUND**.)

1. In what form(s) have you taught D.Min. courses in the past three years? (Check all that apply)

- | | | |
|---|---|---|
| <p>ST TYPICAL</p> <p>29</p> <p>15</p> <p>23</p> <p>20</p> <p>13</p> | <p>23</p> <p>14</p> <p>19</p> <p>15</p> <p>12</p> | <p>a. Weekly, semi-weekly or more frequent meetings over the length of a quarter or semester</p> <p>One week/five day intensives</p> <p>Two week/10 day intensives</p> <p>Longer than two week intensives (Specify length of time: _____)</p> <p>Other (Specify: _____)</p> |
|---|---|---|

b. Please circle the course form above that you most commonly or typically offer; and answer questions 1C - 1G below with regard to this most typical D.Min. course you teach.

c. How many classroom hours does the course require? 34 (MEAN)

d. Does it require student preparation before the course begins?

69 Yes 18 No 13 Varies

e. How much reading does this typical course require? 1300 pages (MEAN)

f. How many pages of work written by the student does this typical course require? 32 pages (MEAN)

g. Roughly, how much weight do you give to each of the following in determining a D.Min. student's grade in this typical course?

29 % To class participation

57 % To student papers or project reports

7 % To examinations

5 % Other: _____

100%

2. In a typical D.Min. course you teach, what percentage of students are not D.Min. students? 17 %

If there is a mix of D.Min. and non-D.Min. students, does this mix have a positive, neutral or negative effect on each of the following groups/persons?

	<u>Positive</u>	<u>Neutral</u>	<u>Negative</u>
a. On the D.Min. students	49	39	13
b. On the non-D.Min. students	66	29	5
c. On you as the instructor	48	39	14

3. If you offer courses especially for D.Min. students, how would you compare the level of difficulty of these courses with advanced courses offered for your senior M.Div.'s?

42 About the same level of difficulty.
 51 D.Min. courses are more advanced and difficult.
 8 D.Min. courses are less difficult.

4. How many D.Min. students fail a typical D.Min. course you teach?

73 None 22 One 4 Two 1 More than two

5. How frequently would each of the following kinds of reading materials be likely to appear as required reading on your typical D.Min. course syllabus?

	<u>Almost Always</u>	<u>Frequently</u>	<u>Infrequently</u>	<u>Never</u>
a. Textbooks	49	19	22	10
b. Scholarly books which may be readily purchased	61	35	3	1
c. Popular or general audience books which may be readily purchased	12	36	36	15
d. Out-of-print materials or journal articles available only through a library	16	35	35	16
e. Duplicated materials supplied by the D.Min. office or by you as the instructor	39	37	16	8

6. Which of the above type of reading material dominates the required reading list of your typical D.Min. course?

29 A 59 B 5 C 2 D 5 E

7. In general, do students complete the assigned reading for your D.Min. courses?

24 Always 4 Sometimes — Never
71 Usually — Rarely 1 Don't know

8. Do you require written reports on assigned readings in your D.Min. courses?

39 Yes, always 45 Yes, sometimes 16 No, never

9. To what extent do you employ different methods or styles of teaching in D.Min. courses than you use in advanced M.Div. courses?

39 To a great extent 15 Not at all
40 To a limited extent 6 Do not teach advanced M.Div.

10. To what extent has teaching in D.Min. courses changed your methods or style of teaching in M.Div. courses?

6 To a great extent 34 Not at all
53 To a limited extent 7 Do not teach M.Div. courses

- a. If your M.Div. teaching has been affected, which of the following changes have you made in your M.Div. teaching? (Check all that apply.)

(N = 116)

59 Use more varied methods
41 Use more practical illustrations
64 Draw more on the students' own experiences
11 Present more simplified theoretical presentations
11 { Other: _____
11 { Other: _____

VI. BACKGROUND:

1. Your rank/title:

58 Professor
23 Associate Professor
11 Assistant Professor
1 Instructor
1 Lecturer
7 Other: _____

Of: SEE PAGE 13A
field/area/subject

2. Your tenure status:

66 tenured
19 will be considered for tenure in the future
15 not eligible for tenure

3. Are you an adjunct faculty member at the institution from which you received this questionnaire? 11 Yes 89 No

FACULTY

FACULTY QUESTIONNAIRE

FIELD/AREA/SUBJECT

Theology/Philosophy	20%
Bible	23
History	10
Ethics	3
Preaching and Worship	13
Social Sciences	2
Education	9
Pastoral Care	16
World Religious	3

Respondent/Highest Degree Earned

Ph.D., TH.D.	75%
St.D.	2
Ed.D.	4
D.Min.	8
Rel BA or MA	7
Other Masters	4

4. Your highest earned degree: SEE PAGE 13A

5. Have you ever served as a full-time parish pastor/associate?

72 Yes 28 No

6. Have you ever served as a part-time or interim parish pastor?

72 Yes 28 No

7. For each of the following types of possible involvement in your institution's D.Min. program, please indicate whether you have been involved regularly (in most academic years); occasionally (every second or third year); rarely; or never.

	Regularly	Occasion- ally	Rarely	Never
a. Teach course(s) primarily or exclusively for D.Min. students	26	29	14	30
b. Teach course(s) in which D.Min. students, among others, may enroll	33	25	10	33
c. Advise D.Min. students as they plan their programs	46	26	11	17
d. Advise D.Min. students on their major project or theses	56	25	10	10
e. Read and evaluate theses or major project reports	60	24	9	7
f. Other: _____	82	13	3	3

8. Have you ever served on the committee that oversees the D.Min. program in your institution?

18 Yes, as chair 45 Yes, as member only 37 No

9. How much would you say you know about your institution's D.Min. program?

68 A great deal 6 A little
26 Some 1 Nothing

10. Are you currently serving as academic dean? 14 Yes 83 No

THANK YOU for completing the questionnaire. Please seal it in the accompanying envelope and return it by **Wednesday, February 20th**, to the chief executive officer of your institution.

I. ABOUT CONTINUING EDUCATION

Note: The following questions pertain to continuing education *in general*, not specifically to D.Min. programs.

- A. Below are listed some reasons why a minister may want to take part in a continuing education program. Please check how important each of these reasons should be for a minister's taking part in continuing education.

B. MOST imp't	C. FOR DMIN		Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)	MEAN
19	14	1. To update theological knowledge in an area in which he/she has fallen behind	44	43	11	2	1.7
14	19	2. To pursue an area of theological interest	27	53	19	1	1.9
52	59	3. To improve practical skills such as preaching, counseling, administration, etc.	63	31	6	0	1.4
13	5	4. For spiritual growth	37	40	19	4	1.9
2	3	5. To broaden one's knowledge by studying in non-theological areas such as economics, literature, sociology, etc.	9	32	45	14	2.6

- B. In general, which of the factors listed above should be the ONE MOST IMPORTANT reason for a minister to take part in continuing education? Please write in the number (from the list above) of the most important reason. _____

- C. Which of the factors listed above was the most important reason for your becoming involved in a D.Min. program? Please write in the number (from the list above) of the most important reason. _____

- D. Ministers, like others, have different needs and opportunities for continuing education. In general, however, how valuable do you think it is for ministers to pursue continuing education in each of the following ways?

	Very Valuable (1)	Valuable (2)	Somewhat Valuable (3)	Not Valuable (4)	MEAN
1. In a program working toward a Ph.D. in a theological field	11	32	46	12	2.6
2. In a program working toward a D.Min. degree	51	42	6	1	1.6
3. In a program working toward a theological degree or certificate other than a Ph.D. or D.Min.	11	47	38	4	2.3
4. In a degree program at a secular institution	4	33	53	10	2.7
5. In non-credit seminars or workshops at a seminary or theological center	16	50	30	4	2.2
6. In non-credit seminars at a secular institution	5	32	52	10	2.7
7. In a travel-study program	12	42	40	6	2.4
8. In independent study	14	46	36	4	2.3
9. In a study group made up of local clergy	14	43	37	6	2.4
10. On a spiritual retreat	21	44	31	4	2.2

- E. 1. Does your denomination or judicatory *require* its ministers to do a certain amount of continuing education each year? 32 Yes 68 No

2. In your opinion, *should* it require a certain amount of continuing education? 77 Yes 23 No

3. How much pressure is there on you to engage in regular continuing education:

	From your judicatory?	From your congregation or work setting?
1. A great deal	13	11
2. Some	36	28
3. Little or none	52	61

F. Have you taken part in a continuing education program since completing your D.Min. program?

86 Yes 14 No

If yes: 1. What kind of continuing education was it? In the left hand column, check as many categories as apply.

2. In the column on the right give an estimate of the *number of days* that you have spent or will spend through May 1985.

Participated	MEAN OF THOSE INDICATING ANY No. of Days
<u>5</u> Formal program working toward a degree or certificate at a theological seminary	<u>31</u>
<u>7</u> Formal program working toward a degree or certificate at a secular institution	<u>29</u>
<u>63</u> Non-credit seminars or workshops at a seminary or theological center	<u>14</u>
<u>35</u> Non-credit seminars or workshops at a secular institution	<u>12</u>
<u>27</u> Travel-study program	<u>23</u>
<u>42</u> Independent study	<u>20</u>
<u>36</u> Study group consisting of local clergy	<u>15</u>
<u>41</u> A spiritual retreat	<u>10</u>
<u>19</u> Other: _____	<u>19</u>

G. How much annual study leave (excluding sabbatical) does your congregation or employer provide?

25 None 47 Two Weeks 5 Four Weeks 2 Six Weeks or more
17 One Week 4 Three Weeks 0 Five Weeks

1. If study leave time is provided, is the amount adequate? 69 Yes 31 No

2. If study time is provided, did you use it in 1984?

52 Yes, all of it 37 Yes, some of it 11 No, none of it

H. Does your congregation or employer provide funds for you to use in paying the cost of continuing education, such as for tuition, travel, etc? 76 Yes 24 No

1. If yes, what is the allowance? \$ 493 (per year) (MEAN)

2. If yes, is the amount adequate? 54 Yes 46 No

3. If an allowance is provided, did you use it in 1984?

57 Yes, all of it 30 Yes, some of it 13 No, none of it

II. ATTITUDE TOWARD THE DOCTOR OF MINISTRY DEGREE

Note: In this section, we would like to have your opinions about the Doctor of Ministry program in general. Later we will ask you about the particular program in which you participated.

A. Listed below are several statements about the D.Min. Please indicate the extent to which you agree with each.

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	MEAN
1. All other factors being equal, a minister with a D.Min. should be paid more than a minister who has only a M.Div. or B.D.	24	49	24	3	2.1
2. All other factors being equal, a minister with a D.Min. should be hired (or appointed) in preference to someone who has only a M.Div. or B.D.	15	41	39	5	2.3
3. A minister who has earned the D.Min. should be called "Dr." in public settings	17	56	22	4	2.1
4. A minister who has a D.Min. degree is more likely to be respected by other community leaders than if he/she did not have the degree	18	60	22	8	2.1
5. All other factors being equal, a minister who regularly engages in continuing education should be hired (or appointed) in preference to someone who does not	37	55	8	1	1.7
6. All other factors being equal, regular participation in continuing education should be given more weight in a hiring decision (or the appointive process) than whether a person has a D.Min. degree	17	53	28	2	2.1

B. Which *one* of the following two statements better describes what you think the D.Min. *should be*? Which better describes what you think your D.Min. program *actually was*? Which better describes most D.Min. programs? (Check one in each column.)

	Should Be	My Program Actually Was	Most Programs Actually Are
1. A mark of distinction with selective admissions policies and rigorous standards for completion	75	80	41
2. Open to all clergy who want a structured program of continuing education	25	20	59

C. Which *one* of the following statements best describes your opinion of the D.Min. degree, in general?

The concept of a professional doctorate:

- 33 is a sound one, and in general, all seminary D.Min. programs offer educational experiences of good quality
- 58 is a sound one, but some seminary programs (not including my own) are of dubious or poor quality
- 3 is a sound one, but some seminary programs (including my own) are of dubious or poor quality
- 1 is sound, but most or all current seminary D.Min. programs are of dubious or poor quality
- 1 is unsound; the D.Min. degree should not be given
- 4 no opinion

III. INVOLVEMENT IN A D.MIN. PROGRAM

A. From which seminary did you receive your D.Min. degree?

Seminary: _____

State or Province: _____

B. In what year did you: Begin? 76.3 (MEAN) Receive your degree? 79.7 (MEAN)

C. Where did you take most of your D.Min. courses? On campus 67% At off campus sites 33%

D. Which best describes your D.Min. program? (Check one.)

10 General in overall focus
64 General in focus, but allowing for some specialization
26 Specialized in focus

Area or field of specialization (if any): _____

E. Before deciding to enroll in your D.Min. program, did you investigate any other D.Min. programs?
 Yes 63 No 37

F. How important were each of the following reasons in deciding on the D.Min. program that you chose?

	(1) Extremely Important	(2) Very Important	(3) Somewhat Important	(4) Unimportant	MEAN
1. Geographical proximity of the seminary	<u>32</u>	<u>22</u>	<u>24</u>	<u>22</u>	2.4
2. Possibility of an off-campus program	<u>29</u>	<u>18</u>	<u>13</u>	<u>4</u>	2.7
3. Content and focus of the program	<u>53</u>	<u>36</u>	<u>6</u>	<u>1</u>	1.5
4. Reputation of the program	<u>47</u>	<u>36</u>	<u>14</u>	<u>3</u>	1.7
5. Reputation of particular faculty teaching in the program	<u>33</u>	<u>36</u>	<u>21</u>	<u>6</u>	1.9
6. Cost of the program	<u>12</u>	<u>28</u>	<u>42</u>	<u>18</u>	2.7
7. Availability of financial aid	<u>6</u>	<u>13</u>	<u>26</u>	<u>55</u>	3.3
8. Denominational affiliation of seminary	<u>17</u>	<u>21</u>	<u>30</u>	<u>32</u>	2.8
9. Ease of completing program while working full time	<u>32</u>	<u>33</u>	<u>25</u>	<u>11</u>	2.1
10. Opportunity to join a D.Min. colleague group forming in my area	<u>18</u>	<u>17</u>	<u>15</u>	<u>50</u>	3.0
11. Encouragement of denominational executive	<u>6</u>	<u>10</u>	<u>16</u>	<u>68</u>	3.5
12. Other: _____	<u>64</u>	<u>3</u>	<u>12</u>	<u>22</u>	—

G. In what way did denominational affiliation affect your choice of a D.Min. program? (Check one.)

40 I wanted a D.Min. from a seminary of my own denomination.

8 I wanted a D.Min. from a seminary or a denomination *other* than my own.

53 Denomination was not a factor in my choice of a program.

H. What was the total amount charged by the seminary in tuition and fees related to your D.Min. degree? (Please give total before any financial aid was deducted.) \$ 3646 (MEAN)

Please *estimate* the total of all additional costs (e.g., travel, housing, meals, books, typing, etc.) related to your obtaining of the degree. \$ 3023 (MEAN)

I. Did you receive any financial aid grants or loans for your D.Min. program from:

	Grants	Loans
1. The seminary?	<u>16</u>	<u>0.1</u>
2. Your denomination?	<u>16</u>	<u>0.8</u>
3. Your congregation or employer	<u>24</u>	<u>0.5</u>
4. Other: _____	<u>8</u>	<u>2</u>

Total dollar amount of grants from all sources? \$ _____

Total dollar amount of loans from all sources? \$ _____

J. How much of a *financial* burden did you find it was to meet the expense of your D.Min. program?

6 Great burden 58 Moderate burden 36 Little or no burden

K. How much of a *time* burden did you find it was to be involved in your D.Min. program?

30 Great burden 64 Moderate burden 6 Little or no burden

IV. D.MIN. PROGRAM EMPHASIS AND COMPONENTS

A: Listed below are a variety of emphases that D.Min. programs may have. For each, please indicate:

First, how much emphasis was placed on each in *your* D.Min. program.

Second, how valuable you found the emphasis to be for your overall personal, professional and intellectual growth. (If not applicable, circle 0.)

MEAN		Extent of Emphasis in Your D.Min. Program				Value to You				NA	MEAN
		Much (1)	Some (2)	Little (3)	None (4)	Great (1)	Some (2)	Little (3)	None (4)		
2.1	1. Systematic, philosophical or historical theology	20	50	23	7	30	46	21	4	—	2.0
1.5	2. Pastoral or practical theology	59	33	6	2	60	32	7	1	—	1.5
2.1	3. Biblical studies	24	49	21	6	41	42	14	3	—	1.8
2.5	4. Ethics	12	41	33	14	17	44	31	8	—	2.3
2.9	5. Church history	6	27	42	25	11	34	40	16	—	2.6
2.5	6. Spiritual formation	14	40	30	15	27	43	22	8	—	2.1
2.3	7. Sociological theory	21	40	28	11	23	42	28	8	—	2.0
2.1	8. Psychological theory	27	43	22	8	33	42	21	5	—	2.0
2.0	9. Organizational development	38	36	17	9	42	37	15	6	—	1.8
1.8	10. Ministerial arts, practical studies (e.g., preaching, pastoral counseling, Christian ed, etc.)	45	37	14	4	54	31	12	3	—	1.6

B. Which two (if any) of the above areas would you most have liked to have emphasized *more* in your D.Min. program? (Write appropriate numbers.) _____

C. Which two (if any) of the above areas would you most have liked to have emphasized *less* in your D.Min. program? (Write appropriate numbers.) _____

	B. EMPHASIZED * MORE	C. EMPHASIZED * LESS
1. SYSTEMATIC, PHILOSOPHICAL OR HISTORICAL THEOLOGY	10	15
2. PASTORAL OR PRACTICAL THEOLOGY	15	6
3. BIBLICAL STUDIES	17	5
4. ETHICS	7	9
5. CHURCH HISTORY	3	15
6. SPIRITUAL FORMATION	19	6
7. SOCIOLOGICAL THEORY	3	18
8. PSYCHOLOGICAL THEORY	6	11
9. ORGANIZATIONAL DEVELOPMENT	7	12
10. MINISTERIAL ARTS, PRACTICAL STUDIES	13	3

* PERCENTAGES BASED ON COMBINED FIGURES FOR BOTH AREAS INDICATED

D. Listed below are a variety of structures and methodologies common to many D.Min. programs. For each, please indicate:

First, the amount of use or emphasis that each received in your D.Min. program.

Second, how valuable you found the structure/methodology to be for your own personal and professional learning. (If not applicable, circle 0.)

MEAN		Extent of Emphasis in Your D.Min. Program				Great	Some	Value to You		NA	MEAN
		Much	Some	Little	None			Little	None		
1.4	1. Seminars	68	24	5	3	68	27	4	1	—	1.4
1.8	2. Faculty lectures	39	45	16	4	46	43	10	1	—	1.7
2.3	3. Supervised practice (e.g., CPE, work in student's parish)	35	24	18	22	49	26	16	10	—	1.8
2.1	4. Case studies	27	45	21	7	35	40	20	5	—	1.9
1.9	5. Library research	37	43	17	3	40	41	14	5	—	1.8
1.8	6. Analysis/evaluation of ministry setting	47	31	16	7	48	31	16	5	—	1.8
2.8	7. Career assessment	9	31	36	25	17	35	32	17	—	2.4
2.0	8. Colleague/support group	39	31	17	12	43	34	18	6	—	1.9
2.0	9. Peer or collegial learning	38	35	17	9	43	35	18	5	—	1.9
2.7	10. Learning contract	16	32	24	39	18	36	29	17	—	2.5
2.7	11. Course exams	14	34	23	30	9	38	34	19	—	2.6
2.7	12. Qualifying exams	19	24	19	37	16	33	26	25	—	2.6
2.2	13. Involvement of laity from your ministry setting	33	30	17	21	42	33	15	10	—	1.9

E. Which two (if any) of the above areas would you most have liked to have emphasized *more* in your D.Min. program? (Write appropriate numbers.) _____

F. Which two (if any) of the above areas would you most have liked to have emphasized *less* in your D.Min. program? (Write appropriate numbers.) _____

	E. EMPHASIZED MORE *	F. EMPHASIZED LESS *
1. SEMINARS	100	7
2. FACULTY LECTURES	9	11
3. SUPERVISED PRACTICE	12	6
4. CASE STUDIES	9	9
5. LIBRARY RESEARCH	5	7
6. ANALYSIS/EVALUATION OF MINISTRY SETTING	11	4
7. CAREER ASSESSMENT	15	6
8. COLLEAGUE/SUPPORT GROUP	8	4
9. PEER OR COLLEGIAL LEARNING	5	7
10. LEARNING CONTRACT	4	8
11. COURSE EXAMS	1	17
12. QUALIFYING EXAMS	1	10
13. INVOLVEMENT OF LAITY FROM YOUR MINISTRY SETTING	11	3

* PERCENTAGES BASED ON COMBINED FIGURES FOR BOTH AREAS INDICATED

G. How would you evaluate the *overall* quality of teaching in your D.Min. program by:

Excellent Good Fair Poor Not Applicable

1. Full-time faculty from the seminary

71 26 2 1

2. Adjunct faculty

50 40 10 1

H. Many D.Min. programs have rules about completion of assignments within specified time periods and maximum periods of time one can spend in various program phases. In the program you attended were these guidelines and rules: (Check one.)

38 Always strictly enforced

52 Usually enforced

5 Enforced in some courses/areas; not in others

3 Rarely enforced and/or easy to get waived or extended

2 Program had no such guidelines or rules

I. In general, did you complete the assigned reading for your D.Min. courses?

66 Always 2 Sometimes Never
32 Usually Rarely

J. Thinking back to your B.D./M.Div. course work, how would you compare the level of difficulty of advanced B.D./M.Div. courses to the courses in your D.Min. program?

38 About the same level of difficulty

51 D.Min. courses were more advanced and difficult

11 D.Min. courses were less difficult

K. How would you assess the level of ability of those D.Min. students you had an opportunity to observe in your program? What percent would you say were persons of:

1. 45 % great ability
2. 44 % moderate ability
3. 11 % limited ability
100%

L. What priority did you perceive that the D.Min. program and students received from *faculty*?

21 Highest 63 High 14 Moderate 1 Low 1 Lowest

M. What priority did you perceive that the D.Min. program and students received from *administration*?

14 Highest 61 High 21 Moderate 4 Low 1 Lowest

N. Think of a typical D.Min. course that you took.

1. How many students do you estimate were in this course? 18 (MEAN) RANGE: 1-75

2. Do you feel that the size of this class was too large, about right or too small?

6 Too large 94 About right 1 Too small

3. About what percentage of students in this class were *not* D.Min. students? 11 %

O. Do you think it is a good idea to have non-D.Min. students in D.Min. courses?

9 Yes, in all courses

58 Yes, in some courses

33 No, never

P. How easy was it for you to obtain needed reading materials for:

	Usually Easy	Mixed	Usually Difficult
1. Courses	<u>83</u>	<u>15</u>	<u>2</u>
2. Major project/thesis	<u>64</u>	<u>32</u>	<u>5</u>

Q. What was the nature of your final project/thesis for your D.Min. degree?

- 38 A dissertation in scholarly form on a theological and/or practical topic
7 An extended essay, without full scholarly apparatus, on a theological and/or practical topic
54 An experiment or project in the local setting, followed by a written project report
2 Other _____

R. What was the primary focus of your D.Min. major project/thesis? Describe it in a sentence in the space below.

S. In carrying out your major project/thesis, how much use did you make of each of the following:

	Very much (1)	Some (2)	Little (3)	None (4)	MEAN
1. Seminary library at your institution	<u>43</u>	<u>38</u>	<u>12</u>	<u>7</u>	1.8
2. Nearby seminary or college library	<u>28</u>	<u>35</u>	<u>18</u>	<u>20</u>	2.3
3. Public library	<u>11</u>	<u>31</u>	<u>32</u>	<u>27</u>	2.7
4. Your own library	<u>53</u>	<u>39</u>	<u>7</u>	<u>1</u>	1.6

T. In formulating, implementing and writing your major project/thesis, to what extent would you say that you drew on each of the following types of resources? (Please try to make distinctions regarding the relative use made of each.)

	Very Much (1)	Some (2)	Little (3)	None (4)	MEAN
1. Your present faith commitments and values	<u>68</u>	<u>28</u>	<u>3</u>	<u>1</u>	1.4
2. The Bible and methods of Biblical study	<u>42</u>	<u>42</u>	<u>14</u>	<u>2</u>	1.8
3. Examples/ideas from the history and tradition of the church	<u>25</u>	<u>45</u>	<u>25</u>	<u>5</u>	2.1
4. Your past experience in similar ministry situations	<u>38</u>	<u>42</u>	<u>16</u>	<u>5</u>	1.9
5. Prayer and meditation	<u>14</u>	<u>39</u>	<u>40</u>	<u>8</u>	2.4
6. Content and methods of theology and ethics	<u>26</u>	<u>46</u>	<u>24</u>	<u>3</u>	2.0

	Very much	Some	Little	None	MEAN
7. Literature, philosophy, the arts	<u>11</u>	<u>33</u>	<u>44</u>	<u>12</u>	2.6
8. Theory and methods from the human sciences (psychology, sociology, organizational development, etc.)	<u>56</u>	<u>32</u>	<u>10</u>	<u>2</u>	1.6
9. An analysis you developed of your ministry setting and your role in it	<u>61</u>	<u>27</u>	<u>9</u>	<u>3</u>	1.5
10. Consultation with other clergy	<u>19</u>	<u>46</u>	<u>29</u>	<u>7</u>	2.2
11. Consultation with other professionals	<u>27</u>	<u>47</u>	<u>21</u>	<u>6</u>	2.0
12. Consultation with laity in your ministry setting	<u>36</u>	<u>39</u>	<u>16</u>	<u>9</u>	2.0

U. How would you rate the preparation your D.Min. program gave you to undertake the major project/thesis?

 Excellent Good Fair Poor

V. How much did you consult the following kinds of sources or texts in preparing your D.Min. project or thesis?

	Very Much (1)	Some (2)	Little (3)	None (4)	MEAN
1. Original sources and texts	<u>47</u>	<u>34</u>	<u>14</u>	<u>5</u>	1.8
2. Scholarly secondary literature	<u>42</u>	<u>48</u>	<u>9</u>	<u>1</u>	1.7
3. Works on ministry and theology intended for a general audience (i.e., non-scholarly)	<u>18</u>	<u>46</u>	<u>30</u>	<u>6</u>	2.2

W. Overall, how would you assess the benefits of the major project/thesis?

37 The most valuable feature of my D.Min. program
56 Very valuable, but *not* the most valuable feature of my D.Min. program
7 Somewhat valuable
1 Of no value

X. To what extent have the skills and abilities required to complete your project or thesis been of use in your continuing ministry?

57 To a great extent 4 Of little use
38 To some extent 1 Of no use at all

Y. How much difficulty did you have, if any, in keeping on schedule at each of the following points in your program: (If not applicable, circle 0.)

	Great Difficulty (1)	Some (2)	Little (3)	No Difficulty (4)	NA	MEAN
1. While taking courses	<u>3</u>	<u>31</u>	<u>31</u>	<u>35</u>	<u> </u>	3.0
2. While preparing for and taking qualifying exams	<u>3</u>	<u>26</u>	<u>35</u>	<u>36</u>	<u> </u>	3.0
3. While preparing a project/thesis proposal	<u>15</u>	<u>44</u>	<u>25</u>	<u>16</u>	<u> </u>	2.4
4. While writing the project or thesis	<u>24</u>	<u>43</u>	<u>19</u>	<u>14</u>	<u> </u>	2.2
5. Other (specify): _____	<u>72</u>	<u>10</u>	<u>13</u>	<u>5</u>	<u> </u>	1.5

V. EXPERIENCES DURING AND SINCE INVOLVEMENT IN D.MIN. PROGRAM

A. To what extent would you say that each of the following was true for you *during the time you were involved in your D.Min. program?*

	Very Much (1)	Somewhat (2)	A Little (3)	Not at All (4)	MEAN
1. Became distracted from my job by the demands of the program	<u>5</u>	<u>33</u>	<u>41</u>	<u>21</u>	2.8
2. Experienced renewed commitment to my job	<u>46</u>	<u>39</u>	<u>12</u>	<u>3</u>	1.7
3. Had difficulty meeting academic demands and requirements	<u>2</u>	<u>21</u>	<u>36</u>	<u>42</u>	3.2
4. Discovered new capacities for critical inquiry	<u>40</u>	<u>44</u>	<u>13</u>	<u>3</u>	1.8
5. Developed personal or family problems traceable to my D.Min. involvement	<u>4</u>	<u>9</u>	<u>19</u>	<u>69</u>	3.5
6. Discovered new depth of collegial support with other pastors	<u>26</u>	<u>30</u>	<u>30</u>	<u>14</u>	2.3
7. Developed conflict(s) in my ministry setting traceable to my D.Min. involvement	<u>2</u>	<u>7</u>	<u>16</u>	<u>75</u>	3.6
8. Developed creative solutions to significant problems or conflicts in my ministry setting	<u>32</u>	<u>40</u>	<u>20</u>	<u>8</u>	2.0

B. Listed below are several possible changes that can occur as a result of participation in a D.Min. program. Please assess to what extent you believe each has occurred for you *as a result of having participated in the program.*

	Great (1)	Moderate (2)	A little (3)	Not at all (4)	MEAN
1. Gained increased intellectual sophistication	<u>23</u>	<u>59</u>	<u>16</u>	<u>2</u>	2.0
2. Gained increased capacity for theological reflection	<u>30</u>	<u>53</u>	<u>16</u>	<u>1</u>	1.9
3. Gained clearer understanding of your theology of ministry	<u>56</u>	<u>34</u>	<u>9</u>	<u>1</u>	1.5
4. Gained increased spiritual depth	<u>17</u>	<u>41</u>	<u>36</u>	<u>6</u>	2.3
5. Gained increased self-awareness	<u>40</u>	<u>44</u>	<u>15</u>	<u>1</u>	1.8
6. Improved your worship leadership	<u>16</u>	<u>34</u>	<u>33</u>	<u>18</u>	2.5
7. Became a better preacher	<u>17</u>	<u>41</u>	<u>29</u>	<u>13</u>	2.4
8. Became better at management	<u>27</u>	<u>39</u>	<u>26</u>	<u>9</u>	2.1
9. Improved your counseling abilities	<u>27</u>	<u>33</u>	<u>28</u>	<u>12</u>	2.2
10. Became a better teacher	<u>24</u>	<u>46</u>	<u>24</u>	<u>6</u>	2.1
11. Increased your skills as a spiritual director/guide	<u>15</u>	<u>43</u>	<u>30</u>	<u>12</u>	2.4
12. Gained a deeper understanding of how congregations/organizations work	<u>37</u>	<u>31</u>	<u>22</u>	<u>10</u>	2.0
13. Became a more effective leader in the community	<u>17</u>	<u>34</u>	<u>32</u>	<u>17</u>	2.5

	Great (1)	Moderate (2)	A little (3)	Not at all (4)	MEAN
14. Improved your skills in program development	<u>24</u>	<u>46</u>	<u>22</u>	<u>8</u>	2.1
15. Have a renewed commitment to your <i>present</i> job	<u>35</u>	<u>38</u>	<u>16</u>	<u>11</u>	2.0
16. Became restless and sought (or are seeking) a new job	<u>8</u>	<u>11</u>	<u>17</u>	<u>64</u>	3.3
17. Became weary of study	<u>3</u>	<u>13</u>	<u>36</u>	<u>48</u>	3.3
18. Have greater appetite for reading and study	<u>20</u>	<u>44</u>	<u>30</u>	<u>6</u>	2.2
19. Have greater self-confidence	<u>40</u>	<u>47</u>	<u>10</u>	<u>2</u>	1.7
20. Increased your ability to set priorities	<u>24</u>	<u>49</u>	<u>23</u>	<u>5</u>	2.1
21. Increased your ability to analyze problems that arise in your ministry	<u>36</u>	<u>45</u>	<u>15</u>	<u>4</u>	1.9
22. Increased your ability to evaluate your performance	<u>31</u>	<u>51</u>	<u>16</u>	<u>3</u>	1.9
23. Increased your ability to evaluate programs in which your congregation/ministry setting is engaged	<u>35</u>	<u>47</u>	<u>15</u>	<u>4</u>	1.9
24. Increased your ability to relate to other professions	<u>21</u>	<u>46</u>	<u>25</u>	<u>8</u>	2.2
25. Increased your involvement in ecumenical or denominational activities, or consulting with other churches	<u>18</u>	<u>29</u>	<u>32</u>	<u>21</u>	2.6

C. If you had it to do over again, what decision would you make about enrolling in a D.Min. program?

- 91% I would enroll in the same program
 7 I would enroll in a different program
 3 I would not enroll in any D.Min. program

D. During the time of your participation in a D.Min. program, what proportion of persons in your congregation or ministry setting would you estimate knew you were involved in a D.Min. program?

35 All 48 Most 13 Some 3 Few 1 None

E. Among those who knew of your involvement, what was the majority opinion?

- 71% Most were enthusiastic
 20 Most were indifferent
 1 Most would have preferred that I were not involved
 8 Opinions were thoroughly mixed

F. While you were involved in the D.Min. program, what happened in the following areas in your congregation/setting? If you served in more positions during that time, refer to the one you served longer. (If not applicable, circle 0.)

	Improved or Increased (1)	Stayed the Same (2)	Declined or Worsened (3)	NA	MEAN
1. Morale in the ministry setting	50	46	5	—	1.5
2. Quality of program	62	37	1	—	1.4
3. Amount of program	35	62	3	—	1.7
4. Lay involvement	59	40	1	—	1.4
5. Organizational effectiveness	55	42	3	—	1.5
6. Clarity of purpose of the ministry setting	62	36	2	—	1.4
7. Quality of relationships	55	41	4	—	1.5

VI. SOME GENERAL QUESTIONS ABOUT YOUR MINISTRY

A. A variety of factors affect a minister's status as a leader in a congregation or other setting in which he/she works. How important is each of the following factors for *your* confidence in yourself as a leader? How important for the lay people with whom you work are the following qualities or credentials for *their* acceptance of your ministry? (Note: Since it is unlikely that everything can be of highest importance, please try to make distinctions in the importance of the factors.)

MEAN		Importance for Your Confidence In Yourself				Importance for Those in Your Congregation/Setting				MEAN
		Highest (1)	High (2)	Some (3)	Little (4)	Highest (1)	High (2)	Some (3)	Little (4)	
2.0	1. Ordination	34	40	20	6	45	42	10	3	1.7
1.8	2. A basic seminary degree	34	51	13	1	30	50	17	3	1.9
1.9	3. An earned advanced degree	28	54	15	2	15	34	40	11	2.5
1.4	4. Competence in the various tasks of ministry	58	40	2	1	46	47	6	1	1.6
1.5	5. A clear sense of call from God	63	26	9	3	50	34	12	4	1.7
1.4	6. Personal faith	68	27	4	1	59	34	6	2	1.5
1.8	7. Ability to inspire faith in others	35	53	11	1	51	41	7	1	1.6
1.8	8. Depth of learning and ability to think critically	34	55	11	1	11	39	45	5	2.5
1.3	9. Fairness, integrity, personal honesty	69	29	3	1	63	33	4	1	1.4
1.5	10. An open, affirming style of dealing with others	53	42	5	1	41	49	9	1	1.7
1.5	11. Capacity to show pastoral concern	53	41	6	1	61	35	4	1	1.4
2.4	12. Physical appearance	9	48	37	6	8	47	39	5	2.4
2.1	13. Continuing support by the official governing board of your congregation/setting	22	54	19	5	23	49	21	7	2.1
2.7	14. Continuing support of a judicatory official or body	8	37	38	18	6	25	38	32	2.9
2.4	15. Recognition of your clergy peers	7	45	39	9	3	25	44	28	3.0

B. Looking back over the preceding list, write in the number of the *one* factor which is *most important* for your confidence in yourself as a leader. _____

C. To what extent is each of the following true for you?

	Always	Often	Occasionally	Never	MEAN
1. I feel that I am really accomplishing something in my ministry	<u>20</u>	<u>70</u>	<u>10</u>	<u>1</u>	1.9
2. I feel successful in overcoming difficulties and obstacles in my ministry	<u>11</u>	<u>76</u>	<u>14</u>	<u>0</u>	2.0
3. I frequently seek the advice and input of other ministerial colleagues in my work	<u>8</u>	<u>36</u>	<u>54</u>	<u>3</u>	2.5

D. Who *should* be the *primary* evaluators of clergy? (Check one.)

15% Ecclesiastical supervisor or superiors
26 Clergy peers
59 Laity in the ministry setting

E. When you encounter new or unusual problems in ministry, on which of the following resources do you typically draw?

	Very Often (1)	Often (2)	Sometimes (3)	Rarely or Never (4)	MEAN
1. Your present commitments and values	<u>59</u>	<u>38</u>	<u>3</u>	<u>0</u>	1.4
2. The Bible	<u>33</u>	<u>40</u>	<u>25</u>	<u>2</u>	2.0
3. Examples/ideas from the history and tradition of the church	<u>6</u>	<u>33</u>	<u>52</u>	<u>9</u>	2.6
4. Your past experience in similar ministry situations	<u>38</u>	<u>53</u>	<u>9</u>	<u>1</u>	1.7
5. Prayer and meditation	<u>35</u>	<u>41</u>	<u>21</u>	<u>3</u>	1.9
6. Content and methods of theology and ethics	<u>6</u>	<u>30</u>	<u>56</u>	<u>8</u>	2.7
7. Literature, philosophy, the arts	<u>2</u>	<u>10</u>	<u>53</u>	<u>35</u>	3.2
8. Theory and methods from the human sciences (psychology, sociology, organizational development, etc.)	<u>19</u>	<u>42</u>	<u>33</u>	<u>6</u>	2.2
9. Your understanding of your ministry setting and your role in it	<u>50</u>	<u>43</u>	<u>7</u>	<u>0</u>	1.6
10. Consultation with other clergy	<u>12</u>	<u>38</u>	<u>44</u>	<u>5</u>	2.4
11. Consultation with other professionals	<u>9</u>	<u>30</u>	<u>49</u>	<u>11</u>	2.6
12. Consultation with laity in your ministry setting	<u>22</u>	<u>46</u>	<u>28</u>	<u>4</u>	2.1

F. How strong is your commitment to the ordained ministry as your vocation?

75 Very strong 5 Vacillating 1 No commitment; ready to change
25 Moderately strong 1 Quite weak

G. If you could make the choice again, would you enter the ordained ministry?

64 Definitely yes 6 Uncertain 1 Definitely no
27 Probably yes 2 Probably no

H. How certain are you that the ordained ministry is the right profession for you?

73 Very certain 3 Moderately uncertain
23 Moderately certain 1 Very uncertain

I. How seriously, if at all, have you thought *during the last year* about leaving the ordained ministry?

35 Never thought about it 14 Somewhat seriously
48 Not at all seriously 2 Quite seriously; considering it
1 Very seriously; now trying to leave

J. Throughout your ministerial career, would you say you have been:

29 Highly innovative 10 Slightly innovative
59 Moderately innovative 3 Have generally stuck to traditional methods

VII. BACKGROUND

A. What was your primary position at the time you began your D.Min. program? (Check one.)

50% Sole pastor of a congregation or pastoral charge
16 Senior pastor with other ordained clergy on staff
8 Associate/assistant pastor with general duties
2 Minister of education in a congregation
1 Pastoral counselor on staff of a congregation
2 Pastoral counselor in private practice or with a counseling center
6 Denominational staff or executive
1 Staff or executive of ecumenical agency
2 Seminary faculty/administrator
12 Other: _____

In what year did you begin this position? 19 71 (MEAN)

B. What is your current primary position? (Check one.)

30 Same position as in A. above; same congregation or organization as in A. above.
27 Same position as in A. above; different congregation or organization from A. above.
5 Different position from A. above; same congregation or organization as in A. above.
39 Different position from A. above; different congregation or organization from A. above.

If your current primary position is different from A. above, what is it? (Check one.)

19 Sole pastor of a congregation or pastoral charge
31 Senior pastor with other ordained clergy on staff
3 Associate/assistant pastor with general duties
1 Minister of education in a congregation
1 Pastoral counselor on staff of a congregation
4 Pastoral counselor in private practice or with a counseling center
16 Denominational staff or executive
1 Staff or executive of ecumenical agency
4 Seminary faculty/administrator
21 Other: _____

In what year did you begin this position? 19 80 (MEAN)

C. Since ordination, in how many *different, primary* positions have you worked (i.e., full-time positions or part-time positions that represent your major ministerial commitment)? 4.5 (MEAN)

How many of these positions were as a parish minister? 3.6 (MEAN)

D. What is your approximate annual, before tax, cash salary? (Include any housing allowance that you receive or an estimate of the fair rental value of your parsonage.)

1. At the time you began your D.Min. program \$ 19,954 (MEAN)

2. Currently \$ 30,217

E. At the time you began your D.Min. program, how satisfied were you with the primary position you then held?

48 Very satisfied 8 Dissatisfied
43 Moderately satisfied 2 Very dissatisfied

F. At the time you began your D.Min. program, did your primary position offer you maximum opportunity for expression of your talents for ministry?

47 Yes, definitely 39 Yes, to some degree 14 No, not really

G. If, at the time you began your D.Min. program and/or currently, you serve(d) in a parish ministry position, please answer each of the following by checking the appropriate category for:

- (1) Your congregation at the time you began your D.Min. program.
- (2) Your current congregation (whether the same or different).
- (3) Your immediate past parish (answer only if different from one and two).

a. Membership of congregation:	(1) At Entry	(2) Current	(3) Past
1. Less than 100	<u>9</u>	<u>4</u>	<u>7</u>
2. 100-199	<u>19</u>	<u>14</u>	<u>17</u>
3. 200-399	<u>28</u>	<u>27</u>	<u>25</u>
4. 400-699	<u>21</u>	<u>25</u>	<u>21</u>
5. 700-999	<u>9</u>	<u>12</u>	<u>10</u>
6. 1000 plus	<u>14</u>	<u>19</u>	<u>20</u>

b. Size of community in which congregation located:	(1) At Entry	(2) Current	(3) Past
1. Under 2,500 (rural, open country)	<u>11</u>	<u>6</u>	<u>12</u>
2. 2,500-10,000 (town)	<u>19</u>	<u>17</u>	<u>17</u>
3. 10,000-50,000 (small city)	<u>26</u>	<u>28</u>	<u>31</u>
4. 50,000+ (metro suburb)	<u>11</u>	<u>12</u>	<u>11</u>
5. 50,000-250,000 (medium city)	<u>14</u>	<u>16</u>	<u>12</u>
6. 250,000+ (large city)	<u>19</u>	<u>21</u>	<u>17</u>

c. The congregation is/was:

1. Growing and developing	<u>39%</u>	<u>54</u>	<u>30</u>
2. Holding its own	<u>46</u>	<u>38</u>	<u>52</u>
3. Generally declining	<u>15</u>	<u>8</u>	<u>18</u>

d. Approximate proportion of members who have/had college degrees:

1. Less than 10%	<u>21</u>	<u>12</u>	<u>20</u>
2. 10%-25%	<u>29</u>	<u>25</u>	<u>34</u>
3. 25%-50%	<u>24</u>	<u>29</u>	<u>23</u>
4. 50%-75%	<u>16</u>	<u>18</u>	<u>16</u>
5. 75% or more	<u>11</u>	<u>16</u>	<u>8</u>

H. Acknowledging that broad categories are at best imperfect approximations, within the broad spectrum of American Christianity which one of the following best describes your theological perspective?

4 Very Liberal 46 Moderate 2 Very Conservative
25 Liberal 23 Conservative

I. In what year were you born? 19 37 J. Year ordained? 19 63

K. Denomination in which ordained? _____

L. Current denomination? _____

M. What is your race/ethnicity?

94 White/Anglo 4 Black 1 Native American
1 Asian American 1 Hispanic Other: _____

N. Citizenship? 97 US 2 Canadian

Other: 1

O. Gender: 96 Male 4 Female

P. Which of the following degrees do you hold? (Check all that apply.)

90 B.D. or M.Div. Seminary: _____

State or Province: _____

3 M.R.E.

8 M.A.

8 S.T.M./Th.M.

1 Th.D./S.T.D./Ph.D.

1 Honorary Doctorate (D.D., L.L.D., etc.)

6 Other (except for D.Min.): _____

Q. What is your marital status?

6 Single, never married
3 Divorced, separated

90 Married
2 Widowed.

R. Has your marital status changed since you began your D.Min. program?

9 Yes 91 No If yes, please indicate how it has changed.

S. In what state did you live when you began your D.Min. program? _____

T. In what state do you currently live? _____

U. What was your college grade average?

6 A 30 B+ 19 B- 1 C

11 A- 20 B 7 C+ _____ Less than C

V. What was your seminary grade average?

10 A 37 B+ 7 B- 2 C

24 A- 18 B 1 C+ _____ Less than C

VIII. IMAGES OF PASTORAL MINISTRY

NOTE: The following questions are to be completed by *PARISH CLERGY ONLY*. Non-parish clergy have completed the questionnaire.

- A. Listed below are several images or dominant roles in terms of which clergy variously orient their ministry. Please rate each of the role images in terms of its appropriateness as a description of your ministry.

B.
MOST
LIKE ME

52%

10

3

9

4

4

3

16

1

	Very Much Like Me	Moderately Like Me	Moderately Unlike Me	Very Much Unlike Me	MEAN
1. <i>Minister of the Word/Teacher of the Congregation:</i> Finds primary fulfillment in preaching and teaching, and is attracted to a congregation with a strong educational emphasis.	—	—	—	—	1.3
2. <i>Parish Administrator:</i> Fulfillment comes in administering and managing a productive and effective church organization	—	—	—	—	2.0
3. <i>Social Activist:</i> Ministry centers in relating the Gospel to the social context; enjoys being on the cutting edge of social concerns and involvement in community affairs	—	—	—	—	2.8
4. <i>Enabler/Facilitator:</i> Centers ministry around work with small groups of people, helping them relate particular interests and needs to the Gospel; organizes parish around a variety of interest and task groups	—	—	—	—	2.0
5. <i>Celebrant/Liturgist:</i> Is most at home in leading the congregation in worship; deep appreciation for ritual and ceremonial in both formal and informal settings	—	—	—	—	2.2
6. <i>Spiritual Guide:</i> Encourages development of the spiritual life by all in the congregation; works intensely with those interested in pursuing spiritual disciplines; the minister's own spiritual life is exemplary	—	—	—	—	2.2
7. <i>Witness:</i> focus of ministry is in sharing the Gospel with those in and outside the church; developing the church's evangelistic witness is a primary task of ministry	—	—	—	—	2.3
8. <i>Counselor/Healer:</i> spends a major part of each week in pastoral counseling and visiting in homes and/or hospitals; finds fulfillment in helping people face their crises	—	—	—	—	1.9
9. <i>Community Chaplain:</i> finds fulfillment in civic roles and leadership; often serves on community committees and task groups; may be chaplain to community groups	—	—	—	—	2.7

- B. Looking back at the various images, which one is *most like you*? Write in the number _____

(ALL #s ARE PERCENTAGES UNLESS OTHERWISE STATED)

I. ABOUT CONTINUING EDUCATION

Note: The following questions pertain to continuing education in general, not specifically to D.Min. programs.

- A. Below are listed some reasons why a minister may want to take part in a continuing education program. Please check how important each of these reasons should be for a minister's taking part in continuing education.

B. MOST IMPORTANT REASON	C. FOR DMIN		Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)	MEAN
17	12	1. To update theological knowledge in an area in which he/she has fallen behind	41	43	15	1	1.8
12	18	2. To pursue an area of theological interest	30	51	18	1	1.9
55	61	3. To improve practical skills such as preaching, counseling, administration, etc.	66	29	5	1	1.4
14	9	4. For spiritual growth	45	37	17	1	1.7
2	13	5. To broaden one's knowledge by studying in non-theological areas such as economics, literature, sociology, etc.	9	27	46	18	2.7

- B. In general, which of the factors listed above should be the ONE MOST IMPORTANT reason for a minister to take part in continuing education? Please write in the number (from the list above) of the most important reason. _____

- C. Which of the factors listed above was the most important reason for your becoming involved in a D.Min. program? Please write in the number (from the list above) of the most important reason. _____

- D. Ministers, like others, have different needs and opportunities for continuing education. In general, however, how valuable do you think it is for ministers to pursue continuing education in each of the following ways?

	Very Valuable (1)	Valuable (2)	Somewhat Valuable (3)	Not Valuable (4)	MEAN
1. In a program working toward a Ph.D. in a theological field	10	33	47	11	2.6
2. In a program working toward a D.Min. degree	50	44	5	1	1.6
3. In a program working toward a theological degree or certificate other than a Ph.D. or D.Min.	10	50	36	4	2.3
4. In a degree program at a secular institution	3	30	58	8	2.7
5. In non-credit seminars or workshops at a seminary or theological center	17	51	30	4	2.2
6. In non-credit seminars at a secular institution	5	30	57	9	2.7
7. In a travel-study program	12	40	42	7	2.4
8. In independent study	14	45	37	4	2.3
9. In a study group made up of local clergy	15	41	38	6	2.3
10. On a spiritual retreat	24	48	26	2	2.0

- E. 1. Does your denomination or judicatory require its ministers to do a certain amount of continuing education each year? 28 Yes 72 No

2. In your opinion, should it require a certain amount of continuing education? 90 Yes 20 No

F. How much annual study leave (excluding sabbatical) does your congregation or employer provide?

23 None 45 Two Weeks 9 Four Weeks 4 Six Weeks or more
12 One Week 7 Three Weeks 1 Five Weeks
 1. If study leave time is provided, is the amount adequate? 65 Yes 35 No

2. If study time is provided, did you use it in 1984?

79 Yes, all of it 18 Yes, some of it 3 No, none of it

G. Does your congregation or employer provide funds for you to use in paying the cost of continuing education, such as for tuition, travel, etc? 75 Yes 25 No

1. If yes, what is the allowance? \$ 662 (per year) -- MEAN \$ AMOUNT

2. If yes, is the amount adequate? 47 Yes 53 No

3. If an allowance is provided, did you use it in 1984?

81 Yes, all of it 14 Yes, some of it 5 No, none of it

II. ATTITUDE TOWARD THE DOCTOR OF MINISTRY DEGREE

Note: In this section, we would like to have your opinions about the Doctor of Ministry program in general. Later we will ask you about the particular program in which you participated.

A. Listed below are several statements about the D.Min. Please indicate the extent to which you agree with each.

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	MEAN
1. All other factors being equal, a minister with a D.Min. should be paid more than a minister who has only a M.Div. or B.D.	<u>23</u>	<u>45</u>	<u>29</u>	<u>4</u>	2.1
2. All other factors being equal, a minister with a D.Min. should be hired (or appointed) in preference to someone who has only a M.Div. or B.D.	<u>14</u>	<u>36</u>	<u>46</u>	<u>5</u>	2.4
3. A minister who has earned the D.Min. should be called "Dr." in public settings	<u>12</u>	<u>50</u>	<u>30</u>	<u>8</u>	2.3
4. A minister who has a D.Min. degree is more likely to be respected by other community leaders than if he/she did not have the degree	<u>12</u>	<u>57</u>	<u>29</u>	<u>2</u>	2.2
5. All other factors being equal, a minister who regularly engages in continuing education should be hired (or appointed) in preference to someone who does not	<u>35</u>	<u>53</u>	<u>11</u>	<u>1</u>	1.8
6. All other factors being equal, regular participation in continuing education should be given more weight in a hiring decision (or the appointive process) than whether a person has a D.Min. degree	<u>21</u>	<u>52</u>	<u>25</u>	<u>2</u>	2.0

B. Which one of the following two statements better describes what you think the D.Min. *should be*? Which better describes what you think your D.Min. program *actually was*? Which better describes most D.Min. programs? (Check one in each column.)

	Should Be	My Program Actually Was	Most Programs Actually Are
1. A mark of distinction with selective admissions policies and rigorous standards for completion	or <u>66</u>	or <u>68</u>	or <u>32</u>
2. Open to all clergy who want a structured program of continuing education	<u>34</u>	<u>32</u>	<u>68</u>

C. Which *one* of the following statements best describes your opinion of the D.Min. degree, in general?

The concept of a professional doctorate:

- 30 is a sound one, *and* in general, all seminary D.Min. programs offer educational experiences of good quality
60 is a sound one, *but* some seminary programs (not including my own) are of dubious or poor quality
3 is a sound one, *but* some seminary programs (including my own) are of dubious or poor quality
1 is sound, *but* most or all current seminary D.Min. programs are of dubious or poor quality
1 is *unsound*; the D.Min. degree should not be given
5 no opinion

III. INVOLVEMENT IN A D.MIN. PROGRAM

A. At which seminary are you enrolled in a D.Min. program?

Seminary: _____

State or Province: _____

B. In what year did you enter? _____ Do you plan to graduate? _____ (year) 1970-1978 8

C. In the program in which you are enrolled, where have you taken most of your D.Min. courses? 1979 6

67 On campus 33 At off campus sites 1980 8

D. Is your D.Min. program? (Check one.) 1981 15

12 General in overall focus 1982 20

60 General in focus, but allowing for some specialization 1983 28

28 Specialized in focus 1984 15

Area or field of specialization (if any): _____ 1985 2

E. Before deciding to enroll in your D.Min. program, did you investigate any other D.Min. programs?

75 Yes 25 No

F. How important were each of the following reasons in deciding on the D.Min. program that you chose?

	(1) Extremely Important	(2) Very Important	(3) Somewhat Important	(4) Unimportant	MEAN
1. Geographical proximity of the seminary	<u>29</u>	<u>25</u>	<u>22</u>	<u>24</u>	2.4
2. Possibility of an off-campus program	<u>26</u>	<u>19</u>	<u>18</u>	<u>34</u>	2.6
3. Content and focus of the program	<u>53</u>	<u>37</u>	<u>9</u>	<u>2</u>	1.6
4. Reputation of the program	<u>43</u>	<u>41</u>	<u>14</u>	<u>3</u>	1.8
5. Reputation of particular faculty teaching in the program	<u>30</u>	<u>36</u>	<u>26</u>	<u>8</u>	2.1
6. Cost of the program	<u>11</u>	<u>22</u>	<u>45</u>	<u>21</u>	2.8
7. Availability of financial aid	<u>9</u>	<u>10</u>	<u>23</u>	<u>58</u>	3.3
8. Denominational affiliation of seminary	<u>16</u>	<u>20</u>	<u>28</u>	<u>36</u>	2.8
9. Ease of completing program while working full time	<u>31</u>	<u>35</u>	<u>26</u>	<u>10</u>	2.1
10. Opportunity to join a D.Min. colleague group forming in my area	<u>17</u>	<u>16</u>	<u>16</u>	<u>52</u>	3.0
11. Encouragement of denominational executive	<u>4</u>	<u>9</u>	<u>17</u>	<u>70</u>	3.5
12. Other: _____	<u>78</u>	<u>2</u>	<u>5</u>	<u>15</u>	—

G. In what way did denominational affiliation affect your choice of a D.Min. program? (Check one.)

37 I wanted a D.Min. from a seminary of my own denomination.

7 I wanted a D.Min. from a seminary or a denomination *other* than my own.

56 Denomination was not a factor in my choice of a program.

H. Since enrolling in your D.Min. program, please indicate whether you spend more, about the same, or less time in each of the following activities.

	More (1)	About The Same (2)	Less (3)	MEAN
1. Ministerial duties	<u>16</u>	<u>71</u>	<u>13</u>	2.0
2. Vacation	<u>2</u>	<u>57</u>	<u>40</u>	2.4
3. Family activities, other than vacation	<u>8</u>	<u>60</u>	<u>32</u>	2.2
4. Hobbies and recreation, other than vacation	<u>4</u>	<u>41</u>	<u>55</u>	2.5
5. Community service	<u>9</u>	<u>57</u>	<u>35</u>	2.3
6. Denominational activities	<u>12</u>	<u>58</u>	<u>30</u>	2.2

I. Are you receiving any financial aid grants or loans for your D.Min. program from:

	Grants	Loans
1. The seminary?	<u>12%</u>	<u>1%</u>
2. Your denomination?	<u>24%</u>	<u>1%</u>
3. Your congregation or employer	<u>37%</u>	<u>1%</u>
4. Other: _____		

J. How much of a *financial* burden have you found it to be to meet the expense of your D.Min. program?

13 Great burden 58 Moderate burden 29 Little or no burden

K. How much of a *time* burden have you found it to be to be involved in your D.Min. program?

29 Great burden 67 Moderate burden 4 Little or no burden

IV. D.MIN. PROGRAM EMPHASIS AND COMPONENTS

A. Listed below are a variety of emphases that D.Min. programs may have. For each, please indicate:

First, how much emphasis is placed on each in *your* D.Min. program.

Second, how valuable you find the emphasis to be for your overall personal, professional and intellectual growth. (If not applicable, circle 0.)

MEAN		Extent of Emphasis in Your D.Min. Program				Value to You				NA	MEAN
		Much (1)	Some (2)	Little (3)	None (4)	Great (1)	Some (2)	Little (3)	None (4)		
2.1	1. Systematic, philosophical or historical theology	<u>20</u>	<u>52</u>	<u>24</u>	<u>5</u>	<u>27</u>	<u>49</u>	<u>20</u>	<u>5</u>	—	2.0
1.4	2. Pastoral or practical theology	<u>64</u>	<u>32</u>	<u>3</u>	<u>1</u>	<u>71</u>	<u>25</u>	<u>4</u>	<u>1</u>	—	1.3
2.0	3. Biblical studies	<u>25</u>	<u>52</u>	<u>19</u>	<u>4</u>	<u>45</u>	<u>41</u>	<u>11</u>	<u>3</u>	—	1.7
2.4	4. Ethics	<u>11</u>	<u>46</u>	<u>32</u>	<u>11</u>	<u>18</u>	<u>49</u>	<u>25</u>	<u>7</u>	—	2.2
2.8	5. Church history	<u>5</u>	<u>29</u>	<u>43</u>	<u>24</u>	<u>13</u>	<u>38</u>	<u>35</u>	<u>15</u>	—	2.5
2.1	6. Spiritual formation	<u>25</u>	<u>42</u>	<u>25</u>	<u>8</u>	<u>45</u>	<u>37</u>	<u>14</u>	<u>4</u>	—	1.8
2.2	7. Sociological theory	<u>23</u>	<u>42</u>	<u>26</u>	<u>10</u>	<u>20</u>	<u>48</u>	<u>23</u>	<u>9</u>	—	2.2
2.1	8. Psychological theory	<u>23</u>	<u>48</u>	<u>23</u>	<u>6</u>	<u>27</u>	<u>47</u>	<u>21</u>	<u>6</u>	—	2.1
2.0	9. Organizational development	<u>34</u>	<u>40</u>	<u>19</u>	<u>9</u>	<u>37</u>	<u>41</u>	<u>17</u>	<u>5</u>	—	1.9
1.7	10. Ministerial arts, practical studies (e.g., preaching, pastoral counseling, Christian ed, etc.)	<u>48</u>	<u>36</u>	<u>14</u>	<u>2</u>	<u>58</u>	<u>30</u>	<u>9</u>	<u>2</u>	—	1.6

B. Which two (if any) of the above areas would you most like to have emphasised *more* in your D.Min. program?
(Write appropriate numbers.) _____

C. Which two (if any) of the above areas would you most like to have emphasised *less* in your D.Min. program?
(Write appropriate numbers.) _____

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D. Listed below are a variety of structures and methodologies common to many D.Min. programs. For each, please indicate:

First, the amount of use or emphasis that each receives in your D.Min. program.

Second, how valuable you find the structure/methodology to be for your own personal and professional learning. (If not applicable, circle 0.)

MEAN		Extent of Emphasis in Your D.Min. Program				Value to You				NA	MEAN
		Much (1)	Some (2)	Little (3)	None (4)	Great (1)	Some (2)	Little (3)	None (4)		
1.5	1. Seminars	65	27	6	3	67	29	4	1		1.4
1.9	2. Faculty lectures	37	46	14	4	43	45	11	2		1.7
2.5	3. Supervised practice (e.g., CPE, work in student's parish)	27	24	22	27	41	31	18	10		2.0
2.2	4. Case studies	22	43	27	9	34	39	21	5		2.0
1.9	5. Library research	31	47	18	4	36	44	17	3		1.9
1.8	6. Analysis/evaluation of ministry setting	45	36	14	5	51	35	11	3		1.6
2.8	7. Career assessment	11	26	38	26	24	35	28	14		2.3
2.2	8. Colleague/support group	34	30	23	14	41	34	17	8		1.9
1.9	9. Peer or collegial learning	38	37	19	7	40	37	18	5		1.9
2.6	10. Learning contract	20	25	26	30	20	29	32	19		2.5
3.0	11. Course exams	6	25	27	41	5	23	39	33		3.0
3.0	12. Qualifying exams	12	22	17	49	10	27	26	38		2.9
2.3	13. Involvement of laity from your ministry setting	27	33	21	18	37	36	17	9		2.0

E. Which two (if any) of the above areas would you most like to have emphasised *more* in your D.Min. program?
(Write appropriate numbers.) _____

F. Which two (if any) of the above areas would you most like to have emphasised *less* in your D.Min. program?
(Write appropriate numbers.) _____

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G. How would you evaluate the *overall* quality of teaching in your D.Min. program by:

	Excellent (1)	Good (2)	Fair (3)	Poor (4)	Not Applicable	MEAN
1. Full-time faculty from the seminary	70	25	4	1		1.4
2. Adjunct faculty	48	38	12	2		1.7

E.
MORE
EMPHASIS *

F.
LESS
EMPHASIS *

1. SEMINARS
2. FACULTY LECTURES
3. SUPERVISED PRACTICE
4. CASE STUDIES
5. LIBRARY RESEARCH
6. ANALYSIS/EVALUATION OF
MINISTRY SETTING
7. CAREER ASSESSMENT
8. COLLEAGUE/SUPPORT GROUP
9. PEER OR COLLEGIAL LEARNING
10. LEARNING CONTRACT
11. COURSE EXAMS
12. QUALIFYING EXAMS
13. INVOLVEMENT OF LAITY FROM
YOUR MINISTRY SETTING

12
9
11
9
5
12
13
9
5
3
1
1
11

5
10
7
8
8
3
5
2
6
8
21
14
3

C.
MORE
EMPHASIS *

D.
LESS
EMPHASIS *

1. SYSTEMATIC, PHILOSOPHICAL OR HISTORICAL
THEOLOGY
2. PASTORAL OR PRACTICAL THEOLOGY
3. BIBLICAL STUDIES
4. ETHICS
5. CHURCH HISTORY
6. SPIRITUAL FORMATION
7. SOCIOLOGICAL THEORY
8. PSYCHOLOGICAL THEORY
9. ORGANIZATIONAL DEVELOPMENT
10. MINISTERIAL ARTS, PRACTICAL
STUDIES

9
15
15
6
4
18
5
5
8
15

17
4
3
9
13
3
20
15
12
3

* PERCENTAGES REPRESENT COMBINED FIGURES FOR BOTH AREAS INDICATED

- H. Many D.Min. programs have rules about completion of assignments within specified time periods and maximum periods of time one can spend in various program phases. In the program you attend are these guidelines and rules: (Check one.)

22 Always strictly enforced
57 Usually enforced
10 Enforced in some courses/areas; not in others
10 Rarely enforced and/or easy to get waived or extended
2 Program has no such guidelines or rules

- I. In general, do you complete the assigned reading for your D.Min. courses?

56 Always 4 Sometimes 0 Never
40 Usually 1 Rarely

- J. Thinking back to your B.D./M.Div. course work, how would you compare the level of difficulty of advanced B.D./M.Div. courses to the courses in your D.Min. program?

42 About the same level of difficulty
49 D.Min. courses were more advanced and difficult
9 D.Min. courses were less difficult

- K. How would you assess the level of ability of those D.Min. students you had an opportunity to observe in your program? What percent would you say were persons of:

1. 45 % great ability
 2. 45 % moderate ability
 3. 11 % limited ability
 100%

- L. What priority do you perceive that the D.Min. program and students receive from *faculty*?

15 Highest 55 High 24 Moderate 5 Low 1 Lowest

- M. What priority do you perceive that the D.Min. program and students receive from *administration*?

9 Highest 51 High 33 Moderate 6 Low 1 Lowest

- N. Think of a typical D.Min. course that you have taken.

1. How many students do you estimate were in this course? _____

2. Do you feel that the size of this class was too large, about right or too small?

9 Too large 91 About right 1 Too small

3. About what percentage of students in this class were *not* D.Min. students? 29 %

- O. If there has been a mix of D.Min. and non-D.Min. students in any of your courses, does this mix seem to have a positive, neutral or negative effect on each of the following groups/persons?

	Positive	Neutral	Negative
1. On the D.Min. students	<u>35</u>	<u>55</u>	<u>10</u>
2. On the non-D.Min. students	<u>53</u>	<u>42</u>	<u>6</u>
3. On the instructor	<u>36</u>	<u>57</u>	<u>7</u>

- P. How easy has it been for you to obtain needed reading materials for:

	Usually Easy	Mixed	Usually Difficult	Not Applicable
1. Courses	<u>74</u>	<u>23</u>	<u>3</u>	<u>-</u>
2. Major project/thesis	<u>52</u>	<u>39</u>	<u>10</u>	<u>-</u>

Q. How well do you feel that your program is preparing you to undertake your major project/thesis?

39 Very well 12 Poorly
42 Fairly well 7 too soon to judge

R. To date, how much difficulty have you had, if any, in keeping on schedule at each of the following points in your program: (If not applicable, circle 0.)

	VERY MUCH (1)	SOME (2)	LITTLE (3)	NONE (4)	MEAN
1. The course-taking phase	<u>6</u>	<u>17</u>	<u>14</u>	<u>64</u>	3.4
2. Passing qualifying exams	<u>4</u>	<u>10</u>	<u>14</u>	<u>72</u>	3.5
3. Preparing a project/thesis proposal	<u>18</u>	<u>38</u>	<u>13</u>	<u>32</u>	2.6
4. Researching and writing the project or thesis	<u>28</u>	<u>40</u>	<u>10</u>	<u>22</u>	2.3

V. EXPERIENCES DURING AND SINCE INVOLVEMENT IN D.MIN. PROGRAM

A. To what extent would you say that each of the following has been true for you during the time you have been involved in your D.Min. program?

	Very Much (1)	Somewhat (2)	A Little (3)	Not at All (4)	MEAN
1. Became distracted from my job by the demands of the program	<u>7</u>	<u>35</u>	<u>39</u>	<u>20</u>	2.7
2. Experienced renewed commitment to my job	<u>46</u>	<u>40</u>	<u>10</u>	<u>3</u>	1.7
3. Had difficulty meeting academic demands and requirements	<u>4</u>	<u>26</u>	<u>35</u>	<u>35</u>	3.0
4. Discovered new capacities for critical inquiry	<u>39</u>	<u>41</u>	<u>17</u>	<u>3</u>	1.8
5. Developed personal or family problems traceable to my D.Min. involvement	<u>2</u>	<u>7</u>	<u>23</u>	<u>68</u>	3.6
6. Discovered new depth of collegial support with other pastors	<u>21</u>	<u>32</u>	<u>32</u>	<u>15</u>	2.4
7. Developed conflict(s) in my ministry setting traceable to my D.Min. involvement	<u>2</u>	<u>6</u>	<u>20</u>	<u>73</u>	3.6
8. Developed creative solutions to significant problems or conflicts in my ministry setting	<u>32</u>	<u>39</u>	<u>22</u>	<u>7</u>	2.0

B. If you had it to do over again, what decision would you make about enrolling in a D.Min. program:

89 I would enroll in the same program
8 I would enroll in a different program
3 I would not enroll in any D.Min. program

C. What proportion of persons in your congregation or ministry setting would you estimate know you are involved in a D.Min. program?

20 All 49 Most 24 Some 7 Few 1 None

D. Among those who know of your involvement, what is the majority opinion?

66 Most are enthusiastic
24 Most are indifferent
1 Most would prefer that I were not involved
9 Opinions are thoroughly mixed

VI. SOME GENERAL QUESTIONS ABOUT YOUR MINISTRY

- A. A variety of factors affect a minister's status as a leader in a congregation or other setting in which he/she works. How important is each of the following factors for *your* confidence in yourself as a leader? How important for the lay people with whom you work are the following qualities or credentials for *their* acceptance of your ministry? (Note: Since it is unlikely that everything can be of highest importance, please try to make distinctions in the importance of the factors.)

MOST IMPORTANT	MEAN		Importance for Your Confidence In Yourself				Importance for Those in Your Congregation/Setting				MEAN
			Highest (1)	High (2)	Some (3)	Little (4)	Highest (1)	High (2)	Some (3)	Little (4)	
4	2.0	1. Ordination	33	41	18	9	41	45	10	4	1.8
1	1.9	2. A basic seminary degree	31	54	14	2	25	48	23	4	2.1
1	2.1	3. An earned advanced degree	20	49	26	5	8	26	45	21	2.8
23	1.4	4. Competence in the various tasks of ministry	58	40	2	1	50	44	6	1	1.6
30	1.5	5. A clear sense of call from God	62	30	7	2	47	35	16	3	1.8
14	1.3	6. Personal faith	69	27	3	1	56	38	5	1	1.5
4	1.8	7. Ability to inspire faith in others	36	57	12	1	47	43	9	2	1.6
4	1.8	8. Depth of learning and ability to think critically	33	57	10	1	9	37	47	7	2.5
8	1.4	9. Fairness, integrity, personal honesty	64	33	3	1	57	38	4	1	1.5
8	1.6	10. An open, affirming style of dealing with others	50	44	6	1	47	44	9	1	1.6
4	1.6	11. Capacity to show pastoral concern	48	44	9	—	59	36	5	1	1.5
0	2.5	12. Physical appearance	10	40	41	10	8	45	40	8	2.5
1	2.2	13. Continuing support by the official governing board of your congregation/setting	20	51	22	8	16	48	25	11	2.3
0	2.7	14. Continuing support of a judicatory official or body	10	31	36	23	5	23	37	35	3.0
1	2.6	15. Recognition of your clergy peers	8	38	41	13	3	21	42	34	3.1

- B. Looking back over the preceding list, write in the number of the *one* factor which is *most* important for your confidence in yourself as a leader. _____

- C. To what extent is each of the following true for you?

	(1) Always	(2) Often	(3) Occasionally	(4) Never	MEAN
1. I feel that I am really accomplishing something in my ministry	15	71	14	1	2.0
2. I feel successful in overcoming difficulties and obstacles in my ministry	11	69	20	—	2.1
3. I frequently seek the advice and input of other ministerial colleagues in my work	8	38	53	1	2.5

D. Who *should* be the *primary* evaluators of clergy? (Check one.)

13 Ecclesiastical supervisor or superiors
26 Clergy peers
62 Laity in the ministry setting

E. When you encounter new or unusual problems in ministry, on which of the following resources do you typically draw?

	Very Often (1)	Often (2)	Sometimes (3)	Rarely or Never (4)	MEAN
1. Your present commitments and values	<u>47</u>	<u>48</u>	<u>5</u>	<u>1</u>	1.6
2. The Bible	<u>38</u>	<u>38</u>	<u>22</u>	<u>2</u>	1.9
3. Examples/ideas from the history and tradition of the church	<u>5</u>	<u>31</u>	<u>53</u>	<u>11</u>	2.7
4. Your past experience in similar ministry situations	<u>30</u>	<u>56</u>	<u>14</u>	<u>1</u>	1.8
5. Prayer and meditation	<u>38</u>	<u>39</u>	<u>21</u>	<u>2</u>	1.9
6. Content and methods of theology and ethics	<u>6</u>	<u>31</u>	<u>51</u>	<u>12</u>	2.7
7. Literature, philosophy, the arts	<u>2</u>	<u>11</u>	<u>46</u>	<u>41</u>	3.3
8. Theory and methods from the human sciences (psychology, sociology, organizational development, etc.)	<u>13</u>	<u>41</u>	<u>37</u>	<u>9</u>	2.4
9. Your understanding of your ministry setting and your role in it	<u>42</u>	<u>48</u>	<u>10</u>	<u>1</u>	1.7
10. Consultation with other clergy	<u>12</u>	<u>38</u>	<u>46</u>	<u>4</u>	2.4
11. Consultation with other professionals	<u>7</u>	<u>29</u>	<u>51</u>	<u>13</u>	2.7
12. Consultation with laity in your ministry setting	<u>18</u>	<u>49</u>	<u>29</u>	<u>4</u>	2.2

F. How strong is your commitment to the ordained ministry as your vocation?

74 Very strong 5 Vacillating 1 No commitment; ready to change
20 Moderately strong 2 Quite weak

G. If you could make the choice again, would you enter the ordained ministry?

67 Definitely yes 6 Uncertain 1 Definitely no
25 Probably yes 3 Probably no

H. How certain are you that the ordained ministry is the right profession for you?

72 Very certain 4 Moderately uncertain
24 Moderately certain 1 Very uncertain

I. How seriously, if at all, have you thought *during the last year* about leaving the ordained ministry?

32 Never thought about it 18 Somewhat seriously
47 Not at all seriously 2 Quite seriously; considering it
1 Very seriously; now trying to leave

J. Throughout your ministerial career, would you say you have been:

27 Highly innovative
61 Moderately innovative

10 Slightly innovative
2 Have generally stuck to traditional methods

VII. BACKGROUND

A. What was your primary position at the time you began your D.Min. program? (Check one.)

51 Sole pastor of a congregation or pastoral charge
14 Senior pastor with other ordained clergy on staff
13 Associate/assistant pastor with general duties
2 Minister of education in a congregation
7 Pastoral counselor on staff of a congregation
1 Pastoral counselor in private practice or with a counseling center
4 Denominational staff or executive
1 Staff or executive of ecumenical agency
1 Seminary faculty/administrator
13 Other: _____

In what year did you begin this position? 19 77 (MEAN)

B. What is your current primary position? (Check one.)

59 Same position as in A. above; same congregation or organization as in A. above.
15 Same position as in A. above; different congregation or organization from A. above.
5 Different position from A. above; same congregation or organization as in A. above.
22 Different position from A. above; different congregation or organization from A. above.

If your current primary position is different from A. above, what is it? (Check one.)

23 Sole pastor of a congregation or pastoral charge
23 Senior pastor with other ordained clergy on staff
7 Associate/assistant pastor with general duties
4 Minister of education in a congregation
2 Pastoral counselor on staff of a congregation
4 Pastoral counselor in private practice or with a counseling center
11 Denominational staff or executive
1 Staff or executive of ecumenical agency
4 Seminary faculty/administrator
21 Other: _____

In what year did you begin this position? 19 83 (MEAN) N = 190

C. Since ordination, in how many *different, primary* positions have you worked (i.e., full-time positions or part-time positions that represent your major ministerial commitment)? 3.4 (Number) (MEAN)

How many of these positions were as a parish minister? 2.8 (Number) (MEAN)

D. What is your approximate annual, before tax, cash salary? (Include any housing allowance that you receive or an estimate of the fair rental value of your parsonage.)

1. At the time you began your D.Min. program \$ 22,284 (MEAN)
2. Currently \$ 26,624 (MEAN)

E. At the time you began your D.Min. program, how satisfied were you with the primary position you then held?

48 Very satisfied
41 Moderately satisfied
9 Dissatisfied
2 Very dissatisfied

F. At the time you began your D.Min. program, did your primary position offer you maximum opportunity for expression of your talents for ministry?

39 Yes, definitely 44 Yes, to some degree 18 No, not really

G. If, at the time you began your D.Min. program and/or currently, you serve(d) in a *parish ministry position*, please answer each of the following by checking the appropriate category for:

___ (1) Your congregation at the time you began your D.Min. program.

___ (2) Your current congregation (whether the same or different).

a. Membership of congregation: (1) At Entry (2) Current

1. Less than 100	<u>13</u>	<u>10</u>
2. 100-199	<u>20</u>	<u>17</u>
3. 200-399	<u>26</u>	<u>26</u>
4. 400-699	<u>18</u>	<u>22</u>
5. 700-999	<u>8</u>	<u>11</u>
6. 1000 plus	<u>15</u>	<u>16</u>

b. Size of community in which congregation located:

	(1) AT ENTRY	(2) CURRENT
___ 1. Under 2,500 (rural, open country)	<u>15</u>	<u>13</u>
___ 2. 2,500-10,000 (town)	<u>17</u>	<u>17</u>
___ 3. 10,000-50,000 (small city)	<u>24</u>	<u>26</u>
___ 4. 50,000+ (metro suburb)	<u>10</u>	<u>11</u>
___ 5. 50,000-250,000 (medium city)	<u>15</u>	<u>15</u>
___ 6. 250,000+ (large city)	<u>19</u>	<u>18</u>

c. The congregation is/was:

	(1) AT ENTRY	(2) CURRENT
___ 1. Growing and developing	<u>41</u>	<u>52</u>
___ 2. Holding its own	<u>41</u>	<u>38</u>
___ 3. Generally declining	<u>18</u>	<u>10</u>

___ d. Approximate proportion of members who have/had college degrees:

	(1) AT ENTRY	(2) CURRENT
___ 1. Less than 10%	<u>25</u>	<u>19</u>
___ 2. 10%-25%	<u>27</u>	<u>29</u>
___ 3. 25%-50%	<u>24</u>	<u>24</u>
___ 4. 50%-75%	<u>15</u>	<u>18</u>
___ 5. 75% or more	<u>9</u>	<u>11</u>

H. Acknowledging that broad categories are at best imperfect approximations, within the broad spectrum of American Christianity which one of the following best describes your theological perspective?

4 Very Liberal 42 Moderate 4 Very Conservative
19 Liberal 31 Conservative

I. In what year were you born? 19 43 (MEAN) J. Year ordained? 19 70 (MEAN)

K. Denomination in which ordained? _____

L. Current denomination? _____

M. What is your race/ethnicity?

93 White/Anglo 3 Black 1 Native American
1 Asian American 1 Hispanic 2 Other: _____

N. Citizenship? 95 US 4 Canadian 1 Other: _____

O. Gender: 94 Male 6 Female

P. Which of the following degrees do you hold? (Check all that apply.)

86 B.D. or M.Div. Seminary: _____
 State or Province: _____
3 M.R.E.
13 M.A.
9 S.T.M./Th.M.
1 Th.D./S.T.D./Ph.D.
1 Honorary Doctorate (D.D., L.L.D., etc.)
9 Other (except for D.Min.): _____

Q. What is your marital status?

7 Single, never married 89 Married
4 Divorced, separated 1 Widowed

R. Has your marital status changed since you began your D.Min. program?

6 Yes 94 No If yes, please indicate how it has changed.
 1. 12%
 2. 59%
 3. 18%
 4. 12%

S. In what state did you live when you began your D.Min. program? 84% SAME STATE

T. In what state do you currently live? 16% SWITCHED

U. What was your college grade average?

7 A 31 B+ 20 B- 7 C
11 A- 18 B 7 C+ 1 Less than C

V. What was your seminary grade average?

10 A 37 B+ 12 B- - C
23 A- 16 B 3 C+ - Less than C

VIII. IMAGES OF PASTORAL MINISTRY

NOTE: The following questions are to be completed by *PARISH CLERGY ONLY*. Non-parish clergy have completed the questionnaire.

A. Listed below are several images or dominant roles in terms of which clergy variously orient their ministry. Please rate each of the role images in terms of its appropriateness as a description of your ministry.

<u>MOST IMPORTANT</u>		Very Much Like Me (1)	Moderately Like Me (2)	Moderately Unlike Me (3)	Very Much Unlike Me (4)	<u>MEA</u>
<u>47%</u>	1. <i>Minister of the Word/Teacher of the Congregation:</i> Finds primary fulfillment in preaching and teaching, and is attracted to a congregation with a strong educational emphasis.	<u>69</u>	<u>28</u>	<u>2</u>	<u>1</u>	<u>1.3</u>
<u>7</u>	2. <i>Parish Administrator:</i> Fulfillment comes in administering and managing a productive and effective church organization	<u>23</u>	<u>48</u>	<u>23</u>	<u>7</u>	<u>2.1</u>
<u>2</u>	3. <i>Social Activist:</i> Ministry centers in relating the Gospel to the social context; enjoys being on the cutting edge of social concerns and involvement in community affairs	<u>8</u>	<u>31</u>	<u>38</u>	<u>23</u>	<u>2.8</u>

MOST IMPORTANT

Very Much
Like MeModerately
Like MeModerately
Unlike MeVery Much
Unlike Me

MEAN

16 4. *Enabler/Facilitator*: Centers ministry around work with small groups of people, helping them relate particular interests and needs to the Gospel; organizes parish around a variety of interest and task groups

3747133

1.8

6 5. *Celebrant/Liturgist*: Is most at home in leading the congregation in worship; deep appreciation for ritual and ceremonial in both formal and informal settings

3039256

2.1

5 6. *Spiritual Guide*: Encourages development of the spiritual life by all in the congregation; works intensely with those interested in pursuing spiritual disciplines; the minister's own spiritual life is exemplary

2450242

2.0

4 7. *Witness*: focus of ministry is in sharing the Gospel with those in and outside the church; developing the church's evangelistic witness is a primary task of ministry

2041336

2.2

13 8. *Counselor/Healer*: spends a major part of each week in pastoral counseling and visiting in homes and/or hospitals; finds fulfillment in helping people face their crises

3241225

2.0

1 9. *Community Chaplain*: finds fulfillment in civic roles and leadership; often serves on community committees and task groups; may be chaplain to community groups

10243630

2.8

B. Looking back at the various images, which one is *most like you*? Write in the number _____

THANK YOU VERY MUCH FOR YOUR COOPERATION

Please return to:

National Doctor of Ministry Study
77 Sherman Street
Hartford, CT 06105

If you wish to add any additional comments on your experience or perceptions of the Doctor of Ministry degree, they will be most welcome.

Note: All Numbers are %s unless otherwise indicated
Number Responding = 769

Non-D.Min Clergy

I. ABOUT CONTINUING EDUCATION

Note: The following questions pertain to continuing education *in general*, not specifically to D.Min. programs.

- A. Below are listed some reasons why a minister may want to take part in a continuing education program. Please check how important each of these reasons should be for a minister's taking part in continuing education.

MEAN		Very Important (1)	Important (2)	Somewhat Important (3)	Not Important (4)
1.8	1. To update theological knowledge in an area in which he/she has fallen behind	<u>37%</u>	<u>45%</u>	<u>15%</u>	<u>3%</u>
1.9	2. To pursue an area of theological interest	<u>29%</u>	<u>52</u>	<u>18</u>	<u>2</u>
1.5	3. To improve practical skills such as preaching, counseling, administration, etc.	<u>60</u>	<u>33</u>	<u>7</u>	<u>1</u>
1.8	4. For spiritual growth	<u>46</u>	<u>35</u>	<u>16</u>	<u>3</u>
2.6	5. To broaden one's knowledge by studying in non-theological areas such as economics, literature, sociology, etc.	<u>9</u>	<u>31</u>	<u>46</u>	<u>14</u>

- B. In general, which of the factors listed above should be the ONE MOST IMPORTANT reason for a minister to take part in continuing education? Please write in the number (from the list above) of the most important reason. _____

1. 16% 2. 15% 3. 46% 4. 20% 5. 3%

- D. Ministers, like others, have different needs and opportunities for continuing education. In general, however, how valuable do you think it is for ministers to pursue continuing education in each of the following ways?

MEAN		Very Valuable	Valuable	Somewhat Valuable	Not Valuable
2.7	1. In a program working toward a Ph.D. in a theological field	<u>10%</u>	<u>28%</u>	<u>49%</u>	<u>14%</u>
2.3	2. In a program working toward a D.Min. degree	<u>13</u>	<u>46</u>	<u>36</u>	<u>5</u>
2.6	3. In a program working toward a theological degree or certificate other than a Ph.D. or D.Min.	<u>7</u>	<u>34</u>	<u>50</u>	<u>9</u>
2.8	4. In a degree program at a secular institution	<u>4</u>	<u>27</u>	<u>52</u>	<u>18</u>
2.1	5. In non-credit seminars or workshops at a seminary or theological center	<u>19</u>	<u>52</u>	<u>26</u>	<u>4</u>
2.7	6. In non-credit seminars at a secular institution	<u>5</u>	<u>36</u>	<u>46</u>	<u>13</u>
2.5	7. In a travel-study program	<u>10</u>	<u>43</u>	<u>39</u>	<u>9</u>
2.1	8. In independent study	<u>18</u>	<u>52</u>	<u>26</u>	<u>4</u>
2.3	9. In a study group made up of local clergy	<u>14</u>	<u>42</u>	<u>35</u>	<u>7</u>
2.1	10. On a spiritual retreat	<u>25</u>	<u>46</u>	<u>25</u>	<u>4</u>

- E. 1. Does your denomination or judicatory *require* its ministers to do a certain amount of continuing education each year? 27% Yes 73% No

2. In your opinion, *should* it require a certain amount of continuing education? 72% Yes 29% No

3. How much pressure is there on you to engage in regular continuing education:

	From your Judicatory?	From your congregation or work setting?
1. A great deal	<u>12%</u>	<u>5%</u>
2. Some	<u>43%</u>	<u>22%</u>
3. Little or none	<u>45%</u>	<u>72%</u>

F. Have you taken part in a continuing education program in the last three years?

90% Yes 10% No

If yes: 1. What kind of continuing education was it? In the left hand column, check as many categories as apply.

2. In the column on the right give an estimate of the *number of days* that you have spent or will spend through May 1985.

Participated	No. of Days
<u>10%</u> Formal program working toward a degree or certificate at a theological seminary	_____
<u>6</u> Formal program working toward a degree or certificate at a secular institution	_____
<u>57</u> Non-credit seminars or workshops at a seminary or theological center	_____
<u>28</u> Non-credit seminars or workshops at a secular institution	_____
<u>18</u> Travel-study program	_____
<u>33</u> Independent study	_____
<u>37</u> Study group consisting of local clergy	_____
<u>41</u> A spiritual retreat	_____
<u>17</u> Other: _____	_____

G. How much annual study leave (excluding sabbatical) does your congregation or employer provide?

31% None 45 Two Weeks 1 Four Weeks 2 Six Weeks or more
20 One Week 2 Three Weeks 0 Five Weeks

1. If study leave time is provided, is the amount adequate? 74% Yes 26% No

2. If study time is provided, did you use it in 1984?

43% Yes, all of it 44% Yes, some of it 13% No, none of it

H. Does your congregation or employer provide funds for you to use in paying the cost of continuing education, such as for tuition, travel, etc? 71% Yes 29% No

1. If yes, what is the allowance? \$ 372 (per year) - MEAN

2. If yes, is the amount adequate? 51% Yes 49% No

3. If an allowance is provided, did you use it in 1984?

52% Yes, all of it 35% Yes, some of it 13% No, none of it

I. Have you ever considered enrolling in a Doctor of Ministry program?

64% Yes 36% No

If yes, to what extent did each of the following reasons influence your decision *not* to enroll?

MEANS		A Great Deal	Some	A Little	Not At All
<u>2.3</u>	1. Cost of D.Min. program	<u>32%</u>	<u>25%</u>	<u>20%</u>	<u>23%</u>
<u>2.0</u>	2. Amount of time D.Min. programs demand	<u>41</u>	<u>30</u>	<u>14</u>	<u>15</u>
<u>3.0</u>	3. Could not find a program that corresponded to your interests	<u>18</u>	<u>17</u>	<u>18</u>	<u>48</u>
<u>2.6</u>	4. Could not find a program within reasonable travel distance	<u>28</u>	<u>19</u>	<u>16</u>	<u>37</u>

MEANS		A Great Deal (1)	Some (2)	A Little (3)	Not At All (4)
3.4	5. Doubts about your academic ability to do the work	29%	15%	19%	64%
3.0	6. Doubts about the quality of D.Min. programs	12%	20%	28%	41%
2.8	7. Doubts about the D.Min.'s value as a credential	20%	24%	16%	40%
3.9	8. Not accepted by the program that most interested you	29%	0.5%	2%	95%
	9. Other (please comment): _____				

J. How likely is it that you will enroll in a D.Min. program in the future?

4% Certain
 10% Very likely
 35% Somewhat likely
 41% Not likely
 11% Definitely not

II. ATTITUDE TOWARD THE DOCTOR OF MINISTRY DEGREE

Note: In this section, we would like to have your opinions about the Doctor of Ministry program in general.

A. Listed below are several statements about the D.Min. Please indicate the extent to which you agree with each.

MEANS		Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
2.7	1. All other factors being equal, a minister with a D.Min. should be paid more than a minister who has only a M.Div. or B.D.	59%	37%	44%	14%
3.0	2. All other factors being equal, a minister with a D.Min. should be hired (or appointed) in preference to someone who has only a M.Div. or B.D.	2	18	57	23
2.8	3. A minister who has earned the D.Min. should be called "Dr." in public settings	5	32	43	20
2.6	4. A minister who has a D.Min. degree is more likely to be respected by other community leaders than if he/she did not have the degree	3	42	46	9
2.1	5. All other factors being equal, a minister who regularly engages in continuing education should be hired (or appointed) in preference to someone who does not	20	54	23	3
2.0	6. All other factors being equal, regular participation in continuing education should be given more weight in a hiring decision (or the appointive process) than whether a person has a D.Min. degree	24	54	20	2

B. Which *one* of the following two statements better describes what you think the D.Min. *should be*? Which better describes most D.Min. programs? (Check one in each column)

	Should Be	Most Programs Actually Are
1. A mark of distinction with selective admissions policies and rigorous standards for completion	42%	35%
2. Open to all clergy who want a structured program of continuing education	58%	65%

C. Which *one* of the following statements best describes your opinion of the D.Min. degree, in general?

The concept of a professional doctorate:

- 24% is a sound one, *and* in general, all seminary D.Min. programs offer educational experiences of good quality
48% is a sound one, *but* some seminary programs are of dubious or poor quality
6% is sound, *but* most or all current seminary D.Min. programs are of dubious or poor quality
5% is *unsound*; the D.Min. degree should not be given
16% no opinion

III. RECENT EXPERIENCES IN YOUR MINISTRY

A. To what extent would you say that each of the following was true for you *during the last two years*?

MEANS		Very Much (1)	Somewhat (2)	A Little (3)	Not at All (4)
3.0	1. Became distracted from your job by other interests and involvements	<u>4%</u>	<u>26%</u>	<u>38%</u>	<u>32%</u>
1.9	2. Experienced renewed commitment to your job	<u>34</u>	<u>47</u>	<u>15</u>	<u>5</u>
2.3	3. Discovered new capacities for critical inquiry and academic study	<u>17</u>	<u>42</u>	<u>32</u>	<u>10</u>
3.2	4. Developed personal or family problems	<u>6</u>	<u>13</u>	<u>30</u>	<u>51</u>
2.6	5. Discovered new depth of collegial support with other pastors	<u>17</u>	<u>28</u>	<u>35</u>	<u>21</u>
3.1	6. Developed conflict(s) in your ministry setting	<u>8</u>	<u>18</u>	<u>33</u>	<u>42</u>
2.4	7. Developed creative solutions to significant problems or conflicts in your ministry setting	<u>13</u>	<u>46</u>	<u>30</u>	<u>11</u>

B. To what extent have you experienced the following *during the last few years*?

MEANS		Great (1)	Moderate (2)	A little (3)	Not at all (4)
2.4	1. Gained increased intellectual sophistication	<u>10%</u>	<u>51%</u>	<u>34%</u>	<u>6%</u>
2.3	2. Gained increased capacity for theological reflection	<u>13</u>	<u>50</u>	<u>33</u>	<u>3</u>
2.0	3. Gained clearer understanding of your theology of ministry	<u>26</u>	<u>51</u>	<u>20</u>	<u>3</u>
2.0	4. Gained increased spiritual depth	<u>25</u>	<u>48</u>	<u>26</u>	<u>2</u>
1.9	5. Gained increased self-awareness	<u>31</u>	<u>49</u>	<u>19</u>	<u>1</u>
2.0	6. Improved your worship leadership	<u>24</u>	<u>52</u>	<u>21</u>	<u>3</u>
2.0	7. Became a better preacher	<u>24</u>	<u>53</u>	<u>21</u>	<u>1</u>
2.4	8. Became better at management	<u>11</u>	<u>43</u>	<u>40</u>	<u>10</u>
2.5	9. Improved your counseling abilities	<u>13</u>	<u>38</u>	<u>40</u>	<u>10</u>
2.4	10. Became a better teacher	<u>13</u>	<u>43</u>	<u>37</u>	<u>7</u>
2.4	11. Increased your skills as a spiritual director/guide	<u>12</u>	<u>46</u>	<u>36</u>	<u>7</u>

<u>MEANS</u>		Great	Moderate	A little	Not at all
2.1	12. Gained a deeper understanding of how congregations/organizations work	<u>21%</u>	<u>48%</u>	<u>28%</u>	<u>3%</u>
2.7	13. Became a more effective leader in the community	<u>9</u>	<u>32</u>	<u>41</u>	<u>18</u>
2.6	14. Improved your skills in program development	<u>6</u>	<u>35</u>	<u>47</u>	<u>12</u>
2.3	15. Have a renewed commitment to your <i>present</i> job	<u>20</u>	<u>44</u>	<u>26</u>	<u>10</u>
3.0	16. Became restless and sought (or are seeking) a new job	<u>14</u>	<u>15</u>	<u>25</u>	<u>46</u>
3.4	17. Became weary of study	<u>1</u>	<u>9</u>	<u>32</u>	<u>57</u>
2.2	18. Have greater appetite for reading and study	<u>20</u>	<u>42</u>	<u>30</u>	<u>8</u>
2.1	19. Have greater self-confidence	<u>20</u>	<u>56</u>	<u>21</u>	<u>3</u>
2.3	20. Increased your ability to set priorities	<u>15</u>	<u>48</u>	<u>32</u>	<u>6</u>
2.2	21. Increased your ability to analyze problems that arise in your ministry	<u>12</u>	<u>55</u>	<u>30</u>	<u>3</u>
2.4	22. Increased your ability to evaluate your performance	<u>8</u>	<u>50</u>	<u>38</u>	<u>4</u>
2.3	23. Increased your ability to evaluate programs in which your congregation/ministry setting is engaged	<u>9</u>	<u>51</u>	<u>36</u>	<u>4</u>
2.5	24. Increased your ability to relate to other professions	<u>9</u>	<u>40</u>	<u>42</u>	<u>9</u>
2.5	25. Increased your involvement in ecumenical or denominational activities, or consulting with other churches	<u>17</u>	<u>31</u>	<u>38</u>	<u>15</u>

IV. SOME GENERAL QUESTIONS ABOUT YOUR MINISTRY

A. A variety of factors affect a minister's status as a leader in a congregation or other setting in which he/she works. How important is each of the following factors for *your* confidence in yourself as a leader? How important for the lay people with whom you work are the following qualities or credentials for *their* acceptance of your ministry? (Note: Since it is unlikely that everything can be of highest importance, please try to make distinctions in the importance of the factors.)

		Importance for Your Confidence In Yourself				Importance for Those in Your Congregation/Setting				MEANS
		Highest (1)	High (2)	Some (3)	Little (4)	Highest (1)	High (2)	Some (3)	Little (4)	
3%	1.9	35%	40%	20%	5%	46%	43%	9%	2%	
1	2.0	28	52	16	4	27	52	16	5	
0.5	2.8	8	26	39	27	4	18	33	44	
18	1.6	45	50	6	0.3	43	49	7	0.5	
36	1.4	65	26	8	1	43	35	19	3	
16	1.4	66	30	3	0.4	56	35	9	1	
3	1.9	32	50	17	1	46	43	10	1	
2	2.0	22	58	19	1	7	32	51	10	
9	1.4	64	32	4	0.5	58	36	5	1	
5	1.7	44	46	9	0.4	41	44	14	1	
5	1.6	48	45	7	0.5	59	36	4	0.5	
0	2.6	10	36	41	13	8	41	42	9	
2	2.1	21	56	20	4	20	45	25	10	
0.4	2.5	12	41	33	14	5	26	37	32	
0.3	2.6	7	41	39	13	2	19	42	37	

B. Looking back over the preceding list, write in the number of the *one* factor which is *most* important for your confidence in yourself as a leader. _____

C. To what extent is each of the following true for you?

		Always	Often	Occasionally	Never
MEANS					
2.1	1. I feel that I am really accomplishing something in my ministry	99%	68%	23%	0.3%
2.3	2. I feel successful in overcoming difficulties and obstacles in my ministry	3	65	32	0.5
2.6	3. I frequently seek the advice and input of other ministerial colleagues in my work	7	35	55	3

D. Who should be the *primary* evaluators of clergy? (Check one.)

16% Ecclesiastical supervisor or superiors
23% Clergy peers
61% Laity in the ministry setting

E. When you encounter new or unusual problems in ministry, on which of the following resources do you typically draw?

		Very Often	Often	Sometimes	Rarely or Never
<u>MEANS</u>					
<u>1.7</u>	1. Your present commitments and values	<u>40%</u>	<u>53%</u>	<u>7%</u>	<u>0%</u>
<u>2.0</u>	2. The Bible	<u>35</u>	<u>37</u>	<u>26</u>	<u>3</u>
<u>2.6</u>	3. Examples/ideas from the history and tradition of the church	<u>8</u>	<u>36</u>	<u>47</u>	<u>9</u>
<u>1.8</u>	4. Your past experience in similar ministry situations	<u>34</u>	<u>51</u>	<u>15</u>	<u>1</u>
<u>1.8</u>	5. Prayer and meditation	<u>38</u>	<u>42</u>	<u>18</u>	<u>2</u>
<u>2.8</u>	6. Content and methods of theology and ethics	<u>5</u>	<u>25</u>	<u>56</u>	<u>14</u>
<u>3.4</u>	7. Literature, philosophy, the arts	<u>2</u>	<u>7</u>	<u>43</u>	<u>49</u>
<u>2.7</u>	8. Theory and methods from the human sciences (psychology, sociology, organizational development, etc.)	<u>7</u>	<u>30</u>	<u>47</u>	<u>16</u>
<u>1.8</u>	9. Your understanding of your ministry setting and your role in it	<u>30</u>	<u>55</u>	<u>14</u>	<u>1</u>
<u>2.4</u>	10. Consultation with other clergy	<u>16</u>	<u>34</u>	<u>44</u>	<u>7</u>
<u>2.9</u>	11. Consultation with other professionals	<u>6</u>	<u>22</u>	<u>53</u>	<u>20</u>
<u>2.2</u>	12. Consultation with laity in your ministry setting	<u>18</u>	<u>50</u>	<u>29</u>	<u>4</u>

F. How strong is your commitment to the ordained ministry as your vocation?

73% Very strong 5 Vacillating 0.3 No commitment; ready to change
21 Moderately strong 0.1 Quite weak

G. If you could make the choice again, would you enter the ordained ministry?

66% Definitely yes 6 Uncertain 1 Definitely no
26 Probably yes 2 Probably no

H. How certain are you that the ordained ministry is the right profession for you?

71% Very certain 3 Moderately uncertain
26 Moderately certain 0.3 Very uncertain

I. How seriously, if at all, have you thought *during the last year* about leaving the ordained ministry?

31% Never thought about it 16 Somewhat seriously
50 Not at all seriously 2 Quite seriously; considering it
1 Very seriously; now trying to leave

J. Throughout your ministerial career, would you say you have been:

MEAN = 2.1 18% Highly innovative - 20 Slightly innovative
 57 Moderately innovative 5 Have generally stuck to traditional methods

V. BACKGROUND

A. What was your primary position in May 1982? (Check one.)

- 62% Sole pastor of a congregation or pastoral charge
12 Senior pastor with other ordained clergy on staff
10 Associate/assistant pastor with general duties
1 Minister of education in a congregation
0.1 Pastoral counselor on staff of a congregation
0.3 Pastoral counselor in private practice or with a counseling center
1.3 Denominational staff or executive
0.1 Staff or executive of ecumenical agency
0.3 Seminary faculty/administrator
12 Other: _____

In what year did you begin this position? 19 _____

B. What is your current primary position? (Check one.)

- 54% Same position as in A. above; same congregation or organization as in A. above.
20% Same position as in A. above; different congregation or organization from A. above.
4% Different position from A. above; same congregation or organization as in A. above.
22% Different position from A. above; different congregation or organization from A. above.

If your current primary position is different from A. above, what is it? (Check one.)

CURRENT POSITION →

- 69% Sole pastor of a congregation or pastoral charge
15 Senior pastor with other ordained clergy on staff
9 Associate/assistant pastor with general duties
0.7 Minister of education in a congregation
0 Pastoral counselor on staff of a congregation
0.3 Pastoral counselor in private practice or with a counseling center
0.4 Denominational staff or executive
0 Staff or executive of ecumenical agency
0.1 Seminary faculty/administrator
6 Other: _____

In what year did you begin this position? 19 _____

C. Since ordination, in how many different, primary positions have you worked (i.e., full-time positions or part-time positions that represent your major ministerial commitment)? _____ MEAN = 3.2

How many of these positions were as a parish minister? _____ MEAN = 2.9

D. What is your approximate annual, before tax, cash salary? (Include any housing allowance that you receive or an estimate of the fair rental value of your parsonage.)

In 1982 \$ 22,029 (MEAN)

Currently \$ 26,102 (MEAN)

E. If you currently serve in a *parish ministry position* and/or your *previous position* was in the parish ministry, please answer each of the following by checking the appropriate category for:

- (1) Your current congregation (if you currently serve in a parish position).
 (2) Your immediate past parish (if your previous position was in the parish ministry).

	(1) Current	(2) Past
a. Membership of congregation:		
1. Less than 100	138	129
2. 100-199	21	19
3. 200-399	26	27
4. 400-699	21	20
5. 700-999	9	7
6. 1000 plus	9	15

NOTE: CURRENT AND PAST
ARE BASED ON DIFFERENT
NUMBERS OF RESPONDENT.

b. Size of community in which congregation located:		
1. Under 2,500 (rural, open country)	239	249
2. 2,500-10,000 (town)	19	20
3. 10,000-50,000 (small city)	22	20
4. 50,000+ (metro suburb)	11	10
5. 50,000-250,000 (medium city)	11	14
6. 250,000+ (large city)	14	12

c. The congregation is/was:		
1. Growing and developing	489	399
2. Holding its own	41	43
3. Generally declining	11	18

d. Approximate proportion of members who have/had college degrees:		
1. Less than 10%	249	369
2. 10%-25%	32	29
3. 25%-50%	27	20
4. 50%-75%	17	15
5. 75% or more	0	0

F. Acknowledging that broad categories are at best imperfect approximations, within the broad spectrum of American Christianity which one of the following best describes your theological perspective?

39% Very Liberal 43 Moderate 5 Very Conservative
 16 Liberal 33 Conservative

G. In what year were you born? 19 41 (MEAN) J. Year ordained? 19 70 (MEAN)

H. Denomination in which ordained? _____

I. Current denomination? 9% HAVE SWITCHED DENOMINATIONS

J. What is your race/ethnicity?

96% White/Anglo 0.8 Black 0.5 Native American
 0.5 Asian American 0.7 Hispanic 1.1 Other: _____

K. Citizenship? 98% US 2 Canadian 0.5 Other: _____

L. Gender: 94% Male 6% Female

M. Which of the following degrees do you hold? (Check all that apply.)

90% B.D. or M.Div. Seminary: _____
 State or Province: _____
3 M.R.E.
6 M.A.
7 S.T.M./Th.M.
4 Th.D./S.T.D./Ph.D.
2 Honorary Doctorate (D.D., L.L.D., etc.)
10 Other: _____

N. What is your marital status?

5% Single, never married 91% Married
3% Divorced, separated 1% Widowed

O. Has your marital status changed since May 1982?

6% Yes _____ No _____ If yes, please indicate how it has changed.

P. In what state did you live in May 1982? _____

Q. In what state do you currently live? 23% HAVE CHANGED STATES

R. What was your college grade average?

6% A (4) 28 B (3) 23 B- (3) 7 C (2) MEAN = 3.9
10 A- (4) 20 B (4) 6 C+ (6) 0.5 Less than C (8)

S. What was your seminary grade average?

11% A (1) 35 B (3) 11 B- (5) 2 C (7) MEAN = 3.3
12 A- (4) 24 B (4) 3 C+ (6) 0.1 Less than C (8)

VI. IMAGES OF PASTORAL MINISTRY

NOTE: The following questions are to be completed by PARISH CLERGY ONLY. Non-parish clergy have completed the questionnaire.

A. Listed below are several images or dominant roles in terms of which clergy variously orient their ministry. Please rate each of the role images in terms of its appropriateness as a description of your ministry.

			Very Much Like Me (1)	Moderately Like Me (2)	Moderately Unlike Me (3)	Very Much Unlike Me (4)
	MEANS	1. Minister of the Word/Teacher of the Congregation: Finds primary fulfillment in preaching and teaching, and is attracted to a congregation with a strong educational emphasis.	<u>66%</u>	<u>31%</u>	<u>3%</u>	<u>0.3%</u>
<u>2%</u>	<u>1.3</u>					
<u>4%</u>	<u>2.3</u>	2. Parish Administrator: Fulfillment comes in administering and managing a productive and effective church organization	<u>14</u>	<u>48</u>	<u>28</u>	<u>9</u>
<u>2%</u>	<u>2.8</u>	3. Social Activist: Ministry centers in relating the Gospel to the social context; enjoys being on the cutting edge of social concerns and involvement in community affairs	<u>6</u>	<u>29</u>	<u>41</u>	<u>23</u>

MOST LIKE ME	MEANS		Very Much Like Me (1)	Moderately Like Me (2)	Moderately Unlike Me (3)	Very Much Unlike Me (4)
1190	2.0	4. <i>Enabler/Facilitator</i> : Centers ministry around work with small groups of people, helping them relate particular interests and needs to the Gospel; organizes parish around a variety of interest and task groups	27%	51%	20%	3%
8	2.1	5. <i>Celebrant/Liturgist</i> : Is most at home in leading the congregation in worship; deep appreciation for ritual and ceremonial in both formal and informal settings	31	43	17	10
6	2.1	6. <i>Spiritual Guide</i> : Encourages development of the spiritual life by all in the congregation; works intensely with those interested in pursuing spiritual disciplines; the minister's own spiritual life is exemplary	26	45	26	4
5	2.2	7. <i>Witness</i> : focus of ministry is in sharing the Gospel with those in and outside the church; developing the church's evangelistic witness is a primary task of ministry	19	47	29	5
11	2.0	8. <i>Counselor/Healer</i> : spends a major part of each week in pastoral counseling and visiting in homes and/or hospitals; finds fulfillment in helping people face their crises	29	47	20	4
1	2.8	9. <i>Community Chaplain</i> : finds fulfillment in civic roles and leadership; often serves on community committees and task groups; may be chaplain to community groups	9	27	34	30

B. Looking back at the various images, which one is *most like you*? Write in the number _____

THANK YOU VERY MUCH FOR YOUR COOPERATION

Please return to:

National Doctor of Ministry Study
77 Sherman Street
Hartford, CT 06105

If you wish to add any additional comments on your ministry experience or perceptions of the Doctor of Ministry degree, they will be most welcome.

PRESBYTERIAN PANEL

APPENDIX A

	Number In The Sample	Number Responding	Percent Responding
MEMBERS	1,551	807	52%
ELDERS	749	395	53%
PASTORS	828	602	72%
UPC SPEC MIN	286	197	69%
NON-UPC SPEC MIN	260	168	65%

This month's topic is continuing education for "Ministers of the Word" (ordained ministers, including those working in non-parish settings for secular institutions) of the Presbyterian Church. The Vocation Agency is interested in finding out what you think about various continuing education programs for Ministers of the Word and the effect of such programs on their ministries. For the sake of brevity, the term "minister" will be used to refer to ordained "Ministers of the Word" throughout this questionnaire.

Continuing education here refers to focused study of at least several days' duration following an organized, disciplined plan. Continuing education as the term is used in this questionnaire does not include workshops, meetings, or reunions where there are guest speakers. Those types of activities may be very valuable but are not the subject of this study.

PART I

1. Below are listed some reasons why a minister may want to take part in a continuing education program. Please check how important you think these reasons are for taking part in continuing education. If you do not have an opinion on why a minister should take part in continuing education place a check in this box [] and go on to question #3.

checked box

MEMBERS 4%
 ELDERS 2%
 PASTORS *
 UPC SPEC MIN -
 NON-UPC SPEC MIN -

VERY IMPORTANT IMPORTANT SOMEWHAT IMPORTANT NOT IMPORTANT DON'T KNOW NO RESPONSE

A. TO UPDATE THEOLOGICAL KNOWLEDGE IN AN AREA WHERE HE/SHE HAS FALLEN BEHIND

MEMBERS	35%	42%	15%	2%	1%	4%
ELDERS	34%	43%	14%	4%	2%	2%
PASTORS	46%	38%	15%	1%	-	*
UPC SPEC MIN	56%	34%	8%	2%	1%	1%
NON-UPC SPEC MIN	46%	36%	15%	2%	-	1%

B. TO PURSUE AN AREA OF THEOLOGICAL INTEREST

MEMBERS	19%	44%	27%	5%	1%	4%
ELDERS	18%	42%	31%	6%	1%	2%
PASTORS	33%	47%	19%	*	-	1%
UPC SPEC MIN	35%	47%	16%	1%	-	2%
NON-UPC SPEC MIN	28%	45%	23%	3%	1%	1%

C. TO IMPROVE PRACTICAL SKILLS SUCH AS PREACHING, COUNSELING, ADMINISTRATION, ETC.

MEMBERS	58%	33%	6%	1%	*	2%
ELDERS	58%	36%	4%	1%	*	2%
PASTORS	68%	28%	3%	1%	-	1%
UPC SPEC MIN	60%	32%	6%	-	1%	1%
NON-UPC SPEC MIN	59%	33%	5%	2%	-	1%

D. FOR SPIRITUAL GROWTH

MEMBERS	49%	34%	10%	2%	1%	3%
ELDERS	52%	27%	14%	2%	1%	3%
PASTORS	54%	34%	9%	1%	*	1%
UPC SPEC MIN	54%	27%	14%	4%	-	2%
NON-UPC SPEC MIN	38%	35%	20%	4%	1%	2%

E. TO BROADEN ONE'S KNOWLEDGE BY STUDYING IN NON-THEOLOGICAL AREAS SUCH AS ECONOMICS, LITERATURE, SOCIOLOGY, ETC.

MEMBERS	12%	29%	38%	16%	2%	3%
ELDERS	10%	24%	40%	22%	2%	2%
PASTORS	16%	31%	41%	10%	*	1%
UPC SPEC MIN	25%	32%	39%	4%	-	1%
NON-UPC SPEC MIN	26%	34%	34%	4%	-	1%

2. In general which of the above factors do you think is the ONE MOST IMPORTANT reason for a minister to take part in continuing education. Please circle the letter (related to the list above) of the most important reason

	A	B	C	D	E	NO RESPONSE
MEMBERS	14%	4%	47%	27%	4%	4%
ELDERS	12%	2%	55%	25%	2%	4%
PASTORS	12%	11%	47%	24%	3%	3%
UPC SPEC MIN	22%	11%	36%	23%	5%	4%
NON-UPC SPEC MIN	20%	8%	41%	15%	9%	7%

3. In terms of continuing education, ministers (clergy), like others, have different needs and opportunities. In general, however, how valuable do you think the following are for ministers to use of their study leave time?
(CLERGY please answer in terms of your own experience.)

	VERY VALUABLE	VALUABLE	SOMEWHAT VALUABLE	NOT VALUABLE	DON'T KNOW/NO OPINION	NO RESPONSE
A. IN A FORMAL PROGRAM WORKING TOWARD A DEGREE OR CERTIFICATE AT A THEOLOGICAL SEMINARY						
MEMBERS	28%	38%	20%	4%	5%	4%
ELDERS	25%	36%	26%	6%	4%	3%
PASTORS	31%	34%	24%	6%	3%	1%
UPC SPEC MIN	36%	38%	22%	2%	2%	1%
NON-UPC SPEC MIN	26%	48%	18%	5%	2%	2%
B. IN A FORMAL PROGRAM WORKING TOWARD A DEGREE OR CERTIFICATE AT A SECULAR INSTITUTION						
MEMBERS	9%	32%	37%	9%	8%	5%
ELDERS	8%	26%	41%	17%	5%	3%
PASTORS	12%	30%	40%	12%	6%	1%
UPC SPEC MIN	15%	35%	39%	8%	1%	2%
NON-UPC SPEC MIN	18%	38%	33%	6%	2%	2%
C. ATTENDING NON-CREDIT SEMINARS OR WORKSHOPS AT A SEMINARY OR THEOLOGICAL CENTER						
MEMBERS	12%	46%	29%	4%	5%	4%
ELDERS	12%	45%	33%	4%	5%	2%
PASTORS	27%	53%	16%	1%	1%	1%
UPC SPEC MIN	23%	52%	20%	2%	2%	1%
NON-UPC SPEC MIN	11%	56%	27%	2%	2%	1%
D. ATTENDING NON-CREDIT SEMINARS OR WORKSHOPS AT A SECULAR INSTITUTION						
MEMBERS	4%	30%	43%	9%	9%	5%
ELDERS	4%	27%	45%	15%	6%	4%
PASTORS	10%	42%	37%	7%	2%	2%
UPC SPEC MIN	13%	44%	38%	2%	2%	2%
NON-UPC SPEC MIN	8%	41%	40%	7%	2%	2%
E. TAKING PART IN A TRAVEL PROGRAM						
MEMBERS	3%	16%	43%	23%	9%	6%
ELDERS	2%	13%	41%	30%	9%	5%
PASTORS	13%	28%	38%	13%	6%	2%
UPC SPEC MIN	13%	29%	38%	12%	5%	3%
NON-UPC SPEC MIN	9%	26%	42%	15%	6%	2%
F. DOING INDEPENDENT STUDY						
MEMBERS	9%	40%	36%	4%	6%	6%
ELDERS	8%	40%	38%	7%	3%	3%
PASTORS	22%	49%	24%	2%	1%	1%
UPC SPEC MIN	22%	47%	25%	2%	2%	2%
NON-UPC SPEC MIN	16%	40%	33%	6%	3%	2%
G. TAKING PART IN A STUDY GROUP MADE UP OF LOCAL CLERGY						
MEMBERS	12%	43%	31%	4%	5%	5%
ELDERS	10%	45%	34%	5%	3%	2%
PASTORS	16%	44%	31%	3%	3%	2%
UPC SPEC MIN	22%	35%	35%	4%	2%	1%
NON-UPC SPEC MIN	11%	38%	37%	10%	2%	2%
H. ON A SPIRITUAL RETREAT						
MEMBERS	22%	42%	24%	2%	5%	4%
ELDERS	24%	39%	25%	5%	4%	2%
PASTORS	31%	43%	20%	3%	2%	1%
UPC SPEC MIN	29%	34%	25%	4%	5%	2%
NON-UPC SPEC MIN	23%	39%	26%	8%	2%	2%

4. Should the Presbyterian Church REQUIRE its ministers to do a certain amount of continuing education each year?

	<u>YES, DEFINITELY</u>	<u>PROBABLY</u>	<u>PROBABLY NOT</u>	<u>DEFINITELY NOT</u>	<u>DON'T KNOW/ NO OPINION</u>	<u>NO RESPONSE</u>
MEMBERS	31%	38%	19%	6%	4%	1%
ELDERS	34%	33%	20%	6%	2%	*
PASTORS	43%	34%	15%	6%	1%	1%
UPC SPEC MIN	54%	28%	10%	6%	1%	1%
NON-UPC SPEC MIN	36%	34%	18%	11%	1%	1%

5. Should a minister get the approval of his/her congregation or supervisor of the ministry setting for the type of continuing education he or she undertakes.

	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW/ NO OPINION</u>	<u>NO RESPONSE</u>
MEMBERS	49%	38%	10%	2%
ELDERS	56%	38%	5%	1%
PASTORS	52%	39%	7%	1%
UPC SPEC MIN	60%	32%	6%	2%
NON-UPC SPEC MIN	42%	52%	5%	1%

6. Has your pastor taken part in a continuing education program in the last five years? (CLERGY answer this question in terms of your own experience.)

	<u>YES</u>	<u>NO (Go to Question #8)</u>	<u>DON'T KNOW</u>	<u>NO RESPONSE</u>
MEMBERS	61%	6%	30%	3%
ELDERS	77%	4%	16%	4%
PASTORS	94%	5%	*	1%
UPC SPEC MIN	87%	6%	4%	4%
NON-UPC SPEC MIN	70%	16%	11%	4%

If "Yes," what type of continuing education did he/she take part in? (Check ALL the appropriate categories.)

The number that checked yes and responded to the remainder of Question 6 and Question 7 are		
Members R=492	Pastors R=566	Non-UPC-Spec Min R=117
Elders R=303	UPC Spec Min R=171	

checked

IN A FORMAL PROGRAM WORKING TOWARD A DEGREE OR CERTIFICATE AT A THEOLOGICAL SEMINARY

MEMBERS	28%
ELDERS	31%
PASTORS	26%
UPC SPEC MIN	26%
NON-UPC SPEC MIN	26%

IN A FORMAL PROGRAM WORKING TOWARDS A DEGREE OR CERTIFICATE AT A SECULAR INSTITUTION

MEMBERS	6%
ELDERS	3%
PASTORS	7%
UPC SPEC MIN	12%
NON-UPC SPEC MIN	13%

ATTENDING NON-CREDIT SEMINARS OR WORKSHOPS AT A SEMINARY OR THEOLOGICAL CENTER

MEMBERS	45%
ELDERS	45%
PASTORS	76%
UPC SPEC MIN	61%
NON-UPC SPEC MIN	48%

ATTENDING NON-CREDIT SEMINARS OR WORKSHOPS AT A SECULAR INSTITUTION

MEMBERS	16%
ELDERS	22%
PASTORS	38%
UPC SPEC MIN	43%
NON-UPC SPEC MIN	28%

TAKING PART IN A TRAVEL PROGRAM

MEMBERS	26%
ELDERS	18%
PASTORS	25%
UPC SPEC MIN	32%
NON-UPC SPEC MIN	25%

checked

DOING INDEPENDENT STUDY

MEMBERS	28%
ELDERS	33%
PASTORS	49%
UPC SPEC MIN	48%
NON-UPC SPEC MIN	46%

TAKING PART IN A STUDY GROUP CONSISTING OF LOCAL CLERGY

MEMBERS	22%
ELDERS	24%
PASTORS	44%
UPC SPEC MIN	30%
NON-UPC SPEC MIN	22%

ON A SPIRITUAL RETREAT

MEMBERS	34%
ELDERS	36%
PASTORS	42%
UPC SPEC MIN	38%
NON-UPC SPEC MIN	27%

DON'T KNOW

MEMBERS	14%
ELDERS	8%
PASTORS	*
UPC SPEC MIN	-
NON-UPC SPEC MIN	3%

7. What types of important changes, if any, have occurred because of your pastor taking part in this education?
(CLERGY answer in terms of your experience) If you know of more than one person choose the response that typifies
most of the instances you have observed.

For the number responding to Question 7 see note at Question 6

checked

BECAME A MORE EFFICIENT ADMINISTRATOR

MEMBERS	14%
ELDERS	13%
PASTORS	34%
UPC SPEC MIN	39%
NON-UPC SPEC MIN	23%

BECAME A BETTER PREACHER

MEMBERS	24%
ELDERS	29%
PASTORS	59%
UPC SPEC MIN	37%
NON-UPC SPEC MIN	41%

EXERCISED PASTORAL AND SPIRITUAL CARE MORE COMPETENTLY

MEMBERS	32%
ELDERS	28%
PASTORS	69%
UPC SPEC MIN	57%
NON-UPC SPEC MIN	49%

HAD A NEW THEOLOGICAL DEPTH

MEMBERS	29%
ELDERS	28%
PASTORS	62%
UPC SPEC MIN	64%
NON-UPC SPEC MIN	47%

ANXIOUS TO FIND A NEW JOB

MEMBERS	2%
ELDERS	5%
PASTORS	3%
UPC SPEC MIN	1%
NON-UPC SPEC MIN	4%

checked

MOVED TO A NEW POSITION

MEMBERS	6%
ELDERS	7%
PASTORS	6%
UPC SPEC MIN	8%
NON-UPC SPEC MIN	15%

SPENT MORE TIME IN STUDY EACH WEEK THAN PREVIOUSLY

MEMBERS	6%
ELDERS	5%
PASTORS	24%
UPC SPEC MIN	27%
NON-UPC SPEC MIN	16%

SPENT LESS TIME IN STUDY THAN PREVIOUSLY

MEMBERS	*
ELDERS	1%
PASTORS	1%
UPC SPEC MIN	1%
NON-UPC SPEC MIN	-

MORE LIKELY THAN BEFORE TO ATTEND CONTINUING EDUCATION PROGRAM

MEMBERS	13%
ELDERS	10%
PASTORS	37%
UPC SPEC MIN	33%
NON-UPC SPEC MIN	29%

BECAME TIRED OF EDUCATIONAL PROGRAMS

MEMBERS	*
ELDERS	-
PASTORS	2%
UPC SPEC MIN	1%
NON-UPC SPEC MIN	-

GAINED ADDITIONAL PRESTIGE AND RESPECT FROM THE CONGREGATION

MEMBERS	20%
ELDERS	23%
PASTORS	19%
UPC SPEC MIN	15%
NON-UPC SPEC MIN	14%

NO CHANGES ARE APPARENT

MEMBERS	17%
ELDERS	21%
PASTORS	2%
UPC SPEC MIN	5%
NON-UPC SPEC MIN	4%

DON'T KNOW

MEMBERS	18%
ELDERS	15%
PASTORS	1%
UPC SPEC MIN	4%
NON-UPC SPEC MIN	7%

8. How much annual study leave (excluding sabbatical) does your congregation provide for its pastor? If you have more than one pastor answer in terms of your senior pastor. (CLERGY answer in terms of how much study leave you receive in your position).

	<u>NONE</u>	<u>ONE</u>	<u>TWO</u>	<u>THREE</u>	<u>FOUR</u>	<u>FIVE</u>	<u>SIX OR MORE</u>	<u>NO RESPONSE</u>
MEMBERS (R=379)*	3%	11%	57%	5%	12%	*	2%	10%
ELDERS (R=289)*	2%	7%	66%	7%	10%	*	1%	7%
PASTORS (R=597)*	1%	2%	90%	2%	2%	-	-	4%
UPC SPEC MIN (R=184)*	7%	5%	71%	3%	4%	-	2%	7%
NON-UPC SPEC MIN (R=132)*	6%	3%	64%	3%	4%	-	6%	15%

* The above percentages are based on the number of respondents who said they know how much study leave their congregation provides. The percentages of total respondents who said they don't know how much annual study leave are: Members 53%, R=492 Pastors 1%, R=6 Non-UPC Spec Min 21%, R=36
 Elders 27%, R=106 UPC Spec Min 7%, R=13

9. If you know how much study time is provided, please indicate if you think the time provided is adequate. Please indicate how much time SHOULD BE PROVIDED if you think too much or too little time is provided.

	<u>ADEQUATE</u>	<u>TOO MUCH TIME IS PROVIDED</u>	<u>TOO LITTLE TIME IS PROVIDED</u>	<u>DON'T KNOW IF IT IS ADEQUATE OR NOT</u>	<u>NO RESPONSE</u>
MEMBERS (R=379)*	2%	-	*	7%	90%
ELDERS (R=289)*	2%	-	-	13%	85%
PASTORS (R=597)*	17%	-	-	-	83%
UPC SPEC MIN (R=184)*	-	-	-	-	100%
NON-UPC SPEC MIN (R=132)*	-	-	3%	11%	86%

* The number responding is given because those who checked "don't know" in Q.#8 skipped Q.#9.

10. Does your congregation provide funds for the minister to use in paying the cost of continuing education such as for tuition, travel, etc.? (CLERGY please answer in terms of your situation)

	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	<u>NO RESPONSE</u>
MEMBERS	53%	9%	34%	4%
ELDERS	74%	12%	12%	2%
PASTORS	86%	12%	*	1%
UPC SPEC MIN	70%	18%	8%	4%
NON-UPC SPEC MIN	58%	20%	17%	5%

11. If your congregation does provide funds for continuing education is the amount adequate? (CLERGY answer in terms of your situation)

	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	<u>NO RESPONSE</u>
MEMBERS (R=428)	50%	12%	36%	2%
ELDERS (R=291)	56%	13%	29%	2%
PASTORS (R=519)	54%	44%	1%	1%
UPC SPEC MIN (R=138)	55%	40%	4%	1%
NON-UPC SPEC MIN (R=97)	50%	32%	16%	1%

12. Should congregations provide paid sabbaticals (long periods of time for study, usually six weeks or more, every four to seven years) for minister in addition to regular study leave time?

	<u>DEFINITELY YES</u>	<u>YES</u>	<u>NO</u>	<u>DEFINITELY NOT</u>	<u>DON'T KNOW</u>	<u>NO RESPONSE</u>
MEMBERS	11%	37%	28%	3%	17%	4%
ELDERS	9%	27%	32%	6%	23%	3%
PASTORS	40%	34%	12%	1%	10%	2%
UPC SPEC MIN	43%	39%	8%	1%	8%	1%
NON-UPC SPEC MIN	37%	38%	14%	1%	5%	5%

13. Do you regularly spend time in studying in a structured education program (i.e., enrolled in a course)?

	<u>YES</u>	<u>NO</u>	<u>NO RESPONSE</u>
MEMBERS	26%	68%	5%
ELDERS	24%	68%	8%
PASTORS	21%	78%	1%
UPC SPEC MIN	25%	73%	2%
NON-UPC SPEC MIN	28%	68%	4%

14. Do you regularly spend time reading professional journals or books on your own?

	<u>YES</u>	<u>NO</u>	<u>NO RESPONSE</u>
MEMBERS	62%	32%	6%
ELDERS	62%	30%	7%
PASTORS	91%	8%	1%
UPC SPEC MIN	93%	6%	1%
NON-UPC SPEC MIN	88%	9%	3%

PART II

For the last ten years seminaries have been granting a new degree, the Doctor of Ministry (D.Min.). Most D.Min. degrees are awarded to clergy who have a basic seminary degree (Bachelor of Divinity (B.D.) or Master of Divinity (M.Div.)) and have been active in ministry for several years. The degree is a professional, rather than an academic doctorate, and focuses more on the practice of ministry than on preparation for teaching and research.

15. Before receiving this questionnaire had you ever heard of the D.Min. degree?

	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>	<u>NO RESPONSE</u>
MEMBERS	36%	51%	10%	2%
ELDERS	40%	48%	10%	1%
PASTORS	99%	*	*	1%
UPC SPEC MIN	100%	-	-	1%
NON-UPC SPEC MIN	96%	3%	1%	1%

Even if you have little specific knowledge about the D.Min degree, it is still important to obtain your general feelings on the following issues. Please indicate your agreement or disagreement with the following statements by placing a mark in the appropriate space.

- | | <u>STRONGLY
AGREE</u> | <u>AGREE</u> | <u>DON'T
KNOW</u> | <u>DISAGREE</u> | <u>STRONGLY
DISAGREE</u> | <u>NO
RESPONSE</u> |
|--|---------------------------|--------------|-----------------------|-----------------|------------------------------|------------------------|
| 16. ALL OTHER FACTORS BEING EQUAL, A MINISTER WITH A D.MIN. SHOULD BE PAID MORE THAN A MINISTER WHO HAS A MASTERS OR BACHELOR OF DIVINITY. | | | | | | |
| MEMBERS | | 6% | 39% | 22% | 28% | 4% |
| ELDERS | | 7% | 39% | 22% | 26% | 5% |
| PASTORS | | 6% | 27% | 12% | 43% | 11% |
| UPC SPEC MIN | | 6% | 26% | 15% | 43% | 10% |
| NON-UPC SPEC MIN | | 10% | 31% | 10% | 40% | 8% |
| 17. ALL OTHER FACTORS BEING EQUAL, A MINISTER WITH A D.MIN. SHOULD BE HIRED IN PREFERENCE TO SOMEONE WHO HAS A MASTERS OR BACHELOR OF DIVINITY DEGREE. | | | | | | |
| MEMBERS | | 4% | 21% | 19% | 48% | 6% |
| ELDERS | | 4% | 25% | 16% | 47% | 6% |
| PASTORS | | 3% | 15% | 13% | 48% | 19% |
| UPC SPEC MIN | | 2% | 23% | 11% | 52% | 12% |
| NON-UPC SPEC MIN | | 5% | 19% | 13% | 49% | 12% |
| 18. A MINISTER WHO HAS EARNED THE D.MIN. SHOULD BE CALLED "DR." IN PUBLIC SETTINGS. | | | | | | |
| MEMBERS | | 9% | 33% | 22% | 25% | 8% |
| ELDERS | | 6% | 37% | 24% | 23% | 7% |
| PASTORS | | 4% | 30% | 19% | 30% | 14% |
| UPC SPEC MIN | | 3% | 28% | 16% | 37% | 14% |
| NON-UPC SPEC MIN | | 9% | 29% | 11% | 30% | 17% |
| 19. A MINISTER WHO HAS A D.MIN. DEGREE IS MORE LIKELY TO BE RESPECTED BY OTHER COMMUNITY LEADERS THAN IF HE/SHE DID NOT HAVE THE DEGREE. | | | | | | |
| MEMBERS | | 6% | 38% | 18% | 31% | 5% |
| ELDERS | | 6% | 39% | 22% | 27% | 4% |
| PASTORS | | 5% | 38% | 24% | 26% | 5% |
| UPC SPEC MIN | | 2% | 34% | 29% | 29% | 5% |
| NON-UPC SPEC MIN | | 8% | 42% | 23% | 24% | 3% |
| 20. ALL OTHER FACTORS BEING EQUAL, A MINISTER WHO REGULARLY ENGAGES IN SOME EDUCATIONAL ACTIVITY SHOULD BE HIRED IN PREFERENCE TO SOMEONE WHO DOES NOT. | | | | | | |
| MEMBERS | | 16% | 50% | 13% | 18% | 1% |
| ELDERS | | 12% | 56% | 8% | 19% | 2% |
| PASTORS | | 21% | 58% | 7% | 11% | 1% |
| UPC SPEC MIN | | 32% | 50% | 8% | 7% | 2% |
| NON-UPC SPEC MIN | | 26% | 51% | 4% | 16% | 2% |
| 21. ALL OTHER FACTORS BEING EQUAL, REGULAR PARTICIPATION IN CONTINUING EDUCATION SHOULD BE GIVEN MORE WEIGHT IN A HIRING DECISION THAN WHETHER A PERSON HAS A D.MIN. DEGREE. | | | | | | |
| MEMBERS | | 12% | 49% | 19% | 15% | 1% |
| ELDERS | | 12% | 50% | 21% | 13% | 2% |
| PASTORS | | 21% | 56% | 14% | 6% | 1% |
| UPC SPEC MIN | | 29% | 47% | 13% | 10% | 1% |
| NON-UPC SPEC MIN | | 28% | 48% | 16% | 6% | 1% |

22. Given what you know of the D.Min. program which of the following represents your opinion of the D. Min program.
(Check only ONE response.)

	IT SHOULD BE A MARK OF DISTINCTION WITH VERY SELECTIVE ADMISSION POLICIES.	IT SHOULD BE OPEN TO ALL CLERGY WHO WANT A STRUCTURED PROGRAM OF CONTINUING EDUCATION	DON'T KNOW/ DON'T CARE	OTHER	NO RESPONSE
MEMBERS	18%	59%	14%	4%	4%
ELDERS	22%	54%	15%	7%	3%
PASTORS	15%	70%	5%	8%	2%
UPC SPEC MIN	19%	62%	6%	12%	2%
NON-UPC SPEC MIN	19%	59%	7%	14%	1%

23. Do you know of at least one person who has been or is enrolled in a D.Min. program? (CLERGY if you personally have been enrolled please answer "YES")

	YES	NO	NOT SURE	NO RESPONSE
MEMBERS	25%	57%	16%	2%
ELDERS	28%	58%	13%	2%
PASTORS	78%	18%	*	3%
UPC SPEC MIN	83%	13%	1%	3%
NON-UPC SPEC MIN	78%	17%	5%	1%

IF YOU ANSWERED "YES" TO QUESTION #23 PLEASE ANSWER THE REMAINING QUESTIONS. CLERGY WHO DID NOT ANSWER YES, PROCEED TO QUESTION #29. MEMBERS AND ELDERS WHO DID NOT ANSWER "YES" TO QUESTION #23 HAVE FINISHED THIS QUESTIONNAIRE. THANK YOU FOR YOUR HELP. IF YOU WANT TO MAKE ANY COMMENTS CONCERNING THE D.MIN. DEGREE OR CONTINUING EDUCATION PLEASE WRITE YOUR COMMENTS AT THE END OF THE QUESTIONNAIRE.

The number that responded to questions #24-26 are Members R-199 Pastors R-472 Non-UPC Spec Min R-131
Elders R=110 UPC Spec Min R=164

In questions #24-26 we would like your opinion of the effect that the D.Min. program had on the person you know who had been or is enrolled in such a program. If you know of more than one person choose the response that typifies most of the instances you have observed.

24. Please think of the persons you know who have entered D.Min. programs. Which of the following effects did you observe while they were in the program? (CHECK ALL THAT APPLY)

BECAME MORE INTERESTED IN AND COMMITTED TO THEIR JOBS IN THEIR MINISTRY SETTING

MEMBERS	47%
ELDERS	44%
PASTORS	53%
UPC SPEC MIN	65%
NON-UPC SPEC MIN	52%

BECAME DISTRACTED FROM THINGS REQUIRED IN THEIR MINISTRY

MEMBERS	17%
ELDERS	13%
PASTORS	28%
UPC SPEC MIN	18%
NON-UPC SPEC MIN	17%

HAD TROUBLE MANAGING CLAIMS ON THEIR TIME

MEMBERS	17%
ELDERS	25%
PASTORS	36%
UPC SPEC MIN	32%
NON-UPC SPEC MIN	28%

BECAME MORE EFFICIENT; USED TIME BETTER

MEMBERS	19%
ELDERS	20%
PASTORS	29%
UPC SPEC MIN	40%
NON-UPC SPEC MIN	24%

DEVELOPED FAMILY PROBLEMS

MEMBERS	9%
ELDERS	5%
PASTORS	12%
UPC SPEC MIN	12%
NON-UPC SPEC MIN	10%

24. (Continued)

DROPPED OUT OF THE D.MIN. PROGRAM BECAUSE IT WAS TOO DEMANDING

MEMBERS	2%
ELDERS	1%
PASTORS	13%
UPC SPEC MIN	11%
NON-UPC SPEC MIN	5%

SHOWED RENEWED ENTHUSIASM FOR THEIR PRESENT JOB

MEMBERS	36%
ELDERS	36%
PASTORS	42%
UPC SPEC MIN	58%
NON-UPC SPEC MIN	43%

BECAME RESTLESS IN THEIR CURRENT POSITION

MEMBERS	20%
ELDERS	20%
PASTORS	30%
UPC SPEC MIN	31%
NON-UPC SPEC MIN	27%

NONE OF THE ABOVE

MEMBERS	10%
ELDERS	14%
PASTORS	9%
UPC SPEC MIN	5%
NON-UPC SPEC MIN	11%

25. Think of the persons who have completed D.Min. programs. Which if any of the following effects have you observed? (CHECK ALL THAT APPLY)

BECAME MORE EFFICIENT ADMINISTRATORS

MEMBERS	25%
ELDERS	22%
PASTORS	32%
UPC SPEC MIN	41%
NON-UPC SPEC MIN	21%

BECAME BETTER PREACHERS

MEMBERS	31%
ELDERS	25%
PASTORS	25%
UPC SPEC MIN	26%
NON-UPC SPEC MIN	27%

EXERCISED PASTORAL AND SPIRITUAL CARE MORE COMPETENTLY

MEMBERS	24%
ELDERS	20%
PASTORS	41%
UPC SPEC MIN	46%
NON-UPC SPEC MIN	30%

GAINED A NEW THEOLOGICAL DEPTH

MEMBERS	33%
ELDERS	26%
PASTORS	44%
UPC SPEC MIN	59%
NON-UPC SPEC MIN	37%

WERE USUALLY ANXIOUS TO FIND A NEW JOB

MEMBERS	12%
ELDERS	16%
PASTORS	22%
UPC SPEC MIN	18%
NON-UPC SPEC MIN	19%

25. (Continued)

GENERALLY MOVED TO A NEW POSITION

MEMBERS	20%
ELDERS	17%
PASTORS	26%
UPC SPEC MIN	24%
NON-UPC SPEC MIN	20%

SPENT MORE TIME IN STUDY EACH WEEK THAN THEY DID BEFORE

MEMBERS	10%
ELDERS	16%
PASTORS	22%
UPC SPEC MIN	35%
NON-UPC SPEC MIN	18%

SPENT LESS TIME IN STUDY THAN THEY DID BEFORE

MEMBERS	2%
ELDERS	-
PASTORS	3%
UPC SPEC MIN	2%
NON-UPC SPEC MIN	4%

WERE MORE LIKELY TO ATTEND CONTINUING EDUCATION PROGRAMS THAN THEY DID BEFORE

MEMBERS	15%
ELDERS	16%
PASTORS	20%
UPC SPEC MIN	36%
NON-UPC SPEC MIN	21%

WERE TIRED OF EDUCATIONAL PROGRAMS, AT LEAST FOR THE TIME BEING

MEMBERS	5%
ELDERS	3%
PASTORS	18%
UPC SPEC MIN	15%
NON-UPC SPEC MIN	14%

GAINED ADDITIONAL PRESTIGE AND RESPECT BECAUSE THEY HAVE THE DEGREE

MEMBERS	32%
ELDERS	36%
PASTORS	37%
UPC SPEC MIN	38%
NON-UPC SPEC MIN	38%

NONE OF THE ABOVE

MEMBERS	8%
ELDERS	12%
PASTORS	7%
UPC SPEC MIN	4%
NON-UPC SPEC MIN	5%

26. Which if any, of the following effects on the congregation or ministry setting of having a clergyperson in a D.Min. program have you observed? Please check all that you see as important effects.

MOST PEOPLE IN THE MINISTRY SETTING ARE PROUD THAT THEIR CLERGYPERSON WAS ENROLLED IN THE PROGRAM

MEMBERS	45%
ELDERS	50%
PASTORS	54%
UPC SPEC MIN	66%
NON-UPC SPEC MIN	50%

MOST PEOPLE IN THE SETTING HAVE FELT NEGLECTED AND RESENTFUL BECAUSE OF THEIR MINISTER'S INVOLVEMENT IN THE D.MIN. PROGRAM

MEMBERS	4%
ELDERS	7%
PASTORS	8%
UPC SPEC MIN	5%
NON-UPC SPEC MIN	5%

28. We would like to know what involvement, if any, you have had with a D.Min. program. Please check the one statement that best summarizes your experience.

	HAVE NEVER BEEN ENROLLED IN A PROGRAM AND HAVE NOT INVESTIGATED THE POSSI- BILITY OF INVOLVEMENT	HAVE NEVER BEEN ENROLLED BUT HAVE INVESTIGATED THE POSSIBILITY OF INVOLVEMENT	I AM CURRENTLY ENROLLED AT
PASTORS	23%	33%	8%
UPC SPEC MIN	24%	24%	9%
NON-UPC SPEC MIN	34%	16%	4%
	I WAS ENROLLED BUT DROPPED OUT	I COMPLETED THE PROGRAM AT	NO RESPONSE
PASTORS	6%	13%	17%
UPC SPEC MIN	5%	11%	28%
NON-UPC SPEC MIN	2%	6%	38%

Number currently enrolled

	DREW	PRINCETON	ANDOVER NEWTON	LOUISVILLE	WESTERN	DUBUQUE	CHICAGO	MCCORMICK	PERKINS
PASTORS	2	-	1	4	-	1	1	12	-
UPC SPEC MIN	1	-	-	2	1	-	-	7	1
NON-UPC SPEC MIN	-	1	-	-	-	-	-	2	-
	EDEN	AUSTIN	ILIFF	FULLER	JESUIT	SAN FRANCISCO			
PASTORS	-	1	1	6	-	15			
UPC SPEC MIN	-	-	-	2	2	2			
NON-UPC SPEC MIN	1	-	-	-	-	1			

Number that dropped out

	PRINCETON	NEW YORK	COLGATE	PITTSBURG	WESLEY	LOUISVILLE	CANDLER	DUBUQUE
PASTORS	2	2	5	3	1	-	1	-
UPC SPEC MIN	-	-	-	1	-	1	-	1
NON-UPC SPEC MIN	-	-	-	-	-	-	-	-
	CHICAGO	MCCORMICK	PHILLIPS	FULLER	SAN FRANCISCO			
PASTORS	-	10	1	2	7			
UPC SPEC MIN	1	2	-	-	2			
NON-UPC SPEC MIN	-	-	-	-	3			

Number that have completed program

	HARTFORD	DREW	PRINCETON	ANDOVER NEWTON	COLGATE	UNION NEW YORK	PITTSBURG	LANCASTER	EASTERN
PASTORS	1	4	1	1	3	1	8	-	2
UPC SPEC MIN	-	1	-	2	1	-	1	-	-
NON-UPC SPEC MIN	-	-	1	-	-	-	-	1	-
	UNION VIRGINIA	LOUISVILLE	LUTHERAN	VANDERBILD	METHODIST	CHRISTIAN	SAINT FRANCIS	DUBUQUE	
PASTORS	6	1	-	2	-	-	1	3	
UPC SPEC MIN	1	-	-	-	1	-	-	-	
NON-UPC SPEC MIN	1	-	1	-	-	-	-	-	
	BETHANY	MCCORMICK	PHILLIPS	PERKINS	EDEN	BRITE	AUSTIN	FULLER	CLAREMONT
PASTORS	1	22	1	-	-	1	5	4	1
UPC SPEC MIN	-	9	-	-	1	-	-	4	-
NON-UPC SPEC MIN	-	-	-	1	-	1	-	-	-
	SAN FRANCISCO								
PASTORS	9								
UPC SPEC MIN	1								
NON-UPC SPEC MIN	4								

29. If you have never been enrolled or have dropped out, how likely is it that you will enroll in the future?

	<u>VERY LIKELY</u> (CERTAIN I WILL ENROLL)	<u>LIKELY</u>	<u>NOT</u> <u>SURE</u>	<u>NOT</u> <u>LIKELY</u>	<u>VERY UNLIKELY</u> (CERTAIN I WILL NOT ENROLL)	<u>DO NOT HAVE ENOUGH</u> <u>INFORMATION TO MAKE NO</u> <u>A DECISION</u>	<u>NO</u> <u>RESPONSE</u>
PASTORS	4%	9%	18%	24%	16%	*	28%
UPC SPEC MIN	4%	6%	7%	27%	20%	-	36%
NON-UPC SPEC MIN	-	2%	7%	24%	30%	1%	36%

30. Below are listed some reasons why the clergy may enter a D.Min. program. In general, how important do you believe these reasons are for MOST CLERGY who enroll in a D.Min. program.

	<u>VERY</u> <u>IMPORTANT</u>	<u>IMPORTANT</u>	<u>SOMEWHAT</u> <u>IMPORTANT</u>	<u>NOT</u> <u>IMPORTANT</u>	<u>NOT</u> <u>SURE</u>	<u>NO</u> <u>RESPONSE</u>
TO BROADEN AND DEEPEN THEIR THEOLOGICAL UNDERSTANDING						
PASTORS	36%	43%	10%	2%	2%	7%
UPC SPEC MIN	34%	38%	14%	2%	1%	11%
NON-UPC SPEC MIN	28%	34%	14%	2%	1%	21%
TO EARN A CREDENTIAL WHICH WILL HELP THEM MOVE TO A BETTER JOB						
PASTORS	18%	29%	26%	17%	1%	8%
UPC SPEC MIN	18%	26%	27%	13%	2%	14%
NON-UPC SPEC MIN	16%	30%	18%	12%	1%	23%
TO IMPROVE THEIR SKILLS AS A MINISTER IN THEIR PRESENT SETTING						
PASTORS	42%	43%	8%	1%	1%	5%
UPC SPEC MIN	43%	38%	6%	2%	1%	10%
NON-UPC SPEC MIN	33%	37%	9%	2%	1%	18%
TO MAKE THEMSELVES ELIGIBLE FOR HIGHER PAY						
PASTORS	11%	22%	29%	24%	2%	11%
UPC SPEC MIN	8%	23%	25%	23%	4%	17%
NON-UPC SPEC MIN	12%	23%	23%	16%	1%	24%
FOR FELLOWSHIP WITH OTHER CLERGY						
PASTORS	10%	28%	32%	18%	2%	11%
UPC SPEC MIN	12%	34%	29%	7%	4%	16%
NON-UPC SPEC MIN	7%	24%	24%	17%	2%	26%
FOR PERSONAL AND SPIRITUAL GROWTH						
PASTORS	35%	40%	15%	3%	1%	5%
UPC SPEC MIN	32%	33%	19%	1%	2%	12%
NON-UPC SPEC MIN	21%	31%	18%	5%	1%	23%

APPENDIX B

REGIONAL ANALYSIS: A SUMMARY OF STATISTICALLY SIGNIFICANT VARIATIONS RELATED TO REGIONAL LOCATION

Appendix B, which follows, presents the results for each major sample (i.e., members, elders and pastors) of all regional analyses which proved to be significant (probability .05, Chi-square Test). These regions may be linked to the Synods of the United Presbyterian Church by the following approximations:

<u>Region</u>	<u>Synods</u>
Northeast	The Northeast and The Trinity
Great Lakes	The Covenant and Lincoln Trails
Mid-West	Mid-America and Lakes and Prairies
Southeast	The Piedmont and The South
South Central	The Sun
Mountain	Rocky Mountains and The Southwest
West	The Pacific, Southern California and Alaska-Northwest

Small portions of certain synods may lie in regions other than those cited above. This brief descriptive summary discusses only those results in which an interpretable trend is evident.

PART I: INFORMATION ON CONTINUING EDUCATION

A. Reasons For Taking Part In Continuing Education

Pastors in the seven regions of the United States do not agree on the importance of spiritual growth as a reason a minister may want to take a course in continuing education. It is clear that the pastors serving in the Southeast are the most likely to say spiritual growth is a very important reason for such a study. However, it is not clear in which region the pastors are the least likely to see spiritual growth as an important reason to take part in continuing education. The members located in the South Central region were more likely than other members to see spiritual growth as important in motivating continuing education of ministers than were the respondents in about one-half the other regions. On the other hand, if we look at those who responded "somewhat important" and "not important" we see that those members residing in the South Central have the highest percentage of these less favorable responses. This information is provided in Table #1.

TABLE #1

THE RESPONSES OF PASTORS TO THE QUESTION ASKING HOW IMPORTANT SPIRITUAL GROWTH IS AS A REASON FOR TAKING PART IN A CONTINUING EDUCATION PROGRAM

<u>Region</u>	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important or Don't Know</u>
Northeast	53%	37%	10%	1%
Great Lakes	48%	42%	10%	-
Mid-West	58%	35%	6%	-
Southeast	66%	26%	7%	1%
South Central	55%	25%	15%	5%
Mountain	51%	38%	4%	7%
West	61%	32%	8%	-

There were regional differences in the value that elders saw in a minister of the Word participating in a formal continuing education program at a secular institution. Twenty percent of the elders serving in the South Central region, 12% in the Southeast region, ten percent in the Great Lakes region and six percent or less of those located in other regions responded that they thought it would be "very valuable" for a pastor to take part in a formal program working toward a degree or certificate at a secular institution. The percentage of elders in each region who said that this type of program would not be valuable are: Northeastern area 26%, South Central area 23%, Great Lakes and Western areas 16%, Mountain area 13%, Southeastern 8% and Midwestern area 6%. What is interesting is that the elders in the South Central region were the most likely to respond that this type of program was very valuable and they were the second most likely to respond not valuable, indicating some polarity on this subject.

B. The Role Of The Congregation In Continuing Education

Below in Table #2, we have the percentage of members and elders who said the minister should get the approval of his or her congregation for the type of continuing education he/she wishes to undertake.

TABLE #2

THE PERCENTAGE OF MEMBERS AND ELDERS WHO SAID YES A MINISTER SHOULD GET THE APPROVAL OF HIS/HER CONGREGATION FOR THE TYPE OF CONTINUING EDUCATION HE OR SHE UNDERTAKES

<u>Region</u>	<u>Members</u>	<u>Elders</u>
Mid-West	58%	65%
Southeast	53%	59%
Northeast	53%	54%
Great Lakes	50%	59%
Mountain	44%	56%
West	41%	69%
South Central	40%	35%

The members and elders located in the Mid-west are more likely than those from almost any other region to say a minister should get the approval of the congregation. The members and elders located in the South Central region are the least likely to say a minister should get such approval. As can be seen from the Table in some regions the responses of members and elders are very different. For instance, only 41% of the members (second lowest percentage) but 69% of the elders located in the West (the highest percentage) said the minister should get the approval of the congregation for continuing educational pursuits.

C. Types Of Continuing Education Programs Pastors Attend

According to members residing in the Great Lakes area, 56% of their pastors have attended a non-credit seminar or workshop at a seminary or theological center. That is the highest percentage reported by those in any region. The second highest percentage of members reporting their pastor took part in this type of continuing education was the South Central region (52%). The lowest percentage reporting such study is found among those located in the Western or Mid-Western regions, with only 34% saying their pastor had attended a non credit course at a seminary or theological center. From 41% to 46% of the members living in the Northeast, Southeast or Mountain region responded that their pastor had attended non-credit seminars at a seminary or theological center.

D. Time And Money Available For Continuing Education

About 35% of the elders serving in the Great Lakes, Southeast or South Central regions said they did not know how much study leave their pastor received, compared to less than one-fifth of the elders serving in the Mountain, Western or Northeast regions. (Those elders located in the Mid-West fell between these two extremes.)

From 72% to 74% of those members located in the Great Lakes, Southeast or Western regions regularly read professional journals or books, while 65% to 68% of those members residing in the South Central or Mountain regions do so. Those members residing in the Northeast or Mid-West regions are the least likely to report regular readership of professional journals or books.

PART II: ATTITUDES TOWARDS THE DOCTOR OF MINISTRY DEGREE

A. General Feelings Concerning The D.Min. Degree

In Table #3, are shown the percentage of members who "strongly agree," "strongly disagree" and "disagree" with the statement that "all other factors being equal, a minister who regularly engages in some educational activity should be hired in preference to someone who does not." It is clear that those members living in the South Central or Western regions are more supportive of this statement while those members living in the Northeast are in the greatest disagreement with the statement.

TABLE #3

RESPONSE OF MEMBERS TO QUESTION #20. ALL OTHER FACTORS BEING EQUAL,
A MINISTER WHO REGULARLY ENGAGES IN SOME EDUCATIONAL ACTIVITY
SHOULD BE HIRED IN PREFERENCE TO SOMEONE WHO DOES NOT

<u>Region</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree or Strongly Disagree</u>	<u>Don't Know</u>
Northeast	14%	47%	27%	12%
Great Lakes	12%	62%	14%	12%
Mid-West	17%	48%	17%	18%
Southeast	18%	50%	21%	11%
South Central	25%	45%	17%	13%
Mountain	12%	59%	18%	11%
West	21%	47%	15%	17%

The responses "disagree" and "strongly disagree" are combined because only three percent or less of the members in any region strongly disagreed.

B. Perceived Effect On Clergy While In A D.Min. Program.

Those pastors serving in the Mountain region were more likely to have dropped out of a D.Min. program because it was too demanding than were those pastors serving in other regions. Pastors serving in the Mid-West or South Central regions were the least likely to have dropped out for this reason.

C. Effect On Congregation Of Having A Clergyperson In The Program

In Question #26 the panelists were asked if morale had suffered because of their minister's enrollment in a D.Min. program. Fifteen percent of the pastors serving in the West said it had, compared to seven percent or less of the pastors in the other regions.

D. Clergy's Involvement In A D.Min. Program

When the pastors were asked how important they thought the reason "to broaden and deepen their theological understanding" was in a pastor's decision to enter a D.Min. program no regional difference appear if the categories "very important" and "important" are combined. However, if we look only at the category "very important" the pastors serving in the West, Southeast or Great Lakes regions are more likely to say "very important" than are the pastors located in the other regions.

APPENDIX C

DEMOGRAPHIC ANALYSIS: A SUMMARY OF STATISTICALLY SIGNIFICANT VARIATIONS RELATED TO SEX, AGE, INCOME, ETC.

INTRODUCTION

This brief descriptive summary presents the results of a demographic analysis of panelists' responses to the November Panel Questionnaire. The demographic variables which are used in the analysis of members' and elders' responses include, sex, age, income, marital status, and church size. Variables used in the analysis of the pastors' sample include sex, age, marital status, education and church size.

In addition to these variables, additional analyses were conducted on the responses of members and elders using several constructed scales and variables: congregational participation, theological/devotional stance, leadership, and identification of "evangelicals." The congregational participation scale divides members and elders into high, average and low levels of participation in worship and other congregational activities. The theological/devotional scale divides these same two samples into three groups of approximately the same size (more conservative, traditional and more liberal) on the basis of responses to questions concerned with devotional practices, Biblical interpretation and theological stance. The leadership scale divides the samples into leaders and non-leaders with leaders being those that say they hold two or more leadership positions in their congregation. (For elders that means two positions besides being an elder.) Finally, "evangelicals" are defined as those members and elders who have had a "born again" experience and who have attempted personally to win people to Christ. The information on these variables was gathered in the background questionnaire that panelists filled out when they first became members of the Presbyterian Panel.

The results of this month's study showed many more statistically significant relationships than usual among these kinds of variables. This increase in the number of relationships appears to be the result of the different exposure the various groups have had to continuing education, the topic of this Panel survey. For example, respondents' educational level was related to how they answered some of the questions which is probably due to the difference in educational experience the groups have had. Members' and elders' income is also related to how members and elders answered some of the questions. Presently we have not looked at whether this relationship is due to the fact that more affluent people have, in general, more education than those who are less affluent or that the higher income respondents are exposed to continuing education more frequently in their jobs.

Sex is another demographic variable that is significantly related to responses to some of the questions. We do not know why, but differences between responses of males and females appear more often than in other studies. There were also a larger number of significant relationships among the non-demographic variables we looked at in Appendix C. In general these relationships are what one would expect. You would expect that members and elders who are either leaders or high on the participation scale or high on both of these dimensions to have more knowledge of their congregation's and pastor's activities.

Members and elders who are evangelicals and or theologically conservative often gave the same responses as those members and elders who are leaders and rank high on the participation scale. Presently, we do not know to what extent these are the

same groups of panelists (i.e., the variables may be interrelated). It is also possible that these non-demographic relationships are related to the demographic ones. The older elders could be those who are most likely to be leaders in their congregation as well as those who most are theological conservative. It is also possible that age could explain most of the differences on questions of knowledge with the oldest respondents having the most knowledge.

In any case, there are more statistically significant relationships than in many previous Panel studies. These relationships will be individually reported for each question. To help the reader find results for a particular question he or she might be interested in, the same subheadings are used as were used in the first part of this report. Only those variables for which there is an interpretable trend or are seen as having substantive significance are included in this report. Only relationships that were found to be statistically significant at a Chi-Square level equal to or less than .05 were considered for this report. In addition only those variables for which there are an interpretable trends, or which are seen as having substantive significance, are included.

PART I: INFORMATION ON CONTINUING EDUCATION

A. Reasons For Taking Part In Continuing Education

In Question #1 the respondents were asked to check how important they thought various reasons were for a minister to take part in continuing education. There was some variation in answers according to the sex of the respondents. Among elders, a higher percentage of women compared to men responded that updating theological knowledge and spiritual growth are important reasons for continuing education. Among pastors, women are more likely than men to see pursuing an area of theological interest for spiritual growth and to improve practical skills as important reasons.

If we look at the age it is evident that, the younger the pastor, the more likely he or she is to say it is very important to pursue an area of theological interest and to improve practical skills. The responses of the elders and members on this item varied according to whether they were leaders, evangelicals, high on the participation scale or theologically conservative or liberal. Elders and members who are involved in two or more leadership roles in their congregation are more likely than non-leaders to respond that taking part in continuing education to update theological knowledge is very important. Those members who are evangelicals, those who are theologically conservative and those high on the participation scale are more likely to consider taking part in continuing education to be important than are non-evangelicals, those theologically less conservative and those not high on the participation scale.

In Question #2 the respondents were asked to select the one most important reason for a minister to take part in continuing education. The reason, "to improve practical skills," received the highest percentage of responses from all groups except women pastors. Women pastors are more likely to see "pursuing an area of theological interest" as the most important reason. (There were also some differences related to sex on how important the other various reasons are.)

Among members, elders, and pastors, a larger percentage of women than men selected spiritual growth as the most important reason for a pastor to undertake continuing education. Those members and elders who are evangelicals and those who are

theologically conservative are more likely than those who are not evangelicals and those less theologically conservative to see spiritual growth as an important reason. Members who are high in participation are also more likely to see spiritual growth as an important reason than those less active.

In Question #3 the panelists were asked to rate how valuable different types of programs are for the clergy to participate in. Female elders were more likely than their male counterparts to rate as very important "attending non-credit seminars or workshops at a seminary or theological center," "taking part in a travel program," "taking part in a study group made up of local clergy," and "on a spiritual retreat." Female members are also more likely than men to see going on a spiritual retreat as very important.

In general, for Question #3, the lower a member's or elder's income the more likely he or she is to respond by checking the category "don't know/no opinion." These high rates of "don't know/no opinion" may make it appear that members and elders are more negative or positive than they would be if they had more information about this topic.

Keeping the above information in mind, members earning between \$10,000 through \$29,000 are less likely to respond that non-credit seminars or formal programs at secular institutions are valuable than members earning more or less than those amounts. Interestingly, the members that earn less than \$10,000 are the most likely to see a travel seminar as valuable.

The more income an elder has the more likely he or she is to see a non-credit seminar at a seminary or theological center as valuable. Elders earning more than \$30,000 are more likely to consider formal program at secular institutions and seminaries to be more valuable than those earning less money.

Age also seems to be associated with differences in opinion about this issue. The oldest members (65 years old or older) and the older pastors are less likely to see non-credit seminars at a secular institution as valuable than are younger members and pastors. In addition, the youngest members, (those under 26 years old) are the most likely to respond that travel seminars are valuable.

Responses differed according to the sex of the respondent as well as age in that women members are somewhat more likely than men to find formal programs at theological seminaries to be valuable and women elders are more likely to find non-credit seminars at theological seminaries to be more valuable than are men. Both women elders and members are more likely to find the following programs more valuable than their male counterparts: taking part in travel program; belonging to a study group made up of local clergy, and, going on a spiritual retreat. In addition to the differences by sex, the higher the participation level of members the more likely they are to see a spiritual retreat as valuable. Both for members and elders, those who are evangelicals are twice as likely as the non-evangelicals to see going on a spiritual retreat as valuable. In addition, elders who are leaders and members who are theologically conservative are more likely to say going on a spiritual retreat is valuable than are elders who are not leaders and members who are more theologically liberal.

As expected, pastors with a D.Min. degree are more than twice as likely to see a formal program at a theological seminary as being valuable than are their counterparts who have not earned a D.Min.

B. The Role Of The Congregation In Continuing Education

In Question #6 the respondents were asked if their pastor had taken part in a continuing education program in the last five years. Not surprisingly, the members and elders who are in leadership roles in their congregations were more likely to say "yes" than non-leaders. Non-leaders were the most likely not to know whether their pastor had taken part in such a program in the last five years.

Members who are evangelicals, high on the participation scale and theologically conservative are also more likely to respond yes to this question. Among elders, the theologically conservative are also more likely than the more liberal to say that their pastor has taken part in a continuing education program in the last five years.

It is probably not surprising that pastors who are 65 years old or older are the least likely of the pastors' group to report that they have taken part in any continuing education program in the last five years. The differences among the other age groups of pastors is very small in this regard.

Age does have a strong influence on whether a pastor has worked on an independent study project. Over 50% of the pastors under 45 years of age have worked on an independent study program in the last five years compared to only 25% of the pastors 65 years old or older who have done so. In looking at the percentage of pastors who have been involved in a travel program it is evident that pastors with either a D.Min. or a Ph.D.* are more likely to have taken part in this type of program.

C. Perceived Effect Of Taking Part In Continuing Education

In Question #7 the respondents were asked what changes occurred as a result of their pastor taking part in a continuing education program. The members who are in leadership roles in their congregations are more likely than others to respond that their pastor is now more likely to attend other continuing education programs and that the pastor has a new theological depth. Members who are not evangelicals and are theologically liberal are the most likely to say the continuing education program resulted in gaining additional prestige and respect from the congregation. The members who are evangelicals on our scale are more likely than others to say the pastor exercises his or her pastoral and spiritual care more competently. A similar association is found with the participation scale scores and responses to this item: 36% of the elders who are high on this scale compared to 14% of who score the lowest responded that the pastor exercises his pastoral and spiritual duties more competently. Differences in pastors' levels of educational attainment are also associated with responses to Question #7. The pastors with a D.Min. degree are more likely (69%) than are pastors with a Ph.D. (40%) to say that attending the program resulted in their becoming a better researcher. Also the pastors with a D.Min. are the most likely to say that attendance resulted in their becoming better administrators and gaining additional prestige.

Ninety-one percent of the women who are pastors, compared to 75% of the men, say that as a result of attending a continuing education program they now spend more time in study than they had previously.

*When the term Ph.D. is used, I am also referring to S.T.D., Th.D., Ed.D. and other academic doctorates.

D. Time And Money Available For Continuing Education

As expected, members and elders who hold leadership positions have more knowledge about the time and money provided to their pastor than do non-leaders. In addition the members who are traditionally seen as less active in the church have the least knowledge. These are the members who are young, single and male. The members of the largest churches are also the least likely to know how much time or money is available to their pastor for continuing education.

One very interesting finding is that members who are not evangelicals and members who are theologically liberal, and members who are low in participation have the least knowledge. This seems to point to the fact that if a member is low in participation the member is probably not an evangelical (as we define it) but is probably theologically liberal. Some may take that to be common knowledge, but the correlation is not always as strong as it is in this study.

As we would expect, pastors in the smallest churches (100 or fewer members) were more likely than those in the larger churches to say that funding for continuing education was not provided by the church. Possibly related to the above finding is that, the older the pastor, the more likely he or she is to say that the congregation does not provide funding. Ninety-four percent of the pastors under 34 years of age say that funding is provided by the congregation compared to only 60% of the pastors 65 years old or older.

Question #11 asked if the amount of funding provided for continuing education was adequate. As would be expected, among members, those who are not in leadership roles in their congregations are the most likely to say they don't know about this whereas those in leadership roles are the most likely to say it is adequate.

The next question, Question #12, asked if paid sabbaticals should be provided for the clergy. In this case it appears that the opinions of the members are shaped by the size of the congregation they belong to with members in larger congregations being more likely to say a sabbatical should be provided. This would make sense since larger congregations are more likely to have larger budgets and/or staff to accommodate such sabbatical arrangements. (The reader should keep in mind, however, that even with members in these larger congregations, less than a majority favor sabbaticals. The percentage of members responding definitely yes to the idea of a sabbatical varies from seven percent of the members in congregations of 100 or fewer members to 18% of the members in congregations of more than 1200 members.

The only difference observed for elders on the question of sabbaticals was that women elders are less likely than men to say no and more likely to say they do not know.

Among pastors, the relationship between age and opinions about sabbaticals is interesting. Thirty-eight percent of the pastors 34 years old or younger say definitely yes to sabbaticals. This percent rises to 55% of the pastors 35 through 44 years old and then starts to drop--only 12% of the pastors 65 years old or older favor sabbaticals. This may say something about what age group feels the most need for a change of pace (perhaps suffering from "burnout").

In Question #13 the respondents were asked if they regularly spent time studying in a structured education program. The data show that the elders in churches of membership between 501 and 800 people are about twice as likely as elders in the churches of other sizes to be enrolled regularly in a structured education

program. Thirty-one percent of the elders 34 years old or younger and 44% of those 35 - 44 years old are regularly enrolled compared to 26% or less of the older age groups.

Among members, the older they are the less likely they are to be enrolled in a structured education program. Sixty percent of the members under 25 are enrolled in such a program compared to 15% of those 65 years old or older.

No clear relationship was observed regarding a member's income and enrollment in a structured education program. Members making under \$10,000 or \$40,000 or more are more likely than persons in the middle income brackets to be enrolled in such programs. Members earning between \$10,000 and \$19,999 are least likely to report enrollment.

In the next question the respondents were asked if they themselves spent time reading professional journals or books. Responses to this question indicate that elders that earn \$40,000 or more are more likely to read professional material than those earning less. Eighty-two percent of those earning \$40,000 or more do this type of reading compared to the 52% of those earning \$10,000 to \$19,999 (which is the group with the lowest percent).

Male members and members who are in leadership roles in their churches are more likely to read professional material than are female members and members who are not leaders. In addition there is almost a straight line relationship between income and the reading of professional material. The only exception is that those earning under \$10,000 are slightly more likely to read than those earning from \$10,000 to \$19,999 (63% compared to 56%). Seventy-five percent of members earning \$40,000 or more regularly read professional material compared to the low of 56% for those earning from \$10,000 to \$19,999.

This association is probably related to the interrelationship between income, education and occupation that is commonly found in our society. Persons with higher incomes are more likely to have higher educational attainment and to be working in professional/managerial roles. These types of occupations tend to require more reading for work-related purposes.

PART II: ATTITUDES TOWARDS THE DOCTOR OF MINISTRY DEGREE

A. General Feelings Concerning The D.Min. Degree

In the first question in this portion of the instrument (Question #15) respondents were asked if they had heard of the D.Min. degree. The members and elders that were the most theologically conservative were the most likely to have heard of the degree and those most liberal the least likely. In addition, the members that are the most active in their congregations are also more likely to have heard of the degree than the less active. Finally, about 44% of the members who are evangelicals, compared to 34% of the others, have heard of the D.Min. degree.

When the respondents were asked whether, all things being equal, pastors with D.Min. degree should be paid more than pastors with a Bachelor or Masters degree, not surprisingly the pastors with D.Min. degrees were the most likely to strongly agree with that idea. Those with a basic degree or masters were the least likely to agree and pastors with a Ph.D. fell between these two positions.

Elders who are members of churches with 501 to 800 member congregations with more than 1200 members are the most likely to say that a pastor with D.Min. should be paid more. The elders in churches of 100 or fewer members are the least likely to think this. Female elders are more likely than male elders to respond that they don't know about this.

Not surprisingly, when the respondents were asked about hiring a person with a D.Min. over a person with a basic degree or masters, the clergy with a D.Min. degree were the most likely to express a preference for hiring the candidate with the D.Min. (about 40% strongly agree or agree). What may be surprising to some was that 28% of the clergy with a Ph.D., also thought the clergy with a D.Min. degree should get hiring preference over the basic degree or master.

The pastors with a D.Min. degree are the most likely to agree or strongly agree that they should be addressed as doctor (62%) (compared to 30% of clergy with a basic or masters degree). Once again clergy with a Ph.D. fell between these two groups with 40% responding that clergy with D.Min. degrees should be addressed as doctor. With regard to the sex of the respondent, 35% of the male pastors compared to 21% of the female pastors either strongly agree or agree that clergy with a D.Min. should be addressed as doctor. The older the pastor, the more likely he or she is to have no objection to the title doctor.

For members the relationship between age and opinions about use of the title doctor is not so clear. Members who are 65 years old or older are clearly the most likely to agree or strongly agree that clergy with D.Min. should be addressed as doctor. There is no pattern among the other age groups. In Question #19 the respondents were asked if they agreed with the statement that "A minister who has a D.Min. degree is more likely to be respected by other community leaders than if he/she did not have the degree." Sixty-six percent of the pastors with a D.Min. degree either strongly agree or agree with the above statement compared to about 40% of the other clergy who strongly agree or agree.

Elders who are evangelicals are more likely to agree that clergy with a D.Min. are more likely to be respected. The male elders are also more likely than females elders to agree or strongly agree that the D.Min. brings respect. Among members the non-evangelicals (45%), not the evangelicals, are more likely to say those with the D.Min. are more likely to be respected.

When the respondents were asked whether a minister who regularly takes part in continuing education should get hiring preference over someone who does not, pastors 65 years old or older were the most likely to say they don't know. Those 35 through 44 years of age followed by the pastors 45 through 54 years of age were the next most likely to strongly agree. Elders in churches of 501 to 800 members were the most likely to agree strongly to giving hiring preference to pastors who take part in continuing education. The elders in churches of 100 or fewer members were the least likely to agree or strongly agree that ministers who regularly take part in continuing education should receive hiring preference over those who do not.

For members, the more money they make, the more likely it is that they will respond that hiring preference should be given to the clergy who regularly take part in continuing education. For example, twelve percent of those making less than \$20,000 compared to 25% of the members making \$40,000 or more think such preference should be given.

In Question #21 the respondents were asked if regular participation in continuing education should be given more weight in hiring than attainment of a D.Min. Interestingly, the clergy with D.Min. degrees do not differ in their answers to this question from those who do not have the degree. However, there is a slight difference among pastors of different ages with younger pastors being slightly more likely than pastors 55 years old or older to disagree with this statement. No pastor 55 years old or older strongly disagrees with this statement. The pastors that are 34 years old or younger are the least likely to agree or strongly agree and are more likely to say they don't know whether pastors who regularly participate in continuing education should be given hiring preference.

Twenty-three percent of this age group said they did not know if pastors who regularly participate in continuing education should be given preference in hiring over pastors with a D.Min. degree--twice as many "don't know" responses as was observed for any other age group.

There is a slight difference in opinions on this issue among members who are leaders in their congregation and those who are not. Compared to non-leaders, those in leadership positions are a little bit more likely to agree or strongly agree that persons with regular continuing education experience should be given preference over persons with D.Min. degrees.

The next question asked the respondent's opinion of the D.Min. program. The various groups of members and elders did not differ in their responses. However, the amount of education a pastor has received does seem to influence his/her response to this item. A little over 30% of the clergy with a D.Min. or a Ph.D. think the D.Min. program should be a mark of distinction with a very selective admission policy. In comparison, only 11% of the clergy with some graduate work or a Master's degree and 10% of the pastors with a basic degree think the degree should be a mark of distinction. A majority of each of the clergy groups believes D.Min. programs should be open to all potential applicants. Pastors with a basic degree are most likely to hold this opinion about D.Min. admissions policies (76%); those with a Ph.D. are least likely to do so (55%). Clergy who have attained the educational level of D. Min. fall between these two groups, with 65% supporting open admissions to such programs.

In Question #23 the respondents were asked if they knew anyone who was or is enrolled in a D.Min. program. Among members, those in leadership roles, evangelicals, those high on the participation scale, and those who are theologically conservative are the most likely to know someone who was or is in a D.Min. program. Around 30% of the members between 35 through 54 years of age know someone who is or was involved in such a program compared to 23% or less of the members in the other age groups. Obviously all clergy with D.Min.s know someone involved in a D.Min. program. In comparison, 76% of those with a basic degree and 85% clergy groups with other levels of educational attainment report that they know someone involved in such a program.

B. Perceived Effect On Clergy While in a D.Min. Program

In Question #24 the respondents were asked what effects they observed on a person while enrolled in the D.Min. program. For members, the small difference in responses observed seems to be related to the more general knowledge respondents have of D. Min. programs or their congregation. Members who are in leadership roles in their congregation and who are high on the participation scale tend to know more than the other members about several of the effects of the D.Min. program that were listed on the questionnaire.

The differences in responses among pastors are all related to education. Sixty-eight percent of the pastors with a D.Min. degree said that enrollment in a D.Min. program was associated with renewed enthusiasm for the ministry in which the candidate was currently engaged. Only 33% to 40% of the pastors without a D.Min. mentioned that effect. Eighteen percent of the pastors with a D.Min., compared to about 38% of those with other degrees, said they noticed that persons in the program had trouble managing claims on their time. In fact, 59% of the clergy with a D.Min. degree noticed that people in the program used their time better. Only 25% to 33% of the other pastors noticed that.

C. Perceived Effects Resulting from Completing the D.Min. Program

In Question #25 the panelists were asked to think of people who had completed the D.Min. program and to check any effects they had observed. For members and elders there were a few differences in response patterns but none that appeared meaningful.

Most of the differences observed for pastors are related to educational background. However, there were a few other differences worth noting. Younger pastors and pastors who are single are more likely than other pastors to say they observed that after pastors have finished a D.Min. program they were tired of educational programs.

Not unexpectedly, the size of the church the pastors are serving seems to be related to whether they had observed that a pastor moves after completing the degree. (Maybe this reflects differences in expectations and/or career goals). The larger the church the pastor serves the less likely he or she is to say the pastor will move after receiving his or her D.Min. degree.

In general, the differences among the pastors are that the pastors with the D.Min. degree are much more likely to see positive effects coming from being in a D.Min. program. These results are shown in table 1 below.

TABLE 1

Differences Within the Pastors Sample Related to Educational Background for Question # 25.

Effect	Percent Observing the Effect Educational Background			
	Basic Degree	Graduate work/ Masters Degree	D.Min.	Ph.D., Th.D., S.T.D., etc.
Became more efficient administrators	32%	23%	59%	17%
Became better preachers	18%	18%	62%	33%
Exercised pastoral and spiritual care more competently	36%	31%	78%	33%
Gained a new theological depth	40%	35%	78%	38%
Spent more time in study each week than they did before	21%	15%	41%	29%
Were more likely to attend continuing education programs than they did before	18%	20%	41%	8%
Gained additional prestige and respect because they have the degree	34%	28%	56%	38%

After asking what effect a D.Min. program had on the person enrolled, we asked about the effect on the congregation of having a pastor in a D.Min. program. There were no meaningful differences in responses reported within the members sample. However, there were meaningful differences within the clergy and elders sample. In both samples the men were more likely than women to respond that the congregation was proud to have a pastor enrolled in the program. (Sixty-two percent of the male elders and 56% of the male pastors see the congregations as being proud but, about 20% fewer women in each sample responded in that manner.)

The pastors with a D.Min. degree were much more likely than pastors without a D.Min. degree to say that congregations are proud to have a pastor enrolled in the D.Min. program, that morale in the ministry setting improved, and that there have been measurable improvements in the congregation such as better programs or more participation.

E. Reason Clergy May Enter D.Min. Program

We asked the clergy how much involvement they have had with a D.Min. program and found out that 50% of the clergy with a Basic degree and 40% of those with a masters degree or some graduate work have investigated the possibility of enrollment but have not enrolled. Around 10% of the clergy with a basic degree or some graduate work or masters are currently enrolled in a D. Min. program and around five percent now have a D.Min. degree.

In the last question the pastors were asked why they thought clergy enter D. Min. programs. With one exception, the differences in responses within the pastors' sample relate to their educational background. Pastors with a D.Min. degree are more likely than those with other degrees to say most clergy entered a D. Min. program to broaden and deepen their theological understanding and to improve their skill in their present setting. The pastors with a D. Min. degree were less likely than the pastors without a D.Min. degree to cite as important reasons earning a credential which will help them to move to a better job and making themselves eligible for higher pay.

The one difference in response observed which was not related to education was when the reason "for fellowship with other clergy" was given: Women clergy are twice as likely as male clergy to see fellowship as a very important reason--22% of the women compared to 11% of the men responded in this manner.