

ACTS SEMINARIES

DOCTOR OF MINISTRY

Project Manual Guide

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A guidebook for those either researching or writing the project for the degree Doctor of Ministry in ACTS Seminaries

DOCTOR OF MINISTRY DISSERTATION MANUAL

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*Associated Canadian Theological Schools
Trinity Western University
Doctor of Ministry Program*

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Dear Candidate:

Your decision to invest in the rigors of a Doctor of Ministry program demonstrates a passion to deepen your effectiveness as a spiritual leader among God's people and also continue your commitment to lifelong learning. We applaud this commitment and offer here a practical manual for your use.

A significant part of this learning process involves the research, reflection and writing that lead to an acceptable project. In essence, the project combines both theological and social science based research, with **a strong practical emphasis**. It is practical in that it is immediately related to the ministry of the writer; but, potentially, also to a broader audience.

A.T.S. Accrediting standards require that *“the ministry project should demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results, and should reflect the candidate's depth of theological insight in relation to ministry”* (ATS Standards)

In order to accomplish these goals, the dissertation includes five specific elements:

- *A review of current discussions on the subject (s)*
- *Biblical-theological foundations* for some aspect of ministry;
- *Ministry project*, including the review of pertinent literature, usually from the social sciences;
- *Evaluation of the project* organized around a specific research model;
- *Report of, and reflection upon*, the results of the research and project.

This manual helps you with the design, implementation, submission and defense of a good dissertation. Because your research will involve interaction with human subjects, **we also have included information about the necessary approvals you will have to receive from Trinity Western University's Research Ethics Committee** before initiating your research process. Furthermore, the advisor and advisee guidelines will help you to establish and maintain good relations with your faculty advisor. We pray that God will grant you grace and wisdom to complete your work well; and through it, to make a significant contribution to His Kingdom.

*Daryl Busby, Ph.D.,
Director of the ACTS Seminaries DMN Program.*



The Nature and Scope of the DMN Dissertation

Since some people in ministry have limited background in social science or more technical aspects of graduate level research; and since the project will represent one of the most significant writing projects you have undertaken, this manual offers a kind of “DMIN Dissertation for the Dummy” approach to preparation.

Generally DMIN students propose research questions from their own experiences-with particular problems, issues, or subgroup identities. The project represents a kind of “stone in my shoe” experience: something that must be addressed in order for me to continue in my ministry. However, such research must maintain objectivity rather than airing a personal complaint or beef.

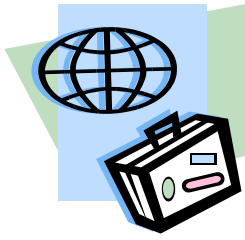
We recommend the student consult resources such as Research Design: Qualitative, Quantitative and Mixed Methods Approaches (Second or Third Edition)- by John Creswell (SAGE Publications). This resource provides a summary of terms used in such studies.

It is important to see this learning experience in light of the academic goals set by the ACTS consortium. These are as follows:

1. To enrich the personal and spiritual life of every student in preparation for ministry by deepening his/her experiential devotion to and knowledge of God, submission to the Lordship of Jesus Christ, and dependence on the fullness and power of the Holy Spirit;
2. To uphold the Bible as originally written, as the inerrant Word of God, and to produce a graduate thoroughly knowledgeable in the Word, and competent in understanding, expounding, applying and communicating it;
 - a. We should **also stress that while our confessional stance is defined as ‘Believers’ Church’,** we respect differences and permit liberty in these matters, so long as the candidate in his/her dissertation is prepared to articulate and justify biblical/theological positions as necessary. Conversation with the faculty advisor on such elements will provide the best guidance in specific instances.
3. To value insights than can be gleaned through general revelation as discerned in the broad world of sociological research; without supplanting the authority of Scripture and special revelation in the life of the church;

4. To equip leaders who uphold with conviction their denomination's doctrines as the basis for church planting, church growth, evangelism and discipleship;
5. To prepare graduates able to address the sociological realities of the Canadian mosaic and/or the broader Global setting in terms of penetrating it with the gospel;
6. To produce Spiritual Leaders who serve variously as "professionals" or lay leaders in diverse roles, who will have a vital vision for worldwide ministry and to produce a biblical understanding of the dynamics, range, and development of ministry leadership;
7. To place special emphasis on the application of theory in ministry situations; and to encourage thinking, writing, and speaking skills and significant contribution to biblically Christian scholarship;
8. To complete a dissertation project that combines both theoretical and practically oriented

The DMN Project Process:



The DMN project seeks to address a ministry issue for which the student has developed a specific proposition or “hypothesis.” Every section of the writing must contribute to this theme in some way. The whole project is an exercise in recognizing a relevant topic, discerning a “problem” that must be resolved within that subject area, developing a good proposed solution, and arguing persuasively in favor of that conclusion in anticipation of the critical evaluation of others.

The DMN project process assumes a two to three year timeline; and since this represents the first attempt at such a sustained piece of research; we seek to divide the process into manageable steps and processes. A hill is climbed one step at a time.

STEPS TO AN APPROVED PROPOSAL

Step One: You are introduced briefly to the project concept in DMN 905, the orientation course to the program. During this learning experience, you submit an initial draft proposal; and while this submission may not be the final topic you choose, it often has some bearing on the field of study. We also introduce you to the concepts related to field research and social science research in general.

Step Two During subsequent courses while on campus, the ongoing course, “*Dissertation Seminar (DMN 901)*”, is offered continuously throughout your program, often in the evenings of the one week courses or during the week in an afternoon. During this time, the dissertation manual is reviewed with some online documentation and opportunity provided for individuals to share their current thinking as to a ministry issue and ways that they might approach the research entailed. Subjects covered include: developing a sustainable research question; conducting good research, both theological and social based, introduction to both qualitative and quantitative research as well as other related themes. We will seek to augment this with online resources as possible.

Step Three occurs towards the middle of the program. Continuing the DMN 901 forum, we provide an evening during one the ongoing week long courses, where the candidates involved in the Dissertation Seminar meet to further the dialogue on topics and protocol. **The goal is to prepare a draft proposal using the template provided in the courses.**

Stage Four is scheduled for an evening during the final year of the program, again during a scheduled course. Dates and places will be provided closer to the course. **Data collection, research ethics and the use of a ministry setting as a context for research are discussed.**

NOTE: It will take at least eighteen months from the serious beginning of the proposal development until completion and defence of the dissertation. Therefore, schedule accordingly, beginning with the preferred date of graduation.

NOTE: During the entire program we urge ongoing conversations with the program chair or other potential advisors. Our goal is that, either through these DMN 901 forums and/or ongoing conversations with the program chair, the student is enabled to complete a well-developed draft proposal by the end of the program coursework.

NOTE: Thesis style and format must conform to Kate L. Turabian, *A Manual for Writers*, 7th ed. Students who desire to use a different format must obtain special permission from their program committee and their project advisor. It is essential that students become thoroughly familiar with this style guide **early in the program – thesis proposals and theses that do not conform to Turabian style will be delayed and suffer grade penalties.**

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Working Towards an Approved Proposal

1. As early as possible, the Program chair will encourage you to begin working with a coach, who may in turn become the formal advisor. While this is often the program chair, this person may also be someone from the DMN committee or the teaching faculty within the program. This conversation (up to 3-4 months in duration) will strengthen the proposal and prepare it for presentation to the DMN committee for approval or further work.

2. **A well framed DMN project proposal includes:**
 - In the first sheet in the submission the following information:
 - Title of the project
 - Your name and student number
 - Phone number and email address
 - Date of submission
 - Introductory statements or paragraphs describing the problem or question to be addressed;
 - Statement of hypothesis AND the research question itself;
 - Description of the study that offers a brief outline of the argument and its progression;
 - Theological and also contextual need for the study (in other words: why is this important);
 - Explanation of research strategy and approach to field research;
 - An indication regarding the achievability of the thesis;
 - A brief Literature review; a tentative outline of the thesis; and
 - a bibliography;
 - A copy of the survey instrument to be used.

Thesis proposals should be approximately 10-12 pages in length excluding preliminary outline and bibliography. See the DMN project template for details

3. Once the coach has reviewed the proposal, it is submitted to the DMN Program Committee who will review the proposal and render a decision. Please note that submissions received at the end of June will probably not be processed until the end of August because of faculty vacation and study leaves that normally occur during this period annually. **Some students MAY be required to appear before the committee.**
4. **The DMN Program Committee will make one of three decisions:**
 - accept the proposal as submitted;
 - accept the proposal with minor revisions;
 - defer decision until changes recommended are completed and the revised proposal received and re-evaluated.
5. The DMN Program Committee will indicate a preferred dissertation advisor and second reader usually at the time they approve the proposal. However, it will take time for individual faculty to be contacted and to agree to these proposed appointments. Either or both may be external to the faculty of ACTS. You are also welcome to recommend a preferred advisor and do discuss this with the program Director.
6. Parallel to this process, the student is also required to prepare a Research Ethics Review Board application; and the student will work with the Program Chair to ensure that the requirements of this application are fully met. Approval from this body can take up from eight to twelve weeks.
7. When both approvals are received in writing or email (DMN and REB); the student is assigned to an advisor, if this has not already been determined, and also a second reader. The actual research can begin.
8. Please note: the **Dissertation Proposal** should be submitted no later than six months after the completion of the last required DMN Course (i.e. if the last course finished June 15, then the Dissertation Proposal must be submitted no later than December 15 of that same year);

Managing the Project Process – The Role of the Advisor(s)

At the Approval of the Proposal stage, if not earlier, each candidate is assigned both a faculty mentor/advisor and a second reader. The student is ultimately responsible for the writing, editing and readability of the document, so use the Advisor judiciously. They do not serve as a copy editor; but a content advisor.

1. The Advisor works with the candidate to assist in preparation of the dissertation and the instrument used for data collection. Such assistance normally includes discussion of research methods, advice about possible sources, consideration of logical argument and appropriate conclusions, response to written work (usually as chapters of the projected dissertation), prayerful encouragement, and basic advice about formatting or research ethics.
2. The Advisor must review each chapter as it is developed and before the candidate proceeds to write the next one. This is very important. It prevents a candidate from writing the dissertation without any meaningful interaction with the Advisor. Failure to adhere to this guideline will jeopardize the success of the entire project.
3. At an appropriate point, the Advisor will require the student to submit work accomplished to date for the review of the second reader. This may be part way through the process, it may concern a particularly difficult section, or it may only occur once the entire dissertation is completed. The student may request the review of selected materials by the second reader at any time, but this request will proceed through the Advisor.
4. It is very important and significantly to the advantage of the student to maintain a regular contact with the Advisor. This can be done through email reports, submission of material, phone conversations or personal visits. Such interactions should occur at least monthly. However, the candidate carries the responsibility to keep this contact fresh. Should this not occur, the Advisor may consult with the DMN Program Director about this issue and request withdrawal as the Advisor.

PLANNING FOR SUCCESS

1. A Good Research Question (R.Q.)? Framing a good and workable Research Question represents the foundation for a good project. This will take time.

S... Specific: The studied group has enough specificity that it can be described. Denominationally, culturally, geographically, age related or some other aspects that focuses the group to be considered

M...Measurable: The component being measured can, in fact, be measured. This is where the “hand” analogy becomes helpful (cognitive, affective, social, emotional or behavioural). Precisely, what do you intend to measure or assess?

A... Achievable: Again this aspect discerns whether the RQ is achievable. A poor example would be: “ Does contemporary worship affect lifelong patterns of behaviour?” a Good one would be, “do participants self report that this worship experience impacted their understanding of God?”

R...Relevant: Does the study have a bearing on your own ministry setting, or some aspect of ministry with which you have contact and influence

T...Time tracked: while the RQ does not include timing aspects, the study should have a realistic time line that can achieve what you have set out within the calendar

A good research question focuses upon one, measurable, clear question. It should emerge from the hypothesis and literature research. The RQ will likely include a “what”, “how”, “why” or some other relative word. Furthermore, the RQ is measurable.

2. Possible Sources for Topics:

- a. Think of areas of ministry where you have a special interest in further development. Often, ministry angst or challenges provide fruitful places for research, however be wary of having an “ax to grind”.
- b. Review DMN course work for new perspectives on your ministry situation.
- c. Discuss ideas with the DMN program director or a faculty member.
- d. Try to define in a paragraph or two what you think the topic is about. Identity two or three key research questions. State the problem and impact on ministry in general. Also try to formulate what you expect the outcome to be.

- e. The project will either be an **“experimental” design** (seeking to change something), sometimes called a “ministry in action” approach; or alternatively, a **descriptive design** seeking to understand the current thinking, actions or attitudes of people about a topic. Also possible is the option of a “case study” Approach.
- f. Make sure your topic has ‘legs’ or passion; i.e. will keep you focused and interested over an extended period of time. Personal motivation is critical in the completion of a dissertation so you want a topic that will continue to stimulate you over several years. The more potential influence upon or pertinence to your current ministry that the topic has, the better the process will work for you. Again your motivation is critical. However, do not let pragmatics be the only consideration.
- g. Try to cast your topic both as both a hypothesis and as a research question (see below). What is the specific question that you desire to answer? What is it that you desire to prove or demonstrate? What specific research questions must asked and answered in order to demonstrate your hypothesis?

Practical Step: ask a friend or colleague in ministry to help you think “out loud” about ideas and concepts. The preferred person would be someone who has already successfully written such a project and can speak from their experience.

For examples of existing dissertations, consult either the ACTS Seminaries DMN office, or visit one of the following web sites: www.tren.com or www.collectionscanada.gc.ca. While both of these sites have limited search capabilities, they do give some examples of completed Doctor of Ministry projects.

3. Planning YOUR TIME:

1. **Be realistic about the time commitment that successful completion will require.** Consistent work is better than intermittent work. Do your very best to plan to devote at least one day a week to your dissertation project. Without this consistent focus, you will find that your progress will be slow and discouraging. If you are able to arrange with your ministry a two or three month study leave at the end of your third year, that would help.
2. Recognize that doing the research and writing **will place some stress upon you** and your family. But still enjoy and benefit from the experience. It is truly a once in a lifetime experience!
3. **Be careful to work closely with your faculty advisor.** Keep your advisor informed about progress, about difficulties, etc. The more your advisor is aware of your situation, the better he or she can assist you. However, be attentive to the realities of their schedules, they are busy people!
4. Communicate carefully with your employer or church board so that they know what your schedule will be and can work with you well through this time. For example, are there one or two responsibilities that others might carry for you for a twelve month period, thus releasing you for concentrated efforts on research and writing?
5. **Schedule in the necessary approvals.** You probably have some sense of when your preferred graduation date would be. Spring approval for a Spring graduation the following year is preferred, thus giving the Fall for data collection and the next Spring for the final writing. Create a timeline that works back realistically from that goal and make sure you know when you will have to submit materials. After you make your initial estimate, add at least three months into the process – people regularly underestimate the time needed to complete such projects.
6. Be realistic about the use of social sciences. Our program does not include work in statistical analysis, so this will need to be developed outside the program. However, we can help you to learn SPSS and other such programs.

Research Ethics Review Board Approvals

PLEASE NOTE: The use of data or opinion-gathering instruments and the interpretation of the responses must be approached with special caution and within the guidelines of the **University's Research Ethics Committee**. Research at Canadian universities, including Trinity Western University, must be conducted according to the TriCouncil Policy Statement: Ethical Conduct for Research Involving Humans. Consequently, any research done by a student or professor that involves human subjects *must* be approved by the Research Ethics Board (REB) *before* any part of the research takes place (this includes the process of recruiting subjects).

- a. All forms, TWU's REB Policies and Procedures, and more information can be found at www.twu.ca/academics/research/ethics. If you are planning on supplying the forms on a departmental website, please post the link and not the forms themselves. This ensures that the people always have the current version, as the forms are updated from time to time.
- b. **TriCouncil Policy Tutorial:** The TriCouncil has developed a tutorial to help educate the research community about the requirements of the TriCouncil Policy Statement. You can find it at <http://www.pre.ethics.gc.ca/english/tutorial>. There is

Summary of Criteria for an Acceptable Dissertation Proposal:

The following criteria will help you discern the appropriateness of a proposal:

1. It is related to your ministry context.
2. It is based on adequate knowledge of the theory, theology and practice that underlies the topic selected.
3. It employs valid and reliable methodology with which the student has sufficient competence to achieve validity.
4. It is sufficiently focused to allow concentration of effort and to avoid covering so much ground that results are superficial.
5. It demonstrates careful planning.
6. It incorporates an evaluation process that verifies the results with integrity, based upon well-defined criteria and procedures.
7. It is written in clear, correct English, following Turabian formatting guidelines (cf. REFWORKS).
8. It is written with careful attention to the proper use and citation of sources, documents, etc.
9. It incorporates logical progression of thought, careful definition of terms and conclusions clearly based on evidenced presented.

A Brief Dictionary of Terms

- **Subject Area**: The broad field of academic investigation (for example, Church Growth, Missional church, Church conflict, small group ministries, Mentoring).
- **Topic**: A particular theme or issue of interest within a broader subject area, narrow enough to be treated in a single published study, but broad enough to allow a range of different, complementary studies (for example, “Mentoring emerging leaders in a Baptist Denomination”; or “ the impact of church conflict upon participants”; or “Exploring the effectiveness of SHAPE upon women from abusive backgrounds”)
- **Quantitative** (primarily “numbers based” such as a Likert Scale) and **Qualitative** (primarily written responses) represent the two forms of research result analysis. **Descriptive** (what current IS) and **quasi-experimental** (what the researcher would like to change or influence) represent the two primary forms of research methodology.
- **Research Problem**: The informational “need” that a particular study is designed to fulfill in relation to a particular topic . Here we encounter the “stone in the shoe”, the problem or question that you have both experienced in ministry and for which you have a passion. You feel a strong need to remove this stone before moving along in ministry
- **Hypothesis**: A good hypothesis is an informed “hunch”. This distinguishes it from a preconceived conviction or “stump speech”. Having either read the existing literature or having lived in ministry for a considerable time, the student has developed some assumptions, expectations or discerning hunches about the direction of ministry. “...After reviewing the available literature and considering the intersection between various streams; and after reflecting on personal experience I find the following problem in the relationship between theory and experience. I believe that Y group has been omitted from consideration and might have a unique experience. “

“... in light of the existing literature and personal reflection upon ministry, this researcher hypothesizes that despite long standing local church disapproval of secular movies and music, a congregation can be equipped to discern spiritual themes in contemporary secular movies and music; and thus, be able to converse with neighbors more comfortably about the spiritual longings of society.”

“ this dissertation builds upon the hypothesis that expositional preaching on the subject of tithing and giving is more productive than topical preaching.”

“ Based upon both twenty years of pastoral experience and after reviewing current literature, this dissertation hypothesizes that pastors of Baptist churches in western Canada are most likely to leave ministry because of interpersonal tensions with key church leaders.”

“ This research hypothesizes that worship services focused upon one clear theme are deemed more meaningful by a congregation than worship services with multiple or unclear messages.”

“...it is the conviction of this writer that few interpersonal exchanges have as much catalytic potential for good as resolved conflict. A healthy attitude to conflict and its resolution will improve decision making and broaden ownership of the decisions made.”

“The hypothesis of this study is that there exists a common set of principles that serve to enable perpetual generational transference of ministry leadership within the local church. In other words, the author contends that certain requisites make possible the continuous transmission of ownership and influence of ministry to successive generations within a congregation.”

*“The hypothesis at the beginning of this research project is that several major factors will influence whether Canadian Born Chinese or second-generation Chinese will continue to attend a Chinese church or leave. These factors include: **Family Ties**. The parents’ depth of faith and commitment to living out their faith will influence their second-generation directly. **Relationships**. The depth of relationships developed with people inside the church has a direct bearing on a person’s decision to stay or leave.”*

- **Research Question:** A 1-2 sentence refined expression of the research problem in terms that define the research project (for example, *How have selected North American Baptist churches successfully raised next generation leaders within their congregations? What are the self-reported factors that contribute to ongoing church involvement among young adults who attend an English ministry congregation within a Chinese church in Alberta?*)

A good research question focuses upon one, measurable, clear question. It should emerge from the hypothesis and literature research. The RQ will likely include a “what”, “how”, “why” or some other relative word. Furthermore, the RQ is measurable.

- **Dissertation or Project:** The written work that summarizes a scholar’s research and argumentation in favor of a particular hypothesis, prepared within the context of an advanced academic degree program.
- **Basic Research Design:** The dissertation will either be an “**experimental**” design (seeking to change something), sometimes called a “ministry in action” approach; or alternatively a **descriptive design** seeking to understand the current thinking, actions or attitudes of people about a topic. Also possible to consider is the option of a “case study” Approach.

Chapter Divisions in the Project

A. Chapter 1. Introduction – Understanding the Problem (approximately 15-20 pages)

In essence, chapter one addresses three questions: 1. what is the Research question; 2. why is this important; and finally, 3. how you will probe the question. This chapter establishes the framework for everything that follows in the dissertation.

1. It grounds the problem in theory and practice, so that you provide a rationale for engaging the problem through this level of intense research. It summarizes the problem in the form of a succinct, precise, unambiguous purpose statement that flows out of the background and context of the problem.
2. It also describes the ministry setting (ie denominational, local church, para-church etc) with attention to the defined target group of people. Here, you can write with passion, argue well for the need for this study, but be wary of “preaching tone”.
3. Furthermore, **there should** be fundamental biblical/theological foundations that undergird this study. In essence, this becomes important if the dissertation addresses a foundational theological issue in the life of the church. Also, what will be the nature and scope of the research required in this area to support your project? In other words, what are you measuring and why is this measurement significant?
4. **Chapter one formulates a clear hypothesis and research question (s) to guide your study.** They relate to data proposed to be gathered concerning the practice of ministry under study. The research questions break the purpose statement into smaller sub-questions that must be answered in order to arrive at an answer to the macro-question. Probably three to five are sufficient and they often will form the core issue for each subsequent chapter. If too many research questions emerge, then perhaps the purpose statement is too broad and unmanageable.
5. A good chapter one also defines your terms, limits and the intended outcome of the project. Note the assumptions, delimitations (those parameters that you **Decide**) and also the limitations inherent in the study.
6. Finally, a good chapter one clearly describes the ministry research process. What is it that you will do in ministry as the practical application of the biblical and theological framework you have established? Under what conditions will the project take place? How long will it be? Who will participate? Who will do what?

B. Chapter 2: Review of the Literature and Theoretical Foundations (approximately 30-35 pages)

Having selected a theory or theories on which to base the project and research design, the candidate will argue that the selected theory/theories provides a sufficient rationale for conducting the proposed dissertation project. In other words, the literature and research review explains why the current project is necessary. **This chapter answers the question, “What have others said about the issue to this point in time; and why is this current research needed?”**

Although this may review the current findings in either theological considerations or social science works; IDEALLY, the chapter will engage the issue from **both** vantage points. However, the chapter does more than merely report what others have said; instead it reviews and “packages” what other people have said and reported on the subject. A superior chapter two will demonstrate the candidate’s familiarity and critical interaction with recent and foundational issues.

Organize the chapter. Choose no more than three significant areas of current literature to review; and explain why you have chosen these areas. Frame the chapter either historically (ie oldest and most enduring first etc); or alternatively, frame the chapter according to themes within the literature or contrasting views on the subject. You do not need to comment on ALL the literature, be selective. Some reference to Research Design issues should be included in your review of the literature.

Use primary sources as much as possible. Use dictionary or encyclopedic references to guide you to the primary sources. *Keep track of your bibliographic materials as you go along.* This is critical because you will have trouble tracking them down later.

C. Chapter 3. Biblical/Theological Foundations: the theological and biblical perspectives (approximately 25-30 pages)

This section comes most readily to Doctor of Ministry students. However, deepening your biblical/theological perspective is a critical outcome of the entire DMN program and this is no less the case in the matter of the dissertation. Establishing carefully how scripture and ensuing church discussion of this canonical text informs the issue you have chosen is a critical part of your research.

While the project will be functional and practical, it must be built upon a theological base and deal with the applicable biblical texts. The candidate must not resort to the “proof-text” method, but must deal forthrightly and carefully with the passages chosen and their contexts, demonstrating hermeneutical competence. The link between the biblical text and the development of the project must be shown.

At the end of the chapter, summarize the principles gleaned from the chosen texts and how they reinforce the need for the current research. Connect, as possible with the conclusions of chapter two.

D. Chapter 4. Procedures and Research Design (approximately 20-25 pages)

While the first chapter gave a general overview of the procedures and research design, this chapter provides the detailed, step by step, blow by blow account of the research process, including procedures, means of carrying out the project, the candidate's role, and methods of evaluation. Identify instrumentation. Provide information about its reliability and validity.

Have someone help with terms like "*independent variables*" – those that are presumed to cause, effect or influence the outcome but are independent of the outcome itself (i.e., the severity of an accident may be enhanced because it is raining, but the rain may not be the direct cause of the accident). Also, Identify "*dependent variables*" – those on which the outcomes anticipated. Clarify how you will control these variables so that they do not skew your results. Identify how you analyze your data (i.e., content analysis, cross-tabulation, correlations, t-tests). If necessary use consultants to make sure you get it right.

Note the **Delimitations** of the study (ie the limits you Decide to place) and those that are inherent **Limitations** (eg self report, or one time assessment)

Present your findings and relate them to the research questions so that convincing answers are provided and you provide a solution to the stated problem or demonstrate your hypothesis. It is probably helpful to organize your chapter around your primary research questions. Use graphs and other visual forms to display your data as this may be helpful. Report you findings in language that is accurate and as unbiased as possible. When you are speculating about the nature of the results, be up front about this.

Generally, report only "statistically significant" findings, i.e., results that could not have occurred by chance. It is always good to have your results verified through various kinds of data and methods. Convergence of results from various data provides a more convincing result. If you can correlate qualitative and quantitative data, your case will be stronger.

Report the finding with wording such as, "the results suggest that..." or the findings support the hypothesis that..."

No one research study can adequately measure spirituality or leadership; but, but each study does add a piece to our overall knowledge of these fundamental issues. Your study is an X-ray more so than an MRI. Therefore avoid terms like, "this study proves" or "we can conclude from this that..."
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E. Chapter 5 – Implications of the Findings (20 pages)

Suggest the implications of your findings for a better understanding of your ministry setting. In other words, what difference might this study suggest? How might this study revise the existing body of knowledge or practice; or alternatively, confirm what is already known? Consider possible contributions to research methodology. Relate your findings to previous studies. Carefully note the limits of the study. If you discerned unexpected conclusions, highlight these. Describe carefully the practical applications of your findings. It will explain how your ministry and church (or other institution) were benefited or changed through the project. Again, as in chapter one; here you can write with passion, but be wary of preaching tones...

APPENDIXES:

Include material in appendices (i.e., a sample of a survey instrument used), these should precede the bibliography.

Formatting the Dissertation

The dissertation will use Turabian format (REFWORKS). However, the final authority shall be the latest Turabian Style version noted by ACTS Seminaries. It is the responsibility of the student to become familiar with this process and ensure that materials submitted for review are in accord with these conventions. The order for materials will be:

1. Title page
2. Abstract
3. Preface/Acknowledgments
4. Table of Contents
5. Body of the Dissertation
6. Appendices
7. Bibliography
8. Vita

When setting up your page, please use 1.25 inch left hand margin. This will enable us to bind the dissertation. Other margins should be 1 inch.

When beginning a chapter, leave a two inch margin at the top and begin with the title for the chapter centred. Use Times New Roman 12 point font or Courier 11 points.

Page numbers should be placed in the bottom right-hand corner of the page. Preliminary pages (beginning with the Table of Contents) should be numbered with Roman Numerals. With the first page of chapter 1, use normal numerals in the same position.

Submitting for Examination

Candidates will only be permitted to participate in graduation after the oral exam is completed successfully and the corrected dissertation is delivered to the DMN Program Director's Office.

The Dissertation Defense normally will be scheduled about six to eight weeks after the Dissertation is submitted. If the timeframe does not permit the defense to be scheduled at least three weeks prior to graduation, then the chances of the candidate graduating are very slim. This means that *if the candidate desires to graduate at the ACTS April graduation, the dissertation needs to be submitted by mid-February*. The candidate is able to invite selected guests to observe the defense and the DMN Program Director may also allow other DMN students to observe.

The candidate will be expected to defend the project in person and demonstrate that the goals of the Doctor of Ministry program were achieved, for the examination will be broader than the thesis itself. However, the oral examination will concentrate on the candidate's ability to articulate the dissertation project and thesis orally and defend his/her methodology and conclusions. Normally the exam will take about two hours. After the oral exam, the student will make any changes (in consultation with the Advisor) recommended by the examination

Seventh Edition. Spring 2011.
ACTS Seminaries; Doctor of Ministry Dissertation manual.

committee and then submit the final draft of the dissertation project. This will be reviewed by the advisor to insure that the corrections have been made appropriately. If approved, the advisor will notify the DMN director that the dissertation project is completed.

The Dissertation Defense will be chaired by the DMN Program Director (or his/her appointee) and the examining committee normally will also include the advisor and the second reader.

Final Dissertation Project Copies

The student must submit three copies of the final dissertation project to ACTS. One must be an unbound original; the others may be a clean photocopy. These two copies must be printed on good quality computer paper. Each copy that is turned in to be bound must be in an individual standard-size ream (manuscript) box for 8 ½" X 11" paper.

The original manuscript will be bound by the library and becomes the property of the ACTS/TWU library. One copy is given to the Advisor and the other is kept by the DMN Program Director on behalf of the DMN Program Committee.

Publication of Dissertation Project

In the event that a student desires to publish the results of the dissertation project, he/she must complete the dissertation project and oral defense prior to publication.

Research and Writing Errors to Avoid

Font size: The required font for documents is Times New Roman 12 point. All document matter should be in 12 point including back matter. The text throughout the entire document must remain the same font style. (Note: The text of this guide is Times Roman 12 point.). For footnotes, 10 point font size is acceptable but *only* for footnotes. No text in the document may be smaller than 10 point to ensure successful microform reproduction. The superscript number should be the same size font as the document or at least 10 pt. (In some word processors a superscripted number in 12 point font is equivalent to 10 point font and, and a superscripted number in 10 point font is equivalent to 8 point. Therefore, to maintain consistent font size throughout the document, superscripted numbers must have increased font size.

Gender Language: ACTS Seminaries recognizes the divine act of creation whereby the imago Dei (image of God) has been equally given to women and men who are of equal worth, value, and meaningfulness. As such, care is to be exercised with regard to gender references in speech and in writing. Students are expected to avoid unwarranted exclusive language and references to men and women as if only one gender were in view, when actually intending to address the whole group.

Abstract page: The title, ABSTRACT, should be centered. Two blank lines should follow it. The body of the abstract should then be formatted like the body of the paper. The abstract page(s) is counted and numbered but it is not listed in the table of contents. APA writers should note the particular requirements of APA 1.07 and 5.16, as well as the example in the *APA Publication Manual* Chapter 5, except in terms of word length. Abstracts for all ACTS Seminaries writers of theses, projects, and dissertations must be no longer than 350 words.

Periods: One or two spaces may follow the terminal punctuation of sentences in the manuscript, but whichever is chosen must be used consistently throughout. A period and a space are used after the initials of personal names (e.g. M. T. Apple). In general, abbreviations given in all capital letters do not include periods (e.g. BCE) Do not use periods in scholarly degrees or the capital letter abbreviations of states or organizations (24.2.3-4, 24.3.1).

The student is urged to consult resources such as Turabian and other English writing manuals; or, alternatively, ask someone to proofread the document for English grammar and clarity. We offer here some common errors that appear in dissertation and research writing:

Avoiding Common Mistakes in Writing:

1. Ensure that sentences are complete; with subject, verb and appropriate objects.
2. Ensure that each paragraph addresses one complete thought in the overall argument. Often, the first sentence summarizes the content of the paragraph.
3. Avoid using the verb “to be” and all its forms... as much as possible.
4. “Write tight”: eliminate words wherever possible. Avoid a preaching style that adds more words than essential.
5. Avoid contractions such as “isn’t” or “can’t” or...
6. Avoid using forceful terms such as “this proves” or “this verifies”. Better wording is “this suggests” or “this supports”
7. Be wary of overstating a cause (eg “most people believe...” or even “many churches practice...”). Instead, use actual sources that can confirm the point, or at least support the point. At the very least, use a phrase such as “...it can be argued that many churches are...”)
8. Use of first person should be done in consultation with the advisor, but generally avoid as much as possible.
9. Have someone else proofread the document before submitting the document. The advisor does not read for English grammar....

Appendix ONE: DMN Faculty Advisor/Advisee Contract

Advisor: _____

I agree to serve as advisor for _____ during the time s/he is working on the DMN Dissertation project.

My commitment includes:

1. Meet with you to discuss the development of your dissertation.
2. Normally read, critique and return all materials that you submit to me within three weeks of receiving them.
3. Recommend to the DMN Program Director an internal reader for your dissertation and to consult with this reader regarding your dissertation as needed.
4. Keep you informed of my sabbatical plans (my next sabbatical leave is proposed for _____), work with you up to that date and arrange for feedback on your materials while I am on sabbatical.
5. Channel all feedback to you regarding your dissertation and to assist the internal reader in this regard as necessary.
6. Consult with other DMN Program Committee members regarding your design, bibliography, etc., if aspects of your project are outside of my own area of expertise.
7. Review your dissertation with your internal reader as part of the evaluation process.
8. Participate as a member of the examination committee that evaluates your dissertation.
9. Assist you in responding appropriately to the critique of the examination committee so that you can submit an accepted dissertation.

If for any reason I am unable to keep this contract, I will discuss the matter with the DMN Program Director and with you before I ask to be released from this commitment.

If you are unable to keep your own advisee commitments as outlined in this contract, or if you choose to withdraw, are withdrawn or terminated from the Program, we will discuss this matter and I understand that I will be released from my commitment as Advisor.

Signature of Advisor

Date

Advisee: _____ -

I recognize that the effectiveness of the Advisor/Advisee relationship depends upon the commitment of both parties to the reflective practitioner model upon which the DMN program is built, the collegial nature of our relationship, my faithfulness to program expectations and my utilization of the advising process for my growth and the development of the dissertation.

To facilitate our work together, I will:

1. Use your critique of my work for the refinement and development of my dissertation.
2. Strictly observe standards of form and style as these are presented in the latest edition of Turabian, adjusting my writing to those standards prior to the submission of written materials to you.
3. Take workshops and/or seek a qualified consultant to work with me in the area of writing style, syntax of thought, use of statistical measures, or the technology of thesis style, should you request me to do so.
4. Proceed with the implementation of my dissertation only after all necessary approvals have been given by the DMN Program Committee.
5. Adhere to timelines and schedules that we negotiate, always notifying you in advance if I am unable to keep the pace that we have set. I undertake to connect with you at least once a month and report my progress.
6. Submit chapter drafts of my dissertation as specified to you.
7. Agree that I bear final responsibility for the dissertation that is presented for examination.

I understand that if I fail to keep the commitments agreed upon in this document, I will have broken the contract and that, unless re-negotiated, you are no longer bound to me as Advisor.

I also understand that if you are unable to keep this contract as my Advisor, you may be released in accord with the process described previously.

If I perceive that you are not fulfilling our agreement, I will discuss this matter with you before requesting from the DMN Program Director the termination of this agreement.

Appendix TWO: Resources

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*, 3rd ed. Chicago: University of Chicago Press, 2008. (Q180.55.M4 B66 2003) A guide to mastering research which assists the writer in both effectively planning and carrying out research as well as creating arguments, drafts, and final document.

Hacker, Diana. *A Pocket Style Manual*, 5th ed. Boston: Bedford Books of St. Martin's Press, 2008. ISBN 0312204884. (Ref PE1408 .H26 2008) This quick reference for writers and researchers gives advice on revising for clarity, grammar, punctuation, and mechanics, as well as providing guidelines for developing and supporting a thesis and citing and integrating resources. It also contains a good section on avoiding plagiarism, but also consult Bill Badke as well.

Strunk, William Jr., and E. B. White. *The Elements of Style*, 4th ed. New York: Macmillan Publishing Company, 2000. (Ref PE1408 .S772 2000) This work cuts the vast tangle of English rhetoric down to size as it outlines the principle requirements of English style. It contains the fundamental rules of usage and principles of composition.

William Myers. *Research in Ministry. A Primer for the Doctor of Ministry Program* (Chicago, Illinois: Exploration Press, 2000). A careful read of his presentation will provide an excellent introduction to one research approach that can be helpful for the DMN student. Particular attention should be paid to his structure of case study, context, theory and research methods.

To access examples of DMN Dissertations you can go to "Theses Canada" on the Internet. The address is <http://www.collectionscanada.ca/thesescanada/index-e.html>. Then click on "Find a Thesis" and go to "Access an Electronic Thesis". It will display a paragraph of information under the heading "To Access an Electronic Thesis". Click on the "Search" link. On the next page, choose the electronic theses button and type in D.Min.

Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*, revised by Wayne C. Booth, Gregory G. Colomb, Joseph m Williams and the University of Chicago Press Editorial Staff, 7th Edition (Chicago: University of Chicago Press: 2007).

Trinity Western University has the forms used to submit requests to the Research Ethics Committee for approval on the following website:

<http://www.twu.ca/academics/research/ethics/approval-forms.aspx>

We also strongly encourage the reading of a research design book such as Research Design: Qualitative, Quantitative and Mixed Methods Approaches, by John Creswell (Sage Publications)

Appendix Three: ACTS Faculty Resources

Potential Faculty Advisor Resources within ACTS

Faculty	Focus of Research	Major Teaching Focus
Kent Anderson	Preaching	Homiletics
Howard Andersen	Biblical Studies	New Testament/Greek
John Auxier	Pastoral Counseling, Marital Counseling, Theology of Forgiveness, Addictions	Pastoral Counseling, Marriage Counseling
Bill Badke	How to do research, biblical theology, professional writing	Theological Librarian
Randy Wolfe	Leadership, educational theory	Leadership Studies
Daryl Busby	Education, Pastoral leadership	Pastoral Formation, Christian Education
Paul Chamberlain	Apologetics, ethics	Contemporary Apologetics
Curtis Congo	Christian education, ministry issues	Church Ministry
Bruce Guenther	Canadian Church History, Evangelicalism, Christian and Culture	History and Culture, Anabaptist studies
Rob Hiebert	Old Testament theology, exegesis, Septuagint	Old Testament Studies, Septuagint
Jim Lucas	Church growth, evangelism	Church Growth, Evangelism
Gord Nickel	Islam, missions	Cross-cultural Studies
Joanne Pepper	Missiology, Global theologies	Cross-cultural Studies
Larry Perkins	New Testament studies, exegesis, church leadership, Septuagint	New Testament studies/Greek exegesis, Septuagint
Ken Radant	Epistemology, Systematics, theology of gifts	Systematic Theology
Brian Rapske	Pauline Studies, New Testament, Greco-Roman backgrounds	New Testament studies
Archie Spencer	Barth Studies, Evangelicalism and Catholicism, Systematics,	Systematic theology, theological ethics, Baptist Studies

Vange Thiessen	Marital Counseling	Counseling Internship and Spiritual dimensions of Counseling
Ron Toews	Leadership, conflict management and mediation	Leadership Studies
Ian Verseveldt	Counseling, play therapy, marital therapy	Counseling studies
Paul Yang	Physics, Worldview Studies, Theology of creation	Worldview Studies

There are additional faculty resources at Trinity Western University that might also potentially be available, but specific arrangements would have to be made. ACTS also works with a number of adjunct faculty who have various kinds of expertise.

Biblical Abbreviations:

When Scripture references are a part of the sentence of the text, they are written out, *e.g.*, Matthew 18:23. If it is clear in the context to which book or chapter you are referring, you may omit the redundant information.

If the reference is not a part of the sentence, put the reference in parentheses and abbreviate the book name, *e.g.*, (Matt. 18:23). Indicate the version you are using the first time you refer to Scripture. Abbreviated book names conform to the standard set by Associated Canadian Theological Schools (ACTS Seminaries).

Gen.	Genesis	Isa.	Isaiah	Rom.	Romans
Exod.	Exodus	Jer.	Jeremiah	1 Cor.	1 Corinthians
Lev.	Leviticus	Lam.	Lamentations	2 Cor.	2 Corinthians
Num.	Numbers	Ezek.	Ezekiel	Gal.	Galatians
Deut.	Deuteronomy	Dan.	Daniel	Eph.	Ephesians
Josh.	Joshua	Hos.	Hosea	Phil.	Philippians
Judg.	Judges	Joel	Joel	Col.	Colossians
Ruth	Ruth	Amos	Amos	1 Thess.	1 Thessalonians
1 Sam.	1 Samuel	Obad.	Obadiah	2 Thess.	2 Thessalonians
2 Sam.	2 Samuel	Jonah	Jonah	1 Tim.	1 Timothy
1 Kgs.	1 Kings	Mic.	Micah	2 Tim.	2 Timothy
2 Kgs.	2 Kings	Nah.	Nahum	Titus	Titus
1 Chr.	1 Chronicles	Hab.	Habakkuk	Phlm.	Philemon
2 Chr.	2 Chronicles	Zeph.	Zephaniah	Heb.	Hebrews
Ezra	Ezra	Hag.	Haggai	Jas.	James
Neh.	Nehemiah	Zech.	Zechariah	1 Pet.	1 Peter
Esth.	Esther	Mal.	Malachi	2 Pet.	2 Peter
Job	Job	Matt.	Matthew	1 John	1 John
Ps. (Pss.)	Psalms	Mark	Mark	2 John	2 John
Prov.	Proverbs	Luke	Luke	3 John	3 John
Eccl.	Ecclesiastes	John	John	Jude	Jude
Cant. of John	Song of Solomon	Acts	Acts of the Apostles	Rev.	The Revelation

Appendix Four: Dissertation Defence Guidelines

A Candidate's Preparation for the Oral Examination

The overall thrust of the examination will seek to determine whether the candidate has learned how to do mature theological reflection in the areas of ministry leadership and spiritual formation. The candidate would be advised to review notes from the various courses and be able to reflect on these interactions in the light of the dissertation research.

1. The candidate will be prepared to present a 15-20 minute (absolutely no longer) summation of the dissertation research and findings. This will be made at the beginning of the oral examination. As part of this presentation the candidate will seek to explain what the dissertation has contributed to our understanding of ministry, particularly as it applies to leadership and spiritual formation issues – in the academy, the church, and the life of the ministry leader.
2. The examination will proceed from that point with a series of questions put by the examiners to the candidate. These will seek to explore the following kinds of issues, but will not be limited just to these questions:
 - a. How has reflection on the themes pursued in the dissertation furthered the candidate's vocational sense and ability?
 - b. Ways in which the candidate can demonstrate he/she is conversant with the biblical and theological foundations pertinent to the dissertation's themes and focus?
 - c. Ways in which the candidate can demonstrate he/she is conversant with the literature related to the key aspects of the dissertation?
 - d. How has the dissertation process advanced the understanding of ministry leadership and spiritual formation?
 - e. What means did the candidate employ to test the hypothesis and how was the data gathered?
 - f. Did the candidate secure valid data and employ it appropriately to reach defensible conclusions?
 - g. Where does the dissertation fit within related research and what did the candidate find that changes, advances, supports, etc. previous research?
 - h. What limitations did the candidate experience in pursuing the research question (hypothesis) and finding the data necessary to reach defensible conclusions?
 - i. How has the candidate been transformed by this journey?

Candidates should be prepared to respond to these kinds of questions.

3. The candidate should bring a copy of the dissertation to the exam. As well, a Bible may be required.

4. The general schedule for the examination would be:

General Remarks by the Chair and Opening Prayer

Summation of the Dissertation by the Candidate (only 15 minutes)

The Candidate is encouraged to use powerpoint or overhead projector materials to communicate his/her material effectively within this timeframe.

Examiners' questions and discussion (90 minutes)

Examiners' caucus and evaluation (30 minutes)

In consultation with the Examination Chair, the candidate may invite three or four people to attend the examination. The Program chair will invite the dean of the candidate's seminary of record to be in attendance.

Appendix Five: Submission of Dissertation For Examination and Binding

1. Presentation For Examination

The candidate should provide two copies to the advisor or the program chair for examination. Each copy should be printed in single-sided format, with minimally a 1.25 inch margin for each page. These copies must be unbound.

2. Materials provided after the Examination

The program chair will provide for the student, upon completion of the dissertation examination and completion of all corrections required, the signed approval page that will be bound with the dissertation.

The candidate will also be required to sign a waiver that allows for portions of the dissertation to be copied for research purposes. This includes microfiching a digitization for placement in the Theological Research Exchange Network (<http://www.tren.com/>)

3. Submission for Binding

Once the approval page has been signed, then the dissertation is ready for binding. The ACTS Theological Librarian looks after this. ACTS requires three copies of the final, corrected copy to be submitted. One copy will be bound and normally placed in the ACTS library, one copy is presented to the faculty advisor and one copy is kept in the office of DMN Director.

4. Personal Bound Copies

ACTS does not provide a bound copy to the student. However, a student is free to get his or her own copies bound. A local resource is Academic Bookbinding, 10 – 13350 77th Ave., Surrey, B.C. (604-591-8288). The cost is about \$30.

Appendix Six: Sample Approval Page

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS

OF

TRINITY WESTERN UNIVERSITY

Dissertation Approval

This dissertation, entitled

**SHARED SUFFERING: A COMMUNAL
REFLECTION AND RESPONSE**

Written by

DANIEL BEUTLER
(#12XXXX)

And submitted in partial fulfillment of the requirements for the degree of

DOCTOR OF MINISTRY

Has been approved by the undersigned examiners:

(Examination chair)

(Date)

Approval does not necessarily imply endorsement of the thesis' conclusions.

Appendix Seven:

Managing and Maintaining your Registration During Dissertation

Students must enroll in the Dissertation for the Doctor of Ministry program (DMN 950 – 6 units) at ACTS Seminaries of Trinity Western University **when their proposals are submitted and approved**. Normally the student will submit the dissertation proposal by August 31 immediately after the completion of all course work. If the proposal is approved, then students will register for the first semester of DMN 950 (3 units) that Fall and for the second semester of DMN 951 (3 units) in January.

Students may also submit their dissertation proposal by November 15 for approval and begin the dissertation project in January. In this case, they will pay the first semester of DMN 950 tuition in January, with the second semester due in May. **[Dissertation proposals should be submitted no later than December 31 following the last DMN course the student takes.]**

Please note: students who do not submit their proposals by December following their final course will be deregistered. They have one year beyond this date to submit an acceptable proposal. There is a small cost to re-register once a student is deregistered.

Students will be able to maintain this registration through one of the following points of registration:

1. DMN 950 DMN Dissertation I (3 units) – first semester after approval of the proposal
- 2.
3. DMN 951 DMN Dissertation II (3 units) – second semester
4. DMN 952 DMN Dissertation Extension (zero tuition or fees) – third semester
5. DMN 955 – DMN Dissertation Continuation - fourth and all succeeding semesters until the dissertation is completed and submitted in final bound copy. This will be charged out at the equivalent of 1 unit of tuition for each semester in which the student continues with their dissertation. Normally the time limit for completing the program is six years.

Completion of the dissertation is defined as submission of the final bound copy to the ACTS DMN Office of the dissertation along with required edits following the oral defense. Students will start paying the Continuation fee in their fourth semester of registration for the dissertation and will be required to register and pay this fee for each semester (including summer semester) until they are finished. **Continuations may be granted for no more than six additional semesters (counted as three per year).**

Possible Registration pattern for DMN student (proposal submitted by August 31)

Semester	Course	Fees
Fall (submit by August 31)	DMN 950	3 units
Spring (January)	DMN 951	3 units
Summer (May)	DMN 952	Zero
Fall & beyond as needed	DMN 955	1 unit

Students will be able to register for these online. Tuition payment deadlines will be the same as for all other students and will require payment in full on or before the second Friday of each semester.

.....

APPENDIX EIGHT DISSERTATION CHECK LIST ACTS SEMINARIES¹

Chapter One: Introduction to the Problem

- Problem introduced, often with personal setting
- What am I researching? Problem introduced, developed and grounded in literature
- Why is this issue important? Context of Study established (denominational, geographical, cultural etc).
- Hypothesis clearly stated.
- Research question clearly stated.
- How will I study this? Subjects and/or population.
 - Design of Study described.
 - Instrumentation (qualitative or quantitative study, ethnography etc).
 - Independent and dependent variables.
- Essential biblical or theological foundations.
- Survey instrument and bibliography (as part of proposal only).

Chapter Two: Review of Current Literature:

- What have others “said” about the issue? Relevant sources identified.
- Critical interaction with sources, while focused on review and not merely repeating.
- Relevant themes and discussions emerging from literature noted.
- Structurally developed and coherently presented.
- Summary relating the review to the current research problem.

¹ This is a general outline. Elements may vary from dissertation to dissertation.

Chapter Three: Biblical and Theological Foundations

- Foundational and relevant theological issues noted from.
- Exegesis of relevant passages, without proof-texting.
- Biblical principles relevant to the current study noted.

Chapter Four: Reporting of Research

- Problem restated along with research question.
- Detailed description of project.
- Selection of subjects and/or population described.
- Development of the instrument and validity/reliability as possible.
- Independent and dependent variables defined.
- Data collection and analysis.
- Appropriate use of tables and charts. Accurate Report of significant findings.
- Summary of results as related to hypothesis and RQ; and as a bridge to chapter five.

Chapter Five: Conclusions and Recommendations.

- Evaluation and interpretation of the findings in light of the RQ.
- Relationship of the findings to existing research and studies.
- Relationship of the findings to theological concerns.
- Application of the findings to further ministry
- Application of the findings to further research.
- Avoidance of unnecessary repetition of data from chapter four

Bibliography:

APPENDIX NINE: Principles and Guidelines for Dual Role Research within the Doctor of Ministry Program at ACTS Seminaries²

1.1 Purpose

When Doctor of Ministry field research takes place in the context of the student's own ministry setting, this often creates a "Dual Role" conflict. Therefore, the researcher must reflect upon the implications for achieving both reliable and ethical results from the field work. Apart from the ethical possibilities of possible "implied coercion", some evidence exists that suggests research conducted in this "Dual Role" implicates the reliability of the findings.

These guidelines seek to assist Doctor of Ministry students and their advisors within ACTS Seminaries to achieve good results in these "dual role" settings. Students must be able **to assess** the potential challenges of practitioner-researchers undertaking projects in local church/ministry settings; and, **to outline recommended approaches** to ensure that the study includes appropriate steps to achieve both reliable and ethical results. These practices and principles seek to reflect the standards outlined in the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans* (TCPS)³.

1.2 Definition of "Dual-Role Research" and Core Ethical Issues

When DMN students investigate their own ministry setting as a part of academic research, and when this work includes the participation of people with whom they have an ongoing relationship (eg; parishioners, colleagues, clients or ministry subordinates), they assume the dual-role of practitioner and researcher. This may result in a "Dual Role" conflict.

Research in this context typically raises issues that require special attention:

- Dual relationships exist between the researcher and participants when researchers who are in a position of "*power-over*" undertake research while **maintaining their already established roles and responsibilities**, and involve individuals to whom they minister, have authority over, or have the potential to otherwise exert some influence, either formal or informal;

² Adapted with permission from documents provided by the Human Research Ethics Board at the University of Victoria, <http://www.research.uvic.ca/forms/hrec/geidrr.pdf>

³ The Tri-Council Policy Statement on "Ethical Conduct for Research Involving Humans" (TCPS) was developed by the three major research councils of Canada (SSHRC: Social Sciences and Humanities Research Council; NSERC: National Sciences and Engineering Research Council; and CIHR: Canadian Institute of Health Research).

- Results obtained from studying one's own ministry is made public through research presentations (e.g. showing textual and/or visual data/results such as graphs or quotes), publications (e.g. dissertation), and website postings related to the local church and/or employees. **The release of results could compromise the privacy, dependent or professional status of participants in a ministry setting.**
 - As well, apart from the ethical possibility of possible coercion, findings from such Dual Role studies may be influenced by the participants desire to "please the minister" or a sincere desire to see the doctoral student "succeed" in their research. In other words, will parishioners give honest answers to questions about the effectiveness of their leader's ministry and work?
-



1.3 Power-Over

Many DMN students serve in some pastoral role, formal or otherwise; and while the relationship between pastor and congregation remains both voluntary and often complex (e.g. is the pastor "under the authority of the congregation" or "exerting authority over the congregation"?), **it can be argued that the clergy stands in a possible position of "power-over."** Even when a such a researcher perceives that his/her church, workplace, or classroom has a "warm and friendly" atmosphere of trust between teachers-students or parishioners-pastor, **the quality of these relationships may not address the underlying perceived differences in status that structure the nature of the relationships.** Therefore, the researcher needs to recognize the *structure* of the relationships to assess the role of power-over in the research context. When participants include children or youth the researcher needs to be especially attentive to the role of power-over.

Examples of power-over relationships:

- A church attendee, who has benefited from the pastoral care, may feel obligated to participate in a Lead Pastor's research;
 - A church attendee may believe that participation in the study will gain an advantage with the pastor;
 - Youth group members may not realize they have the option to say 'no' to their leader;
 - Where the relationship between researcher and participant is formal (e.g., Lead Pastor/ associate pastor or District Minister/ local church pastor), a participant may feel that employment relations are influenced by participation and responses;
 - A Board member may feel pressure to participate; after all, we paid for this program we better ensure s/he passes!
-

1.4 “Power-over” and the TWU REB Application

It is permissible for DMin students to do their research in situations where there is a “power-over” relationship. However, when this is the case, it is necessary to consider the nature of the relationship between the researcher and the participants, and to ensure that safeguards are in place to ensure that conflicts and ethics problems such as unintentional coercion or compromise of confidentiality do not arise.

It will also be necessary to report the existence of any dual-role relationships in the TWU REB Application form (questions 9 & 13). In fact, when no dual-role relationship exists, it is probably a good idea for the researcher to state “there is no pre-existing relationship between the researcher and the participants” in question 13 of the application form.

If there is a dual-role relationship, then the steps taken to protect against ethics problems that can arise need to be explained in question 13 of the REB Application Form. Ideally, Level 1 safeguards (see below) will be used to remove the dual-role relationship. Failing that, numerous Level 2 safeguards will need to be implemented to protect research participants, as appropriate to the specific circumstances of a specific research study.

1.5 Summary

It is critical that the ethical issues associated with dual-role research are explained clearly in the ethics application.

When dual role relationships cannot be avoided in DMin research, adequate procedures for mitigating the effects of the dual-role relationship must be incorporated into all stages of the

Level 1 Safeguards: *Ways to remove dual-roles of researcher and practitioner:*

- Exclude from the pool of participants those with whom the researcher has a direct power-over relationship by selecting a different church, organization or group of participants;
- Include participants only after the dual-role relationship has terminated or the researcher is no longer in a power-over position (e.g., after the pastor/student ends the ministry);

research design.

Level 2 Safeguards: *Measures to protect participants within a dual relationship:*

Recruitment and Consent Form:

- In the recruitment and consent forms or letters, clearly describe the potential “power-over” situation in the relationship;
- Use a neutral third-party to undertake the recruitment and conduct the consent processes (e.g., explains study, provides information letter and collects signed consent form)

- In the consent form, assure participants that (a) that they can refuse to participate; (b) the study is strictly voluntary; (c) they can withdraw from the research at any time; and (d) their participation or non-participation will have no effect on their future relationship with the researcher or ministry setting;
- Use a neutral tone in the materials to diminish pressure on potential participants to participate (i.e., no emotional appeal of how important the project is to the practitioner-researcher or the church or statements such as, “Please help me with my study at seminary”, “The ministry leaders and I are counting on your participation”)
- Be careful not to overstate the potential benefits of the research in the recruitment and consent materials “Our ministry will greatly benefit from this study”; State your expectations in the dissertation, but less so in the recruitment process
- Assure participants of confidentiality and the measures to ensure their confidentiality is intact;
- If third parties will be used at any stage of the research, they should be identified in the consent form.

Research Procedures:

The key issue for protecting participants is to ensure that the researcher has no way to determine who has taken part and who has chosen not to take part in the study. This may include taking steps such as:

- Using an anonymous online survey or having paper surveys / written responses being returned to a common “drop-box” in the church foyer.
- Where interviews are needed, consider having a third party conduct the interviews, provided that they are properly trained to do so;
- Use a third party to remove all identifying information from the data before handing it over to the researcher;
- Consider using reflection groups (with you absent) using either shared and summarized verbal responses, personal written responses; or both verbal and written.
- Note that whenever a “third party” is used to protect participants, it is important that the third-party be: neutral (i.e., not invested in the outcome of the research);
also not have a power-over or dual-role relationship with the participants (a pastor from a different church is an acceptable third-party, another leader from the same church as the researcher would not be acceptable);
made aware of the responsibility to maintain confidentiality (e.g., by signing a confidentiality agreement that outlines their responsibilities to the participants).

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ACTS Seminaries; Doctor of Ministry Dissertation manual.

ADDITIONAL USEFUL INFORMATION

Activity	Generated materials to be used as research data (Secondary Use)
Preaching series on tithing	a • Pastor's lesson plans and notes, parishioners taking written observations of the sermon and acting upon the expectations of the sermon; how much money did we collect?
Board Development Workshop,	• Participation of the church board in a weekend retreat to assess their performance in light of recommendations or proposed principles taught by the pastor; including written evaluations, personal notes and reflections, quantitative instrument responses;

Examples of other research activities:

- Pre and post survey to evaluate a training program for the church.
- Assessment of a seminar or retreat designed to enhance spiritual growth in the participants;
- Focus group discussion with youth pastors about their views on relationships between lead and associate pastors in the denomination
- Individual interviews with clergy about their moral safeguards in counseling strategies;

CONSENT

In order for research to be ethical and even reliable, consent must be given freely to ensure that participation is voluntary. The context of dual-role research makes the consent process especially important for researchers.

GROUP OBSERVATIONS

Researchers who collect data through group observations using written field notes need to explain on the REB application if the observations will identify individuals or if the field notes will focus on group actions and responses. They must also explain how they will treat field notes if a participant decides to withdraw consent.

KEY DEFINITIONS

Anonymity means that no one, including the researcher is able to link responses or other data with individual participants during or after the data gathering (e.g. **complete anonymity** is usually limited to mass mail out or online surveys when the researcher does not know who the respondents are.)

Confidentiality refers to procedures used by the researcher at all stages of the project to protect participants' identity (e.g. using a pseudonym, code or third party collection), and the protection, and security of their data from recruitment right through to the dissemination of results (if relevant) and when the study is completed (e.g. storage, destruction, archiving.)