

**FINAL REPORT
OF THE
IBOE MISSIONAL REVIEW
COMMITTEE**

EXECUTIVE SUMMARY

**To
Dr. Jesse Middendorf
IBOE Jurisdictional
General Superintendent**

July 1, 2007

IBOE Missional Review Committee Report

EXECUTIVE SUMMARY

I. Historical Overview

From the 1890s to 1908 founders of the Church of the Nazarene launched 14 schools of different levels to prepare leaders. Their commitment to Christian higher education continues as a central part of the mission of the denomination.

Evangelism and education have always gone together. As new fields or districts were opened, educational efforts followed with the result that we now have 56 institutions around the world committed to the pursuit of truth, the acquiring of knowledge, the development of Christian character, and the equipping of leaders.

The International Board of Education and the role of Education Commissioner were established by the 1989 General Assembly on the recommendation of the 1985-1989 Education Commission. Prior to 1989 some of the role and function of the Education Commissioner was served by the Executive Secretary of the Education Department of the General Board.

The IBOE has grown from a vision to a growing, functioning international system under the leadership of Commissioners Dr. Stephen W. Nease (1990-1994) and Dr. Jerry D. Lambert (1994 to present).

During Dr. Lambert's tenure, noteworthy accomplishments have included transition from servicing primarily US/Canada institutions of higher education to international networking, serving as a consultant to all education institutions within the Nazarene system, development of international theology conferences, developing external funding sources, and creation of processes of validation for new and emerging schools.

II. Strengths of IBOE and the Education Commissioner emerging from survey, focus groups, interviews, and other materials

1. Effective as an advocate for higher education in the Church of the Nazarene globally

- *(Survey comment 5) Serve as ombudsman for higher education in the Church of the Nazarene. (Oxford Conference Participant)*
- *(Survey comment 9) Represent the educational interests of the Church of the Nazarene to the broader church and educational arenas. (Oxford Conference Participant)*
- *(Survey comment 25) IBOE gives voice and credibility to the educational enterprise of the regions (Regional Education Coordinator)*
- *(Survey comment 293) The issue of advocacy will never end, especially in the context of the high cost of quality education and the fact that it does not necessarily produce immediate results. This kind of advocacy is essential for IBOE institutions outside US-Canada. In the latter case, the cost is well-known as well as the long-term benefits of quality education. (IBOE Member)*
- *(Survey comment 296) I urge the committee to think a long time before giving up on the idea of an official cheerleader/encourager like we have had in Lambert. (1985-1989 Education Commission Member)*
- *(Survey comment 421) I have long believed that the Education Commissioner plays a vital role as an advocate for Nazarene higher education in all segments of the denomination. The past 20 years have seen a dramatic drop in the percentage of college-bound Nazarene young people who choose to attend a Nazarene university. Much work is needed in the local congregation to help families understand that the value of a Nazarene education far exceeds the increased cost over a state school. I think the Commissioner is invaluable in bringing written and spoken messages to the*

denomination at large as well as highlighting the significant churchmanship (churchwomanship) of the university faculty who have given themselves to the denomination's ongoing educational mission. (USA/Canada Academic Dean)

2. Effective in increasing the internationalization of the Church of the Nazarene

- *(ICOSAC Focus Group) What is it that IBOE does that must be preserved that is essential for our purpose? Giving service to the universities. Keeps us Missional. Probably the most true international body we have.*
- *(Survey comment 153) This is a very important step for the church [because] . . .it encourages the US-Canada institutions to see the kind of quality work that is being done in other parts of the world. (IBOE Member)*
- *(Survey comment 155) The missional reviews are facilitating the internationalization of the Church of the Nazarene. (Regional Education Coordinator)*
- *(Survey comment 190) IBOE is the best expression of our 'international' intentions (Regional Education Coordinator)*
- *(Survey comment 390) Shows how internationalization is effective in the other parts of the world. (World Area President)*

3. Effective in increasing cooperation and collaboration between educational institutions

- *(ICOSAC Focus Group) Prior to 1989, in the GUAM system if you were not one of the "upper echelon" schools, you had no contact. It was not previously possible to build a bridge for your own progression – upward in the GUAM. It was like there was a wall, rather than a bridge. That has changed.*
- *(Survey comment 46) Collaboration discussions among schools and calling the leaders of the schools to periodic meetings for interaction and discussion (USA/Canada Religion Dept. Chair)*
- *(Survey comment 62) Developing a sense of unity among the Nazarene institutions. (World Area President)*

4. Effective in sponsoring and facilitating conferences, seminars, and consultations

- *(Dr. Lambert's Reflections & Self Study, page 10) In April of 2002, the first Global Theology Conference was held. Nearly 300 Nazarene professors, pastors, administrators, and graduate students from 50 different countries gathered on the campus of Seminario Teologico Nazareno del Guatemala. Sponsored by the Board of General Superintendents, International Board of Education, and Nazarene Theological Seminary funded by the Henry Luce Foundation. The conference was built on a collaboration/partnership model where participants were asked to write and present short papers. Those papers were then discussed in small groups, and the small groups then reported to the larger group.*
- *(Survey comment 230) Sponsorship of denominational events related to higher education (e.g., theology conferences, education conferences, etc.)--otherwise not possible due to the relative "independent" nature of the schools (USA/Canada Religion Dept. Chair)*
- *(Survey comment 231) Sponsor for collaborative activities among institutions of higher learning in the denomination (USA/Canada Academic Dean)*
- *(Survey comment 233) Makes sure our theology does not fossilize by promoting cross-fertilization (World Area President)*
- *(Survey comment 234) Coordinator of Events (Headquarters Personnel)*
- *(Survey comment 360) An important function of the IBOE has become sponsoring the global theology conferences and other conferences. Though these are costly, they are imperative to the unity and network of the church. I suppose that at some point technology will allow for virtual meetings such as these without gathering physically together, but that is not yet. Such conferences have been one evidence of the IBOE's commitment to the international character of our church, inquiry, dialogue and the pursuit of both theological and spiritual unity within diversity. (Regional Education Coordinator)*

5. Effective in improving quality through creating and facilitating Missional Reviews

- *(Dr. Lambert's Reflections & Self Study, page 11) To insure educational quality, defined as the effectiveness with which the institution achieves its stated purposes, the International Board of Education has chosen to use a quality review process, including a self-study and on-site visit. ... Close to 30 of the 56 institutions have completed self-studies and are receiving the site visits of the Missional Review Teams. Thirty-five educators have participated as members of the review teams.*
- *(Survey comment 122) The mission reviews are having a very positive affect upon the schools:*
 - (a) assuring the schools' mission;*
 - (b) concentrating on quality education;*
 - (c) helping the schools sort through a number of personnel issues;*
 - (d) reflecting upon current practices;*
 - (e) deciding upon priorities for their future. (Regional Education Coordinator)*
- *(Survey comment 126) This is a very important step for the church [because] . . . it helps institutions that are not accredited or validated by an external institution or agency to begin the process that will lead to external and, hence, public confidence in what they are doing as demonstrated through accreditation or validation. (IBOE Member)*
- *(Survey comment 136) Positive. These are well organized and fully engaging. (World Area President)*
- *(Survey comment 157) Seeking to provide and apply some standardization seems to be a positive force in Nazarene education—or perhaps I should say in all of higher education inside or outside the church. The standards being applied in our schools apparently have their roots in the Breckenridge conferences. In my judgment the self study factor in any review or accrediting process has enormous improvement potential and sometimes even provides a renewing, or restatement, or even a reinventing of mission for a given school through its administrators, faculties and boards of control. Lambert's inclusive style makes the review process even more helpful to the individual institution. This improvement proposed by a friend—Lambert in this case—without threat maybe one of his greatest contributions. (1985-1989 Education Commission Member)*
- *(Survey comment 252) It was a key decision to move from quadrennial revision made by only one man (Commissioner) to Missional and Comprehensive review teams. I have attended in several visits to different institutions. The experience was a very learning one (for both parts - team and schools). (World Area President)*

6. Effective in supporting commitment to the mission of the Church of the Nazarene

- *(ICOSAC Focus Group) The commissioner doesn't worry with the administration, but gives attention to the mission and existence of the school and come along side and provide a tight relationship with budgets that pulls the schools along with the strategy and mission of the Church. Everything has to be integrated into the mission of the church and in balance with the church.*
- *(Survey comment 107) This is a very important step for the church [because] . . .it helps the church have confidence in the quality of its institutions and in the explicit way in which all of them are led in a direction that is clearly compatible with the mission of the denomination. (IBOE Member)*
- *(Survey comment 113) The review work is critical to developing the educational system. General church leaders have no other "transparent" method of understanding the current state, needs and direction of her educational institutions. (Regional Education Coordinator)*
- *(Survey comment 156) My impression is real change of focus to a more corporate missional understanding globally, and theological coherency and consistency is being achieved. (Headquarters Personnel)*
- *(Survey comment 358) As institutions have become more complex through intensive coursework, degree completion programs, online education, and a plethora of graduate programs (including doctorates), the IBOE needs to insure that the core identity of an institution of Nazarene Higher Education is vibrant. It is also important to insure that the ethos of the institution be expressed in all of its various curricular or programmatic forms, even if the specific expression of that ethos might be different. (USA/Canada Academic Dean)*

- (Survey comment 359) *I also wonder if when an educational institution is being approved as a Nazarene institution, it would help to have some kind of commitment from the Board of Trustees to keep the institution within the parameters of the Church of the Nazarene. Do we have such parameters and responsibilities defined? (Regional Education Coordinator)*

7. Effective as a resource to educational institutions

- (ICOSAC Focus Group) *... in the process of working with the Accreditation group in Brazil ... it had been very helpful that the institution was associated with an international body that has different educational institutions around the world. It was very important in the process of accreditation.*
- (Survey comment 174) *Obtaining resources for education. (World Area President)*
- (Survey comment 176) *Equipping future leaders of the Church by mentoring through various components of student government. (USA/Canada Student Development Officer)*

8. Effective in obtaining funds for IBOE institutions and initiatives

- (Dr. Lambert's Reflections & Self Study, page 7) *I have watched with excitement as new mission fields have been entered and helped design educational strategies to accomplish their mission, such as the CIS Russia and Southeast Asia programs providing nearly \$1 million from non-Nazarene foundations for these educational start-ups.*
- (Dr. Lambert's Reflections & Self Study, page 7) *In April of 2002, the first Global Theology Conference was held. ... funded by the Henry Luce Foundation.*
- (Survey comment 317) *I would like to see the Commissioner continue to raise interest and fund support for the educational enterprise around the world. He/she has access to entities that the REC's do not have. (Regional Education Coordinator)*

III. Issues & concerns emerging from survey, focus groups, interviews, and other materials

1. Need for consistent and clear policy statements.

Overarching Question: How can we bring clarity and harmony between statements in the *Manual*, the *General Board Bylaws*, and the *World Mission Policy* regarding the roles and responsibilities of the International Board of Education (IBOE) and the Education Commissioner?

Specific Goals:

- a. Education Commissioner, World Mission Director, General Secretary, and the IBOE jurisdictional General Superintendent clarify and bring harmony to *Manual* statements, *General Board Bylaws*, *World Mission Policy*, and *IBOE Handbook* regarding the roles and responsibilities of IBOE and the Education Commissioner.
- b. Identify initiatives of IBOE and the Education Commissioner (i.e., missional reviews, global theology conferences, consultant teams) that should be included in appropriate policy documents.

- (Survey comment 394) *1. The relationship between the IBOE and World Mission Department. 2. The lines of "authority" for the REC'S. 3. Comparing the role of the Education Commissioner in US and Canada with his or her role in World Mission Areas. (World Area President)*
- (Survey comment 287) *I would like to propose that a careful analysis of what Lambert has done be written as a first draft of a job description and then have the committee or some group they chose to compare that with the job description he was given when he took this assignment. The fleshing out of the task which Lambert has done well will be lost if that is not done. (1985-1989 Education Commission Member)*
- (ICOSAC focus group comment) *Concerned with the fragility of where we are right now. Very capable man, but more structure is required. I look at the complexity of where we are now compared to 89; the wagon we built carried us further than anyone dreamed of.*

2. Need for securing consistent revenue streams to support IBOE initiatives.
 Overarching question: How do we secure necessary funds to accomplish the strategic mission of IBOE?
 Specific Goals:
- a. Identify development (or capital) budget for major initiatives not included in current operating budget.
 - b. Identify potential philanthropic organizations and cultivate strategic relationships in order to procure resources for IBOE initiatives.
 - *(Survey comment 310) The IBOE needs to continue its work with foundations and grants. Perhaps it needs to facilitate income generation within the schools. (Regional Education Coordinator)*
 - *(Survey comment 315) I would like for us to continue the development of initiatives for grants that will assist in some of the “cutting-edge” global initiatives we’ve begun. In light of the growing autonomy of schools (through financial resources and governance), it is important that IBOE work to hold together a Nazarene identity for the various educational institutions around the world. This coherence cannot be “imposed”, but must happen through common core values for Nazarene Higher Ed. (USA/Canada President)*
 - *(Survey comment 400) Explore the possibility and encourage development of alternative forms of the delivery of education that would meet the need of a rapidly developing church and still carry academic credibility. (Oxford Conference Participant)*
 - *((Survey comment 271) Consideration of IBOE as a facilitator and a repository of commissioned (e.g., by the Board of General Superintendents or the General Board) research on education issues affecting the future missional development of the Church of the Nazarene. (Chair of 1985-1989 Education Commission)*
3. Need for a cohesive and collaborative international higher education system in the Church of the Nazarene
 Overarching Question: How can the church maximize the use of all of its educational entities to facilitate the mutual resourcing of faculty, administrators, and students in IBOE institutions globally?
 Specific Goals:
- a. Re-envision and reinvigorate the Resource Institute for International Education (RIIE) and the Academy for International Education (AIE) including the global faculty and initiatives for faculty development and administrative board development.
 - b. Clarify, in conjunction with the World Mission Director and the Education Commissioner, the strategic role of the Regional Education Coordinator (REC) in relationship to the region, the World Mission Education Coordinator, the IBOE, the ICOSAC, and the Education Commissioner.
 - c. Restructure and redefine the role of regional education councils to include an association of liberal arts schools globally, a global network of seminaries and/or IBOE institutions offering graduate programs, to be encouraged to meet at least biennially with similar institutions globally.
 - d. Facilitate student exchange between IBOE institutions through such things as “transfer credit agreements,” tuition exchange possibilities, etc.
 - e. Create regional/language specific Resource Institutes for International Education and Academies for International Education.

f. Develop a statement outlining the comprehensive system of Nazarene higher education.

- *(Survey comment 369) One of the issues for which I have great concern for our higher education institutions is that we seek to initiate a more collaborative, cohesive, unified, and integrated system of structure. Failure to do so could result in a serious risk for our education institutions. It appears to me that facilitation and leadership for educators would be of greater benefit if the consultation, resourcing, and direction flow from educators themselves. (Headquarters Personnel)*
- *(Survey comment 433) Give leadership to the re-formation of RIIE as a Nazarene education think tank. (USA/Canada President)*
- *(ICOSAC focus group comment) The two global entities need to be rethought. (RIIE and IHEC). Rather than trying to give them something to do, is there something we need.*
- *(ICOSAC focus group comment) We have the regional identity, but we don't know what people are doing at other places.*
- *(ICOSAC focus group comment) Is it best for us to have regional councils and/or is there a need for an association of liberal arts schools globally. What's the best way for us to facilitate the global Nazarene network? Should there be a global network of seminaries?*
- *(Survey comment 322) Particularly increased collaborative efforts between schools of various world areas--ways in which students might engage in study in other world areas without "transferring" (USA/Canada Religion Dept. Chair)*
- *(Survey comment 331) IBOE could be very helpful in orienting institutional leadership in the non-USA institutions who generally have had little or no experience in effectively administering an educational institution. Workshops in institutional administration, planning and institutional development would be very valuable, perhaps on a regional basis. Also, the facilitating of occasional visits by third-world administrators to other more advanced institutions could also be beneficial. (World Area President)*
- *(Survey comment 418) IBOE has done so well in facilitating theology conferences. How about educational conferences focused on the fellowship and enrichment of the Nazarene schools' Board of Trustees, administrators, faculty, and student leaders? Regional and global gatherings will do as well. (World Area President)*
- *(Survey comment 420) What about the possibility of assigning someone for continuous contact or as a resource person to each school. ... It could be considered almost a mentoring relationship. The missional review that we experienced was so helpful because the people who came on the visit were open to listen to us and offer suggestions. At least prior to our missional review, we didn't even know to whom we could direct questions other than our own Regional Education Coordinator. (World Area President)*
- *(Survey comment 380) The role of IBOE in helping to define the place of our various educational entities in relation to each other/the church (ie. NBC, NTS, online, etc). (IBOE Member)*

4. Need for the Education Commissioner to be fully engaged in the denomination's strategic thinking and planning about mission.

Overarching Question: What is the role of the Education Commissioner in forming and implementing mission strategy?

Specific Goals:

- a. The Education Commissioner maintain an ongoing dialog with all other departments or units, (World Mission, ICOSAC, Clergy Development, etc.), that intersect with the responsibilities of IBOE and of the Education Commissioner, while recognizing that the Education Commissioner's "authority" rests primarily in influence with the "full power to recommend."

- b. Ensure that the Education Commissioner is an active participant in the formulation of regional and global education, discipleship, and evangelism strategies.
- *(Survey comment 271) Recognition of the vital and growing place of IBOE as a component/source in denominational strategic planning. (Chair of 1985-1989 Education Commission)*
 - *(283) I think the Commissioner has been as effective as possible given the administrative structure of the Church of the Nazarene. I think the office should remain a facilitative function and not move toward more administrative authority. (USA/Canada President)*
 - *(ICOSAC focus group discussion) Is there a time when a World Mission institution is not an IBOE institution, are we talking of overlapping terms? ... World Mission schools are started by missionaries outside of IBOE. The way we have done it has placed the commissioner outside of World Mission schools. World Mission idea is: all of these are Church of the Nazarene schools and we're trying to get the job of educating people done. The Regional Education Coordinator must respond to the Regional Director, ties it all into the strategy of the region, but they must also respond to the Director of World Mission, the General Superintendent, and etc. ...It is a team effort – perhaps it's more of a perceived problem than a real problem.*
 - *(347) Separation between education and ministry development - there has been and the idea continues that education and the ministry should be together as one entity at headquarters. ... the church/denomination must always keep the power of ordination. When education and ministry are together you get what academics may want in clergy preparation but seldom get what the church or what the typical pastor may want. Creative tension between denomination credentialing authority and the academy is good for the church. (1985-1989 Education Commission Member)*
 - *(351) Strategies and resources to continue to strengthen the preparation of ministers, particularly on the assumption that an increasing percentage of those entering ministry in the US will do so through local or district training centers. Assuring that the preparation is the best one for the needs of the 21st Century context of ministry. (USA/Canada President)*
 - *(406) Greater interaction/integration/synergy between the educational efforts of the church and other related ministries (literature development, evangelism, etc.) (World Area President)*

IV. Recommendations for Action Not Requiring Legislation

1. Education Commissioner, World Mission Director, General Secretary, and the IBOE jurisdictional General Superintendent clarify and bring harmony to *Manual* statements, *General Board Bylaws*, *World Mission Policy*, and *IBOE Handbook* regarding the roles and responsibilities of IBOE and the Education Commissioner.
2. Identify development (or capital) budget for major initiatives not included in current operating budget.
3. Identify potential philanthropic organizations and cultivate strategic relationships in order to procure resources for IBOE initiatives.
4. Re-envision and reinvigorate the Resource Institute for International Education (RIIE) and the Academy for International Education (AIE) including the global faculty and initiatives for faculty development and administrative board development.
5. Restructure and redefine the role of regional education councils to include an association of liberal arts schools globally, a global network of seminaries and/or IBOE institutions offering graduate programs, to be encouraged to meet at least biennially with similar institutions globally.

6. Clarify, in conjunction with the World Mission Director and the Education Commissioner, the strategic role of the Regional Education Coordinator (REC) in relationship to the region, the World Mission Education Coordinator, the IBOE, the ICOSAC, and the Education Commissioner.
7. Facilitate student exchange between IBOE institutions through such things as “transfer credit agreements,” tuition exchange possibilities, etc.
8. Create regional/language specific Resource Institutes for International Education and Academies for International Education.
9. Develop a statement outlining the comprehensive system of Nazarene higher education.
10. The Education Commissioner maintain an ongoing dialog with all other departments or units, (World Mission, ICOSAC, Clergy Development, etc.), that intersect with the responsibilities of IBOE and of the Education Commissioner, while recognizing that the Education Commissioner’s “authority” rests primarily in influence with the “full power to recommend.”

V. Recommendations Requiring Legislation

1. Identify initiatives of IBOE and the Education Commissioner (i.e., missional reviews, global theology conferences, consultant teams) that should be included in appropriate policy documents.
2. Ensure that the Education Commissioner is an active participant in the formulation of regional and global education, discipleship, and evangelism strategies.

VI. Recommended Criteria for Education Commissioner

1. Strong and proven commitment to the mission and core values of the Church of the Nazarene
2. Strong gift and proven track record for relationship building with ability to work with divergent groups toward collaborative consensus building
3. Higher education “savvy” (institutions from doctoral degree granting to certificate level)
4. Person with a global mindset
 - cultural acumen
 - appreciate, understand, and embrace local/regional/national higher education systems (i.e., Kenya, USA, Argentina, South Africa, etc.)
5. A self starter and aggressive in seeking and securing resources on behalf of IBOE
6. A disposition for demanding travel and cultural expectations throughout the Church of the Nazarene system of global higher education
7. High tolerance for ambiguity
8. Recognizes the huge potential of technology for education in the twenty-first century
9. A person possessing an earned doctoral degree

CONCLUSION

The IBOE Missional Review Committee thanks you for the opportunity to participate in this review. In the interviews, focus groups, and survey we have conducted we have found a great deal of positive support for what has been accomplished by the Education Commissioner and the International Board of Education. Committee members have also identified some challenges that we feel need to be addressed.

Some leaders may believe this report goes too far; others may think that the summary does not go far enough.

As a committee, we trust our efforts will facilitate your work in selecting a successor to Dr. Jerry Lambert and in strengthening the system of higher education in the Church of the Nazarene. We affirm with you the importance of higher education in the global mission of the denomination. We stand ready to further assist you.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "E. LeBron Fairbanks". The signature is written in a cursive style with a large initial "E" and "F".

E. LeBron Fairbanks, Chair

Gary Streit, Committee Member

Ruben Fernandez, Committee Member

Ken Crow, Research Consultant

Jesse Middendorf, Jurisdictional General Superintendent