



# EDUCATING FOR ETERNITY

OCTOBER 5-7, 2016

# THE MINISTRY OF TEACHING

All your children shall be taught by the LORD, and great shall be the peace of your children. (Isaiah 54:13 NKJV)

For the LORD gives wisdom; from His mouth come knowledge and understanding.  
(Proverbs 2:6 NKJV)

These words which I command you today shall be in your heart. You shall teach them diligently to your children. (Deuteronomy 6:6-7 NKJV)

We will tell the next generation the praiseworthy deeds of the LORD, His power, and the wonders He has done. He commanded our ancestors to teach their children, so the next generation would know them, and they in turn would tell their children. Then they would put their trust in God. (Psalm 78:4-7 NIV)

Jesus increased in wisdom and stature, and in favor with God and men.  
(Luke 2:52 NKJV)

It was Christ who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God's people for works of service. (Ephesians 4:11-12 NIV84)





# 2016 LEAD CONFERENCE

## EDUCATING FOR ETERNITY

Wednesday, October 5, 2016

<b>6:30 pm</b>	<b>SONG SERVICE</b> Savior, Teach Me (193) / Heir of the Kingdom (594)	Vernon E. Rogers, Joy Alexander, Trudy Eide
<b>6:40</b>	<b>WELCOME</b>	Artur Stele
	<b>PRAYER</b>	Marius Munteanu
	<b>BUSINESS MEETING OPENING</b>	G.T. Ng
	<b>INTRODUCTION</b>	Michael Ryan
	<b>THEME SONG: "Like Jesus"</b>	(Seventh-day Adventist Hymnal #492)
	<b>STAND FOR THE RIGHT</b>	Ted N.C. Wilson
	<b>PRAYER</b>	Tom Lemon

### **HOMEWORK**

George R. Knight, *Educating for Eternity: A Seventh-day Adventist Philosophy of Education*. (Berrien Springs, MI. Andrews University Press, 2015, pp. 47-83).

- Chapter 3.     The Nature of the Student and the Reason for Adventist Education  
Chapter 4.     The Role of the Teacher and the Aims of Adventist Education



# 2016 LEAD CONFERENCE

## EDUCATING FOR ETERNITY

Thursday, October 6, 2016

8:00 am	<b>WELCOME</b>	Ella S. Simmons, Session Chair
	<b>PRAYER</b>	Richard Sabuin
	<b>THEME SONG: "Like Jesus"</b>	Vernon Rogers, Joy Alexander, Trudy Eide
8:10	<b>PLENARY 1: Ground Zero in the Great Controversy: The Struggle for the Minds and Hearts of the Next Generation</b>	George Knight
9:00	<b>PLENARY 2: State of Adventist education report</b>	Lisa Beardsley-Hardy
9:30	<b>PLENARY 3: What do the data say about retention and education?</b>	David J. B. Trim
9:50	<b>QUIZ ON CHAPTER 3 "The Nature of the Student and the Reason for Adventist Education"</b>	Hudson Kibuuka
10:00	<b>PLENARY 3: "Roles and relationships in the governance of Seventh-day Adventist institutions" / "Seventh-day Adventist Educational Institutions: Accountability for Mission"</b>	Stanley Patterson
11:00	<b>PLENARY 4: Boards of trustees and accreditors</b>	Armand Alacbay
12:00	<b>NOON LUNCH</b>	
2:00 pm	<b>CALL TO ORDER</b>	Ella S. Simmons, Session Chair
	<b>Scripture Litany inside front and back cover of program</b>	Edgard Luz & R.N. Prabhu Das



2:05	<b>Cognitive and non-cognitive factors contributing to academic success in Adventist education</b> <b>Cognitive Genesis</b>	Elissa Kido
2:50	<b>QUIZ ON CHAPTER 4 "The Role of the Teacher and the Aims of Adventist Education"</b>	John Wesley Taylor
3:00	<b>Alternate models for achieving educational mission</b>	Larry Blackmer
	<b>Adventist Learning Community</b>	Adam Fenner
	<b>Urban education</b>	Ella S. Simmons
	<b>"College" for cities and the example of Mongolia</b> <b>Adventist Dormitory</b>	Jairyong Lee
	<b>MENA Waldensian students</b>	Leif Hongisto
	<b>Homeschooling</b>	Alayne D. Thorpe
4:15	<b>INTERNATIONAL BOARD OF EDUCATION</b>	Ella S. Simmons
4:45	<b>INTERNATIONAL BOARD OF MINISTERIAL AND THEOLOGICAL EDUCATION</b>	Geoffrey Mbwana
5:15	<b>THEME SONG: "Like Jesus"</b>	
	<b>PRAYER</b>	Gamaliel Flórez

## **HOMEWORK**

George R. Knight, *Educating for Eternity: A Seventh-day Adventist Philosophy of Education*. (Berrien Springs, MI. Andrews University Press, 2015, pp. 85-108, 131-136).

Chapter 5. Curriculum Considerations

Chapter 8. Closing Perspective



# 2016 LEAD CONFERENCE

## EDUCATING FOR ETERNITY

Friday, October 7, 2016

8:00 am	<b>WELCOME</b>	Geoffrey Mbwana, Session Chair
	<b>PRAYER</b>	Daniel Duda
	<b>THEME SONG: "Like Jesus"</b>	Vernon Rogers, Joy Alexander, Trudy Eide
8:10	<b>MORNING WORSHIP: The Divine Plan for Education</b>	George W. Reid
8:45	<b>Increasing Student Access in K to 12 Education: A Challenge for Adventist Education in the 21st Century</b>	David R. Williams
9:30	<b>DIVISION PRESIDENT REPORTS BASED ON CONFERENCE OBJECTIVES (8 minutes each)</b>  <b>Blasious M. Ruguri</b> , president, East Central-Africa Division <b>Michael F. Kaminskiy</b> , president, Euro-Asia Division <b>Israel Leito</b> , president, Inter-American Division <b>Mario Brito</b> , president, Inter-European Division <b>Rick McEdward</b> , president, Middle East North Africa Union <b>Daniel R. Jackson</b> , president, North American Division <b>Jairyong Lee</b> , president, Northern Asia-Pacific Division	
10:30	<b>QUIZ ON CHAPTER 5 "Curriculum Considerations"</b>	Mike Lekic
10:45	<b>Solomon Maphosa</b> , president, Southern Africa-Indian Ocean Division <b>Ertion C. Kohler</b> , president, South American Division <b>Ezras Lakra</b> , president, Southern Asia Division <b>Saw Samuel</b> , president, Southern Asia-Pacific Division <b>Glenn Townend</b> , president, South Pacific Division <b>Raafat A. Kamal</b> , president, Trans-European Division <b>Elie Weick-Dido</b> , president, West Central-Africa Division	





11:45	QUIZ ON CHAPTER 8 “Closing Perspectives”	Julian Melgosa
12:00	Formulation of actions to recommend to Annual Council 2016	Mike Ryan
12:20	LEAD EVALUATION	Galina Stele
12:30	COMMITMENT	Ted N. C. Wilson
12:55	CLOSING PRAYER	Andrew Mutero
12:57	THEME SONG: “Like Jesus”	
1:00 pm	LUNCH	

### **HOMEWORK**

Review and implement learning objectives over the next 10 months in preparation for recommendations to go to Annual Council 2017.



# 2016 LEAD CONFERENCE THEME SONG

## **Like Jesus**

(Seventh-day Adventist Hymnal #492)

Teach, me, Father, what to say;  
Teach me, Father, how to pray;  
Teach me all along the way  
How to be like Jesus.

Teach me that the time is short,  
Teach me how to live and work,  
Teach me that to never shirk is  
Is to be like Jesus.

Teach me how we may be one,  
Like the Father and the Son;  
And when all is overcome,  
I will be like Jesus.

Refrain:  
I would be like Jesus,  
I would be like Jesus!  
Help me, Lord, to daily grow  
More and more like Jesus!

JESUS INCREASED IN WISDOM AND STATURE, AND IN FAVOR WITH GOD AND MEN. (LUKE 2:52 NKJV)



# LEARNING OBJECTIVES AND PROPOSED MOTIONS TO ANNUAL COUNCIL

**By the end of the LEAD conference participants will be able to:**

1. Articulate the implications for fulfilling the mission of the Church in their territory through Seventh-day Adventist education.
2. Describe plans to increase the number of primary schools.
3. Identify measures to mitigate the negative impact of unintended consequences of more schools:
  - a. financial pressures (local church, denominational appropriations)
  - b. insufficiency of Seventh-day Adventist teachers (do not want low-quality schools taught by contract teachers)
  - c. accreditation and national recognition
  - d. need for resourcing and accountability by boards, union, division and GC staffing
4. Describe supporting actions that will be taken to achieve objectives 2 and 3.
5. Commit to these goals and actions as division/Union long-term agenda for education.
6. Formulate recommendations for action by Annual Council:

## **EDU to ESS-LEAD16AC+16AC+17AC(DIV) 115-16G EDUCATION PHILOSOPHY AND PLAN**

RECOMMENDED, To authorize General Conference Education, in collaboration with the world divisions, to develop a supporting philosophy and plan to be approved by the 2017 Annual Council, which will include the following:

1. Establishment of measurable goals to increase the number of pre-kindergarten/elementary and secondary schools over the next five years;
2. Establishment of measureable outcomes that raise the standard of academic excellence;
3. Establishment of clear curriculum policies and indicators that position schools to nurture in the hearts of students a culture of church involvement and a broad spectrum of mission skills;
4. Incorporation of the resources of the Biblical Research Institute and the Geoscience Research Institute in the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) process that clearly requires all accredited schools to advocate for and teach as truth the Fundamental Beliefs as voted by the General Conference Session;
5. Development of policy and criteria that define a new tier of Adventist education described as High Impact Schools (HIS).
6. Definition and development of standards for other models of education, e.g. homeschools, residence hall non-degree awarding "college," pastoral-led classes, online Massive Open Online Courses, etc., in a way that enables such students to be a part of Seventh-day Adventist education;
7. Definition of the core of Adventist education at all levels and ensure alignment with AAA and HIS criteria, with latitude beyond threshold requirements; and
8. Development of a statement describing the biblical basis for Seventh-day Adventist education.



# SEVENTH-DAY ADVENTIST EDUCATION WORLD STATISTICS

DECEMBER 31, 2015

	SCHOOLS	TEACHERS	STUDENTS
PRIMARY	5,705	51,965	1,188,910
SECONDARY	2,336	36,711	583,946
WKR TRAINING	54	575	8,166
TERTIARY	114	13,528	142,530
TOTALS	8,209	102,779	1,923,552





# STATE OF SEVENTH-DAY ADVENTIST EDUCATION REPORT

LISA BEARDSLEY-HARDY, PHD, MPH

Director of Education

General Conference of Seventh-day Adventists

01

## State of Seventh-day Adventist Education Report

Lisa Beardsley-Hardy, PhD, MPH  
Director of Education

General Conference of Seventh-day Adventists

02

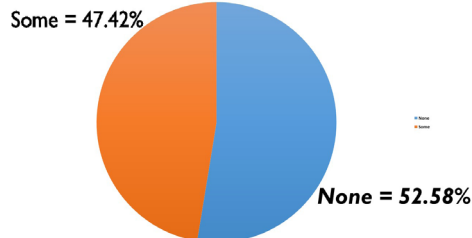
## Why Should the Church Offer Adventist Education?



*To redeem and restore the image  
of God in students and to prepare  
them for service in this life and the  
next.*

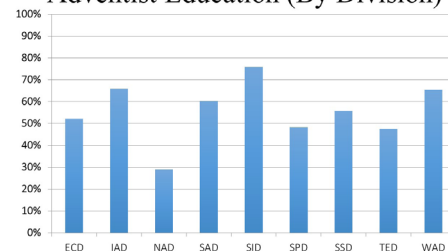
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## Church Membership with Some Adventist Education



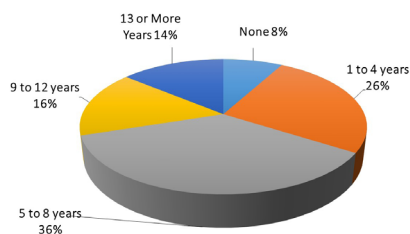
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## Church Membership with No Adventist Education (By Division)

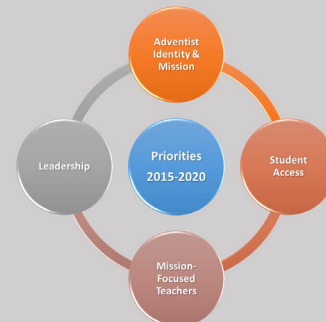


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## Years of Adventist Education for the Church's Pastors



06



# STATE OF SEVENTH-DAY ADVENTIST EDUCATION REPORT - LISA BEARDSLEY-HARDY

## Adventist Mission & Identity

- Function within a biblical worldview and pursue a meaningful integration of faith and learning in all disciplines
- Give the Bible and the Spirit of Prophecy their foundational role in the operation of the school
- Educate the whole-person within the framework of a balanced, redemptive education that develops the ability “to think and to do” and restores in students the image of their Creator (Education, p. 17)

## Adventist Mission & Identity

- Through the AAA and IBE/IBMTE review processes:
- Promote and guard Adventist essentials in all levels of education, particularly in graduate and professional programs
- Adhere to Adventist philosophy of education in distance learning, intensives for non-residential cohorts, and urban campuses
- Foster academic excellence, focusing on continued improvement with measurable goals of quality culture
- Develop and implement spiritual master plans appropriate for the level and type of students (see KPIs such as Bible study)
- Use textbooks in harmony with Adventist philosophy of education

## Student Access

- Partner with other GC Departments (Chaplaincy, Children’s Ministries, Youth, Family Ministries) to increase, through the divisions, access of all SDA students to Adventist education. To accomplish this we shall promote:
  - Removing barriers so as to increase percentage of SDA enrollment in Adventist schools.
  - Sustainable models of affordable education;
  - Monitor the preparation of future teachers and recruit teachers and other personnel (in line with our third goal);
  - Expand membership in the Adventist Professionals’ Network (<http://apn.adventist.org>)

Division/ Attached Union	Number of Schools					Number of Teachers					Number of Students				
	Prim.	Sec.	WtC.	Tert.	Totals	Prim.	Sec.	WtC.	Tert.	Totals	Prim.	Sec.	WtC.	Tert.	Totals
ECD	1,491	725	12	7	2,235	13,275	8,534	128	680	22,617	465,472	145,132	2,402	13,291	626,317
EURO	36	17	2	8	63	332	267	30	149	778	2,747	2,243	170	781	5,941
ESD	18	12	1	2	33	113	118	2	49	302	906	954	20	806	2,284
IAD	373	251	1	13	638	3,906	3,063	11	1,290	8,270	65,173	43,261	186	15,872	124,492
NAD	872	249	0	13	1,134	2,748	3,929	0	4,516	11,193	22,361	27,829	0	24,469	74,859
NSD	22	19	0	5	46	256	682	0	310	1,248	4,776	8,249	0	7,796	22,801
SAD	584	890	0	18	992	11,835	9,420	0	8,943	20,798	229,324	98,213	0	29,293	318,890
SPD	314	71	3	4	392	2,285	1,020	24	184	3,513	51,727	16,041	553	3,785	72,106
SID	303	168	4	7	482	2,539	2,730	92	199	5,560	87,510	54,378	1,191	7,574	150,653
SND	107	158	19	9	293	3,528	5,629	184	555	9,896	46,975	153,590	1,566	3,760	205,891
SSD	681	176	1	18	876	3,080	1,966	18	1,108	6,192	54,482	27,562	182	17,861	100,007
TED	32	27	4	5	68	332	218	20	190	760	2,378	1,144	140	1,588	5,250
WAD	864	129	7	4	1,004	7,616	3,021	66	727	11,430	153,014	45,321	1,776	15,453	215,564
MENA	8	4	0	1	13	120	74	0	28	222	1,865	469	0	201	2,535
WORLD TOTALS Dec 31, 2015	5,705	2,336	54	114	8,209	51,965	36,711	575	13,528	102,779	1,188,910	583,946	8,166	142,530	1,923,552

## The Adventist World and Big Cities

- As of June 30, 2013:
- Global Population = 7,134 billion
- Church Members = 17,994,120
- Population to Members Ratio = **396.4 to 1**
- Global Urban Population = 1,704,240,000 (approx. estimated)
- Urban Church Members = 3,111,801 (estimated)
- Global Urban Population to Members Ratio = **547.7 to 1**

67 Countries in 1040 Window

Cities by SDA  
Membership  
● Mem 20K & Up  
● Mem 0 - 125



# STATE OF SEVENTH-DAY ADVENTIST EDUCATION REPORT - LISA BEARDSLEY-HARDY

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## Proliferation of Graduate and Professional Degrees

MA/MS, MBA, MSA, MPH, MSN,  
MSW, MDiv, MEd, MArch, MSCLS,  
MAT, MMUS, MAPMin, MAYM, MTh,  
MOT, MSD, DScPT, DPT, DSc,  
DrPH, OTD, PsyD, , PharmD, DDS,  
EdD, MD, DMin, ThD, PhD and more!

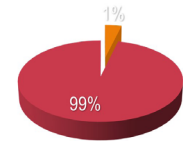
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## Students Who Are Church Members

**74,298**  
SDA Senior Youth/Young Adults\*  
who are attending SDA  
Colleges and Universities

**5,944,930**  
Senior Youth/Young Adults\*  
who are Church members



Statistics from December, 2012, 2013

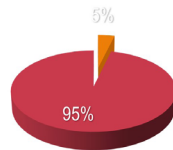
\*16-31 years old

15

## Students Who Are Church Members Attending Non-SDA Institutions

**74,298**  
SDA Senior Youth/Young Adults\*  
who are attending SDA  
Colleges and Universities

**1,471,384**  
Senior Youth/Young Adults\*  
who are Church members but  
attending a non-SDA institution



Statistics from December, 2012, 2013

\*16-31 years old

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## Apn.Adventist.org



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## Seventh-day Adventist Church World Education Statistics (12/31/15)

	Schools	Teachers	Students
Primary	5,705	51,965	1,188,910
Secondary	2,336	36,711	583,946
Worker Training	54	575	8,166
Tertiary	114	13,528	142,530
Totals	8,209	102,779	1,923,552

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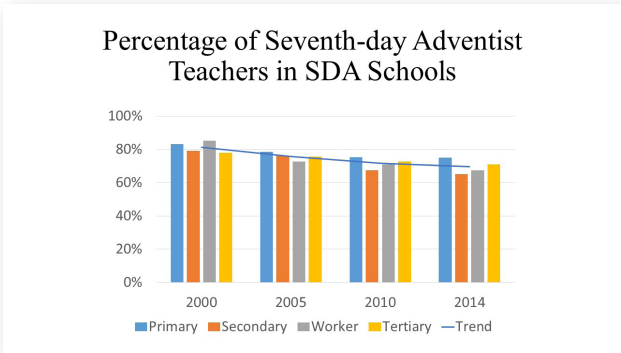
## Mission-focused Teachers

- Expand the capacity of all teachers to achieve the redemptive purposes of Adventist education and to model Adventist values and lifestyle, and to increase, where needed, the percentage of Seventh-day Adventist teachers who work in the system.
- Encourage induction and development of all teachers in the area of faith and learning
- Increase access to the JOURNAL OF ADVENTIST EDUCATION
- Endorse religion and theology teachers and strengthen their role
- Offer regional conferences about faith and learning, assessment of spiritual master plans, Adventist philosophy of education, etc.
- Promote education as a calling, credentialing and commissioning
- Add to the Handbook series for teachers

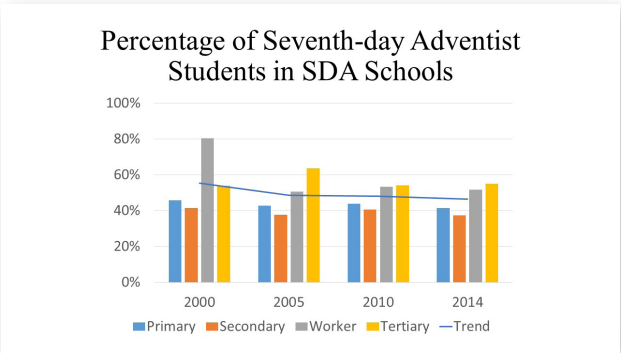


STATE OF SEVENTH-DAY ADVENTIST EDUCATION REPORT - LISA BEARDSLEY-HARDY

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Leadership

- Strengthen leadership and administration, and demonstrate accountability and effective governance through robust institutional decision-making processes and structures, supported by journal articles, handbooks, and board training workshops.
- Make educational leaders aware of Church-produced resource materials in four main languages.

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Leadership

- LEAD Conferences
- Graduate Training for church leadership, especially at Andrews, AIIAS and AUA
- Strengthening ministerial and theological education through the *IBMTE Handbook*
- Board training
- Regional “LEAD” conferences in 2017 but more needs to be done to develop leadership in particular for Pre/K-12 level.

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Acknowledgements

- Rick McEdwards, president, Middle East North Africa Union, Jerry Chase, Mdiv, Geographic information Specialist, General Conference of Seventh-day Adventists and David Trim, Ph.D., F.R.Hist.S., Director of Archives, Statistics, and Research, General Conference of Seventh-day Adventists.
- All data reported in the Annual Statistical Reports of the Seventh-day Adventist Church, except for estimates of the number of Seventh-day Adventists enrolled in tertiary education outside of the Seventh-day Adventist system.

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Questions and Discussion

- What are sustainable models of affordable education?
- No margin, no mission. How can mission be balanced with the need for a margin?



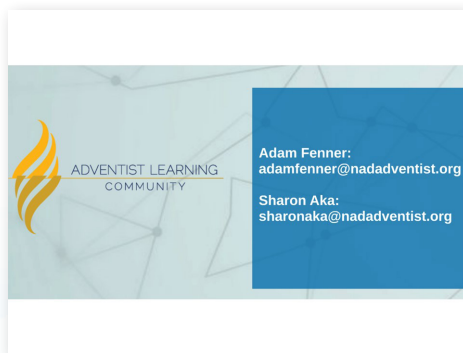


# ADVENTIST LEARNING COMMUNITY

ADAM FENNER, PHD

Director of Adventist Learning Community  
North American Division of Seventh-day Adventists

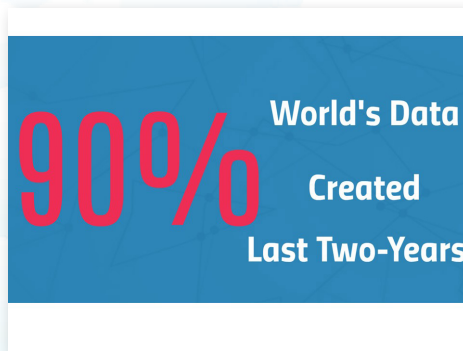
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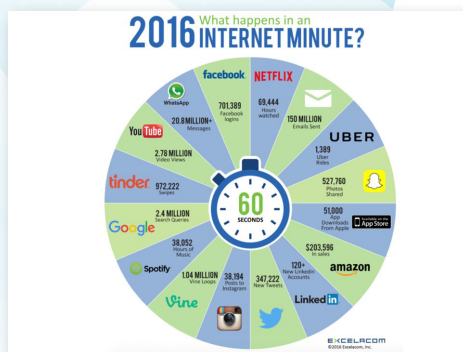
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07

# Leadership Question:

How do we stay relevant and agile in a world changing this fast?

08

We never stop learning.

09

# Leadership Responsibility:

Communicate:

Vision  
Strategy  
New Policies  
New Procedures

En Masse

10

# Leadership Responsibility:

FOSTER

New Leaders  
New Methods  
Innovation

En Masse

11

# Leadership Responsibility:

Empower

New Ministers  
New Skills  
New Disciples

En Masse

12

18  
Million+

Adventist  
Church



13

Adventist Church **175+**  
Countries

14

Hundreds  
of  
languages

Specialized  
Knowledge

15

**Small  
Staffs**

16

**Limited  
Days in  
Year**

17

**Constrained  
Budgets**

18

**How can it all be  
accomplished?**



ADVENTIST LEARNING COMMUNITY - ADAM FENNER

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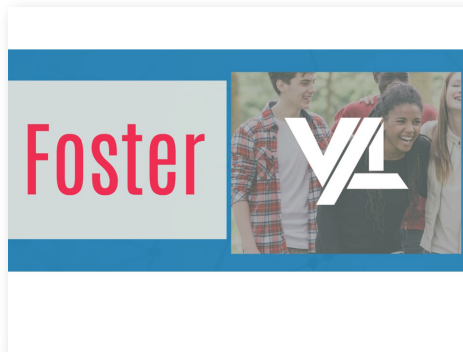
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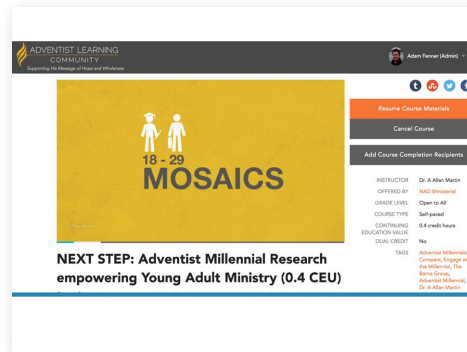


# ADVENTIST LEARNING COMMUNITY - ADAM FENNER

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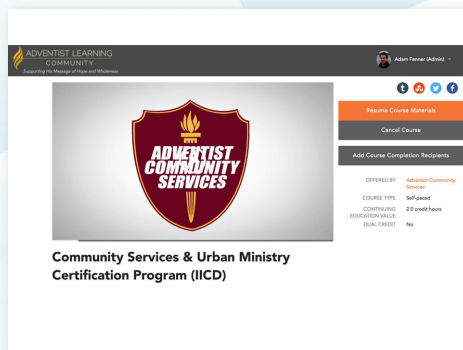
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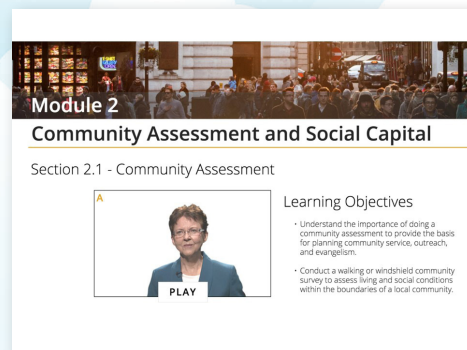
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ADVENTIST LEARNING COMMUNITY - ADAM FENNER

31

60  
Courses

32

learners  
of any NAD  
Adventist University 3x

33

ADVENTIST LEARNING  
COMMUNITY

Educate  
Anything  
Anywhere  
Anytime  
Free to End User

Foster VL 9

Adventist Educa



# THE INTERNATIONAL BOARD OF EDUCATION ACHIEVING SDA MISSION

ELLA SMITH SIMMONS, EDD  
General Vice President  
General Conference of Seventh-day Adventists

01

## THE INTERNATIONAL BOARD OF EDUCATION ACHIEVING SDA MISSION

Ella Smith Simmons, EDD  
General Vice President  
General Conference of Seventh-day Adventists  
Leadership Education and Development Conference  
October 6, 2016



02

## SEVENTH-DAY ADVENTIST INTERNATIONAL BOARD OF EDUCATION



03

## PURPOSE COMPOSITION DUTIES



04

### *Purpose of the IBE*

- The General Conference International Board of Education is the primary vehicle through which the *General Conference Department of Education* coordinates Seventh-day Adventist education.
- It is authorized to act in the areas that are indicated in the General Conference *Working Policy*.

05

### *Composition of the IBE*

- The membership of the General Conference International Board of Education shall be designated by the first Annual Council following the General Conference Session.
- The Director of the GC Department of Education, with the Nominating Committee, shall serve to nominate the membership of this board.  
(Executive Committee)

06

### *Duties of the IBE*

*According to policy the duties of the General Conference International Board of Education are*

- a. To establish general guidelines, coordinate the interrelationship between division programs, and maintain general direction of the education program of the Church.
- b. To develop and maintain a comprehensive long-range world master plan subject to regular updating and revision.



# THE INTERNATIONAL BOARD OF EDUCATION ACHIEVING SDA MISSION - ELLA SMITH SIMMONS

07

## **Duties of the IBE**

- c. To approve the establishment or discontinuance of tertiary-level schools and programs, the upgrading of post-secondary institutions, the affiliation of schools across division boundaries, and the implementation of interdivision extended-campus programs.
- d. To develop funding plans for the support of Seventh-day Adventist education.
- e. To require from division departments of education such reports as will enable the Board to perform its duties and functions.

08

## **Duties of the IBE**

- f. To recommend to the division boards of education general personnel policies for teachers, administrators, and related school staff.
- g. To coordinate implementation of any approved financial program to assist the school system.
- h. To review, through the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, existing programs of instruction, research, and training for denominational service in the schools and advise them regarding desirable change.

09

## **Duties of the IBE**

- i. To commission research on the needs and outcomes of Seventh-day Adventist education and to keep the divisions informed through periodic reports, releases, conferences, and other means.
- j. To coordinate all interdivision programs of professional education.

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## **The Division Program Approval Process**

### **Authority Delegated by the International Board of Education**

Division boards of education shall be authorized by the IBE, upon request by the division board of education with demonstration of eligibility

- to approve, revise, and close undergraduate programs;
- to approve and, as necessary, close undergraduate professional institutions that offer programs of study leading to certificates, preparation for licensure, or other credentials below the graduate level.

This authorization shall be ongoing as the division board of education continues to meet the requirements for eligibility.

11

## **The Study Commission Report**

- Determining whether a "system" of higher education really exists in the Adventist Church
- Developing ways and means for providing Adventist students access to affordable Adventist higher education
- Strengthening quality and encouraging innovation in Adventist higher education
- Bringing greater transparency and accountability to colleges and universities worldwide, helping educators, leaders/policymakers, and church members embrace a new agenda and engage in a new dialogue that places the needs of students and the Church at the center of higher education
- Encouraging a return to the core values of Adventist higher educational philosophy
- Developing an on-going dialogue about higher education

12

## **International Board of Education PRIORITY GOALS**

### **Research on Needs and Outcomes**

To commission research on the needs and outcomes of SDA education and to keep the divisions informed through periodic reports, releases, conferences, and other means.

12



# THE INTERNATIONAL BOARD OF EDUCATION ACHIEVING SDA MISSION - ELLA SMITH SIMMONS

13

## International Board of Education PRIORITY GOALS

### *Long-range World Master Plan*

To develop and maintain a comprehensive long-range *world master plan* subject to regular updating and revision.

13

14

## International Board of Education PRIORITY GOALS

### *Funding [Resource] Plans*

To develop funding plans for the support of SDA education.

14

15

## The World's Response to Challenging Times

- The United Nation's Revitalization of the work of the General Assembly
- Making its work more focused, efficient and relevant
- Strengthening the work of the General Assembly can help ensure that this "chief deliberative, policymaking and representative organ of the United Nations" . . . becomes a true, universal "parliament of nations" . . . in the context of which Member States consider the following broad thematic issues:
  - ✓ Role and authority of the General Assembly
  - ✓ Working methods
  - ✓ Selection and appointment of the Secretary-General and other executive heads
  - ✓ Strengthening the institutional memory of the Office of the President of the General Assembly

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16

## The United Nations Millennium Development Goals (MDGs) The United Nations Sustainable Development Goals (SDGs)



16

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## United Nations Sustainable Development Goals

United Nations Department of Economic and Social Affairs

17

18

## Sustainable Development Goals (SDGs)

One of the main outcomes of the Rio+20 Conference was the agreement by member States to launch a process to develop a set of Sustainable Development Goals (SDGs), which will build upon the Millennium Development Goals and converge with the post 2015 development agenda.

It was decided to establish an "*inclusive and transparent intergovernmental process open to all stakeholders, with a view to developing global sustainable development goals to be agreed by the General Assembly.*"

18





# THE INTERNATIONAL BOARD OF EDUCATION ACHIEVING SDA MISSION - ELLA SMITH SIMMONS

## It was further agreed that SDGs must be:

- Action-oriented
- Concise
- Easy to communicate
- Limited in number
- Aspirational
- Global in nature
- Universally applicable to all countries while taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

19

## The UN Report(s) and Visions

✓ *Implications for SDA Education*

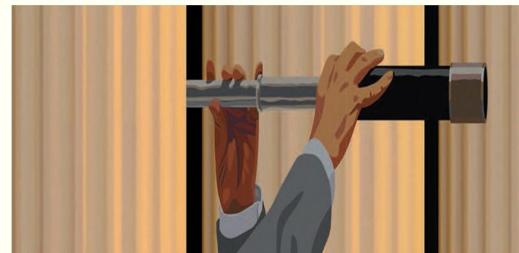
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## What lies ahead?



21

## Keepers of the Larger Vision: If Not Trustees, Then Who?



22

## Getting a Handle on Academic Quality

- Traditional approaches to monitoring academic quality simply aren't sufficient to discharge the board's responsibility for monitoring educational quality.
- Raising teaching quality requires systematic and persistent interventions and conversations organized by the institution's academic officers—interventions that should be visible at the board level.
- A lack of knowledge about processes aimed at improving teaching and learning almost surely means that the interventions needed to effect continuous improvement do not exist.



Massy, Graham, and Short, Sep/Oct, 2007

23

## Understanding Academic Culture: Essential Groundwork for New Trustees

- Effective board leadership requires that trustees understand academic culture and learn to work within its collaborative governance structure.
- While many boards spend time orienting members to board and institutional operations, few adequately orient members to academic affairs and the faculty's role in institutional governance.
- Shared governance can be perplexing to trustees because power is dispersed/shared among campus leaders.



Bulette, Jan/Feb, 2010

24





# THE INTERNATIONAL BOARD OF EDUCATION ACHIEVING SDA MISSION - ELLA SMITH SIMMONS

## Shared Governance

Shared governance is a central value of *integral leadership* that requires continued hard work, open communication, trust, and respect.



25

## Why Boards Can't Ignore Academic Freedom

- Boards have a key role to play in sustaining academic freedom on campuses.
- Trustees should be educated about the meaning and impact of academic freedom so they can respond in a timely manner to issues that arise.
- Board policies should balance safety and security with academic freedom.
- They should also recognize new and emerging areas of concern, such as international issues involving academic freedom.



Bernard, Gottschalk, and O'Neil, July/Aug. 2011

26

## Theological and Academic Freedom and Accountability

### Document One: A Statement on Theological and Academic Freedom *The Church and Its Institutions*

Freedom for the Seventh-day Adventist pastor/worker, hereinafter referred to as worker, is based on the theological premise that God values freedom) and that without it there can be no love, truth, or justice. Love asks for affection and commitment to be given without constraint; the acceptance of truth requires a willing examination and reception of evidence and argument; justice demands respect for personal rights and freedom. The presence of these elements within the Church nurtures the spirit of unity for which our Lord prayed.

John 17:21-23; of Psalm 133

27

## Board Responsibility for Mission

Sustain and advance the institution's mission, traditions, values, and reputation—*brand*.

- ✓ Establish, disseminate, and keep current the institution's mission. At public institutions, [Church institutions] ensure that the mission is aligned with public [Church] purposes. (AGB Governance Brief, Oct, 2014)
- ✓ Exploring an Institution's Roots: Board Members Walk in a Saint's Footsteps (Boroughs, January/February, 2015)

28

## Board Responsibility for Mission

- Serious assessment of a school's mission is a sensitive and often controversial process, as an institution balances its historical founding principles with contemporary educational economic, social, and political realities. But it is essential.
- Boards usually delegate the process of mission evaluation and revision to administration and faculty, but in the end, boards must ultimately decide the current and future direction of their institutions.
- A powerful, thoughtfully articulated mission can position an institution well over time if its trustees, administrators, and faculty members are willing to make sometimes dramatic adjustments in response to forces that threaten its survival or invite its success.

29

## Threats to Institutional Health

- Poorly trained board members who do not take seriously their role in the ownership of an institution, and
- Board members taking their role seriously, but lacking in perspective of what might be best for the needs of the Church beyond the immediacy of the institutional board of which they are a member

30



# THE INTERNATIONAL BOARD OF EDUCATION ACHIEVING SDA MISSION - ELLA SMITH SIMMONS

## What are the SDA Versions of the Following Statements?

31

- If higher education fails to fix its business model, it is in danger of becoming a place for those who already have economic or academic advantages.
- We must reinvigorate the concept of the fiduciary responsibility of boards of trustees. There are three legs to that stool: (1) reaffirming the institution's responsibility to the larger society, (2) ensuring the long-range financial health of the institution, and (3) addressing the public's growing skepticism of the economic value of college.
- Boards must accept that such big strategic issues fit squarely in their domain; they have a distinct responsibility to overcome institutional inertia and help lead their colleges and universities in addressing those issues.

Bredesen, November/December Trustee, 2014

31

## International Board of Education

32



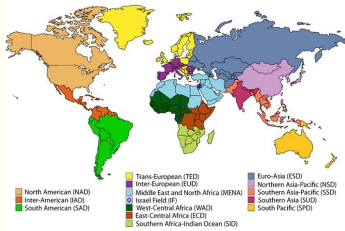
The decisions we make as board members in a split second can mean life and death to our institutions and our young people—to our church.

32

## Trust

33

Boards of Seventh-day Adventist educational institutions operate in the trust of parents, local congregations, and church structures up to the world church.



33

## The Board's Role and Function Integrity and Stewardship

34

- A number of significant new trends in the global environment are affecting the shape, mode of operation, and purposes for education.
- Expectations are rising for institutional integrity at all levels of education in practically all places in the world.
- Education leaders are searching for direction.

U.S. Department of Education, 2005, 2010

34

## Revival and Reformation for Boards???

35



- Board-effectiveness requires changes for revitalization, including creating working committees to contribute to decision-making, recruiting new members to fit strategic initiatives, and providing board education at every meeting.
- Healthy governance, like personal health, requires good habits and regular monitoring. It is good practice for a board to get regular governance checkups to assess whether it needs major treatment.
- A revitalized board will be more effective in meeting today's challenges for change and accountability. In addition, board members will have greater satisfaction and fulfillment.

35

36

Photographs are resources and recommendations for further reading from Trustee Magazine.



36



# COGNITIVE AND NON-COGNITIVE FACTORS

## Contributing to academic success in Adventist education

ELISSA KIDO, ED.D  
Professor of Education  
La Sierra University

01



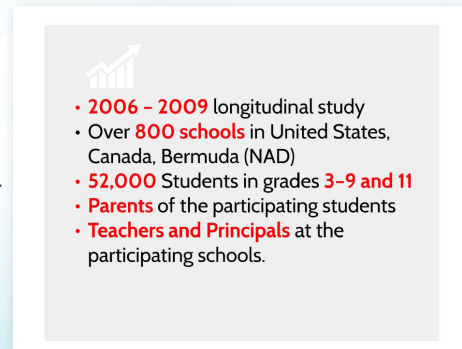
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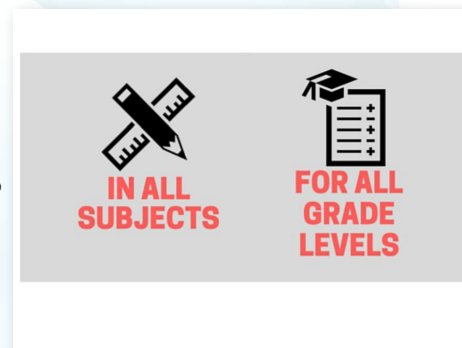
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05




06



# COGNITIVE AND NON-COGNITIVE FACTORS, CONTRIBUTING TO ACADEMIC SUCCESS IN ADVENTIST EDUCATION - ELISSA KIDO

07

## SCIENCE ACHIEVEMENT







- Above average in science in every grade
- Higher in science than would be predicted by ability scores
- Above average for **all** sub-areas of science
- Highest sub-area is **Scientific Inquiry**
- Higher science scores the more years in Adventist schools

08

## OVERACHIEVERS

They scored **above** their predicted/expected achievement


**IN ALL SUBJECTS**

**FOR ALL GRADE LEVELS**

**FOR ALL SCHOOL SIZES**

**REGARDLESS OF ABILITY LEVEL**

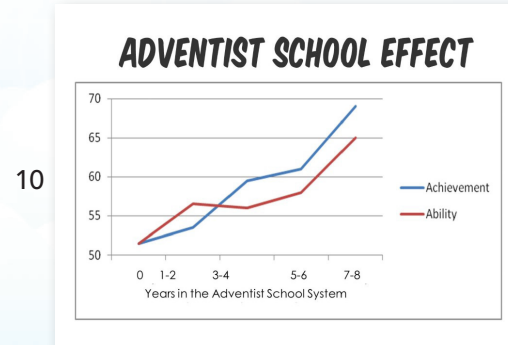
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## INCREASE IN ABILITY


It is the work of true education to...train the youth to be thinkers (**ability**) and not mere reflectors of other people's thoughts (**achievement**).

**Education, 17**



11

## WHAT ABOUT SCHOOL SIZE?



Small differences between smaller and larger schools in both achievement and ability.

12

## Small differences between smaller and larger schools in both achievement and ability.







COGNITIVE AND NON-COGNITIVE FACTORS, CONTRIBUTING TO ACADEMIC  
SUCCESS IN ADVENTIST EDUCATION - ELISSA KIDO

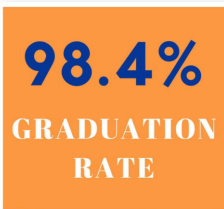
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However, when there were differences, they were consistently in favor of smaller schools.




14

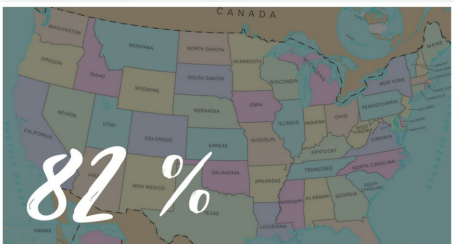
**98.4%**  
**GRADUATION RATE**



**91.3%**  
**PLANNED TO GO TO COLLEGE**



15



**82 %**  
**NATIONWIDE GRADUATION RATE**


16

**Wholistic Approach**



17

**Adventist Wholistic Approach**



18

Do Spiritual Factors Impact Academic Achievement?

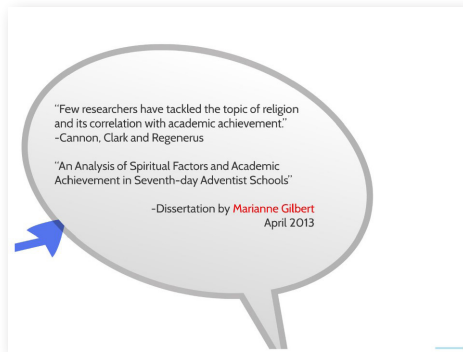


*"This investigation found limited impact of religious and non-religious factors on academic achievement." - Christian Education Research, April 2011*



# COGNITIVE AND NON-COGNITIVE FACTORS, CONTRIBUTING TO ACADEMIC SUCCESS IN ADVENTIST EDUCATION - ELISSA KIDO

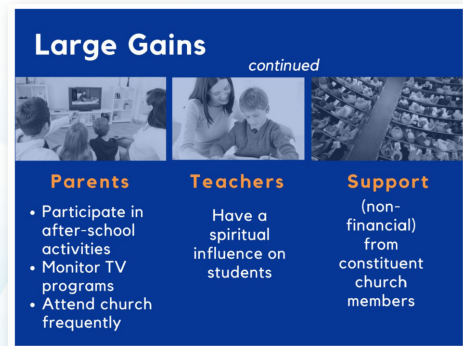
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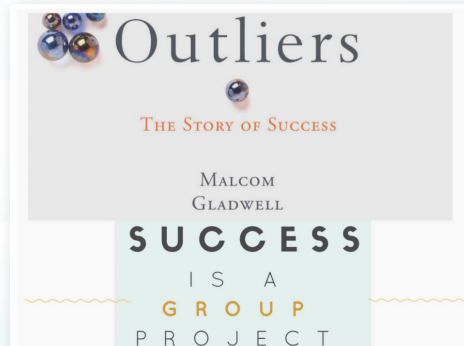
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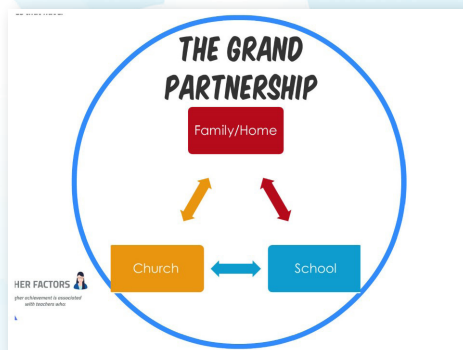
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# COGNITIVE AND NON-COGNITIVE FACTORS, CONTRIBUTING TO ACADEMIC SUCCESS IN ADVENTIST EDUCATION - ELISSA KIDO

25



### SPEND

Appropriate time after school in "positive" activities

Read	Take	Help	Participate
things not required for school	Music lessons	with family chores	in religious activities

26




### SPEND

Less time after school in "detracting" activities

Working	Playing
on a school job	intramural sport, watching TV

27



### STUDENT FACTORS

Try	Have	Have	Take	Have
to do their best in school	a healthy relationship with their parents	positive friends	care of their health	a positive spiritual outlook

28




### TEACHER FACTORS

Higher achievement is associated with teachers who:

29

### HIGHER-ACHIEVING SCHOOLS HAVE



Teachers who give students extra help and who interact with students about personal issues.

30



Individualized student learning

Have a plan for professional development

Interact with students about personal issues

Talk with students about matters of faith





# COGNITIVE AND NON-COGNITIVE FACTORS, CONTRIBUTING TO ACADEMIC SUCCESS IN ADVENTIST EDUCATION - ELISSA KIDO

31



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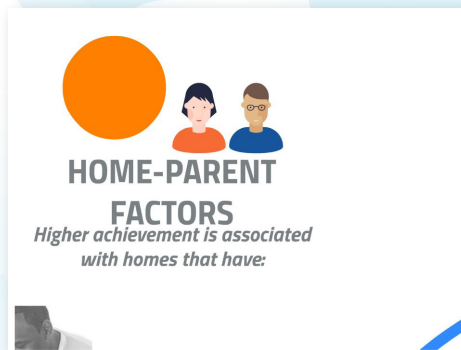
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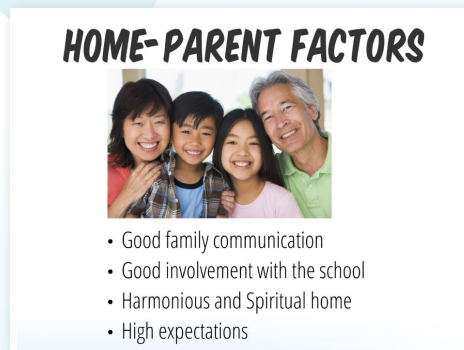
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36



# COGNITIVE AND NON-COGNITIVE FACTORS, CONTRIBUTING TO ACADEMIC SUCCESS IN ADVENTIST EDUCATION - ELISSA KIDO

37

<ul style="list-style-type: none"><li>• Atmosphere of good reading material</li><li>• Good family communication</li><li>• Good involvement with the school</li></ul>	
	<ul style="list-style-type: none"><li>• Discipline at home</li><li>• Spiritual home</li><li>• Harmonious home</li><li>• High expectations</li></ul>

38

**Church Factors**  
Higher achievement associated with churches that have



39

**HIGHER-ACHIEVING SCHOOLS HAVE**



**Good support from pastors and members of the constituent churches.**

40

**WHAT IS A WORLD VIEW?**



What difference does it make which worldview (reality) a child has?

41



A set of ideas/beliefs/attitudes about the world that governs our thoughts, decisions, and actions.

42



## COGNITIVE AND NON-COGNITIVE FACTORS, CONTRIBUTING TO ACADEMIC SUCCESS IN ADVENTIST EDUCATION - ELISSA KIDO

43

By the age of 13, young persons have already developed their world view.



44

**81%** of all the students say:

"Attending an Adventist School is the most important thing that has helped them develop their religious faith."

Valuegenesis3



45



**...only 22%**

of middle and high-school students thought that caring for others was more important than personal happiness or individual achievement.

46

**Worldview determines what type of **character** children will develop and what type of **God** they will **worship** and **proclaim**.**



47

### Why is Character Important?

48

Character predicts success in all fields, from academics to sports, business and medicine



COGNITIVE AND NON-COGNITIVE FACTORS, CONTRIBUTING TO ACADEMIC  
SUCCESS IN ADVENTIST EDUCATION - ELISSA KIDO

49

**HERE ARE THE IMPORTANT CHARACTER TRAITS FOR SUCCESS:**

- self-control & will power
- grit
- integrity
- empathy
- curiosity
- optimism
- kindness & gratitude



50

**CHARACTER**



51


**MIRROR NEURONS**




52

**"IN THE HIGHEST SENSE... THE WORK OF EDUCATION AND THE WORK OF REDEMPTION ARE ONE...."**

-Ellen White, *Education*, p. 30



53




**"Teaching in an Adventist school is participating in the longest evangelistic event that the church holds each year."**

-Elementary Teacher

54

**COGNITIVE AND NON-COGNITIVE FACTORS**

*Contributing to academic success in Adventist education*



Elissa Kido, Ed.D.  
LEAD Conference 2016  
Silver Spring, MD  
October 6, 2016



# INTERNATIONAL BOARD OF MINISTERIAL AND THEOLOGICAL EDUCATION

**GEOFFREY G. MBWANA, MA**  
General vice president  
General Conference of Seventh-day Adventists

01

## International Board of Ministerial and Theological Education

### HANDBOOK

Geoffrey G. Mbwana

02

### Biblical Mandate:

- It was Christ who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God's people for works of service. (Ephesians 4:11-12 NIV84)
- What you have heard from me through many witnesses entrust to faithful people who will be able to teach others as well. (2 Timothy 2:2 ISV)
- You must teach what is in accord with sound doctrine. (Titus 2:1 NIV84)

03

### Practical Considerations:

- Differing emphasis between "hiring organizations" and "training institutions."
  - Practices versus Academic preparation
  - Relationship regarding outcomes and finances.
- How many ministerial training institutions should the church have?
- Should we have a similar basic core curriculum?
- How can we ensure high quality educational programs around the world?

04

### Church Response

- Church growth has enriched the church with diversity which present a challenge to maintaining theological unity.
- The primary way by which the Adventist Church fosters a common understanding of its message and promotes its mission is through the of its spiritual leaders, pastors, theologians, Bible religion teachers, chaplains, and administrators. Therefore the education and professional training of these individuals is of paramount importance.

05

### Historical Developments:

- The Executive Committee of the General Conference, during its Annual Councils held in 1998 and 2000, world representatives established the International Board of Ministerial and Theological Education (IBMTE) and the Division Boards of Ministerial and Theological Education (BMTE) with their operating policies.
- Handbook of Seventh-day Adventist Ministerial and Theological Education was issued and distributed in 2001.

06

### Role and Function of the IBMTE.

The International Board of Ministerial and Theological Education [IBMTE] works in cooperation with the world divisions in providing overall guidance and standards to the professional training that Church-supported institutions offer to pastors, evangelists, theologians, teachers of Bible and religion, chaplains, and other denominational employees involved in ministerial and religious formation.





# INTERNATIONAL BOARD OF MINISTERIAL AND THEOLOGICAL EDUCATION

## GEOFFREY G. MBWANA

### Objectives of IBMTE:

- a. Foster a dynamic theological unity in the world Church.
- b. Sharpen the focus on the Seventh-day Adventist message and mission.
- c. Support the spiritual and professional development of faculty involved in ministerial programs.
- d. Promote professional excellence in ministerial training and practice.
- e. Nurture a strong partnership between church leaders, educational institutions, and faculty engaged in the training of ministry.
- f. Energize the spiritual life of Seventh-day Adventist educational institutions through committed faculty.

### Board Members

- \*GC Vice President (advisor for education), Vice-chair
- \*GC Vice President (advisor for Ministerial Association), Vice-chair
- \*GC Department of Education Director, Secretary
- \*GC Ministerial Association Secretary, Associate Secretary
- \*GC Secretary
- \*GC Treasurer
- \*GC Adventist Chaplaincy Ministries Director
- \*GC Biblical Research Institute Director
- Division Presidents
- \*GC Education Department Associate Director
- Presidents/Deans of seminaries and universities offering denominationally recognized doctoral programs in ministerial formation
- Two deans of graduate programs in ministerial and religious formation
- Two chairs of undergraduate programs in ministerial and religious formation
- Four faculty from institutions offering programs in ministerial and religious formation
- Six individuals experienced and active in ministerial formation (pastors, chaplains, Bible instructors, etc.)
- Up to four additional members, as selected by the board

### Duties of the Board

- a. To establish the general goals and objectives for Seventh-day Adventist undergraduate and graduate education for pastors, evangelists, theologians, teachers of Bible and religion, chaplains, and other denominational employees involved in ministerial and religious formation in the world field.
- b. To establish a basic series of subject areas and requisite content as well as to develop guidelines and core standards for faculty selection and student entry into programs that will meet the needs of the field and foster the mission of the Church through undergraduate and graduate programs for denominational employees involved in ministerial and religious formation.

- c. To provide guidelines to be used by the division boards of Ministerial and Theological Education to endorse faculty, including the design of the faculty application procedure for denominational endorsement.
- d. To arrange for surveys and to grant recognition to new programs designed to prepare denominational employees involved in ministerial and religious formation, as recommended by the respective division Board of Ministerial and Theological Education, and then to recommend the new programs to the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities.
- e. To facilitate the exchange of endorsed faculty from among the recognized programs offered in the world divisions.

- f. To affirm the faculty authorized to teach in these programs at General Conference educational institutions through the process of denominational endorsement voted by this board. This endorsement may be valid for up to five years, as long as the faculty member is teaching in the program for which he/she was endorsed, and may be renewed.
- g. To recommend to the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities the criteria for the accreditation of seminaries, schools, and departments offering undergraduate and graduate programs designed to prepare denominational employees involved in ministerial and religious formation, and to cooperate with the Association in conducting accreditation visits.

### Revisions to the Handbook:

- Fifteen years after 2001 the Adventist Church has grown – especially in Africa, South America and Inter-America (70% of membership)
- New colleges, universities, seminaries and theological school have been established.
- Ministerial practice and teaching has changed due to contemporary issues and needs.
- Pressures from external accrediting bodies, professional organizations and governments which require careful responses from church institutions – pressure to conform to secular philosophies, values and practices of public education.



# INTERNATIONAL BOARD OF MINISTERIAL AND THEOLOGICAL EDUCATION GEOFFREY G. MBWANA

07

- IBMTE appointed and Taskforce which was commissioned to review the Handbook and make recommendations on any changes it deems necessary.
- The Taskforce, with membership of 30 drawn from each Division of the General Conference and chaired by Dr. Ben Schoun, obtained broad global input and has submitted its recommendations to IBMTE.
- A major re-write of most existing chapters, re-ordering of chapters and addition of new chapters deemed important for current needs have been proposed.
- Attempt has been made to focus on broad principles rather than on every specific detail, hence allowing BMTE to develop specifics that respond adequately to the unique needs in their territories.

END

08

Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth. (2Ti 2:15 NIV)





# ADVENTIST EDUCATION

## A Journey to Excellence

JAIRYONG LEE, THD  
President  
Northern Asia-Pacific Division

01



02



03



04



05



06



ADVENTIST EDUCATION, A JOURNEY TO EXCELLENCE - JAIRYONG LEE

07



Mongolia Mission Summer Camp

08



Adventist Elementary School in Mongolia

09



Mongolia Mission Office

10



Dormitory Students in Mongolia

2014-2015  
39 Students  
Baptism:  
5 Students

11



Opening of Sahmyook Vocational Junior College, Mongolia  
September 2, 2016

12



Sahmyook Vocational Junior College, Mongolia



## ADVENTIST EDUCATION, A JOURNEY TO EXCELLENCE - JAIRYONG LEE

13



14





# ROLES AND RELATIONSHIPS IN THE GOVERNANCE OF SEVENTH-DAY ADVENTIST INSTITUTION

STANLEY PATTERSON, PHD  
Professor and Chair of Christian Ministry  
Andrews University

01

## ROLES AND RELATIONSHIPS IN THE GOVERNANCE OF SEVENTH-DAY ADVENTIST INSTITUTIONS

### THE ROLE OF THE BOARD OF TRUSTEES AND ITS CHAIR

Stanley Patterson, PhD  
Professor & Chair of Christian Ministry, Andrews University

02

## HIGHER EDUCATION: THE HISTORICAL TREND

- Harvard's Puritan founders intended "to advance learning and perpetuate it to posterity, dreading to leave an illiterate ministry to the churches."
- Yale was started in 1701 by Puritans who thought Harvard was going liberal;
- Princeton in 1746 by those who thought the same of Yale. (Hansen, 2005, p. 64)
- Marginalization of religious influence continued with Dartmouth, Queens College (Rutgers) and later by Southern Methodist, and Texas Christian only to name a few.

03

## THE CHALLENGE FOR SDA INSTITUTIONS

- Maintenance of core values
  - Commitment to the Bible as the unequivocal standard for faith and practice
  - Honoring the educational legacy of the founders
  - Guarding integrity of the founding mission
- Respecting the SDA community standard of governance that is "representative in form with executive responsibility and authority assigned to a variety of entities and institutions and their respective constituencies, boards, and officers through constitutions or articles of incorporation, bylaws, and operating policies and guidelines." (GCWP B5.1)
- Honoring relationships necessary to common purpose

04

## STEWARDSHIP OF SDA INSTITUTIONS

- Board of Trustees is charged with the stewardship of institutions of higher education
  - Accountable for mission to the constituency that appointed/elected them (GCWP B05 1, 3, 5, 8)
  - Must recognize that SDA schools are not immune to the pressures that would compromise Christian core values and philosophical identity
  - Tasked with the responsibility of evaluation and guidance of the institution to thwart the pressures to compromise
  - Assuring that the Institution "Affirms unambiguously in classroom and campus life the beliefs, practices, and worldview of the Seventh-day Adventist Church" (GCWP, 2015, A15 30.3).

05

## GOVERNANCE, OVERSIGHT, AND TRUSTEE PROCESSES

- 1901 General Conference Session initiated a unique and radically progressive model of governance process for the SDA Church (foundational adjustments made through 1908)
  - Shunned top-down hierarchical models of power and control
  - Adopted a representative model with primary authority vested in the collective membership of the church
  - Established a committee system wherein the Executive Committee had terminal authority
    - "Decision-making is (be) based on group processes that allow for member participation ... accomplished through the selection of delegates" (GCWP 2015, B05, 4)
    - Executive leaders are granted delegated authority to make recommendations to the committee
    - Leaders function with limits of time (between sessions), scope (organization and geography), and policy (GCWP, 2015, B15.15)

06

## SEMI-AUTONOMOUS ORGANIZATIONS

- The organizational entities that make up the Seventh-day Adventist Church are semi-autonomous
  - Bonding these entities into a united organization relies largely on trust, common purpose, and voluntary cooperation
    - Each level of the church structure functions as a managed organization with a variety of employees appropriate to the level. The voluntary relationship defines the bond between levels of the organization since each is accountable to its constituency.
  - Constituency sessions reflect accountability by leaders to the people/members through constituency delegates—not a hierarchical series of superiors (GCWP, 2015, B5.5)



# ROLES AND RELATIONSHIPS IN THE GOVERNANCE OF SEVENTH-DAY ADVENTIST INSTITUTION - STANLEY PATTERSON

07

## SEMI-AUTONOMOUS ORGANIZATIONS (CONT.)

- Institutions were drawn into this framework following the 1901 General Conference but remain semi-autonomous and are "ultimately accountable to the constituency meeting of the organization concerned." (GCWP B05.5).
- "The work in every organization shall be administered in full harmony with the policies of the General Conference and of the divisions respectively" that reflect principles of "self governance and interrelationship" (GCWP, 2015, B15.10; B5.8).

08

## HIERARCHY OF ORDER

- The Seventh-day Adventist Church is structured as a Hierarchy of Order—not of power
- This limits the ability of higher organizations to mandate but it also protects the system from inappropriate control
- We should remember that our organizational model emerged as a reaction to the "Kingly Power" controversy in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.
- General Conference Working Policy (GCWP, 2015, B5.8) and the SDA Church Manual (GCSDA, 2015) serve as the sources of common policy and prescribed practice.

09

## BALANCE OF POWER

- The influence of external business and political models affects more than education institutions
- Leadership models throughout the SDA system have been impacted by both political and business models
  - The embracing of a model of a Presidential system is influenced by business and civil government
  - Exercise of terminal authority by executive leaders
  - Control of the appointment/election leaders to key executive support positions
- Executive officers originally functioned as co-equals as each answered to the constituency/executive committee—VP designation elevates the president beyond original intent (Beach & Beach, 1985, 68-69)

10

## CONTRAST: CHURCH AND HIGHER ED MODELS

- The church follows a committee system
  - Executive leaders rely on committees for terminal decisions
  - Executive officers serve as co-equals with President as "first among equals"
- Institutions of higher education follow a traditional hierarchical model
  - Invest their officers with personal decision-making authority
  - President officially relates to the Provost and Chief Financial Officer as subordinates
- Board Chair and Trustees need to remain aware of the distinct difference between the two systems

11

## ROLE AND RELATIONSHIP OF THE BOARD

- Institutional Board of Trustees is empowered with terminal authority for the Institution
  - The Board of Trustees is accountable to the constituency that appointed them and the General Conference Division tasked with assuring the success and faithfulness of the Institution
  - General Conference and Union influence is limited to constituency selection of trustees, direct counsel to Board Chair and Board, and relational influence
    - The practices that guide the committee system include honoring the trust placed in the Board in the same way a conference honors the decisions of a local church regarding membership
  - Tasked with ongoing evaluation of the institution that informs leadership conversations and decisions relating to initiatives and personnel
  - Core values and mission integrity are assured by the vigilance of the Board of Trustees

12

## ROLE AND RELATIONSHIP OF THE BOARD (CONT.)

- The Board of Trustees is ultimately accountable
- Operational leadership is reserved for institutional administrators
  - Operational influence of the Board is actuated through the President or in some cases administrators. (GCWP, 2015, Article I.4)
- Institutional accountability to the board generally begins and ends with the President
  - Some boards are constituted through bylaws to address officers as well as the President
- Board autonomy is expected by some accrediting agencies but this position is being challenged



# ROLES AND RELATIONSHIPS IN THE GOVERNANCE OF SEVENTH-DAY ADVENTIST INSTITUTION - STANLEY PATTERSON

## ROLE OF THE CHAIR

- The Chair is the facilitator of the Board of Trustees
  - Carries responsibility for building the Board agenda
    - Agenda is the primary point of influence and accountability of the Board by the Chair
  - Responsible for maintaining order and process of meetings as per voted rules
  - Board Chair does not possess personal authority over any element of the institution apart from presenting voted actions to the President
  - The Chair ultimately accountable to the electing Constituency and functionally to the Board of Trustees (GCWP B5.5)

## STRENGTHENING THE RELATIONAL FOUNDATION: THE BOARD

- Diligently carry out assessment and evaluation of the Institution to measure alignment with the stated core values and mission
  - Communicate clearly to the institution the points of correction needed
- Communicate an authentic blessing of trust that assures administrators, faculty and staff that they are serving well and faithfully by extending authentic affirmation to administrators, faculty, or departments for faithful service and especially for outstanding achievements
- Proactively seek formal or informal assessment from the Union, Division, and General Conference leaders
- Seek counsel and direction from the Union, Division, and General Conference leaders.

## STRENGTHENING THE RELATIONAL FOUNDATION: THE BOARD (CONT.)

- Invest time in building personal relationships that support trust between Board and Institution's administrators
- Creatively collaborate with the Institution on ways to strengthen awareness and commitment to the core values and mission of Seventh-day Adventist higher education.

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## QUESTIONS



# SEVENTH-DAY ADVENTIST EDUCATIONAL INSTITUTION: ACCOUNTABILITY FOR MISSION

STANLEY PATTERSON, PHD  
Professor and Chair of Christian Ministry  
Andrews University

01

## SEVENTH-DAY ADVENTIST EDUCATIONAL INSTITUTIONS: ACCOUNTABILITY FOR MISSION

STANLEY PATTERSON, Ph.D.

PROFESSOR & CHAIR OF CHRISTIAN MINISTRY, ANDREWS UNIVERSITY

02

## MISSION STATEMENT

"The mission of the Seventh-day Adventist Church is to call all people to become disciples of Jesus Christ, to proclaim the everlasting gospel embraced by the three angels' messages (Rev. 14:6-12), and to prepare the world for Christ's soon return."

[www.adventist.org/en/information](http://www.adventist.org/en/information)

03

## MISSIONAL FOUNDATION

"Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age" (Matt. 28:19,20).

• Scripture texts in this presentation are taken from the New King James Version. Copyright © 1982 by Thomas Nelson. Used by permission. All rights reserved.

04

## THREE ELEMENTS OF COMMISSION

- Responsibility
  - Defines our duties—preach, disciple, and baptize
- Power
  - Enables
- Authority
  - Grants permission to exercise power in His name

05

## COMMISSION GRANTED WITH AUTHORITY

"And Jesus came and spoke to them, saying, 'All authority has been given to Me in heaven and on earth. Go therefore ...'" (Matt. 28:18).

- The granting of authority (permission to exercise power) assumes accountability.
  - We preach, disciple, and baptize "in His name" as His authorized agents.

06

## GOD OF AUTHORITY

- God is the "Author" of all—the beginning and the end, the Alpha and the Omega (Heb. 2:10; 5:9; 12:2; Rev. 1:11).
  - It is the Author who is able to "authorize."
  - All authority has its ultimate source in the Almighty God.





# SEVENTH-DAY ADVENTIST EDUCATIONAL INSTITUTION: ACCOUNTABILITY FOR MISSION - STANLEY PATTERSON

07

## AUTHORITY ASSUMES POWER

- Authority is the permission to exercise power.
- Power is the ability to do.
  - Just because we have power does not guarantee that we have permission.
  - The exercise of power without permission (authority) is authoritarianism.
  - Lucifer acted without authority in his desire to ascend. Thus, authoritarianism was at the root of rebellion against God (Isa. 14; Ezek. 28).

08

## GOD OF JUDGMENT

- God is Judge of all (Ps. 50:6; 75:7; 76:8, 9; Isa. 33:22; 2 Tim. 4:8; Heb. 12:23)
  - As Judge, He holds all accountable for faithfulness.
    - From the perspective of reviewing our past—final judgment;
    - From the ongoing perspective of a current active review of our stewardship behavior.
  - Assessment and evaluation are means aimed at determining and learning to improve faithfulness.

09

## THE GOD OF AUTHORITY AND ACCOUNTABILITY

- The extension of authority requires accountability.
  - These two cannot be separated.
  - “What have you done with the opportunities I gave you?” (Judgment)
  - “What are you doing with the opportunities you have been given?” (Ongoing assessment)
- The collective fiduciary responsibilities of the Board of Trustees are authorized by God through the expressed will of the members.
  - Authority granted requires an ongoing process of accountability.

10

## WE MUST KNOW TO WHOM WE ANSWER

- God is the final point of accountability—It is He to whom we answer.
- By giving His people authority, God created a human context for accountability.
  - Each of us, by choosing to be a Seventh-day Adventist, becomes accountable to our faith community.
  - This includes relational accountability, which is informal but highly important, for it is the foundation upon which trust is established.

11

## ACCOUNTABILITY AND THE MANAGED ORGANIZATION

- The managed organizations and institutions of the church provide a formal context in which all become accountable in a formal manner.
  - Each person, including administrator or staff and all in between, must be clear on lines of authority and the protocol for accountability.
  - Employment should be extended to those who demonstrate commitment to the mission and core values of the church.

12

## ACCOUNTABILITY MAP

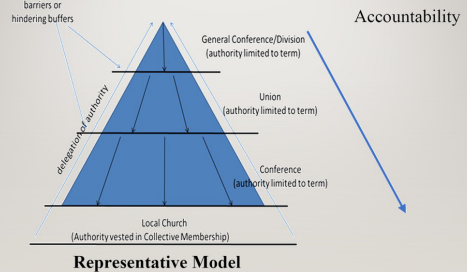
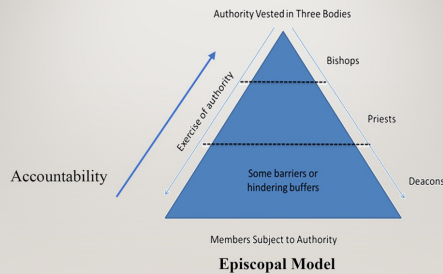
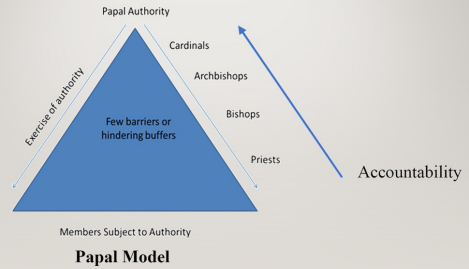
- Formal
  - Constituency/executive committee/board/administrator(s)/supervisor/self
- Informal (relational)
  - Organization/associated organizations/team affiliates/clients(students)/colleagues/families



# SEVENTH-DAY ADVENTIST EDUCATIONAL INSTITUTION: ACCOUNTABILITY FOR MISSION - STANLEY PATTERSON

## TRADITIONAL ECCLESIASTICAL LINES OF AUTHORITY

- Papal
- Episcopal
- Representative (Seventh-day Adventist)



"Every member of the church has a voice in choosing officers of the church. The church chooses the officers of the state conferences. Delegates chosen by the state conferences choose the officers of the union conferences, and delegates chosen by the union conferences choose the officers of the General Conference. By this arrangement every conference, every institution, every church, and every individual, either directly or through representatives, has a voice in the election of the men who bear the chief responsibilities in the General Conference" (Ellen G. White, *Testimonies for the Church*, vol. 8 [1948], pp. 236, 237).

## LIMITS IMPOSED UPON THE ACCOUNTABILITY PROCESS

- Limits are built into our organizational structure at the boundaries.
  - The Seventh-day Adventist system of organization does not operate as a hierarchical organization.
  - Authority and accountability are limited to each specific level.
  - Apostasy/rebellion are exceptions where a higher level may legitimately interfere.
- Education at all levels is necessary in order to maintain awareness of the limits.
- The Seventh-day Adventist system is a hierarchy of order—not a hierarchy of power.



# SEVENTH-DAY ADVENTIST EDUCATIONAL INSTITUTION: ACCOUNTABILITY FOR MISSION - STANLEY PATTERSON

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## FREE-ASSOCIATION OF LOCAL CHURCH

- The local church is NOT a managed organization.
  - The free-association context does not allow management control of employees.
  - The congregation is led but not managed by the pastor.
  - The school board is an extension of the local church(es).
  - The school is a managed organization at the local level and is served by a principal, head teacher, etc.
- Pastors, teachers, Bible workers, and all employed persons serving the local church report to the conference.
- Primary accountability of such employees is to the conference, which is in turn accountable to the constituency/executive committee.

20

## ASCENDING ACCOUNTABILITY

- Leaders in the managed organization are charged with maintaining accountability in the organizations, and it is a responsibility for which they, in turn, are accountable.

21

## MUTUAL ACCOUNTABILITY

- Mutual assessment/evaluation and appropriate accountability that honor the interdependency of the organization's community are essential in the context of the 21st-century organization.
- This model has always been a part of the Christian Church, wherein members are accountable to one another, regardless of position.

22

## DIFFERENTIATION

- The goal of accountability is not uniformity.
- Differentiation is a necessary aspect of the growth of the church.
- Wisdom is necessary in the process of accountability to determine acceptable latitude.

23

## PROFESSIONALISM TO MARK ACCOUNTABILITY PROCESS

- Any deviances from the defined mission and values expected of the institution as it represents the Seventh-day Adventist Church should be revealed as a result of careful assessment and evaluation—not by means of rumor and suspicion.
- Rumors, accusations, or suspicions should be carefully investigated before extending credence.

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## POLICY PLATFORM FOR ASSESSMENT

Mission responsibility for colleges and universities is clearly stated in church policy (GCWR, 2015b, A15 30). This official statement of expectation outlines the responsibilities expected of colleges and universities by the church. It likewise provides the basis for assessment and evaluation by the school's Board of Trustees, who are tasked with assuring that these responsibilities are met.



## SEVENTH-DAY ADVENTIST EDUCATIONAL INSTITUTION: ACCOUNTABILITY FOR MISSION - STANLEY PATTERSON

25

### THREE PRIMARY EXPECTATIONS

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1. "spiritual accountability processes that give evidence of their commitment to the last-day mission of the Church";
2. "the mission of the Church [being] clearly understood and implemented through assessment processes that review progress in meeting mission objectives involving both nurture of members and evangelistic outreach"; and
3. "develop a spiritual master plan and assessment program" (GCWP, 2015b, A15 55,3,5,6).

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### SPIRITUAL GOAL OF ACCOUNTABILITY PROCESS

---

To hear the voice of the Master speak:

““Well *done*, good and faithful servant; you have been faithful over a few things, I will make you ruler over many things. Enter into the joy of your lord”” (Matt. 25:23 NKJV).





# WHAT DO THE DATA SAY ABOUT RETENTION AND EDUCATION?

DAVID J. B. TRIM, PHD

Director of Archives, Statistics, and Research  
General Conference of Seventh-day Adventists

01

What do the data say about retention and education?

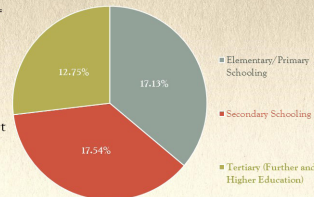
D. J. B. Trim, Ph.D.  
Director of Archives, Statistics, and Research

02

## Adventists and Adventist Education

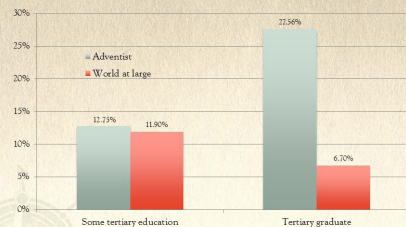
Percentages = highest level experienced

52.58% of global church members report *no* experience of Adventist Education



03

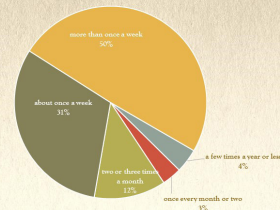
## Adventist experience of tertiary education in context



04

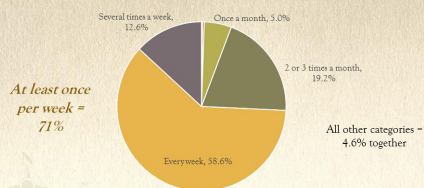
## All Church Members: "How often do you attend services at your church?"

At least once per week = 81%



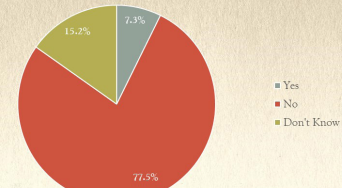
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## NAD students and recent alumni: "How often do you attend services at your church?"



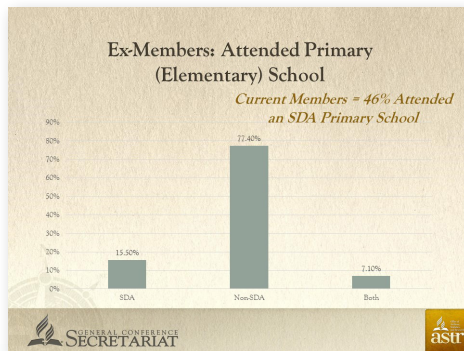
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## Was attending Adventist school(s) a factor in deciding to leave the Church?

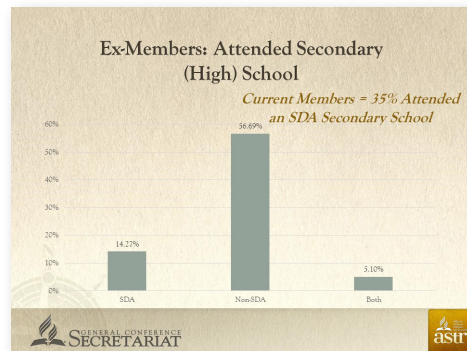


# WHAT DO THE DATA SAY ABOUT RETENTION AND EDUCATION? - DAVID TRIM

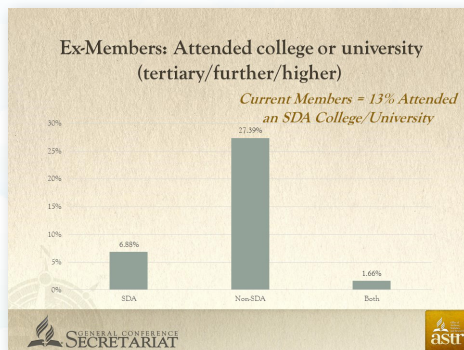
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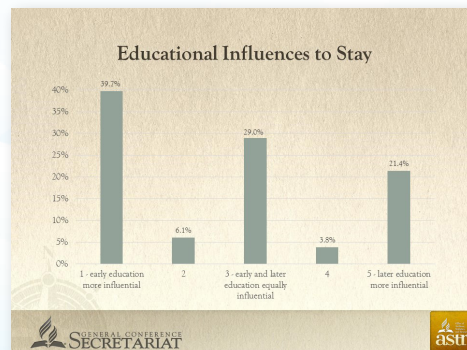
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**Conclusion**

- Ex-members are statistically far less likely to have had Adventist education
- Experience of Adventist education predicts retention – the correlation is so significant it is hard to think that it is coincidental
- Ex-members overwhelmingly deny that going to SDA schools/colleges was a factor in their leaving

GENERAL CONFERENCE SECRETARIAT

astr

12

**Conclusion**

- Primary education (in particular) and secondary education (to a slightly lesser degree), are especially powerful factors in improving retention
- Tertiary education helps to retain members, but the evidence is less clear-cut
- In summary: increase availability and decrease cost of Adventist education, and encourage church members to take advantage – retention rates will improve

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# INCREASING STUDENT ACCESS IN K TO 12 EDUCATION

## A Challenge for Adventist Education int the 21<sup>st</sup> Century

DAVID R. WILLIAMS, PHD, MPH, MDIV

Florence & Laura Norman Professor of Public Health  
Professor of African & African American Studies and of Sociology  
Harvard University

## Increasing Student Access in K to 12 Education

## A Challenge for Adventist Education in the 21<sup>st</sup> Century

David R. Williams, PhD, MPH, MDiv  
Florence & Laura Norman Professor of Public Health  
Professor of African & African American Studies and of Sociology  
Harvard University



## Investment of SDA Education

- Castries SDA Primary School, St Lucia
- St. Lucia S.D.A. Academy
- B.Th., hons, Caribbean Union College (now, University of the Southern Caribbean, Trinidad
- M.Div., cum laude, Andrews University
- M.P.H., Health Education, Loma Linda University

## Returns on Investment (SDA Education)

- Accepted for PhD study in top 3 dept (University of Michigan)
- 1986 - 1992, Assist. to Assoc. Professor, Yale University
- 1992 - 2006, Assoc to Collegiate Professor, University of Michigan
- 2006 – present, Norman Professor, Harvard University
- Author of ~400 scientific papers
- Ranked among 10 Most Cited Social Scientists in world
- Ranked as Most Cited Black Scholar in Social Sciences
- Ranked by Thompson-Reuters as one of the World's Most Influential Scientific Minds in 2014
- Elected, Institute of Medicine, 2001
- Assoc. Dir. Health Ministries, Gen Conference of SDA, 2014-



## Major Themes

1. Challenge of Youth Retention
2. Challenge of providing high quality education
1. Challenge of making SDA education affordable to our constituency



# INCREASING STUDENT ACCESS IN K TO 12 EDUCATION - DAVID WILLIAMS

07

## Major Themes

1. Challenge of Youth Retention
2. Challenge of providing high quality education
1. Challenge of making SDA education affordable to our constituency

08

## Attrition

- In 5-year period, 2010 - 2014, 6.2 million new members
- During same period, 3.7 million members left the church
- Excluding deaths, the net loss rate for the quinquennium is 60 per 100 new members
- This stunningly high loss rate is due, in part, to membership audits

GT Ng, Adventist Review, 2015

09

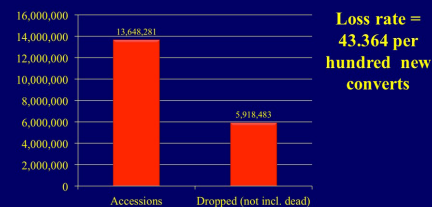
## Attrition -2

- Membership audit: process of identifying and removing from membership lists people who have left the church
- Considering the prior 15 years predating the recent round of thorough audits, the losses are 48 for every 100 new members

GT Ng, Adventist Review, 2015

10

## Retention: Accessions vs. dropped, 2000-2012



11

## Losses of our Youth

- Landmark NAD study that started in 1987
- Over 1,500 baptized 15 and 16 year olds, representative of all SDA youth (big & small churches, small towns & big cities, public schools & SDA schools, all ethnic groups)
- Interviewed every year for the next 10 years
- How many of them left the church by age 25 and 26? at least 40 to 50%
- We are losing one half of our youth. Not one lost coin, but half of the coins

Roger Dudley, Why Our Teenagers Leave the Church, 2000

12

## Our Role in the Losses of our Youth

It is because so many parents and teachers profess to believe the word of God while their lives deny its power, that the teaching of Scripture has no greater effect upon the youth.

What you do  
speaks so loud that  
I cannot  
hear what you say.  
-Ralph Waldo Emerson

Education, page 259



# INCREASING STUDENT ACCESS IN K TO 12 EDUCATION - DAVID WILLIAMS

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### Our Laodicean Condition

"It is one thing to treat the Bible as a book of good moral instruction, to be heeded so far as is consistent with the spirit of the times and our position in the world; *it is another thing to regard it as it really is--the word of the living God, the word that is our life, the word that is to mold our actions, our words, and our thoughts. To hold God's word as anything less than this is to reject it.* And this rejection by those who profess to believe it, is foremost among the causes of skepticism and infidelity in the youth."


Education, page 260

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### Re-affirming Our Mission

- The Adventist church needs to re-affirm the central role of Christian education as part of the evangelistic mission of the church.
- The need for Adventist education has never been greater than today

Ellen White said, "there should be schools established wherever there is a church or company of believers. Teachers should be employed to educate children of Sabbath-keepers"



Ellen G. White, "Special Testimony to Battle Creek Church, pg 40, 1898."

15

### 3 Predictors of SDA Youth being Committed

1. Youth who view church as relevant to their lives. 3 factors: a) Sabbath Sermons in my church are interesting; b) My church meets my spiritual needs, and c) My church meets my social needs
2. A grace orientation towards salvation. Someone with a grace orientation believes that salvation is based on what Jesus has done, not on what I do
3. Attending an SDA college. Those who attended an Adventist college more likely to be committed than those in other colleges or not in school at all. Higher education in secular universities tends to lessen religious commitment and produce religious skepticism

Roger Dudley, Why Our Teenagers Leave the Church, 2000

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### Major Themes

1. Challenge of Youth Retention
2. Challenge of providing high quality education
1. Challenge of making SDA education affordable to our constituency

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### What SDA Parents Are Looking For

- SDA's have come of age. We want the best for our children
- I have run into many parents who are intent on sending their kids to non-Adventist schools because they believe that SDA schools cannot provide the academic rigor to make their children competitive in today's world
- One challenge is that many of today's SDAs are only using secular criteria to determine what is best
- But what shall it profit a man or woman if he gain the finest education but lose his own soul?

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### The Other Side

- At many of our SDA schools, there is a lot of room for improvement
- Too many of our schools are run by administrators who lack vision
- Our constituencies have changed. Years ago, you opened a school and SDA parents sent their children.
- Today, parents are looking for excellence
- Don't blame the parents! They are looking for exactly the same thing that God is looking for. God wants our schools to be the best. God wants us to be the head and not the tail. God places no premium on mediocrity.



# INCREASING STUDENT ACCESS IN K TO 12 EDUCATION - DAVID WILLIAMS

19

## Challenges of Addressing Educational Quality

20

## Demographic Survey Seventh-day Adventist Church in North America

Conducted for the NAD Secretariat  
By Center for Creative Ministry  
2007-2008

21

### Low SES Profile of Many SDA Households

- 40% of SDA HH had annual income < \$25K
- 30% had incomes of \$25K to < \$50K
- 24% had incomes \$50K to \$99K
- 7% had incomes > \$100K
- In 2008, median HH income in U.S. was \$50,303
- And the poverty line was \$22,025 for family of four
- Thus, 40% of SDA HHs had income close to or below poverty level and 70% had incomes below the median level for the country

Center for Creative Ministry, 2008

22

### U.S. Pattern is not Unique

- Historically, Adventists have recruited the majority of new adherents from lower SES groups
- But with our emphasis on education, the 2<sup>nd</sup> generation has typically transitioned to the middle class
- The bottom-line is that, around the world, many SDAs, especially recent converts, come from lower SES groups

Center for Creative Ministry, 2008

23

### Implications of Low Income

- Low income children receive less cognitive stimulation and enrichment (e.g., having parents read aloud to them or taking them to the library)
- Parents of low income children spend less time in face-to-face interaction and in talking to their children
- Homes of low income children have fewer educational resources such as age-appropriate toys, books and internet access
- Children in these homes watch more TV and get less parental monitoring

Gary Evans, American Psychologist, 2004

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SAT = Scholastic Aptitude Test





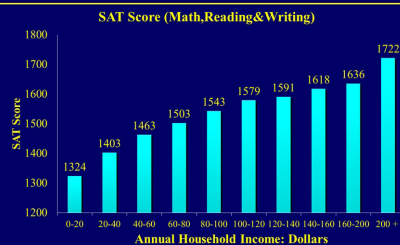
# INCREASING STUDENT ACCESS IN K TO 12 EDUCATION - DAVID WILLIAMS

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## OR Student Affluence Test?

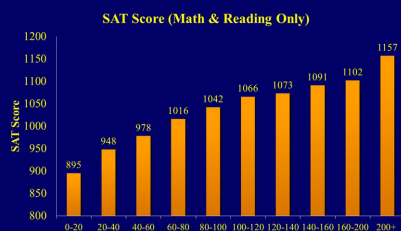
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### SAT SCORE by Family Income



27

### SAT SCORE by Family Income



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## Keys to Excellence

29

### Money Alone is Not Enough

- Simply giving more money to struggling schools and students does not have a big impact on academic performance
- States that have equalized finance among schools, have reduced the gap in academic scores between high- and low- income students by 5%
- Purchasing computers and other upgrades to school facilities have had no or negative effects on academic performance
- Key to student performance is high-quality, individualized instruction

Cullen et al, J of Econ Perspectives, 2013

30

### The Primacy of Teacher Quality

- Excellence is not produced by chance
- The Education Trust – a leading education advocacy organization summarizes the science
- The single strongest predictor of student educational performance in the US is teacher quality
- The quality of instruction provided by the teacher is the best predictor of student performance.
- Even economically disadvantaged children that are taught at high levels achieve at high levels
- Given the right teaching, right classes, right supports, all students can perform well

The Education Trust, "Yes we can: Telling Truths and Dispelling Myths about Race and Education in America," 2006





# INCREASING STUDENT ACCESS IN K TO 12 EDUCATION - DAVID WILLIAMS

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## The Example of Jesus

Jesus sought to “do the best work in every line. He was not willing to be defective, even in the handling of tools. He was perfect as a workman, as He was perfect in character. By His own example He taught that it is our duty to be industrious, that our work should be performed with exactness and thoroughness, and that such labor is honorable.”



Desire of Ages, page 72

32

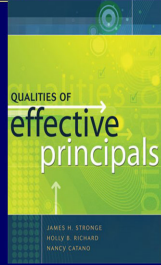
## God's call to Excellence

- God is calling teachers to excellence. Excellence in how we represent Him. Excellence in how we teach.
- Excellence in how we prepare our students to be the best that they can be in this world and the world to come.
- God has called teachers to be a key part of the gospel commission. As important as those of pastors. Teachers are preparing God's children to sit on His throne.
- Imagine how teachers in your division would approach their job, if they knew that Jesus, the Majesty of heaven was going to be a student in their class. You know what, Jesus is in their classrooms. Inasmuch as you have done it unto one of the least of these, you do it unto Me.

33

## Leadership Matters

- High quality principals have a large impact on student academic performance
- “Where there is no vision.....
- Part of the success of these principals is likely due to their ability to hire high-quality teachers and fire under-performing ones.



Cullen et al. J of Econ Perspectives, 2013

34

## Need for “Blessed Subtractions”

- We need continuous quality improvement
- We need to make a long-term and tangible commitment to improving the quality of teaching in SDA elementary and secondary schools
- We need a plan to evaluate, nurture, monitor, and enhance the skills of our primary and secondary teachers
- And schools of excellence have the courage and backbone to get rid of teachers who are not doing an outstanding job of teaching

35

## Role of our Universities

- Many elementary and secondary schools have teachers providing instruction in subjects in which they were not trained
- Loma Linda University, in collaboration with six other SDA institutions started the Excellence in STEM Experiential Education (EXSEED) program
- A one-week summer program brings K-12 educators from SDA schools to the Loma Linda campus to enhance their skills in the teaching of math & science
- We need to build, strengthen and expand such initiatives for enhancing the quality of instruction

36

## Summer Programs

- What if we designed programs to strengthen the academics of SDA secondary school students, whether in SDA or public schools, and prepare them for success in higher education?
- LLUs Center for Health Disparities and Molecular Medicine's summer undergraduate Training Program (UTP) is an example
- Funded by NIH - a 9-week summer internship in a research laboratory



Dr. Marino De Leon

Salto, Riggs, De Leon, Casiano, De Leon, PLoS ONE, 2014



## INCREASING STUDENT ACCESS IN K TO 12 EDUCATION - DAVID WILLIAMS

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### Summer Program -LLU

- It includes mentoring, participation in scientific seminars and lectures, educational enrichment activities
- Participating students are compensated competitively on an hourly basis
- High school and undergrad students in this program have showed gains in research skills and research efficacy
- Program also successful in recruiting students to complete a STEM degree
- A larger vision to expand programs of this type including ACT/SAT preparation classes

Salto, Riggs, De Leon, Castano, De Leon, PLoS ONE, 2014

38

### Incubators for Innovation

- Quality of our academic programs are variable
- We need to design and test new strategies
- We need science-based (and principles-based) innovation that leads to dramatic improvements in the impact of our work
- Without innovation, we will not achieve ambitious goals
- We need to mobilize the creative talents of SDAs within and without our system
- We need new ways of thinking, working and leading

39

### Revival and Reformation

“Revival signifies a renewal of spiritual life, a quickening of the powers of mind and heart, a resurrection from spiritual death. Reformation signifies a reorganization, a change in ideas and theories, habits and practices.” TM 128



40

### An Open Mind is a Key to Unity

“Those who think that they will never have to give up a cherished view, never have occasion to change an opinion, will be disappointed. As long as we hold to our own ideas and opinions with determined persistency, we cannot have the unity for which Christ prayed. God and Heaven alone are infallible. We have many lessons to learn, and many, many, to unlearn.”TM 3



41

### Major Themes

1. Challenge of Youth Retention
2. Challenge of providing high quality education
1. Challenge of making SDA education affordable to our constituency

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### Demographic Survey Seventh-day Adventist Church in North America

Conducted for the NAD Secretariat  
By Center for Creative Ministry  
2007-2008



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## Challenge for Many SDA Parents

- The low SES background of many SDA HHs in the U.S. means that many parents who would like to send their children to SDA schools are unable to afford the tuition payments and desperately need financial assistance
- During the prior 8 years, SDA membership in NAD had increased among the lower middle and middle class, but declined among households above the national median income
- A large and growing share of the church's membership will be unable to financially afford SDA education under current funding arrangements

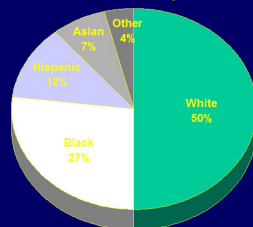
Center for Creative Ministry, 2007-2008

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*The Changing Demographics of the NAD highlights this challenge*

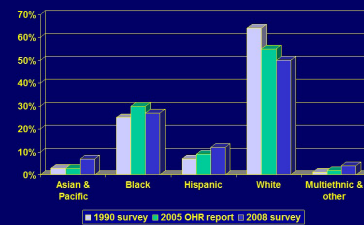
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## Ethnicity



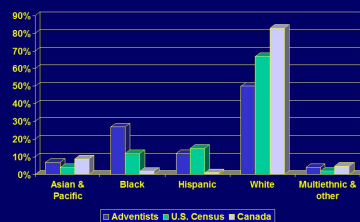
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## Trends in Ethnicity



47

## Ethnicity in Context

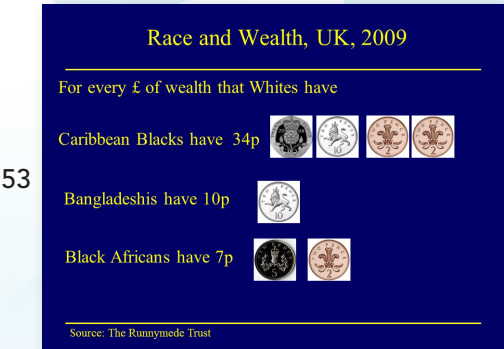
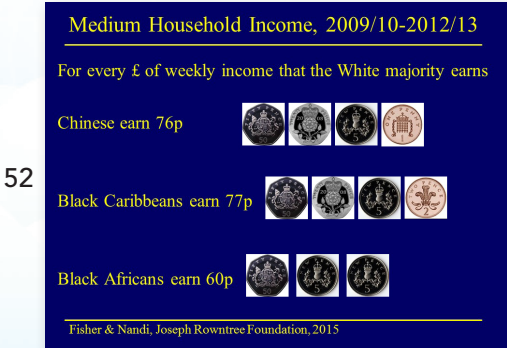
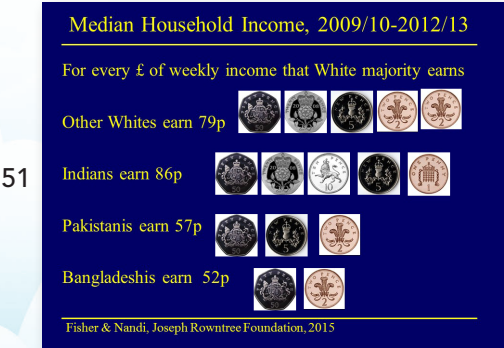
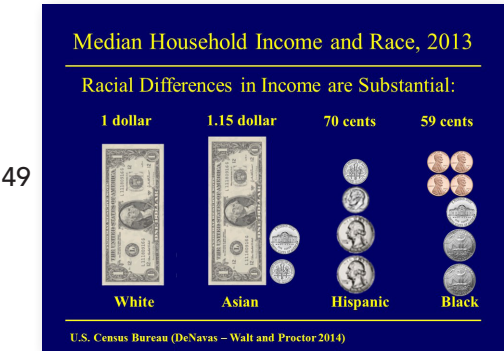


48

*There are Large Racial/Ethnic Differences in SES*



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*What Can We Do?*





# INCREASING STUDENT ACCESS IN K TO 12 EDUCATION - DAVID WILLIAMS

55

## The 5% Solution

- Recently proposed by Thambi Thomas of Pacific U
- Call to update the formulas used to support education
- Asks church to increase its commitment to funding primary and secondary education by allocating an additional 5% of tithe income in every conference in NAD to support church school education
- In the PU in 2009, this plan would have generated an additional \$8 million dollars
- This proposal is fully consistent with regarding Christian education as an essential evangelistic ministry of the church.

Thambi Thomas, in Peril and Promise, 2012

56

## Learn from the Catholics?

- Effort to improve quality and lower costs in urban education in Roman Catholic schools
- Urban Catholic schools have been facing declining enrolment with many schools closing in recent years
- Seton Education Partners developed the *Phaedrus Initiative* which has been successful in increasing student enrolment, decreasing teaching staff, reducing per pupil costs by 20 to 25% and improving academic achievement.

Seton Partners, "Phaedrus Initiative", 2014

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## Phaedrus Initiative

- Key to Seton's success is the combination of blended learning combined with best practices to increase student enrolment, achievement and motivation, as well as, to improve teacher quality and school culture
- Blended-learning model: combines computer-based learning with small group, traditional classroom instruction
- Many schools use the in-classroom rotation model
- Core academic class periods divided into two segments:  
In 1<sup>st</sup> segment, teacher works with half of students in small group instruction while the other half of the class works on their computers, using guided instruction

Seton Partners, "Phaedrus Initiative", 2014

58

## Phaedrus Initiative -II

- For 2<sup>nd</sup> segment, the students switch
- Teachers use information from the students' work on the computers to identify and address subject areas that need additional emphasis
- Model enables schools to increase enrolment, without having to employ additional teachers but still maintain a good ratio of students to teachers
- With classroom of 30 students, individual students interact with their teacher in groups of 15
- The model is educationally and economically efficient

Seton Partners, "Phaedrus Initiative", 2014

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## Free Tuition

- College of the Ozarks is a Christian liberal arts college of about 1,400 students in Missouri
- Focus on character building and developing a strong work ethic, it is committed to providing high quality, Christian education to all who desire it
- Instead of paying tuition, all students are provided work on campus (from dairy farming to custodial services) that will cover the costs of their tuition
- Working 15 hours a week comes with the school's guarantee to cover tuition expenses that exceeds what is covered by other scholarships and grants

US News & World Report, December 2012

60

## College of the Ozarks

- In addition to weekly work, students also two 40 hour weeks a year when classes are not in session
- Needy students can get room and board covered by working at the College for 6 weeks per term during summer break
- 70% of the college's revenue comes from gifts and earnings from its endowment
- Value of the endowment was \$355 million in 2013
- Illustrates that an institution and a committed constituency can radically transform, in a values-driven manner, the way in which Christian education is funded and delivered

US News & World Report, December 2012





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### Work Opportunities

- Back to the Blueprint?
- Vocational training of Ozarks is at the core of the Adventist philosophy of education
- Some educational experts are also suggesting that more serious attention should be given to providing a vocational path with career and technical emphases for at least some students
- Such approaches have been successful in increasing graduation rates and labor market outcomes

Cullen et al. J of Economic Perspectives, 2013

62

### Implementing the Purpose Built Model

Strong local leadership. A proven national model. Best in class partners.

63

### East Lake Meadows - 1995

Safety	Housing
<ul style="list-style-type: none"> <li>• 18x national crime rate</li> <li>• 90% of families victims of a felony each year</li> <li>• \$35 million a year drug trade</li> </ul>	<ul style="list-style-type: none"> <li>• 100% public housing</li> <li>• 1400 residents in 650 apartments</li> <li>• 40% of units unlivable</li> </ul>
Employment	Education
<ul style="list-style-type: none"> <li>• 13% employment</li> <li>• 59% of adults on welfare</li> <li>• Median income of ~\$4,500</li> </ul>	<ul style="list-style-type: none"> <li>• One of lowest performing schools in Georgia</li> <li>• 5% of 5<sup>th</sup> graders meet state math standards</li> <li>• 30% graduation rate</li> </ul>

63

64

### Villages of East Lake - Present

Safety	Housing
<ul style="list-style-type: none"> <li>• 73% reduction in crime</li> <li>• 90% lower violent crime</li> </ul>	<ul style="list-style-type: none"> <li>• High-quality, privately managed housing</li> <li>• Mixed-income (50% public housing, 50% market rate)</li> <li>• 1400 residents in 342 apartments</li> </ul>
Employment	Education
<ul style="list-style-type: none"> <li>• 75% employment in public housing, remainder in job training, elderly or disabled</li> <li>• Median income of ~ \$15k in public housing households</li> </ul>	<ul style="list-style-type: none"> <li>• ~1500 in Pre-K through 10<sup>th</sup></li> <li>• 98% meet or exceed state standards</li> <li>• A top performing school in Atlanta and the state</li> </ul>

64

65

### What Is Project-Based Learning?

Teaching and learning strategies based on:

- Critical thinking,
- Collaboration,
- Creativity,
- Innovation, and
- Problem solving

Buck Institute

66

### Components of Project-Based Learning (PBL)

- Intended to teach significant content
- Requires critical thinking, problem solving, collaboration, & various forms of communication
- Requires inquiry as part of the process of learning and creating something new.
- Organized around an open-ended Driving Question
- Creates a need to know essential content and skills
- Allows some degree of student voice and choice
- Includes processes for revision and reflection.
- Involves a public audience

Buck Institute



## INCREASING STUDENT ACCESS IN K TO 12 EDUCATION - DAVID WILLIAMS

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### New Tech Network

- New Tech Network (NTN) is a leading design partner for comprehensive school change
- NTN works closely with districts and schools to create innovative learning environments
- Over 150 schools in the network
- Through
  - a proven school model,
  - a Project-based learning platform, and
  - powerful professional developmentthey coach schools toward lasting change and ongoing improvement.

NewTechNetwork.org

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### Our Guarantee

“Worry is blind, and cannot discern the future; but Jesus sees the end from the beginning. In every difficulty He has His way prepared to bring relief. Our heavenly Father has a thousand ways to provide for us, of which we know nothing. Those who accept the one principle of making the service and honor of God supreme will find perplexities vanish, and a plain path before their feet.” DA 330

69

### Our Opportunity to Lead

SDA schools have an enormous opportunity to become centers of excellence that specialize in ensuring academic success for students from low income backgrounds  
Adventist institutions can become national and global models for other schools in how to effectively nurture, support, and ensure academic excellence for students who come to us with less than optimal academic preparation



# STAND FOR THE RIGHT

TED N. C. WILSON, PHD, MDIV  
President  
General Conference of Seventh-day Adventists

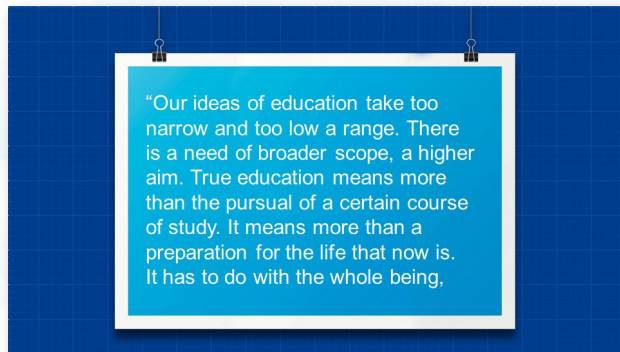
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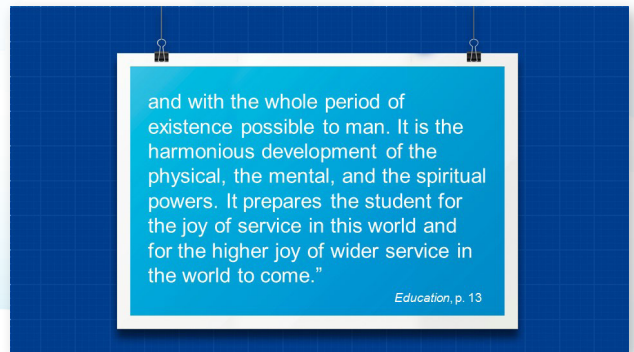
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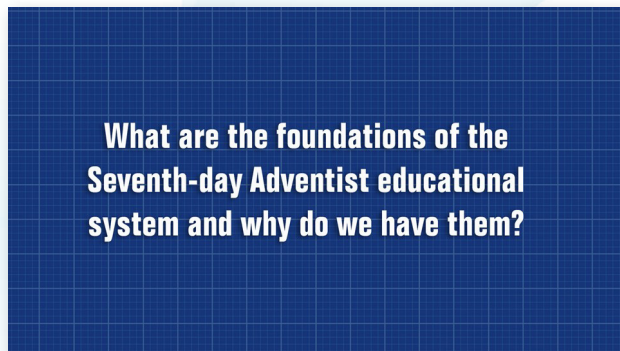
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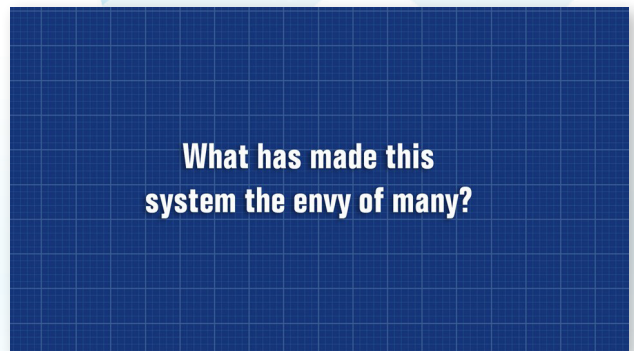
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05



06





## STAND FOR THE RIGHT - TED WILSON

07

**Why is there diminished support for Adventist education in some regions and stronger support in others?**

08

**How are the costs of Adventist education creating challenges and reduction of schools in some regions?**

09

**How are growth and acceptance creating difference expansion challenges for some regions?**

10

**What negative efforts are being made by some to change the Adventist educational system?**

11

**How do we relate to accrediting bodies outside of the church when some of their goals may be in opposition to God's amazing model?**

12

**How do we provide for the millions of Adventist students who are not in our educational system creating some way for them to become part of God's amazing model?**



## STAND FOR THE RIGHT - TED WILSON

13

**Who is ultimately responsible and in charge of the Adventist educational system—you, others, or all of us?**

14

**How do we select, develop, and sustain humble and dedicated institutional leadership?**

15

**What are the critical mission responsibilities for an institution, its officers, its board members and, in particular, the board chair?**

16

**How do we nurture the hearts of the students, faculty, and staff in a culture of church and mission involvement—  
Total member involvement, Total faculty involvement, and Total student involvement in the mission of the church?**

17

**How can we expand the critical and important role of AAA?**

18

**How can we raise the standard of spiritual and academic excellence in institutions?**





## STAND FOR THE RIGHT - TED WILSON

19

**How can we develop a  
broad array of mission skills  
in students, staff, and faculty?**

20

**What are the downsides of  
becoming too “successful”  
as institutions?**

21

**What happens when we rely too  
heavily on government subsidies  
or grants and what are  
the alternative options?**

22

**What are the religious liberty  
and social threats against  
Adventist educational  
institutions?**

23

**Why do we need guidelines,  
policies, and teacher  
endorsement procedures?**

24

**How are certain social issues  
in the world creating difficulties  
for Christian education?**



## STAND FOR THE RIGHT - TED WILSON

25

**What was and is the real purpose  
of a Seventh-day Adventist  
educational institution?**

26

**How can we best recruit and train  
the finest Adventist teachers for our  
educational system who are 100%  
faithful to the teachings of the church?**

27

**What important roles do church  
administrators play—are they  
active or passive roles?**

28

**Can a global system stay together  
in its commitment to God's  
model for education?**

29



30

"In a knowledge of God all true  
knowledge and real development  
have their source. . . . The mind of  
man is brought into communion with  
the mind of God, the finite with the  
infinite."





## STAND FOR THE RIGHT - TED WILSON

31

"The effect of such communion on body, mind and soul is beyond estimate. In this communion is found the highest education. It is God's own method of development."

*Education, p. 14*

32

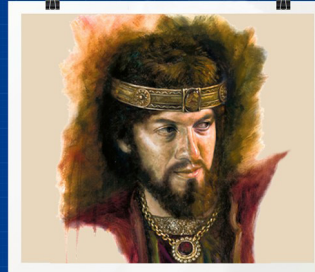


33

**STAND and  
BE COUNTED**

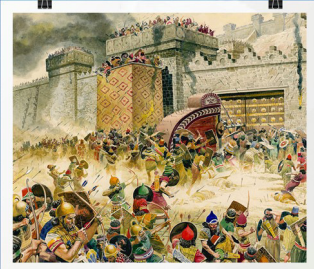


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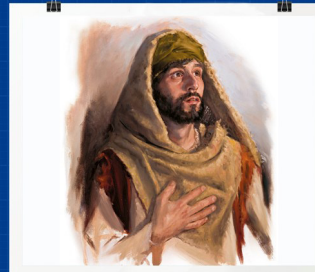
**ZEDEKIAH**

35



"Nebuchadnezzar king of Babylon and all his army came against Jerusalem and encamped against it."  
*2 Kings 25:1*

36

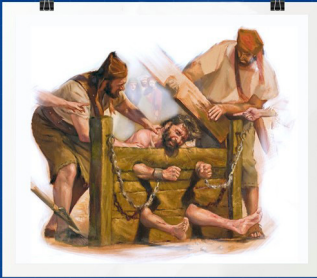


"But neither he nor his servants nor the people of the land gave heed to the words of the Lord which He spoke by the prophet Jeremiah."  
*Jeremiah 37:2*



## STAND FOR THE RIGHT - TED WILSON

37



"Is there any word from the Lord? And Jeremiah said, 'There is.' Then he said, 'You shall be delivered into the hand of the king of Babylon!'"

Jeremiah 37:17

38

**STAND  
FOR THE  
RIGHT**  
THOUGH THE  
HEAVENS FALL  
Education, p. 57

39



"Look, he is in your hand. For the king can do nothing against you."

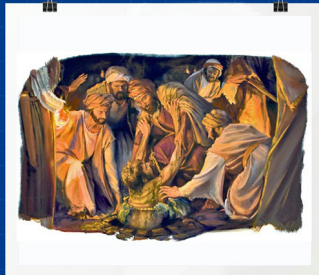
Jeremiah 38:5

40

"So they took Jeremiah and cast him into the dungeon of Malchiah the king's son, which was in the court of the prison, and they let Jeremiah down with ropes. And in the dungeon there was no water, but mire. So Jeremiah sank in the mire."

Jeremiah 38:6

41



42

"If you surely surrender to the king of Babylon's princes, then your soul shall live; this city shall not be burned with fire and you and your house shall live."

Jeremiah 38:17





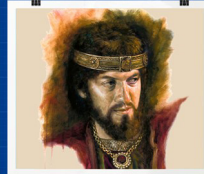
## STAND FOR THE RIGHT - TED WILSON

43

"Please, obey the voice of the Lord which I speak to you. So it shall be well with you, and your soul shall live."

Jeremiah 38:20

44



"But the king had started on the wrong course, and he would not retrace his steps. He decided to follow the counsel of the false prophets, and of the men whom he really despised, and who

ridiculed his weakness in yielding so readily to their wishes. He sacrificed the noble freedom of his manhood and became a cringing slave to public opinion.

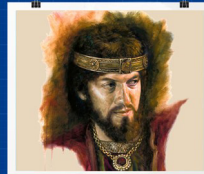
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"With no fixed purpose to do evil, he was also without resolution to stand boldly for the right. Convicted though he was of the value of the

counsel given by Jeremiah, he had not the moral stamina to obey; and as a consequence he advanced steadily in the wrong direction. . . .

46



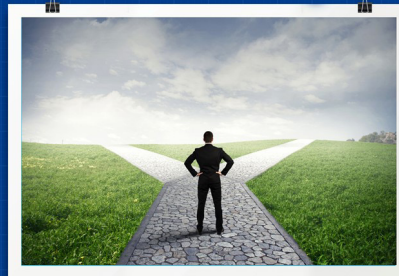
"If Zedekiah had stood up bravely and declared that he believed the words of the prophet, already half fulfilled, what desolation might have been averted! . . . The people would have respected his courageous spirit, and those who were wavering between faith and unbelief would have taken a firm stand for the right."

*Prophets and Kings, p. 457-458*

47



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## STAND FOR THE RIGHT - TED WILSON

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# BIOGRAPHICAL SKETCH OF SPEAKERS

- **LISA BEARDSLEY-HARDY** is Director of Education at the General Conference of the Seventh-day Adventist Church since 2010. She studied theology at Newbold College, UK, graduating with a Bachelor of Theology from the SDA Theological Seminary, Far East (now Adventist International Institute of Advanced Studies). She earned an MPH, (Loma Linda University), PhD in educational psychology (University of Hawai'i at Manoa), and an MBA (Claremont Graduate University). She holds ecclesiastical endorsement from the North American Division of Seventh-day Adventists as an educational chaplain and associate chaplain in healthcare. She has served as a commissioner for the WASC Senior College and University Commission, has participated in over 100 accreditation visits for various agencies internationally, and currently chairs the board of the Accrediting Association for Seventh-day Adventist Schools, Colleges and Universities (AAA).
- **ADAM FENNER** is Director, Adventist Learning Community, North American Division of Seventh-day Adventists. Dr. Adam Fenner specializes in U.S.-Latin American relations and holds degrees from American University, Stanford University, and Andrews University. He received several competitive fellowships and grants including the prestigious Doctoral Dissertation Fellowship at American University. He has taught world history on the college level at Andrews University and US American literature and general history in Honduras. While pursuing his doctorate Fenner worked professionally as a freelance researcher at the Library of Congress and National Archives in Washington, D.C. <http://www.nadadventist.org/article/1073742551/ministries-services/ministries/education/adam-fenner>
- **ELISSA KIDO**, EdD is Professor of Education at La Sierra University, Project Director of CognitiveGenesis and Director of the Center for Research on Adventist Education K-12 (CRAE). She has been an educator for over 40 years, teaching Language Arts, English, and English Education from the 5th grade through graduate school. Her administrative experience includes: department chair, program director, assistant graduate dean, associate vice president for academics, and Dean of the School of Education at La Sierra University. While dean, the CognitiveGenesis Project was launched—a groundbreaking research study to assess the academic achievement of students in Adventist schools in the North American Division. At the last NAD Teachers Convention in August 2012, Dr. Kido was awarded the Journey to Excellence award for this research and her contributions to Adventist Education. <https://crae.lasierra.edu/about/our-team/>
- **LEIF HONGISTO** is president of Middle East University, Beirut, Lebanon since 2009. He earned a BA in Theology (Newbold College, UK), a Master of Divinity (Andrews University), MA Theology (University of Helsinki), TD in Philosophy, Psychology and Religion (University of Turku) and a PhD in Theology (Åbo Akademi University, Finland). He comes from a family of educators over many generations and spent



part of his childhood with his missionary parents in Ghana, West Africa. His immediate family consists of Patrizia Veronique, his beloved spouse and companion in the ministry of mission for the Church, as well as their two adult sons, Laurent Christopher and Christer Alexandre.

- **GEORGE R. KNIGHT** taught both philosophy of education and church history at Andrews University for thirty years. He earned an EdD from Andrew University. He has authored and edited almost ninety books. His major titles related to education are *Early Adventist Educators* (1983), *Philosophy and Education: An Introduction in Christian Perspective* (4th ed., 2006), and *Myths in Adventism* (1985, 2009). He is retired and lives in Rogue River, Oregon.
- **JAIRYONG LEE** has served as president of the Northern Asia-Pacific region since 2003. Dr. Lee founded the 1000 Missionary Movement in 1991 in the Philippines when he was professor of theology and dean of the Adventist International Institute of Advanced Studies (AIAS) Theological Seminary. It has since then branched to other parts of the world to train front-line missionaries. He earned a ThD in 1985 at Andrews University.
- **GEOFFREY MBWANA** was elected as a general vice president for the Seventh-day Adventist world church in 2010 after serving as president of the East-Central Africa Division. Born in Tanzania, Mbwana spent time in high school and college working as a literature evangelist in India and Sweden. Geoffrey Mbwana graduated from Spicer Memorial College with BA in religion and psychology. He earned a MEd from Andrews University and an MA in educational psychology at Poona University, India. He chairs the boards of Adventist Development and Relief Agency International (ADRA) and the International Board of Ministerial and Theological Education (IBMTE).
- **ARMAND ALACBAY** is vice President of Trustee & Legislative Affairs for the American Council for Trustees and Alumni (ACTA), based in Washington, DC. Mr. Alacbay is responsible for trustee and government relations related projects. Prior to joining ACTA, he worked in private practice as a trial attorney and later managed an educational services startup company. Mr. Alacbay received a B.A. in Economics and English from the University of Virginia and his J.D. from George Mason University School of Law, where he served as Editor-in-Chief of the *George Mason University Civil Rights Law Journal*. He is a past president of the alumni association for Thomas Jefferson High School for Science and Technology. His interests include ice hockey and amateur screenwriting.
- **STANLEY PATTERSON** is Professor of Christian Ministry, Chairing the Department of Christian Ministry at Andrews University. His primary focus within the Christian Ministries Department apart from serving as department chair is master and doctoral level classes in leadership and administration. In addition he serves as the executive director of the Christian Leadership Center of Andrews University which is dedicated to providing Christian Leadership development and guidance to organizations and ministry teams around the world. He has served seventeen years as a pastor in Texas, Wyoming, Colorado, and Georgia, two years as a ministerial director in the Greater New York Conference, and twelve years in the Georgia-Cumberland Conference as ministerial director and vice-president for pastoral ministries and evangelism. He earned a PhD in Leadership and Administration from Andrews University. His dissertation explored the leadership roles and relationships of pastors and educators in the context of the SDA church school.



- **GEORGE W. REID** earned an MA in theology from the Seventh-day Adventist Theological Seminary when it was still in Takoma Park, and pastored 13 years in Oklahoma Conference. He did his ThD at Southwestern Baptist Theological Seminary (SBTS) in Ft Worth, Texas, and upon completion was invited to remain at SBTS as a faculty member. Declining this generous offer, he went to what is now Southwestern Adventist University in Keene, Texas, and served 15 years as professor and theology department chair. He then came to the General Conference where he served 18 years as director of Biblical Research Institute.
  
- **ELLA S. SIMMONS** holds the distinction of being the first and only woman to serve as a vice president of the Seventh-day Adventist world church as of 2005. An educator throughout her career, Simmons has served as chair for departments of education (Kentucky State University), associate dean (University of Louisville), and professor (Oakwood University, La Sierra University). She gained administrative experience while serving as academic vice president of Oakwood University and provost and academic vice president for La Sierra University. She holds a master's degree from Andrews University and a doctorate in education from the University of Louisville. She chairs the International Board of Education for the Seventh-day Adventist Church. She also chairs the boards of the Adventist International Institute of Advanced Studies and the Adventist University of Africa.
  
- **ALAYNE D. THORPE**, is the Dean for the School of Distance Education and International Partnerships, Andrews University; and President, Griggs International Academy. She has a long history in distance education, both as an administrator and a faculty member. Dr. Thorpe has served as a mentor teacher and course developer for both the University of Maryland and Washington Adventist University and as Vice President and Interim President of Griggs University. As an active member of the Distance Education Council, the Middle States Association of Schools and Colleges and the Council for International and Trans-regional Accreditation, Dr. Thorpe worked to develop accreditation standards and best practices for distance education. She is a professor of English and holds a PhD from the University of Maryland.
  
- **DAVID J.B. TRIM** is a historian, archivist, and educator whose specialties are in European military history and the history of the Reformation. He is the director of Archives, Statistics, and Research at the World Headquarters of Seventh-day Adventists since 2010 and a professor at the Seventh-day Adventist Theological Seminary at Andrews University. Prior to that, he taught at Newbold College and Pacific Union College. Trim was born in Bombay, India, to British and Australian missionary parents and raised largely in Sydney, Australia. He was educated in Britain: he graduated cum laude from Newbold College with a BA in History; his PhD in War Studies and History is from King's College, London, part of the University of London. He has been a visiting researcher at the Huntington Library, the Folger Shakespeare Library, the University of California at Berkeley, and the University of Reading in the United Kingdom. Trim has been a Fellow of the Royal Historical Society since 2003.
  
- **DAVID R. WILLIAMS** is the Florence Sprague Norman and Laura Smart Norman Professor of Public Health at the Harvard School of Public Health (HSPH) and Professor of African and African American Studies and of Sociology at Harvard University. He has been on the faculty of Yale University where he held appointments in both Sociology and Public Health and at the University of Michigan where he was



the Harold Cruse Collegiate Professor of Sociology, and a Senior Research Scientist at the Institute of Social Research and a Professor of Epidemiology in the School of Public Health. Dr. Williams holds an MPH degree from Loma Linda University and a Ph.D. in Sociology from the University of Michigan. He is internationally recognized as a leading social scientist focused on social influences on health. He is the author of more than 325 scholarly papers in scientific journals and edited collections and his research has appeared in leading journals in sociology, psychology, medicine, public health and epidemiology. He has served on the editorial board of 12 scientific journals and as a reviewer for over 60 journals. According to ISI Essential Science Indicators, he was one of the Top 10 Most Cited Researchers in the Social Sciences during the decade 1995 to 2005.

Dr. Williams has appeared on national television and his research has been featured or he has been quoted in the national print media including the New York Times, Time, Newsweek, the Wall Street Journal, the Washington Post, Essence, Jet and USA Today. He was also a key scientific advisor to the award-winning PBS film series, *Unnatural Causes: Is Inequality Making Us Sick?*

■ **TED N. C. WILSON**, is President of the General Conference of the Seventh-day Adventist Church since June 2010. Prior to this appointment, he served as General Vice President since July 2000. He is the son of former Adventist world church President Neal C. Wilson and Elinor E. Wilson, and spent part of his childhood in Egypt. Dr. Wilson began his church career as a pastor in the Greater New York Conference, directed Metropolitan Ministries in New York and went on to serve in the church's then Africa-Indian Ocean Division, based in Abidjan, Cote d'Ivoire. Other posts include associate secretary at the General Conference, president of the church's Euro Asia-Division in Moscow, Russia, and president of the Review and Herald Publishing Association. An ordained minister, Pastor Wilson holds a PhD in religious education from New York University, an MDiv from Andrews University, and an MPH from Loma Linda University School of Public Health.





# GUIDING PHILOSOPHICAL STATEMENT ON SDA EDUCATION

Education is ministry, for in the highest sense the work of education and the work of redemption are one. It is the harmonious development of the physical, the mental, and the spiritual powers. It addresses the whole person and extends through the whole period of existence possible to human beings. Its aim is to cultivate in students principles of truth, obedience, honor, integrity, and purity that will make them a positive force for the stability and uplifting of society.

The source of this education has as its foundation the Word of God. Godliness, that is godlikeness, is its goal. Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do. True education is designed to develop this power, to cultivate thinkers who are not mere reflectors of other people's thoughts. This education strengthens character to value truth and uprightness over selfish desire and worldly ambition.

To these ends Seventh-day Adventist education requires leaders and teachers who believe that all true knowledge and genuine development have their source in a knowledge of God. They serve under the power, in the wisdom, and by the guidance of God, content only in inspiring students to their utmost in the attainment of the highest in academic standards and spiritual maturity, preparation for unselfish service. They are committed to modeling and providing to students paths of continuous progress in academic, social, and spiritual, expansion advancing them as fast and as far as possible.

Scriptural Support: Ps. 119:105; Prov.30:5,6; John 17:16-17; Ps. 19:1-6; Ps. 33:6,9; Ps. 32:8-9; Gen. 2:7; John 3:16; Rom. 1:3-4; Eph. 2: 4-10; 2 Pet. 1:5; 2 Pet. 3: 18; Eph. 2:8-10; Eph. 6:4; Rom. 12: 1-2; 2 Pet. 3:13; Deut. 6:6-9; Deut. 11:19; 2 Tim. 2:15; 2 Tim. 3:15,16; James 1:5, James 3:1; Eccl. 7:12; Jer. 3:17, Jer. 33:2-3; Col. 2:8; Col. 3:16; Dan. 1:17; Tit. 2:7-8; Prov. 16:16; Prov. 18:15; Prov. 4: 13; Prov. 9:10; Prov. 16:3; Prov. 22:6; Prov. 23:12; Isa. 54:13

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Drawn from scriptural support of the 28 Fundamental Beliefs and Ellen G. White, True Education: An Adaptation of Education, Nampa, ID: Pacific Press Publ. Assoc., 2000.



# QUIZ

## **Educating for Eternity, Chapter 3: The Nature of the Student and the Reason for Adventist Education**

1. Discuss the heart of Ellen White's philosophy of education.
2. In what specific ways should the Adventist view of human nature shape the church's educational system?
3. In what ways does the Bible's teaching on human nature "demand" that Christian education be different from other philosophies of education?
4. What are the implications of the word whole in Ellen Whites understanding of education?
5. Are people more like animals or more like God? In what ways? What are the implications of each polar position?

## **Educating for Eternity, Chapter 4: The Role of the Teacher and the Aims of Adventist Education**

1. In what ways is Christian teaching a form of ministry?
2. How does the ministry function affect a teacher's aims?
3. In what ways does the view of teaching as ministry enrich our understanding of the importance of Adventist education?
4. In your own words, describe the purpose(s) of Adventist education.
5. What are the implications of that/those purpose(s) for you personally as a teacher?



## **Educating for Eternity, Chapter 5: Curriculum Considerations**

1. Discuss why the Bible is so important in Christian education.
2. In what ways does Herbert Spencer's question ("What Knowledge Is of Most Worth?") help us understand a Christian curriculum?
3. What are the curricular implications of truth being unified?
4. What do we mean when we say that the Bible is the foundation and context of a Christian approach to curriculum?
5. Why must the curriculum in a Christian school be radically reoriented? What are the classroom implications of that reorientation?
6. What do Adventist educators mean when they speak of a balanced curriculum?

## **Educating for Eternity, Chapter 8: Closing Perspective**

1. What is the essential contribution of all Christian schools to education?
2. What is the unique Adventist contribution to Christian education?
3. In what ways can Adventist education totally fail in its mission?
4. In looking back over this book, discuss the ways that the study of the philosophy of biblical/Christian/Adventist education can help you shape your ideas and practice.



## NOTES

[illegible]

# THE MINISTRY OF TEACHING

What you have heard from me through many witnesses entrust to faithful people who will be able to teach others also. (2 Timothy 2:2 ISV)

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. (Galatians 6:9 NIV)

You must teach what is in accord with sound doctrine. (Titus 2:1 NIV84)

Teach my people the difference between the holy and the common and show them how to distinguish between the unclean and the clean. (Ezekiel 44:23 NIV)

Until I come, devote yourself to the public reading of Scripture, to preaching and to teaching. (1 Timothy 4:13 NIV)

Go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end. (Matthew 28:19-20 NIV)





LEADERSHIP EDUCATION AND DEVELOPMENT



WITH APPRECIATION TO:

Joy Alexander, vocal  
Trudy Eide, pianist  
Vernon Rogers, song leader

Mario Brito  
Hector Belvedere  
Sheri Clemmer  
Karel Holness  
Daniel R. Jackson  
Raafat A. Kamal  
Michael F. Kaminskiy  
Hudson E. Kibuuka  
Erton C. Kohler

Ezras Lakra  
Jairyong Lee  
Israel Leito  
Mike M. Lekic  
Solomon Maphosa  
Rick McEdward  
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