

# **“Educating for the Future”**

Report of the RE Education Futures Committee  
to the  
Liberal Religious Educators Association

December 2010

The Rev. Barry Andrews, Chair  
The Rev. Susan Davison Archer  
Elizabeth Darr  
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## Executive Summary

Our Unitarian Universalist movement is at a critical juncture as we prepare to celebrate our 50<sup>th</sup> anniversary. What sets our faith tradition apart from others is a willingness to change and grow. Most of our members come to us from other faiths, searching for meaningful community and continuing spiritual growth. Our movement as a whole has continually adapted to meet our members' spiritual needs, as well as to the needs of the society we are part of. Yet like most U.S. mainstream Protestant denominations, our numbers have been declining in recent years relative to population growth, and our religious education enrollments have fared even worse.

How can we be a vibrant liberal religious voice in our society and grow our denomination? How can we serve our longtime members, as well as those who have come to us from other backgrounds in their spiritual search, and at the same time continue to attract new seekers?

Critical to answering all these questions is the centrality of religious education in our faith. Religious education is the process by which we develop, renew and transmit our values, meanings, and convictions from generation to generation—a process that differentiates us from religious communities that rely on dogma, doctrine, and tradition.

If this is so, then the way we educate our religious educators—ministers, religious education directors, lay teachers, and parents—is vitally important. The Liberal Religious Educators Association has charged this committee to develop a comprehensive plan for high-quality preparation of our religious educators. We see religious education as foundational for all aspects of religious life: worship, pastoral care, social justice. We also see religious education as an imperative for congregational life and future membership growth.

We have six primary recommendations to achieve this goal, outlined in more detail on page 3. The first two are organizational: (1) establishing a LREDA standing committee and (2) drafting a declaration. The most pressing is (3) developing a set of advanced educational modules, to bridge the gap between seminary study and the basic continuing-education modules currently offered by the Renaissance program. In addition, we advocate (4) better training of ministers in lifespan faith development in our seminaries, especially those specializing in educational and multigenerational ministries; (5) persuading the UUA to strengthen its continuing-education offerings and scholarship support; and (6) creating a research institute exploring innovative approaches in the theory and practice of lifespan faith development.

## Primary Recommendations

1. We recommend that the Liberal Religious Educators Association (LREDA) Board first establish a new standing committee to stimulate the development of more continuing education for religious educators. LREDA itself might provide some of these opportunities, or it might collaborate with other groups. Here are some possibilities we brainstormed:

- Develop advanced educational modules beyond the Renaissance program, a credentialing program for religious educators that consists of nine basic 15-hour modules (see recommendation 3, below, for more on this), in collaboration with the Unitarian Universalist Association (UUA);
- Commission online seminars and make them available via the Church of the Larger Fellowship, seminaries, and other groups;
- Encourage religious education (RE) study groups in a district or region;
- Sponsor week-long summer intensives by religious educators, ministers, and seminary professors at UU camp and conference centers;
- Offer an annual or biennial conference for religious professionals promoting continuing education;
- Set up a page on the LREDA website for listings of educational opportunities, as well as links to articles and studies on religious trends, innovative educational methods, faith development, and related issues;
- Create workshops and LREDA Professional Day programs; and
- Provide high-quality lifespan faith development educational offerings in collaboration with the Unitarian Universalist Ministers Association (UUMA).

2. We recommend that the LREDA Board next draft a declaration on the centrality of lifespan faith development in our congregations. The board will need to work closely on the declaration with ministers, educators, scholars, and other denominational leaders, who will sign it. The board should make sure the declaration is exciting enough to stimulate dialog and action on lifespan faith development in our congregations, and then widely publicize it throughout the denomination.

3. We recommend that the LREDA Board work with the UUA to create more advanced and varied modules for religious educators, which we consider one of the most important goals we'd like to see undertaken. We envision a tiered system: The Renaissance modules will continue, for those new to the field. New, advanced modules will target those who seek credentialing or ministers seeking a specialization in religious education. The new modules should be offered regionally, through districts, as the Renaissance Modules currently are. We brainstormed some possible topics for these programs:

- Multigenerational congregations, both in worship and social justice projects;
- Racially diverse and multicultural congregations;
- Lifespan faith development in theory and practice;
- Spiritual practices for Unitarian Universalists of all ages;
- Ministry to families;

- Congregations as learning communities;
- Lifespan pastoral care; and
- Congregations as systems.

4. We recommend that the LREDA Board actively work with the UUA to establish clear standards and pathways for ministers of religious education. We further recommend that the UUA boldly encourage ministerial students in this specialization, and that LREDA do likewise among its membership. LREDA will need to collaborate regularly with the UUA, the UUMA, and seminaries about how to support ministers of religious education and promote this specialization option.

5. We recommend that the UUA actively support continuing education through its leadership teams and district services. It should help recruit, train, and place religious educators; advocate for their compensation and professional development; and provide scholarships for conferences, workshops, and courses.

6. We recommend the creation of a Center for Liberal Religious Education, a virtual research institute devoted to lifespan faith development. Using the Internet and other electronic media, the center will be a place to research, write, share, and evaluate UU educational efforts. LREDA should partner with the UUA, the UUMA, and seminaries to create a board of trustees that will establish the center, produce a website, solicit proposals for research and development of innovative approaches to lifespan faith development, and seek funding.

## Charge and Process

The Liberal Religious Educators Association (LREDA) Board has increasingly heard concerns from religious education (RE) professionals in recent years about inadequate opportunities for their own education and development. These include:

- The gap between the basic offerings of the Renaissance Program and seminary education is too great.
- Inadequate funding, geography, and other factors prevent religious educators, most of whom do not have seminary degrees, from making use of available learning opportunities.
- The RE credentialing process established in 2003 set up a structure for candidates to further their RE education, but opportunities are hard to find.
- Our Unitarian Universalist seminaries are all struggling financially, and religious educators are unsure whether they will continue to prepare ministers in this specialty.
- The RE minister role may die out in our congregations, without advanced seminary courses and academic dialog to fuel thinking and inspire new approaches to religious education.

Some of these were chronic concerns, some new, but all were felt by religious educators with some urgency: Where am I going with my own professional life? What is the future for religious education in our movement? How can we ensure that religious education will be central in our congregations?

The LREDA board therefore established the RE Education Futures Committee in 2007:

- To consider the future grounding, shaping, nurturing, and funding of RE education; and
- To strategize how LREDA can provide support and advocacy for meeting these needs in our continental Unitarian Universalist movement.

We gathered a committee of seven experienced religious educators, representing a variety of professional and leadership roles within the denomination: Barry Andrews, chair; Susan Archer; Elizabeth Darr; Margaret Corletti; Patricia Ellenwood; Richard Gilbert; and Robin Pugh. (See Committee Biographies on page 17.)

We met nine times over three years. Our goal was to create a strategic plan for providing paths to educational opportunities in religious education. We surveyed LREDA members and met with leaders of seminaries, the Unitarian Universalist Association, the Unitarian Universalist Ministers Association, and other groups, as well as many individuals. We looked at programs in educational ministry at non-UU seminaries. We created and continued to refine goals and strategic objectives.

## Futures Committee Goals

The RE Education Futures Committee met over three years to create a strategic plan for improving educational opportunities and pathways for Unitarian Universalist religious educators. Our initial work resulted in identifying five major goals. As the committee met, we brainstormed objectives LREDA—in concert with the UUA, seminaries and congregations— might pursue and numerous ways to implement those objectives, listed under each goal. We then distilled six primary recommendations from this process, those steps we considered our highest priorities (see page 3 of this report). What follows is the complete narrative of our committee’s work.

### **Goal 1: Recognize Religious Education As Central to Congregational Life**

Lifespan faith development for Unitarian Universalists of all ages is the goal of congregational religious education. We believe Unitarian Universalist congregations can be multigenerational and multicultural learning communities in which values, meanings, and convictions are created and re-created. Our congregations teach by what they say and do. In classroom and sanctuary, in social justice projects, in building community and in all our ways of being together, religious education is central to the life of our congregations.

While specialists in religious education are vital, all our professional religious leaders need grounding in its theory and practice. Seminaries and denominational credentialing bodies must recognize this need and set standards of proficiency.

We urge the UUA to initiate dialog on religious education with laypeople and clergy and to encourage research and writing in philosophy and curriculum. Electronic technologies can help disseminate RE material widely throughout the denomination. We need to professionally reevaluate all our RE programs to ensure their continuous re-creation.

#### ***Objective 1.1: Promote the Centrality of Faith Development in Congregational Life***

- Publish a declaration affirming that lifespan faith development is essential to congregational life, signed by eminent ministers, religious educators, scholars and denominational leaders;
- Develop a Learning Community certification for congregations—similar to the Welcoming Congregation and Green Sanctuary designations—that recognizes excellence in lifespan faith development;
- Raise the visibility of lifespan faith development through association-wide fundraising efforts, in collaboration with the UUA Development Office, such as Association Sunday and the Annual Giving Campaign;
- Award outstanding individual and congregational achievements in faith development at the district and denominational levels; and
- Award outstanding sermons on faith development in congregational life.

***Objective 1.2: Improve the Education of Ministers and RE Professionals***

- Initiate partnerships between the Liberal Religious Educators Association (LREDA) and UU seminaries, the UUA’s Ministerial Fellowship Committee (MFC), Religious Education Credentialing Committee, and Department of Lifespan Faith Development, to address the need for more high-quality and advanced educational opportunities for our religious professionals;
- Regularly gather input and provide feedback on the MFC required reading list and its coverage of faith development, in collaboration with the RE Education Standing Committee; and
- Periodically assess the state of education in faith development in our UU seminaries, in collaboration with the RE Education Standing Committee.

***Objective 1.3: Stimulate Writing and Research in Faith Development***

- Gather religious educators in chapters and study groups to consider issues of faith development and publish results;
- Encourage religious educators and scholars to submit articles on faith development to denominational publications; and
- Provides links to these resources on the LREDA website.

**Goal 2: Explore New Models and Methods in Lifespan Faith Development**

We will need new educational models and methods in order to respond to social and economic change and to bridge cultural divisions. UU congregations have tremendous potential to form diverse, multigenerational communities—and already have done so, in many cases—in the midst of a larger culture that is segregated racially, ethnically, economically, and generationally.

Recent studies show that UU churches with traditional forms of worship and aging memberships are suffering most in attendance and vitality. (See Bibliography on page 16.) Our congregations that are growing and vibrant are those that have developed innovative worship and programming. We predict that the traditional classroom approach will continue to play an important role in UU religious education for some time, but novel formats and approaches will increasingly prove successful and exciting to new and younger members. We should remember that what is considered traditional today was developed in response to stagnation in the past. The work of Angus H. MacLean and Sophia Lyon Fahs was the cutting edge in the 1940s and 1950s, and we should continually be in search of that edge.

Congregations should experiment with inventive approaches to faith development in multigenerational and multicultural settings, and religious educators and ministers should have opportunities to pursue new approaches through institutes, study groups, conferences, and seminary classes designed to stimulate new thinking.

***Objective 2.1: Stimulate Experimentation and Research***

- Establish a Center for Liberal Religious Education, utilizing the Internet and digital media, to encourage new theories and models of UU lifespan faith development.

***Objective 2.2: Offer Conferences and Institutes***

- Develop ongoing educational opportunities at all levels—congregational, district, denominational—for religious professionals to help create and learn about new models, methods, and practices in lifespan faith development;
- Draw on research, expertise, and creative thinking in lifespan faith development both within and beyond the UUA; and
- Schedule conference time for sharing successes in experimental lifespan faith development programming.

***Objective 2.3: Encourage Academic Coursework***

- Partner with seminaries and graduate schools to develop new courses in contemporary thinking in lifespan faith development.

***Objective 2.4: Offer Financial Incentives for Developing New Models and Methods***

- Create grants and scholarships for scholars studying and researching lifespan faith development;
- Fund the development of innovative courses in lifespan faith development;
- Identify and publicize funding currently available to scholars, ministers, and RE professionals for research, continuing education, and sabbatical work; and
- Develop new sources of funding for research and education.

**Goal 3: Educate Religious Professionals in the Theory and Practice of UU Lifespan Faith Development**

Essential to meaningful lifespan faith development in Unitarian Universalism is a philosophical foundation—which must be built on an in-depth understanding of UU theology, the history of UU religious education, the process of human development and identity formation, and the dynamics of congregational settings.

We must teach this philosophy to our future ministers and religious education professionals. We must also give them opportunities for practical experience in faith development within our congregations. They need to be able to articulate a UU philosophy of lifespan faith development, integrate it, and help create new educational models in their congregations.

We want to stress the necessity of developing and articulating a philosophy that will inspire our congregations and guide us to multigenerational, multicultural lifespan faith development programs. Our religious professionals must have a deep understanding of how our UU theology guides the words we speak, the materials we choose, and the communities we create together.

***Objective 3.1: Develop a Philosophy of Lifespan Faith Development***

- Establish seminary and credentialing requirements for ministers and religious education professionals in the philosophy of lifespan faith development, including an understanding of antiracism, antioppression, multicultural issues; and
- Provide educational opportunities and resources on the philosophy of lifespan faith development, such as seminary courses, workshops, conferences, institutes, study groups, publications, and online resources.

***Objective 3.2 Teach the Theological Foundation for UU Lifespan Faith Development***

- Offer seminary courses in the theology of UU lifespan faith development;
- Offer continuing education on the subject, including institutes, advanced Renaissance modules, regional and district workshops, online courses, and other trainings; and
- Articulate clear statements linking theology to the theory and practice of UU lifespan faith development, through colloquiums of scholars and practitioners, institutes, study groups, and commissioned writings.

***Objective 3.3 Teach How Human Development Relates to Lifespan Faith Development***

- Educate our religious professionals in the theories of lifespan faith development process, taking into account a diversity of identities;
- Provide candidates for ministry or religious education with experience in lifespan faith development in our congregations;
- Develop and provide resources, such as a manual, online courses, workshops, and conferences; and
- Initiate dialog with scholars and practitioners in the field of lifespan faith development.

**Goal 4: Offer Educational Opportunities for Religious Educators at All Levels**

All of our UU religious educators—new and experienced, with degrees and without—tell us they want additional training and education, and they want to keep abreast of new thinking in the field. In our 2008 survey, LREDA members told us affordability and geographical convenience were the key factors in whether they pursue continuing education. (See Survey of LREDA Members on page 12.)

We must broaden our educational programs beyond seminary courses and the basic Renaissance modules, and we must provide incentives for religious educators to obtain education of all kinds. We envision a range of options in three levels of education and experience, adding a level of advanced modules to the offerings currently available.

Making study affordable and available will require the denomination to increase sources of financial aid. It will also require congregations to offer their staff members study leave and professional development budgets. We recommend a clearinghouse of available programs and financial aid. Increased salary for increased skill levels and more forms of

recognition will provide extrinsic incentives to add to the intrinsic desire for deeper education in lifespan faith development.

***Objective 4.1: Broaden Educational Opportunities in Lifespan Faith Development***

- Increase the number of online courses to meet continuing-education needs;
- Develop training modules beyond the Renaissance level, offering Continuing Education Units that can be applied to the credentialing process;
- Offer week-long intensive courses at UU camp and conference centers;
- Promote courses offered at non-UU seminaries and universities;
- Create workshop templates that can be used at LREDA chapter and cluster meetings; and
- Offer leadership training for professional teams at congregations.

***Objective 4.2: Increase Availability and Affordability of Educational Opportunities***

- Develop generous sources of financial aid, especially for those in the credentialing program;
- List seminary and university courses that meet Master Level credentialing requirements on the LREDA and the UUA's Religious Education Credentialing Committee websites;
- Offer regional workshops, conferences, institutes, and other trainings on UU lifespan faith development;
- Expand UUA staff support for religious professionals in lifespan faith development, with approval of the UUA Board; and
- Encourage congregations to offer their staffs funding for professional development and leave time for continuing education.

***Objective 4.3: Develop and Provide Incentives for Continuing Education***

- Add a provision for continuing education in church staff compensation guidelines;
- Develop advanced levels for continuing education beyond the Renaissance modules; and
- Develop incentives for religious educators of diverse ethnicities, cultures, and means to participate in continuing education.

**Goal 5: Develop a Network of Support for Religious Educators**

Stronger connections among our widely scattered UU religious educators are another way to help our professionals to improve their skills, as well as to innovate and learn about educational programming. We recommend that the LREDA Board regularly visit its chapters across the continent and use technology to help religious educators make these connections. We also urge LREDA to establish a mentoring program—expanding on the formalized mentoring program in the RE Credentialing program—for all its members, particularly those in their first year.

The health and growth of our congregations depend on competent, collaborative ministerial teams sharing common learning experiences. We ask UU professional

organizations to jointly sponsor workshops on multigenerational, multicultural faith development for staff teams. We would also like to see specific training for religious educators working with interim ministers, emphasizing a mutually accountable relationship between temporary and continuing leaders.

Workshops and seminary courses should focus on collaborative leadership skills for religious professionals prior to settlement in congregations. Both ministers and religious educators need opportunities in which they feel free to ask both basic and more complex questions about each other's ministry. We strongly recommend new sources of financial aid for participants in these programs.

***Objective 5.1: Strengthen Relationships among Religious Educators***

- Organize teleconferences, chat groups, and other forms of discussion on lifespan faith development issues;
- Set up a mentoring program through LREDA or its chapters for all religious educators, not only those in RE Credentialing program; and
- Organize periodic visits by LREDA board members to chapters.

***Objective 5.2: Strengthen Relationships between Religious Educators and Other Staff***

- Offer workshops on lifespan faith development in partnership with LREDA, the Unitarian Universalist Ministers Association, Unitarian Universalist Musicians Network, and other UU professional organizations;
- Develop workshops for settled ministers and religious educators serving together in congregations;
- Develop workshops specifically for interim ministers and religious educators serving together in congregations; and
- Offer workshops and seminary courses focusing on collaborative leadership skills for ministers and religious educators seeking positions in our congregations.

## Summary of LREDA Membership Survey

In fall 2008 the RE Education Futures Committee surveyed 140 members of the Liberal Religious Educators Association (LREDA) about their education needs and limitations, using Survey Monkey.

The survey represented 23% of LREDA membership. Almost half of the respondents have seminary degrees or an RE credential. Still, almost all said they would like further educational opportunities. The survey confirms our anecdotal evidence that UU religious educators at all levels strongly desire more education.

The demographics of those surveyed correspond generally with the full LREDA membership. About one-third are employed full-time. About 30% have an annual budget of more than \$2,500 for professional development, and nearly 18% have a budget of less than \$500 per year, with the rest falling somewhere in between.

We asked which factors they considered most important in choosing an educational opportunity: *Topic* was the leading factor, followed by *Quality of Instruction*. Next were *Location* and *Cost*, at 30% and 25%, respectively, and another half of respondents said these two factors were strong ones for them. This confirmed our belief that education must be modestly priced and reasonably close to participants. *Timing* (dates and length) was almost as important. *Fit with Credentialing Requirements* was a strong concern for only 17%, a number that may grow as the credentialing program expands.

Of fourteen topics we suggested, *Faith Development* and *Professional Development* received the highest interest ratings. In addition, about 50% marked each of the following “of definite interest”: *Worship*, *Lifespan Faith Development (LFD) in Congregations*, *Opportunities to Deepen Personal Theology*, *Theological Grounding of UU LFD*, and *UU Theology* (in order, from highest interest level). Members said they would be likely to attend every format we listed and chose local workshops as the most likely. In some districts most of the RE professionals have already taken all of the current entry-level Renaissance modules. One-third of those surveyed said they would be likely to attend new, Renaissance-format courses, conferences, and institutes, and chapter programming if offered. Online courses held the least appeal.

We found the survey results helpful in guiding our objectives, though none of the results was startling. We took into consideration that LREDA members represent the higher-paid and more experienced religious educators in the denomination. Religious educators who are not members of LREDA are likely to have less time and funding for continuing education. However, they may be in greater need of accessible educational opportunities than those surveyed.

We also noted that the respondents overall expressed a very positive view of LREDA in their comments.

## Interviews

We met with more than 30 stakeholders in the future of continuing education for religious education (RE) leaders:

### **Unitarian Universalist Association**

Peter Morales, President

William G. Sinkford, former President and current Senior Minister, First Unitarian Church, Portland, Oregon

Jory Agate, Ministerial Development Director

Judith Frediani, Director of Lifespan Faith Development

Harlan Limpert, Vice President of Ministries and Congregational Support

Beth Miller, former Director of Ministry and Professional Leadership

Makanah Morriss, former Director, Department of Religious Education

Stephan Papa, Special Assistant to the President for Association Sunday

David Pettee, Ministerial Credentialing Director

Lynn Ungar, Minister for Lifespan Learning, Church of the Larger Fellowship

Beth Williams, former RE Credentialing Director

### **Liberal Religious Educators Association**

Anne Bancroft, President

Natalie Fenimore, President-Elect

*LREDA Integrity Team:* Helen Bishop, Janice Marie Johnson, Pat Kahn, Lynn Sabourin, Jenn McAdoo

A group of young adult religious educators at the 2009 LREDA fall conference

### **Unitarian Universalist Ministers Association**

William P. Hamilton-Holway, President

Carol Huston, Treasurer, CENTER (Continuing Education Network for Training, Enrichment, and Renewal) Committee

Kimi Reigel, CENTER Committee

Don Southworth, Acting Executive Director

### **Unitarian Universalist Seminaries**

Rebecca Parker, President, Starr King School for the Ministry

Sharon Welch, Provost, Meadville Lombard Theological School

Mark Hicks, Angus MacLean Professor of Religious Education, Meadville Lombard Theological School

## **UUA District Leaders**

Phillip B. Lund, Program Consultant, Prairie Star District, and LREDA Field Staff  
Liaison

Patricia L. Infante, Program Consultant, Joseph Priestley District

Sue Sinnamon, Program Consultant, Thomas Jefferson District

Deborah C. Levering, Program Consultant, Clara Barton District

The following questions were raised in the interviews and helped inform our recommendations:

- How can lifespan faith development lead in creating multigenerational and multicultural communities?
- What training do religious professionals need to serve the multigenerational, multicultural church of the future?
- How can religious professionals deepen their understanding and practice of antiracism, antioppression and multiculturalism (AAM) work?
- How can we ensure that all continuing education opportunities have an AAM focus?
- How can ministers and religious educators promote the importance of lifespan faith development in congregational life?
- How can LREDA offer high-quality, local, accessible, inexpensive continuing education for religious professionals?
- Can LREDA serve as a clearinghouse for workshops to be used at Professional Days and chapter meetings?
- Can LREDA offer programming for RE credentialing and other continuing education opportunities in collaboration with the Church of the Larger Fellowship?
- Should Continuing Education Units be awarded for participating in conferences and educational modules, to be applied toward the credentialing process?
- Who is the advocate for lifespan faith development and religious education professionals in the UUMA? In the UUA?
- How can the UUA proactively recruit and support ministers? Religious education professionals? How can the UUA specifically recruit and support people of color and young adults pursuing careers as religious educators? Can a process such as Beyond Categorical Thinking be developed for religious educator searches?
- How can we ensure that religious educators are included in the UUA's study of future leadership needs of the denomination?
- How do studies of religious trends inform our work as religious professionals?
- Working with ministers, how can we educate congregations about the need for professional RE expense money?
- Can we develop a baseline of competencies for religious educators?
- What preparation should we require of a minister of religious education?
- How do we teach our ministers to view congregations as lifelong learning communities?

- How can we encourage theological students to specialize in lifespan faith development?
- How can we educate and support collaboration among religious professionals? How can we highlight and learn from religious educator/ minister staff teams that work well together?
- Can religious educators attend the new UUMA's excellence in ministry programs?
- How do we encourage theology students to pursue a scholarly career in RE?
- How can we encourage UU leaders at all levels to develop and showcase innovative models and methods of lifespan faith development?

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## Committee Biographies

**The Rev. Barry Andrews**, RE Futures Committee chair, is Minister of Religious Education at the Unitarian Universalist Congregation at Shelter Rock, in Manhasset, New York. He previously served congregations in New York City, San Diego, and Spokane, Washington. He has served as past president and board member of the Liberal Religious Education Association (LREDA); and chair of the Unitarian Universalist Association (UUA) Curriculum Visioning Committee, Curriculum Development Committee, Panel on Theological Education, and Emerson Bicentennial Committee. He is the author of *In Our Hands*, *Thoreau As Spiritual Guide*, *Emerson As Spiritual Guide*, *A Dream Too Wild*, *True Harvest*, and *The Spirit Leads*, and his essays appear in *Salted With Fire* and *Essex Conversations*. He received his Doctor of Ministry and Doctor of Divinity from Meadville Lombard Theological School, was a Fellow at the Thoreau Institute in 2000, and was a Merrill Fellow at Harvard Divinity School in 2005.

**The Rev. Susan Davison Archer**, LREDA liaison to the committee and past LREDA president, is a Minister of Religious Education at the Cedar Lane Unitarian Universalist Church in Bethesda, Maryland. She has also served a congregation in Lincroft, New Jersey, and as a religious education consultant to the Metropolitan New York District. She has taught in inner-city and cooperative schools and worked on an American Bar Association national project in justice education for elementary children. She was a Modified Residency Program adviser at Meadville Lombard Theological School and has served on the UUA Curriculum Visioning Committee, Essex Conversations meetings, and various search committees. Her essays appear in *Essex Conversations* and *All Are Chosen*. She received a Master of Science in Teaching from the University of Chicago School of Education and an Independent Study Program/Modified Residency Program diploma from the UUA and Meadville Lombard Theological School, where she also received the Larry Axel Award for Teaching Excellence and the Roberta Nelson Award for Excellence in Religious Education.

**The Rev. Margaret Corletti** is a retired Minister of Religious Education, who has served congregations in Arlington, Virginia; Silver Spring, Maryland; Fairfax, Virginia; Evanston, Illinois; and Shaker Heights, Ohio. She is an adjunct teacher in Unitarian Universalist religious education at Wesley Theological School. She has served as president of the Greater Washington Area Religious Education Council, president of the Chesapeake chapter of the Unitarian Universalist Ministers Association, and a member of the UUA Ministerial Fellowship Committee. For LREDA, she has served as a board member representing Minister of Religious Education Professional Concerns, as a Good Officer for the Joseph Priestly District, and as a member of the Sophia Fahs Lecture Committee. She earned her Master of Religious Education at Wesley Theological Seminary.

**Elizabeth Darr** is a Credentialed Religious Educator, Master Level, now retired. She has served as Director of Religious Education for congregations in San Francisco; Winchester, Massachusetts; and Reno, Nevada. She currently mentors candidates for the RE Credential, Master Level. She has served on the UUA Assessing Our Leadership Team, Large Church Conference Planning Committee, Board of Review, and the LREDA Sophia Fahs Lecture Committee. She earned a Master in Religious Education through the Modified Residency Program at Meadville Lombard Theological School.

**Patricia Ellenwood** is former Director of Religious Education at the Unitarian Universalist Society of Wellesley Hills, Massachusetts. She has served as a member of the UUA Curriculum Visioning Committee and Professional Standards Committee. For LREDA, she has served as past president, chair of the Grant Committee, member of the Twenty-First Century Fund Committee, and the LREDA representative on the UUA Council of Church Staff Finances. Her essay “Changing Lenses” appears in *Essex Conversations*. She received the Angus H. MacLean Award for Excellence in Religious Education in 2002.

**The Rev. Richard Gilbert** is a retired Parish Minister, who has served congregations in Cleveland; Golden, Colorado; Ithaca, New York; and Rochester, New York. He is currently the part-time Social Justice Coordinator of the St. Lawrence Unitarian Universalist District and a guest preacher and social justice workshop presenter. He has taught at Colgate Rochester Crozer Divinity School, Starr King School for the Ministry, and Meadville Lombard Theological School. He is the author of the *Building Your Own Theology* adult religious education series; *The Prophetic Imperative: Social Gospel in Theory and Practice*; *How Much Do We Deserve? An Inquiry in Distributive Justice*; and *In the Holy Quiet of This Hour*. He is at work on books on the religious life of Susan B. Anthony and the history and philosophy of UU religious education. He received his Master of Divinity at St. Lawrence University Theological School, his Doctor of Ministry from Colgate Rochester Crozer Divinity School, and honorary doctorates from St. Lawrence University, Meadville Lombard Theological School, and Starr King School for the Ministry.

**Robin Pugh** is the Lifespan Director of Religious Education at the Unitarian Universalist Church at Washington Crossing, in Titusville, New Jersey, and previously served a congregation in Warrington, Pennsylvania. She is currently vice president of the Metro New York LREDA Chapter and has served as president of the Delaware Susquehanna Area Religious Education Council. She is a member of the Joseph Priestley District’s Growth and Extension Committee and Religious Education Committee; the Philadelphia/Wilmington Metropolitan Growth Planning Committee; and the LREDA Twenty-First Century Fund Committee. She earned her law degree from Fordham Law School, worked as a litigator for eleven years, and taught criminal law and prison systems as an adjunct professor at Temple University and Arizona State University. She has completed all nine Renaissance modules.