



WARTBURG THEOLOGICAL SEMINARY

**COLLABORATIVE
LEARNING
HANDBOOK
PART 1**

FORMING ROSTERED
LEADERS IN CONTEXT
THROUGH INTENTIONAL
PARTNERSHIPS



WELCOME

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DIRECTOR OF CONTEXTUAL EDUCATION

Dear Partners in Ministry,

Thanks be to God for empowering us all with the gifts of the Holy Spirit! What a joy it is to partner with you for the sake of sharing God's steadfast & abiding love with a world in need of good news!

At Wartburg we are dedicated to forming servant leaders who embody the gospel & respond to God's call with faithfulness, collegiality & innovation. The Collaborative Learning Program demonstrates Wartburg's commitment to faithful innovation for the sake of the gospel, meeting the needs of the Church for leadership formation through collaborative partnership between students, ministry sites, ELCA synods, and the seminary. It has proven to be an incredibly effective way of forming diaconal and pastoral leaders. For the success of this program--and for its continued growth--we give thanks to God!

Learn. Lead. Serve.

Unlike most theological education, Collaborative Learning students serve in a congregation or other ministry setting for the entire time that they are also taking courses online to complete their degree. Throughout the entirety of the seminary experience, students carry classroom learning into

the ministry site and learnings from the ministry site into the classroom. The Collaborative Learning Program fosters a dynamic, mutually beneficial relationship between students, ministry sites, the seminary, and our synod partners. Thank you for your partnership!

This handbook is intended to serve as a resource for you both as you explore and as you engage in Wartburg's Collaborative Learning Program. All material may be duplicated & distributed as needed.

Please know that I am also a resource for you; I welcome conversation with you at any time. We do this important work together, one in the body of Christ.

May the God of hope fill you with all joy & peace in believing, so that you may abound in hope by the power of the Holy Spirit (Romans 15:13).

Peace,

Wartburg Theological Seminary

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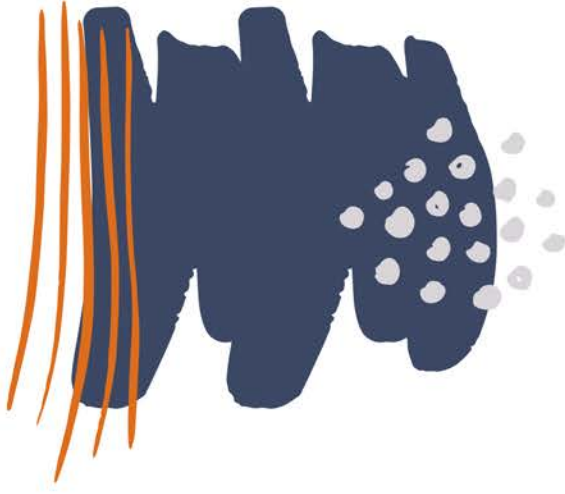
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ALL MATERIAL IN THIS HANDBOOK MAY BE DUPLICATED AND
DISTRIBUTED AS NEEDED THROUGHOUT THE CL EXPERIENCE.

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CL Introduction



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Wartburg Theological Seminary Mission Statement

Wartburg Theological Seminary serves Christ's church
through the Evangelical Lutheran Church in America
by being a worship-centered community of critical theological reflection
where learning leads to mission and mission informs learning.

The community embodies God's mission by stewarding resources
for engaging, equipping, and sending collaborative leaders
who interpret, proclaim and live the gospel of Jesus Christ for a world
created for communion with God and in need of personal and social healing.

Embodying Wartburg Seminary's Mission Statement

Wartburg Seminary's core curriculum centers on the formation of leaders who
demonstrate the Twelve Pastoral-Diaconal Practices for the life and mission of
the church. The twelve practices have guided the faculty through ongoing
curriculum innovations.

"We undertake continual assessment of our curriculum in partnership with
synods to monitor the emerging developments in the church and world and
make revisions that meet the needs of engaged, compassionate, and wise
leaders for the 21st Century church. These practices cultivate a distinctive set of
highly relational leadership qualities."

– Rev. Dr. Craig Nesson, Professor of Contextual Theology and Ethics
The William D. Streng Professor for the Education and Renewal of the Church

Twelve Pastoral-Diaconal Practices

The Outcomes and Expectations of Wartburg

Practice of Being Rooted in the Gospel:

Articulates the Gospel in a way that is heard as Gospel. Is publicly Lutheran and Gospel-centered.

Practice of Missio Dei in Word and Sacrament:

Is grounded in Word and Sacrament as the means by which God creates and forms community (koinonia) for God's mission (diakonia) in the world. Exercises faithful worship preparation and evangelical preaching.

Practice of Biblical and Theological Wisdom:

Interprets reality theologically and biblically as a habit. Has a core set of theological concepts that are interpreted with flexibility in different contexts.

Practice of Ecclesial Partnership:

Displays a healthy sense of connectedness with the whole church. Fosters partnership with the ELCA and ecumenical openness.

Practice of Complex Analysis:

Demonstrates capacity to carefully examine complex social, economic, scientific, and religious issues without oversimplification. Sees relationships from a systems perspective, remaining non-anxious in the face of ambiguity.

Practice of Curiosity:

Is fundamentally curious, employing creativity in the use of language. Is open to grow beyond current perspectives and willing to pursue learning with intellectual depth.

Practice of Pastoral Concern:

Loves God's people with a "pastor's heart," demonstrating a generous spirit in relating to others. Maintains a clear sense of pastoral identity and a desire for excellence in pastoral ministry.

Practice of Personal Faith and Integrity:

Lives as a person of faith, grounded in a life of prayer and study. Is self-aware in seeing the larger picture, proclaiming hope, and setting healthy boundaries.

Practice of Collegiality:

Leads in a way that is responsive to the situation and promotes team building. Creates collegial groups within and beyond the church for promoting many forms of ministry.

Practice of Evangelical Listening and Speaking the Faith to Others:

Listens in a way that leads people to deeper faith questions. Engages in thoughtful witness to the Christian message, especially to youth and those outside the faith.

Practice of Immersion in the Context:

Shows awareness of the context through listening to, dialogue with and involvement in the local community. Has ability to interpret texts and contexts with insight.

Practice of Engagement with Cross-Cultural and Global Dimensions:

Is sensitive to multicultural issues and religious pluralism in the context of globalization. Understands the inclusive character of the Christian Gospel.

The Theological Framework for Collaborative Learning

Chosen Sent Mentored Formed

Chosen

John 15:16, Jesus says to the disciples,

"You did not choose me, but I chose you."

The call to ministry is initiated by Jesus, for God's purposes.

Through Holy Baptism, we are chosen by God. In such a way, all the baptized are called to ministry for the sake of the world. The call to rostered ministry grows out of this common baptismal identity. Contextual education is a fundamental component of God's call to rostered ministry.

Your ministry site has been chosen to be a teaching and learning site for your Collaborative Learning student, and your student has been chosen to learn and be formed with and among you. We believe that this choosing is rooted in our common baptismal call and identity.

Sent

I John 20:21, Jesus says to the disciples,

"Peace be with you. As the Father has sent me, so I send you."

Through the call to ministry, God sends God's people out with God's creative and redeeming word for all the world.

This sending for the sake of God's work in the world comes in the tradition of Moses – sent to save God's people from bondage in Egypt. It comes in the tradition of the prophets – sent with God's message for God's people in particular times and places. It comes in the tradition of Jesus – sent from heaven to dwell among us and save us from our sins. It comes in the tradition of the disciples, commissioned by Jesus to continue Jesus' work as new creations equipped with the Spirit.

Your student has been sent to you for the sake of formation for ministry to continue God's work in the world.

Mentored

1 Samuel 3:1a

"Now the boy Samuel was ministering to the Lord under Eli."

The story of Eli and Samuel in 1 Samuel 3 portrays mentoring for the sake of calling. In the context of the relationship, Samuel is mentored by Eli. Through this mentoring, Eli offers Samuel guidance to understand his call. Samuel is able to hear and respond to this guidance, because their relationship is one of trust. Eli gives Samuel the freedom to become who God is calling him to become, even if that means that Samuel becomes greater than Eli.

As a Collaborative Learning site, you will mentor your student in this same way. It is critical that you form with your student a relationship of trust through which you can offer your student guidance, and in which your student has the freedom to grow into their own pastoral/diaconal identity and cultivate their own diaconal/pastoral imagination.

Formed

Jeremiah 18:6

"Just like the clay in the potter's hand, so are you in my hand."

Jeremiah 18 portrays the metaphor of the potter and the clay. Israel, like the clay, is a material of possibility that is formed by the potter, shaped and re-shaped to become the vessel that God intends.

The experience of contextual education is much like this on-going shaping and reshaping for the Collaborative Learning student. As the student grows through experiences, reflection, evaluation, and conversation, the student is shaped and re-shaped, building on strengths and mindfully addressing growing edges. The entire Collaborative Learning team, much like the potter, helps the student to be formed into the vessel that God intends.

The Needs of the Church



The Church is called in every age to proclaim the Gospel of Jesus Christ. The Collaborative Learning Program (CL) creates a path for the formation of leaders for the Church that is attentive to the present day needs of the Church, conscientious of the needs of students, and responsive to the times in which we live.

In every age, the Church raises up leaders for the sake of the Gospel. The CL program is a way for the Church to raise up leaders today.

In every age, God calls individual people to serve as leaders through the Church for the sake of the Gospel. The CL program removes barriers that may otherwise inhibit people from responding to the call of God today.

In every age, the Church has recognized that the times in which we live necessitate new ways of thinking about and being the Church. The CL program embraces collaborative opportunities that are available through technology so that we can faithfully be the Church today.

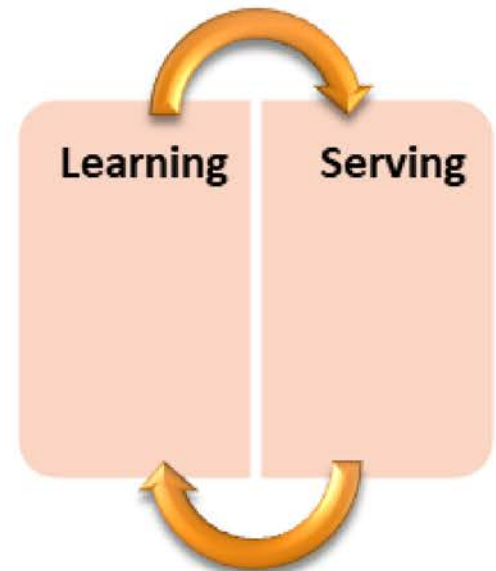
We recognize that the time in which we are forming leaders is ever changing. By embracing change, we increase the possibilities...

- for students who have discerned a call to ministry to respond to that call,
- for ministries in need of leadership to be served for the sake of the Gospel,
- for the paths to and contexts of formation to represent the width and breadth of the Church today.

How Does it Work?

The CL program is a program of mutuality in learning and serving between students, ministry sites, synods, and the seminary.

- Students serve part-time in ministry while going to school full-time.
- Students learn in sites and from sites.
- Students and sites serve together and serve each other.
- Students bring learning from their sites to the classroom to:
 - inform classroom instruction and content.
 - enhance the learning of their peers.
 - integrate intellectual content with practical experience.
- Students bring learning from the classroom to sites to:
 - integrate intellectual content with practical experience.
 - directly apply what has been learned.
 - bring their seminary experiences to the ministry site.
- Students are compensated for their work.
- Sites, synods, and the student collaboratively negotiate fair compensation for the student's work.
- For part-time work in a ministry site, the site is encouraged to begin compensation negotiations at half of a first call compensation package, following guidelines for the specific synod plus other available benefits, possibly including health insurance, housing allowance/parsonage, travel or continuing education, retirement, etc.
- Fair compensation is contextual to each setting and is negotiated relative to the work for which the student is contracted.



The CL Experience

The CL program is a dynamic, evolving experience of four fundamental principles.

- Students are **formed** in context for the whole of their academic and candidacy experience.

They learn by doing.
They become by being.

- Students directly **apply** their classroom learning to real-life ministry experiences.

They are encouraged to actively look for ways to apply in their sites what they are learning in the academic setting.

- Students **integrate** real life experience with classroom knowledge, and vice versa.

They are encouraged to embrace their learning as a unified, holistic experience.

- Students curate their own **pastoral or diaconal imagination** in real time by living these critical questions:

- *What am I called to do?*
- *Who am I called to be?*
- *Why am I here - in this time and place?*

- In the process, students gain experience as contextual theologians, learning how to proclaim the Gospel in specific times and places.



Formation
Application
Integration
Imagination

Initial Student Process

Academic

Discernment

Application

Acceptance

Discernment

Placement

Synod / Candidacy

Application

Discernment

Entrance

Discernment

Placement

Students do not simply “go to seminary” to become rostered leaders. The formation of rostered leaders is a dual process that involves both academic and ecclesial formation.

- Students who are seeking to serve in Word and Sacrament Ministry as ordained pastors pursue a Master of Divinity (MDiv) degree.
- Students who are seeking to serve in Word and Service Ministry as ordained deacons pursue a Master of Arts in Diaconal Ministry (MADM) degree or a Master of Divinity (MDiv) degree.
- All students desiring to serve in rostered ministry participate in the welcome and joyful process of discernment through their particular synod of the ELCA.

The student is encouraged to begin the dual process simultaneously.

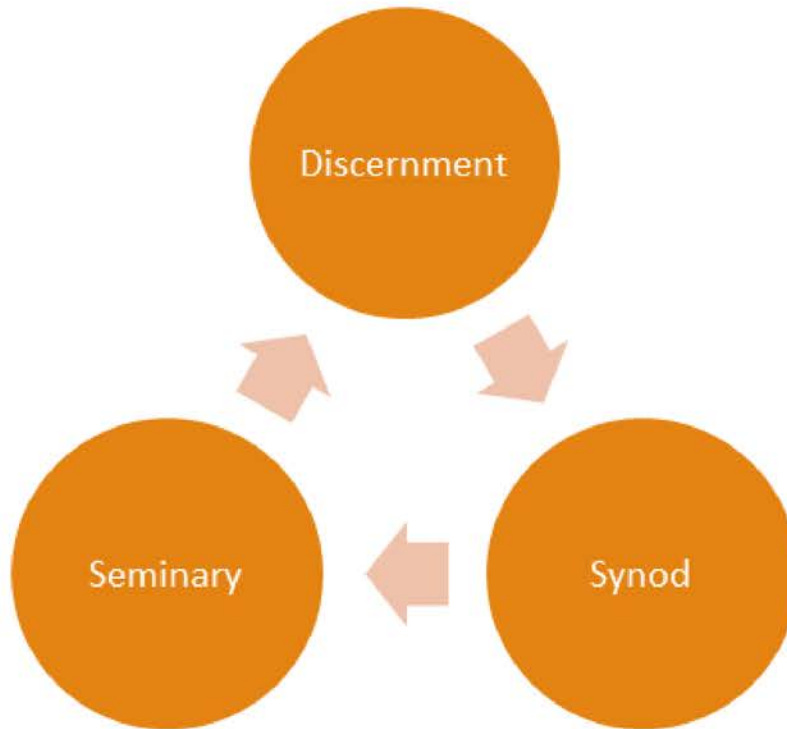
- The student discerns a call to ministry and applies to seminary.
- The student discerns a call to ministry and applies to candidacy.

Through this application process, prospective students, the seminary Admissions and Contextual Education teams, and synod partners engage together in mutual discernment about the CL program.

- Is this the best program for a particular student’s formation?
- Is there an appropriate ministry site through which this student can be engaged in the CL program?

*Please note: Students **must be entranced** prior to being placed in a CL site. All necessary paperwork must be completed and submitted **by August 1** (for a fall semester start) or **December 1** (for a spring semester start). Students wishing to **transfer** into the CL program must be in good academic standing with no history* **13**
of academic probation.

Initial Ministry Site Process



Potential CL sites engage together in discernment with synod and seminary partners. Some questions to aid in this discernment include the following:

- What is leading the site to consider participating in the CL program?
- What needs is the site seeking to meet by serving in the CL program?
- What ministry opportunities for learning and formation are present in and through the site?
- Is the site committed to serving as a teaching and learning context?
- Is the site a healthy context for learning and formation?
- Can the site provide both support and constructive critique to encourage student discernment and enhance student growth and formation?

*Please note: All potential CL sites must complete a **ministry site application** and submit their application, along with the site's sexual harassment policy, to the seminary. All necessary paperwork must be completed and submitted by **August 1** (for a fall semester start) or **December 1** (for a spring semester start).*

Expectations



IN THIS SECTION:

- Site Expectations (p.16)
- Seminary Expectations (p.17)
- Student Expectations (p.18)
- Synod Expectations (p.19)
- Due Diligence (p.20-21)

Site Expectations



CL ministry sites embrace their calling as contexts for **teaching and learning**. They recognize that this teaching and learning is mutual. The CL student will learn from the site and the site will learn from the student.

CL ministry sites provide a **context for formation** that is like a seedbed, good ground, fertile soil, a place where a student can be nurtured and grow so that the student can then be “transplanted” into the wider Church for service.

The CL site **shares the financial burden** of leadership formation.

- CL students are expected to work, on average, 20 hours per week in the ministry site. Consistently working more than this jeopardizes the student's ability to succeed academically. **The CL student is a student first.**
- Students are fairly compensated for their work. Compensation negotiations begin at half of a first call compensation package for that synod. Every context is different. The seminary appreciates the work of synods in facilitating fair compensation packages for CL students.

The CL site offers **flexibility** so that the student can be a “student first” by participating in class (usually via technology) in “real time.” This means that the site works with the student to:

- Schedule work to accommodate real time class participation.
- Allow for the student to be on campus for 2 Prolog Weeks each year, one at the start of the fall semester and one at the start of the spring semester.
- Arrange time so that the student can complete Clinical Pastoral Education (CPE).
- Participate in January-term courses, some of which involve travel.
- Accommodate other required needs away from the ministry context.

Seminary Expectations



The seminary **administers** the CL program in compliance with the expectations of the accrediting bodies.

The seminary **facilitates collaboration** between all partners, organizing annual CL Team meetings and any other necessary conversations throughout the program. In the unlikely event that the student's CL placement must end, it is the seminary's responsibility to terminate the placement, in collaboration with all CL Team members.

The seminary **coordinates ongoing support** for the student by encouraging the student to utilize all resources available for the student's success.

The seminary **delivers the curriculum** for the completion of the program.

The seminary **shares the financial burden** of education and formation by coordinating seminary financial aid, providing scholarships, and providing information about resources to assist with financial planning.

Student Expectations



Educational Program

The student fully participates in the educational program at Wartburg Theological Seminary, experiencing the same curriculum and meeting all academic expectations as any other MDiv or MADM student.



Ministry Site Responsibilities

The specific ministry responsibilities or tasks for the student are agreed upon by the student, the site, and the synod at the start of the CL program. The student and the site together create a work plan at the beginning of each new academic term to help facilitate the fulfillment of these responsibilities.



Synodical/Candidacy Requirements

The student actively engages in the candidacy process by completing candidacy requirements, participating in retreats and other required events, engaging in regular communication with a designated member of the candidacy committee, and being responsive to the candidacy committee's recommendations for formation and growth.



Share Financial Burden

While the other partners contribute to the student's financial needs while in the education and formation process, the student also contributes financially to their experience.

Synod Expectations

Work	Advocate	Support	Share
<ul style="list-style-type: none">• Work with Ministry Site	<ul style="list-style-type: none">• Advocate for Student	<ul style="list-style-type: none">• Consistently Support	<ul style="list-style-type: none">• Share Financial Burden

Each synod has an ongoing relationship with their ministry sites and therefore knows their sites well.

The synod **works** with each ministry site to:

- help them discern if they are called to serve as a teaching and learning context
- define and explain the CL program
- determine and negotiate a fair compensation package for the student
- interpret the candidacy experience

The synod **advocates** for the student by:

- helping determine realistic ministry expectations
- identifying clear boundaries
- articulating the difference between a called deacon or pastor and a student in formation
- interpreting the program requirements, especially those that necessitate an absence from the ministry site

The synod **supports** the student by:

- accompanying the student through the candidacy process
- providing a Candidacy Committee contact person for regular communication
- engaging in ongoing conversations of discernment
- participating in all meetings required by the CL program

The synod **shares** the financial burden of rostered leader formation by:

- providing the same type of financial support to CL students as to students in other formation programs
- providing information to the student about financial resources uniquely available through their synod

Due Diligence Details

Partner Launch Meeting (PLM) most often held on Zoom

Organized by WTS Director of Contextual Education

- Participants typically include:
 - Synod staff member representing candidacy
 - Candidacy committee representative (student's relator, if possible)
 - Chairperson of the ministry site committee
 - Supervisor
 - Mentor
 - Academic Advisor
 - Student

Annual CL Fee

- Administrative fee paid by the ministry site to the seminary to cover administrative costs of the program
- Calculated at 10% of the CL student's tuition
- Site will receive an invoice from the seminary annually

Annual Meeting

- Convened by the WTS Director of Contextual Education
- CL Team members meet, most often on Zoom, to discuss the student's progress and formation--sharing joys, challenges, and any barriers to learning--review the role of each team member, and look ahead to next steps together
- At the first annual meeting (the Partner Launch Meeting) and the last annual meeting (after internship ends), multiple students and their teams gather together to learn with and from one another
- At the second and third annual meetings (prior to internship and midway through internship) each student meets only with their own team

Semester Check-in (optional)

- Organized by the student
- The student, the academic advisor, and the supervisor meet to discuss objectives and integration during semesters when an annual team meeting is not already scheduled

Boundaries

- Boundaries are taken seriously and respected
- The ELCA's "Definitions and Guidelines for Discipline" will guide our life together as partners in ministry; disciplinary decisions will be made collaboratively in conversation with synod, seminary, and site
- If a need comes to separate that is not a boundary violation (i.e. not a good fit, discerned a different learning model, etc.) the seminary is responsible for facilitating the separation

Due Diligence Documentation

Employment Contract or Lay Ministry Agreement

- Negotiated between synod, site, and student
- Fair compensation is contextual and negotiated
- Synod sends a signed copy to the seminary at contextualeducation@wartburgseminary.edu
- Student and site review work plan each semester

Release Forms

- Students are expected to sign all release forms as requested

Document Retention

- Site & Synod – Employment Contracts or Lay Ministry Agreements
- Synod – Candidacy documents
- Seminary – All documents (including Internship Evaluations)
- Student – All documents

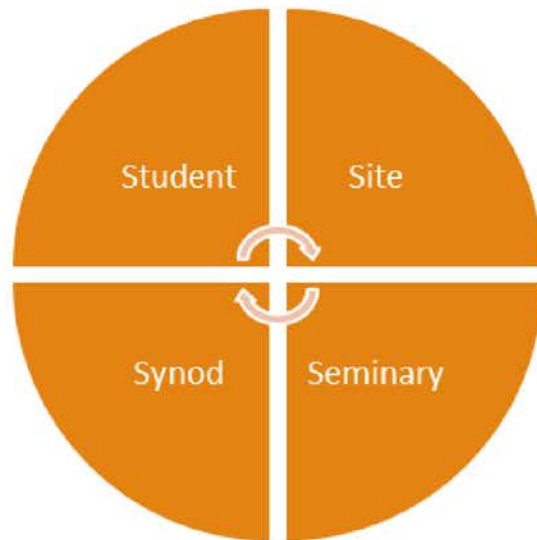


Role Responsibilities



IN THIS SECTION: Who are the Partners? (p.23)
The CL Team (p.24)
The Supervisor (pp.25-30)
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The Ministry Site Committee (pp.32-36)
Synod Candidacy (pp.37-38)

Who are the Partners?



The CL program is a dynamic partnership of four equal, collaborative partners.

- The partners work together for the sake of the Gospel.
- The partners work together for the sake of the student's discernment of and formation in a call to rostered ministry.

The Student actively engages in ongoing discernment and formation.

The Site embraces its calling as a teaching and learning ministry by serving as a context for discernment and formation.

The Synod works with the ministry site to advocate for the student while shepherding and accompanying the student through the candidacy process.

The Seminary administers the program, provides the curriculum, and facilitates collaboration and cooperation between the partners.

The CL Team

01 SUPERVISOR	02 MENTOR	03 ACADEMIC ADVISOR	04 MINISTRY SITE COMMITTEE	05 CANDIDACY	06 DIRECTOR OF CONTEXTUAL ED
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Supervisor

The supervisor shepherds action and assists the student in living into the answer to this question: *What do I do?* During internship, the supervisor evaluates the student's progress toward ministry competence. The supervisor may be on site or serving nearby. The expectation is that supervisors will meet with students weekly throughout the duration of the CL program. Supervisors should have at least three years of ministry experience and at least one year of ministry in their current setting.

Mentor

The mentor shepherds reflection and assists the student in living into the answer to this question: *Who am I becoming?* The mentor never formally evaluates the student but rather serves more like a spiritual director. Mentors and students will determine for themselves a regular meeting schedule that best serves their situation.

Academic Advisor

The academic advisor shepherds the academic process.

Ministry Site Committee

The ministry site committee accompanies the student in formation throughout the duration of the CL program. It typically consists of three-five people, representative of the congregation or ministry site. The chairperson of the committee represents the committee at annual CL Team meetings and therefore needs to be named prior to the first meeting. In the beginning, this committee is responsible for welcoming the student, helping the student to get settled, introducing the student to people in the congregation and in the community, and offering encouragement and feedback. During internship, the ministry site committee evaluates the student's progress toward ministry competence.

Candidacy

The Candidacy Committee accompanies the student in formation, entrances, endorses, and approves for ordination. Both the student's candidacy relator and the synod staff person responsible for candidacy are invited to participate in annual CL Team meetings.

Director of Contextual Education

The Director of Contextual Education administers the program, facilitates communication between the partners, and accompanies the student throughout the experience.

Supervisor



The supervisor and ministry site are viewed as extensions of the seminary faculty throughout the CL program. Regular weekly scheduled supervisory meetings are important to the CL experience. As a primary accompaniment partner, the supervisor, with the student, focuses on the student's personal, professional, and theological formation as a rostered leader.

Supervisors will typically be ordained ELCA Lutheran pastors or deacons with at least three years of pastoral or diaconal experience and who have served at least one year in their current call. They play a critical role in the student's growth and formation.

The relationship should not become that of a counselor-counseled. It is difficult to keep a useful balance between the roles of supervisor and counselor. If the student needs professional counseling, this needs to be arranged with a professional other than the supervisor.

Supervisor Understandings and Commitments

- The supervisor/student relationship
 - Exercises a posture of generosity
 - Employs an attitude of goodwill
 - Embodies a posture of openness
 - Is mindful of the impact of language
 - Is attentive to the effect of power
 - Is rooted and grounded in trust
- The supervisor helps the student start strong, attending to on-boarding essentials, community orientation, and essential ministry information
- The supervisor, alongside the ministry site committee, assumes responsibility for introducing the student to staff, lay leadership, key volunteers, key community people, ministry site story-keepers, text study groups, and ecumenical colleagues
- The supervisor works with the student to develop a work plan and review it each semester. At the time of internship, the supervisor works with the student to develop a Learning Service Agreement, plan toward its completion, and evaluate progress, completing all required internship evaluations.
- The supervisor assumes responsibility for weekly supervision conversations that through an action/reflection style of conversation, focus primarily on this critical formation question: *What am I learning by doing?* And secondarily on this question, also addressed by the mentor, *Who am I becoming by being?*
- These conversations:
 - Affirm gifts for ministry
 - Assess particular experiences
 - Constructively critique the student's work
 - Identify growing edges
 - Plan for next steps
- The supervisor advises and shepherds the formation of the Ministry Site Committee, and serves as a resource person, but does not attend meetings
- The supervisor serves as an advocate for and interpreter of the ministry site serving as a community of teaching and learning
- The supervisor participates in resource opportunities and site visits offered by WTS and Cluster Gatherings, with the student, at the time of Internship
- The supervisor practices healthy boundaries

A successful supervisor...

- Understands and embraces the call to teaching and learning ministry
- Understands contextual learning and interprets it to the ministry site
- Is secure in their own diaconal/pastoral identity
- Embraces the call to guide the formation of who God is calling the student to be; does not seek to mold the student in their own image
- Provides the student space to learn and grow
- Trusts the formation process
- Has hard conversations when necessary to help the student grow
- Embodies grace and models forgiveness
- Demonstrates and builds trust
- Is adaptable, flexible, and comfortable with change
- Creates space for the student to fail
- Celebrates the milestones of the student
- Has a clear understanding of congregational systems
- Is patient
- Is fundamentally self-aware

Supervisory Sessions

The focus and character of the supervisory sessions are different than management or planning meetings that focus on ministry site plans and goals. Supervisory sessions focus on the student's personal, professional, and theological development and formation as a rostered leader. These sessions provide the opportunity to affirm gifts for ministry, assess particular experiences and critique areas where further growth is indicated.

The student will set much of the agenda in these sessions, reporting on experiences, offering self-critique, raising questions, exploring ideas, and addressing professional growth in ministry. The supervisor has the responsibility to help the session to be as useful as possible for the student. Active listening on the part of the supervisor is essential.

- Maintain a regular weekly schedule with both parties giving top priority to the sessions. For students serving in detached sites, supervision can be in-person, via video conference (such as zoom) or a combination of both.
- Find a quiet and neutral place to meet, devoid of interruptions.
- Consider beginning with scripture reading and prayer, alternating the leading of this time.
- Expect the student to bear a large share of responsibility for the focus and direction of the meeting.
- Be a creative, active, empathetic listener. Overall, the student will do more talking than the supervisor.
- Ask questions which stimulate, challenge, and clarify without dominating the reflective process. The supervisor seeks to maintain focus on the development of the student as a pastor or a deacon. A key task will be to identify and articulate issues which impede the performance of effective ministry.
- Invite theological reflection on God's role in the student's life and in the ministry of the site.
- Intentional evaluation of the supervisory sessions should take place regularly. On these occasions, the supervisor will want to take the initiative in requesting feedback regarding the helpfulness of the supervisory sessions and consider constructive suggestions from the student.

Possible Topics for Discussion

- One's call to ministry
- The pastor or deacon as resident theologian
- Incorporating study into the weekly routine
- Prayer and the spiritual life
- Areas of competency addressed on the internship evaluations
- Sermon preparation (including exegesis) and preaching
- Ecumenism
- The pastor or deacon as person (Sabbath rest & wholistic wellness)

Resource for Discussion:

The “Three Minute Ministry Mentor” available at the following link may provide excellent fodder for guided discussions, especially about embodying diaconal/pastoral imagination. Student & supervisor might view an episode’s video together and then engage in conversation.

<https://eileencampbellreed.org/welcome-to-three-minute-ministry-mentor>

Remuneration

Wartburg Theological Seminary is grateful for deacons and pastors who embrace the call to serve as supervisors as part of their own call to ministry. WTS does not require financial compensation for supervisors. However, some ministry sites, congregations, and synods, especially for detached supervisors, deem it appropriate to recognize with financial compensation the significant time, spiritual, and emotional commitment that a supervisor makes to a student for the sake of the Church. If this is the case, we suggest that the following components be considered for any compensation agreement.

- Specification of a maximum number of hours/month (excluding travel) at a mutually agreed upon hourly rate.
- Mileage reimbursed at the current IRS rate.
- Delineation of specific responsibilities to include, but not be limited to:
 - Face-to-face meetings with the student ___ times per month
 - Attend worship to observe worship leadership and sermon delivery ___ times per month
 - Attend Council Meetings ___ times per year
 - Attend Ministry Site Committee meetings upon specific request
 - Participate in phone or electronic meetings with the student, _____, the seminary, or the candidacy committee, etc. as requested and needed.
- Supervisor _____ will provide the Council of _____ with a monthly report for reimbursement, noting miles driven and hours in supervisory work.

SAMPLE LETTER OF AGREEMENT

between (Name of Off Site CL Supervisor)
Supervising Pastor/Deacon for CL Student (Name of Student) &
(Name of Ministry Site) of (city, state)

beginning (date) and ending (date)

As Supervisor, Deacon/Pastor _____ has the following responsibilities:

- A. Shepherding the student's work and assisting the student in living into the answer to the question, "What do I do?" Therefore, the Supervisor shepherds day-to-day work responsibilities and dealing with the various challenges of ministry.
- B. Meeting regularly with the student for supervisory conversations.
- C. During internship, evaluating the student's progress toward ministry competencies and completing written evaluations needed by both Wartburg Theological Seminary and the _____ Synod.
- D. The Supervisor will be available to serve in this capacity for a maximum of 10 hours per month, including travel, at the cost of \$30 per hour. Mileage will be reimbursed at the current IRS rate.
- E. Such supervision may include face-to-face meetings with the student; periodically attending worship to observe worship leadership and sermon presentation; attending a council meeting or Ministry Site Committee meeting upon specific request; phone or electronic meetings with Vicar ____, the Seminary, or the Candidacy Committee; etc.
- F. Pastor/Deacon _____ will provide the ministry site a monthly report for reimbursement, noting miles driven and hours in supervisory work.
- G. This agreement will be reviewed before it can be renewed.

Ministry Site President _____ **Date** _____

Supervisor _____ **Date** _____

Memo to Mentors

Thank you so much for serving as the mentor for a Wartburg Theological Seminary (WTS) Collaborative Learning Student! We are so grateful for your partnership!

Unlike the student's supervisor, you have no responsibility for evaluation of the student you're mentoring. This provides a unique opportunity to create a safe space in which the student might reflect on ministry experiences and explore their developing diaconal/pastoral identity. As mentor, you are invited to help your student explore this question: *Who am I becoming?*

You and your student are welcome to create a schedule for intentional conversation that works well for you. Our only hope is that you will meet consistently throughout the duration of the Collaborative Learning program. We offer the sample agenda below for you to use as you wish. This is intended to be a resource, not a strict template to follow.

Sample Meeting Agenda:

- Opening prayer
- Guided discussion
- Conversation about student's concerns, questions, and experiences
- Closing prayer

Resource for Guided Discussion:

The "Three Minute Ministry Mentor" available at the following link may provide excellent fodder for guided discussions, especially about embodying diaconal/pastoral imagination. Student & mentor might view an episode's video together and then engage in conversation.

<https://eileencampbellreed.org/welcome-to-three-minute-ministry-mentor/>

Again, we are so very grateful for your partnership in raising up leaders for the Church! If we can be of help to you in any way, please don't hesitate to reach out to contextualeducation@wartburgseminary.edu with questions or concerns. Thank you!

Ministry Site Committee



As people of faith, we recognize that the work of ministry is the call of the whole people of God. The liturgy for the **Affirmation of Baptism** reminds us that we who are baptized into Christ live together as God's faithful people. Together, we gather to hear the word of God and are nourished by God's holy meal. Together, we proclaim the good news of God in Christ Jesus by what we say, what we do, and who we are. Together, we embrace our common humanity, serving all people, just as Christ serves us. Together, we strive to embody the good news of God through our work for justice and peace.

Ministry therefore is not solely the work of those called and ordained to Word and Sacrament or Word and Service ministry; nor is it solely the work of the laity. Ministry is the work of the whole people of God. To this end, the Ministry Site Committee (MSC) helps the student grow in understanding of what it means to live out a particular call within and among the people of God. Hence, the MSC serves three primary purposes.

Uplifts the Student



First, the MSC uplifts, supports, and embodies the **mutuality** of ministry. The MSC helps the student grow in a lived understanding that the whole people of God share a mutual concern for the proclamation of the Gospel. The laity and the ordained together are filled with the Holy Spirit to share Christ's love with a broken and hurting world. The MSC helps the student embrace this mutuality while growing in their own ministerial identity. Below are some questions that might help guide the MSC's work of mutuality:

- What does the ministry site need to know about the CL program that will help the site be a partner in mutuality?
- What does the student need to know about the ministry site that will help the student be a partner in mutuality?
- What does the ministry site need to know about the student's work within the site?

Accompanies the Student

Second, the MSC **accompanies** the student in learning, serving and integrating into the life and ministry of the site. First and foremost, the MSC prays regularly for the student and the student's family. The MSC also walks with the student in getting to know the ministry site, its stories, its unique ways of living out its ministry, and its hopes and expectations. Below are some questions that might help guide the MSC's work of accompaniment:

- What are the traditions of the ministry site that would be helpful for the student to know?
- If the ministry site is a congregation, what does the student need to know about the congregation's worship life, especially with regard to Advent/Christmas, Lent/Easter, Affirmation of Baptism (Confirmation), Reformation, funerals, weddings, and other special worship times?
- What does the student need to know about the congregation's culture and expectations regarding hospital visitation, shut-in visitation, other circumstances of pastoral care, youth ministry, and other specialized ministries?
- How can the MSC best serve as a "listening ear" for the student to celebrate the joys/successes of ministry as well as bear the sorrows/failures of ministry?

The MSC's work of accompaniment also assists the student in both doing the work of ministry and reflecting upon that work. The committee, along with the supervisor, helps the student create an on-going work plan and reflect upon the work that the student is doing. Below are some questions that might guide this component of the MSC's work of accompaniment:

- How is your work / life balance?
- How much time are you spending on each area of responsibility?
 - Does that feel about right to you?
 - Are there areas of ministry for which you do not feel like you have enough time?
 - Do your actual responsibilities "fit" within the time specified?
- What is going well?
- What is challenging for you?
- Talk about _____. What did you learn from this experience about yourself, about the ministry site, about ministry?
- What would you do differently next time?
- In the face of something that did not go well:
 - Talk about what happened.
 - How do you respond to failure?
 - What does failure do to you?
 - What can you learn from this?
 - What do you need to risk trying again?
- In the face of a mistake for which an apology is needed:
 - Talk about what happened.
 - What form of an apology is needed?
 - How do forgiveness and reconciliation shape you?
- How can we better accompany you?

Accompanying students who are new to the community requires extra attention, but even students who are already well acquainted with the community will benefit from the MSC tending to the following with intentionality:

- Extending an ongoing welcome and hospitality to the student (and family)
- Introducing the student (and family) to essential components of the community, including but not limited to: medical facilities, shopping, recreational opportunities, public parks and playgrounds, banking, grocery stores, library, places of particular community importance

- Getting to know the student (and family)
- If applicable, discussing area schools and activities for children
- Connecting the student (and family) to others in the area with similar interests
- Actively participating in regular meetings of the MSC
- **Maintaining confidentiality**



Assesses the Student

Third, the MSC, on behalf of the whole church, offers **constructive feedback** to the student throughout the course of the CL program for the sake of the student's learning, growth and formation. During the internship portion of the CL experience, the MSC formally evaluates the student's progress toward competency in ministry by completing written evaluation forms. Also during internship, the MSC assists the student in crafting and leaning into specific learning goals.

Here are some things for the MSC to consider as they assess the student:

- You don't know what you don't know. Feedback is critical. Provide regular feedback to the student through conversation and dialogue about the student's work, ministry relationships, and ministry characteristics.
- Positive feedback is essential. Be intentional about identifying the student's areas of competence. Celebrate them!
- Constructive feedback is essential. Help the student to identify growing edges and assist the student in developing plans to grow toward competence in these areas.
- The written evaluations completed and submitted during the internship period matter. These will be read by the student, by seminary staff and faculty, and by synod candidacy committees. As much as possible, provide clear examples. It may help to record notes in a spreadsheet throughout the internship, so that you need not rely solely on your memory when it comes to completing the evaluations. You should not communicate anything on the evaluations that you haven't already communicated clearly with the student. Nothing should be a surprise. Pay particular attention to the summary paragraph you're asked to provide on the final internship evaluation. The language you use there will go with the student into their approval and first call process. **A separate internship handbook will explore this in greater detail when the time comes.**

Forming the Ministry Site Committee (MSC)

As soon as a site knows (or even anticipates) that they will be serving in the CL program, the site should begin forming its MSC. It is especially important to appoint a chairperson early on, since that person will be invited to attend initial and subsequent CL Team meetings. The MSC will typically have 4-6 members, representing a cross-section of the ministry site--varied ages, backgrounds, vocations and experiences. They may serve throughout the duration of the CL program, or some may step down at the time of internship and others step up.

Since the purpose of this group is to be part of the preparation and formation of a future pastor or deacon for the Church, the MSC shall be composed of people:

- who understand and are excited about participating in the formation of the student as a future pastor or deacon
- who are faithful in prayer and worship and connected to the life of the ministry site
- who are compassionate, empathetic, and active listeners
- who can offer honest feedback, speaking the truth in love and sharing constructive criticism (not destructive critique)
- who are critical thinkers and theologically astute
- who understand the three primary expressions of the church--congregations, synods, and churchwide
- who are understanding of the demands and expectations of ministry

The supervisor's spouse or other family members shall not serve on the MSC for reasons of assuring trust in the confidential nature of the student's relationship with the committee. Retired clergy who are members of a congregation should not be considered when forming the committee; this group provides a uniquely lay perspective and needs to be formed of lay people.

Agenda for Ministry Site Committee Meetings

Throughout the CL experience, the MSC typically meets every 4-6 weeks with the student. Meeting agendas are set by the student in collaboration with the committee and may include opening prayer; guided discussion; conversation about the student's concerns, questions, and experiences; and closing prayer.

Resource for Guided Discussion:

The "Three Minute Ministry Mentor" available at the following link may provide excellent fodder for guided discussions, especially about embodying diaconal/pastoral imagination. Student & committee might view an episode's video together and then engage in conversation.

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Candidacy

We are so grateful for our synodical partners who accompany CL students throughout their candidacy experience. Most often, it is the student's assigned candidacy relator and the synod staff member responsible for candidacy who serve on the CL student's team and attend annual meetings. The rhythm of candidacy is as follows:



Formation: The student is formed in faith and life and discerns a call to ministry.



Essay: Through a written essay, the student reflects upon the formation experience and the ways in which that formation has contributed to and impacted the student's sense of call.



Interview: Following formation and the writing of an essay, the student participates in an interview with members of the synod Candidacy Committee. During the interview, the student further reflects upon formation, discernment, and next steps.



Decision: At each juncture of the Candidacy process, a decision follows the interview. The decision may affirm the next step, postpone the next step, or deny the next step.

****Wartburg Theological Seminary welcomes students from ecumenical partner traditions.***

Candidacy Steps



Application: A candidate discerns a call to ministry and applies to candidacy by completing all required materials. This includes, but is not limited to: an essay in which the candidate reflects upon discernment, a psychological evaluation, and background checks.

Entrance: This is the first formal discernment step by candidacy and the candidate together. Typically, a candidate is entranced prior to beginning seminary. CL students must be entranced prior to being placed in their CL site. The ELCA Candidacy Manual includes a list of all materials that become a part of a student's file at the time of Entrance.

Endorsement: Endorsement is the official action of a candidacy committee recognizing and affirming a candidate's readiness to complete the candidacy process and a candidate's demonstration of appropriate gifts and characteristics for a specific roster. Endorsement most often follows CPE and precedes internship.

Approval: The final step in the candidacy process is approval. Approval follows internship. The candidate, the seminary, and the candidacy committee together affirm the candidate's call and readiness for ministry.

First Call Process: Following approval, a candidate is available to participate in the first call process.

*The ELCA Candidacy process is outlined in the [ELCA Candidacy Manual](#).

Financial Matters



IN THIS SECTION: CL Partners Support Worksheet (p.40)
CL Site's Responsibility (p.41)
CL Student's Responsibility (p.42)
Sample Financial Agreement (p.43)
Sample Work Plan (p.44)

CL Partners Support Worksheet

Synod:

Scholarships available per year for seminary students \$ _____

Other Contributions:

- ☐ Identify a supervisor and a mentor for the student.
- ☐ Facilitate fair compensation for the student.
- ☐ Work with the ministry site to advocate for the student.
- ☐ Consistently support the student throughout the candidacy process.
- ☐ Participate in annual team meetings throughout the program.
- ☐ Retain records as appropriate.

Ministry Site:

Program Fee (payable annually to WTS, 10% of CL tuition) \$ _____

One-time travel pool contribution of \$250 (payable to WTS, to assist with moving expenses students incur when moving for CL placements) \$ 250

Salary \$ _____

Health Insurance – coverage or stipend (as needed) \$ _____

Housing (Is parsonage available? Or any allowance possible?) \$ _____

Travel (inclusive of both ministry and seminary related travel) \$ _____

Synod Required Events (Synod Assembly, Theological Conferences) \$ _____

Cluster Retreats at the time of Internship \$ 1,000 (estimated)

Additional Scholarship \$ _____

Other Contributions:

- ☐ Serve as a teaching and learning site for the duration of the program.
- ☐ Provide a ministry site committee.
- ☐ Offer flexibility for student participation in coursework, CPE, J-terms, and travel to Dubuque 2 weeks per year.
- ☐ Retain employment records as appropriate.

Seminary:

Financial Aid \$ _____

Other Contributions:

- ☐ Administer the CL program and facilitate collaboration between partners.
- ☐ Coordinate ongoing support for student, supervisor, mentor, and site.
- ☐ Deliver curriculum for the MDiv and MADM programs.
- ☐ Retain academic records as appropriate.

Student:

Expenses of travel to Wartburg Seminary \$ _____

Educational Expenses for one-time programs such as CPE and J-term \$ _____

Other _____ \$ _____

Other Contributions

- ☐ Support from the student's home congregation?
- ☐ Support from additional scholarship applications?
- ☐ Full participation in all requirements to complete the program.
- ☐ Retain all personal records related to CL program as appropriate.
- ☐ Sign and submit all requested release of information forms for each partner.

CL Site's Responsibility

TRAVEL POOL & CL PROGRAM FEE

We recognize that CL students who move to new places for their CL placements have not received the same financial support their peers moving for internship receive. Therefore, we are now asking each CL site to make a one-time contribution of **\$250** to Wartburg. Even if your CL student hasn't needed to move, your contribution will support other CL students and strengthen the CL program. Thank you for your generosity.

CL sites also pay to Wartburg an annual fee, calculated at 10% of CL tuition, for administrative support throughout the CL program.

CL sites will receive a combined invoice for the travel pool and CL program fee the first year, and for the CL program fee only each additional year of the program. Please alert your treasurer.

FICA

Both student and site will need to pay the FICA tax -- an annually designated percentage of salary and housing. The formalities for complying with this law are that students must file a W-4 form with the site and the site must file a W-2 form for the student and withhold the appropriate amount from the salary. Also, make sure you are in compliance with your state law on workers' compensation. Salary paid to CL students is to be treated as taxable income for federal tax purposes. The CL program fee paid on behalf of students is not taxable. Housing allowances or the fair rental value of provided housing will also be taxable. The site may wish to assist in paying the student's share of FICA based on the total value of the salary & housing.

WORK EXPENSES

The site will reimburse the student for approved expenses incurred in their work.

TRAVEL REIMBURSEMENT

The site will pay automobile expenses incurred in the performance of assigned duties at the rate specified by the IRS.

INTERNSHIP CLUSTER RETREATS

During the internship period of the CL program, students and supervisors will be invited to attend two cluster retreats hosted by the seminary responsible for their region. You may wish to budget \$1000 for these retreats.

VACATION/DAYS OFF

The site will grant the student two full days off per week and a minimum of two weeks vacation (including two Sundays) each year.

OPTIONAL FINANCIAL SUPPORT

If the congregation/agency desires that the student visit prior to the start of the CL program for purposes of orientation and introduction, any associated expenses are the responsibility of the congregation/agency.

CL Student's Responsibility

FICA

Both student and site will need to pay the FICA tax -- an annually designated percentage of salary and housing. The formalities for complying with this law are that students must file a W-4 form with the site and the site must file a W-2 form for the student and withhold the appropriate amount from the salary. Also, make sure you are in compliance with your state law on workers' compensation.

MILEAGE REQUEST FORM

Each student that moves to a CL site will receive mileage reimbursement at 40 cents per mile for one vehicle only. If mileage is less than 250 miles, a flat rate of \$100.00 is paid. Mileage is based on the distance between your current home address listed on file and the CL site. Students who for personal reasons request and receive placements at very distant sites may be limited to \$300.00 of mileage reimbursement.

To receive mileage reimbursement, the student must complete the Internship Mileage Request Form, found on the student's Internship Castle Commons Page, within 14 days of arriving at their CL site.

ACCOMMODATION REIMBURSEMENT REQUEST FORM

To be eligible for an accommodation reimbursement, relocation must include over 700 miles of travel one way. Mileage is based on the distance between your current home address listed on file and the CL site. One night's accommodation reimbursement is capped at \$200, with the expectation that the student will seek reasonable accommodations for the night.

To receive accommodation reimbursement, the student must complete the Accommodation Reimbursement Request Form, found on the student's Internship Castle Commons Page within 14 days of arriving at their CL site.

PLEASE NOTE: Since CL students anticipate remaining in their sites for the entirety of their educational program, mileage or accommodation reimbursement will only apply when moving TO the site.

Sample Financial Agreement

Category	Collaborative Learning Student (1/2 time)
Cash Salary ¹	\$
Housing Allowance	\$
Social Security Allowance (7.65% of salary + housing)	\$
TOTAL DEFINED COMPENSATION	\$
Health Benefits ²	\$
Pension ³	\$
Disability	\$
Basic Group Life	\$
Retiree Support	\$
TOTAL BENEFITS	\$
Continuing Education	\$
Books/resource material	\$
TOTAL CONTINUING EDUCATION & RESOURCES	\$
Travel Allowance ⁴	\$
TOTAL COMPENSATION PACKAGE	\$

Sample Financial Agreement Notes:

1. The cash salary for a new seminary graduate is \$??? (per synod guidelines). For a Collaborative Learning student, salary negotiations begin at half this amount as the position is a half-time position (intended to be 20 hours/week)

2. The health contribution is based on the type of coverage selected, total defined compensation, plan member age and geographic location.

3. ELCA congregations can enroll their Collaborative Learning student in Portico's Benefits program. Health insurance can be waived, and a pension offered. However, congregations are encouraged to subscribe for disability benefits, group life insurance and retiree support for their student. Congregations can also contribute a stipend that the student can use to purchase insurance through the marketplace.

4. Travel reimbursement is suggested at current IRS rates. The site does not reimburse miles to/from church but for travel from site or home to hospitals, nursing homes, etc. Student submits mileage reimbursement form monthly.

*This is a Sample Financial Agreement. It is **not prescriptive** but is provided as an example.

Sample Work Plan

***to be reviewed each semester

Name of Student:

The Collaborative Learning student serving at (name and location of ministry site) is a full-time student at Wartburg Theological Seminary and a part-time (20 hours per week) ministry site staff member.

Academic Requirements:

The congregation understands that (Name of student) is attending classes in real time, typically via zoom, Monday – Friday during the Fall and Spring Semesters. For (Fall/Spring) (Year), the student's class schedule is as follows:

The student is required to complete three "J" terms, one unit of CPE (400 total hours over the period of the unit) and be present on campus for Prolog Weeks (the first week of every semester). Currently, (name) is planning to participate in J-term during (dates). (Name) is planning to complete CPE (dates) at (location). The upcoming Prolog Week dates are (dates). It is understood that these requirements may necessitate (name) absence from the congregation during their completion.

Ministry Site Expectations:

(Name) weekly ministry site responsibilities are as follows:

1. _____ Hours estimated _____
2. _____ Hours estimated _____
3. _____ Hours estimated _____
4. _____ Hours estimated _____
5. _____ Hours estimated _____
6. _____ Hours estimated _____

Other responsibilities which are not weekly responsibilities, but happen periodically and as the need arises: