



***Title: Nurturing Theological Integration Across the Curriculum:
The Advising Relationship as Prompter and Monitor***

Institution: Union Presbyterian Seminary

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Executive Summary of QEP

The Quality Enhancement Plan (QEP) for Union Presbyterian Seminary will nurture and monitor students' theological thinking by focusing on the development of integrative skills as students move through the curriculum. The plan was developed over a three-year period of consultation and conversation with students, faculty, administrators, staff, alumni, and trustees. The QEP provides a new approach to the faculty-advisee relationship by making room for deliberate conversation and reflection about ways in which coursework, field experiences, and vocational identity are supporting the goal of theological integration in preparation for ministry. Students and faculty advisors will focus their conversations around ways that students are learning to embody the curricular/ministerial roles of practicing theologian, congregational leader, and community witness which undergird the new seminary curriculum. This QEP proposal reflects a widely felt desire to improve the current portfolio-based advising process, particularly in ways that are linked to the development of integrative learning.

The QEP provides for sustained training to enhance faculty skills and competencies throughout the time of this new initiative in order to support and sharpen ways in which advising conversations can recognize and undergird the work of theological integration in the lives of students. The plan provides for annual times of consultation in which students' learning and experiences from the classroom and field experiences are examined with a view to monitoring how integration is happening over the course of the curriculum. The primary purpose of these consultations is to provide a place where students begin to:

- 1) identify critical elements of integrative thinking in ministry, particularly in the context of the Seminary's curricular/ministerial roles;
- 2) recognize and name their own personal strengths and weaknesses with respect to the practice of integration;
- 3) demonstrate improvement in their capacity to integrate learning gained from multiple areas of academic theological study and from field experiences in ministry.