

IBOE CHURCH OF THE NAZARENE
MISSIONAL AND QUALITY REVIEW
REFLECTIONS AND SELF-STUDY

Commissioner of Education
Jerry D. Lambert
April 5, 2007

Introduction

In the earliest beginnings of the Wesleyan-holiness movement from the 1890's to 1908, founders of the Church of the Nazarene launched 14 schools of different levels to prepare leaders. Their passion revealed a deep commitment to education as an integral part of the original mission of the church.

What began primarily as the work of the individuals or local congregations before the denomination formed, developed broader support and influence among the associations of the church. Later, districts and educational regions were formed to strengthen their efforts.

The early General Superintendents and leaders preached often about the importance of education in the Church of the Nazarene.

P. F. Bresee – September 2, 1915

The first thing in this institution is the Word of God . . . The Word of God is taught all through this institution Then we purpose to produce the very best scholarship, we believe in the old classes . . . We believe in language, and rhetoric, and oratory All branches of knowledge, God helping us, we propose to teach men and women, that they may be at their best advantage for God.

H. Orton Wiley – April 30, 1924

The supreme concern of the church, like that of the godly homes which make up her communion, must ever be jealous care of her young, and no sacrifice can be considered too great, if the spiritual life of her young people is preserved, and their talents and possibilities dedicated to the great work of spreading Scriptural holiness.

J. B. Chapman – February 18 and October 6, 1920

We must make our schools strong in scholarship and adequate in equipment and must turn out educational people who are not only spiritually right, but intellectually correct and scholastically strong. Here, as everywhere in our work, the emphasis is on quality . . .

We must build schools or die as a church . . . with all the demands that are upon us just now and with the future of the church in view . . . if I had a million dollars to

give I would give eight hundred thousand of it to the educational work of the Church of the Nazarene.

R. T. Williams – July 26, 1916

The education of today determines the standards of tomorrow. The church of this generation is the product of educational forces of yesterday . . . We often say the Church of the Nazarene has built schools. Truly it might be said . . . that the holiness schools have done much in raising up the church.

The Nazarene system of education, with 56 educational institutions and over 40,000 students on campus and in distance learning, has become an example of the Gestalt theory, demonstrating that through collaboration, partnering, and networking, “the whole is greater than the sum of its parts.”

MISSION AND MANDATE

Christian higher education continues, just as it has from the pioneer days of the Church of the Nazarene, as a central part of the mission of the denomination. In our seminaries, Bible colleges, colleges and universities, we are committed to the pursuit of truth, the acquiring of knowledge, the development of Christian character, and the equipping of leaders to accomplish our God-given calling of serving in the church and in the world.

The duty of the IBOE and the Education Commissioner is to assist the church in accomplishing this mission.

OVERVIEW AND RATIONALE FOR SELF-STUDY

I began service as the present Education Commissioner on August 1, 1994, in a denominational assignment authorized by the 1989 General Assembly and implemented in 1990; Dr. Stephen W. Nease served as first Commissioner from 1990-1994.

From the formation of the International Board of Education, the role of Commissioner of Education involved official quadrennial visits to each campus, to review the mission, quality of the school, and to serve as an advocate for Nazarene higher education to the church.

At a global education summit in 2002, representatives from each region designed an IBOE Missional Quality Review for each campus and extension program. The new format involves a campus-wide self-study, followed by a team of peer evaluators to visit each school, responding to four “benchmarks” established by the IBOE.

As Commissioner of Education, it became clear to me that the practices of missional and quality reviews by objective educators and school leaders is valuable and necessary for future development. It is also obvious to me that the IBOE itself, and the role of Commissioner of Education, should be objectively reviewed and evaluated to identify needed changes or improvements in Nazarene educational practices and systems, job description, and *Manual* requirements.

Almost two years ago, I requested the Board of General Superintendents and the IBOE to authorize a missional quality review of the IBOE and the role of the Commissioner. This report is a partial response to that authorization.

MOTIVATING MISSION FOR HIGHER EDUCATION

Our reason for being and our motivating mission is explained in this summary from the *Manual* of the Church of the Nazarene: “Education in the Church of the Nazarene, rooted in the biblical and theological commitments of the Wesleyan and Holiness movements and accountable to the stated mission of the denomination, aims to guide those who look to it in accepting, in nurturing, and in expressing in service to the church and the world consistent and coherent Christian understandings of social and individual life. Additionally, such institutions of higher education will seek to provide a curriculum, quality of instruction, and evidence of scholastic achievement that will adequately prepare graduates to function effectively in vocations and professions such graduates may choose.” (*Manual*, 1998-2001, paragraph 380.1)

SYNERGISM OF ACHIEVEMENT

The amazing achievements of the educational ministry of the Church of the Nazarene result from the combined efforts of hundreds of educators who love the church and in so many ways give their best to create a synergism of achievement that impacts every phase of the life and work of the church. Then when we add those who serve on boards of governance, school support staffs, pastors, parents, students, and Nazarenes in our local churches who help keep this educational effort spirituality healthy with their prayers and keep our educational institutions financially strong with their giving, we have a cadre of rich human resources that all deserve much credit for this report.

REALITIES - PAST AND PRESENT

From our earliest Nazarene history until today, starting new churches or opening a new mission field meant some education effort followed—often a school was started. Even though the first purpose of those educational efforts was to prepare persons for ministry, sooner or later the church leaders saw the need to provide a college education for all the church’s youth, thus producing a college-trained laity for the church.

Evangelism and education have always been partners in the Church of the Nazarene. In the United States, this commitment has produced a system of higher education that includes eight universities, a graduate seminary, and an accredited Bible college. Outside the United States, this commitment to both evangelism and education has produced 46 schools and countless unique delivery strategies often developed by the schools, such as distance learning, extensions, and on-line courses.

Global effectiveness and increasing standards - By the early 1980s it became increasingly clear that three components of denominational effectiveness needed to be studied, connected and maximized—these concerns were part of the rationale for creating the Education Commission that reported to the 1989 General Assembly.

- ***Component 1 - World Mission Department:*** Having responsibility for taking the gospel to the world, the work load of the World Mission Department keeps increasing in large proportions as more new converts are won, new districts organized, new fields opened, new schools started, and new mission concepts adopted. As a result, the 1989 Education Commission Report proposed that the World Mission Department continue to have administrative responsibility and authority over the schools including budget and personnel decisions while the Education Commissioner was to serve as education consultant to the schools with “full authority to recommend.” IBOE’s responsibility was defined to “encourage every educational institution to be all it can be in quality, achievement, and service to Christ.” (Commission on Higher Education, 1989)
- ***Component 2 - Emerging Schools:*** Like educational institutions everywhere, the emerging overseas schools often have an unbelievable desire for educational improvement. New Nazarenes including the 2/3 world desire quality education with opportunities to advance with no glass ceilings.
- ***Component 3 - Mature Educational Institutions:*** Existing educators and educational resources in the institutions of the church have never been fully challenged to assist and help the emerging schools. Most resources the emerging schools might need are already available somewhere in the Nazarene system of higher education around the world. Affiliations, alliances, partnerships, and networks for the Nazarene Academy and Global Faculty are still to be mobilized.

Theological climate - The Breckenridge conferences, held for nine years, helped create a spirit of trust among professors, educational administrators, district superintendents, pastors, and headquarters personnel in the United States and Canada. International representative were invited to several conferences. The results can be observed in new cooperation between religion faculties and district credentialing boards on many districts. We are nearing 100% validation of ministerial programs for ordination requirements in all Nazarene schools.

A climate of openness and professional trust was fostered in the International Church when planners for the 2003 Theological Conference voted to take the conference to Guatemala with participants from the global church. The support of the Board of General Superintendents and the IBOE to sponsor Global Theology Conference II is an indication of the unity and diversity emerging in the church’s educational system.

Changing face of education - Nearly everywhere in the world, higher education is experiencing incredible innovations including technological delivery systems, branch campuses, extension education, and, meanwhile, changes in world mission strategies—such as indigenization, globalization, contextualization, regionalization, *Jesus* film, creative access fields, internationalization, compassion evangelism, missions coming home, work and witness, volunteers in action, and the sending church becoming the receiving church, have challenged many presuppositions and impacted the content and delivery of education in many geographic areas.

Additionally, ministerial training delivery systems in the United States have increased dramatically with the addition of district training centers, education on-line, extensions, modules.

Based on our present practices, when the question is asked, “Who owns theological education?” the only accurate answer is, “We do . . . we all own it and are responsible for its quality and doctrinal coherency.”

*COMMISSIONER OF EDUCATION
DEVELOPING RELATIONSHIPS AND RESPONSIBILITIES*

Many educational self-study efforts have established criteria that are used to evaluate presidents, deans, boards of governance and department chairs. But the Commissioner’s work was so new when I started, it has become a continual work in progress—something like J. B. Chapman once called “building the wagon while carrying the load.”

In this ongoing process, I have tried to be sensitive and responsive to all formal documents such as commission reports, *Manual* statements and World Mission policy. And I have been helped by the support of the International Board of Education and the counsel of the Board of General Superintendents, World Mission leadership, foundation decision-makers, and educational leaders across the church who have offered advice and affirmation.

Specific criteria for evaluation of a self-study of the Education Commissioner are not easy to ascertain because the *Manual* (1997-2001), after charging the International Board of Education with being “the general church advocate for educational institutions in the Church of the Nazarene worldwide” (par. 382, *Manual*), simply says, “The administrator of the International Board of Education is the education commissioner, who shall be elected . . .” However, the IBOE Missional Review Task Force made up of Dr. LeBron Fairbanks, Dr. Gary Streit, Dr. Ruben Fernandez, and Dr. Bob Andringa, in consultation with the Jurisdictional General Superintendent Dr. Jesse Middendorf, has defined four areas for evaluation in the team’s review of the IBOE and the role of the Commissioner of Education.

1. What was the IBOE to do? How has IBOE changed since 1989?
2. How is the IBOE perceived by those institutions that IBOE is charged to serve?
3. Are the structures and systems set in place in 1989 sufficient to meet the needs of IBOE institutions in 2007 and beyond?
4. How was the role and function of the Education Commissioner developed prior to 1989, how has it changed since 1989, and what are the needs of IBOE institutions as the denomination selects a new commissioner?

Task is global - The General Assembly adopted three recommendations from the 1989 Education Commission Report—all of which end with the word “worldwide” to provide: (1) an International Board of Education to serve educational institutions in the Church of the Nazarene worldwide; (2) an Education Commissioner to administer the work of the International Board of Education and serve as consultant, advocate, and adviser to undergraduate- and graduate-level Nazarene institutions worldwide; (3) an international Higher Education Council, together with regional councils, to coordinate Nazarene higher educational interests worldwide. (Nease, report to General Board, 1990).

Facilitate enrichment and collaboration - Further reading of the commission report, however, suggests the Education Commissioner’s duties fall under two unique but significant categories: educational enrichment and collaboration.

(1) *Educational enrichment* - This part of the assignment includes such responsibilities as consulting, advising, recommending, coordinating and accrediting which includes improvement of instruction, professional development, administrative procedures, personnel needs and placement, legal advice, financial counseling, theological reflection, policy formulation, mission clarification, and strategic planning. (see p. 22, June 1989 Report of the Nazarene Education Commission).

(2) *Collaboration* - The call for collaboration came from the first meeting of the International Higher Education Conference at the 23rd General Assembly on July 1993. That call essentially was for dialogue, communication, and periodic denomination-wide meetings among the institutions of higher education. They also

called for fraternal relationships among faculty and students on the various regions and across regional lines as well. (p. 239, 1995 General Board minutes).

DEVELOPMENT OF A NAZARENE SYSTEM OF EDUCATION

The Church of the Nazarene educational ministry includes institutions and alternative educational strategies of various sizes, educational levels and missional purposes. Each institution has a defined mission, a constituency to serve, a context where it serves, and a role that it fulfills. Yet this ministry is more than a collection of schools. To move toward fulfilling our maximum potential, we must become an integrated system that allows for reciprocity, trust, and mutual respect. A system is needed that encourages unity in diversity that helps each educational entity understand and value its relationship to the whole.

Our educational system includes four agencies all designed to resource individual schools, regional leaders, and denomination agencies: International Board of Education (IBOE); World Mission Regional Education Coordinators (REC); International and Regional Course of Study Advisory Committees, and the Resource Institute for International Education.

STATISTICS SHOW GROWTH

Here’s the statistical record of what God has entrusted in students and financial resources to the Church of the Nazarene over these 12 years:

| <u>Year</u> | <u>Residential Students</u> | <u>Extension Students</u> | <u>Net Worth</u> |
|-------------|-----------------------------|---------------------------|----------------------|
| 2006: | 30,001 | 10,800 | \$636,406,654 |
| 1994: | <u>16,304</u> | <u>5,071</u> | <u>\$192,274,602</u> |
| Gain: | +13,697 | +5,729 | +\$444,132,052 |

COMMISSIONER OF EDUCATION AND OFFICIAL RELATIONSHIPS

The Commissioner has annual responsibility to represent the Church of the Nazarene to various professional educational organizations. He/She participates and gives advice to the annual meetings of the IBOE, NSLC, ICOSAC, COSAC meeting, International Higher Education Council, the US/Canada Council of Education, and attends regional educational councils when invited. He/She also serves as co-chair of the Global Theological Conferences and gives leadership to the periodic Faith and Learning Conferences and the Higher Education Conferences. In a typical year, he/she will serve as a consultant for eight to ten boards of governance meetings and is committed to visit every campus at least once every four years, reporting to the General Superintendents and General Board every year.

PERSONAL REFLECTIONS

For 12 years, I have witnessed God at work in Nazarene higher education around the globe. I am grateful for the privileges my assignment has given me.

In these visits, I have had many opportunities for interaction, official and personal, with faculty and administrative leaders. Our educational leaders are a valuable resource God has entrusted to the church.

And how can I find words to describe our students—41,000 last year. Though I have not met all of them, I have met several thousand. Their potential is mind boggling. And the possibilities of their service for Christ is hard to imagine.

In these years, my assignment has given me a front seat near the action where I have experienced and encouraged the dynamism of the church's educational work. I have also had the privilege of being a cheerleader for educational leaders—some of the most gifted, selfless, Christ-focused persons I have ever known.

In twelve years I have witnessed redesigning of how we do missions and its impact on the schools and the schools' impact on the process. 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. I have been blessed by the maturity of our colleges as they selected new presidents and some of them were recognized as universities.

I have seen the power of collaboration move from an untested concept to full implementation in many of our Nazarene higher education efforts.

I am thrilled with the young leaders being developed all over the world. I am pleased to see national leaders being given full responsibility and to see them serving effectively.

So much is new in our education efforts and blessed by the Lord—new degrees, new partnerships, new numbers of students, new maturity of schools, new ways of delivering education, new pastors needed because of the effectiveness of evangelism and of the *Jesus* film, and new quality of educational work in many places.

So much has happened in twelve years. Let us ask what has been the catalyst for change and development? What have been the triggers for problem-solving, innovation, and creativity?

1) The Oxford Affirmation - The Consultation on Institutional Development for Theological Education in the Two Thirds World, June 26 to July 7, 1995, sponsored by the Oxford Centre for Mission Studies and the Theological and Religious Studies Consortium in Oxford, England, was the occasion for the Oxford Consultation on Global Strategy for Nazarene Higher Education sponsored by the International Board of Education. At that meeting sixteen Nazarene educators representing the world-wide educational interest of the Church of the Nazarene drafted the Oxford Affirmation.

The process of developing the Oxford Affirmation became a defining moment in the development of Nazarene Higher Education. Meetings and informal conversations of the Nazarene group were scheduled daily for two weeks when the Consultation on Institutional Development for Theological Education in the Two Thirds World was not in session. Thus Nazarene participants, in addition to bringing their own impressive skills and experience to the discussions, shared insights they had discovered in the larger meeting to the Nazarene system. This process moved collaboration from a high-sounding ideal to a useful strategy.

This document was a summary of what was and is a dream of what could be. It was written in lofty language that recognized the vast creative potential that is available in the worldwide educational interests of the church to enhance our service to Christ and His Church in new and challenging ways.

The Oxford Affirmation: Oxford, England, 1995
Preamble

The following affirmation summarizes the sense of the body of Nazarene educators reflecting the worldwide educational interests of the Church of the Nazarene who participated in the Oxford Conferences of 1995.¹ While this document is not a definitive manifesto, it does reflect the group's collective vision of the shape and direction of Nazarene higher education as we seek to serve Christ and His church in the 21st century. It is not a comprehensive, systematic treatment of these issues, but a snapshot of dreams and concerns raised by the body. It is an attempt to articulate the current thinking of the group as it appropriates our educational heritage and shapes our vision for the future. We affirm the following theses:

Theses

The responsibility for Nazarene ministerial preparation is shared by all Nazarene institutions of higher education who offer such training, the Office of Pastoral Ministries, and the various Boards of Ministerial Studies.

¹ The Consultation on Institutional Development for Theological Education in the Two Thirds World, June 26 to July 7, 1995, sponsored by the Oxford Centre for Mission Studies and the Theological and Religious Studies Consortium in Oxford, England, which was the occasion for the Oxford Consultation on Global Strategy for Nazarene Higher Education sponsored by the International Board of Education.

The gifts needed for the understanding, analysis, design, and implementation of a Nazarene global strategy and system of education are endowed in the body of leaders God has chosen to lead His Church into the 21st century.

All higher educational institutions of the church are equal partners within the International Board of Education. We affirm both the diversity and the kinship of our institutions. No attempt should be made to make all Nazarene educational institutions identical; each should be enabled to become the best possible institution in fulfillment of its unique mission.

All educational entities must be committed to equipping all the people of God for ministry to the whole Church in its mission to the world.

The institutions of the International Board of Education will be more effective as they are integrated more fully into a global network of inter-related institutions with the goal of moving beyond network to an integrated system of education.

Our mission requires multi-level education, from certificate to doctoral programs delivered in multiple settings and delivery systems including various forms of distance education along with campus-based programs.

Nazarene education must take advantage of modern technology in resourcing and delivering theological education.

Missionaries, regional educators, pastors, and other ministers have a need and desire for appropriate orientation, continuing education, and programs for personal and professional development.

Nazarene institutions around the world long for reciprocal sharing of resources and professionals from other countries and institutions. This resourcing can be done without invading institutional autonomy, while facilitating institutional development and the movement of institutions from primary dependence on World Mission Division funding.

While committed to our primary task of serving Christ through the Church of the Nazarene, we also affirm the importance of serving the broader needs of the holiness movement, of serving and being served by others in the Body of Christ, and of understanding our responsibility to influence the whole church and the academy with the witness of Christian holiness.

As participants in the inter-denominational Oxford Conference for Theological Education in the Two Thirds World, we reaffirm our common faith and mission with all those who honor Jesus as Lord and Savior.

The time has come for the Church of the Nazarene to take hold of the vast creative potential that is available in the worldwide educational interests of the church to enhance our service to Christ and His Church in new and challenging ways.

Oxford Affirmation Conclusion

We are convinced that the realization of these theses can best be accomplished through the Resource Institute for International Education as a service of the International Board of Education and its member institutions. The integrative philosophy which underpins the operations of the Resource Institute for International Education as proposed by the International Board of Education, World Mission Division, Church Growth Division, and Nazarene Theological Seminary (Kansas City), is the best way to maximize the diverse resources and to serve the diverse needs of the Church. We heartily commend the vision of those who have established this entity. To enhance this process, we have given careful attention to refining the document proposing the Resource Institute for International Education and commend it to the Board of Directors for their careful consideration.

Participants:

| | | |
|---------------------|---|---------------------------|
| Kent Brower | Dean, Nazarene Theological College | Manchester, England |
| Wilbur W. Brannon | Director, Pastoral Ministries | Kansas City, MO USA |
| Humberto F. Bullon | Professor, Universidad Nazarena | San Jose, Costa Rica |
| Ted Esselstyn | Regional Education Director, Africa Region | Roodepoort, South Africa |
| LeBron Fairbanks | President, Mount Vernon Nazarene College | Mt. Vernon, OH USA |
| Charles Gailey | Director, School of World Mission and Evangelism, NTS | Kansas City, MO USA |
| John Haines | Director, Eastern Mediterranean Nazarene Bible College; Eurasia Region, RED ²² | Schaffhausen, Switzerland |
| Larry Kromer | Professor, European Nazarene Bible College | Schaffhausen, Switzerland |
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| Roy Stults | Theological Education Coordinator, World Mission Div. | Kansas City, MO USA |
| Dwight Swanson | Professor, European Nazarene Bible College | Schaffhausen, Switzerland |
| Al Truesdale | Professor, Nazarene Theological Seminary | Kansas City, MO USA |
| Gordon Wetmore | President, Nazarene Theological Seminary | Kansas City, MO USA |

2) *Seven Strategic Global Educational Initiatives* - The goal of the Seven Strategic Global Educational Initiatives, using the Oxford Affirmation as its strong foundation, was to help develop a worldwide system of quality education for pastors. The implementation strategy was to be accomplished through collaborative efforts between educational leaders and regional, national, and district leaders. The Seven Initiatives and their present state of accomplishment are:

- 1) Module Courses for Theological Education
- 2) Pastor/Teacher Contextualized Training Program
- 3) Pastors' Ordination Libraries
- 4) Academy for Global Faculty
- 5) Bi-vocational Ministry Preparation
- 6) Partnership Structures for Mentoring Students
- 7) Area Technology Centers for Theology

Note: It would require an entire paper to chart the development of each of the initiatives as they have emerged successfully on the regions. Over \$6 million has been received from non-Nazarene

² RED = Regional Education Director

foundations, IBOE, General Superintendents, Resource Institute, and NMI offerings to support these efforts.

3) *Theological and Doctrinal Coherence* - 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.

The conference became the catalyst for several regions to plan their own theological conferences:

| <u>Conference Name and Year</u> | <u>Region</u> | <u>Location</u> |
|--|----------------------------|-----------------------|
| Global Theology Conference 2002 IBOE | Guatemala City, Guatemala | |
| Africa Theology Conference 2003 Africa | Johannesburg, South Africa | |
| Asia-Pacific Theology Conference 2003 | Asia-Pacific | Manila, Philippines |
| Latin American Theology Conference 2004 | Latin American | San Jose, Costa Rica |
| USA/Canada Theology Conference 2004 | USA/Canada | Kansas City, Missouri |
| Eurasia Theology Conference 2005 Eurasia | Büdingen, Switzerland | |
| Asia-Pacific Theology Conference 2006 | Asia-Pacific | Manila, Philippines |
| Global Theology Conference II 2007 | IBOE | Amsterdam, Holland |

4) *Quality Review Process* - 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. Benchmarks for the quality review process are:

- The organization has a clear and focused mission appropriate to an institution of the Church of the Nazarene and the organization is structured to fulfill that mission.
- The organization has systematic means for evaluating and improving the organization, consistent with its mission and vision.
- The organization assures and advances student learning through on-going programs to assess student learning, to recognize and promote teaching effectiveness, and to evaluate the currency and relevance of its curricular offerings.
- The organization strategically plans for holistic faculty and staff development. Guided by its mission, the institution motivates its constituents, particularly its faculty and students, to engage in a life of learning by providing an environment that supports spiritual, academic, social and physical development of the individual and community.

Note: 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.

5) *Institutional Achievements* - The creative innovation and achievements of our individual educational institutions have been remarkable—even astounding. Here’s a short list that is not exhaustive:

- Africa Nazarene University – founding
- Brazil Nazarene University – start-up
- European Nazarene College Extension Program (14 countries)
- John Wesley Research Center, Manchester, England
- Korea Nazarene University – founding
- Mount Vernon Nazarene University Excell (multiple campuses)
- Nazarene Bible College, Colorado – online degree program
- Nazarene Missions International – 80th anniversary international student scholarships / 90th anniversary Books for Pastors
- Nazarene Theological College, England – Ph.D. (with University of Manchester)
- Nazarene Theological Seminary, Kansas City – D.Min. (Latin America)
- Northwest Nazarene University – M.A. (online/ordination non-degree program)
- Olivet Nazarene University – Doctorate in Ethical Studies
- Resource Institute for International Education
- SENDAS (Seminary of the Americas) – decentralized M.A. program for the Caribbean/South America/Mexico, Central America Regions
- Trevecca Nazarene University – Doctorate in Education
- Wesley Studies Centers - Point Loma Nazarene University, Northwest Nazarene University, Seminario Teologico Nazareno Del Cono Sur-Argentina

REPORT CONCLUSION

To borrow a phrase from Shakespeare, the past in Nazarene higher education is prologue to the future. And what a prologue of vision, sacrifice, and achievement our foremothers and forefathers have given us. But today, the Nazarene global system of higher education is alive and well and effective. Quality, innovation, creativity and achievement are at work. The future of the Church of the Nazarene is being shaped in our educational entities today and, from my perspective, that future looks bright. I salute our educators everywhere and thank you for the work you are doing for the Christ our Lord.

Thank you for the privilege of serving and for your willingness as the IBOE to provide for collaboration, partnerships, and networks for the future of the Church of the Nazarene.