

The Wesleyan Center
2018 Assessment Report

I. Of the three emphases listed in the first assessment measure (“Purposes of PLNU Academic Centers and Institutes”), the first (“Resourcing in the professional development of faculty and/or staff in better service to the University mission”) most closely fits the mission and programs of the Wesleyan Center.

The center sponsors a variety of programs for faculty development. These are summarized in the center’s 2018 Report to the Faculty; for the sake of brevity, I refer the reader to that attached document.

II. With respect to the second assessment measure (“Is the Center or Institute clearly aligned with the purposes of the University?”), the Wesleyan Center’s mission addresses most directly the following:

- PLNU’s vision statement says that “PLNU will be a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church.”
- PLNU will be known for having “A robust scholarly community that promotes excellence in teaching, research, and service; A thoughtful articulation and consistent embodiment of a Wesleyan approach to faithful living.”
- Our core values include:
 - Excellence in Teaching and Learning and
 - Faithfulness to Our Nazarene Heritage and a Wesleyan Theological Perspective

The Wesleyan Center supports each of these statements through its programs for faculty development and through its mission to “promote a deep understanding of Wesleyan theology and practices and their application to higher education, the church, and society” (Wesleyan Center mission statement).

For particulars I once again draw the reader’s attention to the attached Report to the Faculty.

III. The Wesleyan Center has an advisory board. Its composition is described in the attached document, Advisory Board Composition. (Note: This document represents a modification of current policy. The new policies and procedures mentioned in it will go into effect in the Fall of 2018.)

- “List the members of your Institute/Center’s Advisory Board and their affiliations, as well as the skills and benefits they offer to the Center/Institute and to PLNU.”
 - Members in 2017-2018 were professors Michael Lodahl, Rob Thompson, Rebecca Flietstra, Karl Martin, Bettina Pedersen, and Patricia Leslie.
 - Skills and benefits: The members bring to the center a wealth of academic experience, as commitment to the mission of the center and of PLNU. Additionally, they represent a cross-section of academic disciplines.
- “Summarize your Board’s charge, meetings, and actions.” The center’s board met monthly in 2017-2018. The principal tasks for the year were 1) to review and revise the center’s mission statement, the job description of the center’s director, and the policy regulating the

composition and selection of advisory board members; and 2) to begin planning a conference for academic year 2018-2019.

- “Explain the role of your Board in shaping activities and programs.” The board advises the director on the effectiveness of current programs and on the advisability of new programs. The board has functioned well in the past; it is anticipated that, with an increase in number and disciplinary diversity, its effectiveness in advising will be increased.

IV. Report to the Faculty.

A document describing the mission and activities of the center was sent to the faculty on June 14, 2018.

V. Capacity and Resources.

- “What resources have been allocated to the Institute or Center in the last year? Please include operating budget, salary, administrative staff and benefits of the director (e.g., load release).”
 - Operating budget: \$48,400.00
 - Salary: The monetary equivalent of 3 units of load credit (approximately \$4800.00) for the director for administrative work during the Summer.
 - Administrative staff: One-half of an administrative assistant’s time (the other half is dedicated to the School of Theology’s Master of Ministry program.)
 - Benefits for the director: Nine units of load release per academic year.
- “How are monies used to achieve the Institute/Center’s Learning Outcomes?”

Approximately one half of the center’s operating budget pays for faculty grants. Most of the rest of the budget funds other programs for faculty development, including lecture series, the writing workshop, and so on.

VI. Effectiveness

- “Name and describe the programs and activities of the Center/Institute in the past academic year.” I refer the reader to the attached Report to the Faculty.
- “Describe the Institute/Center’s assessment plan and activities, what has been learned through assessment, and what programmatic adjustments have been made based on the assessment evidence.” The Wesleyan Center does not have a formal assessment plan, apart from the periodic review offered by its advisory board.
- “To what degree is the work of the Center/Institute effective and linked to University academic programs?” With respect to linkage, I refer the reader to item II above (“Is the Center or Institute clearly aligned with the purposes of the University?”). The question of effectiveness awaits development of a formal assessment plan.
- “Explain the alignment between Institute/Center-sponsored activities/programs and Center Learning Outcomes. Analyze the effectiveness of this work as verified by direct measures.” The Wesleyan Center does not have learning outcomes.

The Wesleyan Center
Report to the Faculty
June 14, 2018

Colleagues,

The following constitutes the Wesleyan Center's 2018 report to the faculty.

I begin with the center's mission statement:

Point Loma Nazarene University's Wesleyan Center seeks to inspire a new generation of Wesleyan scholars who will influence the broader church and society. The center promotes a deep understanding of Wesleyan theology and practices and their application to higher education, the church, and society. The center's mission rests on the conviction that Wesleyan beliefs and practices may be fruitfully embodied in every academic discipline.

Why is the Wesleyan Center needed? It is needed because PLNU wants its faculty 1) to be knowledgeable and supportive of the University's mission and theological heritage; 2) to teach in ways that are consistent with that theological heritage; 3) to be productive scholars and researchers; and 4) to engage in faith-informed intellectual discourse, both on campus and with off-campus constituencies.

In order to address these needs and fulfill its mission, the center has, in 2017-2018, engaged in the following programs, building on the able leadership of former director Mark Mann:

Faculty development: The Center has promoted the teaching and scholarship of PLNU's faculty by sponsoring:

- The Wesleyan Pedagogy program, a Summer program aiming at helping professors incorporate Wesleyan practices into the classroom. In Summer 2017, seven professor participated. In 2018, the number is seven.
- Grants, offering release time and monetary awards for the purpose of sustaining scholarship. Recipients in 2017-2018 were Brad Kelle, Carol Blessing, Rebecca Laird, Bettina Pedersen, and Paula Cronovich. Recipients for 2018-2019 are Katie Manning, Lane Votapka, Rick Kennedy, and Kara Lyons-Pardue.
- Workshops aimed at helping professors think deeply about the Wesleyan heritage and about PLNU as a Wesleyan institution. These were led by professors Michael Lodahl and Mark Mann.
- With the Center for Teaching and Learning a "writing retreat" for faculty members seeking a brief time away in order to focus on writing projects.

Campus discourse: The Center has promoted intellectual discourse at PLNU by sponsoring:

- Lecture series:
 - Faith Matters, in which PLNU professors speak from their disciplines about matters of importance to the Christian faith. In 2017-2018, the Faith Matters lecturers were Keith Pedersen, Eugene Harris, Rick Kennedy, Carol Blessing, and Bettina Pedersen.
 - The Frank G. Carver Wesleyan Heritage lecture, which brings to PLNU prominent expositors of Wesleyan thought. Our speaker this year was Jack Jackson, of Claremont

School of Theology. Professor emeritus Herb Prince introduced the series with a tribute to Frank Carver.

- Discussion groups. In 2017-2018 the center gave logistical support to the weekly science-theology discussion group and to another weekly group that read *Facing Challenges: Feminism in Christian Higher Education and Other Places*, edited by Bettina Pedersen.

Ancillary programs: The Center has supported a variety of other on-campus programs, such as:

- Lecture series, conferences, and other campus events. These include:
 - Support given to the Wiley lectures and the Writer's Symposium.
 - Co-sponsorship of a local conference on the life and writings of Henri Nouwen, an event that brought Shane Claiborne and Sue Mosteller to campus.
 - A lecture by William Gibson on religious liberty in English church history.
 - A panel on ecojustice, featuring off-campus speakers Elaine Enns and Ched Myers, plus faculty colleagues Mike Mooring, Harry Watkins, and Courtney Mayer
- The Summer Visiting Scholars program, which opens the resources of PLNU to scholars of prominence. We had 4 Summer scholars in 2017 and have another 4 this Summer.

At the close of this report I wish to thank the Wesleyan Center's assistant, Megan Walters, for her cheerfulness and wonderful efficiency, as well as my supervisor, Mark Maddix for his support of the center. Additionally, thanks to all, listed above, who contributed to the center's task by offering lectures, serving on panels, and otherwise supporting the center.

Advisory Board Composition: Policies and Procedures

1. Composition of Advisory Board
 - a. Number: 7-10 members
 - b. Composition:
 - i. In the interests of campus-wide representation, no more than two members should come from the same academic unit. For purposes of disciplinary diversity, the director's academic field lies outside consideration.
 - ii. Optimal representation will draw members from a variety of academic disciplines/units
2. Tenure: Current practice favors longevity of service over a rotational system, with set and staggered terms. The advisory board regards longevity of service, subject to the process described in item three ("procedure for selecting new and retaining current members") as best promoting the central place of the Wesleyan Center in the university.
3. Procedure for selecting new and retaining current members:
 - a. The selection of members lies under the purview of the director who will
 - i. Annually determine the willingness of current members to continue to serve;
 - ii. When necessary, request one or more members to relinquish their membership in the interests of preserving a balanced composition as described in item one ("composition of the advisory board");
 - iii. Solicit from the advisory board, in one of the Spring meetings of the board, nominations of potential new members of the board;
 - iv. Send an annual email to all faculty asking for expressions of interest to serve on the board.
 - b. Note: Nominations of potential new members are advisory; decisions about membership rest with the director.

Revised January 18, 2018