

# JOHANNESBURG 2000

## SUNDAY, JULY 16

The Canadian Region conducted the Sunday morning worship. Donna MacMillan led the call to worship; Danny Gales offered the invocation. The congregation sang “Jesus, the Very Thought of Thee” followed by David Neale reading Scripture from Romans and Luke. Prior to the homily by Clair MacMillan, Murray Sandall sang “Whatever it Takes.” After communion at the Lord’s Table, worship concluded by singing “Spirit of God, Descend.”

The regions have been working on the concept of the global faculty. The following reports were offered:

### AFRICA REGION – Greg Crofford

Because the word global has some negative connotation, they are suggesting it be called the “Global Faculty Exchange.” This will show that it is a give and take situation.

1. Registry of Global Academy includes qualified faculty (with teaching level) and administration personnel
2. Qualified – must be expert in area of content as well as culturally aware and sensitive
3. Doctrinal clarity – all must be “reading off the same page” in terms of doctrine to be taught
4. NIVS could be the facilitator

### ASIA PACIFIC – Brent Hulett

Asia Pacific looked at realities and challenges involved with a global faculty.

1. Challenge of logistics
  - A. Swapping of teachers – classes taught in intensive modules
    - each school paying for the travel and salary

- B. Sabbatical opportunities – professor could visit one or more schools; however, many schools do not have a sabbatical procedure
- C. Faculty time-sharing – professors are permanent part-time
  - May cycle through 2-3 schools every year
- 2. Challenge of cross-cultural communication – there are challenges as we develop a way in which we train and prepare possible teachers
- 3. Challenge of proper placement – there must be an appreciation of each school’s autonomy. Each school knows its mission, challenges, problems, communication barriers, etc.
- 4. Challenge of finance – How can the pooling of our funds create leverage? A “bigger bang for the buck” Could scholarships be made available solely for the purpose of the development of young leaders, theologians and writers? What equitable infra-structure could be formed for the disbursement of development funds?
- 5. Challenge of government restrictions – the Department of Education in many countries have in place requirements attached to salary, insurance, visa requirements and maximum dates of stay.
- 6. Challenge of getting texts for classes – Are there ways in which the sharing of translated works could cross-regional lines? If so, what infra-structure would facilitate that?
- 7. Challenge of technology – are there ways in which the schools in our developing countries could be brought up to even the bare minimum of technology so they could be able to both give and receive resources? Who will administrate technology centers? How will invisible barriers be broken down between educational providers?

#### CARIBBEAN REGION – Scoffield Eversley

Caribbean Region supports the concept of sharing faculty from other regions, whose qualifications meet the requirements of our accrediting body.

Caribbean Region would welcome those who we perceive to be high profile educators/professors/writers etc. Visits from these persons would give a tremendous morale boost to their colleges.

They pointed out two benefits of sharing of faculty: (1) the visitor (professor) will be profoundly enriched, and (2) the students will be greater enriched having benefited from the skills, thoughts, and life of someone from unfamiliar territory or environment.

They suggested that Nazarene Theological Seminary be considered as a global/international institution and open campuses in world areas.

Caribbean Region listed four challenges related to global faculty:

1. Communication – with the three languages on the region, French, Spanish and English, it is a challenge for them.
2. Mentoring – the mentoring they would like to happen cannot occur in the short term. A longer time frame would allow for better modeling.
3. Adaptability –academics should not serve as the only criteria. How one will adapt to culture and interpersonal accountability should be considered as well.
4. Availability – the factors of time and budget are of paramount importance and must be addressed in order for the dream to move from vision to the birth and development of the said vision.

Schoffield closed by saying “My brothers and sisters who are in the educational areas of our great church, we believe very strongly that we are at the cross-roads in our educational development and the turn which is taken now could well determine this dimension of the denomination.”

EURASIA REGION – John Haines

The Eurasia Region also has difficulty with the terminology “global.” They understand the concept as meaning all Nazarene institutions and Nazarene educators as an inter-connected network of all Nazarene educational enterprise – whenever it may be and in whatever form.

They offered the following statements:

1. A “global faculty” must be reciprocal in nature, without bias for any one cultural group as provider or recipient.

2. It would need to clearly articulate the qualifications including degrees earned, professional and experiential preparedness, cultural adaptability on the part of those participating, their awareness, their strengths, and their sensitivities.
3. The Academy should encourage young educators to get involved and become fully equipped to be international in their ministry.
4. Persons registered with the Academy for International Education should be known and recommended by the institution.
5. The International Academy should work in a collaborative effort with those ministries and departments already engaged in things that will assist the International Academy in fulfilling the educational needs of the international church.
6. It appears the best line of connectivity to the systems of the Church would be through the IBOE

#### MAC REGION – Cookie Tressler

##### Needs:

1. A biblical theologian – Wesleyan scholar
2. Pastor/theologians – practicing theologians
3. Practicing theologians who demonstrate holiness from their cultural perspective and understand the Latin perspective of holiness and integrate the two
4. A global faculty that would identify with and interact with the local church
5. Assistance in learning how to use computers/programs

##### What Central America can help with:

1. Interchange of administrators – people who will help to open education up and move beyond the walls of a campus
2. Share ideas of what's happening in other areas

#### SAM REGION – David Wesley

In thinking of the Global academy SAM looked at various factors that express our needs as a region. Discussions centered around growth and the exchange of professors.

They suggest developing a holistic program that goes beyond academic development to include all of the elements involved in the development of programs and institutions. The areas to be looked at include:

1. Philosophical Area:  
This has to do with the vision of the institution: The declaration of mission, philosophy of the institution, general and specific objectives, philosophy of education, etc. It is all that has to do with the purpose of an institution and it's focus.
2. Administration of personnel  
What kind of personnel team do we need to reach our stated objectives. This is the most important resource of our institution.
3. Administration of physical resources:  
The programs of the institutions, curriculum, professors, library resources, audio visual resources, etc.
4. Administration of physical resources:  
The development and administration of buildings and the ambience of education.
5. Financial area:  
Financial development and administration of educational institutions and programs.

#### CANADIAN REGION – Danny Gales

Canada finds the concept very exciting and is eager to be involved.

Reciprocity of Need:

- Valuable.
- Realistic and Possible.
- We would primarily receive.
- In principle, we are willing to share and willing to look at how we can share.

## Intentional Reciprocity

- Wherever possible utilize a tri-institutional (or more) reciprocity. Probably no one will get a professor for free; there will have to be some way to cover the sending university's cost and the visiting professor's cost of living needs.
- The "*time share*" concept implied by Asia-Pacific might be a way to resolve some of the financial issues.

## Extension and De-centralized Education

Intentional reciprocity would work very well here.

Danny said "You don't have to be a rocket scientist to look around this room and see the potential for this academy. When you take that and couple it with faith and our God, I think we could do something that has never been done. God is looking down and saying "They can do it." If we will stay humble, united, and holy before God we can do the unthinkable for the Kingdom of God."

## UNITED STATES – LeBron Fairbanks

Questions raised:

To whom does the Academy report?

What do we mean by an Academy for International Education?

Who will comprise the AIE?

How is AIE different from the global academy?

What is a global academy and who are its members?

They thought a global faculty could include subsets of disciplines from theology to psychology to academic computing.

Mike Vail updated the participants on the priority process for the Academy. He gave some explanation about the format of the handout. He also asked that the second round be completed with your top 8 choices. In order to have final results he asked that the form be returned to him by 1:45 p.m.

Brent Cobb began the Asia-Pacific overview with a “powerpoint” presentation on the geography of the region. This region is home to four out of every ten people in the world with several large unchurched people groups.

In Korea and some other Asian countries, education is very important. Asia-Pacific Region’s Nazarene theological education is based on the Wesleyan Quadrilateral and it must be kept complete. Brent said “any aberration will throw us out of focus. Ours is a whole gospel for the whole person and to the whole world—to be taught holistically.”

Some of the challenges facing this Region are:

- Enormous Numbers of People to Reach who are resistant to the Gospel
- Vast Geographic Distances to Traverse
- Language Multiplicity With Which to Deal
- Financial Extremes to Take into Account
- Clashing Religious radically reverse Systems
- Heretical Christianity to Confront
- Secularized Society to Win in Japan, Korea, Taiwan, Hong Kong, and Singapore.
- Urbanization of Nations
- Emotional and Interpersonal Detachment Despite Electronic Connectedness
- Meager Media Resources
- Contrasting Worldviews and Mindsets Between Clergy and Laity
- Regional Missionaries to Serve the Asia-Pacific Region and Other Regions, with an urgent need to provide the best possible training for them.
- Our Being at Least Two Regions While Being Called One Region
- Self-Satisfaction of the Church who are happy with non-growth and the status quo.
- Severe Restriction, Discrimination, Suffering, and Some Martyrdom:

Brent Hulett gave an overview of three educational providers. Australia - challenge is distance so student must live on campus resources – NTC has difficulty with finances, library, faculty, and staff. Using block intensive courses less disruption of family and employment; telephone conferencing – as courses become

more accessible student numbers have increased. Government accredited the program making finances available.

Southeast Asia Bible College is one of the fastest growing fields with more than 100 churches and mission planted. Difficult for education due to closed borders. Hub schools also using teach-reteach. Formed in 1996 goal of 600 students in next five years.

Korea Nazarene University – largest school outside the U.S. with 1,700 students is known for quality education. Instituted new program “Vision Academy” to disciple the students who indicated no relationship with Christ. They have 27 cells groups meeting all over the campus.

There was a time of prayer for Knox family who recently lost their 17 year old son in a motorcycle accident and the daughter who will be married in a few days.

Following lunch, Al Truesdale asked Mike Vail to review the prioritizing of the projects for the Global Faculty. Discussion ensued. Jerry Lambert gave background information on the purpose and formation of IBOE and RIIIE. Al Truesdale introduced Steve Weber, executive director of the Jesus Film Project. Steve confirmed that there are others donors who will help with training of new believers and resources as well as people who will assist with ministerial development.

Al asked Ramon to pray for the work on the Asia Pacific Region as well as the Knox’s in the death of the son. The group then adjourned to the patio to have a group photo taken.

Following lunch, Mike Vail reported on the last round of prioritizing. We have utilized the Delphi technique to determine the top priorities for the Academy. We started with 60 statements. In round two, we combined like statements and dropped those statements exhibiting little or no interest. Round three reflects a weighted prioritization of the remaining items. The top four are:

1. Assist with faculty/administration/staff development (in all its different ramifications i.e. educational methods, curriculum design, content, competency, professional development, spiritual development)

2. Resources for faculty identification and acquisition (registry or identification of qualified faculty members to interview)
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

While these four give focus, during the implementation process the other statements can be considered. Mike pointed out that the establishment of the Academy is to serve the needs of the regions with available resources. The prioritized list allows us to look at all the services of the church to find additional ways to meet needs.

Concern was expressed about eliminating some of the items. It was suggested that an exercise to compress the 16 into 8 might be helpful. Another concern was the way the different segments of the church work together (or don't work together). The Academy needs to find ways to work collaboratively within present structures to accomplish its work. The issue of 'connectivity' also surfaced. How would the Academy relate to the International Center? A reminder was offered that some cultures are more concerned about "the journey" leading to the formation of the Academy rather than rushing the process to be done this week.

Jerry Lambert then gave some background information on the formation and work of the International Board of Education. He also talked about the Resource Institute for International Education, a "think tank" for communication, to experiment with new ideas, and to do fund raising.

Steve Weber was introduced to the conference. Steve is the new Executive Director of the Jesus Film Project. They are very interested in finding ways to disciple new converts as well as pastoral development and education

Ted Esselstyn and the Africa delegates gave a view of teaching in Africa. The "third party" is a very important part of African culture. This person is a messenger who relays important information that cannot be said directly to a father or teacher or pastor etc.

Other things shared about Africa included:

- To show respect some parts of Africa will approach the person of their hands and knees.
- In other areas, the person will be addressed by their last name only.
- The animal kingdom is very significant in the African culture.
- Africa has a strong oral tradition. People who are illiterate, particularly the adults who are illiterate, have very strong retentive powers.
- Grades are published in the local newspaper.

Education in Africa must include a general science course to counteract sympathetic magic and witchcraft. They teach the students basic cause and effect, the basics of biology, the basics of physics.

The evening vespers began with John Haines leading the group in singing “I Worship You Almighty God” and “I Love You Lord”. Following prayer a dramatic scripture reading was offered. The participants then participated in a responsive reading. Leah Marangu spoke after the singing of “Yes, Lord, Yes.” T.K. Shadakshari and Natanael Cardosa shared from their culture on Christianity. The group sang “There is a Redeemer” participated in a reading about heaven and closed worship by singing “I Stand in Awe of You.”

Respectfully submitted,

Diane Miller  
Recording Secretary