“Stewardship of Bricks and Mortar”

Course meeting day(s) and times: Monday to Friday, 8:30 am to 4:30 pm; presentation review Thursday, 5:00 to 7:00 pm

Instructors: A. Robert Jaeger, Tuomi Forrest, Joshua Castaño, Rachel Hildebrandt, Partners for Sacred Places

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Phone: 215-567-3234, x12

NOTE: This syllabus may be adjusted at the discretion of the professor, pending illness, weather interruption, or other unforeseen events.

I. Course description:

“Stewardship of Bricks and Mortar” provides foundational knowledge and skills to help students and pastors who are facing -- or expect to face -- challenges and opportunities in making the most of his or her church property as an asset for ministry and tool for community engagement. Participants will learn 1) how to address the repair problems of an older building, and about new ways to raise the funds necessary to repair the roof and maintain the boiler; 2) new ways to activate spaces that may be unused for much of the week, making them into a resource for ministry and outreach; and 3) tools that can engage the larger community in efforts to manage and care for the building. Each course participant will have an opportunity to put their knowledge to use in the field, learning from and working with a local congregation.

II. Desired learning outcomes:

After successful completion of this seminar, students will be expected to:

- Know how to observe and respond to building issues
- Know how to build the foundation for a community-wide capital campaign
- Understand the steps that can be taken to make good use of spaces in the church building
- Know how to work with the community to identify building assets and work with community resources to make the most of the building

III. Teaching and learning strategies:

The first three days of the course will each begin with a three-hour lecture session, including interactive Q&A with students, led by a staff member of Partners. The lecture will be followed by a field exercise to apply the subject matter, at the site of a church participating in the course. Each of the student teams (one, two or three teams, depending on the size of the class) will be assigned to a church that is facing property stewardship, space use and community engagement issues relevant to the course content.

The last two days of the course will be focused on further information-gathering at each church, the preparation of a presentation on the issues and challenges faced by that church, and finally a presentation to representatives of each church, encouraging dialogue on challenges and opportunities.

Each student will be asked to do some reading before the class begins (reading list to follow), and write a case study on the building challenges they see at their home church, or a church they know
well. At the end of the class, they will be asked to revisit that case study with their new knowledge and experience, adding a set of observations and recommendations that come from their course learnings.

IV. Required texts:
- *Common Bond* newsletter, series on Religious Architectural Styles
- Tuomi Forrest, Patricia LePera and Sarah Peveler, *Your Sacred Place is a Community Asset: A Tool Kit to Attract New Resources*, Partners for Sacred Places (booklets on “Assessing Your Building” and “Telling Your Story”)
- Richard Kiekhefer, *Theology in Stone*, Oxford University Press (Chapters 1 to 4
- Luther Snow, *The Power of Asset Mapping*, Alban Institute (Chapter 9)
- Roger Moss, *Historic Sacred Places of Philadelphia* (University of Pennsylvania Press) (pp. 3 to 27)

V. Recommended texts:
- Ram A. Cnaan, *The Other Philadelphia Story*, University of Pennsylvania Press
- Susan Raus and Hilary Altman, *Asset-Based Strategies for Faith Communities*
- Peter Williams, *Houses of God*, University of Illinois Press

VI. Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date(s)</th>
<th>Course objective(s) fulfilled/Outcome(s) assessed by assignment</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Daily</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>See description below</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Fieldwork at assigned church</td>
<td>January 14th</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Final presentation</td>
<td>January 15th</td>
<td>20%</td>
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<tr>
<td>Paper on course learnings in context of a church familiar to the student</td>
<td>January 30th</td>
<td>40%</td>
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VII. Day by day course outline

January 11 – Building Assessment (which may take place, in part, at a church that illustrates building issues)
- How to look at and understand the specific needs of older buildings
- Maintenance and planning for capital projects
- [Potential] guest lecture from design/preservation professional (or insurance professional)
- Possible walk-through on site at a church

Required reading before first day:
- *Common Bond* newsletter, series on Religious Architectural Styles
- Roger Moss, *Historic Sacred Places of Philadelphia* (University of Pennsylvania Press) (pp. 3 to 27)
- Richard Kiekhefer, *Theology in Stone*, Oxford University Press (Chapters 1 to 4)

January 12 – Telling the congregation’s story to new audiences, including the economic value of building space that is used for ministry and outreach.
- Making a case for the congregation’s which communicates heritage, economic value and vision for the congregation
- Economic Value
  - Background on SPAR and Halo research on the value of sacred places
  - Teach students how to assess economic value and communicate congregations’ impact on the community with the language of economic value (i.e. numbers)

Required reading:
- Tuomi Forrest, Patricia LePera and Sarah Peveler, *Your Sacred Place is a Community Asset: A Tool Kit to Attract New Resources*, Partners for Sacred Places (booklets on Assessing Your Building and Telling Your Story)

January 13 – Asset mapping, community engagement and sharing space
- Introduce ABCD thinking and tools (asset-mapping)
- Listening to and responding to the community
- Building mission-based partnership and sharing space to forward shared vision

Required reading:
- Luther Snow, *The Power of Asset Mapping*, Alban Institute (Chapter 9)

January 14 – Extended site visits to gather information and interview church leaders to enable:
- An assessment of building condition and space usage
- A review of the congregation’s history and identity, community engagement, constituencies served and overall story of public value
- A summary of internal and external assets

Review of draft PowerPoints with each team, prior to formal presentation on January 15.
January 15 – 1) **Informal issue discussions by clergy or lay leaders** from Arch Street Methodist, Shiloh Baptist and Calvary Methodist, each experienced in space use, community engagement and capital projects; followed by 2) **PowerPoint presentations by student teams to congregational leaders**. The presentations will sum up observations and findings from earlier site visits and interviews, and make preliminary recommendations for the stewardship and best use of congregational property.

VIII. **Class Expectations:**

*This seminar is dependent on a high level of trust among participants. Therefore, it is expected that*

- **Students will be prepared as they come to class, on time, and fully engaged in discussion.**
- **Unless there is an unavoidable circumstance (illness, family emergency, severe weather for commuters), attendance is expected unless reported to the professor.**
- **Laptops may be used, but students are expected to stay focused on the course and not surf other sites, check email, etc.**
- **Cell phones must be turned off, and there will be a fine for phones ringing during class. (One dollar for students, two dollars for instructors. This will be put into the chapel offering.)**
- **Walking in and out of class is distracting for classmates; there will be ample breaks.**
- **Participation in discussions should be marked by careful, respectful listening to others.**

All written work is due when expected. For extensions beyond the semester, see below.

*Written work should have been spell-checked and edited. Poor grammar, spelling, formatting, etc. will result in deductions in one’s evaluation.*

*Work may be submitted as hard copy or electronically.*

IX. **Seminary Policies and Expectations: Plagiarism, Electronic Submission of Papers, Extensions, etc.**

- **All written assignments, including on-line postings, papers, quizzes and examinations, are to be the original work of the student. Where ideas or quotations are taken from other authorities, the authority is to be properly cited. As allowed by the instructor, students may work together to research and discuss assignments but, except where assignments are designated as group assignments by the instructor, papers submitted by students working together must be clearly the work of each individual student.**

- **Hard-copy papers are to be submitted directly into the hands of the instructor or to the Faculty Assistant in Hagan Center or to the Enrollment Services Administrative Assistant in Brossman Center. Papers submitted electronically are to be in the manner and format specified by the instructor. Papers that do not arrive on time electronically in readable form will be considered late for grading purposes.**

- **Final papers and exams will be returned to students via Campus Mailboxes. Students wishing to have papers returned to them by mail are required to supply a stamped, self-addressed envelope for this purpose. Contact the Mailroom (215-248-6303) for information on obtaining a Campus Mailbox.**

- **Requests for extensions beyond the semester are to be submitted to the instructor in writing prior to the end of the semester. Extensions cannot be granted by the instructor for longer than 3 weeks after the end of term. Requests for longer extensions must be submitted, using the appropriate form, to the Dean or Director of Graduate Studies.**
All students are expected to comply with all seminary policies as spelled out in the Catalog and Student Handbook, including but not limited to those on inclusive language, plagiarism, Academic and Social Conduct, and Harassment. Both documents may be found on the seminary website (Ltsp.edu).

Consult the Student Handbook for information concerning Grading Practices, Student Complaint and Grievance Procedures, and the Rights, Responsibilities and Freedoms of Students. The Handbook may be found at https://ltsp.edu/academics/the-ltsp-experience/student-services/.

Any student with a need for accommodation based on the impact of a diagnosed disability is required to contact the Coordinator of Student Services (215-248-6312 or hrodrick-schnaath@ltsp.edu) to design appropriate accommodations specific to this course. The Disability Policy may be found in the Student Handbook, available at https://ltsp.edu/academics/the-ltsp-experience/student-services/.

Any student wishing the assistance of a writing tutor should contact the Coordinator of Student Services, per above, for a list of recommended tutors. Payment of tutors is the student’s responsibility.