

SUMMARY STATEMENT CREATION

Tuesday, July 17

Al Truesdale: Lest I forget, I want to express the strongest possible appreciation to all of you for the marvelous way you have contributed to this conference. It has just been excellent the way you have committed to the process. Thank you very, very much.

Here's what we are going to do this evening. We are going to have brief assessments from the Regional Education Coordinators then we are going to distribute the Summary document for the Academy for International Education. We will read that and then discuss it briefly. Jerry Lambert will then distribute a document to us and make any comments he would care to. We've asked him to give a brief summary from his perspective. Then we have a conference evaluation survey that we want you to complete. We will conclude by singing "And Can It Be" and prayer.

Let's begin with the responses and assessment and projections from the regional education coordinators.

Ken Walker: First we would like to express our sincerest appreciation to Jerry, Al and Wilbur, those are the names we are supposed to use, it's a little hard for me, and all others who were involved in all of this for facilitating the establishment of the Academy for International Education and Global Faculty. We probably can't say enough about that but we've said it. We really believe it.

We want to affirm that we want to continue to be a part of the global collaboration process as the development continues. We assume it will continue. We want to say, “WOW” and all the other things we need to say to make that happen.

Our delegation has decided that we need in Africa to collaborate at our local regional level. That collaboration should include all our institutions, district superintendents and regional leadership. Perhaps we should do this certainly before we have another worldwide collaboration.

We believe this will bring further collaboration, I don't want to overuse that word, but we want to use it, between the educational and church growth sectors of our church here in Africa which will probably connect best for us at the extension education level.

We reaffirm our commitment and cooperation to the objectives that have been reached at this historical Johannesburg 2000 conference. We are honored that it took place in our home.

Brent Hulett: Let me start with our regional conference we have planned. The Asia-Pacific Regional Education Conference will be October 29 – November 3, 2000. It will be held at Bangkok, Thailand.

Our proposed objectives would be to:

- 1) Spend significant time “end-visioning” (Cobb's word).
- 2) Jump start the validation process
- 3) Faculty professional development

4) Strategic planning for Pastor-as-Teacher.

We have scheduled our entertainment by the “Headquarters Quartet” of Lambert, Brannon, Vail and Woodruff.

Let me share some statements, observations and plans for change made by our representatives:

- 1) “My school’s curriculum must be redeveloped to meet our cultural setting rather than one being imposed on us from foreigners that may be intellectual but meaningless and useless to the local pastoral level.”
- 2) “To pursue excellence and effectiveness so that educated pastors can also be effective
- 3) “To emphasize practical holiness with our professors so they do not produce students who go out with heads without hearts.”
- 4) “To revisit the effectiveness of existing cultural methods of education to see if modifications or improvements are needed.”
- 5) “To plan for academic development for staff and faculty.”
- 6) “We have understood and are committed to, on our region, network and organize ourselves to effectively share ideas, strategies, resources and personnel.”
- 7) “We are committed to helping our Field Directors catch a vision for the tight connection between evangelism and theological education.”
- 8) “To actively engage in networking with other colleges in our Region and the rest of the world as appropriate—to share faculty, curriculum and resources.”
- 9) “To promote the “rabbinic model” of education in our college and educational zone.”

10) “To be more aware of the multiple levels of theological education.”

Let me make some statements on behalf of our smaller schools not only on our Region but all of our smaller schools. This conference has given invaluable worth to our smaller schools:

- 1) You have told us that we can significantly contribute to international Christian education.
- 2) You have told us that you are so concerned with quality education that is culturally appropriate and that our students will receive the very best education, that you have made it a priority that each visiting teacher be trained in proper cross-cultural communication.
- 3) You have given us worth by stretching out your hands and lifting us from a mother-daughter relationship to a brother-brother relationship.
- 4) You have given us worth by allowing the formation of this Academy to bubble up from the grass roots, therefore insuring that our particular needs are heard.
- 5) You have given us worth by making it clear that there is a significant place at the table for Christian education for the smaller school
- 6) You have given us worth by planning infrastructures that are both equitable and reciprocal

.....and for that, we give you thanks.

John Smee: It is my privilege to report for the Caribbean Region delegation. We would be remiss if we first did not acknowledge our appreciation to our church and those who have allowed us to come together in this manner where we have experienced rich interaction with other regions allowing insight into the complex tasks of theological education. Although at times it has involved a lengthy process, the multiple sessions demonstrated our regional likenesses and differences. At times during our conference we have all been aware of the lengthy process of the multiple sessions sometimes dealing with the very same subject our region feels that we now know other regional similarities and differences. In some cases, even destroyed some preconceived concepts and beliefs about one another. We believe that has been extremely helpful. I believe it was Stephen Covey who might be right when he said, “Strength lies in differences, not in similarities.”

We are delighted with what we have seen and heard and we on our region wish to significantly be part of the developing Academy, whatever form it takes. Much discussion has taken place among our delegation concerning re-visiting our curriculum in some of our schools and extension work. We now feel we have some assistance to begin to tackle this huge project. We will leave this place with plans already in the making for regional conclaves or a series of regional field consultations related to some of the topics that we have addressed here. For example, we have begun thoughts and ideas related to how we could bring various faculty members to catch some of the vision that we are feeling these days. At the top of our list are some possibilities we are considering of allowing theological faculty to get together, push them

to get together, to learn some of the new and innovative methodology for transferring our theology that perhaps they have not had the privilege of updating themselves in recent years. We must not allow some of the new thoughts we are thinking to be filed away and not acted upon. We are thinking in new ways because of the conference.

We also have found in these days that we are thinking in the same way as others and that is helpful. The more we do the more we can do.

We are extremely encouraged by the genuine demonstration of participatory leadership that will forever mark this Johannesburg event.

Danny Gales: The Canadian representatives and I have deeply appreciated the opportunity to meet with our international brothers and sisters in this conference. I would thank Jerry but he has asked us not to so I won't. It just doesn't seem Canadian not to thank somebody but I'll try not to even though I am deeply appreciative of the opportunity and very humbled to be here.

We have found the conference to be both cognitively stimulating and also helpful to our mission in Canadian education. It has, and will be a turning point for our educational processes in Canada. We recognize the significance of this conference and the exciting possibilities that can open for the kingdom of God and the Church of the Nazarene. Although we are a very small part of the international picture, we believe we can make a contribution to international education and that you, our brothers and sisters, can and do contribute to us. We want to contribute as largely

and significantly as possible. This conference has helped us bring the various existing elements of our education together and has placed an urgency upon our hearts to do so.

How Canada will reproduce the conference and model the conference on our region: It is our intention to recommend to our National Board that Canada be a full partner in the Academy. Further, we will make a series of recommendations to our region for implementation. We would like to begin by holding a summit or summits similar to the Johannesburg conference where all educational stakeholders can discuss clergy education across the region.

Ensure sound educational offerings: Our university college is distinguishing itself in Canada through its excellent curriculum and faculty. The de-centralized educational ministry is in need of strengthening and will benefit greatly from the resources of the Academy and our university. It is our intention to utilize the processes and resources that exist among the international church and to create some of our own.

Provide educational opportunities for students to realize their calling: Educational offerings must be offered in many settings. It is the Canadian church's belief that clergy education must be affordable, accessible and flexible. The Church of the Nazarene in Canada is a many faceted and complex collection of congregations, races, languages and educational and economic varieties. The educational needs are varied. We believe that any strategy that tries to get one size to fit all will inevitably exclude sizeable and worthy portions of the church constituency.

Recommendations we will make to our region include

1. We affirm our role in the Academy as both receiver and giver and provide resources as we are able.
2. Invite both academicians and pastor/teachers to register in the Academy.
3. Recommend that key players in the Canadian educational development converse with each other. This will include representatives from the National Board Education Committee, Canadian Nazarene University College and the ministry development centers.
4. Create an educational summit along with key providers and receivers of clergy education in Canada.
5. Clarify the difference between clergy and lay educational tracks and create a focus for each track.
6. Duplicate in our own region, Canada, the proposed activities of the Academy. That is to the extent it is possible. For example, curriculum areas, faculty database, electronic library, professional development.
7. Develop instructional plans for clergy preparation and utilize the modules that are being directed. These will include syllabi development that will deliver the outcomes, teacher facilitation manuals, teaching training to deliver the course, actually delivering the course and engage in on-going evaluation for the purposes of continual improvement.

John Haines: I'll keep the thanks for an e-mail that I will send a little later that will say "thanks Jerry and Al for all you've done to make this possible." The delegation from Eurasia has been particularly blessed, I think, in this conference not least of which in the fact that this is the first

occasion that these four have ever been together in one place and at one time which in itself is expression of the region we represent.

There are several comments I would like to make regarding this conference and how we might implement its principles and concepts on our region. But is really is the spirit of this conference that I believe is important to convey to our region. Many will have to process all that we take back and deliver to them and share with them and try to articulate to them in order to appropriately and effectively implement what we have begun to work with and grapple with here this week.

So I'm going to try to do this in a slightly different way and that is to express what I believe we are taking away from here in an acrostic for Academy.

A would represent an academy of learning. Credible education is much broader in its possibilities than we often give attention to in ourselves when entities or individuals work in isolation from one another. Learning is filled with both the knowledge (content) and skills development or competencies and neither of these may be allowed to arrogantly stand against the other. An important component part of forming this Academy will be the development of faculty throughout the Nazarene educational family in the spirit of this inaugural gathering. Marked by a spirit of discovery, acceptance, formation and mutual esteem.

C would be for cultural diversity. We must treasure the diversity of the cultures on our region and not just in lip service. What each has to offer is worthy of the contribution. What each has to

say is worthy of our attention. What each has to do in regard to its mission is worthy of intentional collaboration.

A is for affiliation or maybe more affirmation. The means by which we are all connected and interconnected for the mutual betterment of each entity or program. A matter of one filling up what is lacking in another not from a perspective of superiors looking down on inferiors but as partners reaching out to assist each other on their road to excellence. While there is much that our colleges, and I think here of NTC in Manchester and ENBC in Switzerland, can offer to the other entities and programs of the region which are not nearly as developed as they, such as Eastern Mediterranean Nazarene Bible College or South Asia Nazarene Bible College or the CIS Project, there is also much that these non-residential or de-centralized programs can offer in return. Indeed, all are richer if they dare accept the contributions each can make.

D is for deployment. To send and receive faculty and professional personnel, one culture to another, we must see to it that both the one sending, the ones being sent and the ones receiving are all spiritually, physically, emotionally and, in terms of resources, ready for that deployment. This should not be imposed nor should it be a burden on one, but a burden shared by all involved in that venture. We must be yoke-fellows in this. All partners do not need to be equally strong but all must be equally engaged in bearing the shared load.

E would be for emergence. This, I think, is very significant to us. We cannot know now what will arise as both challenge and capacity to meet those challenges. We learned this on our region with the fall of the Berlin Wall. We are never really ready for what emerges but are we ready for

and welcoming of the possibilities of emergence? God's formula for making something happen is to grant it appropriate time. I think of this in illustration of a caterpillar that crawls in the dust in its development with its many legs to get where it wants to go. It is a tedious way, difficult, long. When it finally climbs that stalk, weaves its cocoon and rests in the cradling embrace of its creator, in due time it emerges with two filigreed wings and flies above the dust in which it once crawled. The one possibility is hidden in the prior reality. I wonder sometimes if we understand that in this present reality, here and now, there are hidden possibilities which God and God alone intends to bring to emergence. When He does, they will be beautiful and fulfilling.

M would be for maturation. This refers to more than just simply a sense of achievement that comes with matriculation or the moment that releases graduates into their future. More clearly this week, we have seen a life-long model of learning, which moves the learner regardless of their position or place of ministry from one degree of development to another, and another, and another. Many of our cultures treasure the parchment in the hand rather than the processes of the heart. Parchments fade and are corruptible. The spirit of Christ formed in the heart of the person is more a matter of holy influence and that goes on forever.

Y I would give to youth. We must address our youth with the urgency of the mission of the church and trust them to be participants in it. Youth is an age marked by much learning. That learning brings the development of person, the straining against limits that seem imposed by irrelevant powers like parents, and the adventure of doing exploits that are dangerous at times but always rewarding for those courageous enough to leave behind the comfort zones of the familiar. The wealth of resource gathered around these tables this week is quite amazing. I don't know

why we are amazed. God has always brought amazing resources to bear on any mission He intends His people to be engaged in. I wonder though if we appreciate that on our own regions there is such a wealth of resource. If we invite them to tables like these, we should not be surprised when the tables are full.

I've been drawn several times this week to think back and whisper a prayer of deep gratitude for those excellent teachers who have contributed to my formation over the years. I realize I am what I am because of a Sunday school teacher who loved me and prayed for me and knew what she was talking about. A creative writing teacher who gave me a love of words – and you wish she had failed. An Old Testament professor who could hardly get through a class that revealed a covenant God without tears coursing his cheeks. He gave to me a love of scripture and an appreciation of culture which finds its colorful expression in the heart of a creative God. I want to be such a teacher. This week has convinced me more of that reflecting all these good traits. But more, it has convinced me that I want all those who are involved with me in the educational enterprise of our region to be such teachers and models whose influence far outlasts their time in the heart and lives of our students – or dare I call them disciples. We owe them Christ. The whole educational enterprise of the church and of this Academy is one of holy influence. I believe we have all been benefited this week through many holy influences.

Ruben Fernandez: In this week, we the representatives of the MAC Region have widened our vision. We have better informed ourselves of what is happening in theological education in the Church of the Nazarene around the world. We have taken the first step to make reality our goal of having an international Nazarene Academy. We have been listening, we have been dialoguing

and we have come to know the principle challenges that this project has. We have also been aware of the benefits that we will receive through this channel. We re-affirm our unity in the mission of our church. We are motivated to have a higher level of ministerial faculty. We feel that we are not alone. We have the same needs and the same questions. Together we have a great amount of resources available that can provide for us solutions and answers. A Global Academy would transform our isolated efforts into something we can do together and would significantly raise our effectiveness on a worldwide level. During this week we have also sensed acceptance of other cultures as simply being different. Here there was not those who were giving and those who were receiving. There was no worse or better. The unity and respect for a brother of another context was the oxygen that we all were able to breathe together. Beginning next week, we the representatives of the MAC Region are going to be sharing what we have received. We will let our colleagues know what we have been doing here. The professors that work in our residential programs and also the ones who work in our extension programs. We will take the spirit of Johannesburg 2000 to our region. We will try to involve the district superintendents and other leaders of the Church of the Nazarene, some who on occasion do not understand the full measure or depth of importance, of theological education for consolidation and permanence of our denomination. We will be praying so that the sentiment of tolerance and respect that has existed among us will not be lost but on the contrary that it may continue growing. We will also be praying that the future communication will always be in two ways. Not only receiving our resources but also sharing resources with regions around the world. This will greatly enrich us all. We are also committed to multiply this event in a regional event that has the same emphasis on our region next year. To conclude we would like to thank God profoundly for permitting us to be part of this new day in theological education. We are appreciative of our church and our

leaders for providing for us a place of service equipping Nazarene ministers that are competent for the next century. Thank you.

David Wesley: As I begin, I believe all of us would agree that it should go on written record that we would all like to express our deep thanks to Jerry and Al this event for all they have done.

Tonight I would like to quote, we've heard quotation from several, I know we're not to use the title "Doctor" but one of the famous doctors, Dr. Seuss. He tells us a story about an elephant by the name of Horton. Horton was a very large elephant. He heard in a clover path came a very small voice saying, "We're here! We're here!" Only Horton could hear this voice. The people around couldn't hear this voice. They took the clover bloom with a little dust spec on it and dropped it in a whole field of clover. Horton searched and found that bloom of clover. He brought it back and the people who couldn't hear what Horton heard threatened to throw the clover in boiling oil. Horton tells everyone in Whoville on that little spec that everyone needs to shout out and let them know that they are there. They get everyone in the town. They get all the pans and everything to make all the noise they can so they can be heard. They said, "Somebody must not be participating. Someone must not be calling out." Finally they find the smallest who in Whoville, a little who-let, sitting by himself. They bring him forward and he begins to call out with the rest of the group. Finally the voice of everyone in Whoville is heard and everyone is saved. I think for too long, many of our small isolated institutions in South America, and around the world have been calling out "We're here. We're here." For too long our gifted non-English speaking scholars and academic leaders have been calling out "We're here. We're here." This week God has sent us a few Hortons to hear. We've opened an opportunity for all of us to have

an active voice in this great conference we're a part of. I guess we are all Hortons. We've all heard one another. We've all opened our ears to hear the voice of even the smallest one of us that are here during this time. I would like to thank the formers of this conference for not having, when they organized the Global Academy, for not forming it in a way that it is already cooked, already prepared. But rather they have given us an active role in the formation of this Academy. Without doubt the Academy is us. We are the Academy. I do not think any of you would disagree with the fact that the Church of the Nazarene is at a very, very critical time in its history. If the church grows in the next ten years as we are all hoping and dreaming it will, the population of the Church of the Nazarene as it is now will be a minority. This means that in 10 years the majority of Nazarenes will have little or no background or understanding of the theology of the current Church of the Nazarene. This means the Church of the Nazarene will hopefully have an incredible influx of new leadership, both lay and clergy. That the church will have a new strength and life that we have not seen since the beginning days of the denomination. This growth also presents the potential for a complete change in our present church, both in substance and practice. South America wants to be a part of the global Academy. We want to be a part of the collaborative effort that is going on. South America needs to be a part of this collaborative effort. As a region we also want to give to the benefit of the whole body of educative part of the Church of the Nazarene. As a region we need to receive from the whole body. In order to bring this to a practical solution, I think it is key that we learn from the leadership that we have seen here. We need to give our leaders a voice and an ownership in this great effort. We need to recognize the leadership that God has given us where we are. In order to do that, we are currently working on our second annual regional education conference in which I think it would be very good if we could have either an edited video of this conference, or we

could have footage to form an edited video, that we could share with our South American leaders the same vision that we have been a part of. We would also like to translate the materials that have been presented here so that our education leaders can be a part of this. We are also working to prepare 30 modular courses during the next year to take a lot of the resources that we have been working on. We are working on a collaborative effort between the South American Region, the Mexico and Central America Region and the Caribbean Region in areas that speak Spanish and Portuguese. We would like to bring all these strengths together for what we are forming for the future. This is a great day for us and it is a great day for us to carry this vision we have for preparing pastors and leaders to levels we have only dreamed about in the past.

Ron Benefiel: The U.S. Region doesn't want to thank Jerry and Al. We think they've been thanked about enough. But as we look at what has happened this week and recognize not just the planning but the dreaming that has gone in to it, we do want to add our thanks for bringing us together, for writing grants that made it possible. Dreams go back even further. Let me see. Enoch, you were a part of that Education Commission. LeBron, let's see that was 1985 to 1989. The General Assembly in 1985 formed a commission to study international higher education. I had a privilege of being a part of that. Gordon Wetmore was the chair. Something that you wouldn't have any way to know is that really LeBron Fairbanks was the mastermind behind what became the report to the General Assembly in 1989, which initiated and formed the International Board of Education. In those years as we would come together, Enoch would fly over, and began dreaming about what could be, in our best dreams, wildest dreams it couldn't have been this. What has happened in this coming together is in some way more than beyond the fulfillment of dreaming kingdom dreams and what could be in a global church.

When I think about this week I think about what we have done that we have begun again dreaming kingdom dreams. What will a global Academy look like? What will a global faculty be? What are the implications for the future of the church, for the future of the kingdom? It was especially gratifying for me today to take this core values book, that I had opportunity of being a part of in another set of dreams, and to lay that before you as we begin thinking and talking globally about who we are as the church. At the very core of who we are, we now begin this exercise of being the church together. Who knows what will come of that. Global seminary, I don't know. That's an interesting idea. Could that be? A global theology conference? That's an interesting idea. I wonder if that could happen. Maybe soon.

I do know that not only the schools in the U.S. Region want to be involved in this but I know that Nazarene Theological Seminary wants to be right at the heart of the dreaming and becoming all that God calls us to be. As I think about this week, I also think of relationships, of getting to know you so that Dr. Marangu becomes Leah, and Dr. Kim becomes Sung-Won, and Ramon and how you have become friends. That becomes an important part of what we are about. As we have gotten to know you in all of this, we not only got to know you personally, but have come to understand a little bit and respect much more who you are and what we are together as the church. Now I want to be careful here, I don't want to be misunderstood but I think for those of us from the U.S. delegation, we have heard some stories about what great resources there are out in the church beyond our borders. In our relationships, our times here together with you, you have, (I shouldn't say surprised us because why should we be surprised) impressed us. I know you weren't trying to impress anybody. But I think to speak for some of my brothers and sisters.

We are in awe of the church that God is raising up that is a global church, that thinks theologically globally, that thinks as the mission of the church globally, that is committed to the kingdom globally and who we are becoming is something that we couldn't have even thought of in the past. It is all of us together. So, what does God have for us in the future? Can we imagine what us coming together before God, the dreams that God would dream in us and the possibility of being the church that God has raised up called the Church of the Nazarene

Al Truesdale: Well, I'm tempted to say "Wow" forcefully. Magnificent! Those of you who worked in those early days on the IBOE this must be especially gratifying.

Yesterday when we were completing the process of establishing priorities for the ingredients of the Academy for International Education a number of you indicated that we were at least one step short in the process. That there was an organizational effort that needed to be accomplished that we had not yet quite achieved. Well, Murray Sandell picked up on that rather quickly and gave to us a quick working draft of that next step. We asked Mike to massage that a bit, refine it and again today we have worked on it a bit. We have to give to you a working document that we think summarizes, in rather encapsulated fashion, four-part fashion, the work that we have done this week in crafting the Academy for International Education. Now when I say a working document I want to underline that. There isn't anyone here who could not refine even more clearly or better perhaps the language we have used, or the order, so what we want you to do is take a look at this. Mike would you come and read this. We don't want a formal vote. This is not a formal document but maybe by an amen or something at the conclusion of this, ownership. I think we have already owned it. We just haven't looked at it in this particular form. We're going

to have to continue to refine it. If after we've completed taking a look at this, there is some major question that you want to raise, if we've really blown it at some point, then indicate that. But I don't think what is called for at this point is a kind of nitpicking over the document. If it does indeed represent the combined work that we have done this week then we want to express that. Mike come and lead us.

Mike Vail: Does everyone have a copy? I apologize that it is only in English, but as you know we have all been busy today, particularly the Spanish folks have had several presentations today.

It is always humbling for me to follow nine ministers of the gospel because they are gifted with the ability to articulate their ideas, their thoughts, in a way that I have always envied – I think in a biblical positive way. I would love to be able to develop that.

What we have in front of us folks is an attempt to try to put on paper what we heard you saying about priorities and the process that we went through to arrive at priorities for a global academy. We're going to go through that step-by-step. As you do read it with me, I would like you to keep several things in mind. The first is that the key question about this document is not about whether it is crafted in a way that you want to publish to the world but that it accurately reflects the discussion on priorities that followed our round three report. If it contains the spirit of what we talked about, then an editor can go through and make it into a kind of document that can be shown to the rest of the world and particularly to our own institutions. As we said before, whatever we decide, an educator has to implement. We can dream the largest dreams that God

can open our minds to and then we have to have the skill that God gave us to make a reality out of those dreams. So, let's look at the opening statements.

The first bullet point that you see here is the statement that we began with when Al said, “the driving force behind the Academy for International Education is a desire to provide educational resources in the Church of the Nazarene. The next statement is a goal for the Academy that I believe came from this conference. It is to respond to identified needs in Nazarene educational institutions by applying worldwide resources of the Church of the Nazarene. What we think we have done with this statement is turn the graph upside down. You tell us, as an Academy, what it is that is needed and what kinds of resources then we can pull in to help you meet your mission for your school.

An introduction – Nazarene higher education is first of all people. We recognize that without committed, qualified people the mission of our educational system cannot be fulfilled. Additionally, we require an educationally and doctrinally sound program, and access to quality educational materials. Educational needs, as prioritized at the Johannesburg 2000 Conference, emphasized four focus areas. Those areas are the bold points that you see in the remaining document.

As we go along you may wish to locate the round three report we gave you. The first four categories listed there, and the highest priority, are statement # 3 that has to do with faculty and administrator development. Statement #1 which was “resource for faculty identification and acquisition”; number 2 which was “resource for curriculum development, assessment, evaluation

and a model curricula”; and #42 “sponsor workshops, meetings, and conferences” we tried to stay with the spirit of those four top priorities in describing the document statements that you have in front of you.

1. **People:** Supporting and developing skills of the people working in Nazarene higher education is the first focus of the Academy for International Education (AIE). By the way, I am not sure we have determined that that is our title. But, someone will make that determination. The Academy recognizes that the educational staff includes administrators, campus, extension and de-centralized faculty, and employees in administrative support areas like registration, technology, finance, facilities maintenance, and instructional materials management. Specific development areas include content competency, education and teaching methods, and continuing professional growth.

Number 2 goes with the second priority identified by this group which is “resource for faculty identification and acquisition.” It also includes several of the priorities that are on down that list on our round three report.

Personnel Resourcing: Identifying qualified personnel to fill open positions on a short-term or long-term basis is one of the most critical needs in Nazarene higher education. A registry of Nazarene administrators, faculty and other pertinent specialties should be maintained and communicated to all administrators and faculty for the following purposes:

- To foster interaction between faculty and administrators in similar specialties
- To assist administrators in filling short-term and long-term assignments

- To facilitate personnel exchange between institutions

When we have dealt with the people issues, we need to deal with program. The third focus area,

Program: The educational program of Nazarene higher education is delivered through campus, extension, de-centralized and distance channels. The curriculum must be developed systematically. On-going assessment and evaluation of the program is required to assess program quality. Teaching/Learning materials must be written, evaluated and validated in the unique culture of each school. The AIE will assist program development by

- Providing consultation in curriculum development processes
- Collecting and cataloging existing model clergy preparation curricula and contextualized educational materials
- Collecting a bibliography of reference material for clergy preparation
- Developing and empowering national writers

Now we have discussed around the table the word “national.” We know that in some circles that word is no longer acceptable. Yet, it seems that indigenous does not translate into some languages. We need to find a word that communicates what we are talking about when a person is writing in the language of their birth. Your first language. Local works? We’re going with local.

I think this is also for me when we talk about collecting a bibliography of materials and then communicating it to everyone. We could be talking about many different ways of doing that, one

of which may be an electronic form through web sites or other kinds of electronic communication.

The fourth focal area fosters intercultural exchange.

Intercultural exchange: Continued awareness of the richness of our worldwide church can be facilitated through communication with people from other regions. We've experienced that this week. The AIE can encourage intercultural exchange by co-sponsoring regional and global workshops and conferences where people can share ideas, experiences and solutions to educational challenges. This interchange will help maintain a fresh and workable vision of contextualized theological education.

Now, Al and I talked about it, and I've been hesitant. There is always danger when you have gone through a collaborative process of trying to summarize for other people what it was you talked about. We recognize that danger. But we feel in order to be responsive to what we heard during the discussion, this was a necessary next step. So I'm going to turn it over to Al for discussion and a vote.

Al Truesdale: Does this reflect what we have done this week? (Applause)

Male: Liberal arts education is not covered?

Mike Vail: I tried to be careful in this document not to specify only theological education or liberal arts. As the system of education in the Church of the Nazarene grows and changes higher education can mean liberal arts, specialties, like even law someday. Who knows, let's dream. It also includes theological education of course.

Al Truesdale: What we, as a group, have tried to do is use catholic or universal language that will then allow us to fill in. We've used the kind of language, dynamic language. When we talk about maximizing access that leaves us plenty of breathing room. Hopefully, this will be a document that will allow for us to grow and an even more extensive articulation of what those needs are.

(Diane Leclerc asked question but could not hear)

Al Truesdale: The question is, is the term higher education, by its character, exclusive? That's a question.

Male: I think it's just the inclusion of the word clergy and not the inclusion of lay or otherwise is the reason we raised that question in the sub points under three. In two you have collecting and cataloguing existing model clergy preparation. Then in the third point you have collecting a bibliography of reference material for clergy preparation.

Al Truesdale: We do have in number 1 people supporting and developing skills of the people working in Nazarene higher education. Is that what you were looking at Diane?

Jim Burns: I was going to add support to Leah's comment – the very last sentence ends with theological education.

Al Truesdale: I want to take these questions seriously. I don't want us to get into, I'm afraid of becoming a committee of the whole where we edit this whole document. That can become a problem. Somewhere I'm trying to walk a fine line between sensitivity and that galloping horse.

Contextualized theological education is a very important part of our mission. It isn't limited to that by any stretch of the imagination. Contextualized theological education does happen to be a very important component of what we are all about.

Ken Walker: I think we would certainly give the committee, when this is re-drafted ,whenever it is finalized; we give you the editing privilege. We just wanted to raise that point. I think we can leave things as they are right now just so you are aware of our thoughts.

Al Truesdale: Would you be so kind as to make notes on your copies, if you wish to. If you want to write a paragraph, whatever, would you do that? Get it to either Mike or me. Circle on it. Write on it. In the process of refining this, we can work with all of your notes. Would that work?

Dean Blevins: To add one more, recognizing the limitation of the editing of the whole, under number 2, personnel resourcing. The last full sentence, instead of a registry of Nazarene administrators and faculty, could we say a registry of Nazarene administrators, faculty and other pertinent specialists?

Al Truesdale: I think that was intended. We're going to have persons who are computer experts, for example, who may not even be in an educational system who will be resource persons for our institutions.

Mike Vail: There was an attempt to cover that in defining who the college staff is in number 1 but we may not have succeeded.

Al Truesdale: We will be drawing on people who are not in our educational institutions.

Dean Blevins: I'm thinking about people who aren't there but are a particular specialists or who may not be working right now in one of our educational institutions but bring particular educational expertise.

Al Truesdale: Right, finance, curriculum, computers, you name it.

Murray Sandell: Just a little remark. The intention of a summary, of course, was to reflect what was on this sheet, namely, the top 6 and perhaps the top 8 priorities. I would point out that liberal arts education is not on that sheet. Al has said that it is implied in our thinking so I don't think we can be adding items that were not on the sheet that we prioritized.

Al Truedale: As long as we have anything to do with it, that's going to be attended to.

Male: I would like to go back to what Diane said. In most places the term higher education is very exclusive. If you will remember in my report, I talk about they follow the tradition, even from high school all the way up. So if we said Nazarene higher education and those who are not ready to go there would be out of the system. I'm not sure how we are going to do it. Also the same thing the last, number 4 contextualized theological education. I wonder if we can say education and then add theology or whatever. In our discussion we talked about tapping the clergy and trying to have a movement from the bottom up so that the laity as well as the clergy can get involved.

Al Truesdale: Would you make a note of that and be sure that we get that. Here's one of the problems we work with in the Church of the Nazarene when we talk about education. The IBOE is not the only entity engaged in education in the Church of the Nazarene. Sunday School Ministries is also identified as having an assignment in education. If you just use the word education then that fails to maintain a constitutional distinction in the educational assignments of the Church of the Nazarene. We struggle to find language that will distinguish the educational assignments. The word higher just may not be the best one, but we do have to be careful that we not indicate that the IBOE is the one who carries the whole task of education in the Church of the Nazarene. That just is not the case. That's part of the difficulty we work with in the Church of the Nazarene in trying to find language that distinguishes the two assignments. Indeed, there may be a better word. This is good, very good. Make notes. Feed them into the process.

I think we owe to ourselves a compliment. During this week, working as colleagues, with respect and patience, we have created a document of this nature. Far more important than the document,

we have refined a concept. We think we have a fairly clear vision as to where we should go, don't you think? I don't know how you just haul off and compliment yourself, but do it in your own way.

Greg Crofford: After round 3 we identified more than four, we had up to 8, Murray, didn't you say that? I would just be curious in 5, 6, 7 and 8 just fall by the wayside or if they were eventually get incorporated into what the Academy is about.

Al Truesdale: What has happened here Greg, is 1 through 4 don't represent the top four. It's really an attempt to incorporate all of them. That's the idea of the Academy.

Mike Vail: Out of fairness to the question, there was one of these that I couldn't work in. I think it had to do with outside financing. I figured Jerry was going to have to do that anyway as part of IBOE. Jerry, Harvest Partners, Jesus Film and every other resource we can tap. That's being taken care of by other entities.

Al Truesdale: These four that you see here represent more than four. But I'm so glad you raised that question, Greg.

Well, to God be the Glory. Our appreciation to Murray for helping us move in this direction. Our deep appreciation to Mike for refining this. Thank you, Mike.