



The Association of Theological Schools  
The Commission on Accrediting

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June 27, 2011

Jeffrey Kuan  
Drew University Theological School  
36 Madison Avenue  
Madison, NJ 07940

Dear Dr. Kuan:

The Board of Commissioners met in Pittsburgh, Pennsylvania, in June 2011 and included on its agenda the report of the concurrent ATS/MSCHE comprehensive evaluation committee. The board also reviewed the institution's self-study. After reviewing the information in light of the pertinent Commission Standards and Procedures, the board voted:

1. To reaffirm accreditation of the Drew University Theological School for a period of ten years (spring 2021).
2. To approve the following degree programs:

Master of Divinity (MDiv)  
Master of Arts in Ministry (MA in Ministry)\*  
Master of Arts (MA)\*  
Doctor of Ministry (DMin)  
Master of Sacred Theology (STM)  
Doctor of Philosophy (PhD)

To approve the school's decision to discontinue the Master of Theological Studies (MTS) degree program, noting that a teach-out process is in place for students remaining in the degree program.

\*To apply the 2010 Procedures, removing the "preliminary approval" option for newly approved degree programs.

3. To reaffirm approval of the comprehensive distance learning programs for courses in the school's master's and DMin degree programs.
4. To encourage that attention be given to maintaining and enhancing the following distinctive strengths:
  - a. A faculty characterized by a very productive record of publications, an atmosphere of collegiality and interdisciplinary collaboration, and clear expectations for junior faculty, including in and through review processes.
  - b. Extraordinary diversity among the student body and faculty in gender, race/ethnicity, faith tradition, ideological points of view, and sexual orientation.
5. To take action regarding the following areas of needed improvement:
  - a. To require a report by April 1, 2012:

(1) To show cause why notation N8.2, "*The structures or processes of governance are inadequately articulated or documented,*" should not be imposed. In the report, the school should provide the following documentation clearly articulating university-adopted policies for: (a) budget

development including specification of roles, responsibilities, and annual timelines; (b) analysis and allocation of the theological school's restricted funds (including specification of roles, responsibilities, and annual timelines); (c) delineating the role of the provost in relation to the dean of the theological school with regard to governance, and (d) the maintenance of faculty lines upon the departure of a theological school faculty member through retirement or attrition.

(2) Providing details on the Master of Arts in Ministry degree program, including clarification of administrative responsibility for the program, demonstration of a sufficient community of learning, clarification of the contextual education component, and demonstration of faculty ownership of the program (ATS Commission Standard 4, section 4.2.1.1, and Degree Program Standard C).

b. To require a report by May 1, 2012:

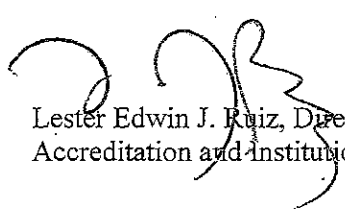
(1) Providing further details of the theological school's plan for ongoing comprehensive institutional evaluation. This plan should include evaluation for institutional processes, institutional programs, and the institutional strategic plan. The plan for strategic planning should include goals, related projects, dates, assigned funds, and persons or offices responsible for each item (ATS Commission Standard 1, section 1.2).

The school has demonstrated significant progress in implementing assessment procedures. In this report it should (a) clarify and enrich the assessment tools used to measure outcomes for the degrees, including criteria for measuring success; (b) provide an analysis of assessment findings achieved through direct and indirect measures; and (c) demonstrate how the analysis shaped appropriate changes (ATS Commission Standard 1, sections 1.2.2 and 1.2.3; Standard 6, section 6.3.1; and section 5 of Degree Program Standards A, C, E, F, K, and L).

(2) Detailing the steps that the school is taking to address stresses and complexities that are present as a result of the faculty's rich diversity. These steps could include plans for curricular revision or addressing aspects of faculty culture or both (ATS Commission Standards 2, section 2.5 and 6, section 6.1.3).

I would be pleased to respond to any questions you may have.

Sincerely,



Lester Edwin J. Ruiz, Director  
Accreditation and Institutional Evaluation

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CC: Middle States Commission on Higher Education