

Establishing Goals for the Academy for International Education

One of the major goals of the Johannesburg 2000 conference was to discuss and establish goals for an Academy for International Education. Each of the world regions met twice in small group regional caucuses to discuss the concept of an Academy for International Education and determine the benefits each would seek from such an academy. The eight regions were Africa, Asia-Pacific, Canada, Caribbean, Eurasia, Mexico-Central America, South America, and USA. A multi-step process, based on a modified Delphi technique, was used to build consensus among the participants.

Step 1.

Following the two regional caucuses each region reported their ideas and desires for the Academy for International Education and a Global Faculty to the whole conference. From these reports a collection of potential goals was assembled. The first list included 60 statements of potential goals.

Step 2. (Round 1)

These statements were printed and given to each participant. Each region was asked to discuss and submit a single prioritized list of the statements for further refinement. The prioritized lists were compiled and a new weighted list was produced.

Review of the goals indicated that several of the original 60 statements were nearly identical or were ancillary functions of a single idea. An editorial process was used to combine some statements. A concerted effort was made to preserve the true original

intent of the statements. A new list of 33 statements was created and listed in priority order for use in Round 2.

An interpreted Spanish list was available for each of the remaining rounds. This allowed the Spanish speaking participants to read the list rather than relying on verbal translation. It also reduced the amount of processing time for Spanish-speaking participants.

Step 3. (Round 2)

Participants were provided with a new list of the top 33 statements from round 1. They were asked to discuss and prioritize the sixteen most important statements. Each region submitted a compiled list for weighting. Requiring participants to choose only 16 statements forced them to eliminate half the items from consideration before prioritizing their top 16 choices.

The prioritized lists were weighted and ordered. A final list of 17 items were printed and distributed for a final round of regional caucuses.

Step 4. (Round 3)

Each region submitted a prioritized list of their top eight choices. These were prioritized and reported back to the whole conference. Four statements were clearly weighted higher than the others although some overlap still existed between those top four and other statements in the list of 17. After open discussion about the process and the results, it was suggested that a new statement be written to summarize the wishes of the conference concerning an Academy for International Education.

Step 5. (Johannesburg 2000 Summary)

A summary statement was prepared and distributed to participants on the final evening of the conference. The statement was discussed and affirmed by the body as an expression of their desires for an Academy for International Education. The Summary is attached to the end of this document.

The pages that follow include the Round 1, 2 and 3 lists and the final summary statement that was adopted by the conference.

Round 1

The original statements were compiled from regional caucus reports about desired goals for the Academy for International Education. Each region then prioritized the goals in Round 1. Results from all regions were compiled and the goals were sorted by priority.

Round 1 Goal Statements (Sorted by Priority):

- 1 Resource for Faculty Development
- 2 Sponsor meetings, workshops, and conferences for our teachers to share ideas, experiences, technology to maintain a fresh and workable vision of contextualized theological education.
- 3 Resource for Curriculum development: assessment and evaluation
- 4 Resource for faculty identification and acquisition
- 5 Facilitate a library resource network
- 6 Development and training of indigenous resource material writers
- 7 Provider of continuing education for faculty/ministers
- 8 A database of all regional faculty, their specialty, the date of their sabbatical or date of a possible professor exchange
- 9 Sourcing center for educational materials and equipment
- 10 Development of minimal resource libraries for extension and de-centralized centers
- 11 Train faculty and administration in educational methods and curriculum development
- 12 Establish an electronic library of class notes/syllabi/course outlines, current writing, and research from all Nazarene institutions and other sources

- 13 Continuing education for trainers of teachers
- 14 Access to non-Nazarene sources of funding
- 15 Training of trainers to train teachers for extension programs
- 16 Develop a teacher-training course which all those who hope to teach must complete successfully
- 17 Resource for Extension education
- 18 Develop a clearinghouse for library and resource requests for books culled from libraries, demo books and books of retiring Clergy.
- 19 Establish a professor exchange program in which professors trade places for 1-6 months.

- 20 Create a registry of resource people including of non-clergy specialists
- 21 Facilitate institutions in preparing to seek accreditation
- 22 Provide a model curriculum for cultural adaptation
- 23 Development of technology systems for pastor and laity access and training.
- 24 Development of cyber classes, Electronic libraries, Bulletin boards for administrative help, teleconference classes
- 25 Facilitate transactions among institutions to assist with faculty exchange and possible financial support.
- 26 A system for supporting students through graduate studies
- 27 Development of cross-regional degree opportunities, Master's through doctoral studies.

- 28 Provide textbooks and other reading material from excess supply within the church
- 29 Develop quality materials in appropriate languages for extension/decentralized education.

- 30 Translation of materials
- 31 Nazarene Academic Publication validation center
- 32 Consultation and expertise to seek accreditation through regional vehicles or by recognition through another accredited institution;
- 33 System to develop contextualized materials
- 34 Preparation of didactic materials (modules)
- 35 Protocol to publish and distribute indigenous language materials in-country
- 36 Develop a system of life-long learning for pastors with emphasis in biblical holiness and Spirit-filled living
- 37 Need for a new articulation of the theology of holiness
- 38 Develop an international catechism
- 39 Assistance in development of a well balanced system of life long learning for our leaders

- 40 Development of continuing education models that are international
- 41 Leadership development of local educators
- 42 Publish and circulate educational journals among residence and extension teachers to stimulate/motivate and encourage
- 43 Facilitate international exchange of students and faculty.
- 44 Program to allow sabbatical leave for indigenous faculty to allow writing time.
- 45 Academy that includes all education disciplines
- 46 Assistance in coordinating administrative and academic relationships between campus-based programs and extension or de-centralized centers;
- 47 Exchange ministerial students for Cross-regional training and education.

- 48 Establish a publishing concern for small run, regional books and materials that are subsidized and not market-driven.
- 49 Develop and coordinate criteria for residential and extension programs
- 50 NTC/EBC MA Missions could become a part of a global network of Missions degrees (allowing opportunity for students to study in various contexts)

- 51 Development of cross-regional recognition of academic credits between Nazarene institutions
- 52 Social and economic issues (health, poverty, environment , ethnic conflict)
- 53 Provide bi-vocational training opportunities
- 54 Develop systems for needs analysis
- 55 Develop mentor identification and training program.
- 56 Guidance in development of financial matters – i.e. tuition based budgeting, scholarship, grants, gifts
- 57 Provide faculty and materials for literacy
- 58 Foster understanding of the international church.
- 59 Reintegration and development of a music program
- 60 Institutional development of seminaries

Round 2

Goals receiving low priority in Round 1 were dropped and goals that appeared to be substantially the same were combined for Round 2. Regions were asked to prioritize their top 16 choices from the list of 33. Results from all regions were compiled and the goals were sorted by priority. Round 2 results are shown below.

Round 2 Goal Statements (Sorted by Priority):

- 1 Resource for Faculty Development: educational methods, curriculum design, content competency, professional development
- 2 Resource for Curriculum development: assessment, evaluation, model curricula
- 3 Sponsor meetings, workshops, and conferences for our teachers to share ideas, experiences, technology to maintain a fresh and workable vision of contextualized theological education.
- 4 Resource for faculty identification and acquisition
- 5 Facilitate a library resource network for residential, extension & de-central; center for educational materials & equipment
- 6 Establish an electronic library of class notes/syllabi/course outlines, current writing, and research from all Nazarene institutions and other sources
- 7 A database of all faculty from all disciplines, their specialty, the date of their sabbatical or date of a possible professor exchange
- 8 Create a registry of resource people including non-clergy specialists
- 9 Facilitate transactions among institutions to assist with faculty exchange and possible financial support.
- 10 A system for supporting students through graduate studies

- 11 Develop quality contextualized materials in appropriate languages for extension/decentralized education.
- 12 Translation of materials
- 13 Development and training of indigenous resource material writers
- 14 Resource for Extension education
- 15 Provider of continuing education for faculty/ministers
- 16 Establish a professor exchange program where professors trade places for 1-6 months.
- 17 Consultation and expertise to seek accreditation through regional vehicles or by recognition through another accredited institution
- 18 Development of cross-regional degree opportunities, Master's through doctoral studies.
- 19 Training of trainers to train teachers for extension programs; model teacher training program
- 20 Develop a clearinghouse for library and resource requests for books culled from libraries, demo books and books of retiring Clergy.
- 21 Development of cyber classes, Electronic libraries, Bulletin boards for administrative help, teleconference classes
- 22 Access to non-Nazarene sources of funding
- 23 Develop an international catechism
- 24 Develop a system of life-long learning for pastors and leaders
- 25 Nazarene Academic Publication validation center
- 26 Assistance in coordinating administrative and academic relationships between campus-based programs and extension or de-centralized centers;
- 27 Program to allow sabbatical leave for indigenous faculty to allow writing time.
- 28 Exchange ministerial students for Cross-regional training and education.
- 29 Protocol to publish and distribute indigenous language materials in-country

- 30 Guidance in development of financial matters – i.e. tuition based budgeting, scholarship, grants, gifts
- 31 Need for a new articulation of the theology of holiness
- 32 Development of technology systems for pastor and laity access and training.
- 33 Development of continuing education models that are international

Round 3

The 16 goals receiving the lowest priority in Round 2 were dropped for Round 3. Regions were asked to prioritize their top 8 choices from the remaining list of 17. Results from all regions were compiled and the goals were sorted by priority. Results were reported to the whole body.

Round 3 Goal Statements (Sorted by Priority):

- 1 Resource for Faculty & Administrator Development: educational methods, curriculum design, content competency, professional development
- 2 Resource for faculty identification and acquisition
- 3 Resource for Curriculum development: assessment, evaluation, model curricula
- 4 Sponsor meetings, workshops, and conferences for our teachers to share ideas, experiences, technology to maintain a fresh and workable vision of contextualized theological education.
- 5 Establish an electronic library of class notes/syllabi/course outlines, current writing, and research from all Nazarene institutions and other sources
- 6 A database of all faculty from all disciplines, their specialty, the date of their sabbatical or date of a possible professor exchange
- 7 Develop quality contextualized materials in appropriate languages for extension/decentralized education.
- 8 Development and training of indigenous resource material writers

- 9 Facilitate a library resource network for residential, extension & de-central; center for educational materials & equipment
- 10 Translation of materials
- 11 Facilitate transactions among institutions to assist with faculty exchange and possible financial support.
- 12 Create a registry of resource people including non-clergy specialists
- 13 A system for supporting students through graduate studies
- 14 Resource for Extension education
- 15 Provider of continuing education for faculty/ministers
- 16 Establish a professor exchange program where professors trade places for 1-6 months.

- 17 Consultation and expertise to seek accreditation through regional vehicles or by recognition through another accredited institution

**Adopted Goals for
The Academy for International Education
July 17, 2000**

Johannesburg 2000

The driving force behind the Academy for International Education is a desire to maximize access to the rich educational resources in the Church of the Nazarene. The goal of the Academy is to respond to identified needs in Nazarene educational institutions by applying worldwide resources of the Church of the Nazarene.

Nazarene 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, emphasize four focus areas.

1. **People:** Supporting and developing skills of the people working in IBOE schools is the first focus of the Academy for International Education (AIE). 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.

2. **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 IBOE schools. A registry of Nazarene administrators, faculty and other pertinent specialties should be maintained and communicated to all administrators and faculty
 - 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

3. **Program:** The educational program of IBOE schools 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 local writers

4. **Intercultural exchange:** Continued awareness of the richness of our worldwide church can be facilitated through communication with people from other regions. 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 holistic Christian education.