

APPENDIX

ON DIOCESAN FORMATION PROGRAMS AND SCHOOLS

I. Diaconal Schools and Programs in the Dioceses of:

Response: As of June 30, 2008

Thirty dioceses are represented in these responses.

II. Length of Time Operating & Students Enrolled/Graduates Ordained

A. Length of Time in Full Operation

16%	No program, plan to open/reopen soon, or only 1 year
17%	2-6 years
20%	7-9 years
20%	10-19 years
<u>27%</u>	20 years plus (of these 2 in operation for over 35 years.)
100%	

B. Graduates Ever

18%	none – yet
25%	1- 14
18%	15-24
18%	25-34
<u>21%</u>	35+
100%	

C. Graduates Last 5 Years 100%

25%	0-1
14%	2-5
32%	6-10
<u>29%</u>	11+
100%	

D. Current Students

24%	0-1
38%	2-5
21%	6-10
<u>17%</u>	11+

E. Graduates and Present Enrollment by School Years in Operation

Years of School/Program Operation

# GRADS & STDS	1 YEAR OR LESS	2-6 YEARS	7-9 YEARS	10-19 YEARS	20 YEARS OR MORE
Tot Grads: 0	75%	40%	0%	0%	0%
1-24	25%	60%	50%	60%	25%
25+	0%	0%	50%	40%	75%
5 yr Grads: 0-1	100%	60%	0%	0%	0%
2-10	0%	40%	40%	67%	62%
11+	0%	0%	60%	33%	38%
Stds now 0-1	75%	0%	17%	33%	12%
2-10	25%	80%	83%	50%	50%
11+	0%	20%	0%	17%	38%

III. Program Particulars

A. School/Program Open to OTHERS than just those interested in Diaconate?

52% No

48% Yes – (or at least part of the program is open to others)

100%_

If yes, describe:

- Yes – but only one student interested in the option of courses for lay preacher or lay outreach chair.
- Yes – we had a Spanish program that was intended to form both deacons and priests whose first language was Spanish.
- Yes it is a local seminary that serves Lutheran pastors and lay people, as well as Episcopal priests.
- School offers a two-year program for diaconal and lay ministry. The students are together for the first year and then are in two tracks.
- Designed to support and enhance lay leadership; two years ago revamped program to prepare folks for lay licensure areas in current canons.
- Lay leadership workshops, academic courses open to all, canonically required workshops, children’s abuse prevention, and anti-racism.
- *As part* of their formation program - the postulants attend the Diocesan School for Ministry that is offered to the entire diocese

B. Diaconal Formation Students Get Credits or Requirement Completions for Graduation by: (Check all that apply)

- 48% Assemble portfolio indicating life experiences
- 97% Take required subject courses in this program/school
- 31% Take elective courses in this program/school needed by student
- 41% Take elective course at other schools than this school/program

Number of options per school/program from above list

- 34% One only
- 28% Two
- 24% Three
- 14% All four above
- 100%

C. Can Diaconal Students substitute their life experiences for formal course completion in acquiring credits for graduation?

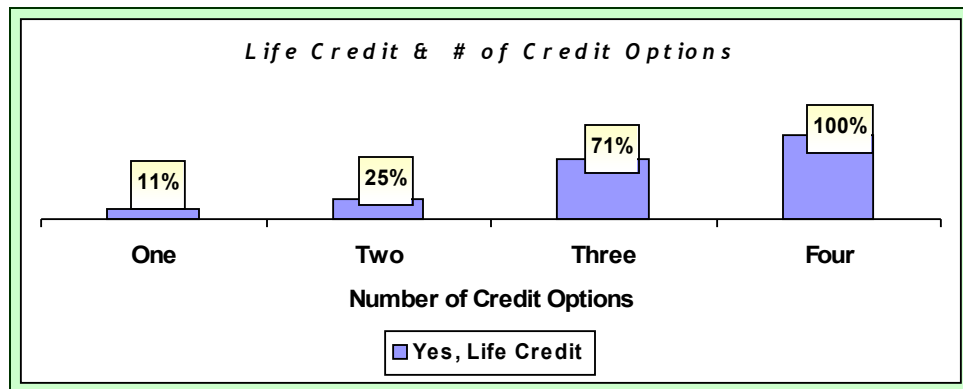
- 57% no, life experiences are not accepted at all for graduation credit
- 25% yes, for academic credit
- 18% yes – *sort of* – more that a particular course requirement is waived, and
- 100% student can take another course instead to fill total credits

- **No-** but exploring
- No: life experiences are part of the discernment process to become a postulant.
- No: We ask for portfolios indicating life experiences; but life experiences are not accepted for graduation credit.

If yes – describe policy on life experience credit.

- Yes – The decision is determined by the dean of diaconal studies (after conversation with student) and reported to COM
- Yes: Proof of study or training acquired, panel interview and paper on subject in candidates own words.
- Yes. Up to 15 course credits may be given for documented life experience for students who do not come to the school with a minimum of 60 hours of undergraduate work. To receive a BA in Diaconal Studies a student must have at least 60 hours of credit for life experience. To get these credits the student assembles a portfolio of materials documenting relevant life experiences.
- Yes – if a curriculum course is missed.
- Yes – yes/sort of: We give competencies, not credits, for life experience
- Yes/sort of: Life experiences are integrated into the curriculum work during the 3 years of formation.
- Yes/sort of: “Perhaps life experience is not the right phrase. Many of our deacons have degrees in other disciplines that apply to their ministry (e.g. nursing, administration, etc.) These are accepted for the 4 units of ministry preparation.
- Yes/sort of: “The way the program is designed the life experience is built into the program. They don’t receive credit for past experience, but they incorporate what they are doing into program requirements.
- Yes/sort of: We do not grant “credit” as part of our formation program. However, if someone has a significant life experience in a certain competency, the course requirement may be waived.

D. Chart 1: Life Experiences for Credit and Variety of Ways to Get Credit



The above chart depicts that:

- Those school/programs giving diaconal students more options to gain credits for graduation are more likely to allow life experiences to substitute for formal course completion in acquiring credits for graduation.
- Or in the other direction, life experiences are unlikely to count as academic credits toward graduation in those programs with mainly required courses.

E. Is CPE Required for Ordination to the Diaconate?

- 31% Yes, by both the school and the diocese
- 7% Yes, by the school but not the diocese
- 24% Yes, by the diocese but not the school
- 38% No, by neither the school nor the diocese (presently)
- 100%

Current CPE or other Supervised Experiences for Diaconal Postulants

Required both by School and Diocese—

- We will be involved with accredited programs in other states
- We no longer have a place for our students to take CPE so we have named the requirement as “field experience in a medical setting with spiritual supervisor of pastoral care.”
- One student is taking CPE at hospital. In the past we hired a qualified instructor who developed a program just for our students.
- 10 month extended unit in an accredited hospital, or through Deacon Formation Program.
- 400 hours of CPE at hospital, prison, homeless shelter, or other
- Diaconal students take the same CPE experiences in local hospitals as other people who are seeking holy orders or who are seeking to become chaplains
- Half a unit for diaconal CPE (200 hours vs. 400) at field sites hospitals, jails, recovery programs, or other ministry site out in the community.
- Our Episcopal Health Services offers CPE programs geared to needs and time of postulants. Also expanding experiences with parish ministry, hospices, and food kitchens.

- An individual CPE-supervisor meets monthly with folks for reflection and discussion.

CPE is optional --

- Needed only for chaplaincy ministries
- Pastoral training option: a Institute of Pastoral Care

By the school, not the diocese

- The Chicago area has a range of CPE opportunities, including extended units. Most are in hospital or nursing home setting. There is an urban program in which students do their work in social-service types setting.
- We have a third year of formation after ordination in which they are assigned to a different parish and are required to lead them into discovering needs in that community and leading the people into discovering their gifts, talents, capacities for addressing these needs. We meet as a group on a scheduled time to reflect on their experiences.

By the diocese, not the school

- There are CPE program at several hospitals and nursing homes in the diocese.
- CPE – 1 unit
- In addition to programs at institutions in the DC and Charleston areas, several have contracted with a retired CPE supervisor who provides oversight and group experience while their placement is in a facility in their own community.
- Postulancy field placement; candidacy field placement
- By diocese – CPE or diaconal equivalent is a requirement of the dioceses that the School for Deacons serve. Some students are able to take a standard unit of CPE in a regional hospital. The interfaith chaplaincy at the large public hospital in San Francisco has created a program that runs on Tues/Thurs week night or all day everyday for three weeks in the summer that the Commission on Ministry accepts to meet its requirements. All students in the School for Deacons do two years of supervised field education. The second year students spend an additional 18 hours a week working in a social ministry setting. The third year students are assigned to a congregation for an additional 8 hours per week of school. The field education experiences are supported by a field education seminar in which both faculty and peers provide feedback, invite reflection and help each other process experience.

Not by diocese nor school

- Neither school nor diocese now – but school will in the future
- Neither the school nor the diocese require CPE, we are doing a homegrown version: pastoral theological education in the second year of the program using the CPE basic model-but with greater flexibility.
- CPE is not required. The design of the program has a significant community ministry component that has within it theological reflection.

F. Does School/Program Offer Continuing Education or Refresher Courses for Deacons? For Others?

- 29% No, we do not offer continuing education at this time
- 21% Yes, but only deacons may take refresher or other courses here
- 32% Yes, all clergy & lay ministers may take continuing education here

18% Other - usually means: a few courses open for deacons continuing ed, but continuing education for deacons & other more done elsewhere by diocese

G. Willing to Share Strong Aspects of Your Diaconal Program?

Two-thirds of those responding were very willing to share all or some particularly innovative and strong aspects of their programs with other directors of diaconal programs. The others simply do not have their program in operation yet or over a long enough time span, to feel ready share results, e.g. "Prototype model not yet tried."

The following are some aspects of their diaconal programs, others are pleased with and would like to share:

- Congregational companions to diaconal students – attend all classes; read books; participate in class discussions, etc.
- Postulancy formation/discernment: servant leadership
- Particularly: (1) Discernment course: Exploring your ministry; (2) experiential project
- We have begun to offer workshops that deal with priest/deacon relationships.
- We are planning a retreat in June for both diaconal and priestly candidates together to be in dialogue about how the orders work to complement and support one another.
- The redesign of our community ministry component under development at this time will be a component we believe will be of value to other diaconal programs.
- Basis course, "The Diaconate," offered online through the Center for Anglican Learning and Leadership. How to organize and supervise field training for diaconal students.
- Guidelines for self-study in social issues; and for outplacement in a parish in the final quarter of formation program.
- Guidelines for: developing an individual formation program; for an alternative to CPE- Education for Pastoral Care; for Community-Based Mentored Practice; and Post-ordination formation for newly ordained deacons.
- The weekend seminars help the students to integrate the learnings from all areas and provide additional education in the areas of Preaching, Ethics, Theology, Triangulation and Boundaries, Developing Diaconal Congregations, as well as practical information that is needed when serving a parish.
- We meet nine weekends a year. On Friday night we cover other subjects – such as Native Am Ministry, Total Ministry, etc.
- Our group meetings are a particularly strong part of our program.

IV. Sources/Resources for Developing/Strengthening Diaconal Programs

Helpfulness in the Last Year

RESOURCE 100%=	NOT ASKED/ USED	LITTLE/NO HELP	SOMEWHAT HELPFUL	QUITE HELPFUL	VERY HELPFUL
Bishop or Diocesan Professional Staff	7%	7%	29%	25%	32%
Leaders of Diocesan programs elsewhere	11%	7%	28%	36%	18%
Rectors in this diocese	4%	14%	29%	39%	14%
Pastors in area of other denominations	61%	25%	11%	0%	3%
Seminary/university faculty in area	36%	14%	29%	18%	3%
North Am. Assoc. for the Diaconate (NAAD)	14%	7%	29%	32%	18%
Epis. Church Center resources, websites	32%	29%	39%	0%	0%
Suggestions from own students or graduates	21%	11%	25%	29%	14%
Suggestion from own faculty	25%	7%	18%	29%	21%

Some comments made on above:

North American Association for the Diaconate:

- NAAD has been very helpful
- Networking fantastic!!!
- Appreciated connections made at NAAD last year.
- I frequently use written materials and/or books from NAAD
- Each postulant is required to be a member of NAAD and use "Anglo deacons" as a resource.

Other:

- Community lay expertise; broad selection of print materials
- Deacon's council
- Formation program in other diocese, especially Arkansas
- Trinity
- I feel that the various commission, committees and boards that I serve on are important resources for my work at the school. These include the churches mission in the world, and locally, peace, justice and hunger, MDG's, multicultural ministry, interdenominational and interfaith issues.

V. Position and Background of Respondent

A. Title or Type of Position

Various names and titles given for the position, major types:

- 37% Archdeacon
- 40% Director of Diaconate Program/School (or faculty member in this)
- 17% Chair, Committee on the Diaconate, or similar title
and/or
- 7% COM/Standing Committee
- 13% Diocesan Staff

B. Paid Employee of School/Program?

- 11% yes, full-time
- 15% yes, part-time – not employed elsewhere
- 30% yes, part-time – also employed elsewhere ¹
- 44% no, volunteer (at least at present)
- 100%

C. Ordained?

- 71% yes, to the diaconate
- 21% yes, to the priesthood
- 7% no, but certified as a lay professional
- 100%

V. Final Comments

A. Lists of Names & Addresses of Graduates in Last 5 Years Now Deacons?

- 15% no graduates yet (o so few “list” does not apply)
- 73% yes, and fairly complete
- 12% no, we do not keep such lists
- 100%

B. Willing to talk further about your diaconal training program?

- 83% yes
- 3% maybe
- 3% no
- 10% no answer – or program not in operation now/yet
- 100%

¹ Part-time employment at diaconal program/school and part-time also as: rector/vicar (7), diocesan staff (5), hospital chaplain (1), and seminary professor (1).

C. Do you have any suggestions for the Episcopal Church on how to strengthen recruitment and education for the diaconate?

Recruitment and Discernment Issues

- Great publicity in major news sources.
- Our COM is currently working on the question of recruitment for ordained leadership, e.g. “want ads” for priests and deacons, revision of vocational exploration process for people interested in ordination.
- In the Diocese we have not had any difficulty in recruiting excellent candidates for the diaconate. With our third class beginning in 2009 we will have more than 35 active deacons functioning here
- Not specifically for diaconate, our diocesan discernment process invites ALL who have a holy stirring and blesses all outcomes of that discernment.
- Promote the diaconate on the same level as the priesthood – i.e. recruit on college campus to encourage young people with professional skills entering other careers.
- I think we need to be more proactive in promoting the diaconate, and diaconal ministry of the laity, especially with youth in the church.

Education for the Diaconate

- More on-line courses – will help with the recruitment of more younger men and women to the Diaconate (early 30’s)
- Make program(s) more accessible. Flexibility. Increase non-traditional educational access (more use of on-line).
- Provide more materials in Spanish
- Develop some general modules that may be used locally as special workshops (1 day) for training, in such topics as: What are deacons (vs. priests). Discernment suggestions, Preaching, Social Justice issues
- Continuing to refine the Title II canons pertaining to the diaconate are most helpful in establishing more of a norm for diaconate formation.
- In general I see that folk designing and offering programs in dioceses across the church could use some help in defining valid, observable and measurable, competencies when they do not have the resources to mount a full, established curriculum
- The Diocese used to run its own diocesan school for deacons...this was a Saturday program that ran for three years...and ordained about 15 deacons...most still active or have retired as deacons. Of the 8 people who have graduated from the (present) Lutheran seminary program, half are now priests or trying to be priests. *This program has failed as a training program for deacons:* there are almost no students, the students who graduate from it have no formation or preparation to become deacons and half have

not been able to sustain their diaconal vocation. Their theological education has been excellent, but their training to the life and vocation of a deacon has been non-existent. I am convinced that diaconal formation itself must be the centerpiece of any diaconal program.

Educating Others to the Distinctive Value and Use of Deacons in the Episcopal Church

- It is not easy to be a deacon. It is a counter-cultural vocation. Deacons spend most of their lives explaining to the world why they are deacons and using this as an opportunity to teach about the servant church. Priests, Bishops and laypeople don't have this requirement to justify and explain their vocation as part of their ministries in the same way. Deacons need to be carefully prepared to be deacons and they need to be supported in their diaconal ministry by a community of deacons and a bishop who values their ministry. Without these things diaconal programs die and deacons either drift or move to another order of ministry.
- Educate Bishops, Priests, Commission on Ministry and Standing Committees about deacons and how they differ from priests
- Diaconate formation continues to vary from diocese to diocese because of the role of the bishop in promoting and defining the ultimate role of deacons serving in his/her diocese.
- I would like to see the Episcopal Church Center and NAAD have a closer partnership. I hope that the Episcopal Church Center looks to deacons for help with the MDG's, poverty and hunger issues, advocacy, and other areas that are diaconal