

## **Strategic Plan**

May 23, 2019

### **Our Values**

As an integrated expression of the mission of the Seventh-day Adventist Theological Seminary community, the Doctor of Ministry program affirms the six core values of the Seminary: faithfulness with expectation, Christ-likeness with humility, respect with justice, community with joy, discipleship with wholeness, and service with passion.

In the formation and delivery of our service to participants we value practicing authentic integrity, humility, and creativity. We relate to others with loving compassion in a relational community that celebrates global diversity and practices shared leadership. And we seek to facilitate experiential, transforming learning through sacrificial service and a commitment to excellence.

### **Our Vision: Changing the People Who Change the World**

Therefore, we envision:

1. The Andrews Doctor of Ministry degree as a global leader in Doctor of Ministry programs and the premier choice for Seventh-day Adventist ministry professionals.
2. A growing global community of women and men of diverse cultural and faith traditions seeking their Doctor of Ministry degree in cohorts formed around specific concentrations.
3. Graduates who:
  - a. deepen their spirituality, leading to a richer relationship with God, enrichment of personal and family life and a greater commitment to ministry;
  - b. participate in cohorts that contribute to collegial relationships;
  - c. understand the biblical model of leadership and develop competencies contributing to the strengthening of an Adventist perspective of discipleship, evangelism, mission, and ministry;
  - d. learn to evaluate ministerial practices through theological reflection, aiding in the formation of a biblical model of servant leadership;
  - e. learn to use appropriate tools to analyze the needs of churches and communities, to facilitate more effective ministry;
  - f. develop a global view of ministry;
  - g. enrich their learning experience within their ministry context.

4. A growing number of faculty and advising teams formed from our own seminary, sister institutions, outstanding professionals from the field, and Doctor of Ministry graduates who are passionate about our vision, understand and embrace the distinctive nature of Doctor of Ministry education, and are each remunerated for their service.
5. Participants finishing the program in a timely manner with support from faculty and staff.
6. Participants enjoying positive support from Doctor of Ministry faculty and staff, including an associate director, project coaches, full time editor, writing workshops, a consistently applied process of accountability, and project advising.
7. A Doctor of Ministry Journal managed with adequate human resources, funded from our budget, that shares life changing ministries launched by Doctor of Ministry projects.
8. A pathway for graduates of diverse master's degree programs to affordably pursue their Doctor of Ministry.
9. Graduates who contribute expertise to the program and continue in a lifelong community of learning and alumni fellowship.
10. A dedicated space for Doctor of Ministry functions with class and conference rooms, uplink capability, adequate offices, and a common room. Doctor of Ministry students are welcomed at an on-campus conference center with meeting rooms and lodging rooms for students.

## **Our Mission**

The Doctor of Ministry program develops spiritually transformed ministers with advanced professional competencies for worldwide church leadership.

## **Our Desired Outcomes**

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are outcomes we feel are important to evaluate as outcomes for all students. The following are those program outcomes.

### **DMin Program Learning Outcomes**

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service.
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

## **Primary Educational Objectives**

### *Being*

- Seek deeper Christ-like biblical spirituality.
- Experience enrichment of personal and family life.
- Intensify greater commitment to ministry.
- Develop an Adventist perspective of discipleship, mission, evangelism, mission, and ministry.

### *Knowing*

- Acquire exceptional theoretical knowledge that contributes to advanced ministry
- Foster a holistic view of society and its needs.
- Articulate theological and theoretical understandings that advance global ministry.
- Understand the biblical model of servant leadership.

### *Doing*

- Enhance the ability to evaluate ministerial practices through theological reflection.
- Use appropriate tools to analyze the needs of churches and communities.
- Refine skills that facilitate more effective ministry.
- Reinforce habits of study that contribute to lifelong learning.

## **Our Goals**

1. Provide Quality Doctor of Ministry Education
2. Strengthen Effective Administrative Processes in the DMin Program
3. Respond to the Global Vision of the Church for Doctor of Ministry Education
4. Foster A Life Long Learning Community

## **Our Goals with Action Steps**

1. Provide Quality Doctor of Ministry Education
  - a. Build a consensus within the University regarding the nature of Doctor of Ministry research
  - b. Fully implement the assessment process
  - c. Assure that the vision of spiritual transformation is primary in the curriculum of the program
  - d. Establish an expectation for consistent assignment due deadlines
  - e. Monitor the processes for student admission to, and completion of, the program
  - f. Improve the link between concentration outcomes and program outcomes, and ensure the outcomes are published

2. Strengthen Effective Administrative Processes in the DMin Program
  - a. Help establish a bridge for people needing to satisfy an MDiv equivalency
  - b. Seek a part time budget for a project editor
  - c. Make spiritual connections between staff and students intentional
  - d. Improve the buy-in from coordinators, providing an honorarium for them
  - e. Promote the establishment of the Project Coach as a faculty position
  - f. Promote the need for adequate office space
  - g. Link the number of support staff to program enrollment
  - h. Establish on-line enrollment and registration
  - i. Assure that the DMin vision is broadly shared and pursued for the long term
  
3. Respond to the Global Vision of the Church for Doctor of Ministry Education
  - a. Seek input from pastors and organizational leaders in the global church on quality of education issues
  - b. Ask for expectations of pastors and organizational leaders regarding enrollment size
  - c. Ask for expectations of pastors and organizational leaders regarding inclusion of non-SDA participants
  - d. Establish a suitable equivalency stance for international applicants that satisfies ATS
  - e. Establish communication with the field by preparing talking points regarding the DMin program, to be used by the deans, NAD liaison, and other colleagues to glean feedback from pastors and organizational leaders in the world field. Data will be analyzed by the program director
  
4. Foster A Life-Long Learning Community
  - a. Explore the possibility of collaborating with JACL as a publishing outlet for the DMin program
  - b. Create an event in connection with the AU alumni weekend, or other AU events, to promote networking for DMin graduates as a community of lifelong learners, open to guests, and featuring the program, as well as the annual research award
  - c. More effectively promoting access to intensives by DMin graduates