

2018 Goals and Accomplishments

Please describe accomplishments, relative to each of your convention assigned Ministry Assignments, in the past year that create "value added" to the Cooperative Program dollars that Southeastern Baptist Theological Seminary receives.

I. Assist churches by programs of prebaccalaureate and baccalaureate theological education for ministers.

In 2017, The College at Southeastern established the following initiatives to further the mission of the SBC. First, we expanded our bachelor's programs to include the Bachelor of Science degree. This program is designed to allow students to prepare for both vocation and theological/ministerial careers. Second, The College also started work on expanding its 5 year BA/MDiv programs to allow for additional areas of specialization. This program allows students to earn a bachelor's degree and an MDiv in 5 years, significantly shortening the time and financial restraints that prevent young men from training for pastoral ministry. Third, the College developed partnerships with likeminded evangelical schools to allow students to earn degrees in teacher education. All of these initiatives add significant value to the work of Southern Baptists through the Cooperative Program. Fourth, the College held its first semester of classes at the extension center at Nash County Correctional facility for the purpose of training field ministers in the prisons of North Carolina. Finally, the College continued implementing a House system for student life that further enhances the missional community of the College.

II. Assist churches by programs of master's level theological education for ministers.

In the past year, Southeastern Seminary has focused on several areas to strengthen our work in "assisting churches by programs of master's level theological education for ministers." First, we continue to develop our EQUIP program. This program allows students to earn a percentage of their degree while serving in an EQUIP-certified local church. This past year, we started a new Master of Arts in Christian Ministry that is designed to be completed in partnership with local churches. Students who enroll in this program must take 12 hours through an EQUIP-certified local church. This degree program allows students to complete a degree program in an Equip partnership.

Second, we began our new Master of Arts in Marriage, Individual, and Family Counseling. This program equips our students to obtain a license for counseling, which opens the door for future employment in counseling for some of our students and equips our students for Great Commission ministry in new contexts of our society.

Third, we began a new course for all master level degrees that introduces them to seminary education. The course is designed to prepare them to succeed in their academic and ministry preparation by facilitating their academic planning as they pursue their calling. It is also designed to help our students appreciate how Southeastern Seminary contributes to the cooperative ministry of the Southern Baptist Convention.

III. Assist churches by programs of professional doctoral education for ministers.

The Doctor of Ministry program continues to expand with new accomplishments for 2017. The program staff evaluates each semester to determine changes to provide the best learning experience for the students. A commitment to effective training of our pastors drives the evaluations and program. The staff operates from a servant model, believing the program actions should impact students to be transformation-servant leaders in their ministry context. The accomplishments reflect the focus.

The first accomplishment occurs in the area of the increasing number of graduates. Once again, the graduation numbers doubled to mark the highest number Doctor of Ministry graduates in a semester. These numbers continue to grow because of the efforts to equip our students to recognize and address ministry needs, using improved reasoning, planning, and writing skills. This accomplishment reflects on two actions taken to improve the process. The first action involved the continued development of the contextualized learning experience workshops. Students take three of these workshops, and the faculty produced an updated approach to assist in the development of a ministry project within their ministry context. An online component improved the amount of time a professor spends with the students in recognizing and developing a ministry project idea. The second action involved the development of disciplines in communication. Added coaching time through the online discussions in the contextualized learning experience workshops and the expanded services in proofreading improve students' ability to communicate clearly. The emphasis led to higher graduation numbers and students better equipped to communicate at different levels in the ministry context.

The steady rise in the student population is noted as the second accomplishment. The high graduation numbers for the last two semesters did not decrease the student headcount. The addition of new students continues to grow with this fall bringing a record number of new students. The continued improvement of the new recording system, the contact response time, and an improved reporting system contribute to the growth. These changes have led to greater efficiency, quicker response, and more accountability. In addition, the servant attitude of the staff toward students and recruits facilitates a good reputation and greater interest. The continued push for excellence in the classroom through faculty selection and the use of effective practitioners in ministry strengthens the student draw into the program. The administrative and classroom improvements and the focus on individuals create a formula for growth in student enrollment. The increased enrollment means more ministers receiving advanced ministry training that impacts churches and, eventually, the SBC.

The addition of new offerings keeps the program on a continued track for relevancy in light of the changes characterizing this century and affecting our convention. The missions and church planting faculty received approval to begin a Catalytic Church Planting Leadership Specialization targeting church planters and coordinators of church planting in churches, associations, organizations, and agencies. The specialization provides additional professional support in the church planting arena of our convention's Great Commission efforts.

The beginning of a special pastoral leadership group marks another accomplishment. A select group of ministers received invitations to participate in a special offering of the program. Twelve students joined

and participate in a rich exchange of ministry ideas. These students report the positive affect of the program on their ministries. This addition reflects a commitment by SEBTS to train ministers for the future.

The accomplishments give evidence of our seminary's commitment to offering professional and advanced degree training to support our churches and their leaders. The program will continue to strive for a student-friendly approach, academic excellence, relevant content, and a high level of professional training. These markers of our program will provide the foundation to meet the convention expectations and the seminary's program goal.

IV. Assist churches by programs of research doctoral education for ministers and theological educators.

In 2017, fifteen students graduated from the Doctor of Philosophy program at Southeastern and began or continued strategic ministries such as President Northeastern Baptist College, Senior Aide to the President, International Mission Board, Instructor of Missions and Theology at Cedarville University, and pastors of established Southern Baptist churches and church plants. The Faculty of Southeastern just approved major modifications to the Ph.D. in Core Curriculum to more effectively equip our students to serve the church and fulfill the Great Commission. The revised curriculum emphasizes teaching in higher education and broad knowledge of Christian theology that avoids the hazards of over-specialization. This redesigned curriculum should better prepare graduates for outstanding service in the academy, church, and mission field.

The Ed.D. program at Southeastern graduated 12 Doctors of Education in 2017 for a total of 94 graduates since its inception in 2006. The Ed.D. office acts as a catalyst for connecting the many institutions, denominational offices, and local churches who contact us seeking highly trained ministers and educators. The Ed.D. program supports the local church by training graduates who possess Christ like character and ministry skill sets for positions that include children and youth ministry; administration, Bible teaching, and pastoral positions; and discipleship and missions leadership. Current students and graduates also lead parachurch organizations, such as camp ministry, publishing companies, and Christian school administration. Several current students and graduates have major leadership positions in denominational offices and at Lifeway Resources. Approximately twenty percent of our Ed.D. graduates serve in higher education in positions including a college president, two deans of faculty, four vice presidents of administration, and numerous full-time and adjunct faculty. Our graduates also support the Cooperative Program through curriculum development and various publications offering uniquely Southern Baptist perspectives.

Among current students and Ed.D. graduates there are numerous leaders serving in other countries, including Canada, Ethiopia, Liberia, and Nigeria. These students have come to Southeastern to prepare themselves to have a far-reaching impact on theological education in their home country. Other residential students have obtained a visa to live, work, and study in the U.S. with plans to return to their native country. These include South Korea, China, and the Dominican Republic. Fueled by their passion for the Gospel, many Ed.D. graduates use their teaching skills and ministry insights to teach in both formal and informal international settings. These destinations include Kenya, Ethiopia, Philippines, Peru, Ghana, Burundi, Tanzania, Belarus, and Ireland. In these locations, our graduates are serving in a variety

of ways including: evangelism rallies, pastoral training, and church construction. In addition, our graduates teach in colleges and seminaries, providing these schools with much needed academic instruction. Dr. Coley was in L'viv, Ukraine teaching a master's course at Ukraine Baptist Seminary.

Based on each of SEBTS' Convention assigned ministry statements, what opportunities or challenges do you see on the horizon from 2018 and beyond that would necessitate changes, or new directions, in how SEBTS is accomplishing the listed Ministry Assignments?

I. Assist churches by programs of prebaccalaureate and baccalaureate theological education for ministers.

The College at Southeastern has a great opportunity in the state of North Carolina. The College is uniquely positioned in the state of North Carolina to provide theological education to undergraduate students. With no other conservative evangelical colleges or universities in the state, the College at Southeastern fills a massive need for Southern Baptists in North Carolina.

One major challenge for the College in coming years is the need for additional tuition resources for our students. We work hard to keep our cost affordable without the assistance of federal scholarships.

II. Assist churches by programs of master's level theological education for ministers.

Southeastern Seminary, like most educational institutions, face the challenge of educating a class of students who are approaching their education differently. For example, our students are increasingly busy with families, jobs, church, and school responsibilities. Often, they choose to take fewer credit to save both cost and time – and the result is a longer time to complete a degree. They are also willing to interrupt their education with intermittent time away from school. We are making changes to our course scheduling plans, increasing the course delivery options, and leading our student in new ways to address these changes. We are now monitoring how these changes may address some of these issues.

Second, with the above challenge, we also have new opportunities to train a new class of students who are open to pursue their divine calling for ministry through new ministry pathways. The students enrolled in our degree programs are mission-minded, evangelistically-focused, and local-church-committed. They are eager to use their gifts to “serve the church to fulfill the Great Commission” however the Lord may lead them. Our students are not always certain of the ministry they are preparing for. This provides the seminary the opportunity to help them explore ministry options and to discover what types of ministries God has gifted and prepared them for. This requires us to continue evaluating and improving curriculum offerings and classroom presentations to equip these students. Also, partnerships with local churches are vital to our work; thus, we must connect with, listen to, and work alongside the congregations that will send us students and employ our graduates.

III. Assist churches by programs of professional doctoral education for ministers.

Technological advances create expanded learning opportunities in the Doctor of Ministry program. The technological advances include the utilization of Moodle/Panopto interaction, video conferencing, and social media. The advances offer multiple avenues of communication and content delivery. The use of Zoom, an interactive approach for students and faculty separated by distance has already contributed significantly to students' learning experiences. While technological advances have been made in the program, the program staff and faculty continue to seek improved ways to train students through technology. The shifting field of learning technology will keep the program in a continuous search for new and improved ways to teach and learn.

Multiple ethnic groups offer great opportunities for expanded reach of the program. Unfortunately, only slight progress has occurred in reaching the ministers in these groups with advanced training. Language, economic, and cultural differences continue to form barriers to progress. More concentrated efforts need to occur to connect with ministers in these groups. A desire to increase enrollment of these ministers reflects SEBTS' commitment to a diverse student population, reflecting the heart of the SBC.

Opportunities to serve state conventions and associations outside the South through special doctoral offerings arose this year. Two groups expressed interest in a special Doctor of Ministry program with ministry context emphasis. While limited in opportunities, our program will address requests for specialized offerings.

The recent move toward Master of Arts degrees represents a challenge to ministers entering the doctoral program. Potential students with MA degrees need additional credit hours in specific areas to meet the Master of Divinity degree equivalency for the program. Students chose Master of Arts degrees for different reasons, including the brevity of the program compared to the Master of Divinity degree, the financial savings with less hours, the problem of location—a problem diminishing with the online opportunities, or the desire to study in a specific area. The Master of Divinity degree remains the most comprehensive degree in preparation for ministry and sets the standard for entry into a Doctor of Ministry program. Students without this degree must take additional hours, sometimes substantial hours, to qualify for Doctor of Ministry work.

A multiethnic student population will require the securement of faculty with advanced degrees, fitting the multiethnic composition of the student population. Multilingual faculty members in the program would be a great advantage in such a student population. Finding qualified faculty who meet accreditation standards, for some of the language groups, will present a challenge. The need includes faculty to teach as well as serve on faculty supervision teams for students. Beyond the accreditation standards, the faculty for the DMin program should carry ministry experience to fit the practitioner nature of the degree. The faculty will need to become more multiethnic and multilingual. In addition, a challenge exists to find substantive, scholarly research sources. A minimal number of textbooks and research sources exists in the language of some ethnic groups. Books and periodical translations are needed to meet the demand of the linguistic diversity.

IV. Assist churches by programs of research doctoral education for ministers and theological educators.

The ministry assignment entails research doctoral education for both ministers who will serve the local church and theological educators who will serve in the academy. Maintaining this dual focus is sometimes difficult. In order to more effectively equip our students for the classroom, we are inviting some of our recent graduates who currently teach in colleges and universities to critically assess our program. With their feedback in mind, we look forward to improving our program and more effectively equipping our graduates for teaching in the classroom and in the church in the twenty first century.

The demand for high quality distance education remains at the forefront among populations worldwide. As academic institutions and churches respond to this need, the Ed.D. program at Southeastern seeks to equip every student with the tools necessary to utilize an online platform for gospel proclamation and theological training. In addition to modeling for students the best practices in virtual classroom instruction, Ed.D. professors and course assignments challenge students to utilize social media and the most up-to-date technologies in their teaching, leading, and discipling. Valuing the time that students have with their local church ministries, current employers, and family, Southeastern provides an ideal means for continued education through the quarter-system-modified-residency model of the Ed.D. program. This allows students to complete their work from a distance and only travel to campus four times per year for seminar intensives. As the Ed.D. program continues to gain popularity among universities in other countries, cross-cultural training continues to be a component of each missional classroom.

In a time when so many ministry leaders fall away due to moral failure, poor administrative management, or just plain discouragement, ministers need a support structure of colleagues and friends who can be available for advice and support. The Ed.D. program recognizes the need to place graduates in a team of other theological educators through the use of the cohort model. The goal is that these connections will serve to strengthen the resolve of these educators as sources of encouragement and accountability. In addition, these networks of communication will help to strengthen fellowship and effectiveness in our churches and denomination.

At the request of SEBTS counseling professors, the Ed.D. committee is exploring the feasibility of developing a concentration in Biblical Counseling as a subset of the Doctor of Education program. If this comes to fruition, this special emphasis will fill an important need for those students interested in biblical counseling who are seeking a terminal research degree.