

# MIDDLER REVIEW GUIDE

## Overview

The **Middler Review**, a meeting held at the midpoint in the Master of Divinity program for both Congregational and Chaplaincy tracks, is a comprehensive review of the student's theological understanding of ministry, Field Education or CPE experience, academic record, and development of proficiencies in ministry in the light of their personal vocational objectives and, if the student is in the process for ordination, their denomination's requirements for ordination.

## Middler Review Objectives

The Middler Review meeting is a time in a student's vocational and ministerial formation for support, assessment, reflection, review, and planning. The student is responsible for preparing, inviting, scheduling, circulating review materials, and gathering review panel attendees.

The student's primary faculty advisor chairs the meeting. This meeting is attended by the student, their primary faculty advisor, their Field Education or CPE mentor/supervisor, a PSR peer, sometimes a second faculty member (who may be assigned by the Office of Academic Affairs,) and, if relevant, a Denominational or Vocational Representative.

# TABLE OF CONTENTS

---

❖ <b>PREPARATION</b> .....	page 3
• <a href="#">Coordinating the Review Meeting</a>	
• <a href="#">Identifying and Inviting the Middler Review Panel</a>	
• <a href="#">Gathering the Review Packet Materials</a>	
• <a href="#">Preparing an Oral Presentation</a>	
• <a href="#">Recommended Consultations</a>	
❖ <b>MIDDLER REVIEW MEETING PROCESS</b> .....	page 7
1. <b><a href="#">Opening</a></b>	
• Gathering	
• Introductions	
2. <b><a href="#">Structured Conversations</a></b>	
• Student’s Oral Presentation	
• Setting the Agenda	
• Panel Question Preparation	
• Discussion with student	
3. <b><a href="#">Summary Statements</a></b>	
• Panel Member Student Assessment Form	
• Discussion of assessment with student	
• Meeting Close	
❖ <b>AFTER THE MIDDLER</b> .....	page 9
• <a href="#">Middler Review Report</a>	
❖ <b>APPENDICES</b> .....	page 10
• <a href="#">Master of Divinity Program Outcomes</a> .....	page 11
• <a href="#">Theological &amp; Vocational Essay</a> .....	Page 12
• <a href="#">Middler Schedule Confirmation Form</a> .....	page 14
• <a href="#">Student Self-Assessment Form</a> .....	page 17
• <a href="#">Panel Member Student Assessment Form</a> .....	page 22
• <a href="#">Middler Report Form</a> .....	page 28

# PREPARATION

## Middler Review Meeting Coordination

Attention to the Middler Review begins several months before the event itself. Here are the steps that the student needs to take during that time.

- **Consult Faculty Advisor**

The faculty advisor will help the student plan for the Middler Review and determine the panel members. If the student is required to have a second faculty member on the panel, the name is provided by the Office of Academic Affairs.

- **Recruit a Panel** (see next section for panel member details)

Each member of the panel is important in order to ensure the comprehensive nature of the review. Invite panel members to participate in the review. Also, invite them to consult with you prior to the review as you collect and prepare materials. Determine which panel members can appear in person and which ones require video conferencing. The meeting location and video link should be coordinated with the faculty advisor.

- **Set a Time and Reserve a Place**

The Middler Review meeting should be scheduled for at least two hours. The faculty advisor can provide a Zoom conference link using their PSR account. Reserve a Conference Room with PSR Facilities for an onsite or “hybrid” meeting. Become familiar with the video conference equipment in the assigned room. Request guest parking with PSR Facilities for panelists who are visitors to the PSR campus.

- **Submit Middler Schedule Confirmation Form**

It is important that the Registrar be informed of the Middler Review date. As soon as the date, time, place, and participants for the Middler Review have been confirmed, submit the online [Middler Scheduling Confirmation](#); it is automatically sent to the Registrar.

## Middler Review Panel

As listed below, each member of the panel has a specific responsibility for assessing the materials. Still, **all panel members should receive the entire packet of review materials.** This Guide will identify the evaluation responsibilities of each member.

The Middler Review is a structured, sacred, and generative occasion for collaborative witness and guidance on the student’s calling. It should be conducted as a formal and inclusive process that joins faculty member(s) and the student with representatives from local communities of faith and social justice, and a PSR peer who have taken classes with the student.

The panel is normally comprised of 4 to 6 people selected for their expertise in one or

more components of the review and for their experience with the student's formational journey.

The student should invite panel members at least a month in advance of the review and involve them in the preparation of materials. This consultation should precede the circulation of materials to the panel members.

- **Faculty Advisor** (required)

The faculty advisor reviews the student's current transcript, and discusses the vocational/academic plan, spiritual formation plan & degree worksheet with the student. The advisor consults with the student to review and revise the Vocational & Theological Essay. The faculty advisor also chairs the review and assures that the review is recorded.

- **Field Education Supervisor/Mentor or CPE Supervisor** (required)

This panel member is a minister, church leader, agency administrator, or certified CPE Supervisor who provided direct engagement with the student's work in a field setting for ministry. The supervisor/mentor reviews all materials distributed to the panel which reflect the student's practice of ministry. The supervisor/mentor reviews the Final Field Praxis Evaluation (CPE or Field Education) with the student.

- **Student Peer** (required)

The Middler student selects and invites a peer to be a panel member. This peer should have engaged with the student in the academic environment and should be able to offer personal critique. The peer may take notes to assist the student with their post-review reflection.

It is not necessary for the peer to be in the MDiv program. However, the peer should have taken some "1<sup>st</sup> year" foundational courses with the student (e.g., Rhetorical Use of Text, Transformative Leadership, Empathy/Communication/Ritual Design.)

- **Denominational Representative** (required if a student is pursuing ordination)

This panel member is an ordained church leader who is familiar with the expectations and rules of the student's denomination. The denominational representative reviews ordination requirements and progress with the student.

- **Second Faculty Member** (optional for Office of Academic Affairs to assign)

In some cases, the Office of Academic Affairs appoints this panel member, in consultation with the faculty advisor. This member's primary role is as a second academic reader of the written essay and to provide additional academic response to the oral presentation. The student will be notified if they are assigned a second faculty member. Otherwise, the default policy is to have only the primary faculty advisor serve on the review panel.

## **Middler Review Packet Materials**

The student will gather and prepare the following material for circulation to all panel members at least 10 days prior to the review. On the title page or cover of your packet, list the names of your panel members and the role they will fulfill as described above. Label each item to identify its contents and attach it to the email (or use an online document management system, such as Google Drive or Dropbox, to allow recipients to download these materials. Be sure to provide clear instructions.)

Faculty advisor, panel members and the Assistant Dean for Academic Affairs and Registrar ([Registrar@psr.edu](mailto:Registrar@psr.edu)) must receive the student's complete Middler packet at least 10 days before the review. The faculty advisor may cancel the review if the student's preparedness is questionable.

- **Middler Review Guide**

A copy of this document describing the Middler Review, to provide panel members with an understanding of the goals and procedures of the Middler Review.

- **Transcript**

A current copy of the student's academic progress, with grades. The student can request this document from the [Assistant Dean of Academic Affairs and Registrar](#).

- **Stackable Master of Divinity Program Worksheet**

A degree audit provided by the [Assistant Dean of Academic Affairs and Registrar](#). This audit shows how the student is meeting the MDiv program objectives. (The MDiv Program Learning Objectives are provided at the end of this document.)

- **Vocational and Theological Essay**

A carefully prepared written statement of 15-20 pages. Students should refer to the Middler Overview document for guidance on preparing the paper.

- The Middler Review Outline document and samples of Vocational and Theological Essays can be downloaded from the PSR website on the [Student Resources](#) page. Scroll down to *MDiv Resources and Forms*.

- **Self-Assessment Questionnaire**

This form reflects the student's current personal and vocational development. The student completes this form online. Once submitted, the student will receive an email with this questionnaire in pdf format.

- **Panel Member Student Assessment Guide**

This document provides panel members with criteria with which to evaluate student's paper and presentation. A printout of this online form is provided in Appendices at the end of this document. However, panel members will complete and submit this form at the Review meeting when requested to do so by the faculty advisor.

The Faculty Advisor will provide the link and their email address. Please be sure to bring your device to access this form online if the meeting is scheduled on the PSR campus. PSR wifi will be available for this.

- **Field Praxis Final Evaluation**

This Final Evaluation was provided to the student by their mentor/supervisor at the completion of their Concurrent Field Education course or CPE program.

- **Ordination Requirements**

If on the ordination track, the student should have already met with a representative of their denomination to discuss the procedures and requirements which apply. The student should include in the packet these procedures and requirements as well as detailed information that identifies the student's advancement through that process.

## **Additional Preparation**

- **Oral Presentation**

*This is not to be circulated in advance.* The oral presentation is delivered at the beginning of the review itself. In this presentation the student integrates their sense of call, theological studies, and practice of ministry. It is not required to provide this to the panel as a document.

- **Recommended Consultations**

Each panel member can help the student prepare by confirming the accuracy of the student's review materials.

- The faculty advisor and other faculty members can read a draft of the review essay and provide input.
- The Field Education mentor or CPE Supervisor can help with articulation of the practice of ministry.
- The student peers can listen to the student's oral statement and provide input.
- The Denominational Representative can help the student understand the personal and professional skills needed to be an ordained minister in their denomination.

# THE MIDDLEL REVIEW MEETING

The Middler Review is organized around three steps: (1) Opening, (2) Structured Conversations, and (3) Summary Statements.

## 1. OPENING

Most Middler Reviews bring people together who do not know one another. It is important to make time for panel members to get acquainted and feel comfortable.

- **Gathering**

The student should arrive sufficiently ahead of time to ensure that everything is in place, the video equipment is ready, and the panelists are greeted. Many students create an altar and/or opening ritual to reflect the spiritual importance of the event. When there are participants onsite, refreshments are also welcome.

- **Introductions**

When the faculty advisor calls the meeting to order, the student will be asked to introduce members of the panel, giving a word or two about their role and why they were selected.

## 2. STRUCTURED CONVERSATIONS

The bulk of the Middler session is spent in conversation with the student. The faculty advisor is responsible for seeing that all component areas of the review are addressed and that there is room for the questions and concerns of panel members. The primary task of panel members is to ask questions which will prompt the student to think about and respond to the areas under consideration. Speeches by panel members usually are reserved for the summary section of the review.

- I. **Oral presentation**

Before the student is asked to leave the room, they are invited to give a carefully prepared 5-10-minute oral presentation, integrating their sense of call, theological studies, and practice of ministry. At this time, the student should lift up concerns about important discussion topics based on their personal perspective, their hopes for the conversation, and about specific areas for which they especially seek feedback from the panel.

- II. **Student leaves the room/zoom call**

After the oral presentation, the student is then asked to leave the room as the panel remains. For Zoom calls, the student should leave the meeting. The faculty advisor should have the means to text the student to return to the meeting.

- III. **Setting the Agenda**

With the student excused from the room, the faculty advisor will invite panel members to state questions and concerns they want to raise during the review. The faculty

advisor designs the flow of the review so that each element of the review will receive the time it needs, and so that the review participant with special competence in an area is given an opportunity to pursue that area with the student. This is a time for panel members to discuss her their perceptions of the student and their understanding of the purpose of the review. This time is to help all members of the review panel understand the agenda and anticipate the process.

Faculty advisors can use the topics below to assist with framing this conversation. Panel members may use this list as a beginning point for their questions. Panel members are asked to:

1. Evaluate the student's theological understanding and ability to articulate their faith.
2. Consider the relationship of the student to the church or agency and its assumptions about ministry.
3. Assess the adequacy of the completed and planned courses described in the program audit and discuss skills formation needs the student should address in their last year or as an alum after graduation.
4. Assess the adequacy of the student's vocational plans and what the student has done at PSR to move toward their chosen ministerial/vocational goals.
5. Evaluate the goals of the student in view of their self-assessment.
6. Counsel the student about their vocational clarity and the perceived fit in both their planned vocation and degree program.
7. Discuss strengths/gifts and growing edges.

#### IV. **Student returns to the room**

The topics from the above discernment are discussed with panel and student, with the faculty advisor leading the conversation.

### **3. SUMMARY STATEMENTS**

Once the discussion between the student and panel members is completed, the student may be asked to leave the room again (this is not required but determined by the faculty advisor at the time.) The faculty advisor will provide the link to the online Middler Panel Review and their email address. Panel members will use this tool to complete an assessment evaluation and consider their summary statements. (See this Middler Review form in Appendices at the end of this document.)

Statements should identify both strengths and areas for improvement that panel members discern in the student from their work with them and from the review itself. Summary statements should be as direct, brief, and memorable as possible.



Once the review form is submitted, a pdf copy will be emailed to the faculty advisor, the panel member, and the PSR Registrar.

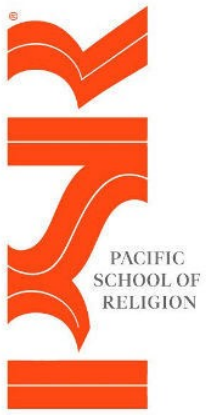
If the student was asked out of the room, they can be welcomed back at this point. Panel members will speak their summary statements. The faculty advisor will then make a final remark, thank the participants, and draw the review to a close.

## AFTER THE MIDDLEL

### Middler Review Report

The student must arrange a time with their faculty advisor to discuss the panel evaluations and summary statements and to submit the online [Middler Review Report](#). It is recommended that the student and faculty advisor confirm the date and time for this discussion before leaving the Middler Review meeting.

The discussion should draw on notes from the Middler, feedback, and all assessment forms. **Midders are not complete until the Middler Review Report is submitted.** Both discussion and submission of the report should be completed within two weeks of the Middler Review session.



# APPENDICES

## Master of Divinity Program Outcomes

**Articulate an understanding of texts and traditions, apply them to particular situations, and critically engage with those texts and traditions:** Theologically ground ministerial and vocational arts, including preaching, worship leadership, pastoral care, and community organizing; Communicate the theological and/or philosophical and/or aesthetic traditions of one's own religious community or communities; Engage in creating new theological discourses; Articulate the relationship of a theological and/or religious text to its context of origin and use and understand a spectrum of approaches for interpreting sacred texts today

**Recognize all knowledge as contextual:** Articulate the importance and significance of the various factors that shape one's own context; Demonstrate an awareness of another's context, especially across differences with respect to race, sexuality, gender, ethnicity, class, culture, nationality, and religious affiliation, etc.; Imagine how to translate across and among various contexts; Avoid inappropriate boundary crossing and misappropriation

**Articulate the connection between spiritual practice(s) and the development of a leadership style:** Demonstrate personal integrity and character based on spiritual values; Practice a spirituality that engages the wider society; Develop a spiritual-rootedness to sustain world-changing work; Effectively link spirituality and leadership in a community of accountability; Engage life and work with cultural humility and respect for cross cultural differences

**Integrate the various intellectual disciplines, fields, topics, and themes of theological education in the practices of ministry and public leadership in a variety of contexts:** Articulate a theologically grounded position on social justice issues; Organize community efforts toward achieving social change; Develop a definition of social transformation in critical, constructive, theological, and historical modes

**Form effective partnerships with various organizations and individuals** Work effectively with people of different backgrounds, cultures, and experiences; Incorporate insights from non-academic contexts

**Cultivate best practices for personal growth, service, and financial health** Develop sustaining habits of resilience and flexibility to adapt to changing circumstances; Be open to being formed for the needs of others; Acquire knowledge of and learn habits and practices of living within one's means while meeting personal financial responsibility

## MIDDLER VOCATIONAL AND THEOLOGICAL ESSAY

The **Middler Vocational and Theological Essay** provides a foundation for the Review itself. It offers an opportunity for the student to

- reflect critically and constructively on their progress to date in the M.Div. program,
- demonstrate their integration of scholarly theological disciplines with their vocational journey narrative, communal spiritual practices, and
- articulate a vision of transformative and spiritually rooted leadership.

The essay should reflect the student's engagement with the learning outcomes of the M.Div. program in relation to the student's particular vocational goals, giving due attention to each of the following prompts:

1. How do sacred texts, theological traditions, and their varying interpretations shape the practice of ministry (in relation to, for example, preaching, worship, pastoral care, education, and community organizing)? How has your engagement with these texts and traditions shaped your own theological convictions (concerning, for example, God, Christ, sin, salvation, ecclesiology, sacramental practice, the issues involved in theodicy, such as suffering and evil, and other similar matters)? In what ways do you envision constructing and advancing theological work in your own religious/spiritual tradition?
2. Describe and articulate your own social location (with respect to race, ethnicity, culture, sexuality, gender, class, etc.) and how these contextual factors shape the development of theological ideas and spiritual practices. What kind of strategies are the most effective for engaging with contexts that are different from your own and for the sake of social and economic justice?
3. How are the spiritual practices that you have developed and are developing crucial for a leadership style marked by social justice, personal integrity, cultural humility, shared accountability, and a sustainable vision for a world where all can thrive and flourish?
4. Where would you locate the best partnerships (with individuals, groups, and organizations) for informing and enhancing the work you hope to undertake in the world? Indicate why such collaborative efforts are vital for constructive theological work and effective ministry.

5. Identify at least three “growing edges” moving forward in your process of integrating the intellectual disciplines of theological education with the practice of ministry for the sake of organizing and nurturing communities of social transformation.

While students are not expected to address these prompts definitively (much less comprehensively) in an essay of this length, the responses will provide important material to help the Review panelists to: assess with the student particular areas of academic strength and limitation; refine and hone the student’s vocational aspirations and professional goals; and discern together how best to utilize the time remaining in the student’s program.



# Master of Divinity MIDDLEL Scheduling Confirmation v042023

---

## MIDDLEL INFORMATION

This form is required as confirmation that you have:

- **Identified** a Middler Panel, to be chaired by your primary advisor, that consists of your Field Education or CPE mentor/supervisor, a PSR student peer, a Denominational representative (only if you are on the Ordination track), and a secondary advisor (only if assigned by the Assistant Dean),
- **Confirmed** that all on your panel have agreed to the **date and time** listed, to be either physically present or available via a Zoom video conference, and
- Scheduled a Zoom link and/or a Conference Room.

Please submit this form as soon as you have completed the above. Not doing so may prevent you from registering for the next semester and continuing in the program due to an academic block. **Once submitted, you and your primary advisor will receive a copy via email.** The Assistant Dean for Academic Affairs & Registrar will also receive a copy for tracking purposes.

Further clarification regarding this form may be found in the **Middler Review Guide**. This document can be either downloaded from the [Student Resources](#) web page (*MDiv Resources and Forms*), or emailed to you by contacting Grace Gilliam, Associate Director of Community Engaged Learning, [ggilliam@psr.edu](mailto:ggilliam@psr.edu).

**Which type of Field Praxis have you completed \***

( ) Concurrent Field Education

( ) Clinical Pastoral Education (CPE)

( ) Full Year Internship

( ) Other - Write In (Required): \_\_\_\_\_ \*

- Academic year of your Concurrent Field Education or Internship (i.e., 2021-2022),  
or
- Semester & Year of your CPE program (i.e., FA21) \*

\_\_\_\_\_

**PLEASE ENTER YOUR CONTACT INFORMATION:**

FIRST NAME\*

\_\_\_\_\_

LAST NAME\*

\_\_\_\_\_

STUDENT EMAIL\*

\_\_\_\_\_

CELL PHONE (for day-of-meeting texts)

\_\_\_\_\_

**CONFIRMED SCHEDULE\***

Date of Middler Review: \_\_\_\_\_

Time of Middler Review (include time zone): \_\_\_\_\_

Location of Middler Review:

\_\_\_\_\_

Zoom link for Middler Review:

\_\_\_\_\_

## MIDDLER PANEL MEMBERS INFORMATION

FACULTY ADVISOR FULL NAME\*

---

FACULTY ADVISOR EMAIL\*

---

MENTOR/SUPERVISOR FULL NAME\*

---

MENTOR/SUPERVISOR EMAIL\*

---

PEER FULL NAME\*

---

PEER EMAIL\*

---

DENOMINATIONAL/PROFESSIONAL REPRESENTATIVE FULL NAME  
(if applicable)

---

DENOMINATIONAL/PROFESSIONAL REPRESENTATIVE EMAIL

---

2nd FACULTY ADVISOR FULL NAME  
(if applicable)

---

2nd FACULTY ADVISOR EMAIL

---



### Thank You!

Thank you for completing your Middler Scheduling Confirmation Form. A copy has been sent to you and your advisor at the emails you provided on this form. Please include this confirmation form in the materials you send to other members of your panel.

A copy has also been received by the Assistant Dean of Academic Affairs and Registrar ([Registrar@psr.edu](mailto:Registrar@psr.edu)) and will be retained in your SONIS records.





# STUDENT MIDDLEL SELF-ASSESSMENT

---

## Master of Divinity Student Self-Assessment

This form reflects your current personal and vocational development. Once you complete this form, you will be emailed a copy of your responses as a pdf document. Be sure to include this self-assessment with the other materials you are providing to your Middler Panel members.

### 1. YOUR INFORMATION

Note: Please use the **BACK** button in this questionnaire to return to earlier questions to modify or add before you submit the form. Do NOT use the browser back arrow.

First Name\*

---

Last Name\*

---

Your student email address\*

---

Full name of your Faculty Advisor\*

---

Your advisor's email address

---

**Have you confirmed your Middler Review date?\***

Yes

No

Confirmation in process

Other - Write In (Required): \_\_\_\_\_\*

What is the date of your Middler Review (mm/dd/yyyy)\*

---

---

## MIDDLER SELF-ASSESSMENT

This questionnaire is intended to assist you and your Middler Panel members in determining the best strategy for the completion of your MDiv program. As with your Field Education End-of-Year Evaluation or your CPE Final Evaluation, this information is not meant as judgement. The intent is to provide you with an empowering examination of your spiritually rooted leadership formation, to date.

Please use this tool to assess your understanding of your preparedness for stepping into or expanding your desired leadership vocation. If you respond in the comments, be sure to indicate the question number(s) that your comment refers to.

The range of assessment is from 0 = *Not Prepared* to 5 = *Well Prepared*. You should provide an assessment for each skill; please use "See comments" sparingly.

**Respond to each row as "I am able to..."\***

	Not Prepared: 0	1	2	3	4	Well Prepared: 5	Please see comments
01. Articulate an understanding of texts and traditions	( )	( )	( )	( )	( )	( )	( )
02. Critically engage with those texts and traditions	( )	( )	( )	( )	( )	( )	( )
03. Apply my understanding of texts and traditions to particular situations	( )	( )	( )	( )	( )	( )	( )
04. Theologically ground my ministerial and vocational arts, including preaching, worship leadership, pastoral care, and community organizing	( )	( )	( )	( )	( )	( )	( )
05. Communicate the theological/ philosophical/ aesthetic traditions of my religious community(ies)	( )	( )	( )	( )	( )	( )	( )
06. Engage in new theological discourses	( )	( )	( )	( )	( )	( )	( )
07. Articulate the relationship of the text to its context of origin and use	( )	( )	( )	( )	( )	( )	( )

08. Understand a spectrum of approaches to interpreting sacred texts for the contemporary context	( )	( )	( )	( )	( )	( )	( )
09. Recognize all knowledge as contextual	( )	( )	( )	( )	( )	( )	( )
10. Articulate the importance of my own context	( )	( )	( )	( )	( )	( )	( )
11. Demonstrate an awareness of another's context, especially across differences with respect to race, sexuality, gender, ethnicity, class, culture, nationality, and religious affiliation, etc.	( )	( )	( )	( )	( )	( )	( )
12. Imagine the translation from one context to another	( )	( )	( )	( )	( )	( )	( )
13. Avoid inappropriate boundary crossing and misappropriation	( )	( )	( )	( )	( )	( )	( )
14. Articulate the connection between my spiritual practice(s) and the development of my spiritually rooted leadership style	( )	( )	( )	( )	( )	( )	( )
15. Demonstrate my personal integrity and character based on spiritual values	( )	( )	( )	( )	( )	( )	( )
16. Demonstrate the practice of a spirituality that engages the wider society	( )	( )	( )	( )	( )	( )	( )
17. Demonstrate my development of a spiritual rootedness to sustain my work in the world	( )	( )	( )	( )	( )	( )	( )
18. Effectively link spirituality and leadership in a community of accountability	( )	( )	( )	( )	( )	( )	( )

19. Engage life and work with cultural humility and respect for cross-cultural differences	( )	( )	( )	( )	( )	( )	( )
20. Form partnerships with other organizations and individuals	( )	( )	( )	( )	( )	( )	( )
21. Work with people of different backgrounds, cultures, and experiences	( )	( )	( )	( )	( )	( )	( )
22. Incorporate insights from non-academic contexts in my work	( )	( )	( )	( )	( )	( )	( )
23. Integrate the various intellectual disciplines, fields, topics, and themes of theological education in the practices of ministry and public leadership in a variety of contexts	( )	( )	( )	( )	( )	( )	( )
24. Articulate a theologically grounded position on social justice issues	( )	( )	( )	( )	( )	( )	( )
25. Organize community efforts toward achieving social change	( )	( )	( )	( )	( )	( )	( )
26. Demonstrate my development of a definition of social transformation in critical, constructive, theological, and historical modes.	( )	( )	( )	( )	( )	( )	( )

Comments:

---



---



---



---

## ADDITIONAL COMMENTS (OPTIONAL)

Indicate additional information you want to provide to your Middler Review Panel members.

Additional aspects of my current strengths

---



---

---

---

My sense of skills needing improvement that I want to be sure to discuss in this Middler Review

---

---

---

---



## QUESTIONNAIRE COMPLETE

---

Thank You!

Thank you for completing this important step for your Middler Review. The next step is to check your student email and review your responses. *Be sure to check Junk or Spam*



---

## Master of Divinity MIDDLEL Panel Member Student Assessment Guide

Panel members are encouraged to use this guide to help assess the student and provide critical feedback during the Middler Review. Your assessment is based on the core competencies of the PSR Master of Divinity program—the student is able to:

- Articulate an understanding of texts and traditions, apply them to particular situations and critically engage with and communicate those texts and traditions.
- Recognize all knowledge as contextual; demonstrate understanding of the forces that shape your own context and show awareness of others' context especially across race, sexuality, gender ethnicity, class, culture, nationality, and other differences.
- Articulate the connection between spiritual practice(s) and the development of a leadership style.
- Form effective partnerships with various organizations and individuals with respect for those with different backgrounds, cultures, and experiences.
- Integrate the various intellectual disciplines, fields, topics, and themes of theological education in the practices of ministry and public leadership in a variety of contexts especially with regard to social justice issues.

*Do not complete this form before the review.* You will have an opportunity to submit your observations at the conclusion of the Middler Review. The Faculty Advisor will provide the link to this form and their email address.

**Please be prepared to complete this form online** during the completion of the review, either on your phone, tablet, or laptop. When you hit the "Submit" button, your assessment will go only to you, the Primary Faculty Advisor, and the PSR Office of Academic Affairs. The Primary Faculty Advisor may elect to share your assessment with the student after the Middler Review meeting.

## 1A. MIDDLEL REVIEW FOR PSR MDIV STUDENT

Please use the **BACK** button in this questionnaire to make any changes, **NOT** the back arrow on your browser.

You will see a Summary of your answers before you submit this form. Again, use the BACK button to return to the response you wish to change.

Middler Chair (Faculty Advisor) Full Name\*

---

Faculty Advisor's email address\*

---

Student First Name\*

---

Student Last Name\*

---

## 1B. PANEL MEMBER CONTACT INFORMATION

Your Full Name\*

---

Your email address\*

---

Your Job/Occupation (current or retired)

Please note: This is different from your role on the Middle Panel\*

- Educator
- Clergy
- Lay Leadership
- Student
- Other

Please enter your occupation\* *(if prior response was "Other")*

---

Your role on Middler Panel (select all that apply)\*

- Primary Faculty Advisor
- Field Education Mentor / CPE Supervisor
- Student Peer
- Denominational Representative / Representative of Professional or Credentialing Body
- Secondary Faculty Advisor
- Other - Write In: \_\_\_\_\_

Your Phone Number

---

---

# MIDDLER ASSESSMENT

Please use this tool to help assess the student's work and presentation and to provide critical feedback and information for the student's future academic plans. Evaluate the student in the following areas by checking a number 0-5, with 0 meaning "not prepared" and 5 meaning "well-prepared." If you do not have information or experience with the student related to the knowledge or skill set, mark "Didn't have the opportunity to observe this."

*Please indicate how you would rate the student's current ability/skills or knowledge in the following areas related to the PSR MDiv Learning Objectives by selecting a number 0 - 5, with 0 = "extremely weak" and 5 = "extremely strong"\**

	Extremely WEAK: 0	1	2	3	4	Extremely STRONG: 5	Did not have opportunity to observe this
01. Articulated an understanding of texts and traditions	( )	( )	( )	( )	( )	( )	( )
02. Critically engaged with those texts and traditions	( )	( )	( )	( )	( )	( )	( )
03. Applied their understanding of texts and traditions to particular situations	( )	( )	( )	( )	( )	( )	( )
04. Theologically grounds their ministerial and vocational arts, including preaching, worship leadership, pastoral care, and community organizing	( )	( )	( )	( )	( )	( )	( )
05. Communicated the theological/ philosophical/ aesthetic traditions of their religious community(ies)	( )	( )	( )	( )	( )	( )	( )
06. Engaged in new theological discourses	( )	( )	( )	( )	( )	( )	( )
07. Articulated the relationship of the text to its context of origin and use	( )	( )	( )	( )	( )	( )	( )
08. Understood a spectrum of approaches to interpreting sacred texts for the contemporary context	( )	( )	( )	( )	( )	( )	( )
09. Recognized all knowledge as contextual	( )	( )	( )	( )	( )	( )	( )



10. Articulated the importance of their own context	()	()	()	()	()	()	()
11. Demonstrated an awareness of another's context, especially across differences with respect to race, sexuality, gender, ethnicity, class, culture, nationality, and religious affiliation, etc.	()	()	()	()	()	()	()
12. Demonstrated ability to imagine the translation from one context to another	()	()	()	()	()	()	()
13. Demonstrated ability to avoid inappropriate boundary crossing and misappropriation	()	()	()	()	()	()	()
14. Articulated the connection between their spiritual practice(s) and the development of a spiritually rooted leadership style	()	()	()	()	()	()	()
15. Demonstrated a personal integrity and character based on spiritual values	()	()	()	()	()	()	()
16. Demonstrated the practice of a spirituality that engages the wider society	()	()	()	()	()	()	()
17. Developed a spiritual rootedness to sustain their work in the world	()	()	()	()	()	()	()
18. Effectively linked spirituality and leadership in a community of accountability	()	()	()	()	()	()	()
19. Engaged life and work with cultural humility and respect for cross-cultural differences	()	()	()	()	()	()	()
20. Formed partnerships with other organizations and individuals	()	()	()	()	()	()	()
21. Worked with people of different backgrounds, cultures, and experiences	()	()	()	()	()	()	()
22. Incorporated insights from non-academic contexts in their work	()	()	()	()	()	()	()

23. Integrated the various intellectual disciplines, fields, topics, and themes of theological education in the practices of ministry and public leadership in a variety of contexts	( )	( )	( )	( )	( )	( )	( )
24. Articulated a theologically grounded position on social justice issues	( )	( )	( )	( )	( )	( )	( )
25. Organized community efforts toward achieving social change	( )	( )	( )	( )	( )	( )	( )
26. Developed a definition of social transformation in critical, constructive, theological, and historical modes.	( )	( )	( )	( )	( )	( )	( )

*Comments:*

---



---



---



---

## BRIEF SUMMARY STATEMENTS

These statements should identify the current strengths and the areas needing improvement for this student. Please be prepared to speak your summary statements once the student returns to the meeting.

**Current Strengths of the student\***

---



---



---



---

**Areas needing improvement for the student\***

---



---



---



---

**Additional comments for the student**

---



---



---



---

Please identify your Denomination / Community of Accountability / Professional or Credentialing Body *(this question asked based on response to "Role on Middler Panel")*

---

---

Other affirmations or concerns related to this student's readiness for ministry or intended vocation.

---

---

---

## REVIEW RESPONSES

Please review your responses and make changes or additions before you submit this form. *Please use the **BACK** button in this questionnaire to make any changes, **NOT** the back arrow on your browser.*

*(List of questions and your responses will be shown)*



## Thank you!

Dear Middler Review Panel Member,

This is the Middler Panel Review you submitted for today's meeting. Please prepare for the Panel's summary conversation with the student.

Both the Middler Chair and the Associate Dean of Academic Affairs and Registrar have been sent a copy of your review.



# Master of Divinity MIDDLER Review Report v042023

Please complete this form with your Advisor/Review Committee Chair within two weeks after your Middler Review.

Your Middler is not complete until you submit this form. **Upon submission, a copy of this form will be emailed to both you and your advisor. A copy will also be received and retained in the Office of Academic Affairs.**

Your First Name\*

---

Your Last Name\*

---

Your Student Email Address\*

---

Date of your Middler Review\*

---

Names & Roles of your Review Panel\*

---

---

---

---

**Please provide your understanding of the input from your Middler Panel**

**1) YOUR STRENGTHS:\***

---

---

---

---

**2) AREAS NEEDING GROWTH & YOUR PLAN TO ADDRESS THESE AREAS:\***

---

---

---

---

**3) ACADEMIC OBJECTIVES FOR YOUR COMPLETION OF THE MDIV PROGRAM**

(i.e., courses, volunteer work, workshops, mentoring, etc. Please identify which skills you are addressing with these objectives.)\*

---

---

---

---

**4) YOUR ASSESSMENT OF YOUR MIDDLE REVIEW -**

quality of the experience, usefulness of the input, alignment with your vocational aspirations, etc.\*

---

---

---

---

Your Advisor Full Name\*

---

Your Advisor Email Address\*

---

**CONFIRMATION\***

[ ] I confirm that I have met with my advisor after my Middler Review and both my advisor and I agree on the contents of this report form.

## Please upload a copy of your Middler Theological and Vocational Essay.

### Please note these steps for completing this Upload:

1. Click on "Browse"
2. Select your essay document (*only the formats .doc, .docx, or .pdf are acceptable*)
3. **THEN DO NOT CLICK ON THE UPLOAD COMMAND** provided by your device application (i.e., "Open")
4. **INSTEAD DOUBLE-CLICK ON YOUR FILE.** You will now see your file uploaded to the form.
5. Press the **SUBMIT** button.

If your essay includes other media beyond a document file, please send these files as attachments to [Registrar@psr.edu](mailto:Registrar@psr.edu). Be sure to identify in the Subject line that these are part of your Middler Essay.

*Please follow the directions above\**

Upload

---



## Thank You!

Thank you for completing your Middler Review Report. A copy has been sent to you and your advisor at the emails you provided on this form.

A copy has also been sent to the Office of Academic Affairs and will be retained in your SONIS account.

The submission of this form marks the last step required for your MDiv Middler Review Milestone. Congratulations!