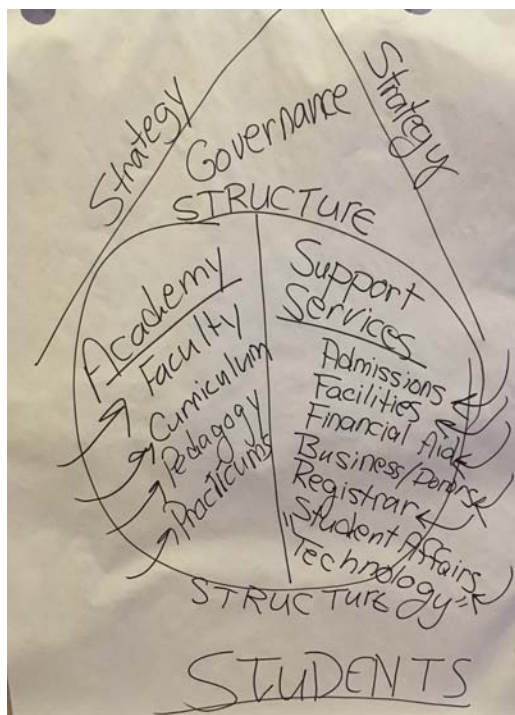


Notes from ANESAP 2018

We are a global community of faith. We have DNA, we have a mission, we have a message, and we have a theology.

Maggie Bailey's Wednesday morning presentation:



Traditional model:

1. Well-developed strategy
2. Strong Governance
3. Academic side:
4. Support Services

Every single element has changed. It is no longer the model. It is very difficult to change.

Some changes that are happening:

1. International:
 - a. Moving to common standards. Bologna Accord for Europe. How do we compare different countries. Tuning Initiative.
 - i. Standards of what a degree should look like.
 - ii. Transferability of credits/degrees
 - iii. Common standards (some schools outside are applying for accreditation because of the common standards)
 - iv. Allows universities to form partnerships
 - v. Some faculty feel there is a loss of academic freedom.
 - vi. ICTE global standards for theological education institutions

- b. University system or consortium would allow for common accreditation across the region. A lot depends on strategy and structure.
 - c. The schools that have least challenges from government are those that are involved in the community and dealing with community needs.
 - d. Your structure follows your strategy.
 - e. You need to make a case. Everyone needs to share in the new strategy. Seeking government approval . . . you have to ask if this is missional.
2. Technology
- a. Shifted online teaching and also support services (students want to do things on cell phone); courses are put together by a team (faculty, technology, curriculum experts)
 - b. It is everywhere and free.
 - c. Schools sell information.
 - d. MOOC (massive open online class) (Australia has two big ones, free, Open Learning 47 university, Open to Study 18 universities, with some faith based schools; in US NX, MIT, Harvard, Univ. Queensland). Coursera: Journey through Western Christianity taught by Yale University). Young millennials will know about these.
 - e. Cost Structure
Students want everything done online.
Technology make it so that universities can operate without any physical facilities. Key word is scalability.
 - f. You have to track to show that the online class is the same quality as the traditional campus class.
 - g. Online has lost a lot of donor support.
3. Degrees have changed
- a. Competency degree: post-traditional students (over 25, with families, jobs, etc.) end up as bi-vocational ministers. No longer courses but competencies you have to demonstrate. Self-pace. Students can test out. Major paradigm shift does not fit well into traditional classes.
 - b. What is the median age for those in the Course of Study? Need to know.
 - c. Use of portfolios. Can be a powerful tool. Students can share these with credential boards. Useful for reflection and feedback.
 - d. Annual assessment: Is what is embedded in the academic show an emphasis on continuous improvement? Is this benchmarked. The program is staying ahead of the discipline.
4. Many students are post-traditional. Focus on who these students are and what their needs are. Need a reality check: students today have different needs than when we were students. A diminishing value students place on the degree.
5. Faculty role: There are now accreditation of faculty for a field. Tenure has diminishing value. For every degree that is offered, there is a subject matter expert. You do not need anyone beyond that. Adjunct/part time faculty would teach the majority of courses. Fewer full-time

faculty. The role of faculty has greater diminished, not faculty driven academy as much as in the past.

6. Financial: Lot more emphasis to make every program offered is financially stable. Schools will still have missional programs (such as theology). Raised level of transparency, participation of faculty, programs are brought in that are sustainable (revenue from program sustains it). Niche schools are struggling, schools that offer narrow program. Seminaries are being taken over by the university because the seminary cannot sustain itself. Growing decline of donor support: post-traditional students do not have the same relationship, the whole culture of donors who want to be engaged. Make sure donors do not influence mission leading to mission drift.
7. Structure:
 - a. Administrative hub that provides the support services. Helps cut costs and improve services.

Maggie Bailey's Thursday Afternoon Presentation

Don't start with structure but strategy. Structure will be built to support strategy.
"Pathways"

There are best practices but you will need to find what works best.

Maggie's Observation

1. We want to be a culture of continuous improvement.
2. Financial realities, finite resources. Work is expanding faster than money.
3. Challenge of qualified national faculty.
4. Scalability: A model that can be replicated in other places.
5. Contextualization
Peter Drucker: Culture eats strategy for lunch. You must keep culture in mind.
6. Sustainability: We must find a way that is not so labor intensive. It takes too many people and processes to keep the system going.
7. Changes in higher education and their impact: technology. Information is power.
8. Accreditation: because of the stamp of quality that this degree has. Also, a cultural piece, high value for accreditation. Extension centers can choose what path they want to take, if they want the path to accreditation. Not all teaching centers will want this or able to do it.

Begin with developing a strategy.

We have a beautiful mission statement, with clear priorities.

Some additional considerations for strategy:

1. There is going to need to be time up front about what can and cannot be standardized. What policies can be standardized and what would be too difficult. Examples: Standardized financial reports (required for accreditation) (example for teaching sites), very simple format, one page.

This is the due diligence stage. Determine best practices that will fit your context. Do research.

2. Work with data. Simple data. You can see progression. Data is powerful. Qualitative and quantitative. This takes the personality out of the conversation.
3. Do as many inventories and surveys as possible. Develop a questionnaire that gets at the things that will help you make decisions. Be transparent and open to receive feedback and learn. Collect information.
4. Build on successes and not failures. And just go on. Successes are usually in line with gifts and resources.
5. Identify right up front what is not negotiable. Example: Wesleyan identify, Course of Study. Everything else is on the table. A lot of organizations have a lot of hidden assumptions they do not know they have.

Have regional strategy, resourcing centers and teachers

Then countries, churches, districts

Make this all align with mission of the region

Transparency: putting things on a website makes it so that others can see what you are doing. Learn from each other. Share with others what works well. Making things transparent makes people accountable.

This is a good time to do research, collect data. This initial phase is very significant. Strategy is about process, not writing a document. It engages everyone in the community. You may have to live with messy, but eventually it will take shape.

Structural Options:

1. **Status Quo:** ignore all the external issues. Without change, it may come to a point where it is too late. Make marginal improvements, increase sufficiencies, cut costs, identify areas where you might be able to scale operations (starting new teaching points), emphasize culture of continuous improvement, ends up with everyone doing their own thing. Each district will have to be individually sustainable. Problem: mission drift. No standardization leads to lack of efficiency and coordination. How do you get to efficiency with the complexity (languages) of this region?
2. **Loose Consortium:** Some standard policies and shared oversight. Memorandum of Understanding, how we will work together. Some type with accountability. Common policies and procedures (example, A-P Sourcebook). Gaining efficiency comes in standardizing policies/procedures. Some kind of shared governance. Works better if individual colleges are working well, accreditation, have identity, own efficiency, own brand. Student handbook, faculty handbook, common understanding of certificates, degree requirements. These are the types of questions for accreditation, makes it easier for accreditation. Do you want all to share accreditation or separate, depending on governments.
3. **Administrative Hub:** Colleges have shared services, all schools supported by this hub. Technology, online courses, admissions, online library, budgets, translations Challenges: for this all must have the same technology. There must be tight control by the hub. Tend to get better technology. Problem: lose a lot of autonomy; hub must have tight control to keep

efficient. Only faculty and curriculum at the centers. Similar to EuNC (but possibly some accreditation challenges).

4. **System:** With a central office. Azusa example: traditional college with embedded online college, serving two different populations, did not work. System office, with under it, traditional school and online school. Each school had to get its own accreditation. Problem: schools are afraid they will lose their image. Traditional faculty: if it is online, it is not quality, no interaction with students (all false assumptions). Have to create a new legal structure, which board did not like. Central office with its own president, so three presidents, three boards, etc.
5. **Single University with Teaching Points:** (EuNC is good example) Single president, board, with branches. One accreditation, units get theirs through overarching university. Academics are under the university. Everyone has to meet the same standards.
6. **Pathways:** At center a resourcing hub, with coordinating processes, each teaching points would be able to choose what pathway to be on (various pathways to accreditation), you can change pathways, with clear directions for requirements for each pathway. Administrative support, standardized policies and procedures, finances and resources. Organic, could begin right away. As units come closer together, increase in collaboration. Could go to one of the above as this develops. Pathways must be clearly articulated (quality of faculty, academics, types of reports, admissions, transfer credit, etc.). Each district decides which pathway to go on, and can change at any point about which pathway to go on.

Additional Ideas:

1. List what of what we (schools) have in common, processes, administration of program, course contents. Collect the courses from schools and distribute.
 - a. Where are we duplicating ourselves?
 - b. What resources are we duplicating? (example: one registrar, but each country enters its own data).
2. Who decides the pathway with option #6 (local church, board, region)? Each model has its own set of questions. We trying to get away from top down, but must listen to local contexts.
3. We are seeking a win/win. Lots of factors to consider. What are the legal issues that would be challenges? Need to do proper due diligence. Schools need to express their ambitions and what they want to accomplish. Then align these things. This is very detailed with implications.
4. In the Pathway Model: who controls and finances the hub? There are organize hubs forming already. Where is accreditation with this approach? Depends on the type of accreditation and the pathway. Helps give specific objectives and steps to take for a center for various accreditation. Issue of control is challenging topic.

Difference is where the control is:

- **Status Quo:** Stay the same, independence
- **Loose Consortium:** moving towards some standardization, control does not change, shared policies and Memorandum of Understand

- **Administrative Hub:** A lot of control in the hub, direction goes out, shared services controlled by the hub to gain efficiency
- **System:** Oversight board, parent with 2-3 kids. Strong control by the parent (like with budget)
- **Single University:** most top down because of accreditation
- **Pathways:** Control: hub sets up pathways (standardization), teaching (district, churches) points choose pathway

(this is a scale with some mixing)

- Challenges with government requirements related to trans-national collaboration. Accreditation agencies look for identifying critical standards, that the government is not controlling the school. In some countries, accreditation is not possible. AASB for business schools deals with US and International.
- Differences in Aspiration: people seeking different qualifications and recognitions. Some only want local recognition and others want international recognition. In many places outside the US, accreditation is more of a government issue. Private accreditation agencies may be irrelevant to many governments. In some places this may not be an issue. If it is an issue, then faculty need world-class faculty. Most of Asia-Pacific has signed up for Bologna Agreement.
- Note the definition of “accreditation” may differ. In some settings, accreditation according to government standards is not even possible.
- In the Philippines, school has to go to level 3 or 4 to offer extension classes. Must reach this level to cooperate with international schools. If NTC CALD was in the Philippines, it would be a NTC degree and faculty would be NTC faculty. For Philippines school to be accredited by outside country accrediting agency, it must first be accredited by the government. APNTS M. Min. is not government recognized. ASEAN countries consortium network accreditation being developed.
- Issue is sustainability. Student tuition is insufficient to sustain the schools. We may need 3-4 common pathways. We need to look at all the options with due diligence.
- Institutions move quickly from the mission to trying to survive.
- We should remember that we are the church, not the government. Accreditation is important but not the most important. Making Christlike disciples is the mission. Vision of the local church is what matters. We must take body life seriously. How does the Spirit prepare us for ministry where we are and where we will be?
- The question is not what the system looks like, but how do we make it possible to make education accessible (at whatever level) to any who want? A continuum from the illiterate to the highest degree. We don’t want dead ends.
- Ordination is transferrable around the world because there is a common standard (validation process).
- Do we need accreditation for the mission? At the highest levels to train the trainers. Multiple pathways.
- Our purpose for being here is that what we are doing is not sustainable. We are riding an old vehicle that is ready to break down, we need a new engine. Remember we are serving the local church. We need input from the ground (church, district, pastor). Don’t be blinded

by government controls. We are in the Kingdom, not nations. Primary concern is theological education. Other things are important, but not most important.

16. Education for people of all levels with the ability to step up to the next.

