

Faith Formation and Education Minister Survey Results

August 5, 2020

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Overview

The Faith Formation and Education Minister Survey was administered from May 14, 2020 to June 9, 2020, using an online survey (Google Forms). Three different e-mails to 559 emails were sent regarding the survey, with at least 318 people opening one email. In addition, 37 surveys were sent in the mail. A total of 186 respondents completed the survey (including 9 completed on paper and data entered), representing a 31% response rate overall (out of 596) and a 52% response rate among those that opened the email or received a mailed copy (out of 355). The margin of error for the survey is $\pm 7\%$.

Respondents

About two-thirds of the respondents were female, and over half were 65 years of age or older; about one-fifth were 50-64 years, and almost one-fifth were under 50 years. About one-fifth had children under the age of 18 years, with 14% of respondents having an elementary age child (4% had a preschooler, and 9% had a youth). Years of membership was fairly evenly distributed, with roughly one-third having been members less than 10 years (or non-members – 4%), close to one-half 10-39 years, and about one-fifth for 40 or more years. Seventy percent reported they attended the Worship Service every Sunday, and about one-quarter reported attending 2 or 3 Sundays a month. About one-quarter did not attend Sunday School regularly; of those who did attend, almost two-thirds of those reported attending every Sunday. Almost two-thirds of the respondents attended on Wednesday nights. The majority of respondents had participated in devotional resources for Advent and Lent and seasonal educational offerings, and one-third to one-half reported participating in either small groups, missional teams and interest groups, Sunday school electives, community events, or special programs or events.

Executive Summary of Results

Priorities for Faith Formation and Education Ministry

The top 3 priorities for the faith formation and education ministry are:

- 1) Providing opportunities for Biblical/theological education;
- 2) Providing opportunities for education about current issues in our community and the world; and
- 3) Overseeing a cohesive curriculum of faith formation and education.

Over half of all participants rated these priorities in their top three. Two priorities emerged in the middle of the list, with over one-quarter of participants rating these in their top three:

- 4) Providing support and resources for Sunday School teachers; and
- 5) Providing guidance and support for community engagement.

Finally, the bottom of the list included (13-17% endorsing in their top three):

- 6) Engaging all ages in intergenerational programming;
- 7) Providing worship leadership;
- 8) Connecting Knollwood with other faith communities; and
- 9) Providing pastoral care.

These priorities are based on those that picked 3 priorities, but rankings on those that picked 1, 2, or 4-9 priorities still reflected the same top 5 priorities and these bottom 4 priorities (with the bottom 4 in a different order).

Priorities for Faith Formation and Education Ministry by Age and Gender

When analyzing the priorities by age, some differences emerged by age. For those under the age of 65 years, overseeing a cohesive curriculum of faith formation and education was rated more highly than for those 65 years and older, perhaps because those under 65 are most likely to have children. In addition, adults in the oldest age category (75+ years), rated engaging all ages in intergenerational programming, rating it more highly than providing support for community engagement. It may be important to ensure this group is represented in church-wide programming. Adults ages 65-74 years had the highest rating for this minister providing guidance and support for community engagement. There were no meaningful differences in the rankings by gender.

Qualities and Attributes of a Faith Formation and Education Minister

The top four essential characteristics of the FFE minister (ranked by those considered “essential”) were:

- 1) Openness to KBC philosophy and diversity of thought;
- 2) Warmth/humility/approachability;
- 3) Ability to work collaboratively; and
- 4) Well-developed personal theology of faith.

These four were considered essential by at least 50% of respondents. (Note these are also the top four if “very important” is added to “essential”, but the ordering changes; 89% or more considered them very important or essential).

Over one-third of participants considered:

- 5) Flexibility to meet people where they are; and
- 6) Ability to engage people in learning;

as “essential”, with both being rated as “very important or essential” by over 80% of the respondents.

“Willingness to take a creative/bold/innovative approach to education” was also rated in the top half of attributes. Receipt of a graduate theological degree and ordination as a minister were viewed as essential by about one-quarter of respondents, and considered “very important or essential” by one-half to two-thirds of respondents. The least important characteristics were:

- 15) Knowledge of Baptist life and traditions; and
- 16) Technological training;

with only 6% considering technological training essential (39% very important or essential) and 13% considering knowledge of Baptist life and traditions essential (43% very important or essential).

Qualities and Attributes of a Faith Formation and Education Minister by Age and Gender

Across age and gender categories, the top 4 essential characteristics and the next 2 characteristics remained constant, although the ordering differed somewhat, with the exception that those 75 years and older rated taking a creative approach to education and organizational skills slightly higher than engaging people in learning. Knowledge of Baptist life and traditions and technological training remained low in all age groups; with knowledge of community issues and organizations also low, except in the 18-49 year olds where 1 in 5 rated it as essential. The importance placed on organizational skills increased significantly by age category, with only 58% of those under 50 years considering organization very important or essential, 62% of those 50-64 years, 76% of those 65-74 years, and 71% of those 75 and older. Men were more likely than women to rate ability to engage people in learning as essential (51% vs. 30%), although both found it very important; otherwise ratings were similar by gender.

Responsibility for the Missional Role in the Community

The majority of respondents, almost two-thirds, thought the FFE minister should be involved, but not primarily responsible for supporting missional initiatives at Knollwood, and about one-quarter thought this person should be primarily responsible, with one-tenth having no opinion, and 3% indicating they should not be responsible at all. Results were similar by age and gender. In the written comments, three primary themes emerged:

1) Laity as leaders/committee members, possibly with oversight by FFE minister.

Many people voiced that lay people or volunteers should be used to lead community mission efforts, with several of them noting that the FFE minister could help to oversee and coordinate these groups, but not be primarily responsible. Some representative quotes supporting these views are:

Each initiative should have a group with one individual in a key leadership position to drive that initiative forward. The Faith Formation & Education Minister should be a resource to each group.

With all the other responsibilities of this leader and with all of the capable members of KBC, I believe it is important for the FFEM to be connected to the needs of the community and world and able to inform the congregation about needs and opportunities but also able to turn over the day to day management of the KBC involvement to lay leaders.

Utilizing lay leaders, with support/counsel from this minister, allows Knollwood's missional ministry to grow.

The key word is "support," not have primary responsibility for "programming" or administering missional initiatives. The task is to cultivate leaders, be a connector to resources and across the congregation, and tend the reflective feedback loop so that missional endeavors are learning endeavors. We ought always to be asking what we're learning about gospel through accompanying others in our community.

2) Missions initiatives should have a dedicated minister or coordinator.

A number of respondents specified that missions requires its own minister or coordinator to focus on community outreach. For example:

Since this component is so essential to us at Knollwood, we should have a role distinguished for this, something like community outreach or community justice initiative leader.

This is such a critical part of KBC identity and growing edge. The skills that allow one to be a superior teacher/leader are different from those needed to be a superior connector/motivator/coordinator of missional activities. I believe it will be difficult to find all the skills needed for both areas of work in the same individual.

Separate position (if possible) so they could concentrate of area missions/outreach. We are the hands and feet of Christ we should take serious steps to show this. Not that this isn't being done but 1 person focused on this could build strong ministry. They should also work well with other churches we could build even stronger ties within our faith community.

3) **Responsibility of community mission oversight should be shared by other/all members of the ministerial staff.**

Some felt that all of the ministerial staff could be involved in missional activities in various capacities. Some representative quotes are:

Perhaps each minister could be responsible for a specific initiative and take the lead on that initiative, but not have one person in charge of all of them.

Each ministry area (children, youth, music, adult) takes responsibility for some portion of mission to the community. It should be an outgrowth of formation in each respective ministry area.

All staff should play a role depending on their time and talents. Organizational skills are clearly important and should be given primacy.

I'm concerned that ministers become "siloed" and concerned with only "their" area of interest. Placing one person as the sole outreach of KBC does it a disservice. All ministers should be establishing contact within our community (outside our walls). I think there are lay people who can devote time and passion to these other initiatives. I really want faith and formation position (if it does exist after COVID) to be focused on "feeding the congregation" spiritual nourishment to sustain and help us grapple with difficult topics rather than just give lip service in a sermon or some other method of communication.

Other Comments

In response to the final open-ended question, several themes emerged, which are summarized in this section.

1) **Importance of cultivating faith in small groups at appropriate levels**

Several respondents commented on cultivating faith and spirituality, particularly in small groups and Bible studies. It will be very important for this person to be able to engage those who has a large knowledge base of the Bible and can engage our well-educated population.

I would like to see the church foster small groups and build a community of believers by meeting them where they are. The ministry person in that role must facilitate this by teaching, training and changing the culture by starting with those within the congregation to raise up leaders.

Having someone in this position who knows so very much more than me is fabulous. I want to learn. Learning is a crucial part of our faith journey. We need someone who can challenge us, someone strong who can direct and lead us, and someone with the depth of knowledge who can make us think.

2) **Importance of meeting the needs of specific age groups**

Several people commented on needs of particular groups, from children to older adults, and several commented that this person needed to be able to relate to all ages:

Easy to understand for kids and adults, yet some "meat on the bone" for the rest of us to dive deeper than just the surface.

3) **Missions may be a large responsibility for this minister/fulltime position**

Some felt that this minister was being asked to take on a large role by being in charge of faith formation and education as well as missions, and a couple mentioned that the title of the minister did not reflect the missions component:

If this minister is to take a large role in missional activities in the community, then it seems that needs to be reflected in the title. Although these are important activities of ministry, they do not seem to be directly related to faith formation and education, at least not from my perspective.

It concerns me that my answers add up to more than one human being could do; so take that into account.

It was also noted this seems to be a full time position, or at least that that issue needs to be clarified:

I think the position should be a FT position to allow for more connections with actual spiritual formation both as a direct leader and as a guide for small groups/educational groups.

Our last two Faith and Formation Ministers were very different in that one was full time and the other was part time. Does KBC want/need this position to be full time or part time? Knowing the answer to this question would have helped me in my response to the above survey.

4) **Minister Attributes**

People comments on the importance of the minister being warm and welcoming, have leadership skills in faith formation and education, and be forward thinking for the future:

This position requires an ability to recruit lay leaders. But equally important it requires the skill to match round pegs for round holes.

I think a new Faith Formation and Education staff member should be capable of thinking creatively about how to carry out this part of Knollwood's mission in new and innovative ways, as the church adapts to the new world after (and through) the pandemic. The questions in this survey seem to be based on how this role has been carried out in the past; now we need future-based thinking if we are to continue to be effective in this critical element in our congregational mission.

Diane's warmth and deep knowledge were what drew us to Knollwood and what has kept us here.

Gender was also mentioned as a possible attribute to consider, as well as openness to different faith journeys.

5) **Additional Comments**

Respondents also commented on the importance of Wednesday night programming, the role of Sunday school in the life and ministry of the church, and comments on former and the current interim ministers.

The full survey results follow.

Demographic Characteristics

Characteristic	Number	%
How long have you been a member of Knollwood?		
Non-member participant	7	3.8
Less than 5 years	25	13.4
5-9 years	33	17.7
10-19 years	29	15.6
20-29 years	28	15.1
30-39 years	30	16.1
40 or more years	34	18.3
How old are you?		
18-29 years old	3	1.6
30-39 years old	11	5.9
40-49 years old	22	11.8
50-64 years old	39	21.0
65-74 years old	51	27.4
75 years old or older	60	32.3
Gender		
Female	126	68.1
Male	59	31.9
Do you have any children under the age of 18?		
Yes	39	21.0
Pre-schoolers (Ages 0-4 y)	8	4.3
Elementary School (Ages 5-11 y)	26	14.0
Youth (Ages 12-17)	16	8.6
No	147	79.0
In a typical month, how many Sundays do you attend the Worship Service?		
1 Sunday	7	3.8
2 or 3 Sundays	43	23.1
Every week - 4 or 5 Sundays	132	71.0
I rarely or never attend Worship Service	4	2.2
In a typical month, how many Sundays do you attend Sunday School?		
1 Sunday	6	3.2
2 or 3 Sundays	44	23.7
Every week - 4 or 5 Sundays	90	48.4
I rarely or never attend Sunday School	46	24.7
In a typical month, how many Wednesday nights do you attend?		
1 Wednesday	28	15.1
2 or 3 Wednesdays	37	19.9
Every week - 4 or 5 Wednesdays	51	27.4
I rarely or never attend Wednesday night	70	37.6
Have you participated in or taken advantage of the Faith Formation and Education Ministry offerings/initiatives listed below?		
Small groups (e.g., a book club, a Bible study, an Enneagram study group, Companions in Christ)	81	43.6
Missional teams and interest groups (e.g., All God's Children, Good Neighbor Teams, Missional Support Team)	66	35.5
Sunday School electives (e.g., Raising White Kids, Reports from the CBF Field Personnel, Spirituality and the Body in Ancient Corinth)	77	41.4
Community events (e.g., Faith in the City; Faith and Disability Symposium; Neighbors, Refugees, Friends gathering)	81	43.6
Special programs or events (e.g., summer spirituality retreat, Bart Ehrman lecture, Learning about Islam series)	73	39.3
Seasonal educational offerings (e.g., Welcome Back Wednesday, Intergenerational Easter Sunday, "Performance and Potluck" summer Wednesday Night programs)	129	69.4
Devotional resources for Advent and Lent	145	78.0

Although they were asked to pick 3 priorities, respondents chose from 1 to 9 priorities, with n=155 (84%) picking 3.

Out of those that only picked 3 (84%):

Listed below are possible priorities for Knollwood's Faith Formation and Education Ministry. We recognize that all of these are significant, but we are interested in knowing YOUR opinion about which should be the most important. Please indicate your top THREE choices below, as well as those, though still important, that would not be in your top three.

Rank	Priority	Number who ranked in top 3 (out of N=155)	% who ranked in top 3 (out of N=155)
1	Providing opportunities for Biblical/theological education	95	61.3
2	Providing opportunities for education about current issues in our community and the world	91	58.7
3	Overseeing a cohesive curriculum of faith formation and education	87	56.1
4	Providing support and resources for Sunday School Teachers	53	34.2
5	Providing guidance and support for community engagement	42	27.1
6	Engaging all ages in intergenerational programming	27	17.2
7	Providing worship leadership	26	16.8
8	Connecting Knollwood with other faith communities	24	15.5
9	Providing pastoral care	20	12.9

Results were similar for those that picked at least 1 (up to 9, n=184):

Listed below are possible priorities for Knollwood's Faith Formation and Education Ministry. We recognize that all of these are significant, but we are interested in knowing YOUR opinion about which should be the most important. Please indicate your top THREE choices below, as well as those, though still important, that would not be in your top three.

Rank	Priority	Number who ranked in top 3 (out of N=184)	% who ranked in top 3 (out of N=184)
1	Providing opportunities for Biblical/theological education	115	62.5
3 (tie)	Providing opportunities for education about current issues in our community and the world	109	59.2
3 (tie)	Overseeing a cohesive curriculum of faith formation and education	109	59.2
4	Providing support and resources for Sunday School Teachers	70	38.0
5	Providing guidance and support for community engagement	57	31.0
6	Engaging all ages in intergenerational programming	42	22.8
7	Providing pastoral care	41	22.3
8	Providing worship leadership	40	21.7
9	Connecting Knollwood with other faith communities	38	20.6

By age

Listed below are possible priorities for Knollwood's Faith Formation and Education Ministry. We recognize that all of these are significant, but we are interested in knowing YOUR opinion about which should be the most important. Please indicate your top THREE choices below, as well as those, though still important, that would not be in your top three. (results are from those that picked 3)

Rank	Priority	Age 18-49 y		Age 50-64 y		Age 65-74 y		Age 75 y and older	
		Number (out of N=31)	%	Number (out of N=32)	%	Number (out of N=45)	%	Number (out of N=47)	%
1	Providing opportunities for Biblical/theological education	19	61.3	21	65.6	28	62.2	27	57.4
2	Providing opportunities for education about current issues in our community and the world	19	61.3	19	59.4	30	66.7	23	48.9
3	<i>Overseeing a cohesive curriculum of faith formation and education</i>	21	67.7	21	65.6	25	55.6	20	42.63
4	Providing support and resources for Sunday School Teachers	9	29.0	15	46.9	11	24.4	18	38.3
5	Providing guidance and support for community engagement	9	29.0	7	21.9	17	37.8	9	19.1
6	<i>Engaging all ages in intergenerational programming</i>	5	16.1	2	6.3	5	11.1	15	31.9
7	Providing worship leadership	4	12.9	5	15.6	6	13.3	11	23.4
8	Connecting Knollwood with other faith communities	6	19.4	1	3.1	7	15.6	10	21.3
9	Providing pastoral care	1	3.2	5	15.6	6	13.3	8	17.0

By gender

Listed below are possible priorities for Knollwood's Faith Formation and Education Ministry. We recognize that all of these are significant, but we are interested in knowing YOUR opinion about which should be the most important. Please indicate your top THREE choices below, as well as those, though still important, that would not be in your top three. (results are from those that picked 3)

Rank	Priority	Female		Male	
		Number (out of N=104)	%	Number (out of N=50)	%
1	Providing opportunities for Biblical/theological education	64	61.5	30	60.0
2	Providing opportunities for education about current issues in our community and the world	61	58.7	30	60.0
3	Overseeing a cohesive curriculum of faith formation and education	55	52.9	31	62.0
4	Providing support and resources for Sunday School Teachers	34	32.7	18	36.0
5	Providing guidance and support for community engagement	28	26.9	14	28.0
6	Engaging all ages in intergenerational programming	19	18.3	8	16.0
7	Providing worship leadership	18	17.3	8	16.0
8	Connecting Knollwood with other faith communities	17	16.4	7	14.0
9	Providing pastoral care	16	15.4	4	8.0

Rate how important it is to you that a Faith Formation and Education Minister possess each of the following qualities and attributes. Please make an effort to recognize and differentiate between those that are more important to you and those that are less important to you. [Ranked by “Essential” column]

		% Not at all important	% Slightly important	% Moderately important	% Very important	% Essential
1	Openness to KBC philosophy and diversity of thought	2.2	3.9	2.8	25.3	65.9
2	Warmth/humility/approachability	1.1	0.6	2.3	35.0	61.0
3	Ability to work collaboratively	1.1	2.2	7.7	29.8	59.1
4	Well-developed personal theology and faith	0.6	3.8	3.8	41.0	50.8
5	Flexibility to meet people where they are	0.0	2.8	14.8	42.1	40.3
6	Ability to engage people in learning	0.6	1.7	16.5	44.9	36.4
7	Willingness to take a creative/bold/ innovative approach to education	3.3	7.7	15.4	43.4	30.2
8	Relevant experience	1.1	6.6	20.8	44.8	26.8
9	Graduate Theological degree	5.0	12.1	20.3	36.3	26.4
10	Ordination as minister	6.5	10.9	30.4	27.2	25.0
11	Ability to inspire others	0.6	2.3	21.4	52.3	23.6
12	Ability to provide high level teaching and scholarship	0.6	4.5	25.4	46.3	23.2
13	Strong organizational skills	1.7	2.8	27.5	47.8	20.2
14	Knowledge of community issues and organizations	2.3	4.0	28.6	50.9	14.3
15	Knowledge of Baptist life and traditions	7.2	14.9	34.8	30.4	12.7
16	Technological training	3.4	13.7	44.0	32.6	6.3

Rate how important it is to you that a Faith Formation and Education Minister possess each of the following qualities and attributes. Please make an effort to recognize and differentiate between those that are more important to you and those that are less important to you. [Ranked by “Very Important or Essential” column]

		% Not at all/ Slightly	% Moderately	% Very/ Essential
1	Warmth/humility/approachability	1.7	2.3	96.1
2	Well-developed personal theology and faith	4.4	3.8	91.8
3	Openness to KBC philosophy and diversity of thought	6.1	2.8	91.2
4	Ability to work collaboratively	3.3	7.7	89.0
5	Flexibility to meet people where they are	2.8	14.8	82.4
6	Ability to engage people in learning	2.3	16.5	81.3
7	Ability to inspire others	2.8	21.4	75.9
8	Willingness to take a creative/bold/innovative approach to education	11.0	15.4	73.6
9	Relevant experience	7.7	20.8	71.6
10	Ability to provide high level teaching and scholarship	5.1	25.4	69.5
11	Strong organizational skills	4.5	27.5	68.0
12	Knowledge of community issues and organizations	6.3	28.6	65.2
13	Graduate Theological degree	17.0	20.3	62.6
14	Ordination as minister	17.4	30.4	52.2
15	Knowledge of Baptist life and traditions	22.1	34.8	43.1
16	Technological training	17.1	44.0	38.9

By age

Age 18-49 years:

Rate how important it is to you that a Faith Formation and Education Minister possess each of the following qualities and attributes. Please make an effort to recognize and differentiate between those that are more important to you and those that are less important to you. [Ranked by “Essential” column]

		% Not at all important	% Slightly important	% Moderately important	% Very important	% Essential
1	Openness to KBC philosophy and diversity of thought	0.0	2.8	8.3	11.1	77.8
2	Warmth/humility/approachability	0.0	2.8	5.6	27.8	63.9
3	Ability to work collaboratively	0.0	2.8	11.1	27.8	58.3
4	Well-developed personal theology and faith	0.0	0.0	0.0	44.4	55.6
5	Flexibility to meet people where they are	0.0	5.6	13.9	36.1	44.4
6	Ability to engage people in learning	0.0	5.6	8.3	44.4	41.7
7	Willingness to take a creative/bold/innovative approach to education	2.8	11.1	13.9	36.1	36.1
8	Relevant experience	0.0	2.8	16.7	50.0	30.6
9	Graduate Theological degree	2.8	8.3	30.6	33.3	25.0
10	Ability to provide high level teaching and scholarship	0.0	5.6	30.6	38.9	25.0
11	Ordination as minister	2.8	11.1	41.7	22.2	22.2
12	Knowledge of community issues and organizations	0.0	5.6	27.8	47.2	19.4
13	Ability to inspire others	0.0	2.8	30.6	47.2	19.4
14	Knowledge of Baptist life and traditions	8.3	11.1	44.4	22.2	13.9
15	Strong organizational skills	0.0	8.3	33.3	50.0	8.3
16	Technological training	5.6	27.8	36.1	27.8	2.8

Age 50-64 years:

Rate how important it is to you that a Faith Formation and Education Minister possess each of the following qualities and attributes. Please make an effort to recognize and differentiate between those that are more important to you and those that are less important to you. [Ranked by “Essential” column]

		% Not at all important	% Slightly important	% Moderately important	% Very important	% Essential
1	Openness to KBC philosophy and diversity of thought	5.1	2.6	2.6	28.2	61.5
2	Warmth/humility/approachability	0.0	0.0	2.6	39.5	57.9
3	Ability to work collaboratively	0.0	0.0	7.7	35.9	56.4
4	Well-developed personal theology and faith	0.0	2.6	7.7	35.9	53.8
5	Ability to engage people in learning	0.0	0.0	18.4	44.7	36.8
6	Flexibility to meet people where they are	0.0	0.0	21.1	42.1	36.8
7	Graduate Theological degree	5.1	5.1	12.8	41.0	35.9
8	Ordination as minister	10.3	5.1	28.2	25.6	30.8
9	Relevant experience	0.0	5.1	17.9	46.2	30.8
10	Willingness to take a creative/bold/innovative approach to education	5.1	5.1	20.5	41.0	28.2
11	Strong organizational skills	0.0	0.0	37.8	35.1	27.0
12	Ability to provide high level teaching and scholarship	0.0	13.2	23.7	39.5	23.7
13	Ability to inspire others	0.0	2.6	31.6	44.7	21.1
14	Knowledge of Baptist life and traditions	7.7	25.6	25.6	25.6	15.4
15	Knowledge of community issues and organizations	5.3	7.9	34.2	42.1	10.5
16	Technological training	7.9	13.2	31.6	39.5	7.9

Age 65-74 years:

Rate how important it is to you that a Faith Formation and Education Minister possess each of the following qualities and attributes. Please make an effort to recognize and differentiate between those that are more important to you and those that are less important to you. [Ranked by “Essential” column]

		% Not at all important	% Slightly important	% Moderately important	% Very important	% Essential
1	Ability to work collaboratively	2.0	0.0	3.9	23.5	70.6
2	Openness to KBC philosophy and diversity of thought	2.0	0.0	0.0	27.5	70.6
3	Warmth/humility/approachability	0.0	0.0	2.0	38.0	60.0
4	Well-developed personal theology and faith	0.0	2.0	3.9	41.2	52.9
5	Ability to engage people in learning	0.0	2.0	12.0	44.0	42.0
6	Flexibility to meet people where they are	0.0	4.0	14.0	40.0	42.0
7	Willingness to take a creative/bold/innovative approach to education	2.0	7.8	13.7	47.1	29.4
8	Graduate Theological degree	5.9	15.7	15.7	33.3	29.4
9	Ability to inspire others	0.0	2.0	22.0	48.0	28.0
10	Relevant experience	0.0	5.9	21.6	47.1	25.5
11	Ordination as minister	2.0	19.6	23.5	31.4	23.5
12	Ability to provide high level teaching and scholarship	0.0	0.0	28.0	50.0	22.0
13	Strong organizational skills	0.0	2.0	22.0	60.0	16.0
14	Knowledge of community issues and organizations	0.0	4.1	28.6	53.1	14.3
15	Knowledge of Baptist life and traditions	2.0	13.7	43.1	33.3	7.8
16	Technological training	0.0	8.0	54.0	32.0	6.0

Age 75+ years:

Rate how important it is to you that a Faith Formation and Education Minister possess each of the following qualities and attributes. Please make an effort to recognize and differentiate between those that are more important to you and those that are less important to you. [Ranked by “Essential” column]

		% Not at all important	% Slightly important	% Moderately important	% Very important	% Essential
1	Warmth/humility/approachability	3.8	0.0	0.0	34.0	62.3
2	Openness to KBC philosophy and diversity of thought	1.8	8.9	1.8	30.4	57.1
3	Ability to work collaboratively	1.8	5.5	9.1	32.7	50.9
4	Well-developed personal theology and faith	1.8	8.8	3.5	42.1	43.9
5	Flexibility to meet people where they are	0.0	1.9	11.5	48.1	38.5
6	Willingness to take a creative/bold/innovative approach to education	3.6	7.1	14.3	46.4	28.6
7	Strong organizational skills	5.5	1.8	21.8	43.6	27.3
8	Ability to engage people in learning	1.9	0.0	25.0	46.2	26.9
9	Ordination as minister	10.3	6.9	31.0	27.6	24.1
10	Ability to inspire others	1.9	1.9	7.4	64.8	24.1
11	Relevant experience	3.5	10.5	24.6	38.6	22.8
12	Ability to provide high level teaching and scholarship	1.9	1.9	20.8	52.8	22.6
13	Graduate Theological degree	5.4	16.1	23.2	37.5	17.9
14	Knowledge of Baptist life and traditions	10.9	10.9	27.3	36.4	14.5
15	Knowledge of community issues and organizations	3.8	0.0	25.0	57.7	13.5
16	Technological training	2.0	9.8	49.0	31.4	7.8

By Gender

Female:

Rate how important it is to you that a Faith Formation and Education Minister possess each of the following qualities and attributes. Please make an effort to recognize and differentiate between those that are more important to you and those that are less important to you. [Ranked by “Essential” column]

		% Not at all important	% Slightly important	% Moderately important	% Very important	% Essential
1	Warmth/humility/approachability	1.7	0.8	1.7	31.1	64.7
2	Openness to KBC philosophy and diversity of thought	1.6	5.7	4.1	24.6	63.9
3	Ability to work collaboratively	0.8	3.3	6.6	26.2	63.1
4	Well-developed personal theology and faith	0.8	4.0	4.0	40.3	50.8
5	Flexibility to meet people where they are	0.0	4.2	16.1	39.0	40.7
6	Ability to engage people in learning	0.8	2.5	17.8	49.2	29.7
7	Willingness to take a creative/bold/innovative approach to education	3.3	9.8	14.8	43.4	28.7
8	Relevant experience	1.6	6.5	23.4	42.7	25.8
9	Graduate Theological degree	3.3	9.8	24.4	37.4	25.2
10	Ordination as minister	8.1	9.7	31.5	27.4	23.4
11	Ability to inspire others	0.8	1.7	25.2	50.4	21.8
12	Strong organizational skills	2.5	2.5	28.3	45.8	20.8
13	Ability to provide high level teaching and scholarship	0.8	4.2	28.6	47.1	19.3
14	Knowledge of community issues and organizations	2.5	4.2	30.5	48.3	14.4
15	Knowledge of Baptist life and traditions	7.4	13.9	40.2	27.9	10.7
16	Technological training	4.3	12.8	45.3	33.3	4.3

Male:

Rate how important it is to you that a Faith Formation and Education Minister possess each of the following qualities and attributes. Please make an effort to recognize and differentiate between those that are more important to you and those that are less important to you. [Ranked by “Essential” column]

		% Not at all important	% Slightly important	% Moderately important	% Very important	% Essential
1	Openness to KBC philosophy and diversity of thought	3.4	0.0	0.0	25.4	71.2
2	Warmth/humility/approachability	0.0	0.0	3.5	43.9	52.6
3	Ability to work collaboratively	1.7	0.0	10.3	36.2	51.7
4	Ability to engage people in learning	0.0	0.0	14.0	35.1	50.9
5	Well-developed personal theology and faith	0.0	3.4	3.4	43.1	50.0
6	Flexibility to meet people where they are	0.0	0.0	12.3	47.4	40.4
7	Willingness to take a creative/bold/innovative approach to education	3.4	3.4	16.9	42.4	33.9
8	Ability to provide high level teaching and scholarship	0.0	5.3	17.5	45.6	31.6
9	Graduate Theological degree	8.6	17.2	12.1	34.5	27.6
10	Ability to inspire others	0.0	3.4	13.8	55.2	27.6
11	Relevant experience	0.0	6.9	15.5	50.0	27.6
12	Ordination as minister	3.4	13.6	28.8	27.1	27.1
13	Strong organizational skills	0.0	3.5	24.6	52.6	19.3
14	Knowledge of Baptist life and traditions	6.9	17.2	24.1	34.5	17.2
15	Knowledge of community issues and organizations	1.8	3.6	23.2	57.1	14.3
16	Technological training	1.8	15.8	40.4	31.6	10.5

In recent years, Knollwood has grown in its missional role in the community, starting and sustaining a variety of initiatives (e.g., Bolton Elementary partnership, Racial Equity Task Force, Faith in the City, refugee resettlement efforts) through which we, as a church, minister to and with our neighbors. Please rate how RESPONSIBLE the Faith Formation and Education Minister should be for supporting these missional initiatives at Knollwood.

	Overall (N=182)		18-49 yr (N=36)		50-64 yr (N=39)		65-74 yr (N=51)		75+ yr (N=56)	
	Number	%	Number	%	Number	%	Number	%	Number	%
Primarily responsible	42	23.1	8	22.2	8	20.5	18	35.3	8	14.3
Involved, but not primarily responsible	116	63.7	24	66.7	25	64.1	29	56.9	38	67.9
Not at all responsible	5	2.7	1	2.8	3	7.7	1	2.0	0	0.0
Don't know/No opinion	19	10.4	3	8.3	3	7.7	3	5.9	10	17.9

If you chose "Involved, but not primarily responsible" or "Not at all responsible," what ideas do you have about how this missional component might be addressed or supported at Knollwood?

Laity as leaders/committee members, possibly with oversight by FFE minister

- Knollwood Cares committee of people who feel called to that ministry
- There are persons who have great potential who are eager to perform and grow with us if given the opportunity to work with our staff and membership.
- Perhaps lay leadership along with interns or other lay persons could be responsible for this.
- Each initiative should have a group with one individual in a key leadership position to drive that initiative forward. The Faith Formation & Education Minister should be a resource to each group.
- Faith Formation and Education seems to me to indicate a minister mainly involved in educating children and adult members of KBC. Community mission work might best be charged to a committee or team. Mission work is very important but is not the same thing as helping people learn and grow their faith.
- lay leaders and deacons
- Lay leadership
- involve other people at the church.
- Lay leaders
- Select and train great leadership in each
- Interested member/volunteer leadership
- By members
- Committee or volunteer to coordinate
- Relating to the MAAC so we have "Coordinated focus"
- should support and encourage laity in these areas
- By members whose interests & expertise are focused on these efforts.
- Non-paid church volunteer
- through committees and the diaconate.
- mission committees
- Lay Leadership
- Volunteers
- KBC teams have provided opportunities for members to lead.
- Lay leadership
- Lay leader involvement
- Supported by those leaders interested in the mission
- Individual church members with an interest in that missional opportunity.
- I think missional initiatives have worked best when they've come from the ground up, with staff helping to channel and support that passion or calling.
- Allow those who are passionate about these issues to form a task force to oversee and facilitate these initiatives.
- Volunteer members with a passion for that ministry effort

If you chose "Involved, but not primarily responsible" or "Not at all responsible," what ideas do you have about how this missional component might be addressed or supported at Knollwood?

- I could envision the Faith Formation and Education Minister being in charge of this, but definitely requiring a part-time paid (or very committed volunteer) to really help carry out the details of this.
- Providing guidance, support and oversight of lay led groups
- While I think the FF/E minister should "staff" missional initiatives and be the liaison to the rest of the ministerial staff, the members most committed to these missional projects should take a great deal of the responsibility. That said, I think that the FF/E minister should have the authority--based on discussions with senior minister and ministerial staff--to give approval (or not) to new/expanded initiatives.
- Lay leadership supported by the FF&E minister.
- Overseen by minister of education who has chosen laity members to assist with the carrying out of these ministries
- The minister would be in touch with the individual chairs/leaders of each interest group via electronic means to stay abreast of each group's mission, activities, progress, & the like.
- I believe that committees and other groups are actually primarily responsible for these matters while the staff person supports these.
- This minister be a liaison to help guide, but not responsible. Hopefully, committee would be the creative force with guidance from this minister.
- With all the other responsibilities of this leader and with all of the capable members of KBC, I believe it is important for the FFEM to be connected to the needs of the community and world and able to inform the congregation about needs and opportunities but also able to turn over the day to day management of the KBC involvement to lay leaders.
- I believe this minister would be the natural liaison to these efforts but for him/her to have the primary responsibility could limit Knollwood involvement in the community because we have so many other expectations of this one individual. Utilizing lay leaders, with support/counsel from this minister, allows Knollwood's missional ministry to grow.
- I'm unclear what you mean by "responsible." The minister should be responsible for equipping the members, but not for the day to day DOING. I don't expect the minister to have to be onsite every time Bolton pantry is open, for example.
- Developing small group ministries to open local participation could be a primary role
- Involved would be being aware and promoting such activities, but not necessarily lead the group.
- The key word is "support," not have primary responsibility for "programming" or administering missional initiatives. The task is to cultivate leaders, be a connector to resources and across the congregation, and tend the reflective feedback loop so that missional endeavors are learning endeavors. We ought always be asking what we're learning about gospel through accompanying others in our community.
- Encouraging participation in such outreach ministries is an important part of formation but the leadership of such projects could use up a disproportionate amount of the minister's time, which needs to be given to all dimensions of formation.
- I think the new minister could be the contact person for communication purposes but not the primary coordinator unless they choose to be for one or two of them.
- There are so many programs and groups already doing so much of this work. I do think there should be a key person who "manages" all of them. Maybe it should be this role, I just think it is asking too much of one person.
- I think that each church missions initiative in the community should have a point person on the KBC ministerial staff. I think that could be one minister whose job title/description includes "missions" or that each of the various missions could have a particular minister who is a meaningful liaison/supervisor for that mission. Missions does connect with education, so I think it might work very well to have the new FF&E minister also be responsible for missions, but I do not think that is the only configuration that could work well.

Missions initiatives should have a dedicated minister/coordinator

- I think we need a dedicated minister focused on missions and community outreach.
- I think it would be great if we had a PT coordinator of our community missional efforts.
- It depends on how "whole hog" you want to be in supporting missions? I put "not at all responsible" because I don't believe missions is a "part time" thing and it would be for an Education Minister. We're new and still not acclimated to the organizational structure of how things are done yet, but it seems to me if you are committed to missions, you hire someone committed to missions. Because after all it is the "Great Commission."
- The language of "supporting these missional initiatives" is unclear. What does that mean? Is there a significant faith formation and education component to that support? If not, then it seems like it needs to be handled by someone other than whoever will be the new Minister for Faith Formation and Education. Hire a part time person to support these

If you chose "Involved, but not primarily responsible" or "Not at all responsible," what ideas do you have about how this missional component might be addressed or supported at Knollwood?

missional activities, but don't siphon time and energy away from the task we are hiring a new person to do.

- Since this component is so essential to us at Knollwood, we should have a role distinguished for this, something like community outreach or community justice initiative leader.
- I think they should have oversight for it but bring on at least a part time person to lead it.
- Should be separated in oversight, so that both areas can have the appropriate focus of attention.
- This is such a critical part of KBC identity and growing edge. The skills that allow one to be a superior teacher/leader are different from those needed to be a superior connector/motivator/coordinator of missional activities. I believe it will be difficult to find all the skills needed for both areas of work in the same individual.
- I think one staff member should be primarily responsible, but I don't know that it necessarily has to be the Faith Formation and Education person. How did it come to be assigned to this area? Are we saying that our missional calling is secondary to our faith formation development? It's not part of the position title. I guess we don't want still another staff member assigned just to missions, but perhaps we should rethink the priorities of this position and give the position and title the balance we need them to have (faith formation and missions).
- Separate position (if possible) so they could concentrate of area missions/outreach. We are the hands and feet of Christ we should take serious steps to show this. Not that this isn't being done but 1 person focused on this could build strong ministry. They should also work well with other churches we could build even stronger ties within our faith community.
- We hire a part time missions/engagement minister.
- Part time staff with strong lay leadership

Responsibility of community mission oversight should be shared by other/all members of the ministerial staff

- Senior pastor / Deacons / DEC should be responsible for leading and guiding this commitment / effort. Other ministers should help facilitate.
- Depends on how the mission work began and how leadership developed for that activity.... each mission does need a staff liaison, if not a staff person as the leader
- Work closely with KBC lay missional teams and appropriate staff. Network with mission partners in the community and city.
- Initiatives should be led by someone who feels passionate towards that cause; ministers can support various initiatives by empowering folks with that passionate drive to make connections that will enable the causes to succeed.
- As it currently is, lay leadership primarily responsible with strong ministerial support.
- I'm concerned that ministers become "siloed" and concerned with only "their" area of interest. Placing one person as the sole outreach of KBC does it a disservice. All ministers should be establishing contact within our community (outside our walls). I think there are lay people who can devote time and passion to these other initiatives. I really want faith and formation position (if it does exist after COVID) to be focused on "feeding the congregation" spiritual nourishment to sustain and help us grapple with difficult topics rather than just give lip service in a sermon or some other method of communication.
- I feel like there are many mission teams that can primarily address these needs with a pastoral liaison.
- This needs a primary leader, but it could be any minister who has interest. If no other current minister is willing and interested in taking this on, then it should have high priority for the new minister.
- Perhaps each minister could be responsible for a specific initiative and take the lead on that initiative, but not have one person in charge of all of them.
- By the entire staff
- All staff should play a role depending on their time and talents. Organizational skills are clearly important and should be given primacy.
- Each ministry area (children, youth, music, adult) takes responsibility for some portion of mission to the community. It should be an outgrowth of formation in each respective ministry area.

Is there anything else you would like to say or that we need to know? Is there anything missing from the questions in this survey that you feel should be addressed?

Cultivate faith in small groups in faith formation/meet people where they are

- I would like to see the church foster small groups and build a community of believers by meeting them where they are. The ministry person in that role must facilitate this by teaching, training and changing the culture by starting with those within the congregation to raise up leaders
- I feel like this survey might have missed the importance of cultivating individual and communal practices that form people and their faith. We're a heady group, and think too much of our knowledge, and too little of faith-forming practices and habits. Groups that sing together, pray together, sew together, tutor together, feed and eat together, protest/advocate together.... are vital practices of faith formation.
- Such a minister needs the capacity to engage people in both the contemplative and active sides of formation.
- Their theological training should include deep knowledge of the spiritual classics and classical retreat leadership.
- Small group classes allow for the building of important sharing, inter-personal relationships and should be supported and strengthened.
- Just want to say I love Knollwood! Have been a member since 1958. I have seen us walk through the valley together and praise God together with joy for His blessings. Let us stay open to all walks of life and extend a hand of unconditional love where each of us is standing at the moment .
- I really enjoy the extra activities such as book studies and other programs even though I have not always been able to participate. We must learn how to use our Christianity in real life. I have had my consciousness raised by many issues not in my small world.
- I have seen the responsibilities evolve in the position over the years. It is clear to me that this position is key to focusing the congregation in ways to live out our mission of following Jesus.
- It would be preferable to see a minister of education focus some on discipleship training. Encouraging believers to step up and out to partner with younger believers to help disciple growth in their new faith.
- Focus on biblical knowledge/interpretation
- Something to the effect of "holds the belief that the bible is the final authority in teaching or believes there are other inspired writings that could supersede scripture." [I think the point was the survey should have asked about this]
- This person needs to be strong in teaching and program design and development. I think this person needs to be strong in Bible knowledge and teaching. I support having this person oversee all our missions if this can be a fulltime position.
- If KBC can't afford a fulltime position, then I consider the Bible leadership and program implementation the primary role of this position.
- KBC is such a highly educated congregation that it is essential to have someone who is able to engage that type of learner, and to be able to help Sunday School class leaders who may not have formal training in biblical studies or in group leadership to be able to lead their classes.
- Having someone in this position who knows so very much more than me is fabulous. I want to learn. Learning is a crucial part of our faith journey. We need someone who can challenge us, someone strong who can direct and lead us, and someone with the depth of knowledge who can make us think.
- Hard not to view the role and skills of Dr Lipsett as she embodied much of what this role should have in the life of KBC. Her knowledge of scripture and historical events and her method for teaching was unique and appealed to a wide audience.
- The adult educational offerings are a big part of what drew our family to KBC and part of how I have brought others to visit our church. I think the offerings reflect an intellectual curiosity and open-mindedness that is very attractive to people who are not from a church background or whose backgrounds have left them with some baggage about church.

Comments about engaging certain age groups/all age groups

- Addressing needs for older folks
- When I got to college, I was so proud of my Christian and bible knowledge, knowledge of other denominations, cults/sects, and religions--most of which I had learned at Knollwood, where I had gone since birth. I want KBC kids to have the same knowledge and strong faith, if not better.
- I think it is important for this person to foster inter-generational activities, yet not necessarily including the children. Including children takes planning to another level.
- I feel it is important for this person to work closely with the elementary age children -- specifically the 5th graders as they are developing their statements of faith and learning about Baptist faith -- and I think it's important to have someone ordained as a minister, not a ministry associate, to work with the children's ministry to develop curriculum, particularly for the older children.

Is there anything else you would like to say or that we need to know? Is there anything missing from the questions in this survey that you feel should be addressed?

- There needs to be a place for college students. Right now we have no place for college aged people to go to Sunday School or any type of bible study.
- How can we attract young adult singles who have no families? Will Gilkeson is a sophomore from Wake Forest U. as one example of a regular visitor who is single and is in our hand bell choir.
- Would hope that minister can relate to all ages, as did Diane.
- Easy to understand for kids and adults, yet some “meat on the bone” for the rest of us to dive deeper than just the surface.

Title does not reflect missions/may be too much for one person

- Perhaps the title and job description should be changed to something including education, faith formation, and missions.
- If this minister is to take a large role in missional activities in the community, then it seems that needs to be reflected in the title. Although these are important activities of ministry, they do not seem to be directly related to faith formation and education, at least not from my perspective.
- I don't have a good sense of how much work it would be to be in charge of both faith formation and education and missions/community -- it may be possible, but I think we'd want to make sure this person was aware of both roles and would feel sufficiently supported.
- It concerns me that my answers add up to more than one human being could do; so take that into account.
- Have to stop stretching our ministers too thinly

Comments on Fulltime position

- I think the position should be a FT position to allow for more connections with actual spiritual formation both as a direct leader and as a guide for small groups/educational groups.
- Our last two Faith and Formation Ministers were very different in that one was full time and the other was part time. Does KBC want/need this position to be full time or part time? Knowing the answer to this question would have helped me in my response to the above survey.
- This should be a full time position with a salary equal to the amount and quality of work we will expect our new minister to do.
- This minister be a full time staff member to additionally pick up some of the work load of senior minister.
- Whether the position is full or part time may be determined by finances or other factors, but evaluating the scope of this vital ministry position is also essential (obviously).

Importance of Wednesday night programming

- In terms of the regular church activities, I get the most out of the Wednesday night programming. I learn the most when guest speakers are brought in (mostly from the local community) to educate us on social issues.
- I miss participating! I used to serve and be there for all the Wednesday offerings, but my health has slowed me down.
- The recent Wednesday night programming around race was insightful and involving the community was very helpful. I'd like to see more of that in Wednesday evening programs.

Minister needs to be warm and welcoming/people skills/leadership

- Diane's warmth and deep knowledge were what drew us to Knollwood and what has kept us here.
- I'd like the person to be exuding passion for the what they do, not a dry academic.
- Work with regular visitors and new members so they feel welcomed and can participate as intentional disciples with their gifts in due time. Work with Bob Setzer and staff.
- This position requires an ability to recruit lay leaders. But equally important it requires the skill to match round pegs for round holes.
- Education, training and leadership skills in integration of spiritual/faith formation, Bible study, and discipleship.
- Must be a team player with staff and laity
- Must be open minded and a good listener

Should be forward thinking/prepared for the future

- This person should envision his/her role as a "real calling" with the challenge of keeping the church relevant for its future existence!

Is there anything else you would like to say or that we need to know? Is there anything missing from the questions in this survey that you feel should be addressed?

- With the pandemic driving much learning/teaching/meeting online, virtual, asynchronous, we ought to really pause and ask what that means for faith formation.
- I think the key is for the minister to be ready to learn, learn, learn — about our community, new ways to do things, new lines of thought. We are in a time of change, and ministers must be committed, resilient, and flexible.
- I think a new Faith Formation and Education staff member should be capable of thinking creatively about how to carry out this part of Knollwood's mission in new and innovative ways, as the church adapts to the new world after (and through) the pandemic. The questions in this survey seem to be based on how this role has been carried out in the past; now we need future-based thinking if we are to continue to be effective in this critical element in our congregational mission.

Gender

- Should gender be a consideration?
- If 2 candidates were somewhat equal & 1 was male & 1 female, I would like to have male so as to keep more of a balance in this way on our ministerial staff.

Sunday School

- Our last two Faith and Formation Ministers were very different in their approaches to Sunday School. Is KBC clear about the role of Sunday School in the life and ministry of the church? Knowing the answer to this question would have helped me in my response to the above survey.
- How important is nurturing a strong SS program to the search committee and the new minister?

Comments about missions role

- I believe that we must connect our community outreach/missional focus with our faith formation and education at Knollwood. One must grow in both head and heart, intellect and action, to have a fully formed faith. We have made such progress through the last few years in growing this missional aspect of our church. Much of the actual work can be done through lay leaders and other groups, along with collaboration with other ministers, but I believe that one person on staff should have the primary responsibility for making sure that we continue this growth.
- The "missional role in community" just above should be shared by all the ministerial staff as far as leadership ("responsible for") goes

Open to different perspectives

- The approach needs to be inclusive (not exclusive) and diverse, and not targeted to a single, specific approach to religion - the faith journey needs to accept that there is more than one road or emphasis to the same destination. I was extremely satisfied and respected D. Lipsett's approach.
- Allow for spiritual dimension of religious thought that may not come from the Bible.

Other comments

- I don't think it is essential for the person to have a PhD or D.Min, but they should have some experience working in a church. I do not think they have to be Baptist, but if they have some knowledge of Baptist life, that is helpful.
- This is a critically important hire for this church.
- Essential: absence of bias—racial, gender, cultural, etc.
- Learning about missional opportunities & ways to "live our faith" are very important, as are opportunities to learn about & discuss a Christian response to current events & social issues. However, I am concerned that we not become too caught up in the current politically correct "social justice" issues, as I believe we did, by providing a platform for the spreading of erroneous history, such as the "1619 Project".
- Must study and review be knowledgeable with history of KBC
- I would like to see "church with a difference" return, but it does not necessarily need to be under the umbrella of this ministry position
- Our current and the previous FFMs have given good models for leadership in this sphere.