Wesley Seminary

Self-Study prepared for the Association of Theological Schools

February 2021

Wesley Seminary

of
Indiana Wesleyan University

Self-Study in Preparation for Review by the Association of Theological Schools

February, 2021

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Introduction

References in the self-study

The self-study references other documents in three ways.

1. Some key documents are attached to the end of the self-study as appendices. These typically have links embedded within the self-study for rapid access.
2. External webpages are linked at appropriate places within the self-study, appearing as underlined blue highlights.
3. Other documents are included in the Document Collection which is provided to each visit team member (and to others upon request) on a flash drive. The flash drive documents are in "Basics" folders for things like course syllabi and minutes and "Chapter" folders for items specific to a given chapter. References in the self-study to documents in the Document Collection are indicated by red text highlights.

WS history and context within IWU

Wesley Seminary (WS) was founded in 2009 as a new academic unit of Indiana Wesleyan University (IWU) and as the first seminary of The Wesleyan Church. From its inception, Wesley Seminary has pursued a learning experience of foundational rigor and personal spiritual formation in the context of active, practical ministry. The Wesley Seminary mission statement, "Wesley Seminary equips Christian leaders to engage in missional ministry, locally and globally," communicates the transformational and practical ethos and aspiration of the seminary community. The core values of Wesley Seminary, and the manner in which they guide the academic program, are explored under Standard One.

The establishment of the seminary by the university was a natural extension of the mission of Indiana Wesleyan University: "Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership." Theological and ministry education have been a central part of the IWU curriculum from its beginning in 1920 and an essential element of the IWU mission. IWU offered the BA in Theology in 1920 and soon thereafter added the Bachelor of Theology, the Bachelor of Divinity, and the MA in Theology. Today, the university offers undergraduate ministry programs and the MPTh through the residential School of Theology & Ministry (part of IWU-Marion, defined in the next paragraph), undergraduate online Bible and ministry programs through the School of Service and Leadership (part of IWU-National & Global), and graduate ministry programs through Wesley Seminary.

Under the central administration of the university, Wesley Seminary exists as one of three operational units (Appendix 1). The other two units are IWU-Marion, which provides the infrastructure and support for residential education centered on the home campus in Marion, Indiana, and IWU-National & Global, which provides the infrastructure and support for working-adult-serving academic programs online and at education centers throughout Indiana, Ohio, and Kentucky. The president of the seminary, the chancellors of IWU-Marion and IWU-National

& Global, and the university provost sit on the university president's Executive Council. It is the expressed intent of university President David Wright to maximize the autonomy of the operational units, centralizing only those functions that efficiency dictates, such as information technology. Even so, the operational units cooperate freely and generously as needed. For example, the Wesley Seminary building resides on the Marion campus and receives facilities support from IWU-Marion. Seminary students are supported in part by the student support offices of IWU-National & Global, and seminary students have access to both the Jackson Library of IWU-Marion and the Off-Campus Library Services (OCLS) of IWU-National & Global.

As a unit of Indiana Wesleyan University, Wesley Seminary is an embedded seminary, but the nature of the embedding is evolving in important ways. At its inception the seminary was merely an academic unit of the university, embedded in the classical sense. But this is changing. IWU President David Wright describes IWU as a multi-campus university system, an imperfect analogy given the significant cooperation that exists between the operational units, but a description that communicates his vision for substantial autonomy of the units. Seminary autonomy is necessary for the seminary to fulfill its ministry as the single seminary for The Wesleyan Church and its five universities. Thus, Wesley Seminary is steadily and purposefully evolving from the classical embedded model towards an identity more like that of a free-standing seminary. Wesley Seminary will always benefit from being part of IWU, but its transformation into a seminary with significant autonomy and its own identity and presence in the academy is a key element of current institutional development.

All IWU academic programs live within one of the three operational units but report to the university provost (Appendix 1). The VPAA of the seminary has dual reporting to the provost and the seminary president. Wesley Seminary, led by the seminary president, is one of the three operational units of the university, but it is also one of six Principal Academic Units (PAUs) of the university, headed in this context by the seminary VPAA. The seminary president sits on the (university) President's Executive Council (PEC) and thereby participates in the operational and strategic leadership of the university; the seminary VPAA sits on the University Academic Leadership Council (UALC) and thereby participates in the academic leadership of the university. The seminary is working on roadmaps with the School of Service & Leadership in the College of Adult & Professional Studies (CAPS) and the School of Theology & Ministry in the College of Arts & Sciences (CAS), both of which offer various ministry-related programs. The roadmaps will make explicit the natural pathways for matriculation from other IWU programs into seminary programs.

Indiana Wesleyan University is an educational ministry of The Wesleyan Church (Appendix 2). The Wesleyan Church exerts influence, and ultimate control, over the university through election of the IWU Board of Trustees. Trustees are nominated by the IWU Board and then elected by the General Board of Administration (GBA) of The Wesleyan Church. The Board Bylaws reserve up to 5 of 34 trustee positions for representatives of the GBA, plus each Wesleyan district in the IWU region (8) must be represented on the Board. Once duly constituted, the IWU Board has full authority to govern the affairs of the university, except for

closing the institution or disposing of substantially all the university's assets, functions which are reserved to the GBA.

The Wesley Seminary Board is a standing committee of the IWU Board of Trustees. Policy and action recommendations are brought by the Seminary Board to the university Board for ratification and adoption. The Seminary Board consists of 16 members appointed by the IWU BOT (I-001 IWU Board of Trustees Bylaws). Ex-officio members include: the IWU Board Chair, the President of the University, the IWU Chief Academic Officer, the IWU Chief Financial Officer, the President of Wesley Seminary, and the Executive Director of Education and Clergy Development of The Wesleyan Church. In addition to the ex-officio members, there is at least one representative from each of the educational areas of The Wesleyan Church (Northeast, Central, Southeast, West). At least two of the remaining members must be IWU board members. The remaining four members are at-large, nominated by the Seminary Board. All members other than the at-large members must be members of The Wesleyan Church. The at-large members must be in full agreement with Wesleyan theology and practice. Seminary Board members are elected to four-year renewable terms. The Seminary Board officers include the chair, vice-chair, and secretary elected from within the membership. The Seminary Board has three standing committees: Strategic Planning Committee, Academic Affairs Committee, and Operational and Enrollment Committee. The seminary board, a sub-committee of the university Board of Trustees, is tasked by the Board of Trustees with the direct oversight of the seminary including fiduciary, strategic, and missional responsibility. The seminary board reports to the BOT bi-annually and brings action items for approval.

Apart from adjunct instructors, Wesley Seminary currently employs 23.5 FTE:

- Administration (4)
    - President (Colleen Derr)
    - VP of Academic Affairs (Abson Joseph)
    - VP of Operations and Enrollment (Aaron Wilkinson)
    - Director of Communication and Relations (Joel Hunt)
- Operations (8.5)
    - Student Success Coordinators (2)
    - Student Enrollment Specialists (4)
    - Scheduler (1)
    - Administrative Assistants (1.5)
- Teaching Faculty (11)
    - Assistant Dean (Brannon Hancock)
    - Director of DMin Program (Patrick Eby)
    - Director of Graduate Theological Programs in Spanish (Luigi Peñaranda)

The Seminary Executive Leadership Team consists of the President and the two Vice Presidents. The Seminary Cabinet includes, in addition to the executive leadership team, the Director of Communication and Relations, the faculty chair, and the Director of Graduate Theological

Programs in Spanish. Shared governance within the Seminary is accomplished through the standing committees of the Seminary.

WS relation to the Wesleyan Church

WS relation to The Wesleyan Church (TWC) occurs at the denominational, district, and local church levels. Denominationally, Wesley Seminary serves as the only seminary of The Wesleyan Church. This recognition is affirmed at the highest levels within the denomination and is to be formally recognized via inclusion on the denomination's constitution, *The Discipline*, per affirmation of a memorial to the general conference June 2021 (I-002 WS Memorial to General Conference). Wesley Seminary's academic programs align with TWC's academic requirements for ordination (I-003 TWC Ordination Curriculum Map). The denomination provides loan/grant dollars to Wesleyan students and WS offers Wesleyan scholarships to Wesleyan pastors. The Wesleyan Church's Executive Director of Education serves on the seminary board and the board includes denominational representation from each of the denomination's administrative regions. District relationships are forged through connection with district offices and leaders with Wesley providing additional scholarships directly to districts. Wesley also directly serves local churches through partnerships and support of local church ministry residency programs.

WS relation to other Wesleyan institutions

The Wesleyan Church sponsors five institutions of higher education: Indiana Wesleyan University, Houghton College (Houghton, NY), Southern Wesleyan University (Central, SC), Oklahoma Wesleyan University (Bartlesville, OK), and Kingswood University (Sussex, NB). As the only seminary of The Wesleyan Church, Wesley Seminary has a unique relationship with each of the other Wesleyan institutions. While participating fully as a unit of IWU, the seminary is also developing the independent identity and presence necessary to relate profitably to the other Wesleyan schools. This evolution is reflected in the recent name change from the original *Wesley Seminary at Indiana Wesleyan University* to simply *Wesley Seminary*, removing a possible obstacle to full partnership with the other universities. Wesley Seminary is building partnerships with the four other Wesleyan institutions of higher learning (I-004 Partnership with Kingswood University; I-005 Partnership with Southern Wesleyan University). Wesley Seminary's leader is a President and the Seminary Board, although reporting to the University Board of Trustees, is tasked by the University Board to provide fiscal and missional oversight to the seminary. The seminary board has its own bylaws and independently elected officers (see Bylaws). These provisions give WS the autonomy necessary to serve as the seminary for all Wesleyan schools.

WS history with ATS

Wesley Seminary was first received as an associate member by ATS in 2012 and first accredited in 2014. The current review is the first since initial accreditation. Three programs were initially accredited, the MDiv, the MA in Ministry, and the MPTh. The DMin was approved in 2015.

Recognizing IWU's strength in online education, ATS authorized Wesley Seminary to offer the MA in Ministry and MPTh entirely online in 2014 and extended this authorization to the MDiv in 2018 (I-006 ATS History of Interactions with Wesley Seminary).

WS self-study process

The self-study process began formally with the participation by VPAA Abson Joseph and university Associate Provost Don Sprowl in the ATS Accreditation Workshop in March of 2019. A basic self-study process and calendar were developed, leading to the establishment of five teams to lead the evaluation and documentation of the seminary's fulfillment of the ATS standards. Dr. Joseph was tasked with leading the self-study process and Dr. Sprowl, bringing accreditation experience and a perspective external to the seminary, was designated as the self-study editor.

The five teams and their representation are as follows:

1. Team Derr
    a. Lead by Colleen Derr, seminary President, this team examined Standards 1, 2, and 7.
    b. Membership included:
        i. Stacy Hammons, University Provost
        ii. Brannon Hancock, Seminary Assistant Dean and Associate Professor of Practical Theology and Worship
        iii. Shawn Matter, University Counsel
        iv. Nancy Schoonmaker, University CFO
        v. Carl Shepherd, University Board Chair and Seminary Board Member
        vi. Phil Tague, Seminary Alumnus, pastor of The Ransom Church in Sioux Falls, SD
2. Team Drury
    a. Led by John Drury, Associate Professor of Theology and Christian Ministry, this team examined the DMin program.
    b. Membership included:
        i. Joanne Barnes, Dean of the Graduate School and Professor of Organizational Leadership
        ii. Lenny Luchetti, Professor of Proclamation and Christian Ministries
        iii. Aaron Perry, Associate Professor of Pastoral Theology and Leadership
3. Team Joseph
    a. Led by Abson Joseph, Seminary VPAA and Professor of New Testament, this team examined Standards 3 and 5.
    b. Membership included:
        i. Gloria Hancock, part-time Administrative Assistant for faculty support
        ii. Johanna Rugh, seminary alumna and Seminary Board Member
        iii. Richard Wollan, Assistant Director of Student Advising
        iv. Bev Rainey, seminary academic affairs Administrative Assistant
4. Team Levicheva

a. Led by Lara Levicheva, Associate Professor of Biblical Studies, this team examined the MA in Ministry, the MPTh, and the MDiv.
b. Membership included:
    i. Patrick Eby, Associate Professor of Historical Theology and Wesley Studies
    ii. Connie Erpelding, Seminary Board Chair, IWU Board Member, Director of Advancement at Prairie Lakes Church in Cedar Falls, Iowa
    iii. Tammie Grimm, Assistant Professor of Congregational Formation
    iv. Angie Miller, Administrative Assistant for scheduling and adjuncts
    v. Luigi Peñaranda, Associate Professor of Global Leadership and Latino/Latina Christian Studies

5. Team Wilkinson
    a. Led by Aaron Wilkinson, seminary AVP of Operations and Enrollment, this team examined Standards 4, 6, and 8.
    b. Membership included:
        i. Scott Gilreath, university AVP for IT and CIO
        ii. Tenley Horner, Administrative Assistant for administration and reception
        iii. Joel Hunt, Seminary Director of Development
        iv. Tammy Luckey, Coordinator of Graduation and Prior Learning Assessment
        v. Jacob Whitenack, Business Affairs Project Manager
        vi. Jay Wise, Director of Off-Campus Library Services

Historical records of the work of the teams are available on request.

With the core drafting process completed by the five teams (spring 2020), the self-study editor engaged with the documents to discover holes in coverage and documentation requiring attention (summer 2020). In July of 2020, with the narrative shaping up, particular focus was given to evaluation. Through a series of online surveys the Wesley Seminary community was invited to evaluate Seminary fulfillment of key ATS standard statements. The returns provided both a sketch of community perceptions and valuable feedback to the strategic planning process. The outcomes from the evaluative surveys are included throughout the self-study as appropriate, but are gathered into one place in the document, *The ATS Evaluation Surveys* (I-007 The ATS Evaluation Surveys). Quotes that appear in the self-study are drawn from open-text items in the evaluation surveys. As explained in the Surveys document, the landing place of evaluation for the entire community for any given item or collection of items is expressed through a center-of-gravity measure (center-of-gravity from 1.0 to 1.5 indicates "institutional strength," from 1.5 to 2.0 indicates "adequate compliance," and >2.0 indicates an "area for improvement"). Center-of-gravity values are noted throughout the self-study. The self-study was then edited for voice and the compiled self-study was reviewed by seminary constituents. Finally, the self-study was endorsed by the seminary Board (fall 2020) and was made ready for submission.

Acronyms in the self-study

The following acronyms are used at places within the self-study.

AAC – Academic Affairs Committee
ABHE – Association for Biblical Higher Education
ACL – Association for Christian Librarians
ADE - Accredited Degree Exemption
ATLA – American Theological Library Association
ATS – Association of Theological Schools
BOT – Board of Trustees (IWU)
CAPS – College of Adult & Professional Studies (an IWU Principal Academic Unit)
CAS – College of Arts & Sciences (an IWU Principal Academic Unit)
CDRC - Curriculum Development and Review Committee
CFO – Chief Financial Officer
CHEA – Council for Higher Education Accreditation
CITI - Collaborative Institutional Training Initiative
CLI – Center for Learning and Innovation
CLO – Course Learning Outcome
CRM – Customer Relationship Management
CSS – Center for Student Success
DMin – Doctor of Ministry
DS/IS – Directed Study/Independent Study
ED – US Department of Education
EFC - Expected Family Contribution (financial aid)
EOC – End of Course (survey of students)
FERPA – Family Educational Rights and Privacy Act
FYE – First Year Experience
GAAP – Generally Accepted Accounting Principles
GBA – General Board of Administration (of The Wesleyan Church)
GPA – Grade Point Average
HLC – Higher Learning Commission (accrediting agency for Indiana Wesleyan University)
HR – Human Resources
IACUC – Institutional Animal Care and Use Committee
ICETE – International Council for Evangelical Theological Education
IECN – Indianapolis Education Center North (an historical location for WS cohorts)
IELTS – International English Language Testing System
ILA – International Leadership Association
ILL – Inter-library Loan
IRB – Institutional Review Board
IT – Information Technology
IWU – Indiana Wesleyan University
IWU-Marion (one of three main operational units of the university)
IWU-N&G – IWU National & Global (one of three main operational units of the university)

LMS – Learning Management System (Brightspace by D2L)
LOA – Learning Outcomes Assessment (a feature of the Brightspace LMS)
MA – Master of Arts
MCO – Master Course Outline
MDiv – Master of Divinity
MPTh – Master of Practical Theology
MS – Master of Science
NACUBO – National Association of College and University Business Officers
NASFAA - National Association of Student Financial Aid Administrators
OCLS – Off-Campus Library Services
OER – Open Educational Resources
PAU – Principal Academic Unit
PCW – WSEM-501, *Pastor, Church, and World*
PEC – President's Executive Council
PGDP – Professional Growth and Development Plan
PLO – Program Learning Outcome
PSP – Personalized Search Plans (a library service to students)
SARC - Seminary Admission Review Committee
SHS – School of Health Sciences (an IWU Principal Academic Unit)
SON – School of Nursing (an IWU Principal Academic Unit)
TOEFL – Test of English as a Foreign Language
TWC – The Wesleyan Church (the sponsoring denomination of Wesley Seminary)
UALC – University Academic Leadership Council
UDE – Undergraduate Degree Exemption
UIT - University Information Technology
UM – United Methodist
VPAA – Vice President for Academic Affairs (Dean of the seminary)
WCA – World Changing Aims (purpose principles for IWU's curriculum)
WS – Wesley Seminary

Standard 1: Purpose, Planning, and Evaluation

1.1 Narrative

The mission statement of Wesley Seminary (WS or Wesley), *Wesley Seminary equips Christian leaders to engage in missional ministry, locally and globally*, captures the intent of the WS community regarding institutional purpose and guides the actions and priorities of the institution. The seminary's mission is to come along side those who are called to serve the Kingdom in the church and the marketplace, both lay persons and pastors, referred to as "Christian leaders." Wesley's role in the larger mission of advancing the Kingdom of God in the world is as an equipper of "the saints for the work of ministry" (Eph 4:12, ESV) - those who are already serving in a ministry setting, who are preparing for service, or who are pursuing clarity of the call.

The mission statement identifies the purpose of this equipping: "to engage in missional ministry." Missional ministry's aim is that all would come to "know the love of Christ that surpasses all knowledge...[and] be filled with all the fullness of God" (Eph 3:19, ESV). Wesley recognizes the need for missional ministry in our churches, communities, and the marketplace, and seeks to provide for such ministry.

The mission statement clarifies the scope of the missional ministry responsibility of Christian leaders, "locally and globally." WS recognizes that every student is called to a specific local context but likewise every student has a global responsibility. It is the aim of the Wesley Seminary community to equip students for local missional ministry and inspire them for global missional engagement.

The Wesley Seminary mission flows from and is a vital fulfillment of the Indiana Wesleyan University (IWU) mission, *Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership*. This statement, formally adopted in 2002, articulates the identity of the university, consistent since its founding as Marion College in 1920.

Likewise, the WS vision statement, *Wesley will become accessible, global, transformational, and comprehensive*, compliments and fulfills the IWU vision: *Indiana Wesleyan University is a truly great Christian university serving the world.* A *Living the Mission* document (S1-001 Living the Mission) unpacks the IWU mission and vision. The WS vision statement is unpacked below under 1.2, Planning and Evaluation.

As the only seminary of The Wesleyan Church, Wesley Seminary affirms the Articles of Religion of the Wesleyan Church. WS receives and educates students in accord with John Wesley's exhortation to a catholic spirit – students who affirm their salvation through the grace and atoning work of Jesus Christ, and who sense a call to ministry that would benefit from a WS education, are received with joy into the WS community. Students are not required to affirm

the Articles of Religion of The Wesleyan Church, but are expected to engage the Articles with respect and fellow community members with a gracious, catholic spirit.

The Wesley Seminary Board leads the process of developing and reviewing the mission statement (S1-002 2020-03-31 WS Board Minutes) in a process that includes denominational leaders, faculty administration, alumni, and students.

1.1 Evaluation and Action

The 1.1 standard statements were not included in the evaluation surveys (S1-003 The ATS Evaluation Surveys).

1.1.1 Institutional purpose is a strength of Wesley Seminary. Clearly stated mission and vision statements align with those of the university and motivate the daily work of everyone in the seminary community. Institutional purpose is at the core of institutional planning and strategic advance, as detailed in section 1.2, and the pursuit of the strategic plan will assure fulfillment of the institutional purpose into the future. The mission statement is established and reviewed by the WS Board. No action, apart from the continued pursuit of the institutional mission, is indicated.

> *The mission of Wesley seminary to equip Christian leaders for missional ministry locally and globally genuinely guides nearly every decision that is made, from curriculum to hiring to recruitment to student services. I believe we are mission driven at every level. (WS faculty member)*

1.1.2 and 1.1.3. The WS mission and vision statements align with and support those of the university. The mission and vision statements guide and motivate Wesley Seminary initiatives, but are flexible in permitting a variety of implementations as dictated by faculty expertise, student ministry circumstances, ecclesial connections, and partnership commitments. No corrective action is indicated.

1.2 Narrative

The Wesley Seminary strategic plan (S1-004 WS Strategic Plan) was developed through a collaborative series of conversations among seminary constituencies, and ultimately adopted by the seminary Board. The strategic plan charts a trajectory from the current state of operations toward a more perfect realization and fulfillment of the institutional mission. The strategic plan is grounded in evaluation of the current state of mission fulfilment and guided by the institutional mission and vision toward a future of greater fulfilment of mission.

The WS vision statement, *Wesley will become accessible, global, transformational, and comprehensive*, outlines four strategic transformations WS is pursuing. Wesley's intent from its founding was to be an accessible seminary, reaching a global student population, whose course of study resulted in the personal transformation of students and the communities where they

serve. These intentions remain the thrust of institutional advance articulated in the vision statement and supported by the strategic plan.

Wesley will become accessible. Wesley's founders identified several key challenges to the accessibility of historic seminary education to our constituencies. At that time, the greatest challenge was accessibility in location, with the need for students to relocate in order to engage a residential seminary. Wesley was launched with an online component to make seminary education accessible to those who could not relocate. This brought seminary education to students in their own locations. The past ten years have revealed additional accessibility challenges faced by students, prompting a renewed vision that Wesley will become even more accessible to the underrepresented seminarian by providing exceptional academic, financial, and technological support.

Wesley will become transformational. Wesley has maintained a commitment to courses of study that are spiritually formative. The focus is on both the personal formation of the student and the formation of the congregations/communities they lead. Wesley Seminary recognizes that in addition to the integration of spiritually formative experiences and teachings in the curriculum, transformation requires expansion of intentionality to include investment in the spiritual formation of the seminary team, developing a culture of love, support and empowerment that enables transformation.

Wesley will become global. Wesley has been blessed to serve students from 29 different countries and to offer our master's programs fully in Spanish. From its launch, the seminary has been committed to serving the global church and we are thankful for the global students we have already engaged. Trusting that the Lord has uniquely positioned WS to serve a broader global constituency, the seminary community is committed to pursuing global partnerships, developing sustainable global tuition models, and investing in faculty and staff to serve a global population.

Wesley will become comprehensive. Wesley's founders envisioned a seminary that served the local pastor who otherwise did not have access to seminary education. In the early years, the programs and scope of the seminary focused almost exclusively on the local church pastor. Wesley continues to faithfully serve this constituency, but in addition we are working to serve a broadening scope of Christian leaders – those who serve in para-church organizations, as chaplains, volunteers in local ministries, and in the marketplace. We are committed to providing academic programming that meets the needs of this broader student population.

These elements of the vision statement evidence the evaluation process that runs continuously within the seminary: how can we change what we are doing to better accomplish the mission we are called to. Informal, intuitive assessments are being supplemented by a growing collection of formal assessments that provide data to inform decision making. Well-established systems of evaluation include financial accounting and budget review, enrollment and retention tracking, course evaluation, and curriculum evaluation. Evaluation systems that have recently been improved or are undergoing current development include: faculty and staff evaluation

and professional development, employee engagement, student learning assessment, Board function and development, new initiative success/impact, spiritual transformation of students, staff, and faculty, and strategic plan review. Continued attention to the development of formal feedback systems will help the institution focus initiatives of institutional advance.

1.2 Evaluation and Action

The 1.2 standard statements were included in the evaluation surveys (S1-003 The ATS Evaluation Surveys). Mission and planning are counted as institutional strengths as indicated by the center-of-gravity of 1.49 for all of the Standard 1 evaluated statements. Only Standard 2 measured stronger overall.

1.2.1. Evaluation center-of-gravity = 1.18 (institutional strength), with one respondent indicating opportunity for improvement. Overwhelmingly, the WS community believes that institutional mission guides institutional planning and initiatives of change. No corrective action is indicated.

1.2.2. Evaluation center-of-gravity = 1.62 (adequately compliant), with two respondents indicating opportunity for improvement. Historic dependence on informal, intuitive assessments reflected institutional immaturity which is being addressed by the development of formal systems of evaluation and feedback. Evaluation is a continuous habit of the institution, inspiring institutional changes large and small, but the enrichment of strategic conversations with data derived from formal feedback systems is an important component of institutional maturation, helping to focus initiatives of change. Continued development of formal systems of feedback is indicated.

> *Over the past two years, with the arrival of the current dean, the Seminary has worked tirelessly on creating and applying evaluative processes and procedures. Alignment with ATS Standard's has been a priority—much more than in the previous five plus years ago. (WS faculty member)*

1.2.3. Evaluation center-of-gravity = 1.68 (adequately compliant), with one respondent indicating opportunity for improvement. Strategic planning and initiatives of change are always based on evaluation, both intuitive and formal, but Standard 1.2.3 appears to imagine a fully-mature and centralized system of formal feedback systems that are comprehensive across the institution. WS evaluation is comprehensive in that every aspect of seminary operation is always being evaluated for effectiveness, but there are not objective data gathered to cover every facet of the institution. Without devaluing intuitive evaluation, the continued development of formal feedback systems will benefit the decision making of the institution.

Standard 2: Institutional Integrity

2.0 Narrative

As an institution within the Wesleyan tradition, integrity is a foundational value and commitment of Wesley Seminary. The obligation to God for uprightness and holiness precedes any commitment to such that the seminary might make to other constituencies. We hope that we would behave ethically and with integrity even when no one (but God) is watching.

The seminary president and vice president for academic affairs (VPAA) are responsible for interactions with ATS and have consistently satisfied all of the obligations of accreditation. Numerous offices across the university ensure that the university complies with all applicable laws and regulations. Indiana Wesleyan University is incorporated in the state of Indiana (S2-001 IWU Article of Incorporation) and authorized to provide programs of higher education. With instructional locations in multiple states and countries, IWU is careful to understand and abide by all applicable state and national regulations. The Office of Compliance documents necessary approvals for governing entities outside the state of Indiana. The Associate Provost assures that academic regulations and accreditation obligations are fulfilled. The Director of Institutional Financial Aid ensures that all Title IV and program participation obligations are fulfilled. The Higher Learning Commission most recently certified IWU's compliance with Title IV obligations on March 20, 2020 (S2-002 HLC Letter of Reaccreditation). The University Compliance Council (minutes) oversees the university's regulatory compliance program to ensure it is designed and implemented consistent with regulatory requirements and best practices and fosters university-wide compliance with external regulations. The University Compliance Council maintains a compliance calendar intended to track every external regulatory obligation. SmartSheet implementation sends reminders of each obligation to responsible officers. This system protects the university from single-point-of-failure liabilities. Protocols and procedures in offices throughout the institution, including the Office of Institutional Research, the Office of Financial Aid, the Office of Risk Management & Legal Affairs, the Office of Human Resources, the Office of Campus Police, the Office of Laboratory Safety, Facilities Services, and the Office of Regulatory Compliance & Regional Expansion ensure that IWU remains compliant with all applicable state and federal laws. The Board of Trustees employs an Internal Auditor who regularly reviews protocols for compliance and their achievement across the institution.

Wesley Seminary represents itself consistently and accurately to its constituents through multiple mechanisms. As an example, the MDiv admission requirements advertised on the Seminary webpage correspond to those published in the university catalog, and the same for the curriculum (website, catalog). Any additional materials produced by the marketing team for recruitment purposes are carefully checked for accuracy by seminary leaders before publication. Tuition costs are published by the university and equivalently by the seminary. The online version of the catalog is kept up-to-date, and the Seminary's overall section of the catalog is reviewed every year at the beginning of the academic year. Information such as transfer of credit and refund policies, appeal policies of both an academic and non-academic

nature, the consequences of plagiarism, and acceptable use of technology are all published in the catalog and are publicly available. Current tuition and fees for the Seminary are also publicly available. Each program within the Seminary has its own informational sheet detailing the application process, tuition, fees, and so forth. A prospective student is given the appropriate informational sheet as he or she considers application for admission.

The policies and systems that ensure integrity are a combination of seminary-level and university-wide measures. The discussion that follows generally does not differentiate policies with regard to their level – the submission of the seminary to the policies of the university is expected in Standard 2.8.

At IWU, the value of integrity is realized in policies and practices that expect and encourage fair, ethical, and mission-guided behavior at all levels of the institution. The sections below attempt to give a representative—though not exhaustive—list of those policies and practices. Key principles undergird these policies and practices: 1) build oversight and a system of checks and balances into institutional structures such that multiple individuals and/or committees are involved with decision-making; 2) encourage transparency in decision-making; and 3) develop a culture of integrity by making this value explicit in hiring, onboarding, and training.

Baseline expectations for the integrity of IWU employees are set out in the employee and faculty handbooks, which include IWU's:

- mission, values, charge, and vision statements
- statement of faith (summary of Wesleyan beliefs)
- WS ethos
- WS Community Covenants
- employment standards
- standards of conduct (S2-003 IWU Standards of Conduct)
- community lifestyle statement
- non-discrimination policy
- anti-harassment policy (including reporting and anti-retaliation policies) (S2-004 IWU Anti-harassment Policy)

Staff members and administrators must indicate their acceptance of the standards and policies at annual performance reviews, and faculty must indicate their acceptance when signing their contracts. All employees also must undergo annual compliance training (for example, understanding and applying FERPA) through online courses offered by WeComply.

Members of the President's Executive Council must complete and sign a conflict-of-interest disclosure form. IWU trustees must complete and sign the same form and must abide by the rules for governance established in the Board of Trustees bylaws (S2-005 IWU Board of Trustees Bylaws).

The externally administered EthicsPoint Hotline, which facilitates anonymous reporting of ethics violations, has been established and publicized (S2-006 EthicsPoint Hotline Announcement). Calls on the hotline, as well as complaints made to the President's Office, are handled by the Director of Risk Management and Compliance (Office of Risk Management & Legal Affairs), who determines appropriate follow-up (the internal auditor handles the matter if the complaint is against the legal affairs office itself). Student complaints are received through an online form and assigned to an appropriate officer for resolution. Institutional learning from patterns in student complaints is facilitated by the University Student Complaints Council.

Governance through established, written policy helps ensure consistent treatment of all persons in all circumstances. Exceptions may be made on petition, but only with compelling justification. IWU maintains a policy warehouse where all policies are readily available to all members of the IWU community. Academic policies are published in the catalog and employment policies are published in the employee handbook (S2-007 IWU Employee Handbook) and the faculty handbook (S2-008 IWU Faculty Handbook).

The Human Resources (HR) department seeks integrity in its hiring and termination procedures. Hiring managers adhere to IWU's affirmative action policy. Hiring managers intentionally seek, recruit, and find diverse applicants in order to fulfill the priorities of the university's strategic plan. HR has guidelines and standard operating procedures (checked by legal advisers and the Executive Council) for handling cases in which an individual's employment might be terminated. The guidelines encourage managers to converse with the employee, to gather documentation of problematic behavior and/or poor performance, and to give clear warning that the employee's job is in jeopardy if changes do not occur. The employee annual review process provides transparency of oversight and accountability for performance, and may result in a performance improvement plan.

The HR department seeks integrity in the way it handles employee benefits and insurance. IWU works with paid outside consultants to objectively look at developing best-in-class benefit packages at the best cost, and integrity is a key criterion for choosing such consultants. A retirement plan committee, consisting of faculty and administrators, maintains fiduciary oversight of the university's retirement plan portfolio; it holds quarterly meetings to review the retirement plan and investment returns. Completion of a recent compensation study also has aided IWU's non-discriminatory approach to salary administration. The faculty salary table determines faculty salary based only on rank and years-of-service, ensuring transparency and preventing inequities. The internal auditor regularly looks at the hiring, onboarding, and other practices in order to ensure their legality and accordance with professional best practice. Internal auditing ensures continuous quality assurance insofar as the integrity of personnel policies and practices is concerned.

The Board of Trustees of IWU employs an Internal Auditor to regularly review protocols for compliance across the institution. The financial books of the institution are similarly audited on an annual basis by an external auditing firm. Appropriate and transparent policies govern refund of tuition and the process of student appeal in relation to financial matters.

To demonstrate financial integrity, the Business Affairs office, which oversees the institution's finances, submits the university's finances to an external auditor (BKD) every year. The results of the audit (S2-009 IWU Financial Audit 2018; S2-010 IWU Financial Audit 2019; S2-011 IWU Financial Audit 2020) are reported to the Board of Trustees' Audit Committee. The university's goal in such audits is to gain "a clean/unmodified opinion," that is, the external auditor agrees that internal controls (e.g., staff who process payroll are different from staff who review it) are trustworthy and that the reported finances are an accurate representation of the operations of the institution.

In addition to an external auditor, the university also has an internal auditor on staff who reports directly to the Board Audit Committee (as well as a dotted line report to the CFO). The internal auditor has an audit plan that guides review of policies and processes related to finances (e.g., contracts, billing process). The internal auditor aims to ensure that the right systems, funds, and cross-checks are in place to remove the risk of theft or other illegal or unethical practices. The internal audit schedule includes non-financial, mission-critical processes and functions as well.

The Business Affairs Office seeks to assure integrity by maintaining several key practices:

- hire qualified personnel with appropriate credentials for the work (e.g., an accounting degree for the controller);
- require dual check-signing (e.g., the person reconciling the bank account is not the person who cuts the check; staff who process payroll are different from staff who review it);
- produce monthly financial reports reviewed by the Executive Council; once the budget is set, such monthly reviews are done to check whether reality reflects the budget;
- produce quarterly financial reports reviewed by the Board of Trustees;
- adhere to policy, with any exceptions to the policy being reviewed; internal controls and training of personnel help ensure adherence to policy;
- encourage transparency; audited financial statements are put on the IWU Portal, and finances are reported at Board, Faculty Senate, and Town Hall meetings.

Overall, the university seeks to encourage a "culture of accountability," where employees feel individually accountable for budgets that are accurate and that contribute to IWU's mission. Accountability occurs at multiple levels: the finances of each operational unit (i.e., the Cabinets and central administration) are reviewed by not only the unit itself but also the CFO, Executive Council, and Board of Trustees. Ultimately, IWU seeks to develop financial systems and processes with integrity, which function smoothly and prevent crises.

Diversity and inclusion are central themes of strategic advance at IWU, led in significant ways by Wesley Seminary. Diversity was the subject of IWU's Quality Initiative with the Higher Learning Commission in 2019 (S2-012 IWU Diversity Quality Initiative Report for HLC) because diversity is the common thread running throughout the institutional strategic plan (S2-013 IWU

Strategic Plan). The university diversity strategic plan (S2-014 IWU Diversity Strategic Plan), which includes a WS chapter, outlines numerous initiatives of advance in this vital domain. Diversity is a core value of the seminary and informs hiring practices, curriculum development, strategic planning and daily operations. This commitment is reflected in a student population from twenty-nine different countries and over 40 different denominational affiliations. Students reflect notable diversity in age, ranging from 21 to 73 years of age for the fall of 2020, with an average age of 43. More than forty percent of the WS student population self-identifies as persons of color and about forty percent are female (S2-015 WS Racial and Gender Diversity). Wesley values language diversity as well, with master programs delivered in both English and Spanish. The strategic plan includes the addition of programs in French. The seminary teaching faculty of eleven represent four different countries of birth beyond the United States (Russia, Colombia, South Korea, and Canada) and three different first-languages in addition to English (Russian, Spanish, and Korean).

One of the required courses for all current master-level degrees is *Cultural Contexts of Ministry* (MISS-500). This course includes the learning outcome that students will: "Recognize how diverse social, cultural, economic, generational, national, and racial contexts impact identity and ministry." Under Dr. Kwasi Kena's leadership, this course has come to focus on cultural intelligence, bias awareness, inclusion, and successful cross-cultural, multi-cultural, and inter-cultural engagement (S2-016 MISS-500 Syllabus).

Throughout the First Year Experience courses, cultural awareness skills (self-awareness, listening and engagement, gospel contextualization, and global perspectives) are being introduced and reinforced which create a foundation upon which students will continue to build throughout the remainder of their degree program. The faculty have also recently updated the syllabus template to include the university's diversity statement.

The Wesleyan Church has affirmed women in ministry and leadership since its inception and egalitarianism remains a central feature of the Wesleyan tradition. Wesley Seminary embodies this value in a faculty population that includes four female professors, a female Board chair, and a female President. It is a value all faculty are expected to hold and support. WS does not insist that its students agree with the support of women in ministry, but it is an aspect of our identity about which we are clear.

Financial aid and transfer of credit policies are published in the catalog. IWU's loan default rate is well within the acceptable range limits established by the Department of Education.

Students receive guidance in the ethical use of information resources—including how to use sources appropriately using proper citation and how to avoid plagiarism—through a variety of means. The library offers instruction on avoiding plagiarism, online IWU-developed Research Guides on APA, MLA, and other citation styles, as well as links to external websites for learning about citation styles (e.g., APA Style Central) and detecting plagiarism (e.g., Dupli Checker); reference librarians are also available to assist students in this area. Students can receive some automated guidance by using the Turnitin feature of Brightspace, IWU's learning management

system (when enabled by instructors); Turnitin highlights content in a student's paper that can be found in other sources, thus making the student more aware of where appropriate citation may be needed.

The university catalog sets out policies dealing with academic honesty, cheating, plagiarism, and forgery. The policies define and give examples of academic dishonesty, as well as establish sanctions and appeal processes.

IWU's Responsible Conduct of Research Training policy, found in section 4.6 of the faculty handbook, expresses the university's commitment "to the highest level of integrity and ethical behavior in the development, implementation, collection, evaluation, and dissemination of information related to research. … [and] to the avoidance of research misconduct." All human subjects research must be approved by the Institutional Review Board (IRB) and all research involving animal subjects must be approved by the Institutional Animal Care and Use Committee (IACUC). Researchers must complete the Collaborative Institutional Training Initiative (CITI) program of training that is applicable to the researcher's discipline. The research support portal page includes resources in support of scholarship training and approval. The research misconduct policy (S2-017 Research Misconduct Policy), which applies to all IWU employees, students, and affiliates, lays out in detail the procedure for dealing with allegations of research misconduct.

The Office of the Associate Provost facilitates oversight of and offers support for research conducted by faculty, staff, and students. It also seeks to ensure the institution's compliance with federal policies related to research integrity, such as filing institutional assurance and annual reports with the Office of Research Integrity (U.S. Department of Health and Human Services) and administering policies on conflicts of interest for federal grants.

2.0 Evaluation and Action

Of the eight ATS standards included in the evaluation surveys (S2-018 The ATS Evaluation Surveys), Standard 2 scored the best overall (center-of-gravity = 1.36), with the great majority of respondents recognizing this as an institutional strength. While improvement is always possible, it is difficult to name any facet of Standard 2 that needs to be fixed for Wesley Seminary. Rather, initiatives of change related to Standard 2 (moving student services in house, leaning into diversity and inclusion, reviewing and improving various policies and procedures, etc.) all have a "further up and further in" (C.S. Lewis, The Last Battle) character of joyfully building on strength. Appropriate policies are in place, essential commitments are firm and universally held, and the integrity of the community enables the mission.

2.4 Evaluation center-of-gravity = 1.50 (adequately compliant), with three respondents indicating opportunity for improvement. Respondents indicated room for improvement in the following areas:

- systems for addressing employee grievances
- systems for handling finances in the international context

2.5 Evaluation center-of-gravity = 1.33 (institutional strength), with no respondents indicating opportunity for improvement. Diversity and inclusion are institutional priorities for both IWU and WS. WS is at the forefront of diversity and inclusion at IWU by several measures. No corrective action is indicated.

I was on the board when I believe faculty of color were not treated as well by white leadership as they could have been (race-specific issues). It wasn't anything "wrong" as much as it was ignorance and deaf ears to concerns about living in a racially tense community. New leadership came in, listened, offered empathy, and was able to significantly help improve conditions (both in the seminary and in private lives) for faculty. (WS Board member)

2.6 Evaluation center-of-gravity = 1.25 (institutional strength), with one respondent indicating opportunity for improvement (comments did not clarify the nature of the opportunity). The Wesleyan Church has promoted women in leadership and ministry throughout its history and WS models this in its policies, practice, composition, and curriculum. Wesley Seminary is all in to help women discover and live into their gifting and calling in every aspect of ministry and church leadership. No corrective action is indicated.

We are strongly committed to this standard; women are well represented on our full time and adjunct faculty pool, and in our curriculum; the voices of female students are valued and brought to the center. While we don't require students to share our egalitarian commitments, we do ensure that mutual respect is given and received around this potentially sensitive and divisive topic. People and relationships come first in the classroom; and we seek to make space for women to discern and live into their calling at every level of leadership. (WS faculty member)

2.7 Through the IWU offices of financial aid, WS is fully compliant with obligations to the Department of Education. No corrective action is indicated.

2.8 WS is well aligned with IWU's mission and participates fully in its governance. No corrective action is indicated.

2.9 Credit transfer policies are posted to the IWU and WS websites. No corrective action is indicated.

2.10 IWU policies on technology use are publicly posted and consistent with institutional identity. No corrective action is indicated.

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Standard 3: The Theological Curriculum: Learning, Teaching, and Research

3.1 Narrative

Wesley Seminary was launched from a desire to offer a different approach to theological education to a different audience. It focused on providing seminary education "in situ" to Christian leaders already serving in vocational and marketplace ministry, already called to and embedded within a specific community. Wesley's mission is to equip Christian leaders to engage missional ministry locally and globally and its desire is to see every man and woman who is called by the Lord to serve his Kingdom equipped for ministry and growing in their own faith. To that end, the courses of study focus on personal spiritual development, the integration of biblical and theological truths with the practice of ministry, and the contextualized application of these biblical and theological understandings to their unique ministry setting. Wesley's approach is three-fold: To invest in the holistic transformation of every student, to provide foundationally-rich and application-ready content, and to equip students to contextualize content for their unique community leading to transformed lives and communities. This approach is woven into the fabric of every program and across the entirety of the program rather than residing in a single course.

The overarching goal of the curriculum is integration of critical reflection on theoretical concepts, thoughtful engagement with praxis, and conscientious embrace of spiritual formation (VPAA Abson Joseph shares about curriculum integration). The curriculum includes a core of foundational courses in four subject areas: Bible, Theology, Church History, and Cultural Context. The MA and MDiv programs share the same foundational courses. These courses offer students the opportunity to engage in theological reflection on the practice of ministry and they are designed to equip students with the skills and knowledge required to engage in meaningful integration as they experience the curriculum.

Earlier, the curriculum used SPIR-550, *Spiritual Life and Leadership*, as the gateway course to the MA program, while WSEM-501, *Pastor, Church, and World*, served as the gateway course for the MDiv program. SPIR-550 also satisfied the requirement for spiritual formation for the MA program, while MDiv students were enrolled in six one-hour courses of spiritual formation throughout their studies. This was a way to achieve integration and foster spiritual growth in students throughout their time at Wesley Seminary. MDiv students are enrolled in a spiritual formation cohort and are guided by a spiritual formation professor at Wesley Seminary and a mentor who is based in their local context.

The faculty has recently updated the curriculum to align the MA and MDiv cores in what we term the First Year Experience (FYE). In this format, WSEM-501 serves as the gateway course for both programs. This change provides all students with the same opportunity to reflect on their call to ministry while being introduced to life as a pastor-scholar. The SPIR course series is now required for both MA and MDiv programs. As a result, all master's students are now engaged in a spiritual formation sequence during their time at Wesley Seminary. The faculty

model these values (intellectual/critical reflection, engagement with ministry practice, spiritual formation, moral sensitivity and character) and show how they can be merged. Because students are engaged in ministry during their studies they have the opportunity to practice what they are learning and influence the classroom environment through the experiences they bring. The FYE reinforces our commitment to the personal spiritual development of students by creating one experience for all. It also provides more coherence as MA students also experience spiritual formation from a longitudinal perspective as opposed to single 3.0 credit hour course at the beginning of their program. (see FYE and MDiv Revision Taskforce minutes; SPIR series course syllabi)

The curriculum comprises an intentional sequence that is embedded in the foundational courses (BIBL-500, *Bible as Christian Scripture*; CHST-500, *Global Christian History* or CHST-510, *History of Christian Missions*; THEO-500, *Introduction to Christian Theology*; and MISS-500, *Cultural Context of Ministry* or MISS-510, *Cultural Anthropology*). The curriculum is built in a way that highlights how theological reflection should be rooted in an adequate understanding of God as revealed in Scripture. Further, an understanding of how the church has evolved through the years is crucial for students to reflect theologically on how locating themselves and their ministry in their current cultural setting. This is also significant in helping them understand and appreciate their place within the larger scheme of what God is doing through the Church.

The First Year Experience contains an additional sequence that focuses on skill development that promotes student success. The skills development occurs in tandem with the theological reflection and constitutes a form of integration. Students are introduced to Problem-Solving, Academic Communication, Cultural Awareness, and the Seminary's Ethos. These skills are introduced and reinforced gradually throughout the FYE. (S3-001 FYE Foundational Skills Grid)

Beyond the first-year foundational courses, Wesley Seminary's curriculum comprises courses in six main areas: Missional Church, Congregational Leadership, Christian Worship, Christian Proclamation, Congregational Spiritual Formation, and Congregational Relationships. The integrative approach is intentional and intrinsic in these praxis courses. Every course provides opportunities for reflection on the practice of ministry, encouraging students to think critically about how their ministerial experience can inform their theological reflection. Spiritual formation is blended with the foundational knowledge as students reflect on the transformative elements of their learning. We expect students to become better people, better ministers of the gospel, and better leaders as they encounter the curriculum. Because students experience the SPIR series simultaneously as they journey through the curriculum, they are able to reflect on the effect the curriculum is having on their lives and ministry. Within the curriculum, courses are designed to embody inter- and intra-disciplinary integration. There is a high level of intentionality among the faculty to help students recognize how disciplines intersect, where theoretical reflection meets ministry practice, and how academic and ministry life should be driven by the pursuit of a holy life lived in the service of God and his people.

Wesley Seminary fosters integration further through an interdisciplinary curriculum. The MA program allows students to choose courses from several domains beyond the FYE. Students can also complete a specialization by taking at least 12 credit hours in any given (Foundations or Praxis) domain. Currently students can choose from 14 specializations:

1. Biblical Studies
2. Children, Youth, and Family Ministry
3. Christian Theology
4. Church Health and Revitalization (to be phased out in favor of Church Planting and Multiplication)
5. Church History
6. Church Planting and Multiplication
7. Intercultural Studies
8. Leadership
9. Pastoral Care
10. Pastoral Ministry (42-hours; fulfills ordination requirements for the Wesleyan Church; not available to MDiv students)
11. Preaching
12. Spiritual Formation
13. Wesley Studies
14. Worship Arts

The specializations contain an intentional cross-pollination of courses that promote the integration of disciplines, of theory and praxis, and of ministry and life transformation. Each specialization provides options and flexibility to acquire ministry skills germane to individual callings. (Specialization Curriculum Maps)

The MDiv program exposes students to a higher level of integration. The original MDiv curriculum was centered on team-taught, 6 credit-hour courses that combined Foundations content (Bible, theology, church history) with praxis application in the ministry context. Recently, each course in the six praxis domains has been intentionally paired with a foundational course to form a dyad. These dyads of 3-credit courses are coordinated to foster integration and advanced theological reflection.

MDiv Dyads	
Foundations	Praxis
Bible	Missional Church
Church History	Christian Worship
Theology	Congregational Formation
Bible	Christian Proclamation
Theology	Pastoral Care
Church History	Leadership

Each course in the dyad is integrated intrinsically while contributing in preparing students to engage critically with the corresponding praxis domain. The praxis course builds on the

elements of the foundation course and moves the students toward greater integration, theological reflection, and application to life and ministry. Courses from the six praxis domains form the core of the MDiv program. They are sequenced in a way that encourages students to engage foundational and praxis elements progressively and in more depth. (S3-002 2020 Curriculum Revision Overview)

All Wesley Seminary students are required to identify a current ministry setting as a condition for admission. Many are senior pastors or senior leaders in their congregations and organizations. WS does not have a formal Supervised Ministry department common to other schools. Rather, the curriculum rooted in the context of active ministry provides opportunities for students to reflect critically on ministry practice, identify growth and improvement areas in their personal lives and their ministries, and assess the ways their ministry impacts their communities. Throughout the curriculum, courses provide space for such reflection. In effect, the student's active ministry role serves as the laboratory for application of the curriculum. Annual surveys demonstrate continued success in nurturing personal and professional growth in students. (S3-003 WS Student and Alumni Survey Summary)

In 2017, the faculty designed a process that would align the WS field education approach to the traditional understanding of supervised ministry. Implementation of this process has been challenging and it touched off a domino effect of additional changes. The Church Endorsement Form required of MDiv students fit the need, but many ministry students are enrolled in the MA so changes to the MA were crafted to bring the benefits of integrated ministry education to all master's students. This culminated in the new FYE curriculum for all master's students. The Church Endorsement Form has been replaced by a Ministry Context Form (S3-xxx Ministry Context Form) for all master's students, which takes into consideration the diversity of the student body and the diversity of ministry contexts. Recent structural changes and the addition of two student success personnel to the staff puts the seminary in a stronger position to implement other aspects of the changes proposed in 2017. (S3-004 Field Education Documents)

In MDIV-695, *Integration Capstone*, a holistic reflection on the WS curriculum lived out in their particular ministry context is required as students undertake a comprehensive program review. Looking back over their seminary experience they review their major papers from each course, discuss their experiences collaboratively in groups, and write an introductory reflection on each course in the program. Students write a personal ministry statement that serves as "an opportunity to continue to reflect on your personal, spiritual, and ministry growth." Finally, students undertake a Personal Spiritual Growth assessment as part of their Comprehensive Personal, Spiritual, and Ministry Development Plan. As part of this Personal Spiritual Growth assessment, students are instructed to "seek feedback from trusted persons in your family, ministry, or work contexts." The course learning outcomes reflect the culmination of a process that students engage in throughout their educational journey at Wesley Seminary:

By the end of this course the student should be able to:

- Review one's pilgrimage personally, academically, and spiritually in the program.

- Assess progress in one's local ministry by way of another comprehensive ministerial evaluation.

(S3-005 MIN-695 Master Course Outline; S3-006 MDIV-695 Syllabus; S3-007 MDIV-695 Capstone Detailed Instructions)

The faculty through the Curriculum Development and Review Committee (CDRC) has collaborated with church partners to establish a process where a faculty mentor works closely with a ministry mentor/leader at the partner church to supervise residents who are also Wesley Seminary students. Four courses with a Field Education (FEDU) prefix facilitate these experiences. Currently, these four courses all focus on leadership development, but other areas of focus can be developed as called for. (see Master Course Outlines for FEDU-520 – *Self Leadership*; FEDU-521 – *Relational Leadership*; FEDU-522 – *Organizational Leadership*; FEDU-523 – *Focused Leadership*)

The course MISS-530, *Preparing Leaders to Plant Churches*, uses application-based learning modules to guide students as they develop a contextualized strategy for reaching a specific community through church planting efforts. Students are partnered with a personal coach and supervisor committed to guiding them through the early stages of their church planting process. (see Master Course Outline and Course Syllabus for MISS-530)

3.1 Evaluation and Action

Both 3.1 standard statements were included in the evaluation surveys.

3.1.1. Evaluation center-of-gravity = 1.26 (institutional strength), with no respondents indicating opportunity for improvement. The Wesley Seminary curriculum is founded on a clear philosophy of integrating foundational knowledge with spiritual formation in the context of active ministry. The faculty are intentional in aligning all elements of the curriculum with this philosophy and delivering a transformational educational experience for each WS student. No corrective action is indicated.

I have had the incredible opportunity to both observe students from my church earning degrees from WS AND adjunct teaching the classes. Spiritual formation is a thread interwoven throughout the classes/programs of Wesley Seminary. In the past, spiritual formation was introduced in an initial class and woven in all the following classes. A curriculum change this year entirely embeds it in every class. I can assure ATS the conversation about spiritual formation is ever-present and an emphasis. Also, having Richard Foster speak last year was a wonderful additional aspect to the importance of this. (WS Board member)

3.1.2. Evaluation center-of-gravity = 1.36 (institutional strength), with one respondent indicating opportunity for improvement. The focus on integration of knowledge and praxis throughout the curriculum is effective in producing a transformative educational experience. One respondent indicated this as an area for improvement and focused on the supervised ministry portion of the curriculum. Each WS student has a context of current ministry which serves as a laboratory for the research, application, and practice of the learning fostered by the curriculum. Systems for supervising and documenting this field experience are a focus of current institutional improvement.

> *Of the various factors listed in this criterion, supervised ministry is the area requiring more development. A process for verifying ministry engagement and effectiveness in ministry is a work in progress. The seminary must figure out how to identify persons qualified to act as field supervisors who can monitor students' ministry effectiveness. (WS faculty member)*

3.2 Narrative

Wesley Seminary takes seriously its mission to prepare Christian leaders for missional ministry locally and globally (President Colleen Derr shares the WS mission and ethos). Central to this mission is a commitment to make theological education accessible to those otherwise neglected, including a global student population. The seminary's strategic plan calls for Wesley to be comprehensive: working to meet the various educational needs of ministry leaders including those deemed not-quite ready for graduate theological education and those who have already completed formal graduate theological degrees. The strategic plan also calls Wesley to be transformational, developing the whole person and impacting the student's scholarly, academic, and ministerial pursuits. Students are expected to leave Wesley Seminary having grown in knowledge and understanding in all areas of their lives. Wesley Seminary has recently hired two student success coordinators to help build a culture of assertive academic care and guidance. The faculty has designed a rigorous curriculum that challenges students to engage in critical reflection and conduct research to enhance understanding of the practice of ministry. Wesley promotes scholarship in the church and for the church, another aspect of curricular integration. Research is required of students throughout the curriculum.

Many WS students come with significant pastoral experience so the curriculum provides space for their contribution in the learning process. Students learn from each other and are expected to wrestle with their presuppositions and biases and learn how to assess the perspectives they bring to the table. Students learn the importance of becoming good listeners as they share a learning environment with peers from all over the world, from diverse cultural, ethnic, linguistic, denominational, and other backgrounds. Students learn the art of empathy as the faculty use diverse methods to respond to the curricular, emotional, and adaptive needs of a diverse student population. Students are taught and expected to embody the same empathy in their interactions with one another. They are required to sign the seminary's ethos statement (S3-008 WS Ethos Statement and Community Covenant) which sets forth the community's

covenant and guides the way faculty and students engage with each other. Faculty emphasize these elements and assess the extent to which students are equipped to be successful in these areas. Four foundational skills are introduced during the first year of seminary life: problem solving, academic communication, cultural awareness/sensitivity, and the seminary's ethos. These skills are embedded and assessed in the five courses that make up the First Year Experience (S3-009 First-Year Experience (FYE) Curriculum Map). (See the Master Course Outlines and syllabi for: WSEM-501, *Pastor, Church, and World*; BIBL-500, *The Bible as Christian Scripture*; THEO-500, *Introduction to Christian Theology*; CHST-500, *Global Christian History* [or CHST-510, *History of Christian Missions*, for Intercultural Studies specialization students]; and MISS-500, *Cultural Contexts of Ministry* [or MISS-510, *Cultural Anthropology*, for Intercultural Studies specialization students]) The goal is to build a strong foundation for success in the rest of the curriculum.

The commitments described above in the context of student learning are mirrored in the faculty's orientation and the seminary's endeavor to support the faculty in their pursuit of teaching excellence. Wesley Seminary approaches teaching collaboratively. Course development often begins with a conversation regarding a felt need within the church. As a response to that need, the faculty work collaboratively to design the learning experiences and craft the course. Teologia en cojunto (theology as a whole) is the phrase we use to describe this process. Courses are reviewed by the seminary's Curriculum Development and Review Committee (CDRC), by the university's Graduate Council, and then by the seminary's Academic Affairs Committee (AAC). There is a high level of collaboration throughout the process. These committees assure quality in course development without interfering with the faculty's freedom and primary role as stewards of the curriculum. The Director of Off-Campus Library Services (OCLS) is a voting member of the AAC and provides input regarding the availability of resources. In his role, he is also able to identify areas of needed collection development to support the faculty in their teaching.

Teologia en conjunto is also embodied in the learning environment. WS students are practitioners. They come from diverse ministry, ethnic, linguistic, denominational, and other backgrounds. They are encouraged to actively contribute to the learning process by sharing their experience with one another as they engage in critical reflection on ministry practice. Students' conversations are guided by a code of conduct that fosters mutual respect and promotes irenic conversations. Students also sign the seminary's ethos statement that further sets guidelines regarding student behavior. (CDRC Bylaws; CDRC minutes; S3-010 Faculty Discussion Regarding Teologia en Conjunto; S3-008 WS Ethos Statement and Community Covenant).

The faculty is supported by the Center for Learning and Innovation (CLI) as well as the Learning Management System (LMS) team. They ensure that the infrastructure and delivery mechanisms are adequate. Currently, the seminary uses Desire-to-Learn (D2L)/BrightSpace as the LMS platform for course delivery. The Seminary provides training for the faculty to help build capacity, create fluency, and increase their ability to excel in the online environment. Classrooms are equipped with appropriate technology that is maintained and upgraded

regularly. The Information Technology (IT) team supports the faculty both with strategic planning and troubleshooting issues that arise. Two WS faculty sit on the university's Instructional Technology Council. WS has its own Technology Prioritization Committee that works to meet the technology needs of the Seminary. In addition to these structural and institutional processes, the faculty informally support one another, sharing both successes and failures for the benefit of all. The faculty evaluation and course evaluation processes both review the adequacy of instructional technology. This information helps the administration plan and budget strategically. (Committee bylaws and minutes; S3-011 Sensory Technology Contract 2019; S3-012 Sensory Technology Contract 2020; S3-013 CLI Course Development Process; S3-014 Facebook Fridays; S3-015 Faculty Evaluation of Online Classroom; S3-016 Faculty Evaluation of Onsite Classroom)

The faculty is attuned to the needs of Wesley's diverse student population. Students testify about the faculty's ability to adapt their teaching and approach in the course when cultural sensitivities call for it. Instructors use multiple techniques (e.g., problem based, flipped classroom, role play, discussion forums) to educate students with different learning styles. Asynchronous courses offer synchronous components via video conferencing, recorded for the sake of students who are not able to join the live interactions. The seminary faculty partners with the university's Center for Student Success (CSS) to support students with disabilities. CSS documentation helps faculty craft accommodations to help students succeed. Accommodations such as alternative format textbooks (electronic or text), 50% extended assignment time, speech-to-text software, and visual assignments are available to students (S3-017 Accommodations Request Form; S3-018 Verification of Disability Form; S3-019 Sample Accommodation Letter).

WS enrolls a number of female students from denominations that do not support women in ministry. These students come to WS convinced of God's call on their life and they find affirmation in the WS community. Through the Spiritual Formation Series mentorship process and the design of the praxis courses, they receive feedback from their professors and their peers about their ministry engagement in the context of their denominational communities. Their success and growth sometimes bring changes to their ministry contexts as their communities see their transformation and affirm their calling (S3-020 PROC-600 Sermon Feedback Form).

Wesley provides foundationally-rich, application-ready content that students apply within their own communities and ministry contexts. Current Wesley student Gloria Azikiwe, who serves in Kenya, shares her experience:

> *Wesley Seminary is intentional to connect theory and practice so that whatever we are learning is actually applicable to our lives and experiences in ministry. We have been so blessed to also interact across cultures, engage diverse perspectives, build friendships and grow in ways we never had envisioned in our knowledge of God, his work of grace in us and his transforming power through us. The classes have been refreshing and have ignited our passion to serve God with all that is within us.*

WS pursues an intentional approach that calls students to engage their communities, to manifest God's love through interaction and service, and to lead those they are called to serve to a deeper experience of lived-faith to "the least and the lost."

WS is committed to research that contributes to the development of persons and benefits the church and the academy. WS faculty have a strong track record of research and publication at diverse levels for the church and the academy. Throughout the curriculum, students are given opportunities to hone their skills and given feedback for improvement. Research guides from the library help with form and style as well as the research process itself. The curriculum is built in such a way that students engage in research throughout and the recent revision of the curriculum has placed a more visible emphasis on research as part of the student academic life. Two of the four foundational skills in the First Year Experience (S3-009 First-Year Experience (FYE) Curriculum Map) are research related (Problem Solving and Academic Communication). The faculty has made the revisions with an eye toward helping students develop both intentionality and competence. The faculty revised the research courses in the DMin to create a clearer pathway to research success (See further under ES E).

Wesley Seminary students are exposed to different levels and different kinds of research throughout the curriculum. The research is not conducted for its own sake - it is done to helped the students assess their own formation and their ministry practice in light of the critique and interaction with relevant sources. For example, Bible courses introduce them to the rudiments of exegetical research and teach them how to differentiate between primary, secondary, and tertiary sources. Students are then challenged to find and express their voice in the research process (S3-021 Exegesis Paper Writing Guide). In the course CHST-510 *History of Christian Missions*, students research and critique historical missionary endeavors in order to assess their own missionary work in light of diverse global expressions of Christianity. They are encouraged to think critically how their findings impact their own ministry practice (S3-022 CHST-510 Final Paper Instructions; S3-023 CHST-510 Final Paper Grading Rubric). In CHST-500, *Global Christian History*, students are taught how to engage with primary texts. They are guided through the research process - the instructor goes to great lengths to help students understand the elements of good research and a good research paper. Students are also provided with flexibility to be creative in how the final product is presented, which takes some angst out of the task (S3-024 Rubric Final Paper CHST-500; S3-025 Evidence of Longitudinal Research Development). The course THEO-500, *Introduction to Christian Theology*, culminates in a final essay where students synthesize what they have learned. Instructors are very intentional in helping students acknowledge their doctrinal preference while providing a clear and balanced treatment. They are required to support their claims and use sources appropriately (S3-026 Instructions and Rubric for Final Synthesis of THEO-500). In PCRE-600, *Congregational Relationships*, the development of research skills takes place in the context of an integration paper that helps students bring together concepts from foundational and praxis areas. They also journey gradually through the development of research methodology, from a thesis statement, to an outline, to a finished product. Students have the opportunity to receive feedback from the professor at each developmental stage (S3-027 PCRE-600 Integration Paper Instructions; S3-028 PCRE-600 Integration Paper Sample). A similar approach to integration and

constructive feedback is demonstrated in PROC-600, *Christian Proclamation*. This interaction between student and professor during a progressive and cumulative research process helps the student build research capacity in a safe environment because it focuses on growth and improvement (S3-029 PROC-600 Synthesis Essay Instructions).

3.2. Evaluation and Action

Six of the ten 3.2 standard statements were included in the evaluation surveys. Centers-of-gravity ranged from 1.35 (institutional strength) to 1.71 (adequately compliant).

3.2.1.1. WS programs are appropriate to postbaccalaureate education. Reflections of students and alumni indicate that the goals of the curriculum are being accomplished. No corrective action is indicated.

3.2.1.2. Evaluation center-of-gravity = 1.69 (adequately compliant), with four respondents indicating opportunity for improvement with comments focusing on limited development of research and critical thinking skills due to the ministry focus of the curriculum. Other respondents disagreed, noting significant evidence in student work of development of research skills. An examination of the curriculum through the lens of scholarship might reveal spots where scholarship skills can be better honed.

> *The academic rigor expected of students could be higher. This is a curricular design issue. Many students matriculate through the program without developing significant research skills — such as consulting primary sources and peer reviewed resources to substantiate claims and engage in critical thinking. (WS faculty member)*

3.2.1.3. Evaluation center-of-gravity = 1.47 (institutional strength), with one respondent indicating opportunity for improvement with a comment noting insufficient interdenominational and interfaith dialogue. Others note that the diversity of backgrounds among WS students provides a natural environment for cross-fertilization and that the curriculum calls students to examine their own convictions in light of scripture and other Christian traditions. The curriculum capstone leads students through a self-reflection that fulfills well the expectation of 3.2.1.3. No corrective action is indicated.

3.2.1.4. Learning outcomes assessment and student and alumni feedback provide evidence of quality of learning. Initiatives to improve assessment methods and value are documented under ES.6.

3.2.2.1. Evaluation center-of-gravity = 1.47 (institutional strength), with two respondents indicating opportunity for improvement with comments noting that greater engagement with library resources would benefit students. Other comments make clear that librarians are well engaged and that rich library resources are readily available. The curriculum is intentionally focused on integration and ministry application rather than research that would require greater dependence on library resources. No corrective action is indicated.

I have had the privilege of adjunct teaching for Wesley. I personally can attest to the coordinated effort of all the aforementioned support and individuals working together. I had librarians from OCLS sharing in class presentations on how to access materials to my students and helping me gather needed materials. The faculty person "assigned" to help support me checked in regularly, offered me resources he had used in previous sections, and answered my questions in a timely manner. Students were often assigned group projects or were encouraged to interact--as adult learners online, learning from each other is a huge part of the "how" we learn. (WS Board member)

3.2.2.2., 3.2.2.3., 3.2.2.4. The curriculum applies up-to-date technology and a variety of teaching tools and methods in an environment of diverse student backgrounds and ministry contexts to establish a rich context for transformative learning. The Curriculum Development and Review Committee (CDRC) fulfills this standard in its continuous efforts to improve the curriculum, it courses, and its methods. Faculty development initiatives of the university and of the seminary, and the substantial teaching resources of the Center for Learning and Innovation encourage faculty to sharpen their teaching skills and innovate for the sake of better learning. Teologia en cojunto provides continuous sharpening of courses and teaching. No corrective action is indicated.

3.2.3.1. Evaluation center-of-gravity = 1.71 (adequately compliant), with four respondents indicating opportunity for improvement, noting the difference in research productivity between faculty and students, and faculty load burdens that limit time for research. At the doctoral level, student research is picking up as more DMin students reach the research-intensive portion of their programs. At the master's level, student research productivity is naturally limited by the practical ministry focus of the curriculum, yet the curriculum does provide for the development of essential research skills. No corrective action is indicated.

I would say this is a genuine strength of the Wesley Seminary faculty. I hear little, if anything, about student scholarship and faculty/student scholarship. Perhaps because the students are online and the emphasis is on application? (IWU administrator)

Faculty members work in collaboration with each other on course development to enhance the learning in a particular course and to make sure that courses build on each other and over the entire course of study. (WS faculty member)

3.2.3.2. Discovery and integration for the sake of spiritual formation and ministry development are central themes of the curriculum. No corrective action is indicated.

3.3 Narrative

Wesley Seminary's approach to scholarship fosters organic collaboration between faculty, students, and the library staff. Courses create space for students to share their findings with their peers. Student scholarship tends toward the church community as students focus on issues and concepts that have implications for their congregations and their communities. Even DMin projects fall more in the category of scholarship for church. The faculty's scholarship is more multifaceted for both the church and the academy (S3-030 IWU Annual Scholarship Reports 2016-2020). The scholarship of students and faculty reflects the diversity of Wesley Seminary's constituency. For example, two recent DMin graduates had research projects that revealed denominational diversity (*Enhanced Pastoral Transitions in the Urban Pentecostal Assemblies of the World Churches in Indiana*; *The Historical, Missional and Theological Basis for Small Group Ministry at East Richland Evangelical Friends Church*). One addressed generational and ethnic diversity (*Analysis of the Methodist Class Meeting and its Spiritual Effects on Black Millennials in the 21st Century*). Another addressed cultural diversity and the global implications of the multisite church phenomenon and studied a congregation that had sites in the USA and in India (*The Culture Template of a Multisite Church*).

Faculty and students enjoy academic freedom. Students are encouraged to think creatively about issues and concepts that are relevant for their ministry contexts. The faculty is supported in their research endeavors and have the freedom to pursue research than enhances their teaching, that serves the church, and advances scholarly conversation on an issue. The Faculty Handbook has clearly outlined policies regarding freedom of inquiry and the administration periodically reminds the faculty about their rights and the responsibilities associated with the same (S3-031 Faculty Handbook, Section 3.16).

The commitment to live out and fulfill the mission to prepare Christian leaders for missional ministry locally and globally is the core of Wesley Seminary. Wesley Seminary is global, a posture and a way of life that takes seriously God's missional mandate to welcome and be hospitable to all and to go to the ends of the earth with the redeeming message of the Gospel. WS boasts students from 29 countries, 60 denominations, and 38 states. Wesley Seminary's personnel include people from Colombia, Canada, Haiti, Russia, South Korea, and Venezuela. USA internal diversity is sometimes overlooked in the cross-cultural conversation, but students, staff, and faculty need to be able to navigate the cultural differences between North and South, East and West. WS faculty and staff hail from Arkansas, Florida, Illinois, Indiana, Kansas, Missouri, New Jersey, North Carolina, Pennsylvania, Tennessee, and Wisconsin.

The faculty is intentional about exposing students to cross-cultural experiences both in the USA and internationally. Wesley Seminary has a formal partnership with the John & Vera Mae Perkins Foundation (S3-032 John & Vera Mae Perkins Foundation Partnership). Two key facets of the partnership are to embed the eight principles of Perkins' leadership philosophy within the curriculum, and to help students participate in experiential learning about urban ministry and racial reconciliation. Several spiritual formation courses are held at a Roman Catholic monastery in St. Meinrad, IN. Through the Sacred Alliance Center for the Ministry of

Reconciliation, the seminary is leading efforts that will help students, alumni, and our entire constituency to wrestle with issues of mutual ministry (men and women working together to promote and support women who are called to full time ministry), racial reconciliation, creation care, and other spheres where division exists in the body of Christ.

WS seeks to be a global community that honors God in every aspect of the life of the seminary. Wesley Seminary offers master's programs fully in Spanish and currently has over 80 students in the Graduate Theological Education in Spanish program, enriching the WS community. WS is creating partnerships with churches and theological institutions in Africa, Asia, Europe, and Latin America. A Global Initiative Proposal (S3-033 Global Initiative Proposal), approved by the Board of Trustees, grew out of the seminary strategic plan and will equip and train faculty and staff and provide resources to serve our global constituency well.

Wesley Seminary students have the opportunity to travel to Greece, Israel, or England. Alumni are also eligible to attend these travel courses. During these trips, students study the Biblical and historical backgrounds of the locations and interact with church leaders and believers as well as those that find themselves on the margins of society. (S3-034 Holy Land Tour Flyer)

Wesley Seminary is an affiliate member of the International Council for Evangelical Theological Education (ICETE). This affiliation engages WS in conversations about present and future challenges and opportunities of theological education. It has helped WS become aware of the needs of the church in the global south and opened opportunity to contribute to the conversation. Wesley Seminary's place at the table informs theological formation, curriculum design, and theological scholarship, furthering institutional mission.

Faculty and students engaged in research are required to follow the policies and guidelines set by the IWU Institutional Review Board (IRB). Training is provided in human subject research protocols. All students are required to sign an Academic Honesty Statement (S3-035 Academic Honesty Statement) at the beginning of each academic year.

3.3 Evaluation and Action

Eleven of the twelve standard 3.3 statements were included in the evaluation surveys, with centers-of-gravity ranging from 1.30 (institutional strength) to 1.86 (adequately compliant).

3.3.1.1., 3.3.1.2., 3.3.1.3
Collaboration in scholarship is a strength of WS. The curriculum requires research and reflection in the ministry context throughout the student experience. No corrective action is indicated. The seminary is

Wesley Seminary's student body is widely diverse, including domestic and international students, men and women. They come from different theological and ecclesiastical backgrounds. The theological curriculum engages students where they are and moves them to analyze and evaluate their own traditions and varies other religious beliefs. Students are also invited to develop strategies on working with different ethnic and cultural surroundings. (WS faculty member)

diverse and well-connected with the denomination and the world. No corrective action is indicated.

3.3.2. Wesley Seminary protects the freedom of inquiry of it faculty and students. No corrective action is indicated.

3.3.3.1., 3.3.3.2., 3.3.3.3. The seminary is diverse and well-connected with the denomination and the world. The global focus of the seminary's mission and curriculum and the diverse backgrounds of faculty and students contribute to an atmosphere of self-reflection within the big pictures of church history and diverse theological traditions. WS faculty are active scholars well engaged with the academy. No corrective action is indicated.

3.3.3.4. Evaluation center-of-gravity = 1.86 (adequately compliant), with five respondents indicating opportunity for improvement. Comments center on minimal evidence of a public prophetic voice for the seminary. Internal engagement, especially with students, is strong, but the seminary has not yet fully found its public voice of influence in the culture and larger church. This should be a topic of conversation for the faculty and part of the strategic conversation about institutional mission.

The seminary could be more active in addressing contemporary issues proactively. We have an opportunity to speak prophetically and serve as catalysts for drawing the broader church community into thoughtful conversation about the dynamic cultural climate nationally and globally. We still have not come to voice as a theological institution due to preoccupation with starting up and establishing standard operating procedures. We are now at the stage where we could begin to be a leading voice in the church. (WS faculty member)

3.3.4.1. Evaluation center-of-gravity = 1.58 (adequately compliant), with one respondent indicating opportunity for improvement with a comment that mission and trajectory are spot on but implementation is still developmental and integration of Spanish and English ministries towards a global whole is lacking. A course correction is not indicated but rather continued, faithful, self-reflective execution of institutional mission and vision.

3.3.4.2. Evaluation center-of-gravity = 1.58 (adequately compliant), with two respondents indicating opportunity for improvement. Comments note that interfaith dialogue and interaction with world religions is minimal. The diversity of the faculty and students and the global and cross-cultural emphasis of the curriculum foster research and self-reflection beyond narrow traditions and denominational perspectives. Faculty should consider whether a greater emphasis on interfaith dialogue would serve institutional mission well.

3.3.4.3. Evaluation center-of-gravity = 1.68 (adequately compliant), with one respondent indicating opportunity for improvement with a comment noting that research remains a secondary priority of the institution. Comprehensively understood, the theological scholarship of the seminary is quite globally aware and responsive in accord with the institutional ethos and mission.

Wesley is a global seminary, it is not a matter of teaching global awareness (although that is directly and intentionally done) it is the reality of who we are - we are global and our mission in part is to help every student recognize their local and global responsibilities. (WS administrator)

3.3.5. Evaluation center-of-gravity = 1.72 (adequately compliant), with three respondents indicating opportunity for improvement with comments noting the lack of an ethics course and immature guidance to connect student researchers with the IRB. A commitment to ethical behavior and the underlying structural requirements are in place, but continued building of student support processes in human subjects research is warranted.

This is an area where the seminary could use work. The current curriculum has no formal ethics course. Again, the first decade of the seminary's existence has focused on getting established—it is time to mature as an institution and determine our scholarly distinction. (WS faculty member)

Our DMin students struggled earlier with issues surround IRB. More can be done to provide clarity in this area. Masters students do not engage in research that require human subjects. (WS administrator)

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Standard 4: Library and Information Resources

4.1. Narrative

Wesley Seminary is served by two library administrative units that coordinate closely to serve the needs of the seminary community. Jackson Library, on the residential campus in Marion, IN, provides the collection of physical resources including books, prominent journal titles, and video resources. Off-Campus Library Services (OCLS) specializes in meeting the needs of students geographically unable to access the physical library. Together, they provide the textual resources and personal support required by a vibrant seminary community.

As of 2019, IWU's library resources included over 180,000 print books, 365,000 e-books, 72,000 streaming media titles, 290 scholarly database packages across many disciplines, and access to over 300,000 journal titles. Students and faculty may request items Jackson Library does not own through the nationwide Illiad Interlibrary Loan system. Wesley Seminary participates in the American Theological Library Association (ATLA) Reciprocal Borrowing Program, giving students and faculty (depending on their location), access to over 60 theological libraries across the United States and Canada. Wesley Seminary students who are Indiana residents may apply for borrowing and use privileges through the 66-member Academic Libraries of Indiana (ALI) consortium. IWU is a member institution in the Wesleyan-Holiness Digital Library, an online repository of administrative, archival, and faculty research resources supporting IWU's presence in the larger American holiness movement.

Also available to faculty and students is the John Wesley Library Collection, an archive of about 500 artifacts and document written by or relating to John Wesley (1703-1791). Located on the second floor of the John Wesley Administrative Building, the Collection is available by appointment, as outlined in the policy governing use of the Collection (S4-001 John Wesley Library Collection Policy; S4-002 John Wesley Library Collection Holdings).

Jackson Library and Off-Campus Library Services collaborate to collect and maintain theological collections that represent a broad spectrum of perspectives and materials relevant to diverse historical periods and expressions of the Christian faith. Accordingly, the library's electronic and print collections will provide resources related to Patristic, Medieval, and Reformation studies. Modern era sources emphasize significant figures, movements, and teachings of this period, including the rise of liberal Catholic and Protestant theology, biblical criticism, the Ecumenical Movement, the Social Gospel, evangelicalism, the Holiness-Pentecostal tradition, and postmodernism.

Further, the collection includes significant works from selected theologians that support the curriculum. These include Karl Barth, Dietrich Bonhoeffer, Jürgen Moltmann, Wolfhart Pannenberg, John B. Cobb, Jr., Thomas Oden, Schubert Ogden, Rosemary Radford Ruether, James Cone, David Tracy, Hans Kung, and Reinhold Niebuhr. Collection development librarians also purchase works of Majority World theologians such as Victor Ezigbo, Munther Isaac, Veli-Matti Kärkkäinen, Wonsuk Ma, Aída Besançon Spencer, and Amos Yong.

Missions-related collections reflect Wesley Seminary's global emphasis, with works covering church growth and revitalization, urban missions, and missions theory. Also, the collection will place particular emphasis on church planting and multiplication, missional church expressions, African American theological and pastoral resources, multicultural churches, and advocacy for and support of women in ministry.

Additionally, Jackson Library and Off-Campus Library Services curate materials that support research and educational interest in World Religions. The collection contains resources on Daoism, Folk religions, Islam, Hinduism, Majority World theologies, the Pali canon (Buddhism), philosophy and sociology of religion, pluralism, and other forms of contemporary religious diversity. The library purchases these traditions' sacred texts as they are appropriate and available.

IWU's Off-Campus Library Services (OCLS) partners with Wesley Seminary to provide collaborative collection development and implementation in accord with the Wesley Seminary Collection Development Policy (S4-003 WS Collection Development Policy). Library resources are purchased in consultation with Wesley Seminary faculty and the Wesley Seminary Librarian. Resources are designed to complement existing courses and programs as well as programs currently in development. Individual titles, Bible commentaries, relevant dictionaries, encyclopedias, and reference books, electronic and print journals, and databases are chosen to support graduate study and research in Wesley Seminary's foundation domains of Bible, Church History, and Theology, Wesleyan historical interests such as evangelicalism, Wesley studies, and women in ministry, and topics related to specific courses. Resources reflect a broad Christian tradition, evangelism and missions, and Christian communities in the Global South, giving special emphasis to Wesleyan-Arminian theology and practice. Additional resources in areas such as apologetics, cultural anthropology, world religions, and elective classes supplement required reading and course content. Efforts are made to purchase archival and circulating copies of faculty and staff publications in print and digital formats.

Jackson Library and Off-Campus Library Services (OCLS) partner to provide IWU and Wesley Seminary Students with access to a wide variety of remote databases available through single sign-on authentication. Databases purchased to support Wesley Seminary include 22 freely available and subscription Religion databases, as well as other databases in complementary disciplines, such as business, communication, counseling, leadership, psychology, and social issues. Current targets for comprehensive development include church planting and multiplication, the Missional Church, African American theological and pastoral resources plus multiculturalism in general, and women in ministry. Theological collections represent a broad spectrum of perspectives and library materials support seminary curricula in English and Spanish. Spanish-language materials are a current focus for resource development. In October 2020, OCLS purchased an annual subscription to Digitalia Hispanica's Philosophy, Psychology, and Religion collections. This worldwide online database provides full-text access to approximately 400 full-text Spanish language academic journals and 3,757 Spanish language e-books in these three disciplines. The Seminary Librarian is working with Wesley Seminary's

Director of Spanish Language programs to curate this collection, advertise its availability to Spanish-speaking students, and leverage resources within the seminary's Spanish curricula.

4.1. Evaluation and Action

In the evaluation surveys mentioned in the Introduction chapter (S4-004 The ATS Evaluation Surveys), Standard 4 fell in the middle range of evaluation with an overall center-of-gravity of 1.63 (adequately compliant). All of the Standard 4 statements included in the surveys were judged to be adequately compliant.

4.1.1. Evaluation center-of-gravity = 1.62 (adequately compliant) with no respondents indicating opportunity for improvement. Librarians are well engaged with the WS faculty and library resources are adequate for the curriculum. The IWU libraries have significant holdings across the theological and historical spectrum, with particular emphasis on the Wesleyan/Holiness tradition. The IWU libraries thus serve the church in the realm of textual resourcing and preservation. Cooperation with other libraries make a tremendous wealth of theological resources available to IWU faculty and students. Without obvious deficiencies in library holdings, collection development is focused on supporting the leading edge of the seminary curricula. No corrective action is indicated.

4.1.2. Spanish-language resources are a current focus for resource development.

> *I have never heard of a resource or text that a student or faculty member wanted that could not be obtained through our partnerships with other libraries. I have personally requested and obtained several obscure texts. (WS administrator)*

4.1.3. , 4.1.4., 4.1.5. The WS collection includes substantial resources relative to the Wesleyan-Holiness tradition, including the John Wesley Library Collection. IWU libraries provide extensive online resources readily accessible to all students and faculty. While WS does not coordinate the details of collection development with other libraries on an individual basis, membership in a variety of resource-sharing consortia fulfills the goal of strengthening library resources beyond IWU holdings. No corrective action is indicated.

4.2 Narrative

With two library operational units, one providing a traditional, physical library presence and the other engineered to serve students and faculty in the virtual world, IWU provides exemplary library services to students and faculty in all locations and modalities. Librarians provide resources and instruction on the essentials of scholarship such as APA and Chicago style manuals, academic honesty and plagiarism avoidance, writing helps, and resource identification and retrieval. Librarians assist students in developing research plans and resource lists.

All students have access to Off-Campus Library Services (OCLS). OCLS librarians and staff are available approximately 62 hours per week throughout the calendar year. The online library provides 24/7/365 access to an array of resources accessible to the seminary's distance users via the internet. These services include:

- Online academic research databases, giving immediate utilization of full-text articles, books, case studies, reports, technical literature, reference resources, and streaming media.
- Time-sensitive delivery of journal articles, book chapters, and other supplementary materials not available online.
- In-person onsite library instruction for students in Marion and Indianapolis, Indiana, as well as online library instruction using the Zoom videoconferencing platform for students in other locations.
- Personalized Search Plans (PSPs) customized to the researcher's topic, as well as Research Appointments (in-person, telephone, or via Zoom video call). PSPs are detailed research guides and are available in digital and print formats, depending on the user's needs. PSPs guide students and faculty to quality academic information and teach lifelong learning, research, and citation and documentation skills. From January 1, 2017, through October 4, 2019, the seminary librarian created 309 Personalized Search Plans (PSPs) for Wesley Seminary students.
- Direct support for citation, documentation, and other Chicago Manual of Style questions, as well as an OCLS-funded subscription to the Chicago Manual of Style Online.
- Access to live and recorded library instruction through Zoom webinars and the OCLS Tutorials LibGuide.

Library resource instruction is available to specific courses based on student need and instructor interest. The Wesley Seminary librarian maintains an embedded presence in online courses, providing research suggestions, promoting library resources, and encouraging students to access library services. OCLS librarians and library resources support faculty research and instructional preparation, student and faculty practical ministry, spiritual growth, and spiritual formation, and connect users to sources of Christian thought as it intersects theology and the practice of ministry. The seminary librarian also creates and monitors a library discussion forum in Brightspace, Wesley Seminary's Learning Management System. The librarian adds tips, information on library resources, and supplemental resources to discussion forums regularly throughout course terms.

Onsite library instruction is offered during every onsite residency. The seminary librarian visits each WSEM-501, *Pastor, Church, and World* (PCW) course (PCW is the start course for the master's programs) and maintains a presence in the seminary building during residency weeks. As the seminary moves toward PCW being the first class for all master's degree students, the plan is for library instruction to be embedded in the currently-developing online seminary orientation. Additionally, sixteen stand-alone library instruction sessions were offered between January 2017 and September 2019.

4.2. Evaluation and Action

Library support of learning, teaching, and research is an established strength of Wesley Seminary. Librarians are actively engaged and readily available to support all of the scholarship needs of WS students and faculty. No corrective action is indicated.

4.3 and 4.4 Narrative

The Director of Off-Campus Library Services (Jay Wise) serves as the Wesley Seminary Librarian. The current Director/Wesley Seminary Librarian is a graduate of Wesley Seminary's Master of Divinity program and is currently pursuing a Ph.D. in Organizational Leadership. OCLS provides funds for the seminary librarian to hold memberships in the American Theological Library Association (ATLA) and the Association for Christian Librarians (ACL). The seminary librarian has attended the ATLA Annual Conference three of the past four years (2016, 2018, and 2019) and will continue to participate in ATLA conferences as funding permits. The seminary librarian does not serve Wesley Seminary exclusively, but takes the lead in addressing seminary needs. The current seminary librarian is an adjunct faculty member which provides him with additional insight into the needs of seminary students. Other librarians from OCLS and Jackson Library serve WS faculty and students without hesitation.

OCLS includes five reference librarians, including the Wesley Seminary librarian. One OCLS reference librarian holds an undergraduate and/or graduate degree in Divinity and History. Each of the five OCLS reference librarians is a terminally-degreed librarian committed to providing user-focused information literacy instruction and research support (S4-005 Recent Librarian Job Posting). Three librarians have experience using and implementing Open Educational Resources (OER) for information literacy teaching and resource development. All five OCLS reference librarians understand computer hardware and software used to distribute information electronically and are experienced library service providers for distance learners (who make up a sizable portion of the Wesley Seminary student population). OCLS librarians hold faculty status and employ best practices and pedagogies to achieve student outcomes in a variety of contexts: one on one, in flexible onsite classroom spaces, and virtually through the OCLS website and other technology platforms. Each reference librarian is provided a university-issued laptop computer, has dedicated office space, and access to the Jackson Library physical collection as well as online databases. All five reference librarians maintain offices in the university's regional education centers across Indiana, Ohio, and Kentucky, and maintain small physical library collections at their respective sites.

The seminary librarian is an ex officio voting member of the WS Academic Affairs Committee (S4-006 AAC Bylaws). Through this counsel, the librarian is made aware of new programs and courses, as well as revisions to existing courses. This process helps identify gaps in the collection as well as to plan for future needs. Seminary faculty are encouraged and invited to suggest books, databases, media, and other resources for purchase. Library purchases are

made explicitly to complement graduate study and research in Wesley Seminary's four praxis domains of Bible, Church History, Theology, and topics related to the specific course being taught. The seminary librarian works with individual faculty to provide material and resources for individual courses. Curriculum Development and Review Committee (CDRC) members are encouraged to ask faculty developing courses if they have consulted with the seminary librarian to ensure proper resourcing. The seminary librarian (or his/her designee) periodically surveys course syllabi for reading lists to ascertain those materials' presence in the collection. Interlibrary loan is monitored to note gaps in the collection. Purchasing may be done from those lists. Faculty recommendations are expected, especially for their areas of expertise, as they lend themselves to the seminary curriculum. An online recommendation form is available for faculty and students to use at any time. Seminary administrators and faculty communicate directly with the Wesley Seminary Librarian to address specific course needs. Each month, the seminary's Administrative Assistant for Faculty Support receives a detailed list of the previous month's purchases to share with faculty members (S4-007 Recent Library Acquisitions Lists). This list serves as an evaluation tool to assess the overall collection's relevance and responsiveness to curricular needs.

The Wesley Seminary Librarian and all OCLS librarians hold administrative faculty rank at Indiana Wesleyan University. OCLS budgets monies for conference attendance, and librarians participate in Association of Christian Librarians (ACL), ATLA, and International Leadership Association (ILA) professional development opportunities as funding allows. IWU, Jackson Library, and OCLS leaders encourage librarians and library staff members to engage in discipline-specific and interdisciplinary webinars, LinkedIn Learning, and other training sessions regularly, in addition to university-provided paid training leave.

4.3 and 4.4. Evaluation and Action

Four of the five Standard 4.3 and 4.4 statements were included in the evaluation surveys mentioned in the Introduction chapter. The IWU community evaluated WS fulfillment of these standards as follows.

4.3.1. Evaluation center-of-gravity = 1.56 (adequately compliant), with one respondent indicating opportunity for improvement with a comment relating to the limited extent of the Spanish-language collection. Library resources in support of Spanish-language programs should be a continuing institutional focus.

> *OCLS works in close partnership with the faculty in providing regularly a list of new resources acquired by the library. The faculty also work with a designated OCLS libraries who makes sure that the resources needed for courses are available in due time. (WS faculty member)*

4.3.2., 4.3.2., 4.3.3., 4.3.4. The seminary librarian is well-connected in the academic conversations of the seminary and serves the needs of the seminary well. The seminary librarian provides appropriate oversight of the seminary-serving library collection in close

consultation with the seminary faculty. The university provides professional development opportunities and funding for all librarians, including the seminary librarian. No corrective action is indicated.

4.5 Narrative

In fiscal year 2019, Wesley Seminary invested $193,279 in library services, roughly 4% of the overall seminary budget. (S4-008 Library Allocations) These funds help pay for staffing and adding books to the library collection. Because other units of the university support the same library services, the seminary has access to library resources and a library staff well beyond the seminary's means.

The Lewis A. Jackson Library sits in the center of IWU's Marion, Indiana campus. Wesley Seminary students and faculty are encouraged to avail themselves of library resources and services. The library is open approximately 90 hours per week during the semester and provides convenient access to computer labs, printing and photocopying equipment, and numerous spaces for studying, meeting, tutoring, and research. Students regularly take advantage of this resource when on-campus for one-week intensive courses or during DMin residencies. Faculty use the Jackson Library throughout the year. The $11 million, 79,000 square-foot facility offers:

- Dedicated study, meeting, and research space, including a 24-hour study lounge
- Computer workstations and wireless Internet access
- Access to the catalogs of major Indiana libraries and other libraries around the world
- Research assistance and other library services to aid the research process
- Media services and equipment, multimedia stations, and materials for student use
- The One Button Studio, a professional-quality audio and video recording studio, editing suites, and graphics production facility
- Loanable audio and video recording equipment, technology for presentations, and classroom resources
- The IWU Archives, which include rare books and special collections
- Wesley Seminary faculty and staff often use the media services, especially One Button Studio, to provide enhanced learning experiences for online students.

The resources of OCLS noted in previous sections provide faculty and students with continuous library support services independent of location.

4.5 Evaluation and Action

The library resources available to Wesley Seminary are substantial and are adequate to support the mission of the seminary. Library staff are strongly engaged, adequately integrated, and relentless in their support of the scholarship needs of seminary faculty and students. Continued, steady development of the theological collection, especially Spanish-language resources, will ensure that library services remain a strength of Wesley Seminary.

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Standard 5: Faculty

5.1 Narrative

Wesley Seminary boasts a diverse, experienced, and highly qualified faculty. There are 11 full-time teaching faculty members:

- Dr. Christopher Bounds; Ph.D., Professor of Christian Doctrine
- Dr. John Drury; Ph.D., Professor of Systematic Theology and Spiritual Formation
- Dr. Patrick Eby; Ph.D., Associate Professor of Historical Theology and Wesley Studies
- Dr. Tammie Grimm; Ph.D., Assistant Professor of Congregational Formation
- Dr. Brannon Hancock; Ph.D., Associate Professor of Practical Theology and Worship, Assistant Dean
- Dr. Kwasi Kena; D.Min., Professor of Ethnic and Multicultural Ministry
- Dr. AHyun Lee; Ph.D., Assistant Professor of Pastoral Care
- Dr. Larisa Levicheva; Ph.D., Associate Professor of Biblical Studies
- Dr. Lenny Luchetti; D.Min., Professor of Proclamation and Christian Ministries
- Dr. Luigi Peñaranda; Ph.D., Associate Professor of Global Leadership and Latino/a Christian Studies
- Dr. Aaron Perry; Ph.D., Associate Professor of Pastoral Theology and Leadership

The President and Vice President of Academic Affairs are administrators with faculty status who, in addition to their administrative duties, continue to carry a minimal teaching load (up to 6 credit hours per year).

- Dr. Colleen Derr; Ed.D., Associate Professor of Christian Ministry and Congregational Formation; President.
- Dr. Abson Joseph, Ph.D., Professor of New Testament; Vice President of Academic Affairs (VPAA).

Each member of the faculty holds an earned doctorate from an institution of renown in the USA or Europe (Faculty CVs). The faculty, including administrators with faculty status, is diverse in gender, in ethnic, racial, and cultural backgrounds, and in educational background – the 13 faculty members represent 30 different schools in their undergraduate and graduate preparation. Denominational constraints limit the denominational diversity of the faculty (50% of the faculty must hold membership in The Wesleyan Church), but within this constraint the seminary seeks the enrichment of denominational diversity within the Wesleyan tradition. A third of the faculty are of international origin - Canada, Colombia, Haiti, Russia, and South Korea. Racial diversity is strong, with faculty members of African American, Hispanic, Asian, Caucasian, Black, and European/Russian descent. Gender diversity is evident in that 4 members of the faculty are female, including the Seminary President. This diversity enriches the seminary community and the education received by students.

Hiring practices are intentional to nurture community diversity – gender, race, ethnicity, denominational affiliation, ministerial and professional training, background, and experiences. The Seminary is intentional in posting position openings in prominent places and sites that will

attract diverse candidates (S5-001 Diversity Advertising Documents). Search parameters include not only expertise to cover needed aspects of the curriculum but characteristics to enhance the seminary's diversity, commitment to diversity, and ministry to students from diverse backgrounds and cultural settings (S5-002 Faculty Search Committee Minutes 2019). A similar philosophy, driven by purposeful attention to diversity in its various forms, is maintained in the hiring process of adjunct faculty (S5-003 Adjunct Recruitment Process; S5-004 Hiring for Mission Fit).

While richly diverse, the faculty is uniform in its ability to integrate the many facets of seminary curriculum. Faculty have credentials, backgrounds, and experiences that prepare them to teach multiple components of the curriculum. Every faculty member holds ordination/ministerial credentials in their denomination and brings significant ministerial experience in their field of expertise. A 2019 poll of the faculty revealed that there were 305 years of ministerial experience and engagement in the church among the faculty for an average of 23.4 years per faculty member. Many continue to be actively engaged in ministry in the local church to a lesser or greater extent. The administration has purposely affirmed that ecclesial and ministerial engagement is vital to the faculty's scholarly service to the church. As a result, the faculty is highly engaged in service outside the curriculum, providing value-added to students and the larger seminary constituency (S5-005 Faculty Chair Reports to the Board). The faculty of Wesley Seminary is fairly small in size but remarkably constituted to provide a rich theological and ministry educational experience to students from a wide variety of ecclesial and cultural backgrounds.

Wesley Seminary promotes and fosters faculty scholarship, freedom of inquiry, and publications for the academy and the church. Faculty are encouraged and incentivized for their scholarly involvement and the incentive system provides flexibility for diverse research and publication opportunities. Faculty are free to choose areas of focus based on their call, interests, and the perceived needs of the community (S5-006 IWU Annual Scholarship Report 2016-2020).

The faculty collaborates in the development, assessment, and oversight of the curriculum. The Curriculum Development and Review Committee (CDRC) meets monthly. Faculty often work together informally on a given curriculum development need. Taskforces targeting specific curricular needs are established as needed for the sake of efficiency. In addition to CDRC, the university Graduate Council meets bi-weekly, and the seminary Academic Affairs Committee meets monthly, serving as accountability partners for the work that is done at CDRC. All these committees are faculty led or have strong faculty representation (CDRC, Grad Council, and AAC bylaws and minutes).

At its founding, Wesley Seminary adopted the College of Adult & Professional Studies curricular model where a pre-scripted curriculum was established by the full-time faculty and facilitated in the classroom by faculty, both full-time and adjunct. It was a relatively rigid environment in which the teaching faculty provided input primarily through discussion forums, and feedback on assignments. This was especially true in the online learning environment. When a faculty

member taught a residential course, they exercised and experienced greater freedom in both the course design and delivery. This practice of facilitating a pre-scripted curriculum provided corporate faculty ownership of the curriculum, accountability for curriculum quality, and some assurance of commonality in student experience, but limited the ability of individual faculty to maximize the contribution of their personal expertise to the education of students. To foster greater faculty flexibility in teaching, the seminary is moving to a more traditional approach that fosters a more dynamic teaching environment for both full time and adjunct faculty. This model focuses primarily on the faculty designing a course in alignment with the course description and learning outcomes and within the boundaries of agreed upon means of assessment tools within a given course. The seminary is partnering with the Center for Learning and Innovation to train the faculty in both instructional technology and educational design. This will allow individual faculty members to exercise more control over course content and pedagogy, encourage the faculty to live more into the concept of academic freedom, and help foster faculty ownership of the curriculum development process. A dynamic teaching environment allows the faculty to be more responsive to the needs of the class. A faculty member can extend or shorten the time initially allocated to a topic accordingly. Further, this allows us to recruit from a larger pool of experts to interact with the students. This requires more intentional engagement on the part of the faculty. As part of the assessment process, faculty who teach a particular course will meet twice a year to (1) collaborate and share ideas about how they plan to deliver the course; and (2) review the assessment data about the course and close the loop through what they have learned (S5-007 WS Assessment Process and Timeline).

In recent months, the faculty has engaged in revision of the MA and MDiv curricula. They have expanded and updated the specializations available within the curricula. The faculty use a collaborative approach, "teologia en conjunto," in the curriculum design process. The faculty, in community, work together to craft the learning experience(s) for the students.

Faculty members participate actively in the life of the Seminary outside of the curriculum. Every fall, the faculty and staff gather to review the strategic plan and discuss future implementation strategies that impact the way the mission is lived out. The faculty participate actively in student recruitment efforts. Faculty avail themselves to host booths at denominational, regional, national, and international conferences as a way to meet prospective students. There is faculty representation on the seminary cabinet and the faculty chair participates in the Seminary's board meetings. The faculty works closely with student success coordinators to care for the students' academic progress. The faculty believes in the mission of the institution and actively promotes it. The faculty engages in supporting student ministries. Faculty members cherish opportunities to visit the churches that our students and alumni lead and invest in their congregations. They are also very active in the life of the University as a whole, and in the welfare of the community where the seminary is located. Their presence is an extension of the Seminary.

Wesley Seminary is committed to the professional development of its faculty. Funds are allocated each year to help faculty with guild memberships, journal subscriptions, and for them

to attend academic conferences. The institution provides a competitive salary and benefits package that makes working at Wesley Seminary an attractive proposition. Seminary faculty have full standing as university faculty and full access to university faculty resources. The university Scholarship Council provides funding support for faculty and student scholarship. Sabbatical leaves may be applied for after six years of service (Faculty Handbook).

Wesley Seminary follows the contract and rank promotion process of the University. IWU does not provide tenure, rather established faculty are placed on a rolling multi-year contract system (S5-008 Faculty Employment Agreement Form; Faculty Handbook). The rank promotion system is a peer evaluation process that is faculty-led, with expectations for faculty performance clearly delineated in the Faculty Handbook. Each faculty member is required to develop a Professional Growth and Development Plan (PGDP) that is reviewed on a yearly basis (S5-009 PGDP Form). These structures encourage faculty to nurture a sense of belonging, security, and skill development.

Even without tenure, the Wesley Seminary faculty has good continuity and the seminary has a strong record of faculty retention. The 13 current faculty members have a combined total of 88 years of service to IWU for an average of 7 years with a maximum of 14, remarkable given that the seminary is only 11 years old. Of the faculty employed since the seminary's inception, 1 left through early retirement, 2 have more recently retired, and 1 transitioned out for family reasons.

The annual teaching load for a WS faculty is set at 21 credit hours. Early on, there was a lack of balance with faculty teaching many overload hours, while continuing to be engaged in committee and other necessary work to advance the mission of the seminary. This was compensated, and needed in part because the Seminary was in its developmental stages, but unsustainable. In recent years the seminary has purposefully implemented more reasonable teaching loads in order to create space for other areas of responsibility. A review of the supervisor and peer evaluations (S5-010 Peer Evaluation Forms), the student feedback and End of Course survey results (S5-011 EOC Survey), and the faculty PGDP evaluations, demonstrates that Wesley Seminary boasts an active and deeply committed faculty who participate in every facet of the life of the Seminary, work to help fulfill the institution's mission, and contribute to the wellbeing of students.

5.1. Evaluation and Action

Through the evaluation surveys mentioned in the Introduction, the WS community evaluated the seminary as adequately compliant with Standard 5, with an overall center-of-gravity of 1.64, with 5.1.3. and 5.1.4. noted as institutional strengths.

5.1.1. WS faculty are appropriately credentialed and are notably rich in diversity and in ministry experience. No corrective action is indicated.

5.1.2. The faculty affirm the theological commitments of the seminary and The Wesleyan Church but maintain a culture within which a broad spectrum of theological ideas and ministry norms can be explored. Anything less would provide an inferior education to students from diverse backgrounds. No corrective action is indicated.

When I first joined the faculty there was some rigidity around introducing content perceived to challenge evangelical sensibilities, but that has changed with the advent of a new president and dean. The willingness to hear and engage diverse perspectives is now a strength of the school. (WS faculty member)

5.1.3. The faculty is rich in experience and diverse in background and perspective. This is the result of intentional pursuit of a culture, environment, and curriculum that foster the flourishing of students from all backgrounds in multiplied contexts of ministry. The comment at right, from a faculty member judging this standard to be a strength of the institution, suggests the need for continued institutional growth along the current trajectory. No corrective action is indicated.

The ethnic and gender diversity of the faculty continues to be a strength of the faculty. More intentional engagement in addressing diverse perspectives in scholarship, student relations, and current events remain as areas to strengthen. We are diverse demographically, but awareness of issues that diverse people groups encounter could be explore more. Like our nation, crisis rather that proactive, prophet foresight, seems to be the catalyst that ignites reflection. (WS faculty member)

5.1.4. to 5.1.7. The faculty have oversight over all aspects of the curriculum and influence over all elements of the student experience. Seminary faculty participate in university faculty governance on an equal footing with faculty from other units and the university faculty have a strong voice in matters relating to faculty employment. The university provides a system on rolling multi-year contracts rather than tenure but WS seems to compete well with other institutions for faculty members and retains faculty very well. Continuity and retention of the faculty is good, presumably owing to the seminary culture and vision. Culture and environment are strong, salaries are competitive, benefits are better-than-benchmark, facilities are comfortable and appropriate. The flourishing of faculty is an institutional value and priority. No corrective action is indicated.

5.1.8. With a relatively small faculty, the wearing of multiple hats and the struggle of competing priorities will always be present. The faculty successfully accomplish the essentials of their calling and serve widely in the church, but teaching and service loads limit time available for scholarly pursuits. The institution should, on a

The work of teaching and service to the institution often tends to edge out individual scholarship and other external faculty initiatives. The 21-hour teaching contract at Wesley Seminary is high compared to other seminaries (and is even higher than IWU's undergraduate Honors College) and makes recruitment of top-tier faculty a challenge, and an impediment to current faculty living into their scholarly potential as experts in their respective fields. (WS faculty member)

regular basis, evaluate faculty loading, service obligations, and time allocation relative to institutional mission and vision and work to adjust as appropriate.

5.2. Narrative

As outlined in 5.1, the seminary is moving away from a pre-scripted curriculum to a dynamic teaching environment model that affords teaching faculty greater flexibility in crafting the student experience. This creates a more responsive and flexible teaching environment in which faculty have full teaching liberty and can engage students more productively as they teach. Quality assurance is maintained through peer collaboration, pre- and post-course discussion, and through the assessment mechanisms that are in place.

Wesley Seminary faculty members are adept at integrating their knowledge and experience in classroom instruction. As instructors model integration in their lives and teaching, students have the opportunity to observe and apply the same in their lives and ministries. This reality is also evident in the curriculum - the academic programs intentionally integrate praxis and spiritual formation. Wesley Seminary students are expected to be in a ministry setting during their studies. In every course, students engage academic/theoretical study and spiritual practices through the lens of their ministry experiences and needs. Courses merge multiple disciplines (e.g., Church History and Worship, Exegesis and Preaching, Theology and Spiritual Formation) to lead students to integrate knowledge and practice (Course Syllabi).

Full-time faculty have access to training provided by the University's Center for Learning and Innovation (CLI). CLI resources include faculty development programming, instructional design services, and video studio and video development coaching. Recent opportunities for faculty development provided by the university include Facebook Fridays, Bandwidth Recovery Seminar, and Intercultural Communication Training. The university provides optional training in a host of content areas through LinkedIn Learning. Faculty have access to professional development funds that may be used for academic conferences on teaching and learning, instructional technology, and other subjects facilitating currency and the development of new skills. The Seminary, in collaboration with CLI, has developed a series of modules on online pedagogy to help instructors (full-time and adjunct) hone their skills in instructional technology and online pedagogy. The academic affairs office works closely with the faculty chair to identify the needs of the faculty and address them. There is a monthly faculty meeting that focuses on faculty development. Faculty are provided access to The Teaching Professor and other resources that they use to equip themselves.

Wesley Seminary occupies a recently-built, thoughtfully-designed facility with comfortably furnished office spaces and classroom spaces equipped with the latest technology. The institution prides itself in providing technical resources that are up-to-date and reliable for the faculty. Wireless access throughout the seminary building for faculty, students, and guests facilitates seamless educational experiences. Employee laptops are updated every four years. Faculty have access to teaching and learning resources like a "One Button Studio" where they can record lectures for use in online and other teaching modalities.

There is an effective process for evaluation of faculty performance. Students complete an end-of-course survey for each course and faculty submit course reviews. Peer and supervisory evaluation are included in the annual faculty review process outlined in the Faculty Handbook and each faculty member maintains a Professional Growth and Development Plan (PGDP). In the PGDP, each faculty member blends faculty review data with their professional development trajectory to sets goals for areas of growth and improvement in the area of teaching. During the annual evaluation, the academic leader and the faculty member review performance in light of the goals set in the plan. (Faculty Handbook; S5-009 PGDP Form; S5-010 Peer Evaluation Forms; S5-011 EOC Survey)

5.2. Evaluation and Action

All five 5.2. standard statements were included in the evaluation surveys.

5.2.1. and 5.2.2. The current move away from pre-scripted courses is favorable. The curriculum is intentionally focused on integration and a diverse faculty brings a wealth of learning and practical experience to the table, helping students integrate all that they learning into their practical ministry and personal formation. No corrective action is indicated.

The DNA of the school has problem-based learning embedded within it. The emphasis on practical application of course disciplines has been and continues to be a strength of the academic programs. (WS faculty member)

5.2.3. The substantial resources of the Center for Learning and Innovation (CLI) are available to all faculty. Some faculty may be unaware of all that is available and some of the training resources may miss the mark where the rubber meets the road. A joint meeting of WS faculty with CLI leadership could yield an agenda for enhancing the faculty development resource library and curriculum.

I was recently a part of an online faculty training/update on Zoom led by Dr. Joseph and Dr. Hancock. Any questions I have ever had about this area are quickly answered by knowledgeable faculty/staff. (WS adjunct faculty member)

5.2.4. WS benefits from inclusion in the larger university which provides physical, electronic, and library resources for an exceptional educational experience. The seminary has devoted significant energy recently into improving the process for faculty evaluation and continued progress along the current trajectory is warranted. No other corrective action is indicated.

The seminary has improved its evaluative process to assess faculty competence. A system is now in place to promote annual evaluations by peers and the dean as part of the annual review process. (WS faculty member)

5.3. Narrative

Wesley Seminary faculty participate actively in the assessment of student learning outcomes. There are both formal and informal processes that are part of the culture. At the course level faculty fill out a course survey that provides a self-assessment of how the course went. At the program level, there is a full-time faculty member in charge of each key area (Biblical Studies, Church History, Theology, Spiritual Formation, etc.). This faculty "shepherd" provides leadership to the assessment of courses in that domain. Formerly, the Seminary had a faculty Assessment Fellow, who coordinated the Assessment process with the domain Shepherds and had membership on the University Assessment Council. Currently, the Assistant Dean oversees this process. The Curriculum Development and Review Committee, a committee of the faculty, reviews the assessment data and discuss and implements proposals for curriculum improvement. As a result of assessing the learning outcomes, the faculty recently completed a redesign of the MA and MDiv curricula. (CDRC Minutes; UAC Minutes; CDRC Bylaws; S5-012 Faculty Curriculum Feedback Form; S5-013 Assessment Annual Process; S5-014 Assessment Timeline)

The faculty is also actively involved in the development of library resources. The library communicates regularly with the faculty about potential acquisitions and received feedback on priorities. Faculty members also take initiative in recommending resources that need to be added. There is faculty representation on the Wesley Seminary Technology Prioritization Committee and the Instructional Technology Council which meet monthly to discuss the Seminary's needs that relate to instructional and information technology. (S5-015 WS Collection Development Policy)

Wesley Seminary faculty invest in the lives of students and shape processes that contribute to and promote student success. From an advising standpoint, faculty are constantly in communication with students to guide and help them succeed in their courses and their program. Students are part of a Spiritual formation cohort throughout their studies. This opens the way to build relationships with the faculty that also contribute to their academic success. Faculty involvement in formal advising with students has been more ad hoc. The Seminary has followed a system in which advising was done by a designated team of advisors. Over the past year, the seminary has restructured its approach and developed a Student Success Team that works directly with students and faculty. The hope is to create a more intrusive process where the faculty participate formally in the advising process. The name change from Advising Team to Student Success Team is intentional. It signals our intention to attend more holistically to our students and their needs.

Integration is one of the key characteristics of Wesley Seminary's curriculum. The curriculum intentionally integrates critical academic reflection with spiritual formation and ministry praxis. The curriculum also promotes the intersection of disciplines (e.g., Biblical exegesis with Proclamation, Theology with Spiritual Formation, Church History with Worship, among others). Together this creates a curriculum that engages students in holistic ministry and creates a holistic learning experience. Faculty model integration before students. Because they are in a

ministry setting during their studies, students engage in and complete assignments within their ministry contexts that allow them to diagnose, address, and evaluate practices and concepts that are directly applicable to their ministry and ministerial formation and development. The faculty incorporate diverse teaching/learning methodologies to help students with different learning style achieve success. (S5-016 FYE Foundational Skills Grid; S5-017 FYE Curriculum Map; Curriculum Maps; Course Syllabi).

5.3. Evaluation and Action

All four of the Standard 5.3 statements were included in the evaluation surveys.

5.3. Assessment is a topic of significant faculty attention, but assessment systems are currently in developmental flux, as discussed in ES.6. Assessment and program review have led to significant reworking of the master's degree curricula. As discussed under Standard 4, faculty engagement with the library regarding library resources is good. No corrective action is indicated. Improvement in advising has been a recent focus of institutional advance. As noted above, advising has been shifted from IWU-N&G Student Services, external to the seminary, to the student success team within the seminary in order to improve advising of seminary students. Integration is a specific design and intention of the curriculum and well-rounded faculty are hired with integration in view. No corrective action is indicated.

> *Faculty's involvement in student advising was more ad hoc. The Seminary followed a system where advising was done by a designated team. While this remains true, the seminary has taken steps to get faculty more involved in the process. (WS administrator)*

5.4. Narrative

Wesley Seminary and Indiana Wesleyan University are primarily teaching institutions, but faculty engagement in scholarship is required and this promotes currency of curricula and enriches the student educational experience. Wesley Seminary promotes and provides incentives for faculty to be engaged in scholarship and research projects. Annually, each faculty member has access to funds for use to attend conferences, subscribe to academic journals, and maintain membership in academic guilds and/or societies. Faculty are on a 12 month-contract system but they are encouraged to build their teaching schedule in ways that provide bandwidth for research and writing. Further, there is an intentional, though informal, moratorium imposed on committee meetings, and regular email communications for one month in the summer to allow the faculty to focus on research projects.

The University Scholarship Council provides scholarship support funding in a variety of forms. These funds are awarded competitively, but the resources are sufficient to fund most worthy projects. The university recognizes faculty achievement through the Outstanding Scholarship Award and the Outstanding Teaching & Mentoring Award. The University Grants Office

collaborates with the university Scholarship Council to support the faculty in seeking and managing grant funding from external sources. The Graduate Student Fellowship and Student Research Assistantship create opportunities for faculty to mentor students in the area of research as well. The faculty's annual evaluation process through the PGDP is designed to mirror the Rank Promotion process, which expect faculty to demonstrate intentional planning and growth in the area of research. (S5-018 Scholarship Council Awards Overview; S5-006 IWU Annual Scholarship Report 2016-2020; S5-009 PGDP Form; Faculty Handbook)

The Seminary, in collaboration with the School of Theology and Ministry, and the John Wesley Honor's College, hosts a weekly Theological Research Seminar where faculty present their research. Opportunities also exist through other avenues at the University level such as the Day of Courageous Conversations, Principium Lectures, and the Faculty Scholarship Symposium. Faculty have access to a sabbatical after 6 years of continuous service. Sabbatical application requires a research proposal and returning faculty present on the work they have accomplished during the sabbatical.

Wesley Seminary defines scholarship in a way that accounts for research for the academy and for the church. There is intentionality in publishing in diverse settings and at diverse levels. A review of the annual faculty scholarship report will reveal a strong track record of publications in diverse forms/media, at diverse levels, for the church and the academy. (S5-005 Faculty Chair Reports to the Board; S5-006 IWU Annual Scholarship Report 2016-2020)

5.4 Evaluation and Action

All four of the Standard 5.4 statements were included in the evaluation surveys. The IWU community evaluated WS fulfillment of these standards as follows.

5.4.1. The faculty is notably productive in scholarship given the significant loading demanded by teaching and service obligations. As noted under 5.1.8., the institution should regularly consider faculty loading and time allocation in light of institutional mission and vision.

The emphasis on delivering praxis-oriented learning experiences has been the hallmark of the seminary from the outset. Promotion of research has not been emphasized as much. We are moving toward becoming a more scholarly faculty—mainly accomplished through Herculean efforts of a few individual faculty. We have a ways to go in developing a research culture among the faculty. Rarely do we talk formally about what we are researching in faculty meetings or in hallway conversations. I know of no collaborative research efforts conducted by faculty. (WS faculty member)

5.4.2. There are a number of structured research support systems and programs sponsored by the university and by the seminary, including sabbatical leaves, research funding, and various colloquia. The seminary observes an informal release month each summer to encourage research and external service engagement. Apart from the faculty loading issue noted in 5.4.1., no further corrective action is indicated.

5.4.3. The contributions of Wesley Seminary to the church and the academy will always flow primarily from its rooting in the Wesleyan-Holiness tradition. No corrective action is indicated.

5.4.4. Faculty members are active in writing for audiences at multiple levels and faculty scholarship is included in the curriculum. No corrective action is indicated.

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Standard 6: Student Recruitment, Admission, Services, and Placement

6.1 and 6.2 Narrative

Wesley Seminary's mission to prepare Christian leaders for missional ministry locally and globally guides all aspects of the seminary, including recruitment practices (S6-001 WS Viewbook). One way recruitment practices support this mission is by preparing students for enrollment. Beyond helping students turn in the required application elements, recruitment team members are strongly encouraged to pray with each potential student. In this way Wesley Seminary cares for students' spiritual needs as well as their educational needs. Recruitment team members ask potential students about their motivation for attending seminary. If the stated motivation does not fit the mission of the seminary (i.e. they state that they have no intention to serve in ministry but merely seek to study religion for self-fulfillment) then recruitment team members direct the potential student to a school or program that would better meet their educational goals.

Recruitment practices support the seminary's mission by providing recruitment materials in both English and Spanish. One example is the double-sided contact card with English on one side and Spanish on the other (S6-002 Contact Card). Wesley Seminary's commitment to diversity and inclusion is reflected in the composition of the student body (as of November 2020, 44% people of color and 39% female; S6-003 WS Racial and Gender Diversity). Recruitment team members actively seek candidates from diverse backgrounds and recruitment materials reflect seminary diversity in regards to gender, race, ethnicity, and language. The Wesley Seminary Ethos Statement (S6-004 WS Ethos Statement), to which every student must agree when applying, and the IWU Diversity Statement communicate a commitment to inclusion to prospective students.

Wesley Seminary strives to accurately depict the purpose and benefits of each degree in all communication with prospective or current students. Once a student becomes a lead in our CRM (Customer Relationship Management system), they are provided with a PDF that lists not only tuition, but the entire cost of the degree program (S6-005 MDiv Lead Communication; S6-006 MA Lead Communication). Similar information is available on the website and in promotional pieces used at conferences and events. Because the WS mission is to equip persons already in active ministry and because the curriculum uses the active ministry context as the "laboratory" for application of learning, recruitment communications do not list specific vocational opportunities and make no promises in this regard, but testimonials from students included in promotional pieces and on the website communicate a variety of post-graduate opportunities.

Wesley Seminary participates in the IWU mission to be "a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership," matching nicely the ATS standard 6.2.1 expectations. The seminary admission process assures that students are prepared in these three areas to begin a master's program.

Applicant character is vetted through two recommendation forms, one of which must be completed by a pastor (S6-007 Candidate Reference Form, S6-008 Church Endorsement Form). The forms ask references to rate the student regarding his or her: general knowledge of field, interactions with others, ability to work in a group, problem solving skills, critical thinking skills, personal responsibility, ethical conduct, oral communication skills, written communication skills, leadership skills, motivation and initiative, potential for effective ministry, and spiritual health and maturity.

Scholarship readiness is assessed through a review of official transcripts. Students are required to have a completed bachelor's degree from an institution accredited by an approved accrediting body (recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA)), the Association for Biblical Higher Education (ABHE), or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education (ICETE). A minimum GPA of at least 2.5/4.0 from the degree granting institution is required. A statement of purpose is also required of each student. The statement concurrently serves as an additional vetting of character and fit and as a writing sample.

Leadership is assessed in light of ministry application opportunities. Prior to May 2020, Master of Divinity and Master of Practical Theology students had to complete a Church Endorsement Form which determined if they had an appropriate ministry context in which to pursue and apply their learning. As of May 2020, all masters level seminary students are required to complete the Ministry Context Form (S6-009 WS Ministry Context Form). This change simultaneously broadens the opportunity for those seeking to enter a Master of Divinity or Master of Practical Theology program by removing a time-based ministry expectation and requires students in the Master of Arts program to have a ministry context for their program.

Doctor of Ministry (DMin) candidates must meet the following requirements which cover academic, personal, and spiritual qualifications as well as potential for making a contribution to church and society: (a) a Master of Divinity degree or MDiv equivalence, defined as 72 semester credit hours of relevant graduate course work, with at least a 3.0 GPA; (b) at least three years of full-time ministry experience after receiving an MDiv degree or its equivalence. [An exception has been granted so that graduates from Wesley Seminary's MDiv program do not need full-time ministry experience after receiving their MDiv degree to be eligible for the DMin program]; (c) For students whose first language is not English (or Spanish for Spanish DMin cohorts) and have not earned a Bachelor degree taught in English in the US, UK, Australia, New Zealand, or Canada, a score of 95 on the TOEFL or a score of 7 on the IELTS is required; (d) Official transcript from degree granting institution(s); (e) Three letters of reference (one pastoral, one academic, one from a lay person who has been under their ministry); (f) A sample of academic writing (10 to 20-page work).

The quality of applicants admitted to each degree program is assessed regularly through the Seminary Admission Review Committee (SARC), a sub-committee of the Academic Affairs Committee. This body regularly receives a report on students who were admitted through

exceptions such as the Accredited Degree Exemption (ADE - students who have completed a bachelor's degree at an institution not regionally accredited or accredited by ABHE or ICETE) and the Undergraduate Degree Exemption (UDE - students who have not completed a bachelor's degree). (Both ADE and UDE students have additional admission requirements they must meet. S6-010 ADE Policy, S6-011 UDE Policy). These regular reports include what percentage of the population falls into these categories and collective GPA. As of September 2019, Wesley Seminary had admitted 114 ADE or UDE students, 13 of which never started. To date, 30 have graduated with an average GPA of 3.67. Forty-seven are currently enrolled with an average GPA of 3.47. Twenty-four started but did not complete for a retention rate of 77% (similar to non UDE/ADE students). ATS allows up to 15% of a school's population to fall into the UDE category and as of September, 2019, Wesley Seminary's UDE percentage was 6%.

When reviewing statistics on students processed through exceptions, the SARC naturally compares these students to those accepted through standard processes (SARC minutes). Such conversations prompt a reassessment of whether or not the standard admission processes are fulfilling institutional priorities to maintain and enhance the overall quality of the student population. The Seminary has a system of probation, suspension, and potential re-admission that maintains the quality of the student population and yet is fair to students who may not be ready for graduate work. A student whose GPA falls below 2.5 goes on probation. The student on probation has two courses to bring the GPA up to 2.5 or suffer suspension for six months. Demonstration of change of circumstance or renewed promise of success permits the student a second 2-course probation. Failure to raise the GPA to 2.5 during the second probation results in permanent dismissal.

Recruitment of under-represented populations is intentional. As of November 2020, the student body is 44% persons-of-color and 39% female. Students have come from 948 different US zip codes, 27 different countries, 65 different denominations, and have ranged in age from 21 to 80. The seminary employs a full-time Coordinadora de Reclutamiento y Servicio Estudiantil to recruit Spanish-language students and to act as a coordinator of services. Dr. Luigi Penaranda serves as the Director of Wesley Seminary Programs in Spanish. 10% of the marketing budget is earmarked for Spanish-language recruiting. WS is represented and recruits at the annual Indianapolis Black Expo. Specific efforts to recruit female students include advertising with marketing partners such as *Called* and *CT Women Leaders* to present our programs to their female audiences. Wesley Seminary regularly recruits at events sponsored by The Wesleyan Church but also recruits with other denominations, including the Indiana United Methodist conference and UM summer camps, the Anglican Diocese of the Trinity, Prairie Lakes Church of the Converge denomination, and annual Nazarene children's pastors' conferences. Wesley Seminary normally has a student body about 40% Wesleyan and 60% from 65+ other denominations.

Regarding the encouragement of enrollment of students from a broad baccalaureate preparation, a recent survey of accepted seminary students revealed students entering with previous degrees in (list not exhaustive) business administration, psychology, communications, philosophy, education, marketing, addictions counseling, social work, nursing, history, biology,

criminal justice, leadership, and management, in addition to theology, Christian ministries, biblical studies and religion.

6.1. and 6.2 Evaluation and Action

In the evaluation surveys collected as part of the self-study process, Standard 6 scored an over all center-of-gravity of 1.72, squarely in the adequately compliant range, but worse-than-average among the standards. 6.4.2 scored 2.00, indicating the need for particular attention. Four of the standard statements in 6.1 and 6.2.

6.1. As noted in the narrative, recruitment practices are well-aligned with institutional mission and with the curriculum. All aspects of institutional mission, program requirements, and program purpose are accurately presented to prospective students. The missional and curricular emphasis on equipping persons already engaged in active ministry de-emphasizes vocational advancement in recruitment practices. No corrective action is indicated.

I've seen the recruiting up close and personal as students from my church were recruited with respect, care, and total transparency by the remarkable Kami Mauldin and team. I've had the honor of joining the team during recruiting "fairs" and conventions--the prospective student is treated as you would pray your child would be treated. (WS Board member)

6.2. Admission policies and procedures are well-aligned with institutional mission and curriculum. A multi-layered admission review process examines each candidate's fit to the institution. Curricula provide graduate level education and admission standards and procedures ensure that admitted students appropriately prepared for graduate theological education. No corrective action is indicated. The seminary regularly reviews its application and acceptance standards through the SARC to make sure that only students who are appropriately prepared are accepted. There is no objective evidence of misalignment between institutional mission, program rigor, and admission standards and practices. No corrective action is indicated. The institution is proactive and successful in attracting a diverse pool of applicants and building a diverse student body, in accord with the institution's global aspirations. Admission requirements permit admission of students across the spectrum of undergraduate preparation and the curriculum provides for the education of students of diverse preparation. Records shows students representing a good variety of undergraduate backgrounds. No corrective action is indicated.

Wesley's student body reflects our intentionality to diversity in recruitment. It is our desire to continue to grow this as we continue to embrace a growing global student population. (WS administrator)

6.3 – 6.5 Narrative

Wesley Seminary regularly updates policies through the Academic Affairs Committee (AAC minutes), published each January and July to the university catalog. The catalog details students' rights and responsibilities, the code of discipline, graduation requirements, and other academic policies. The catalog is readily available to students through the website and is referred to in each syllabus. Specific portions of the catalog and specific policies, such as how to request assistance with special needs, attendance policy, and late work policy are presented in each seminary syllabus. A desired improvement for Spanish-language students is translating the entire seminary catalog into Spanish or developing a Spanish section.

Wesley Seminary benefits from the common infrastructure it shares with the rest of the university. From its inception, the seminary has been served by an enrollment team housed within the broader university adult-and-professional-programs admissions team. As of January 2018, the seminary enrollment team reports directly to the seminary president, allowing for more direct management by the seminary of the recruitment, marketing, and enrollment processes. The benefit of this change is evident - the January 2018 enrollment was 401 students, the lowest January enrollment in three years; by January 2020, enrollment was more than 500.

The seminary also utilizes the academic advising, registration, financial aid, student account services, library services, and marketing resources offered institution-wide. The Office of Student Services employs end-of-course and end-of-program surveys and interactions with students and schools to gather assessment data for continuous quality improvement. Adjustments are made to internal policies and procedures based on these data. Onsite and online students receive the same services for advising, registration and registration changes, graduation, grades and academic standing, financial aid, student accounts, LMS assistance, and technical support. While IT support in Spanish is limited, a system of triangulation between students, Spanish-language seminary employees, and the IT department has been developed to support students. Spanish-language students receive Brightspace (LMS) assistance in Spanish from seminary Spanish-language employees. Student service offices have extended customer service hours to accommodate different time zones with direct support available until 8pm ET Monday-Thursday. Additional information can be found in the catalog. Electronic student files are maintained by the Registrar for seven years after last date of attendance with some documents (such as transcripts) maintained permanently per university policy. Security of records is maintained by the Registrar's office following institutional and FERPA guidelines.

One way Wesley Seminary evaluated student services was through an assessment by Gartner Consulting (S6-012 Gartner Report). Gartner's work revealed that students were pleased with WS, but sometimes frustrated with academic advising and registration services, when provided by IWU-National & Global. Previously, an academic advisor in IWU-N&G had to service not only seminary but also potentially 11 other academic programs. For such an individual to remember every change or nuance of the WS programs was not realistic. Additionally, the IWU-N&G employees in these roles served so many students that they could only be reactive. Bringing

these operations in-house (July 2020) enables focused support tailored to WS programs and students. Two staff members within the seminary, dedicated solely to WS students, proactively reach out to students, addressing developing challenges before they become critical. Bringing the students accounts function in-house is the next strategic step.

Services for Spanish-speaking students remain underdeveloped but are growing. The (IWU) President's Executive Council has recently established a task force, including WS stakeholders, to prepare IWU to fully support Spanish-language students and programs.

During the annual budgeting process, as the seminary updates its coming year budget and five-year forecast, seminary leaders review the appropriateness of program requirements, tuition, and fees. WS recently took advantage of the, *Five-Phase Approach to Discovery* conducted by Chris Meinzer (offered by ATS), to determine that the Seminary is appropriate in its tuition and fees.

WS fulfills the expectations of ATS policy guidelines regarding student financial aid. Seminary students work directly with the Financial Aid and Student Account Services offices to determine aid eligibility, coordinate various funding sources, establish timing of financial aid disbursements, determine balances owed for institutional charges, and receive credit balances for educationally-related living expenses after institutional charges have been satisfied. The Financial Aid office applies all other aid sources to the cost of attendance (tuition and fees, living and transportation allowances, student loan fees) before determining federal loan eligibility for each student each year. The Financial Aid office carefully balances the provision of loan aid with the need for financial restraint to avoid excessive student debt. Their office provides access to students via phone, email, and walk-in in Marion and Indianapolis for 56 hours each week and sends regular communications regarding aid eligibility and disbursement. Loan exit counseling notifications are sent to students who complete or withdraw from their programs. Financial Aid services are individual, personal, and confidential, adhering to the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles. All Financial Aid office employees are required annually to sign a written agreement, agreeing to adhere to these principles and disclosing any financial relationships with student loan lenders.

The Financial Aid office uses the FAFSA for the basis of its need analysis in federal and institutional aid awarding. The Financial Aid office includes the allowable costs categories specified by the Higher Education Act in determining the cost of attendance for each academic year. These components are tuition and fees, reasonable living and transportation allowances, and a loan fee (for students receiving loans). The FAFSA Expected Family Contribution (EFC) calculation uses an Income Protection Allowance to estimate the general living and family consumption income to be excluded from the EFC. The EFC determines the amount of need-based eligibility for which a student is eligible. Federal aid funding for graduate programs is typically limited to student loans. Institutional funding is awarded by identifying eligible students for various fund opportunities and selecting awardees with the support of a faculty committee. Institutional award funding parameters are designed to be flexible, equitable, and

nondiscriminatory. The Financial Aid office considers aggregate and annual student indebtedness when determining eligibility for federal student loans. Student loan recipients are notified at least annually regarding total indebtedness to-date. Students may access their current borrowing amounts through our Financial Aid student portal webpage at any time. A Loan Return Request Form is available for students to complete it as needed to request less than their full eligible disbursement amount. The Financial Aid office counsels students to avoid excessive debt with respect to the income potential of their desired vocation. Spousal debt at times can enter into these communications and conversations, but reasonable safeguards are in place regarding student privacy, setting appropriate limits to conversations in that area of total indebtedness. The Financial Aid office reviews the student's annually for institutional aid, discounts and loan eligibility before packaging their aid. Upon disbursement, the Student Account Services office sends the students a disbursement notification, with details of amounts and the right to cancel the loan disbursements. The Financial Aid office cancels and/or returns unneeded loan funds per student request.

The financial aid office periodically provides student debt statistics to the seminary (S6-013 Student Debt Statistics) and the seminary Executive Leadership Team reviews the data and considers action that may be taken to limit student debt. One action taken was a redesign of the Authorization to Retain Funds form (S6-014 Authorization to Retain Funds Form) to allow the student to select loans for direct charges only at the start of their education to minimize loan debt. The most recent institutional default rate was 6.9% (S6-015 Federal Default Rate Letter).

IWU maintains a web-based complaint form, accessible through the student portal and IWU home page. Once a year, the Student Complaint Council reviews the prior year's complaint list to discern patterns that warrant attention at a systemic level higher than the resolution of individual complaints. The Council forwards its recommendations to the President's Executive Council for consideration and action (S6-016 IWU Institutional Learning from Student Complaints 2018-2019). The Seminary President receives this report and is able to review it with the Seminary cabinet.

WS's tuition rates have been reviewed annually and currently seem to be in-line with other ATS schools (S6-017 Tuition Benchmarks). WS students benefit from generous scholarships such as the Pastoral Scholarship ($100 off each credit), the Wesleyan Pastor Scholarship ($200 off each credit), the Military Service Discount and the IWU Alumni Scholarship ($1,000). Students can also apply for endowed scholarships, which mainly assist those who do not qualify for the pastoral scholarships or military discounts. Wesley Seminary has been blessed by an increase in these endowed scholarships. In fiscal year 2015 the seminary awarded ~$56,000 in endowed scholarship funds. In fiscal year 2020, the seminary was able to award ~$103,000.

As was the case in 2014, placement continues to be an informal process as we require master's students be engaged with a local church as part of their admission. Students overwhelmingly come to WS already "placed" in a ministerial setting. By design, the curriculum engages ministry placements as the "laboratory" for ministry development and innovation. MA in

Ministry students now complete a ministry context form (S6-009 Ministry Context Form) and share a common first-year experience with MDiv students, extending the laboratory experience into the MA. WS provides informal placement support through faculty connections and continues to build relationship locally and globally that can be leveraged to assist those who are seeking ministry positions, especially those who have been disadvantaged. Church organizations commonly request promotion of open positions by the seminary, which is done through the seminary's private Facebook page. Many students come without intending to find a paid placement after completion, using their degrees as volunteers or retirees.

6.3 – 6.5 Evaluation and Action

Nine of the thirteen standard statements from 6.3, 6.4, and 6.5 were included in the evaluation surveys.

6.3.1. Student rights and responsibilities are published to the student portal, in the catalog, and on the application for admission. One evaluation comment notes that it would be helpful to gather all of this information into a seminary-specific student handbook.

6.3.2. Evaluation comments point to the value of the current initiative to bring student services in-house and the need to continue the work. No further corrective action is indicated.

> *The recent move of student services out from the umbrella of N&G and into Wesley Seminary itself is a great example of this, as they utilized data to understand that their students' needs were not being sufficiently addressed by the N&G model and worked to create their own structures and processes more appropriate to the seminary student body. (IWU administrator)*

6.3.3. Evaluation comments point to resources and services being less robust for Spanish-language students than for English-speaking students. This recognized need is a current focus of institutional development.

6.3.4. and 6.3.5. Student records are maintained by the university registrar whose systems are well-established and robust. External benchmarking indicates that program requirements, tuition, and fees are appropriate. No corrective action is indicated.

6.3.6. An evaluation comment suggests that requirements and policies are not provided as conveniently as they ought to be and are sometimes out of date. A seminary-specific student handbook could satisfy this need.

> *They are published somewhere. So we are nominally compliant. But navigating our website is very challenging. And often out of date or incorrect. And students often indicate difficulty finding information online. (WS faculty member)*

6.3.7., 6.3.8. Financial aid is appropriately administered by the university financial aid office.

The university has a well-established system for receiving, recording, and responding to student complaints, as well as a process for institutional learning from complaint patterns. No corrective action is indicated.

6.4.1. Student debt and affordability are consistently included in strategic planning conversations. No corrective action is indicated.

This is an area that we continue to monitor. We are in the process of making same adaptations to our approach to financial aid and discounts in order to better serve students. (WS administrator)

6.4.2. Four evaluation respondents indicated opportunity for improvement, but the comments reflect ignorance of, rather than disapproval of, current practice. Admissions and financial aid counselors consistently encourage student to minimize debt. No corrective action is indicated.

6.5.1. Career services are minimally-developed at WS because institutional mission and the curriculum require students to be currently placed in active ministry. As the diversity of student backgrounds and aspirations increases, a growing number of students would benefit from more formal attention to career opportunities and planning. This topic should be included in the institutional strategic planning conversation.

Initially Wesley Seminary did not concern itself with placing students in ministry because our typical student was already in ministry; this continues to be the case insofar as we require students to submit a "ministry context form" that verifies that they have a ministry context to serve as a "lab" in which to apply the things they're learning in their courses. However, we ARE finding that more of our students are coming to us earlier in their ministry career, and with only nominal ministry experience and roles, so this may be an area where we need to take greater efforts. (WS faculty member)

6.5.2. WS students are required to have ministry placements during matriculation. Alumni surveys executed annually for two years now are building a knowledge base regarding post-graduation ministry and employment. These data will inform admissions policy going forward. Supporting the ministry success of under-represented populations is part of WS's DNA and a central theme of its mission and vision. No corrective action is indicated.

Wesley exists to serve those for whom seminary was not an option for a variety of reasons including those listed here. One of the four pillars of our strategic plan is accessibility and we are diligent to continue to adjust to be accessible to under-represented student populations and to insure their success in seminary. (WS administrator)

WS advocates for its students and graduates before district superintendents, local boards of administration, and district ministerial boards. (WS faculty member)

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Standard 7: Authority and Governance

7.1 Narrative

Wesley Seminary is embedded within Indiana Wesleyan University. Indiana Wesleyan University is incorporated within the state of Indiana (S7-001 IWU Article of Incorporation) and authorized to offer programs of higher education. IWU is accredited by the Higher Learning Commission (HLC) (S7-002 HLC Letter of Reaccreditation). HLC approved the offering of the MDiv degree as the university's first professional degree in 2008, before the founding of the seminary, and the DMin in 2015. The degrees of the seminary are thus accredited by both the Higher Learning Commission and the Association of Theological Schools.

Indiana Wesleyan University is owned by The Wesleyan Church (TWC) and is thus beholden to the theological and ethical commitments of the denomination. The expectations of the denomination for its educational institutions are articulated in writing (S7-003 Standards of TWC for Educational Institutions). For the Seminary, TWC requires all faculty and administrators to hold to a Wesleyan-Arminian theology and abide by Wesleyan lifestyle commitments. At least 50% of the Seminary faculty, as well as the President and VPAA, must be members of The Wesleyan Church. The denomination elects members of the IWU Board and has representation on the Board, but once the IWU Board of Trustees is duly established, it has full and independent governing authority over the institution.

The university is governed by the Board of Trustees which delegates administrative authority to the President of IWU (Appendix 1 – IWU Organizational Structure; Appendix 2 – IWU Flow of Authority). The President is served by the President's Executive Council, which in turn provides distributed leadership to the rest of the university.

As detailed in the Introduction, Indiana Wesleyan University is modeled as a multi-campus university system with Wesley Seminary being one of the "campuses." It is the clear intention of university president David Wright to maximize the autonomy of the operating units. This is empowering, but also odd at points, for an embedded seminary (see 7.2). As discussed under 7.2, the mandate for autonomy is a significant focus of institutional development for Wesley Seminary.

The IWU Board delegates administrative authority to the university president and academic authority to the university faculty, as detailed in the Board Bylaws (see Bylaws). The university president delegates administrative authority for the seminary to the seminary president. The IWU Board delegates governance authority for the seminary to the Seminary Board, which is one of its standing committees. These governance structures function as imagined in the bylaws and serve both university and seminary well. Relationships between the boards and the administrations and faculties are collegial, transparent, cooperative, and supportive. Wesley Seminary is thus well governed and appropriately and fully authorized to pursue and accomplish its mission.

7.1 Evaluation and Action

Of the 8 standards included in the evaluation surveys as discussed in the introduction, Standard 7 scored the worst, with an overall center-of-gravity of 1.83. This is in the "adequately compliant" range, but there are Standard 7 items deserving institutional attention, as noted below. The common thread of opportunity is continued development of the WS Board in its oversight functions. Three of the standard statements in 7.1 were included in the evaluation surveys.

7.1.1. Wesley Seminary is appropriately authorized to award graduate degrees (through IWU) and to pursue its mission. No corrective action is indicated.

7.1.2.2. Evaluation comments note the evolution toward greater autonomy of the seminary within IWU, facilitated by clarification and strengthening of the role of the seminary Board. Continued strengthening of the Board in governing the work and trajectory of the seminary will serve the seminary and its mission well.

> *The seminary board's purpose, function, and relationship to the IWU Board of Trustees has become clearer in the past two years with the development of Seminary Board Bylaws and election of officers. The board plays a key role in the leadership of the seminary as both an accountability partner and a conversation partner. In addition, the support of the seminary board through its leadership and support has created opportunities within the broader denomination and the university to enhance the seminary's mission. (WS administrator)*

7.1.2.3. Evaluation comments note again the favorable trajectory toward greater autonomy of the seminary and the forging of seminary-specific identity and relationships within the denomination. Continued travel along the current path of development is indicated.

7.1.3. Evaluation comments note that governance structures and relationships are well articulated, but also note the continued evolution of governance with the strengthening of the seminary Board.

> *still being worked out in practice (WS Board member)*

7.2 Narrative

The Seminary is committed to shared governance. The faculty creates courses and sets the curriculum within the general framework of the university and Seminary's core values. These core values are set by the IWU Board of Trustees and Seminary Board in cooperation with the administration. At the same time, the VPAA sets the course schedule and determines which faculty teach which courses. The Seminary aims for a situation where both VPAA and faculty are pleased with their course loading and the adjuncts assigned to teach in their areas of expertise.

Faculty and administration work together to accomplish the common mission and strategic goals. The administration creates and directs new initiatives and partnerships; the faculty create and evaluate the curriculum. The Seminary Academic Affairs Committee (AAC) officially approves all the academic policies and courses of the Seminary. However, there is an assumption that major curricular changes would not come to the AAC without the approval of the Faculty Council, which is the faculty meeting as a whole. Similarly, the Curriculum Development and Review Committee (CDRC) reports to the AAC and thus serves indirectly on behalf of the faculty as a whole. The Seminary Cabinet is where administration and faculty come together as an oversight committee and to determine budgetary spending in light of the strategic plan. (See minutes for all governance bodies)

With regard to the hiring of new full-time faculty, the faculty put forward to the administration candidates for new faculty hires, which the seminary president, the provost, and the university president ratify or veto. At the same time, the administration determines when new faculty positions should be created and what those position descriptions will be. All these decisions are made within a culture of trust and accountability on all sides.

The collegial and collaborative leadership of the seminary fosters open conversations regarding strategic priorities, needs for growth, and needs for change. Wesley Seminary is "small" in the sense that conversations of the whole are easily engaged and all voices can gain a hearing. Governance is appropriate and sound at Wesley Seminary and empowers the faculty and staff to pursue the institutional mission with enthusiasm and joy.

The dynamic of current change in governance for Wesley Seminary relates directly to university President Wright's mandate for greater autonomy for the operating units, of which Wesley Seminary is one. At its birth a decade ago, the seminary was a slightly-augmented academic unit of IWU. The seminary had a dean and a chief administrator, but governance was entirely from the IWU Board through the university president – the Seminary Board was merely an advisory body. In this sense, WS was a classically-embedded seminary. President Wright's vision is for the seminary to have its own presence in the world, even as it remains part of IWU. This is an empowering vision, enabling the seminary to serve the church and the other Wesleyan universities unhindered by parochial or territorial boundaries. President Wright's vision for WS seminary is thus closer to that of a free-standing seminary, liberated as far as continued membership in the university reasonably permits.

The mandate for autonomy implies an evolution of governance that is currently underway. The Seminary Board is growing from an advisory board to a governing board. This requires attention to the development of board policy and the continuing education of board members. The seminary's upcoming participation in the InTrust Wise Stewards initiative is a significant step in this development.

While the mandate for autonomy is liberating, empowering, and a clear positive in the strategic trajectory of the seminary, some oddity of governance will always remain. The Seminary Board remains a standing committee of the IWU Board and significant action items on behalf of the

seminary are recommended by the Seminary Board and ratified by the IWU Board. The seminary president is appointed not by the Seminary Board but by the university president, in consultation with seminary constituencies including the Board. The seminary president has dual accountability to the Seminary Board and to the university president, and the seminary VPAA has dual accountability to the seminary president and the university provost. These oddities are not hindering and a persistent spirit of cooperation and support allow the seminary to flourish in an in-between space that allows unhindered pursuit of the seminary mission supported by the significant strength of the university.

7.2 Evaluation and Action

All three 7.2 standard statements were included in the evaluation surveys.

7.2.1. Evaluation comments note the positive trajectory but incomplete development of seminary governance. Continued institutional attention to governance development and clarity is indicated.

I believe IWU does this well. How that functions for Wesley Seminary is an area of growth. There is greater clarity now than 2 years ago, but more work needs to be done in this area. (WS administrator)

7.2.2. Evaluation comments are not very illuminating. From its origin as an academic unit of IWU, fully governed by IWU policies, WS is living into its call to establish its own identity and unique fulfillment of its own mission and the IWU mission. This calls for the continued development of WS policies that define shared governance within the seminary. Governance is instinctively collegial but warrants clearer policy support.

7.2.3. Evaluation comments indicate the presence of collaborative self-reflection and change. No correction to the current trajectory of institutional growth is indicated.

Wesley Seminary Leadership Team and the Board meet regularly to discuss and evaluate their work together. (WS faculty member)

7.3.1 Narrative

The nature of the Seminary Board and the manner in which the seminary is governed by the IWU Board with a growing governance presence by the Seminary Board was detailed under 7.2. The two boards (IWU and WS) together assure the seminary's integrity, defend it from undue external influence, and provide fiduciary and financial oversight (see Seminary Board minutes). The boards endorse the administrations' commitments to university and seminary accreditation and the fulfillment of accreditation and regulatory obligations. The Seminary Board members are selected for the gifts, skills, relationships, and experience they bring to the table and they are strongly committed to institutional well-being and to the institution's mission. The Seminary Board is a diverse group that includes key stakeholders of the Seminary and its

constituencies, including representatives of The Wesleyan Church at the general and regional level, as well as representatives of teaching churches and affiliated groups. The Seminary Board is engaged with the administration and faculty in the strategic planning process, guiding the institution into a greater fulfillment of its mission.

The Seminary Board continues to grow into its fiduciary and governance roles and is developing into a policy-setting body. The seminary's upcoming participation in the InTrust Wise Stewards initiative is a significant step in this development. Board self-reflection and self-assessment are also developmental. Individual board members have no authority and are careful not to meddle in the day-to-day operations of the institution – only the actions of the Board as a whole have authority. The IWU Board has a conflict of interest policy and annual declaration which covers the Seminary Board as one of its standing committees.

7.3.1 Evaluation and Action

Ten of the twelve standard statements from 7.3.1 were included in the evaluation surveys.

7.3.1.1. Evaluation comments reflect the healthy relationship between the Board and the seminary and the strengthening and clarification of the Board's role in relation to the IWU Board.

The seminary board has developed into one such as described here, providing all of the oversight and accountability suggested as well as delegation. The board looks forward to being a part of the InTrust Center's Wise Stewards initiative and the additional development that will occur through that engagement in FY21. (WS administrator)

7.3.1.2. WS is in compliance with external regulatory and accreditation obligations. No corrective action is indicated.

7.3.1.3. to 7.3.1.6. Evaluation comments reflect ignorance of Board orientation processes but praise Board diversity while pointing to opportunities for greater diversity. IWU and WS bylaws and policies make clear the distribution of governing powers. The Board is active in planning and in self-reflection and institution-reflection. No corrective action is indicated. Evaluation comments reflect proper governance relationships between the Board, administration, and faculty. No corrective action is indicated.

7.3.1.7. Evaluationcomments reflect the continued development of the Board in its governance functions.

The board has not been as active as suggested in this item. In part it is the reality that the board is still in development due to the age of the seminary (10 years) and the tenure of current leadership (3 years). It has only been in the past few years that the seminary board has gained clarity on its role outside of the IWU Board of Trustees, clarity that continues to be defined and then engagement that continues to evolve. (WS administrator)

7.3.1.8. Individual Board members do not bear authority and do not interfere with the day-to-day operations of the institution. The relationship between the Board and the institution is proper and healthy. No corrective action is indicated.

7.3.1.9. Evaluation comments note that the IWU Board is well-established in these requirements, and thus also the WS Board as a standing committee of the IWU Board. The WS Board, however, includes members that are not IWU Board members so there is opportunity for continued development of these processes and policies local to the WS Board.

7.3.1.10. Evaluation comments note the healthy functioning of the Board but also note the "strangeness" of the WS Board leaning into a more autonomous governance role while remaining a committee of the IWU Board. While the structural relationship between the WS Board and the IWU Board is unlikely to change, the WS Board has a clear mandate to develop a more conventional Board-governance role consistent with the increasing autonomy of WS identity. No corrective action is indicated beyond continued development of WS Board identity.

7.3.1.11. Of all of the evaluated standard statements, this one recorded the highest (worst) center-of-gravity score. Board self-evaluation is a nascent function due to the evolution of the Board from an advisory group to a more conventional governing Board. Current initiatives discussed in the narrative will address this deficiency.

Wesley has just begun this process, with the chair for the first time engaging in reflective reviews with each individual member. However, the InTrust Wise Stewards initiative should provide additional insights in this area. (WS administrator)

7.3.1.12. Evaluation comments suggest mixed opinions – the Board participates in the administration-led evaluation processes and conversations, but this is not quiet the same as evaluation by the Board. Board connections are certainly adequate for the Board to receive feedback in the event of governance or structural issues and the Board would seek to act on such feedback. No corrective action is indicated beyond continued development of WS Board identity.

7.3.2. – 7.3.4. Narrative

Delegation of administrative responsibility to the seminary president is clear. The president works collaboratively with faculty, staff, and board to chart the strategic direction of the institution, to secure and allocate resources to accomplish the institutional mission, and to forge the external relationships that support the vitality and growth of the seminary. (S7-004 WS Organizational Structure)

The VPAA leads the faculty in establishing academic policy and in crafting curricula that accomplish institutional mission and that develop students into effective ministers and leaders. The faculty oversee the curriculum through the governance committee structures (see bylaws and minutes). Faculty participate in strategic planning and in crafting institutional mission and vision. Governance is shared and collaborative and effective.

Faculty and staff reflect the rich diversity of the students and constituents of the seminary and provide a rich and supporting student experience. Staffing and curricular support for Spanish-language students is recognized as marginal, especially when compared to the resources available to English-language students. Improved Spanish-language resourcing is a current strategic focus.

Students currently have a very limited role in governance. Consideration of how the student voice can best be incorporated into the strategic conversations of the seminary is a developmental item.

7.3.2. – 7.3.4. Evaluation and Action

Six of the seven standard statements from 7.3.2, 7.3.3, and 7.3.4 were included in the evaluation surveys.

7.3.2.1., 7.3.2.2. Delegation of authority to the WS president is clear and appropriate. Evaluation comments are uniformly affirming. No corrective action is indicated.

The executive leadership (board and administrative leaders) engage in routine fiscal and strategic plan review. In addition, the mission and vision of Wesley is at the forefront of decisions and resource investment. (WS administrator)

7.3.2.3. Evaluation comments note the significant diversity of WS staff yet applaud the institutional commitment to continued diversification. Staffing in support of Spanish-language students is minimal. Current strategic initiatives are aimed at addressing these needs.

7.3.2.4. Evaluation comments are affirming but also note the opportunity for further development of the Board in the area of accountability. Current strategic initiatives are aimed at this need.

7.3.3.1. Evaluation comments are affirming. Faculty governance is well established, appropriate, and healthy. No corrective action is indicated.

This a growth area. We are coming out of an era when the original administration made decisions, often in private that surprised the faculty. The current administration is much more candid and transparent about governance. Nevertheless, there are opportunities to engage faculty in the shaping of policy and procedures. We have been in a season during which creation of policies and procedures dominated the faculty's non-teaching responsibilities—policy creation imposed rather than jointly determined to be necessary or prioritized chronologically. (WS faculty member)

7.3.3.2. Evaluation comments affirm the faculty role in strategic planning, mission, and vision, but also note the growing pains associated with strengthening the faculty voice and presence. The current institutional trajectory is healthy.

7.3.4. Evaluation comments reflect the very limited role students currently have in institutional governance. Technically, this fulfills the standard, but consideration of where students may profitably participate in governance is indicated.

Standard 8: Institutional Resources

8.1 Narrative

Since the last self-study was written, Wesley Seminary has continued to hire the numbers and the qualities of personnel needed to implement the programs of the school in keeping with its purpose. Currently, there are 23.5 employees within WS (see Appendix 8A for flowchart). As of July 1, 2020, that includes the Seminary President and VPAA (both of whom have faculty status), a Vice President of Operations and Enrollment, 11 faculty (one of whom is also Assistant Dean), a Director of Seminary Communication & Relations, three Enrollment Counselors, two Student Success Specialists (who might more commonly be called academic advisors at other institutions), an Academic Services Specialist, an Administrative Assistant to the Executive team, a half-time faculty administrative assistant and a Student Relationship Coordinator for the Spanish-language programs. This final position not only focuses on recruiting new students, but also is the initial point of contact for Spanish-language students who are having issues in a similar way as our Student Success Specialists. As the program grows, we anticipate splitting this position into two distinct roles. All of the above positions are supplemented through the use of student workers as needed. (S8-001 WS Organizations Structure)

The above structure is new for WS. Prior to July 1, 2020, functions such as academic advising and registration were handled by those departments in IWU's National and Global unit. After using the consulting firm Gartner, WS and IWU concluded that our students were pleased with WS but were often frustrated with their experiences with these departments (S8-002 Gartner Report). By bringing these operations in-house, we have been able to specifically train these employees on the unique policies and procedures of WS. Previously, an academic advisor in IWU-N&G had to service not only seminary students but also potentially students in 11 other programs. For such an individual to remember every change or nuance of the WS programs was not realistic. Additionally, the IWU-N&G employees in these roles serviced so many students that they could only be reactive. Now that WS had two such individuals, the workload is such that they can proactively reach out to students in the hopes of identifying issues or needs before they reach a point that requires withdrawal. Student account services should also be moved in-house in the near future.

Regarding the goal to enhance the quality of the human lives employed by the seminary, WS has endeavored to provide opportunities that enrich the lives of our employees. Employees have been offered the opportunity to audit courses free of charge. Dianne Clark was the first to take advantage of this opportunity and registered for a Spiritual Life and Leadership class. Before the COVID-crisis, the seminary began its week with prayer on Monday morning at 8:30 as a time of reconnection and care for one another. During the Advent season of 2019, the seminary led daily noon prayers, a spiritual practice that was much appreciated and had solid participation. Annually the faculty experience a retreat to reconnect and fellowship. Similarly, the entire faculty and staff participate in an off-site workday each year that includes fellowship and fun in addition to annual vision casting and planning. From the workday in 2017 came the

seminary vision to become accessible, transformational, global, and comprehensive (see Appendix 8B). Subsequent workdays in 2018 and 2019 helped refine how to operationalize this vision. These four vision areas correspond to the four areas of vision cast by IWU. The transformational portion of the WS vision corresponds to the Great People section of IWU's vision. The discussion of transformation and how WS helps not only its students but also its employees transform led to a two-day spiritual retreat funded by the seminary in October of 2019. Sixteen employees participated. The experience was so roundly applauded that it is an intention of the seminary for this to become an annual event.

One of Indiana Wesleyan University's stated strategic objectives is "Great People" – which indicates that our strength in service lies with our quality individuals that are employed and make up the institution. The university follows a decentralized approach to hiring, where Human Resources, the departmental hiring managers, and the Office of Diversity & Inclusion all work together to provide the best search process possible. Once candidates move toward being hired, Human Resources and the department also collaborate on the onboarding process which includes both an initial orientation with HR, plus continued training and assimilation by the department. Furthermore, the university has increased its professional development capabilities and has tools, resources, and training opportunities for continued growth. These opportunities include access to LinkedIn Learning (with prescribed learning pathways), annual Supervisor training, continuing education credits (for certain positions), individual development plans, and miscellaneous department learnings that are role-specific.
Indiana Wesleyan University has stated policies in its Employee Handbook on: Non-Discrimination, Anti-Harassment, and Affirmative Action. These three policies cover the full spectrum of issues related to harassment (including sexual harassment) and prohibitions against any type of discriminatory behavior leading to disparate treatment or disparate impact. With respect to employee relations cases, and especially those related to these issues, the university follows either Title VII or Title IX investigative protocols. Personnel policies of the university are included in the Employee Handbook. The specific sections related to personnel include the main sections of: General university policies, Employment Policies, Employee Classification & Compensation, Employee Benefits, and Leave of Absence. These are just the broad headings, with many individual policies contained within each. All employees are made aware of the Employee Handbook at orientation, plus attest annually that they continue to know where it is located and that they intend to abide by its policies. The Executive Council of the President is responsible (under the Board of Trustees) for ratifying, implementing, and ensuring administration of these policies. Grievance procedures are defined specifically for faculty members and are specified in the Faculty Handbook. Non-faculty members have recourse through the Human Resources office for all employee relations matters. Human Resources follows best practice in documenting and investigating all allegations or concerns. The EthicsPoint Hotline, administered by an external provider, provides a mechanism for employees (and others) to submit anonymous reports regarding issues of ethics, fraud, waste or misuse of IWU resources, accounting or financial issues, conflicts of interest, discrimination or harassment, risk, health, and safety concerns, suspected misconduct, and research compliance concerns. (S8-003 EthicsPoint Hotline Announcement)

During annual performance evaluation season, all employees are required to work collaboratively with their manager to update their job description (to keep it up-to-date). All new positions and backfill of the university go through a review where a job description must be provided before approval to post the position.

8.1 Evaluation and Action

Standard 8 scored and overall center-of-gravity of 1.78 on the evaluation surveys discussed in the Introduction. This is squarely in the "adequately compliant" range, but worse-than-average compared to the other standards. Areas for improvement are noted below.

All three of the 8.1 standard statements were included in the evaluation surveys.

8.1.1. to 8.1.3. Evaluation comments are affirming, especially of the recent move to bring student services in-house. Appropriate policies and procedures are in place and are implemented. No corrective action is indicated. The enumerated requirements are fulfilled as discussed in the narrative. No corrective action is indicated.

> *The Wesley Seminary team works very hard to recruit, retain, and serve a diverse student body. At the same time, the Seminary ministers to local, regional, national, and global communities. Administrators and staff support stakeholders' ministries, develop and update curricula, and provide spiritual, academic, and ministry support to various constituencies. (WS alumnus)*

8.2 Narrative

Wesley Seminary has full purchasing power and full autonomy on how it spends its budget, guided by the university budget office and the controllers' office to ensure that it remains compliant with Generally Accepted Accounting Principles (GAAP). At each Board meeting, occurring approximately every six months, the financials of WS are reviewed by the WS Board and the IWU Board of Trustees. The proposed budget for the coming fiscal year is reviewed by the board in March, edited as necessary, and approved. Also in March, an updated version of the seminary's five-year forecast is presented. Revisions are made to the proposed budget and the final budget is approved in October. Year-to-year fluctuations occur, but the seminary has been financially stable through its history. An enrollment plateau in 2017 and slight downturn in 2018 caused the seminary to make budgetary adjustments in those years and in 2019. The 2020 budget and beyond were adjusted to account for these enrollment lulls. An additional budget adjustment was made for the 2021 year and beyond due to expected impacts from the COVID-crisis. (S8-004 WS FY2021 Budget; S8-005 WS Five-Year Forecast)

Endowment

IWU has a traditional endowment, some of which is designated for Wesley Seminary, and a Facilities Reserve Fund (Campus Care) which is a pseudo-endowment established specifically to fund physical plant and infrastructure maintenance. The long-term investment objective in the

management of the university Endowment Fund & Facilities Reserve Fund's investment portfolio is to produce income into perpetuity without taking undue risks which might result in diminished principal and consequently reduced future income (S8-006 Investment Policy). The economic value of the corpus of the Endowment & Facilities Reserve Fund is to be maintained continuously, while net excess investment returns are to be used for the donor's intended purpose, or if not designated, for the current operations of the university. The endowment contributes primarily to student scholarships but also to general revenue, helping the institution operate in the black. Annual excess revenue is applied to institutional strategic priorities, including those of the seminary. (S8-007 IWU Endowment History; S8-008 IWU Excess Revenue Forecast)

Accounting, Audit, Budget, and Control

Indiana Wesleyan University and Wesley Seminary follow NACUBO guidelines in their accounting and reporting systems, which are reflective of GAAP. IWU obtains a consolidated audit annually by an external independent auditor. The IWU Board of Trustees receives a copy of all external audit reports. Wesley Seminary also has access to an internal auditor who works for the university, but reports directly to the university BOT. IWU obtains a consolidated audit annually by an external auditor and, based on auditor comments, implements processes and/or responds to those concerns in a timely manner. (S8-009 IWU Financial Audit 2018; S8-010 IWU Financial Audit 2019; S8-011 IWU Financial Audit 2020)

Wesley Seminary along with all of Indiana Wesleyan University uses Colleague as the source of record for accounting purposes. Wesley Seminary has daily access to this information via a tool called Data Connect. The budget office meets with Wesley Seminary each month to review the monthly financials as well as forecast and plan how the fiscal year will end.

The budget office and Wesley Seminary work together every spring and fall to create a 5-year forecast. The forecast is built off the projected number of students and, in the fall, includes the change in per-credit-hour charge. Gifts to the operational budget are projected and the reduced subsidy and increase in endowment draw are accounted for. Once revenue is determined, expenses are adjusted to not exceed revenue while preserving program quality. The 5-year forecast is presented to the Seminary Board and then forwarded as part of the total budget to the Indiana Wesleyan University Board.

In November, the budget office works with the seminary to start creating the budget for the next fiscal year. Starting with the 5-year forecast, enrollment projections and per-credit-hour charges are evaluated. The IWU Board authorized an institutional subsidy to aid in the launch of the seminary with the intent that the subsidy would be retired over time. Currently the subsidy is reduced $25,000 each year. The decrease in subsidy is partly offset by increases in endowment draw, all of which contributes to the revenue forecast. With revenue forecast, budgeted spending is adjusted to produce a balanced budget. The proposed budget is presented to the seminary president in December. Once the president approves the budget it moves to the CFO's office for approval as part of the IWU proposed budget which goes to the

university president for approval. The preliminary budget goes to the IWU Board Financial Affairs Committee and then to the IWU Board for approval in April.

Institutional Development and Advancement
Wesley Seminary was founded in 2009 and from 2009-2016, a total of $333,370 was received in the form of gifts and grants. Wesley Seminary first hired a full-time Director of Development in 2016. In 2016-2017, $49,674 was raised for the Wesley Seminary Scholarship Fund. In 2017-2018, $85,078 was received in cash donations. During these years, one donor gave $40,000 for a Colombian cohort and $50,000 towards an Ecuadorian Cohort. In 2018-2019, $98,656 was raised for the scholarship fund, which included $35,000 from the Brick by Brick campaign. The Brick by Brick campaign engaged many current students and alumni in giving for the first time and was successful in adding 103 first time donors. In 2018, grant funding became a strategic focus for the seminary. In 2019, Dr. Colleen Derr (President), Dr. Abson Joseph (VPAA), Dr. Aaron Wilkinson (VP of Enrollment & Operations), Dr. Connie Erpelding (Board Member), and Mr. Joel Hunt (Director of Seminary Communications and Relations), were certified in Fund Raising Management by the Lilly Family School of Philanthropy. An InTrust Resource Grant was awarded in August, 2020. The advancement program at Wesley Seminary includes annual giving, capital giving, and planned giving. The advancement program is led by the president of Wesley Seminary, with the day to day activities being led by the Director of Seminary Communications and Relations. Both the president and the director are accountable to the Seminary Board and board members participate in giving to the Wesley Seminary Scholarship Fund. The faculty, staff, volunteers, and alumni of Wesley Seminary are also solicited for their support of the scholarship fund.

8.2 Evaluation and Action

The 8.2 standard statements were not included in the evaluation surveys.

8.2.1. Wesley Seminary is adequately resourced to accomplish its mission. Sources of revenue include tuition, gifts, endowment income, grants, and subsidy from the university. Total revenue is sufficient for the seminary to operate on a balanced budget. Enrollment has been stable over recent months, the university subsidy is gradually being sunset, and significant effort is being devoted to the pursuit of gifts and grants. With the substantial financial resources of the university as a backstop, the seminary is fiscally stable and building income capacity to fund missional advance. Continued progress along the current path is indicated.

8.2.2. Policies and processes for accounting, audit, budget, and control are well-established at the university level, appropriate, and transparent. No corrective action is indicated.

8.2.3. Systems for budget management are well-established, effective, collegial, and transparent. Seminary leaders are well-informed with regard to budget and receive the information necessary for prudent decision-making. No corrective action is indicated.

8.2.4. Development infrastructure at the university is well-established and includes seminary priorities in donor appeals. Development infrastructure specific to the seminary is minimal and recent, but is effectively building the relationships and fund-raising capacity to contribute meaningfully and increasingly to the seminary's mission. Continued attention to relationship building, fund-raising, and grant-seeking are indicated.

8.3 Narrative

The two-story WS building (shown on the self-study cover) includes 21,000 square feet of floor space for classrooms, faculty offices, and a multi-purpose gathering space for students to study and have fellowship. The ground floor includes a conference room that can seat at least 12 and a classroom that comfortably seats 50. In addition to faculty offices, the upstairs includes two classrooms and a seminar room, which respectively can accommodate 40, 36, and 18. The upstairs also has a prayer room. Wireless internet access is provided throughout the building. The seminary benefits from the services of the IWU facilities department. That department has nearly 100 employees including grounds, transportation, electricians, housekeeping, carpenters, painters, HVAC, locksmiths, and more. WS budgeted $68,358 for building maintenance and utilities in fiscal year 2020. The seminary building was designed and built to LEED Silver specifications. LEED stands for "Leadership in Energy and Environmental Design," and focuses on encouraging a more sustainable approach to the way buildings are designed, constructed and operated. LEED certification was not pursued due to cost, but the design of the building is environmentally friendly. (S8-012 Seminary Building Floor Plan)

The seminary building provides ample opportunity for community, but also provides intimate spaces in and around the building for individual work and reflection. The building is surrounded by approximately an acre of landscape of trees and turf. Within this landscape is a paver patio for a place of community gathering, a lawn area with added electrical utility that could assist with large gatherings making it also a place for community. The landscape area also provides many opportunities for individuals to find quiet and solitude. For example, retaining walls were designed at sitting height to welcome reflection and reading. A bench swing was also installed under a large oak tree and is used quite often by the faculty, staff, students, and community members.

A large gathering space central to the building is used frequently as a location for groups to gather. A small kitchen/serving station is located adjacent to this space to assist with refreshments and to provide support for these types of events. The hallways of the building are wide and windowed, inviting collaboration and community. Seating is provided strategically throughout the building and a prayer area is available for use by all.

The seminary building sits within the boundaries of the IWU-Marion campus and is part of the Marion campus operational plan. As such, the Seminary has full access to the facilities services team with specialties in all areas of facility care. The Seminary is a fairly new facility so the physical components are still in good standing. These physical components/equipment are tracked in the Facilities Services data/workorder system. This system provides information

related to maintenance of these components and provides preventative maintenance schedules for equipment. All components of the building are reviewed annually for life cycle replacement by the Facilities Services leadership.

Although the overwhelming majority of WS students are online, the building provides a physical center for the institutional mission. The seminary does not have residential students and, therefore, does not provide residential housing. IWU-Marion has excess housing capacity, including married-student housing, in the event that the seminary builds residential programs. Intensive classes are scheduled with the goal of accommodating all seminary courses in the building at the same time. If necessary, however, the seminary has access to classroom space in the other buildings on campus. The university does not make provision for short-term housing for seminary students on campus for intensives, so the seminary has worked with local hotels to provide discounted pricing. A list of other housing options, such as Fairmount Wesleyan Camp, is also provided.

Wesley Seminary offers courses at select locations apart from the seminary building, including the IWU Indianapolis North Education Center. These are consistent with institutional mission and are established through written agreements (S8-013 St. Meinrad Contract; S8-014 Wycliffe Contract 2019; S8-015 Wycliffe Contract 2020).

8.3 Evaluation and Action

The 8.3 standard statements were not included in the evaluation surveys.

8.3. The physical resources of the seminary are adequate to the mission, and the university is exemplary in facilities maintenance. The seminary building was thoughtfully designed to compliment the environmental setting and is safe and secure. IWU campus police patrol the campus and are always available at need. The seminary building was thoughtfully designed with spaces for faculty and staff work, collaboration, community, and private reflection. Facilities serve institutional mission exceptionally well. Long-term student housing is not required by the curriculum. Multiple options are made available for short-term housing during intensives. Facilities maintenance is exemplary and the university Facilities Reserve Fund, an endowment dedicated to long-term facilities maintenance, will provide for maintenance in perpetuity. Written agreements establish select course locations away from the seminary building consistent with institutional mission. No corrective action is indicated.

8.4 and 8.5 Narrative

The University Information Technology (UIT) department has approximately 50 staff who are responsible for the protection and availability of institutional data, systems, and technology services. Currently, the operational budget of UIT is approximately $7M, of which $3.8M are salaried expenses. The operational budget includes the ongoing support and maintenance of networks, data centers, computer upgrades, software maintenance agreements, and various 3rd party support contracts for the Learning Management System and Internet services. Capital

allotments over the past 3 years have averaged $1.05M, ensuring accepted standards for the purchase and maintenance of infrastructure components are observed.

Several methods for the collection, maintenance, and analysis of academic and institutional data are employed. Specifically, the Learning Management System (LMS), Brightspace D2L, contains information such as student records, performance scores, grades, discussion posts, etc., that are housed in secure, replicated environments. Additionally, our Student Information System (Colleague) can also produce reports that are run using Power BI analytics packages that can show data trends for classes, cohorts, or programmatic efforts. Some predictive analytic work is done across the university and student early warning systems are currently being re-tooled to allow instructors as well as deans better to be informed and provide earlier interventions for student success.

The IWU data center maintains state-of-the-art storage and computer resources that are replicated off-site to protect against local loss. Data are encrypted in both rest and transmission states. Network shares, as well as cloud-sharing technologies such as Microsoft One-Drive allow 24/7 secure access to institutional data.

Institutional Environment

Wesley Seminary's stated mission is to prepare Christian leaders for missional ministry locally and globally. The institutional environment exists to support this mission. To advance the mission, the fourfold vision of becoming accessible, transformational, global, and comprehensive was developed. Each position, degree, or initiative exists to support this vision and mission. Faculty and staff are hired to journey with students in a transformational journey that prepares them for missional ministry in their neighborhoods while not ignoring the needs across town or across the world. Faculty and staff work daily to enhance the accessibility and experience of our students. Faculty and staff also work to develop global partnerships while also striving to provide a contextually sensitive seminary experience. Faculty and staff regularly reflect on the comprehensiveness of courses and programs (through CDRC) as well as the comprehensive nature of ministry training and the seminary's role in it. When the seminary experiences periods of strain, this mission and vision focuses our responses. Wesley Seminary also benefits from IWU's leadership and financial strength such that when WS experiences any form of strain, there is sufficient support from the institution in which it is embedded to ensure that it weathers the storm. While the seminary has not had serious crises in its short history, this support can be seen in the way IWU has supported the seminary during times of transition, be it personnel or programming.

Wesley Seminary operates under a small, focused leadership team. This group functions collaboratively and in concert with one another in terms of leadership style, vision, and information sharing. Each leader has development opportunities identified and specified as part of their annual performance evaluation. Areas for continued personal growth are noted, and objectives set and worked on throughout the year. Communication patterns with the faculty and staff are set by this group and are intended to be transparent. Conflict management is a subject that Human Resources helps train leaders through their Supervisor

Training. Additionally, the university overall maintains an 'open door' policy where issues can be quickly surfaced and dealt with immediately. The Human Resources department also functions as a coaching center to provide extra feedback, resources, and best practice ideas for issue resolution. Twice per year, all employees are surveyed (Emplify) on their level of engagement to identify pockets of concern that management is required to address in a proactive fashion.

Instructional Technology Resources

Elsewhere in the self-study, mention has been made of various instructional technologies employed to accomplish the mission of WS. Zoom is often used to conduct synchronous learning times. In addition to gathering geographically distributed students together in an equitable learning environment, Zoom has the ability to break students into smaller learning groups for small group discussion and group projects. Zoom sessions can also be recorded so that those who are absent can view the session later. Our Learning Management System, Brightspace, facilitates group discussion, class prayers, the delivery of resources, and as a system for feedback from faculty. And of course, as was covered in Standard 4, OCLS provides an abundance of tools and resources for students to use.

Regarding preparation for using these instructional technologies, the seminary has developed an online orientation. Students receive access to this orientation one-month prior to the first day of their first course. Enrollment Counselors monitor the progress of students through the course to ensure that they are feeling confident in each area of the orientation: financial aid, accounting, OCLS, Brightspace, Grammarly, etc. There is an IT Support Center staffed by 12 FTE's that provide support institutionally for faculty, staff, and students for systems and services utilized by employees and students alike. Support Center employees are responsible for maintaining credentials and for continuous professional development in both software and physical technologies. These certifications include advanced training in our Learning Management System, Helpdesk systems, as well as programming and audio-visual industry certifications for maintenance, repair, and deployment of faculty technologies. Additionally, all technologies which support the learning environment for faculty, staff, and students are on a documented replacement cycle that matches industry standards, and in some cases, exceeds them.

The University Information Technology Support Center provides assistance with the operation of approved software and hardware technologies. This includes a site-wide subscription to LinkedIn Learning (Lynda.com), that provides self-help training for almost all standard tools used across the institution. Additionally, support services for the LMS are provided through the vendor and include 24x7 support for questions and issues regarding this academic resource. An internal Support Portal contains answers to frequently asked questions and how-to's on the academic programs and technologies that both faculty and students currently use.

A Learning Management System committee includes representation from the Seminary. This committee evaluates and implements enhancements to learning tools across the institution. For big-ticket technologies, a Request for Proposal process leads to the best solution for

learners and faculty. There is also a Technology Prioritization Committee within the Seminary where current or future technologies are considered and prioritized. Formal communication methodologies and training plans are developed to ensure changes are rolled out to the students and employees in a manner that ensures successful adoption and utilization.

8.4 and 8.5 Evaluation and Action

Two of the standard statements from 8.5 were included in the evaluation surveys.

8.4.1., 8.4.2. IWU Information Technology provides exemplary support for the technology needs of the seminary and its students. Planning, budgeting, and evaluation are supported by appropriate financial, enrollment, retention, and assessment data. These data are stored, maintained, and transmitted securely through the established protocols of IWU Information Technology. No corrective action is indicated.

8.5.1., 8.5.2. The internal institutional environment is notably positive and resilient. Current initiatives of institutional growth serve to strengthen institutional mission capacity. No additional action is indicated. The administration is proactive in communication, seeking transparent inclusion of all constituencies in efforts of mission advance. No corrective action is indicated.

WS exhibits effective patterns of leadership and management, by providing effective exchange of information, and by ensuring that mechanisms are in place to address conflict. (WS faculty member)

8.6 to 8.8 Narrative, Evaluation, and Action

8.6. Apart from library resources, as noted under Standard 4, the Wesley Seminary mission does not require formal resource sharing with other institutions. Wesley Seminary cooperates with schools and churches and engages with various organizations for the sake of student learning and institutional advancement, but this does not constitute formal resource sharing. No corrective action is indicated.

8.7 Wesley Seminary is not engaged in cluster-type relationships.

8.8 The IWU learning management system, Brightspace by D2L, was selected a few years ago through a widely collaborative evaluation process led by the university provost. It provides effective tools for distance-separated teaching and learning, both synchronous and asynchronous. The university has an institution-wide Zoom license which facilitates synchronous meetings in and out of the classroom context. Classrooms are equipped with wireless internet access and equipment for electronic presentation and collaboration. No corrective action is indicated.

Educational Standard

Narrative

ES.1 Degree Nomenclature and Nature

Going into the 2020-21 academic year, Wesley Seminary offers three degrees:

- Master of Arts in Ministry / Master of Practical Theology (MPTh)
- Master of Divinity
- Doctor of Ministry

The first two degrees—the MA and the MDiv—are both first graduate degrees and are primarily aimed at ministerial leadership. The MDiv primarily targets those in local church pastoral ministry or headed toward it, while the MA in Ministry primarily provides ministry tools to those more involved in staff, parachurch, or lay leadership. The MPTh is designed to advance students who already have an MA or at least 30 hours of graduate work to the level of "MDiv equivalence," particularly those who plan to go on to a DMin program. WS assignment of academic credit conforms to the IWU credit hour policy (ES-001 IWU Credit Hour Policy).

The WS nomenclature of "Master of Divinity" and "Master of Arts" match ATS nomenclature norms. The "major" of Ministry with a specific concentration falls within ATS's second classification for a "Master of Arts in [specialized ministry]."

While the MA is designed to be taken with a specialization (although students may elect an a la carte approach to their electives and purse the MA in Ministry without a specialization), both the MA and MDiv degrees have the option to be taken with any of the following specializations:

1. Leadership
2. Children, Youth, and Family Ministry
3. Church Planting and Multiplication
4. Church Health and Revitalization
5. Worship Arts
6. Spiritual Formation
7. Wesley Studies
8. Preaching
9. Intercultural Studies
10. Pastoral Care
11. Church History
12. Biblical Studies
13. Christian Theology
14. Pastoral Ministry (42-hours; fulfills ordination requirements for the Wesleyan Church; this specialization is not available as an option for MDiv students)

Both MA and MDiv programs share a "First Year Experience" (FYE) that lays a foundation for further success in the remainder of the respective master's programs. The FYE includes courses

in Christian ministry, biblical studies, theology, intercultural studies, church history and spiritual formation to provide a basic theological foundation. Both degree programs incorporate a spiritual formation component throughout the entire program, in the form of a 1-credit hour course each semester that runs alongside other core courses. (ES-002 FYE Foundational Skills Grid; ES-003 First-Year Experience (FYE) Curriculum Map)

The Doctor of Ministry (DMin) degree is a 38-semester credit hour degree that provides advanced knowledge and research skills in relation to an area of ministry practice. DMin students may specialize in the subject areas of Transformational Leadership, Transformational Proclamation, Spiritual Formation, or pursue an Individualized Course of Study.

Enrollment Stability
Wesley Seminary has enjoyed stable enrollment with modest enrollment growth over the past two years (Appendix 3). As of November 2020, 513 students were enrolled, 219 in the MDiv program, 208 in the MA in Ministry program, 19 in the MPTh, and 67 in the DMin. Within the MDiv, 142 were in the English-speaking MDiv program, with 77 enrolled in the Spanish language curriculum. In each case, enrollments are sufficient to provide a viable community of learning.

ES.2 Campus-based Education

Wesley Seminary is located in Marion, Indiana. The Seminary building itself is part of the Indiana Wesleyan University's campus. As an embedded principal academic unit within the University, Wesley Seminary faculty, staff, and students have access to all that the IWU Marion campus has to offer (Wellness Center, Cafeteria, the Lewis Jackson Library, etc).

Onsite intensive courses are offered at the Marion campus, typically in early August, early January, and early June. While students are not required to take any courses onsite, these options are available for students in all master's programs. Doctor of Ministry students gather for onsite / face-to-face weeks which are typically held in September and May, alternating between the Marion campus and other off-site locations where students undertake contextualized coursework.

These weeks of intensives often serve as a ministerial retreat, with students at all stages of their seminary education. The majority of these students have been in ministry for a number of years and the intensive is a great opportunity for them to share stories and problem solve with each other. Each intensive week includes a "family worship" experience one morning of the week, where students gather for praise, prayer, word, and table. Since they are in town for the week, this sort of collaboration often continues unabated well beyond the walls of the classroom.

The Seminary building is intentionally designed to be conducive to learning and fellowship. Each room is unique, and all the rooms are outfitted with state-of-the-art technology, that supports teaching and learning. When needed, the nearby Maxwell building provides

additional classroom space. Students congregate in the Seminary building – outside on the lawn and inside the lobby/gathering space – for snacks, fellowship, and group work throughout the day. (ES-004 Seminary Building Floor Plan)

All classrooms have moveable tables and regularly spaced outlets, as well as copious whiteboards. The large classroom enables a professor to project on multiple screens simultaneously. Wireless internet connection is available throughout the building. This makes it possible for video conferencing to take place in any room of the building. The main gathering space (lobby) serves as a study area and can be configured to host chapel services and other functions.

ES.3 Extension Education

Ongoing Course-Offering Site
Wesley Seminary has used IWU's Indianapolis Education Center North (IECN) as a site for "ongoing course offering." The cohorts of students who met at IECN have graduated and there are no current classes at that location. But IECN is an option for future use if the location is convenient to a cohort of students.

The same situation exists with The Prairie Lakes Church in Iowa. Iowa cohorts have graduated and no courses are being taught there currently.

Occasional Course-Offering sites
To enrich students' learning experience, one-week intensives are occasionally taught at other off campus sites. These have included the Archabbey of St. Meinrad in Indiana, St. Thomas Anglican Church in England, and the Gethsemani monastery in Kentucky. The Seminary also has travel courses on a yearly rotating basis to Greece and Israel. These are hybrid courses where students begin and end the course in an online format, and travel for 10-12 days through Greece or Israel in the context of the course. As always, OCLS electronic resources and librarians are available to students to assist in research for papers and projects. Program faculty travel with the students, providing additional opportunities for growth and interaction. Students interact with local leaders on location to enrich their learning experience. (ES-005 Greece Trip Flyer - English; ES-006 Greece Trip Flyer - Spanish; ES-007 Israel Trip Flyer)

Students in all locations and modalities receive the same curriculum and equivalent substantive and regular interaction with faculty. Students in all locations and modalities have the same access to library resources and all student services.

ES.4 Distance Education

Indiana Wesleyan University has been engaged in online education since 1997 and thus has extensive expertise in this particular modality. The Brightspace LMS provides full functionality for synchronous and asynchronous classroom interaction. The use of Brightspace is not limited to online courses. Onsite courses have a shell created on Brightspace to which the faculty

upload course information, lecture, and other relevant teaching materials. Students also submit assignments through the LMS. Assessment data is collected and compiled continuously in real time using the key Learning Outcome Assessment (LOA) functionality within the LMS.

Wesley Seminary faculty and students enjoy a high level of interaction in the online learning environment. Faculty are required to interact regularly with students. Discussion forums create space for an active community of learning where faculty and students engage in critical conversations on topics that advance the concepts that are being discussed in the course. A review of the discussion rubrics demonstrates the extent to which this is an important aspect of the life of the Seminary as a community of learning. Faculty are required to provide students with constructive and timely feedback on their assignments. There are also communication guidelines that foster an enriching and respectful learning community. Faculty interaction and timely feedback play an important role in student course evaluations and peer and supervisor evaluations (ES-008 Discussion Bourse Rubric; ES-009 End of Course Survey; ES-010 Faculty Evaluation of Online Classroom).

As the Seminary has matured and the faculty have grown, the curriculum has shifted from a pre-scripted to a more dynamic approach, affording each professor (including adjuncts) a greater degree of freedom to design courses according to their own ideas, preferences, and strengths, but always aimed toward the fulfillment of established course learning outcomes. Previously, instructors operated more as facilitators of a pre-scripted curriculum - their input was limited to the discussion forums and feedback on course assignments. Now, the faculty have freedom to provide more input into the learning process, participate actively in the creation of content, and make necessary changes during the course as needed to promote student success. Professors are encouraged to use synchronicity, video recording and/or video conferencing technology for enhanced interaction with students. IWU has an intuitive, user-friendly video recording facility called the "One Button Studio" in the Jackson Library, where professors can record video lectures with a screen or whiteboard, proper lighting and good technology available. The LMS (Brightspace) also connects to YouTube and to IWU's internal "Media Central" hosting service, where a professor can record a video message directly in a comment. Brightspace also includes the possibility of embedding videos in any discussion or announcement of a class, and to record videos or record audio feedback on assignments.

Although the primary mode of interaction is asynchronous, video conference software (e.g. Zoom; Skype) is utilized for live professor-student interaction. For example, after all the students have posted their initial response to an issue mid-week, a professor might set up an optional, synchronous time either to give a lecture or have a Q&A session. The live session is recorded and made available for students who were unable to attend the synchronous session. An instructor can also record his or her perspective on an issue by way of a video response. Further, the LMS provides the faculty with the option to providing audio or video feedback to assignments. This provides a more personal touch.

The question of spiritual formation is often raised in relation to online education. The faculty have been intentional in embedding several features in the curriculum that make the

Seminary's approach to this domain quite effective. Each MA or MDiv cohort is assigned a spiritual formation professor who remains the cohort's professor for the entirety of the core degree (in all, 6 semester-long one-hour spiritual formation courses for the MDiv, the first 4 of which are also part of the required MA curriculum as of the 2020-21 academic year). All of the spiritual formation courses require each student to acquire and interact with an external spiritual mentor as well (one course also requires an external spiritual director).

All six spiritual formation courses include acts of worship that aim at the affective dimension of the human person and that interact with the other course(s) students are taking concurrently. In this way, while the student is growing cognitively in their concurrent 3-hour course, the student is hopefully keeping pace affectively and behaviorally in the spiritual formation course. Finally, since every course involves direct engagement with and application to a local ministry context, the student experiences professional growth at the same time.

The seminary benefits from the resources of Off-Campus Library Services (OCLS) and Interlibrary Loan (ILL) system of the university which allow students to secure research resources for assignments and projects. OCLS librarians provide support to the faculty in acquiring and integrating digital resources within courses.

Full-time-faculty content-area "shepherds" collaborate with adjunct faculty who teach in their subject area to work toward the improvement of the courses under their supervision. They meet at least twice a year formally and use assessment (formal and informal) data gathered through direct and indirect means as well as through informal peer-to-peer conversation, and faculty-students interactions to innovate and make necessary changes to improve the learning experience. (ES-011 Assessment Annual Process; ES-012 Assessment Timeline)

Major changes to the curriculum (e.g. course learning outcomes, key assessment assignments linked to LOAs) are reviewed by the Curriculum Development and Review Committee (CDRC) (minutes). The goal is an appropriate mix of trust and accountability for the core curriculum. Courses are reviewed by the CDRC according to the assessment cycle schedule or/and as the need arises (ES-012 Assessment Timeline). The committee reviews and makes recommendations to ensure the core values of the curriculum are maintained. Upon approval at CDRC, items are forwarded on to the university Graduate Council which forwards them to the seminary's Academic Affairs Committee (AAC) where changes are finalized. From AAC, all official changes are added to the catalog, including any change in course descriptions or outcomes. Some major changes and all new programs go beyond the seminary to the university Faculty Senate, the university-wide faculty decision-making body which is responsible for curricula university-wide. The Seminary faculty has two representatives on the Faculty Senate (the seminary faculty chair plus one elected faculty representative), the VPAA serves as an ex-officio, non-voting member of the Faculty Senate. If the representative of the Graduate School to Faculty Senate happens to be a seminary faculty member, then the seminary would have three voting members of Faculty Senate.

Wesley Seminary enjoys the advantage of IWU's technological infrastructure both for management of the LMS (Brightspace) and for technical support. The faculty (including many adjunct faculty) are often adept at technology and so often can troubleshoot and fix problems on their own or collaboratively. The Seminary collaborates with the Center for Learning and Innovation to create training opportunities for faculty development in instructional technology. Adjunct faculty new to Wesley Seminary are required to complete a set of Online Training Modules before they teach their first course. The full-time faculty also have the freedom to use professional development funds available to grow in this area. The faculty has a monthly faculty development session which at times focuses on instructional technology. Experience and aptitude for growth and development in online teaching and learning are areas of focus and evaluation during the hiring process (ES-013 Prospective Adjunct Recommendation Form). The University is working to improve its services for Spanish-language students, but there is room for improvement. The University Board of Trustees has funded an initiative (ES-014 Global Initiative Proposal) for the seminary to improve internal structural processes to better serve our global students. Luigi Peñaranda, who serves as Associate Professor of Global Leadership and Latino/Latina Christian Studies and gives leadership to the seminary's Graduate Theological Programs in Spanish, and Alexandra Carrasquillo, Coordinator of Recruitment, play an important role in student and faculty support as well.

Wesley Seminary endeavors to prepare and equip the students for success. The faculty has created a four-week self-paced Online Orientation course that introduces students to the life of the Seminary. Part of the orientation includes an introduction to Brightspace and the online learning environment as part of their Online Seminary Orientation course. Students are required to complete the orientation after their matriculation and before beginning their first official Seminary course. Students who enroll in a hybrid course are required to sign a participation contract (ES-015 Synchronous Session Learning Contract) as part of the enrollment process. The syllabus is published no later than 7 weeks before the beginning of the course, and students are aware of the time commitment they are making to engage in the course successfully. Wesley Seminary's distance/online education is part of its comprehensive effort to reach students where they are. All of resources, processes, and procedures are applied indiscriminately in developing the best possible curriculum independent of the modality in which students experience it.

ES.5 Faculty-Directed Instruction

Directed and independent study (DS/IS) provides students the opportunity to engage substantively with a faculty in greater depth or specificity on a topic that is not regularly (or not timely for a particular student) offered in the curriculum. Students work in collaboration with the relevant faculty member and the Student Success Coordinators to draft a DS/IS contract and syllabus that outline the requirements and expectations of the DS/IS. The proposed DS/IS must be approved by the VPAA of the seminary. Students are currently limited to a total of 6 hours of independent study within any degree program.

ES.6 Assessment of Student Learning Outcomes

Assessment Strategy
Wesley Seminary's assessment strategy is connected to Indiana Wesleyan University's overall strategy and includes nuances that are specific to the needs of the seminary as a Principal Academic Unit within the larger University. The University Assessment Council (UAC), a council of the university Faculty Senate, is the body that sets and oversees the overall strategy for the University (ES-016 UAC Charter). The Seminary's process aligns with the UAC process and the seminary has representation on UAC. Indiana Wesleyan University has worked over the last 10-15 years to build a culture of assessment. The Seminary has benefited from this endeavor and continues the journey to achieve a desired level of maturity in the assessment of student learning.

The work of assessment is carried out by the seminary faculty as stewards of the curriculum. In recent years, the seminary, in alignment with several other units of the university, had a faculty member in the role of Assessment Fellow, working closely with the VPAA in providing leadership to the assessment process. More recently, because of administrative restructuring and the appointment of an Assistant Dean, the roles and responsibilities of the Assessment Fellow have been assumed by the Assistant Dean. The Director of the DMin program contributes actively to the process and helps with oversight and data collection for the DMin program. (ES-017 DMin Project Rubrics) Leadership is also provided by the Curriculum Development & Review Committee (CDRC) which serves as the seminary's "assessment committee." It is the committee of the faculty that oversees the development of new programs and courses, and the assessment of existing programs and courses. In addition, it ensures that the core values of the seminary are maintained in the curriculum, including especially the integration of theory and practice (ES-018 CDRC Bylaws).

The seminary and the university allocate financial resources for professional development for assessment leaders and the faculty. Assessment leaders are provided the opportunity to attend conferences, workshops, and other gatherings on quality assurance. The UAC has sponsored "Assessment Day" programming (ES-019 Assessment Days 2018; ES-020 Assessment Days 2019) with workshops available for the entire faculty. The seminary holds regular workshops to help the faculty develop specific skills in assessment and to collaborate on developing and improving the assessment process.

Program learning outcomes are guided by IWU's World Changing Aims (WCA). Attending to the World Changing Aims helps the faculty craft a curriculum that fulfills IWU's mission to produce world changers. The WCAs are the foundation for the graduate missional learning outcomes (ES-021 Graduate Missional Learning Outcomes) which articulate learning expectations common to graduate level degree programs at IWU. Since Wesley Seminary functions entirely on the graduate level, all its degree programs meet these standards. The seminary's program learning outcomes (PLOs) are linked to the Graduate Missional Learning Outcomes which are in turned linked to the IWU World Changing Aims. The seminary's mission supports IWU's mission

so there is strong intentionality in the curriculum design and assessment processes - the assessment process and strategy measure the extent to which the Seminary's curriculum meets not only the learning outcomes of the Seminary but also those of the graduate school and the university (ES-022 MDiv Program Learning Outcomes; ES-023 DMin Program Learning Outcomes; ES-024 MA Program Learning Outcomes). Program learning outcomes are published to the university catalog (e.g., MDiv).

Every course listed in the Wesley Seminary catalog has specified Course Learning Outcomes (CLOs). These specified outcomes form the basis for the content and structure of each course independent of the modality or language of instruction. Courses are strategically linked to Program Learning Outcomes. Curriculum Maps demonstrate how a given course contributes to a specific PLO in fulfilling the goals of the curriculum. (ES025 MDiv Curriculum Map; ES-026 DMin Curriculum Maps; ES-027 MA Curriculum Map) At the course level, faculty identify key assessments (assignments, learning activities) that help evaluate the extent to which student have achieved the learning outcomes. Key assessments are embedded in each course through the Learning Outcomes Assessment (LOA) rubric, which helps in collecting relevant assessment data (ES-028 Sample LOA Rubrics).

Assessment Process

Each degree program and related specialization is part of an assessment cycle that creates a rhythm of continuous assessment. While data collection is on a continuous cycle, the assessment plan helps determine when assessment data collected for a PLO from a given program or specialization is reviewed and analyzed. The plan calls for each program and specialization to undergo a full evaluation every 4-5 years. The faculty has adopted a yearly rhythm with a timeline and relevant activities that the faculty and CDRC engage as part of the assessment process (ES-012 Assessment Timeline; ES-011 Assessment Annual Process).

Wesley Seminary includes indirect assessment (End of Course surveys, information collected from Capstone and Spiritual Formation mentoring reports) and informal direct assessment (the professor's perception of student learning) to evaluate whether individual courses are structured such that students are achieving intended outcomes. Countless informal "hallway" conversations as well as formal faculty development workshops have allowed the faculty to brainstorm how to improve the structure and content of courses. This continuous informal assessment has yielded many improvements to courses and curriculum, including the recent re-workings of the MDiv and MA curricula. Over the last three years, particularly the 2018-19 academic year, the faculty has focused on strengthening objective measures of student learning, working especially on tapping the LOA strength of the Brightspace LMS. (ES-029 2019 E-mail from VPAA; ES-030 Assessment Process Maturity). The implementation of the LOA tool and embedded rubrics facilitates the collection and analysis of direct measures data. (ES-031 LOA 2019-2020 Data Summary). The Seminary also regularly monitors retention and completion rates. Because Wesley Seminary students are expected to be in ministry during their studies, it is difficult to assess success through employment rates. However, we send out annual surveys to students and alumni to help determine persistence in ministry. (ES-032 WS Student and Alumni Survey Summary)

Collectively, these mechanisms and processes demonstrate a commitment from the seminary faculty to embrace their responsibility as stewards of the curriculum, an understanding of the importance of the work of assessment, the willingness to improve the curriculum (close the loop) based on the data gathered, and improve the assessment process itself. Wesley Seminary's journey toward assessment process maturity continues.

ES.7 Academic guidelines: admission, transfer of credits, shared credit in degree programs, and advanced standing

Admission
Wesley Seminary expects its applicants to have a completed bachelor's degree from an accredited institution. In keeping with previous ATS standards, we do have an Undergraduate Degree Exemption (UDE) policy (ES-033 UDE Policy) that currently allows up to 15% of our students to be admitted without a completed bachelor's degree. All such students are reviewed by the Seminary Admissions Review Committee (SARC) and admitted on probation for two courses, after which time their probationary status is removed if they make satisfactory progress. In general, UDE applicants should have at least 15 years of extensive life or ministry experience, have at least 60 credit hours of undergraduate work, and have taken a college level writing course. They write an essay and provide relevant artifacts for the UDE admission committee to consider.

To this exemption, we have also added an Accredited Degree Exemption (ADE) policy (ES-034 ADE Policy). These are students who have an undergraduate degree consisting of at least 120 credit hours from an institution of higher education not accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education (ICETE). The exemption process is similar to the UDE process, except that there is no age or life experience expectation. They write an essay and provide relevant artifacts for the admission committee to consider. If they are approved by SARC, they are also admitted on probation for two courses, after which time their probationary status is removed if they make satisfactory progress.

In keeping with the policies of the Graduate School of Indiana Wesleyan University, Wesley Seminary will only transfer course work that has been completed within the last 7 years at an accredited institution. We additionally will only count work done within IWU in the last 10 years. Such work must have achieved a grade of at least a B-. Up to 27 credit hours of the MDiv degree can be transferred in, and up to 9 credit hours can be transferred toward the MA, both well within ATS standards. Wesley Seminary currently does not have any shared degree programs and will only transfer up to half the credit hours of a completed degree, not to exceed the total limits mentioned above.

Also, in keeping with ATS standards, students can receive up to 12 hours of Advanced Standing with Credit toward the MDiv degree and up to 6 hours toward the MA degree. These constitute

less than a sixth of the MDiv degree and exactly a sixth of the MA degree. Students must have taken two appropriate undergraduate courses of sufficient depth in relation to each course in which they wish to receive advance standing. They must have received at least a B in those courses. Credit is granted, however, in relation to whether they can demonstrate current understanding by way of essays in relation to the content of these courses. These are assessed by appropriate content experts before advanced standing with credit is granted.

For more on the admissions process, see the Wesley Seminary website. The university catalog publishes admissions policies and credit transfer policies.

ES.8 Nondegree instructional programs

Wesley Seminary does not currently offer non-degree instructional programs.

ES. Evaluation and Action

Wesley Seminary fulfills the expectations of the Educational Standard. The following are areas of current institutional attention and growth.

1. The assessment of student learning is being strengthened in the area of direct measures. The Learning Outcomes Assessment functionality of the Brightspace LMS is being leveraged to aggregate student performance data, providing additional information to the faculty for the sake of improving the curriculum.
2. Faculty have engaged in extensive evaluation of the learning assessment process, but this evaluation has not yet been formalized in a single written document (ES.6.2.4.).

Degree Standard A – Master of Divinity

Narrative

A.1.1. Purpose of the degree

Wesley Seminary prepares Christian Leaders to engage in missional ministry locally and globally. It is our commitment to participate in the *missio Dei* with accessible and economical delivery systems and courses that are spiritually formative and content-rich, emphasizing the practice of ministry in dialog with solid theory and the foundational disciplines of the Bible, Christian theology, and church history. The focus of the MDiv is primarily for those who are either already in or headed toward ordained ministry in a local church. However, it also welcomes those who might pursue an MDiv with a view to chaplaincy or some other form of ministry.

The MDiv is a 75-credit-hour program that provides high quality, accessible, and economical ministerial training for pastors and leaders involved in local church ministry. To enroll in the degree, a person must have earned a bachelor's degree and have an appropriate ministry context including access to a local body of Christian believers with whom they can successfully complete the required "in-ministry" assignments of the program. Students take required courses (60 hours) in a carefully sequenced format, but also have 15 hours of elective work (which may, if the student chooses, be devoted to the fulfillment of a specialization in one of 13 areas).

A.1.2. Primary goals of the program

Consistent with our mission, the primary goal of Wesley Seminary is to offer a practical, accessible, and affordable graduate-level MDiv degree. The MDiv degree focuses on preparing ministry leaders who are equipped to serve the Kingdom locally and globally. The curriculum develops theoretical understanding and practical skills of the minister and engages students in spiritual formation. The degree pursues excellence in teaching, learning, and scholarship through various delivery systems and innovative curriculum. (see Catalog entry for MDiv; IWU Mission Statement; IWU World Changing Aims; DSA-001 Graduate Missional Learning Outcomes)

A.1.3. Learning Outcomes

Wesley Seminary recently went through the process of re-affirming the institution's mission statement and crafting a strategic plan. Part of this process involved a comprehensive look at the curriculum. This work was undertaken in 2018-2019 through a series of meetings, following faculty development workshops on creating meaningful, assessable learning outcomes at the course and program level. As a result, the learning outcomes of the Master of Divinity degree have been carefully revised through a collaborative effort of the entire faculty of Wesley Seminary. These outcomes were vetted and approved through established process at the seminary and university committee and council levels and were approved by the seminary's

Academic Affairs Committee in May 2020 for inclusion in the most recent University catalog. Wesley Seminary strives to promote the following key learning outcomes in the MDiv program. A student who has completed the Master of Divinity should, with graduate-level competency, be able to:

1. Integrate Christian History, Scripture, and Theology into the practice of ministry.
2. Contextualize the gospel for the purpose of advancing the Kingdom.
3. Personalize spiritual formation for sustainable ministry.
4. Lead the church in the practice of ministry.
5. Equip others for the work of ministry.

In the MDiv program, students experience a first-year curriculum that is shared between the MA and MDiv programs. The first three learning outcomes provide the overall framework for the First-Year Experience (FYE) core. This is followed by the 12 MDiv core courses, a series of dyads in six praxis domains: Missional Church, Christian Worship, Congregational Formation, Christian Proclamation, Congregational Relationships, and Leadership. The first course of the dyad provides students with the opportunity to go deeper in their knowledge and related skills in a foundational area. That course also equips the students with the pre-requisite knowledge to engage successfully in integration and critical reflection on the practice of ministry in the paired praxis course. This 36 hour core aims to fulfill program learning outcomes 4 and 5. Students have the option of devoting 12 of their 15 elective hours to fulfill the requirements for one of the seminary's 13 specializations. Each specialization has additional associated learning outcomes. Because specialization is an option for the MDiv but is more commonly taken with the MA, these specializations and their outcomes are discussed in more detail under Degree Standard B. (DSA-002 FYE Foundational Skills Grid; DSA-003 FYE Curriculum Map)

In addition, Wesley Seminary's MDiv outcomes align with the university graduate missional outcomes. (DSA-001 Graduate Missional Learning Outcomes)

A.1.4. Educational Assessment

See section ES.6. for the process of assessment in relation to outcomes for the MDiv, which is also summarized below. Wesley Seminary faculty regularly assesses the programs offered. Over the past three years, the faculty, staff, and administration have worked to improve the assessment process.

The faculty use both direct and indirect means to collect qualitative and quantitative data to assess the curriculum. To establish a process that is efficient, simple, and sustainable, the faculty opted to leverage a feature that is embedded in the current Learning Management System (LMS), Desire2Learn (Brightspace). Direct assessment takes place through the use the Learning Outcomes Assessment tool (LOA). The curriculum map identifies how each course contributes to fulfilling the Program Learning Outcomes. Within a given course, the faculty has identified relevant assignments to serve as key assessments. Through the use of a specific assessment rubric, the faculty record performance data which the LMS aggregates into actionable information on student learning.

The Brightspace LMS provides functionality to facilitate the assessment of MDiv PLOs while evaluating key assessment artifacts for each course of the program. Over the course of 2018-2019, under the leadership of Dr. Larisa Levicheva, the seminary Assessment Fellow, the faculty identified the assignments that would serve as key assessment artifacts in each course and worked with Academic Services coordinator Angie Miller to set up LOA (Learning Outcomes Assessment) rubrics in Brightspace to facilitate the collection and tracking of key assessment data as part of the professor's regular grading process. The seminary has collected assessment data in this manner for one year but has not yet completed an entire assessment "cycle" (DSA-004 LOA 2019-2020 Assessment Data). Experience so far uncovered several issues in the system which necessitated special training in the assessment capabilities of Brightspace - this training has been undertaken by several seminary faculty and staff members already, and will continue to be implemented.

Each field of study (e.g., Bible, Theology, Church History, Pastoral Care, Congregational Formation,…) is assigned a "shepherd" whose role is to help oversee the curriculum development of that content area, provide input in the adjunct hiring process, and help with the assessment process of courses in that given field. The faculty shepherd is expected to meet at least twice a year with other faculty (full-time, adjunct and affiliate) to go over the assessment data, discuss what has been learned from teaching the course, and close the loop. (CDRC minutes; DSA-005 Assessment Annual Process)

During the 2018-2020 academic years the entire faculty has been involved in a major reimagination of the MDiv program. The faculty met several times to assess and restructure this degree program (see MDiv Revision Taskforce Minutes; Faculty Council Minutes). The decision was made to implement a First Year Experience (FYE), shared between the MA and MDiv programs. The FYE accomplishes multiple aims: it gives incoming students an opportunity to take core courses during their first year of study that lay a foundation for future success in either program; it develops critical skills in problem solving, academic communication, cultural sensitivity, and overall seminary ethos (DSA-002 FYE Foundational Skills Grid); it improves some of the dynamics of course calendaring; and it affords an opportunity for students who so choose to seamlessly transition from MA to MDiv at the end of the first year.

While the Seminary's original curricular model was innovative with regards to integration and team-teaching – values that continue to guide our approach – this revision to the MDiv, which has been a collaborative effort as a result of the ongoing work of assessment, addresses multiple issues that emerged from our previous model.

1. It ensures the pedagogical autonomy and equity of the faculty. In the previous model, the "praxis professor" typically received 4 hours of loading and the "foundations professor" received only 2. While this gave the appearance of the high value we place on practical ministry, in reality it created inequity between faculty members both in terms of teaching load as well as by compartmentalizing faculty as either praxis oriented (usually those with DMin degrees) or theory / foundations oriented (usually those with PhDs), giving the impression that,

while we want our students to integrate theoretical foundations with practical application, our faculty are unable to do the same. This move away from "team-teaching" is not a loss, however, because the entire curriculum has been designed collaboratively. Every faculty member has contributed and understands not just their part but the whole and how the parts fit together.

2. While an integrated curriculum is admirable, it is not an end goal in itself; the goal is producing integrated students. Assessment over time indicated that students were not consistently improving in their foundational research skills in biblical studies, church history, and theology as they moved through the program. Many students were not, for instance, choosing better sources for their research assignments toward the end of the program than they were in the early courses. Additionally, in the old structure, students commonly did not take their introductory church history survey course until just before the third year of the MDiv. The FYE plus the new dyads provides a stronger foundation in these classical theological disciplines, better enabling students to integrate them with the practice of ministry.

3. It increases the "visibility" of biblical studies, theology and church history on students' transcripts. The 6-hour praxis courses were a novel approach, but students – especially those going before ordination boards, or those applying to doctoral programs at other institutions – frequently encountered obstacles due to the fact that they might only have one "BIBL / THEO / CHST" prefix on their transcript, and an introductory course at that. While those disciplines were integrated into their 6-hour courses (i.e. the 36-hour core was designed to encompass 12 hours of additional Bible, theology and church history study – about 4 credit hours each), the transcript failed to reflect this reality. In the new model, students will show an additional two courses (6 credit hours) in each of these disciplines, for a total of at least 9 hours each of biblical studies, theology and church history (potentially more with electives).

4. Splitting the 16-week, 6-hour course into two 8-week courses with a one-week break in between also addresses the problem of student (and faculty) burnout. Cases where a student performed well in the first 8 weeks but encountered difficulty toward the end of the course, and either failed, requested to withdraw, or requested an incomplete grade, were not as rare as they should be. And in such cases, students were required to retake the entire 16-week, 6-hour course. In the new model, a student in such circumstances will only have to repeat an 8-week, 3-hour course. During the 2019-2020 academic year, the faculty also worked collaboratively to reimagine specializations. Previously, WS offered only six specializations (Leadership; Children, Youth, and Family Ministry; Church Planting and Multiplication; Church Health and Revitalization; Worship Arts; Spiritual Formation) that each consisted of a set four-pack (12 hours) of courses. First, the faculty shifted from the four-pack model to a model with more course options under designated sub-domains of the field of study, which allows for more variety in course offering and selection. Second, the faculty looked broadly at the curricular offerings to develop new specializations in the fields of Wesley Studies, Preaching, Intercultural Studies, Pastoral Care, Christian Theology, Biblical Studies, and Church History. These 12-hour specializations are more commonly packaged with the MA in Ministry degree but can be taken

as part of the MDiv if students elect to devote 12 of their 15 elective hours toward completing one of the specializations.

Wesley Seminary and Indiana Wesleyan University invests in developing faculty and equipping them in the area of assessment. In recent years the University Assessment Council has sponsored assessment-themed workshops during annual "Assessment Days." Workshops focus on different areas of program and course assessment and are open to all university faculty and staff. Seminary faculty have the opportunity to participate in these workshops. (DSA-006 Assessment Days 2018; DSA-007 Assessment Days 2019)

Wesley Seminary tracks the percentage of students who completes their program in a timely manner (DSA-008 WS Student Success Outcomes). Because Wesley Seminary students are expected to be in ministry when they enroll, it is difficult to track placements that are directly tied to degree completion. This is an area of needed improvement that we continue to address.

One important marker that the Seminary looks for is students testifying of the growth that has occurred in their lives and ministry as a result of attending Wesley Seminary. Students are required to be in ministry or sufficiently associated with a local church in order to do regular assignments involving a concrete, local ministry, verified by the submission of a ministry context form (DSA-009 Ministry Context Form). In this sense, all of the praxis courses involve the supervision of the professor in relation to local church ministry. Additionally, each spiritual formation course (taken across 6 semesters of the MDiv) involves similar interaction not only with a spiritual formation professor who remains with a given group of students for the entire 6-semester SPIR sequence, but also with a local mentor with whom students are required to meet regularly.

The annual survey that students receive contains the question, "How is your Wesley Seminary education impacting your life and ministry?" A similar question is asked of alumni, "How has your Wesley Seminary education impacted your ministry?" Responses have been uniformly positive. (DSA-010 WS Student and Alumni Survey Summary).

Structurally, the educational assessment of the MDiv program happens cumulatively on a four-year cycle. While continuous data gathering takes place, the faculty has designed a rhythm to analyze the assessment data collected. Year 1 focuses on analyzing the first three program learning outcomes that are also the core of the First-Year Experience. In Year 2, the faculty assesses learning outcomes 4 and 5. Year 3 is devoted to collecting and reviewing the external data such as alumni surveys and employer surveys. In year 4, the faculty will review all the data – direct and indirect, qualitative and quantitative, internal and external. (DSA-011 Assessment Timeline)

A.2. Program Content

A.2.1. See General Institutional Standard 3, The Theological Curriculum: Learning, Teaching, and Research for additional details of program content, also addressed below.

A.2.2. Religious Heritage

Outcome #1 of the MDiv is that students will be able to integrate Christian History, Scripture, and Theology into the practice of ministry. To this end, prior to the Fall of 2020, MDiv students took semester long (16-week) 6-hour core "praxis" courses, each of which was team-taught by a "foundations professor" and a "praxis professor," and which integrated the disciplines of theology, biblical studies, and church history into the study of ministerial practice under six domains (36 total hours): Missional Church, Leadership, Christian Worship, Proclamation (preaching), Congregational Formation, and Congregational Relationships (pastoral care).

With the revision of the MDiv program undertaken 2018-2020, and beginning Fall of 2020, all Wesley Seminary MDiv students begin with the First Year Experience, in which they take courses on Christian ministry (WSEM-501), Biblical studies (BIBL-500), church history (CHST-500), Christian theology (THEO-500), and intercultural studies (MISS-500), as well as two 1-hour spiritual formation courses that run 16-weeks and are taken concurrently with their other classes. Following the FYE, students proceed to take six pairs ("dyads") of 8-week, 3-hour courses under the same six ministry domains. Each dyad integrates an upper level Bible, Theology, or Church History course with an upper level practical ministry course:

- Missional Church dyad
  - BIBL-620, *Missional Hermeneutics*
  - MISS-620, *Missional Church*
- Worship dyad
  - CHST-621, *The Story of Christian Worship*
  - WSHP-621, *Christian Worship*
- Congregational Formation dyad
  - THEO-630, *Soteriology for Christian Formation*
  - CONG-630, *Christian Formation in Communities & Congregations*
- Preaching dyad
  - BIBL-631, *Exegesis for Christian Proclamation*
  - PROC-631, *Christian Proclamation*
- Pastoral Care dyad
  - THEO-640, *Pastoral Theology*
  - PCRE-640, *Pastoral Care and Relationships*
- Christian Leadership dyad
  - CHST-641, *Historical Perspectives on Christian Leadership*
  - LEAD-641, *Christian Leadership*

A.2.3. Cultural Context

Throughout Wesley Seminary's curriculum students are given opportunities to engage both contemporary cultural and social issues and local and global cultural contexts for Christian ministry to fulfill program learning outcome #2, contextualize the gospel for the purpose of advancing the Kingdom. Additionally, the FYE has an explicit goal of developing students in cultural awareness and sensitivity. (DSA-002 FYE Foundations Skills Grid)

For example, in, the *Pastor, Church, and World* course (WSEM-501), students begin to examine their own cultural formation and biases in the interest of gaining cultural self-awareness. Later, in *Global Christian History* (CHST-500), students are introduced to an overview of the Christian faith and its development both in the East and the West including a more detailed study of the history of Christianity in India and its connections both to its cultural context and the missionaries from the west. Students who do not take *Global Christian History* may take the *History of Christian Missions* (CHST-510) course in which students trace the spread of Christianity as a missionary endeavor around the world paying special attention to the influence of the missionary work throughout the centuries on the current state of religious communities in the world.

Another course which all students are required to take is *Cultural Contexts of Ministry* (MISS-500) which addresses this issue with a focus on the church today, asking how do we minister in multifaith and multicultural settings? There are also electives available for students to go into more depth about social justice issues. One example is *Social Justice in the Wesleyan Tradition* (CHST-610), which explores the roots of the Wesleyan Tradition and how Wesleyans have both succeeded and failed historically to engage issues of social justice (see Course Syllabi)

A partnership with John and Vera Mae Perkins injects principles of Christian Community Development into the curriculum, specifically in our leadership classes (e.g. LEAD-510). The faculty is working to incorporate the principles of Christian Community Development into more of the curriculum, and is also working to include more diversity in the authorship and perspective of required textbooks in each class. Although improved and improving, the curriculum still relies too heavily on white, male, and western sources. (DSA-012 John & Vera Mae Perkins Foundation Partnership)

The Seminary has a center for social justice and reconciliation called "Sacred Alliance." The vision is for the center to be a place where people work together towards reconciliation. The center started with a mutual ministry focus where women and men work together to support and promote women in ministry and leadership in the church. Recently, there is a shift to broaden "reconciliation" to include racial reconciliation, creation care, and other themes.

A.2.4. Personal and Spiritual Formation

Outcome #3 of the MDiv is that students will be able to personalize spiritual formation for sustainable ministry. Students are introduced to their role as a minister in *Pastor, Church and*

World (WSEM-501) which looks at different models of pastoral leadership in specific contexts. Pastors from local churches are invited to share their experiences and theology of ministry. After this introductory course the students take a spiritual formation course each semester with the same professor. These six courses help students explore *Change and Transformation* (SPIR-500), *Self-Awareness and Appraisal* (SPIR-520), *Goal Setting and Accountability* (SPIR-540), *Mentoring and Spiritual Direction* (SPIR-560), *Personal and Corporate Disciplines* (SPIR-570), and *Recovery and Deliverance* (SPIR-590).

Additionally, students take the Congregational Formation dyad, which includes a course in *Soteriology for Christian Formation* (THEO-630), and *Christian Formation in Communities & Congregations* (CONG-630). Students in the MDiv also have the option to take many electives in spiritual formation, up to and including earning a 12-hour specialization in spiritual formation.

A.2.5. Capacity for Ministerial and Public Leadership

Outcomes 4 and 5 in the MDiv program state that students will lead the church in the practice of ministry and equip others for the work of ministry. These two outcomes are not redundant, but rather highlight the distinction between leading the church in ministry on a corporate level, and equipping others for Christian ministry on a personal or individual level. Leadership principles, including ministerial ethics, are addressed at multiple points within the MDiv, beginning in the first course (WSEM-501, *Pastor, Church, and World*) and culminating with the *Integration Capstone* (MIN-695). As additional examples, the *Pastoral Care and Relationships* course (PCRE-640) covers the ethics of the counseling relationship, and the *Christian Worship* (WSHP-621) course includes a unit that addresses the ethics and legal implications of copyright law and licensing for the local church. An elective course on *Holiness & Christian Ethics* (THEO-545) is offered periodically as well. The Christian leadership dyad (CHST-641, *Historical Perspectives on Christian Leadership*; LEAD-641, *Christian Leadership*) provide additional opportunities for students to reflect upon the practice of ministry in historical context and in the contemporary setting. In the *Integration Capstone* (MIN-695), students reflect upon the public facing role of the minister and create a personal ministerial development plan.

Students enrolled in Wesley Seminary are also expected to be in a ministry setting in order to complete coursework throughout the curriculum. Students take praxis courses that require assignments that are applied within the student's ministry context, receive feedback from their peers and the professor, and reflect critically on the integration of theory, praxis, and spiritual formation. They also participate in a series of spiritual formation courses throughout their time at Wesley Seminary. Students are required submit four reports throughout the semester indicating that they have met with a spiritual mentor on a regular basis to discuss, among other things, the way their educational journey is impacting their ministry practice and vice versa.

It should be noted that, with regards to supervised ministry, it was reported in 2017 that since Wesley Seminary students have selected or been selected for their ministry assignments before they apply for entrance to Wesley Seminary, we would partner with pastors, site supervisors, or

ministry leaders in the students' current ministry context. In April of 2017, we began collecting data from our MDiv students and requesting permission to be in contact with their ministry supervisors. The Seminary has experienced mixed success with the process as described in the report. The mechanism in place is largely self-reporting on behalf of the student. The Seminary sends out an annual survey to collect data on students' ministerial placements. We continue to see yearly increase in the response rates for verification of the ministry placement survey. However, no formal mechanism has been put into place for students who undergo transitions in their ministry contexts. We have data on file for each MDiv student along with yearly evaluation reports from the student and his/her ministry supervisor to be completed in the spring of each academic year. It is our intention that as we live into the revised curriculum, and with bringing in-house the student success team for more effective advising, field placement can be reviewed yearly by faculty advisors in the planned yearly assessment conversations with students about their academic growth, spiritual growth, and growth in ministerial proficiency.

A.3.1. Location

In 2018, Wesley Seminary was granted an exception to deliver its degree programs fully online (DSA-013 ATS Approval of Fully Online). Prior to that, two-thirds of the curriculum was delivered online and one third consisted of onsite residencies, to fulfill the requirement that at least one year of full-time academic study occur at the main campus or extension.

While online instruction (asynchronous and synchronous) is a primary vehicle for content delivery, Wesley Seminary offers in-person faculty-student instructional contact on the Marion campus as well as satellite extension locations. Indiana Wesleyan's well developed OCLS and ILL library systems and electronic resources ensure that students have access to an appropriate research base wherever they might be located. Faculty and students make use of the Learning Management System (presently Brightspace) for course communication, content delivery, and assessment. Student and faculty interaction is not limited to the LMS. Professors utilize a variety of online social media platforms and communication tools (e.g. Zoom, FlipGrid, blogsites) to provide opportunities for interaction to further develop student's growth in personal and spiritual formation.

When needed, Wesley Seminary has offered intensive residential (in person) courses in a strategic location for accessibility and other curricular benefits to the students. For example, some intensive courses have been offered in Orlando, Fl. at Wycliffe Bible Translators to facilitate the students who are enrolled in the Spanish Language programs. Locations hosted in states beyond Indiana have been approved and are in compliance with the National Council for State Authorization Reciprocity Agreement.

In addition, travel classes are offered on a rotating yearly basis to Greece, England, and Israel. In the travel classes to Greece and Israel, students can engage the Bible and early church history in its geographic context. Travel courses to the UK explore early Methodism and post-modern faith communities.

A.3.2. Duration

It is expected that a student will take four years to complete the MDiv degree in its entirety. The MDiv degree requirements stipulate coursework must be completed within 10 years of enrollment with a minimum grade of "C" in each course and a minimum cumulative GPA of 2.5.

A.3.3. Distinctive Resources Needed

A.3.3.2. Faculty

Wesley Seminary and IWU are institutions of the Wesleyan Church. Ministry experience is a significant consideration in the hiring of faculty, as evidenced by the fact that all full-time faculty hold ministerial credentials in denominations within the Wesleyan theological tradition (e.g. Wesleyan Church, Church of the Nazarene, United Methodist) and have served in a ministry capacity at some point. Faculty and administrators, and the seminary at large, maintain strong ties to local church ministry and participate in a variety of denominational events both nationally and internationally. Some faculty serve on staff in their own local congregations, and others have served as interim pastors or provide pulpit supply and offer leadership in volunteer positions including Sunday school teaching, small group leadership, and chairing or serving on various committees.

Beyond interaction in coursework, faculty are committed to student spiritual development and professional growth by writing letters of reference and attending ordination services for students. As students move through the six spiritual formation courses required of MDiv students, they are guided on this journey by a single, consistent full-time or adjunct faculty member. Some of our spiritual formation adjunct faculty are Wesley Seminary MDiv alumni, so they have been through the experience and have much to offer to students. (See Standard 5 regarding the faculty for more information; faculty records supporting the above statement along with more information is available in faculty Professional Growth and Development Plans and CVs on file in the office of the VP of Academic Affairs.)

A.3.3.3. Community Resources

Wesley Seminary also has approximately three dozen formal relationships with schools, universities and other agencies, including the Kern Institute, Missio Alliance, the Ron Blue Institute, Sacred Alliance, and the Manchester Wesley Research Centre (UK). In addition, Wesley Seminary maintains relationship with the institutions of higher learning that are affiliated with the Wesleyan Church (Southern Wesleyan University, Oklahoma Wesleyan University, Houghton College, and Kingswood University in Canada). These relationships ensure that faculty and students receive further nurture, support, and appropriate challenge to help them accomplish program goals with excellence.

A.4. Admission

The admissions process of Wesley Seminary meets the standards of ATS. Wesley Seminary students apply through an online application on the Seminary website. Along with basic questions about themselves students are required to submit a degree granting transcript, submit two recommendations, a completed ministry context form which verifies that they will be able to complete "in ministry" assignments, and a statement of purpose. The student's recommendations must come from a pastor or denominational supervisor and a general recommendation.

Students are required to have at least a 2.5 cumulative GPA in their undergraduate work to be accepted without being on probation and must provide an official transcript indicating the completion of their bachelor's degree. Currently Wesley will only consider up to 15% of its students in the MA degree for Undergraduate Degree Exemption. Prospective students can apply to the Seminary without an accredited baccalaureate degree only if they meet certain conditions. The student must have a minimum of fifteen years of experience in their ministry, life experiences, and/or business experience. Along with life experience the student must have a high school diploma, completion of a college level writing course with a minimum grade of 3.0 and at least 60 credit hours of undergraduate academic work or an associate degree with a cumulative GPA average of 2.5 or equivalent. The student must also submit a two to four-page essay explaining the reasons why they have decided to apply to the Seminary. Along with the above conditions the student provides a five-page sample of their writing ability. (DSA-014 UDE Policy; DSA-015 ADE Policy)

MDiv Evaluation and Action

ATS expectations for the MDiv degree are fulfilled. The seminary is currently working on the following improvements.

1. Program assessment led to substantial redesign of the MDiv curriculum, including the new First Year Experience. Student learning and student and faculty satisfaction will be monitored to evaluate the effectiveness of the redesign.
2. Seminary faculty continue to build out the Learning Outcomes Assessment implementation of the Brightspace LMS that is bringing more direct-measure data on student learning into the assessment process.

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Degree Program Standard B: Master of Arts, Master of Practical Theology

Master of Arts

B.1.1. Purpose of the Degree

Wesley Seminary currently has an MA in Ministry degree with 14 possible specializations for the purpose of providing graduate-level training for ministry practitioners:

1. Biblical Studies
2. Children, Youth, and Family Ministry
3. Christian Theology
4. Church Health and Revitalization
5. Church History
6. Church Planting and Multiplication
7. Intercultural Studies
8. Leadership
9. Pastoral Care
10. Pastoral Ministry (42-hours; fulfills ordination requirements for the Wesleyan Church) (not available to MDiv students)
11. Preaching
12. Spiritual Formation
13. Wesley Studies
14. Worship Arts

B.1.2. Primary Goals of the Program

Wesley Seminary's MA in Ministry is the ideal path for those wishing to enhance their ministry skill set for more effective volunteer or vocational ministry, including those who are discerning a call to ministry, within the local church or para-church ministry contexts. As is evident in the learning outcomes, which articulate the goals of the program, each specialization seeks to develop students in their ability to think critically and theoretically about the chosen area of specialized ministry, as well as the development of practical ministerial skills in the specialization area that will advance the Kingdom. All specializations share in common the First Year Experience (FYE) as well as a four-semester spiritual formation experience (utilizing the first 4 of the MDiv SPIR sequence).

Most Wesley Seminary students are already involved in local church ministry. Every student is required to have a ministry context that is leveraged across the curriculum. From this perspective, the pursuit of a specialized MA in Ministry assumes and builds upon some experience in the specialization. However, the program is also beneficial to those without prior experience who wish to move into a new area of ministry.

B.1.3. Learning Outcomes

Wesley Seminary recently went through the process of re-affirming the institution's mission statement and crafting a strategic plan. Part of this process involved a comprehensive look at our curriculum. This work was undertaken in 2018-2019 through a series of meetings, following faculty development workshops on creating meaningful, assessable learning outcomes at the course and program level. As a result, the learning outcomes of the MA in Ministry degree have been carefully revised through a collaborative effort of the entire faculty of Wesley Seminary. These outcomes were vetted and approved through established processes at the seminary and university committee and council levels and were approved by the seminary's Academic Affairs Committee in May 2020 for inclusion in the most recent University catalog. The MA core accomplishes three program learning outcomes and each specialization accomplishes two more.

The MA core learning outcomes: A student who has completed the Master of Arts in Ministry should, with graduate-level competency, be able to:

1. Integrate Christian History, Scripture, and Theology into the practice of ministry.
2. Contextualize the gospel for the purpose of advancing the Kingdom.
3. Personalize spiritual formation for sustainable ministry.

During the 2019-2020 academic year, the faculty worked collaboratively to reimagine the specializations. Previously, WS only offered six specializations (Leadership; Children, Youth, and Family Ministry; Church Planting and Multiplication; Church Health and Revitalization; Worship Arts; Spiritual Formation) that each consisted of a fixed four-pack (12 credit-hours) of courses. The faculty shifted from the four-pack model to a buffet model with more course options under designated sub-domains of the field of study, which allows for more variety in course offering and selection. From the existing course offerings (mostly), the faculty developed new specializations in the fields of Wesley Studies, Preaching, Intercultural Studies, Pastoral Care, Christian Theology, Biblical Studies, and Church History. These 12-credit-hour specializations are more commonly packaged with the MA in Ministry degree but can be taken as part of the MDiv if students elect to devote 12 of their 15 elective hours toward completing one of the specializations.

Previously each specialization was only assigned a single program learning outcome that read: "Apply a core set of [specialized ministry] skills that advance the mission of God in the world." During the major curricular revisions undertaken in 2018-2020, each specialization was assigned two unique program learning outcomes. These specialization-specific outcomes are as follows:

LEADERSHIP

1. Formulate their philosophy of Christian leadership
2. Integrate critical leadership skills into ministry settings

CHILDREN, YOUTH, AND FAMILY MINISTRY

1. Analyze the basic structural and relational issues that inform the spiritual care of children, adolescents and their families
2. Apply theories that inform the spiritual care of children, adolescents, and families in light of Christian history, scripture, and theology

CHURCH PLANTING AND MULTIPLICATION

1. Analyze cultural and contextual trends to maximize missional effectiveness
2. Create strategies for developing fresh expressions of church

WORSHIP ARTS

1. Integrate a holistic theology of worship with effective ministry practice
2. Develop a participatory worship culture for the students' ministry context

SPIRITUAL FORMATION

1. Interpret current and emerging spiritual trends and practices in light of Christian theologies of spiritual formation
2. Formulate strategies for embodied Christian spiritual practices

WESLEY STUDIES

1. Critically appropriate a Wesleyan ethos in its historical and global context
2. Embody the Wesleyan means of grace

PREACHING

1. Construct sermons that are biblically and theologically faithful, as well as contextually and rhetorically fitting
2. Synthesize a philosophy of preaching informed by biblical theology, Christian history and/or current culture

INTERCULTURAL STUDIES

1. Minister effectively in contexts of diversity exhibiting sensitivity to other religions and cultures
2. Integrate leadership and intercultural theories learned in class with experiential learning for successful contextual ministry

PASTORAL CARE

1. Embody basic competencies and skills in the theory and practice of pastoral care
2. Integrate theological reflection with the ministry of pastoral care

CHURCH HISTORY

1. Analyze the beliefs and practices of the history of Christianity.
2. Evaluate contemporary beliefs and practices in dialogue with the history of Christianity

BIBLICAL STUDIES

1. Interpret the Scriptures faithfully using various hermeneutical tools and methods

2. Contextualize the Biblical message for contemporary application and theological formation

THEOLOGY
1. Interpret theological texts
2. Construct a responsible theological argument

PASTORAL MINISTRY (42-hours; fulfills Wesleyan Church ordination requirements)
1. Deploy the basic competencies and skills essential to the work of pastoral ministry
2. Cultivate a faithful and sustainable framework for pastoral ministry

Learning outcomes for the Church Health and Revitalization specialization were not updated. This specialization is being phased out in light of the expanded curriculum of the specialization in Church Planting and Multiplication, which makes use of the courses that previously comprised the Church Health and Revitalization specialization.

B.1.4. Educational Assessment

Wesley Seminary faculty regularly assess offered programs. The faculty use both direct and indirect means to assess the curriculum. To establish a process that is efficient, simple, and sustainable, the faculty is working to leverage the learning outcomes management functionality of the current Learning Management System (LMS), Desire2Learn (Brightspace). Direct assessment uses the Learning Outcomes Management (LOM) system and the Learning Outcomes Assessment tool (LOA). The curriculum maps identify how each course contributes in fulfilling the related Program Learning Outcomes. Within a given course, the faculty has identified the relevant assignments that constitute the key assessments. Through the use of a specific assessment rubric, direct measures of student learning are aggregated by the LMS. The seminary's Curriculum Development and Review Committee (CDRC) is the committee of the faculty that oversees the assessment process. There is an established rhythm in the Fall (August and September) and Spring (April and May) when CDRC meetings are focused on examining the data collected. The committee reviews the data to determine whether or not our students are achieving appropriate levels of competency in the degree. The committee also discusses ways to close the loop and give recommendations for improvement both in general and in relation to assessment data. The committee is also charged to ensure that these courses maintain core Seminary values in their design and implementation. (DSB-001 Assessment Annual Process; DSB-002 Assessment Timetable; DSB-003 LOA 2019-2020 Data Summary)

Indirect assessment takes place after every course. Through the End of Course Survey (EOC) students evaluate the course and its professor. The evaluations of adjuncts are processed by the Assistant Dean, who then makes recommendations to the VPAA for future use. The VPAA evaluates the full-time faculty. Faculty who oversee the content of certain courses may also give input into the use of certain adjuncts for their courses. Faculty members also provide a self-assessment of the course.

B.2. Program Content

B.2.1. As the learning outcomes listed above demonstrate, the MA in Ministry specializations reinforce and contribute to the mission of Wesley Seminary. During the revision of the MA and MDiv programs, the faculty thought it would be beneficial for all incoming students to share a common First Year Experience (FYE). This decision led to drafting a core set of three Program Learning Outcomes that are common to both programs, as noted above.

B.2.2. Religious Heritage

Outcome #1 of the MA in Ministry is that students will be able to *integrate Christian History, Scripture, and Theology into the practice of ministry*. With the curricular revisions undertaken 2018-2020, and beginning Fall of 2020, all Wesley Seminary MA students begin with the First Year Experience, in which they take courses on Christian ministry (WSEM-501), Biblical studies (BIBL-500), church history (CHST-500), Christian theology (THEO-500), and intercultural studies (MISS-500), as well as two 1-hour spiritual formation courses that run 16-weeks and are taken concurrently with their other classes. Many of the courses that comprise the specializations contribute to this standard as well, particularly in specializations in Biblical Studies, Church History, Christian Theology, and Wesley Studies. However, even the more "practical" specializations involve courses that deepen instruction in the classical theological disciplines. (See Curriculum Maps for each specialization)

B.2.3. Cultural Context

Throughout Wesley Seminary's curriculum students are given opportunities to engage both contemporary cultural and social issues and local and global cultural contexts for Christian ministry to fulfill program learning outcome #2, *contextualize the gospel for the purpose of advancing the Kingdom*. Additionally, the FYE has an explicit goal of developing students in cultural awareness and sensitivity (DSB-004 FYE Foundational Skills Grid).

For example, in, the *Pastor, Church, and World* course (WSEM-501), students begin to examine their own cultural formation and biases in the interest of gaining cultural self-awareness. Later, in *Global Christian History* (CHST-500) students are introduced to an overview of the Christian faith and its development both in the East and the West, including a more detailed study of the history of Christianity in India and its connections both to its cultural context and the missionaries from the west. Students who do not take *Global Christian History* may take the *History of Christian Missions* (CHST-510) course in which students trace the spread of Christianity as a missionary endeavor around the world, paying special attention to the influence of the missionary work throughout the centuries on the current state of religious communities in the world. (see course syllabi)

Another course which all students are required to take is *Cultural Contexts of Ministry* (MISS-500) which addresses this issue with a focus on the church today, asking how do we minister in multifaith and multicultural settings? There are also electives available for students to go into

more depth about social justice issues. One example is *Social Justice in the Wesleyan Tradition* (CHST-610), which explores the roots of our Wesleyan tradition and how we historically have both succeeded and failed in issues of social justice.

A partnership with John and Vera Mae Perkins injects principles of Christian Community Development into the curriculum, specifically in our leadership classes (e.g. LEAD-510). The faculty is working to incorporate the principles of Christian Community Development into more of the curriculum, and is also working to include more diversity in the authorship and perspective of required textbooks in each class. Although improved and improving, the curriculum still relies too heavily on white, male, and western sources. (DSB-005 John & Vera Mae Perkins Foundation Partnership)

The Seminary also has a center for the ministry of reconciliation called "Sacred Alliance." The vision is for the center to be a place where people work together towards reconciliation. The center started with a mutual ministry focus where women and men work together to support and promote women in ministry and leadership in the church. Recently, there is a shift to broaden "reconciliation" to include racial reconciliation, creation care, and other themes.

B.2.4. Personal and Spiritual Formation

Outcome #3 of the MA is that students will be able to *personalize spiritual formation for sustainable ministry*. Students are introduced to their role as a minister in *Pastor, Church and World* (WSEM-501) which looks at different models of pastoral leadership in specific contexts. Pastors from local churches are invited to share their experiences and theology of ministry. After this introductory course the students take a spiritual formation course each semester with the same professor. These four courses help students explore *Change and Transformation* (SPIR-500), *Self-Awareness and Appraisal* (SPIR-520), *Goal Setting and Accountability* (SPIR-540), *Mentoring and Spiritual Direction* (SPIR-560). The specialization in Spiritual Formation is available for students who wish to go even deeper in this area and develop skills to guide others in the process of spiritual formation. In the MA capstone course (MIN-598), students reflect on their own formation throughout the program, and consider what measures they will take to continue growing not only intellectually but spiritually and personally after seminary.

B.2.5. Specialization

Outcomes 4 and 5 in the MA program are specific to each specialization. Students enrolled in Wesley Seminary are expected to be in a ministry setting in order to complete coursework throughout the curriculum (as verified by their completed ministry context form). Students take courses that require assignments that are applied within the student's ministry context and also participate in a series of spiritual formation courses that require self-reporting that they have met with a spiritual mentor on a regular basis.

B.3.1. Location

In June 2014, the Association of Theological Schools granted Wesley Seminary an exception to Educational Standard, section ES2; and Standard B, section B.3.1.3. This provided the seminary the authority to offer its MA program fully online. As a result, the core curriculum is primarily delivered online and developed to foster a community of learning with significant opportunities for interaction, peer-learning, development of pastoral skills, supervised experiences of ministry, and growth in personal spiritual formation.

While online instruction (asynchronous and synchronous) is a primary vehicle for content delivery, Wesley Seminary offers in-person faculty-student instructional contact on the Marion campus as well as ongoing or occasional course-offering extension locations. Faculty and students make use of the Learning Management System (Brightspace) for course communication, content delivery, and assessment. Student and faculty interaction is not limited to the LMS. Professors utilize a variety of online social media platforms and communication tools (Zoom, Flipgrid, blogsites, etc.), to further foster personal and spiritual formation.

Students enrolled in Wesley Seminary are expected to be in a ministry setting in order to complete coursework throughout the curriculum. Students take courses that require assignments that are applied within the student's ministry context and also participate in a series of spiritual formation courses that require self-reporting that they have met with a spiritual mentor on a regular basis.

B.3.2. Duration

The current duration of the MA program is a little over 2 years of full-time course work, or 36 credit hours. It thus meets the Degree Program Standard of two years. The MA degree requirements stipulate coursework must be completed within 10 years of enrollment with a minimum grade of "C" in each course and a minimum cumulative GPA of 2.5.

B.3.3. Distinctive Resources Needed

Indiana Wesleyan's well-developed library (OCLS and ILL) systems and electronic resources ensure that students in the MA program have access to an appropriate research base wherever they might be located. (See Standard 4 for more information about Library and Information Resources)

Wesley Seminary and IWU are institutions of the Wesleyan Church. Ministry experience is a significant consideration in the hiring of faculty - all full-time faculty hold ministerial credentials in denominations within the Wesleyan theological tradition (e.g. Wesleyan Church, Church of the Nazarene, United Methodist) and have served in a ministry capacity at some point. Faculty and administrators, and the seminary at large, maintain strong ties to local church ministry and participate in a variety of denominational events both nationally and internationally. Some

faculty serve on staff in their own local congregations, and others have served as interim pastors or provide pulpit supply and offer leadership in volunteer positions ranging from Sunday school teaching, small group leadership, and chairing or serving on various committees.

The program relies upon the contribution of affiliate and adjunct faculty. The hiring process prioritizes adjunct and affiliate faculty who are actively engaged in local church or parachurch ministry. All faculty are equipped to make connections between classroom learning and realities of the ministerial practice. Beyond interaction in coursework, faculty are committed to and invested in student spiritual development and professional growth in a variety of ways, for example, by writing letters of reference and attending ordination services for students. As students move through the four spiritual formation courses required of MA students, they are guided on this journey by a single, consistent full-time or adjunct faculty member. Some of the spiritual formation adjunct faculty are Wesley Seminary alumni, so they have been through the experience and have much to offer to students. (See Standard 5 regarding the Faculty for more information; faculty records supporting the above statement along with more information is available in faculty Professional Growth and Development Plans and CVs on file in the office of the VP of Academic Affairs.)

Wesley Seminary has also established formal relationships with schools, universities and other agencies, including the Kern Foundation, Missio Alliance, the Ron Blue Institute, Sacred Alliance, and the Manchester Wesley Research Centre (UK). In addition, Wesley Seminary maintains relationships with the institutions of higher learning that are affiliated with the Wesleyan Church (Southern Wesleyan University, Oklahoma Wesleyan University, Houghton College, and Kingswood University in Canada). These relationships ensure that faculty and students receive further nurture, support, and appropriate challenge to help them accomplish program goals with excellence.

B.4. Admission

The admissions process of Wesley Seminary meets the standards of ATS. Wesley Seminary students apply through an online application on the Seminary website. Along with basic questions about themselves students are required to submit a degree granting transcript, submit two recommendations, a completed ministry context form which verifies that they will be able to complete "in ministry" assignments, and a statement of purpose. The student's recommendations must come from a pastor or denominational supervisor and a general recommendation.

Students are required to have at least a 2.5 cumulative GPA in their undergraduate work to be accepted without being on probation and must provide an official transcript indicating the completion of their bachelor's degree. Currently Wesley will only consider up to 15% of its students in the MA degree for Undergraduate Degree Exemption. Prospective students can apply to the Seminary without an accredited baccalaureate degree only if they meet certain conditions. The student must have a minimum of fifteen years of experience in their ministry, life experiences, and/or business experience. Along with life experience the student must have

a high school diploma, completion of a college level writing course with a minimum grade of 3.0 and at least 60 credit hours of undergraduate academic work or an associate degree with a cumulative GPA average of 2.5 or equivalent. The student must also submit a two to four-page essay explaining the reasons why they have decided to apply to the Seminary. Along with the above conditions the student provides a five-page sample of their writing ability. (DSB-006 UDE Policy; DSB-007 ADE Policy)

MA Evaluation and Action

ATS expectations for the MA degree are fulfilled. The seminary is currently working on the following improvements.

1. Program assessment led to substantial redesign of the MA curriculum, including the new First Year Experience. Student learning and student and faculty satisfaction will be monitored to evaluate the effectiveness of the redesign.
2. Seminary faculty continue to build out the Learning Outcomes Assessment implementation of the Brightspace LMS that is bringing more direct-measure data on student learning into the assessment process.

Master of Practical Theology

B.1.1. Purpose of the Degree

The Master of Practical Theology (MPTh) launched in January, 2014. The purpose of this degree is to help individuals with at least 30 credit hours on the master's level establish "MDiv equivalency" so that they may apply for admission to a DMin program.

B.1.2. Primary Goals of the Program

Since the goal is to achieve MDiv equivalency, the curriculum is almost entirely MDiv courses.

The MPTh must be considered in relation to the previous structure of the MDiv, prior to the revisions that were finalized during the past year (2018-2019). Students begin with the same *Pastor, Church, and World* (WSEM-501) course as MDiv students. They take three of the six 6-hour praxis courses of the MDiv and the foundational courses in Bible, cultural contexts of ministry, theology, and church history, like both MDiv and MA students. Although technically in a distinct course (MIN-695), they join an *Integration Capstone* (MDIV-695) course of the MDiv to integrate that portion of the MDiv program that they have taken. Like the MDiv, MPTh students will primarily consist of individuals who are either already in or headed toward ordained ministry in a local church.

B.1.3. Learning Outcomes

The outcomes of the MPTh degree are that a student by the end of the program be able to:

1. Demonstrate a solid biblical, theological, historical, and contextual foundation for ministry.
2. Integrate the Bible, Christian theology, and church history with selected areas of the practice of ministry.
3. Effectively apply a theoretical knowledge to the practice of ministry in selected areas of the practice of ministry.

B.1.4. Educational Assessment

The assessment of the MPTh takes place in conjunction with the assessment of MDiv courses, since MPTh students will take MDiv courses and, thus, the outcomes overlap. See the section on Educational Standard 6 for the process of assessment in relation to outcomes, which is also summarized below. The specific components of religious heritage, cultural context, personal and spiritual formation, and capacity for leadership are all addressed in this assessment.

The direct assessment process, mirrors what is described above under the MA. In addition, because the MPTh is aligned with the MDiv in term of its content, MPTh students are required to be in ministry or sufficiently associated with a local church in order to do regular assignments involving a concrete, local church setting. In that sense, all of their praxis courses involve the supervision of the praxis professor in relation to local church ministry. Each spiritual formation course will also have similar interaction with a spiritual mentor each month.

While the MPTh is still offered at present, it is being phased out due to the opportunity to offer stacked credentials. Recent curricular revisions facilitate this as the best solution for students who wish to earn an MDiv following a completed or nearly completed MA. In addition, the revised ATS standards makes it possible for the seminary to create pathways for these students to earn the MDiv and not simply achieve MDiv equivalency with the MPTh.

B.2. Program Content

B.2.1. As an MDiv-equivalency program, the program content of the MPTh mirrors that of the MDiv. See Standard 3, The Theological Curriculum: Learning, Teaching, and Research for additional details of program content, also addressed below.

B.2.2. Religious Heritage

Outcome #1 of the MDiv is that students will be able to integrate Christian history, scripture, and theology into the practice of ministry. To this end, prior to the fall of 2020, MDiv students took semester long (16-week) 6-hour core “praxis” courses, each of which was team-taught by a “foundations professor” and a “praxis professor,” and which integrated the disciplines of theology, biblical studies, and church history into the study of ministerial practice under six

praxis domains (36 total hours): Missional Church, Leadership, Christian Worship, Proclamation (preaching), Congregational Formation, and Congregational Relationships (pastoral care).

With the revision of the MDiv program undertaken 2018-2020, and launched fall of 2020, all Wesley Seminary MDiv students begin with the First Year Experience (FYE), in which they take courses on Christian ministry (WSEM-501), Biblical studies (BIBL-500), church history (CHST-500), Christian theology (THEO-500), and intercultural studies (MISS-500), as well as two 1-hour spiritual formation courses that run 16-weeks and are taken concurrently with their other classes. Following the FYE, students proceed to take six pairs ("dyads") of 8-week, 3-hour courses under the same six ministry domains. Each dyad integrates an upper level Bible, theology, or church history course with an upper level practical ministry course:

- Missional Church dyad
  - BIBL-620, *Missional Hermeneutics*
  - MISS-620, *Missional Church*
- Worship dyad
  - CHST-621, *The Story of Christian Worship*
  - WSHP-621, *Christian Worship*
- Congregational Formation dyad
  - THEO-630, *Soteriology for Christian Formation*
  - CONG-630, *Christian Formation in Communities & Congregations*
- Preaching dyad
  - BIBL-631, *Exegesis for Christian Proclamation*
  - PROC-631, *Christian Proclamation*
- Pastoral Care dyad
  - THEO-640, *Pastoral Theology*
  - PCRE-640, *Pastoral Care and Relationships*
- Christian Leadership dyad
  - CHST-641, *Historical Perspectives on Christian Leadership*
  - LEAD-641, *Christian Leadership*

B.2.3. Cultural Context

Throughout Wesley Seminary's curriculum students are given opportunities to engage both contemporary cultural and social issues and local and global cultural contexts for Christian ministry to fulfill program learning outcome #2, *contextualize the gospel for the purpose of advancing the Kingdom*. The FYE has an explicit goal of developing students in cultural awareness and sensitivity (DSB-004 FYE Foundational Skills Grid).

For example, in, the *Pastor, Church, and World* course (WSEM-501), students begin to examine their own cultural formation and biases in the interest of gaining cultural self-awareness. Later, in *Global Christian History* (CHST-500) students are introduced to an overview of the Christian faith and its development both in the East and the West, including a more detailed study of the

history of Christianity in India and its connections both to its cultural context and the missionaries from the west. Students who do not take *Global Christian History* may take the *History of Christian Missions* (CHST-510) course in which students trace the spread of Christianity as a missionary endeavor around the world, paying special attention to the influence of the missionary work throughout the centuries on the current state of religious communities in the world.

Another course which all students are required to take is *Cultural Contexts of Ministry* (MISS-500) which addresses this issue with a focus on the church today, asking how do we minister in multifaith and multicultural settings? There are also electives available for students to go into more depth about social justice issues. One example is *Social Justice in the Wesleyan Tradition* (CHST-610), which explores the roots of our Wesleyan tradition and how historically we have both succeeded and failed in issues of social justice. (see Course Syllabi)

A partnership with John and Vera Mae Perkins injects principles of Christian Community Development into the curriculum, specifically in our leadership classes (e.g. LEAD-510). The faculty is working to incorporate the principles of Christian Community Development into more of the curriculum, and is also working to include more diversity in the authorship and perspective of required textbooks in each class. Although improved and improving, the curriculum still relies too heavily on white, male, and western sources. (DSB-005 John & Vera Mae Perkins Foundation Partnership)

The Seminary has a center for social justice and reconciliation called "Sacred Alliance." The vision is for the center to be a place where people work together towards reconciliation. The center started with a mutual ministry focus where women and men work together to support and promote women in ministry and leadership in the church. Recently, there is a shift to broaden "reconciliation" to include racial reconciliation, creation care, and other themes.

B.2.4. Personal and Spiritual Formation

Outcome #3 of the MDiv is that students will be able to *personalize spiritual formation for sustainable ministry*. Students are introduced to their role as a minister in *Pastor, Church and World* (WSEM-501) which looks at different models of Pastoral leadership models in specific contexts. Pastors from local churches are invited to share their experiences and theology of ministry. After this introductory course the students take a Spiritual Formation course each semester with the same professor. These six courses help students explore *Change and Transformation* (SPIR-500), *Self-Awareness and Appraisal* (SPIR-520), *Goal Setting and Accountability* (SPIR-540), *Mentoring and Spiritual Direction* (SPIR-560), *Personal and Corporate Disciplines* (SPIR-570), and *Recovery and Deliverance* (SPIR-590).

Additionally, students take the Congregational Formation dyad, which includes a course in *Soteriology for Christian Formation* (THEO-630), and *Christian Formation in Communities & Congregations* (CONG-630). Students in the MDiv also have the option to take many electives

in spiritual formation, up to and including earning a 12-hour specialization in spiritual formation.

B.2.5. Capacity for Ministerial and Public Leadership

Outcomes 4 and 5 in the MDiv program state that students will lead the church in the practice of ministry; and, equip others for the work of ministry. These two outcomes are not redundant, but rather highlight the distinction between leading the church in ministry on a corporate level, and equipping others for Christian ministry on a personal or individual level. Leadership principles, including ministerial ethics, are addressed at multiple points within the MPTh, beginning in the first course (WSEM-501, *Pastor, Church, and World*) and culminating with the *Integration Capstone* (MIN-695). As additional examples, the *Pastoral Care and Relationships* course (PCRE-640) covers the ethics of the counseling relationship, and the *Christian Worship* (WSHP-621) course includes a unit that addresses the ethics and legal implications of copyright law and licensing for the local church. An elective course on *Holiness & Christian Ethics* (THEO-545) is offered periodically as well. The Christian leadership dyad (CHST-641, *Historical Perspectives on Christian Leadership*; LEAD-641, *Christian Leadership*) provides additional opportunities for students to reflect upon the practice of ministry in historical context and in the contemporary setting. In the *Integration Capstone* (MIN-695), students reflect upon the public facing role of the minister and create a personal ministerial development plan.

Students enrolled in Wesley Seminary are required to be in a ministry setting in order to complete coursework throughout the curriculum. Students take praxis courses that require assignments that are applied within the student's ministry context, feedback from their peers and the professor, and critical reflection on the integration of theory, praxis, and spiritual formation. They also participate in a series of spiritual formation courses throughout their time at Wesley Seminary. Students are required submit four reports throughout the semester indicating that they have met with a spiritual mentor on a regular basis to discuss, among other things, the way their educational journey is impacting their ministry practice and vice versa.

It should be noted that, with regards to supervised ministry, it was reported in 2017 that since Wesley Seminary students have selected or been selected for their ministry assignments before they apply for entrance to Wesley Seminary, we would partner with pastors, site supervisors, or ministry leaders in the students' current ministry context. In April of 2017, we began collecting data from our MPTh students and requesting permission to be in contact with their ministry supervisors. The Seminary has experienced mixed success with the process as described in the report. The mechanism in place is largely self-reporting on behalf of the student. The Seminary sends out an annual survey to collect data on students' ministerial placements. We continue to see yearly increase in the response rates for verification of the ministry placement survey. However, no formal mechanism has been put into place for students who undergo transitions in their ministry contexts. We have data on file for each MPTh student along with yearly evaluation reports from the student and his/her ministry supervisor to be completed in the spring of each academic year. It is our intention that as we live into the revised curriculum, and with bringing in-house the student success team for more effective advising, field placement

can be reviewed yearly by faculty advisors in the planned yearly assessment conversations with students about their academic growth, spiritual growth, and growth in ministerial proficiency.

B.3.1. Location

In June 2014, the Association of Theological Schools granted Wesley Seminary an exception to Educational Standard, section ES2; and Standard B, section B.3.1.3. This provided the seminary the authority to offer its MPTh program fully online. As a result, the core curriculum is primarily delivered online and developed to enable us to foster a community of learning with significant opportunities for interaction, peer-learning, development of pastoral skills, supervised experiences of ministry, and growth in personal spiritual formation.

While online instruction (asynchronous and synchronous) is a primary vehicle for content delivery, Wesley Seminary offers in-person faculty-student instructional contact on the Marion campus as well as ongoing or occasional course-offering extension locations. Faculty and students make use of the Learning Management System (Brightspace) for course communication, content delivery, and assessment. Student and faculty interaction is not limited to the LMS. Professors utilize a variety of online social media platforms and communication tools (Zoom, Flipgrid, blogsites, etc.), to further foster personal and spiritual formation.

Students enrolled in Wesley Seminary are expected to be in a ministry setting in order to complete coursework throughout the curriculum. Students take courses that require assignments that are applied within the student's ministry context and also participate in a series of spiritual formation courses that require self-reporting that they have met with a spiritual mentor on a regular basis.

B.3.2. Duration

The completion of the MPTh takes two years. A year and a half of MDiv praxis course work will lead to a final semester of finishing up foundational work, ending with the capstone. This two-year duration meets the letter of the Degree Program Standard and achieves in two years the goal of MDiv equivalency.

B.3.3. Distinctive Resources Needed

Indiana Wesleyan's well-developed library (OCLS and ILL) systems and electronic resources ensure that students in the MA program have access to an appropriate research base wherever they might be located. (See Standard 4 for more information about Library and Information Resources)

Wesley Seminary and IWU are institutions of the Wesleyan Church. Ministry experience is a significant consideration in the hiring of faculty - all full-time faculty hold ministerial credentials in denominations within the Wesleyan theological tradition (e.g. Wesleyan Church, Church of the Nazarene, United Methodist) and have served in a ministry capacity at some point. Faculty

and administrators, and the seminary at large, maintain strong ties to local church ministry and participate in a variety of denominational events both nationally and internationally. Some faculty serve on staff in their own local congregations, and others have served as interim pastors or provide pulpit supply and offer leadership in volunteer positions ranging from Sunday school teaching, small group leadership, and chairing or serving on various committees.

The program relies upon the contribution of affiliate and adjunct faculty. The hiring process prioritizes adjunct and affiliate faculty who are actively engaged in local church or parachurch ministry. All faculty are equipped to make connections between classroom learning and realities of the ministerial practice. Beyond interaction in coursework, faculty are committed to and invested in student spiritual development and professional growth in a variety of ways, for example, by writing letters of reference and attending ordination services for students. As students move through the four spiritual formation courses required of MPTh students, they are guided on this journey by a single, consistent full-time or adjunct faculty member. Some of the spiritual formation adjunct faculty are Wesley Seminary alumni, so they have been through the experience and have much to offer to students. (See Standard 5 regarding the Faculty for more information; faculty records supporting the above statement along with more information is available in faculty Professional Growth and Development Plans and CVs on file in the office of the VP of Academic Affairs.)

Wesley Seminary has also established formal relationships with schools, universities and other agencies, including the Kern Institute, Missio Alliance, the Ron Blue Institute, Sacred Alliance, and the Manchester Wesley Research Centre (UK). In addition, Wesley Seminary maintains relationship with the institutions of higher learning that are affiliated with the Wesleyan Church (Southern Wesleyan University, Oklahoma Wesleyan University, Houghton College, and Kingswood University in Canada). These relationships ensure that faculty and students receive further nurture, support, and appropriate challenge to help them accomplish program goals with excellence.

B.4. Admission

The admissions process of Wesley Seminary meets the standards of ATS. Wesley Seminary students apply through an online application on the seminary website. Along with basic questions about themselves students are required to submit an official transcript, submit two recommendations, a completed ministry context form which verifies that they will be able to complete "in ministry" assignments, and a statement of ministry purpose. The student's recommendations must come from a pastor or denominational supervisor and a general recommendation. (DSB-008 Ministry Context Form)

Students are required to have at least a 2.5 cumulative GPA in their graduate work to be accepted without being on probation and must provide an official transcript indicating the completion of their MA.

MPTh Evaluation and Action

ATS expectations for the MPTh degree are fulfilled. The seminary is currently working on the following improvements.

1. Program assessment led to substantial redesign of the MDiv curriculum, which affects the MPTh curriculum as well. Student learning and student and faculty satisfaction will be monitored to evaluate the effectiveness of the redesign.
2. Seminary faculty continue to build out the Learning Outcomes Assessment implementation of the Brightspace LMS that is bringing more direct-measure data on student learning into the assessment process.
3. Recent changes to ATS and IWU policy permit credential stacking, permitting students to apply completed MA course work toward the completion of the MDiv. It is expected that the WS MPTh will be phased out in favor of an MDiv-completion model.

Degree Program Standard E: Doctor of Ministry

E.1.2. Primary Goals of the Program

The Doctor of Ministry program enhances the ministry skills and deepens the expertise of the student through focused study in a topic tied to the student's personal sense of calling to ministry.

WS began to develop a Doctor of Ministry (DMin) program in 2012-2013 and launched it in 2016. The DMin degree is a 38 semester-credit-hour degree which is structured around two one-week intensives a year for three years under the supervision of faculty mentors, supplemented by online courses that prepare a student for work on an individual research project. Students are assigned project advisors, who work with them and help them through the proposal, implementation, and completion phases of the project. The program is centered on the expertise of the faculty and the interests of the students. The expertise of the faculty is supplemented by the use of outside professors who are experts in each area.

WS uses a cohort model, starting one specialization a year in a three-year rotation. Recently, it became evident that some students needed more programmatic and curricular flexibility. WS added an individualized course of study which allowed a student to choose 6 courses from any of the three specializations. Each year a student takes two 5-hour courses (offered in a one-week intensive format with pre and post course work) in their specialization, and one 2-hour course in research (offered in an 8-week online format). The former provides advanced knowledge and skills in each area of practice and the latter prepares students for their research project.

Each new cohort of students is recruited into a program emphasis determined by the expertise of the lead faculty member for the cohort. Three areas of emphasis are currently in a three-year rotation:

1. Transformational Leadership
2. Transformational Preaching
3. Spiritual Formation

(DSE-001 DMin Promotional Materials and Photographs)

E.1.3. Learning Outcomes

A student who has successfully completed the DMin degree should be able to:

1. Demonstrate doctoral-level competency in the knowledge and skills related to an area of ministry practice, including the implementation of that practice in varying cultural contexts.
2. Conduct self-directed research on an area of ministry practice, culminating in a doctoral-level project that presents a research-based solution to a ministry problem and makes a contribution to scholarship and research in that area.

3. Apply biblical, theological, and historical insights to the practice of ministry with advanced understanding.
4. Demonstrate spiritual, personal, and professional growth in conjunction with growth in the knowledge and skills related to an area of ministry practice.

(see DMin Curriculum Map)

In addition, Wesley Seminary's DMin program is aligned to the institutional learning outcomes of Indiana Wesleyan University and the Graduate School. (DSE-002 Graduate Missional Learning Outcomes)

E.1.4. Educational Assessment

The Curriculum Development and Review Committee (CDRC) is responsible for developing and assessing WS's curriculum, which they report to the entire faculty (see CDRC minutes from 09/2019). CDRC has developed an annual schedule for the assessment of courses and programs. (DSE-003 Assessment Annual Process; DSE-004 Assessment Timeline)

Each cohort is assessed at the end of the 3-year cycle. Drs. Luigi Peñaranda and Aaron Perry assessed the first specialization (Transformational Leadership) through a series of meetings both for informal assessment of the first cohort and brainstorming changes for the second cohort. One result was new learning outcomes and descriptions. This included a new emphasis on the different contexts students were coming from. Among the variety of contexts were the local church, coaching, and chaplaincy.

The research courses were reviewed and reworked by the DMin leaders in a meeting in November of 2019. Present were Colleen Derr, Abson Joseph, Patrick Eby, John Drury, AHyun Lee, and Luigi Peñaranda. After reviewing feedback from students, it was determined that research classes were too general and did not focus adequately on ministry-specific research. The classes also focused on writing a first draft of a chapter of their project. This led to confusion since they were not working with an advisor until after they had written a first draft of each of the first three chapters. This created an unhealthy dynamic where the student assumed these three chapters were finalized (DSE-005 Outlines of Prior Research Courses). Three new research classes were developed which changed the focus to learning how to do a ministry research project, breaking it into three steps: Orientation to Ministry Research (DSE-006 RCSH-701 Syllabus), Frameworks of Ministry Research (DSE-007 RCSH-702 Syllabus), Methodologies for Ministry Research (DSE-008 RCSH-703 Syllabus). Courses were developed out of the MCO's (Master Course Outline) by Drs. Lee and Eby. Under the new structure, the student develops a prospectus in the final research class which guides the advisor-matching process. Now students write their prospectus with the input of their advisor instead of before they are matched.

Initially the three research courses (MIN-701, 702, & 703) were tied to writing the first three chapters of the project. For instance, in MIN-701 the student learned about and wrote the first chapter of the project during a 6-8 week course. This had some negative unintended

consequences. First, the student was not assigned an advisor at this point and would not be assigned an advisor until MIN 800 which was about 2½ years later. The student had also not acquired enough information about their area of study to choose an appropriate project. Finally, some students found it difficult to later revise their work based on feedback from advisors, because of the assumption that the course work was final.

In the redesign, students do not settle on a project until the third research class where they write a 10-page prospectus, which is used in the selection and recruitment of their advisors. The first class now focuses on showing the student what a research project looks like. The second class helps them develop research questions, methodology, and the populations they might sample, along with the skills necessary to do effective interviews. In the third research class, the students complete a prospectus which presents the details of their research project. They are assigned an advisor (DSE-009 Project Advisor Agreement) who works with them to complete a three-chapter proposal. This proposal is defended orally in front of the advisor, a second reader (DSE-010 Project Reader Agreement), and the DMin Director (or representative) (DSE-011 Project Presentation Rubric). Passing this proposal defense and receiving IRB approval allows the student to begin collecting data. After the student has completed their project, they present the paper to their committee which uses a similar rubric to give feedback (DSE-012 Research Project Final Assessment Rubric). When all revisions are completed the project is approved and the student is cleared for graduation. The student presents his/her research at a public colloquium. (DSE-013 DMin Graduation Requirements 2020)

E.2. Program content

Each of the DMin specializations has an integration of various theoretical and practical disciplines. One way this is accomplished is through the variety of experts invited to give lectures. For example, the Transformational Preaching specialization included lectures by Rev. Steve DeNeff (local church pastor and frequent guest preacher across the country), Dr. Constance Cherry (Worship), Dr. Amanda Drury (practical theology), Dr. Frank A. Thomas (Homiletics), and Dr. Patrick Eby (Historical Theology). The Transformational Preaching Specialization also includes a variety of classes focused on different disciplines including biblical, historical, and practical theology.

The Transformational Leadership Specialization alternates between classes focusing on theory/theology and classes focusing on practice. Each fall a student takes a course in the theory and theology of leadership and in the spring a course on the practices of leadership. One of the speakers that has been involved in the second cohort of Transformational leadership is Jo Anne Lyon (Former General Superintendent of the Wesleyan Church and founder of World Hope International).

The Spiritual Formation Specialization alternates between classes in practical theology and historical theology. Each fall a student takes a course in practical theology and in the spring a course in historical theology. Both of these specializations focus on the person during the first year, the community during the second year, and society in the third year.

In a move to create a sense of community among the DMin students and to help foster a common experience across the specializations, all students are gathered together in the fall for lectures and breakouts with keynote speakers. By 2020, all DMin students will be onsite in Marion every fall. So far, speakers have included Richard Foster and Ruth Haley Barton. By bringing together students from all specializations, students interact with one another and with various topics in various settings. The seminary also invited Dr. John Perkins for keynote speaking in honor of the seminary's ten-year anniversary. This happened during our fall intensive and introduced our students to the rich legacy of leadership and spiritual formation that has marked the life and career of Dr. John Perkins who is the founder of the Christian Community Development Association (CCDA).

Students in the DMin program engage diversity through their relationships with other students and instructors who are from all over the world, serve in more than ten different denominations, and minster in a variety of settings from parish ministries to hospital chaplaincy. Extensive use of peer learning ensures an engagement with the diversity of cultures, contexts, ages, disciplines, and genders which make up the cohorts and the instructors (so far, DMin students have been 32% female, 38% persons of color, and represent 6 countries, 21 states, and 23 denominations).

The curriculum was developed with diversity in mind. For instance, the required readings for the Spiritual Formation Specialization represent a deep and wide selection from Christian traditions and contemporary contexts. Supplemental reading lists enhance this even further. The practical theology courses (SPIR 711, 713, 715; held in the fall) draw widely across gendered and racialized boundaries. The historical theology courses (SPIR 712, 714, 716; held in the spring) draw widely across historic and denominational lines. Many students attest to a significant broadening of their horizons through the course of study to date.

Finally, each specialization has used travel and/or retreats to supplement the students' experience. Students in the DMin in Transformational Preaching travel to England for a weeklong class in *Preaching as Historical Movement* (PROC-713). This class exposes students to the homiletic principles and practices of preachers from various periods in church history. Students are also exposed to monastic spiritual practices in *Formation of the Preacher* (PROC-711). Students in Transformational Leadership travel to England along with students from Transformational Preaching, which promotes cross disciplinary learning. Leadership students also travel to Atlanta. Spiritual Formation Students travel to a monastery for spiritual retreats. The experience of praying the hours and practicing silence together during residencies has exposed many students to unfamiliar forms of Christian practice. Some have already found ways of synthesizing these practices with their own familiar contemporary modes of devotion, and the common experience has made room for honest dialogue concerning differences in both context and conviction. No one student's (or professor's!) way of engaging the Spirit is lifted up as normative, but as far as possible a level playing field is offered for an exchange of gifts between traditions and movements.

E.2.2 The DMin program shall provide for varied kinds of learning

Peer learning is a part of each of the classes students take. The Transformational Leadership specialization students write a pre-onsite paper that then becomes a case study for other students to discuss and evaluate in small groups. These groups are closed in order to provide and receive personal evaluation. Each day of the on-site program has 50 minutes of peer evaluation of these assignments. (see LEAD-711 Syllabus)

Transformational Preaching students offer sermons or devotionals to invest in the development of their classmates. In four of the six seminar courses, students receive immediate verbal and written feedback regarding their in-class sermons from both their professor and peers (See syllabi for PROC-712, PROC-714, PROC-715, and PROC-716). In PROC-711, students offer the class a homily during our stay at a monastery. While in England for PROC-713, students offer a history lesson to the class on location at a key site in the history of preaching. Students provide feedback to each other in the research classes while they are developing their prospectus and research project.

Peer learning is the central and dominant mode of educational engagement in the Spiritual Formation specialization. During the pre-onsite portions of the course, students are required to engage with one another in (roughly bi-weekly) online dialogue. In fact, the professors by design are minimally involved in this phase of the course; we build the sandbox and then let them play in it. During the onsite portions of the courses, nearly half of the "seat time" is spent in small groups praying, processing, preparing, and presenting. The post-onsite portions of the course are marked more by independent learning, since students are composing research papers. However, because of the relationships built in the cohort model, many stay in constant contact with each other.

The DMin builds on one of the strengths of Wesley Seminary's masters programs in that the foundational disciplines are integrated with the practical disciplines. As noted above both the Spiritual Formation and the Transformational leadership alternate between an emphasis on theology and theory in one term and practice in the other term. Spiritual formation at Wesley Seminary is an intrinsically integrative and interdisciplinary field of study. The disciplines engaged in the coursework include psychology, sociology, pedagogy, philosophy, theology, and literature. The focus of nearly every assignment is the intersection between spiritual formation concepts and each students' personal, communal, and societal contexts. Observing, interpreting, and assessing the spiritual formation praxis in one's own personal experience and ministerial context is the heart of this course of study.

Students in the DMin in Transformational Preaching program engage theological disciplines to inform their preaching practice. In PROC-711 *Formation of the Preacher*, students engage in monastic spiritual theology. PROC-712 *Biblical Interpretation for Preaching* helps students develop the exegetical skills necessary to develop their biblical theology. PROC-713 *Preaching as Historical Movement* is designed to give students an appreciation for past preaching in ways that form their present preaching practices. PROC-715 *Incarnational Preaching in Context* helps

students explore how a theology of incarnation can guide their homiletic theology and guide them in preaching sermons that are truly contextual for the people to whom they preach. In summary, students critically engage biblical, historical, and systematic theology to shape and guide how they preach in their current ministry context.

In the third research class the students complete a prospectus which presents the details of their research project. The students and the advisors are supported through the process both by the DMin director and through an LMS shell that provides resources for how to do ministry research and how to find articles, books, and thesis related to the topic the student is studying. This includes a Library Guide created specifically for the DMin student. The DMin director coordinates training both for the advisors and the students. The project phase of the program is guided by an advisor who helps the student work through their ministry research.

E.3.1. Location

The DMin curriculum is delivered as a combination of 1-to-2-week intensives and online study. The intensives are offered either on the main campus in Marion or in a location that enhances the learning experience. For instance, the course *Preaching as Historical Movement* (PROC-713) is a travel course that visits sites related to the evangelical revival in England. The Spiritual Formation Cohort meets at a monastery once each year to integrate practice and theology. The Leadership cohort has also traveled to important sites (e.g., Atlanta, San Diego, London, and Oxford), both to facilitate contextual learning and to incorporate local speakers.

E.3.2. Duration

Initially, the first phase of the DMin was finished when course work was completed and the three chapters the student had written for the online research courses has been submitted and approved as a project proposal. This took at least three years. Students then entered the project phase, where the student and his/her project advisor conducted the study, gathered results and draw conclusions. This second part could take as little as a year, but students have four years to finish it.

After review of the research classes, the research classes and the approach to the project changed. The first phase now ends with a 10-page prospectus which is used to match the student with their advisor. This is completed in no less than three years. The student then enters the project phase which now includes writing and defending the first three chapters of the project. A student can still complete this in one year, but still has four years to finish it.

E.3.3. Distinctive Resources Needed

Each DMin cohort is led by leader(s) in the field. This is supplemented by guest speakers bringing their experience to the discipline being studied. Cohorts have maintained at most an 18-1 student to faculty ratio in the specialization courses, but the average is closer to 12-1. The specialization leaders are supported by the DMin Director who oversees the program.

Currently the Director and another full-time faculty member teach the research classes. Several of the full-time faculty have been used to teach sessions in each of the cohorts. They have also been involved in assessing and redesigning the research classes. The DMin program uses both full-time and adjunct faculty for the project phase of the degree. The DMin Director provides both faculty and students orientation to the research project, but also has developed a space in the LMS which gives resources to complete the project. One of the resources is a library guide to DMin research.

The staff at Wesley Seminary play a critical role in the recruitment, admissions, and student success of the DMin student. Wesley Seminary is supported by IWU offices to complete other student support functions such as library, records (University Registrar), financial services, financial aid, and the print shop, which publishes DMin projects.

The Lewis A. Jackson Library is a multipurpose facility located on the Marion campus. Features include quiet study spaces, group study rooms, individual research carrels, areas for collaborative research, a 24-hour study lounge and public PC and MAC computer labs. A video recording studio, a graphics production room, a children's reading area and an active learning classroom are located on the lower level. Jackson Library is open approximately 90 hours per week during the semester and provides convenient access to computer labs, printing/photocopying equipment, and numerous spaces for studying, meeting, tutoring and research. The library collections are available 24/7 via QUICKSearch, a state-of-the-art online discovery platform. The collections consist of over 180,000 print books, 365,000 e-books, 72,000 streaming videos, 290 scholarly database packages, and access to over 300,000 journal titles. In addition to a professional quality video recording studio and a graphics production laboratory, the library also provides loanable video and audio recording equipment, technology for presentations, and classroom resources.

Jackson Library offers a variety of services for both students and faculty to support and encourage lifelong learning. Whether a student is on the main campus or taking classes online they can request/borrow materials that are needed for research or course work. Students and faculty also have access to Interlibrary Loan where they can borrow items that are not available at IWU to supplement their research. In addition to providing access to materials, terminally-degreed, professional librarians, who are experts at finding and organizing information and interpreting information needs, are available in person, via telephone, email, and chat for short interactions or longer research appointments. Librarians also work with faculty to support the curriculum and engage in collection development.

Jackson Library's information literacy instruction is provided by terminally degreed librarians in introductory courses, in cooperative classroom sessions across university schools and disciplines, and in a semester-long information literacy class. Library faculty employ best practices and pedagogies to achieve student outcomes in a variety of contexts: one on one, in flexible classrooms, and virtually through Jackson Library's website and technology platforms. Librarians also develop detailed research guides, both online and in brochure format, to guide students to quality academic information and teach lifelong learning skills. Jackson Library is

committed to a student-centered instructional approach, applying this philosophy to all modes and methods of instruction and assessing their success.

The DMin program provides library resources through the use of Jackson Library (when students are on campus) and Off-Campus Library Services (OCLS) when students are remote.

E.4. Admission

Doctor of Ministry students must meet the below requirements which cover the academic, personal, and spiritual qualifications as well as their potential for making a contribution to church and society:

- A Master of Divinity degree or MDiv equivalence, defined as 72 semester credit hours of relevant graduate course work, with at least a 3.0 GPA.
- At least three years of full-time ministry experience after receiving an MDiv degree or its equivalence. (An exception has been granted so that graduates from Wesley Seminary's MDiv program do not need full-time ministry experience after receiving their MDiv degree to be eligible for the DMin program).
- For students whose first language is not English (or Spanish for Spanish MDiv cohorts) and have not earned a Bachelor degree taught in English in the US, UK, Australia, New Zealand, or Canada, a national exam is required. Students must receive at least a score of 95 on TOEFL or a 7 on the IELTS.
- Official transcript from degree granting institution(s).
- Three letters of reference (one pastoral, one academic, one from a lay person who has been under their ministry).
- A sample of academic writing (10 to 20 page work)

The quality of applicants admitted to each degree program is assessed regularly through the Seminary Admission Review Committee (SARC), a sub-committee of the Academic Affairs Committee (minutes).

DMin Evaluation and Action

ATS expectations for the DMin degree are fulfilled. The seminary is currently working on the following improvements.

1. Program assessment led to substantial redesign of the research portion of the DMin curriculum. Student learning and student and faculty satisfaction will be monitored to evaluate the effectiveness of the redesign.
2. Seminary faculty continue to build out the Learning Outcomes Assessment implementation of the Brightspace LMS that is bringing more direct-measure data on student learning into the assessment process.

Institutional Response to the Self-Study

The strengths of Wesley Seminary, as revealed by the self-study, are many including mission, curriculum, people, diversity, ethos and atmosphere, relationships, collegiality, patterns of communication, facilities, student support services, technology support services, enrollment, and finances. Wesley Seminary is a wonderful place to work and teach and study.

The self-study process indicated several areas for institutional improvement. Some items have already been addressed and others require minor adjustments to policy and practice. Three rise as strategic priorities for institutional advance.

1. Field Experience.

From the outset, Wesley has been committed to practical and applied seminary experience in which students were in ministry while in seminary. Our students' ministry setting is their "field" and their "experience" is occurring throughout the whole of their seminary journey simultaneous with their coursework. In light of this, the concept of field experience was integrated into our overall approach and expectation, and this implementation remains valid. However, reflection on how we engage with student's "in ministry" experience during their course of study indicates room for improvement. WS has built a mechanism to better assess the "field experience." A 3-person-team approach to mentoring of students is in place that includes a student success coordinator, a faculty mentor, and a local mentor. What is needed is a more robust local mentor on-boarding process, communication habit, and feedback loop. A system that provides the three members of a student's team the ability to collaborate on behalf of a student's well-being and success would serve well.

It is our intention, as a key priority identified in the ATS Self Study, to implement a more intentional and robust approach to the three-person team structure, including particular attention given to the identification, training, and ongoing engagement with the local mentor.

Timeframe: A system can be outlined in the next six months with implementation beginning July 1, 2021.

Cost: No additional cost beyond what is already allotted in the operational budget.

2. Faculty & Adjunct Development.

Several areas identified as in need of clarity, greater communication, or oversight relate to faculty development needs:

- Engagement with different Voices. This is a core value of the seminary and has been present through pre-scribed syllabi and texts. With the move to a more "dynamic" course engagement process (faculty autonomy for course design) there will be additional need for faculty and adjunct development to ensure our students are still engaging multiple voices (global, theological, gender, and religious). In order to ensure its continuance, faculty and adjunct development is needed.

- Theological librarian and resources. Wesley, as an embedded seminary at IWU, a large university with an extensive onsite and online library system, does not have an independent theological library, but rather is served by the IWU Lewis Jackson library and its Off-Campus Library Services. Extensive theological resources are included in the Jackson Library collection. Our faculty, adjuncts, and students have full access to all necessary materials and the dedication of a theological librarian to assist them. The self-study revealed deficiency of faculty and adjunct awareness of the role of the theological librarian and the faculty's role in recommendation of additional resources. Faculty and adjunct development is needed to address this lack of awareness.
- Role of Research in Programs. With an integrated curriculum, students over the course of the program experience all that is expected of a seminary course of study. In addition, the new "First-Year Experience" incorporates specific preparation regarding research skills. However, in light of the dynamic curriculum and the evolving curriculum assessment process, faculty and adjunct development will be critical to ensure that students are engaging in graduate level research throughout their program and as exemplified in the final capstone course.

Wesley has already in place structures and funds to support faculty development. Faculty development has been part of Wesley's ongoing work. However, this study has helped clarify specific areas in need of greater faculty development. As such the VPAA working with Assistant Dean and Faculty Chair will put in place a strategy to address these three key issues via faculty development training, and establish an on-going strategy for accountability in relation to the first and third items.

Timeframe: This strategy can be developed over the next 12 months.

Cost: No additional cost beyond what is already allotted in the operational budget.

3. Services for Spanish Speaking Students.

Wesley has provided academic programming in Spanish for nine years and currently serves about 80 Spanish-language students. One of the significant challenges faced, as revealed in the self-study, is the lack of university-wide Spanish language support capacity. At present, the seminary Spanish-language team serves as translator and communication connection with the broader university for every student in the Spanish-language program. In light of finite seminary resources available to support Spanish-language students, lack of university-wide support limits the growth of this program, the quality of experience for students, and the capacity for the university to serve Spanish-language students in other programs.
There are three key categories to address in order to provide a better academic experience for Spanish-language and bi-lingual students and create capacity to serve a larger student population. These include:

1. Creation of a university-level Spanish-language infrastructure
2. Employment of bi-lingual personnel in key service areas
3. Development of a more extensive theological library in Spanish

This work, if embraced by the entire university, will provide resources and pathways for students beyond the seminary, extending to IWU-National & Global and IWU-Marion.

Timeline: Six months to identify the specific elements to be addressed in infrastructure creation, the areas where bi-lingual personnel are needed, and the extent of growth needed in theological resources. Then resource identification and initiative planning and execution over 2-3 years.

Cost: The cost will exceed what the Wesley Seminary operational budget can manage and will therefore require university partnership.

WS Global Initiative funds, if approved in coming years, could support some elements of the project (i.e., theological resources and some translating and contextualizing) but full execution will require university support. A comprehensive proposal will be developed for submission to the IWU Board of Trustees.

In addition to these three strategic priorities, the self-study has identified the following items worthy of continued attention.

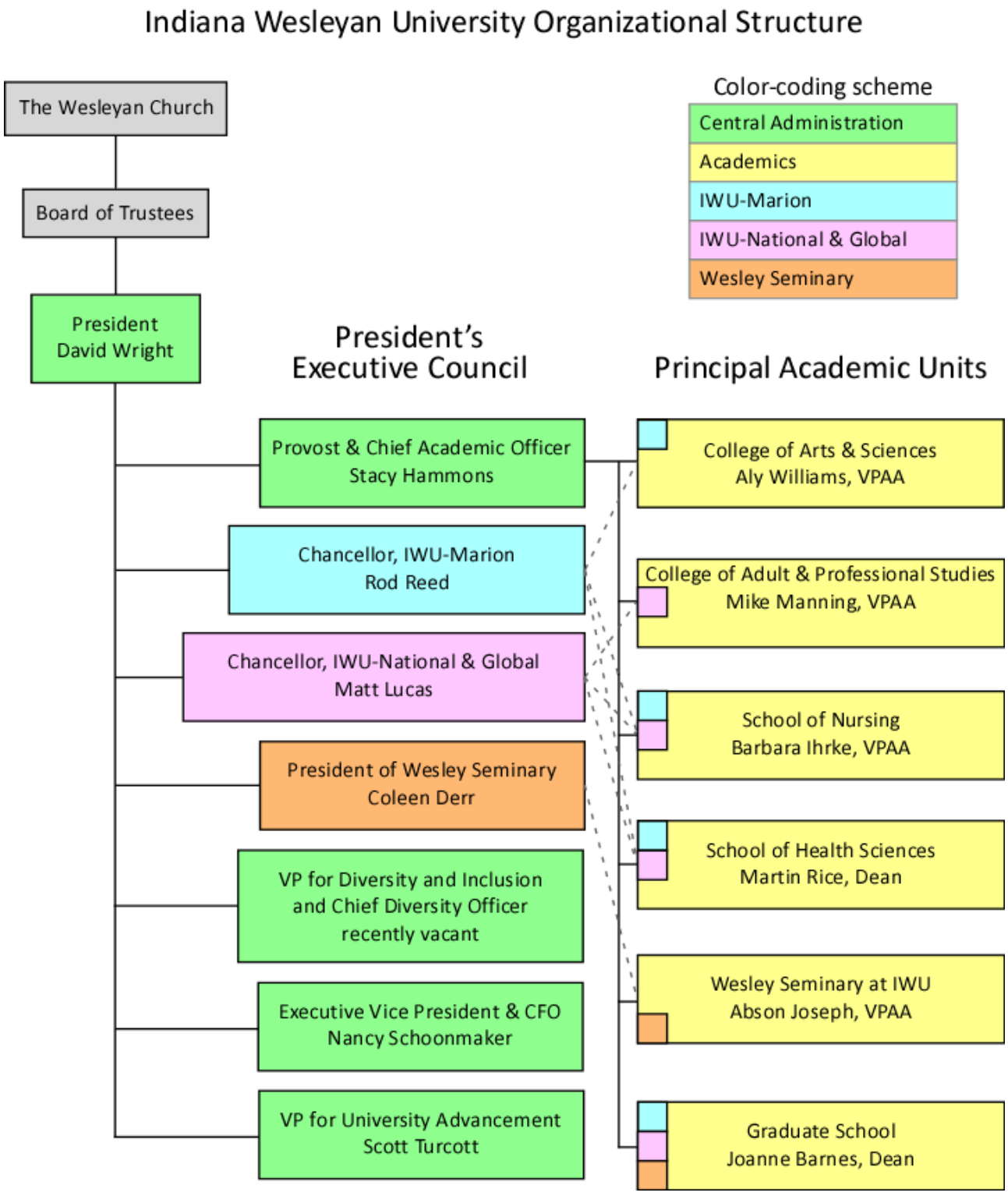
1. Current initiatives to formalize feedback loops and institutional self-reflection processes should be continued. Key elements of data to measure institutional quality and inform institutional improvement should be identified and developed.
2. Pathways for addressing employee grievances should be made clearer.
3. Current initiatives to strengthen the assessment of student learning should be continued. The effectiveness of recent curricular changes, including those to strengthen research support within the curriculum, should be assessed once the changes settle in.
4. International students have unique challenges regarding matriculation, including systems of payment. These challenges should be enumerated and addressed to the extent possible. This is an element of strategic item 3 above.
5. Thought should be given to how the prophetic and educational voice of the seminary to its external communities and constituencies may be strengthened. This must not displace the seminary's primary attention to its mission and students, but any increase in the seminary's impact on the outside world would undoubtedly be positive.
6. The faculty should consider further the proper role of interfaith dialogue within the curriculum.
7. Faculty loading, service obligations, and time allocation should be periodically reviewed in light of institutional mission and vision.
8. A seminary-specific student handbook should be developed to gather all student obligations and student support resources into one place.
9. As the diversity of student backgrounds and aspirations increases, so does the value of career advising/mentoring. Ways to strengthen the career support provided to students should be pondered.

10. Current initiatives of Board development, including policy development as appropriate, should be continued as the Board leans in to support the increased autonomy of the seminary envisioned by the university president.
11. Consideration should be given to how the student voice can be strengthened in institutional governance.
12. Current initiatives in relationship building, fund-raising, and grant-seeking should be continued.
13. Faculty evaluation of the process for student learning assessment should be formalized and documented.

The self-study has not revealed any areas where Wesley Seminary is out of compliance with ATS standards.

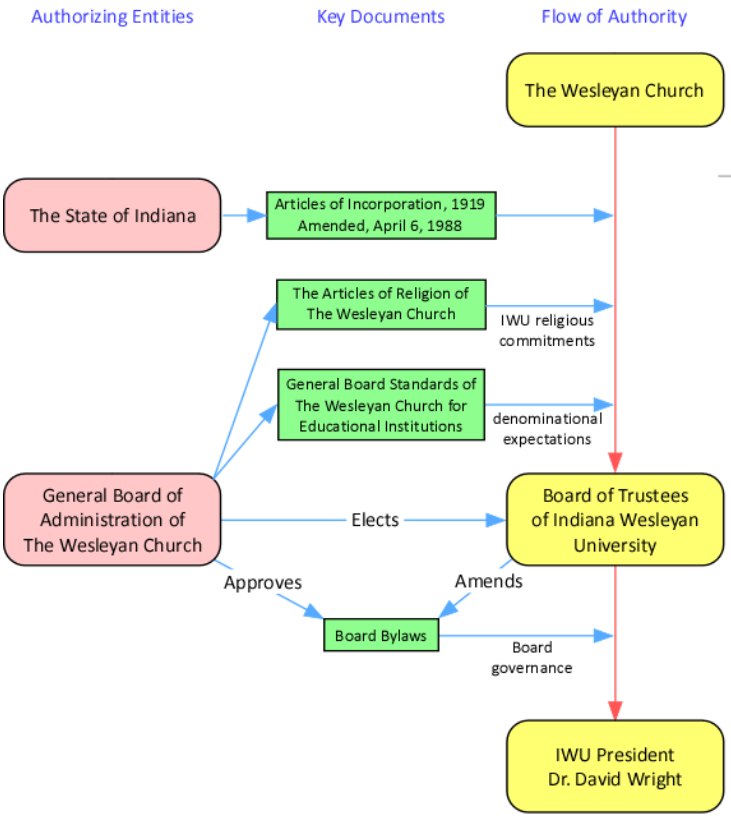
The self-study process has injected the ATS standards more explicitly into the strategic planning, assessment, and institutional improvement conversations of the institution. This will foster both institutional improvement and continuing engagement with the standards, ensuring that Wesley Seminary will remain in step with the community of theological schools.

Attachment 1: IWU Organizational Structure



Attachment 2: IWU Flow of Authority

Indiana Wesleyan University - Flow of Authority



IWU Board of Trustees Structure

Membership

33 members elected by the General Board of the Wesleyan Church, plus the President as a voting member.

Up to five representatives of the General Board, elected by the General Board.

At least one representative from each district of the North Central Educational Area of the Wesleyan Church.

Board and district representation must be at least one third ministerial and at least one third lay.

Remaining trustees nominated by the Board and elected by the General Board of The Wesleyan Church as representatives-at-large.

Two thirds or more of trustees must be members in good standing of some local Wesleyan Church.

Trustees are elected to four-year terms with reelection permitted.

Officers

The officers of the Board are six: chair, vice-chair, secretary, and assistant secretary, plus the President and the Chief Financial Officer of the university.

Standing Committees

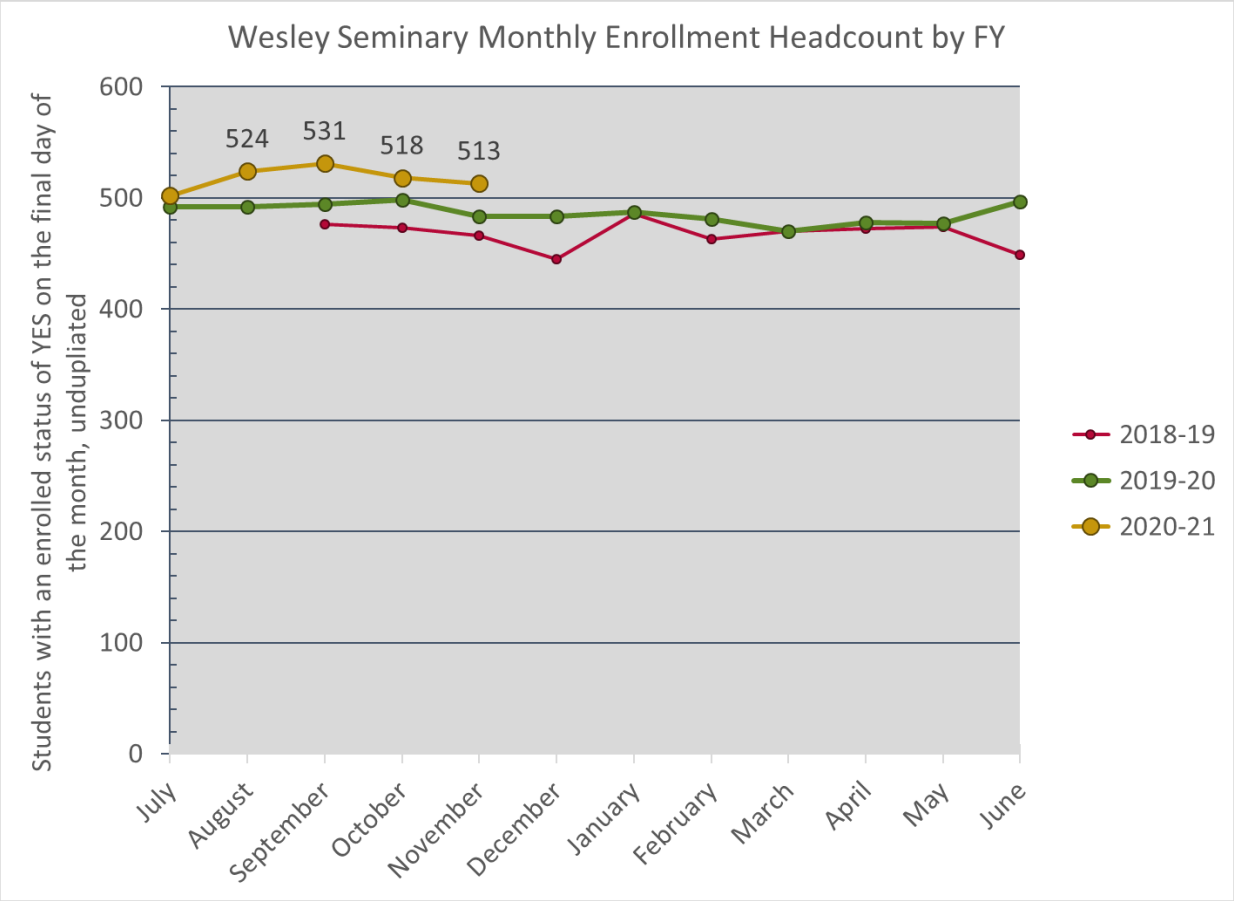
The standing committees of the Board are twelve: Academic Affairs, Audit, Building, Presidential Review, Financial Affairs, Investment, Multicultural Enrichment, Non-Residential Education, Residential Education, Trustees, University Advancement, and Wesley Seminary Board.

Executive Committee

The executive committee consists of the chair, vice-chair, secretary, and assistant secretary of the Board, the chairs of each of the standing committees, and the President of the university.

The executive committee has full power to act for the Board on matters arising between Board meetings.

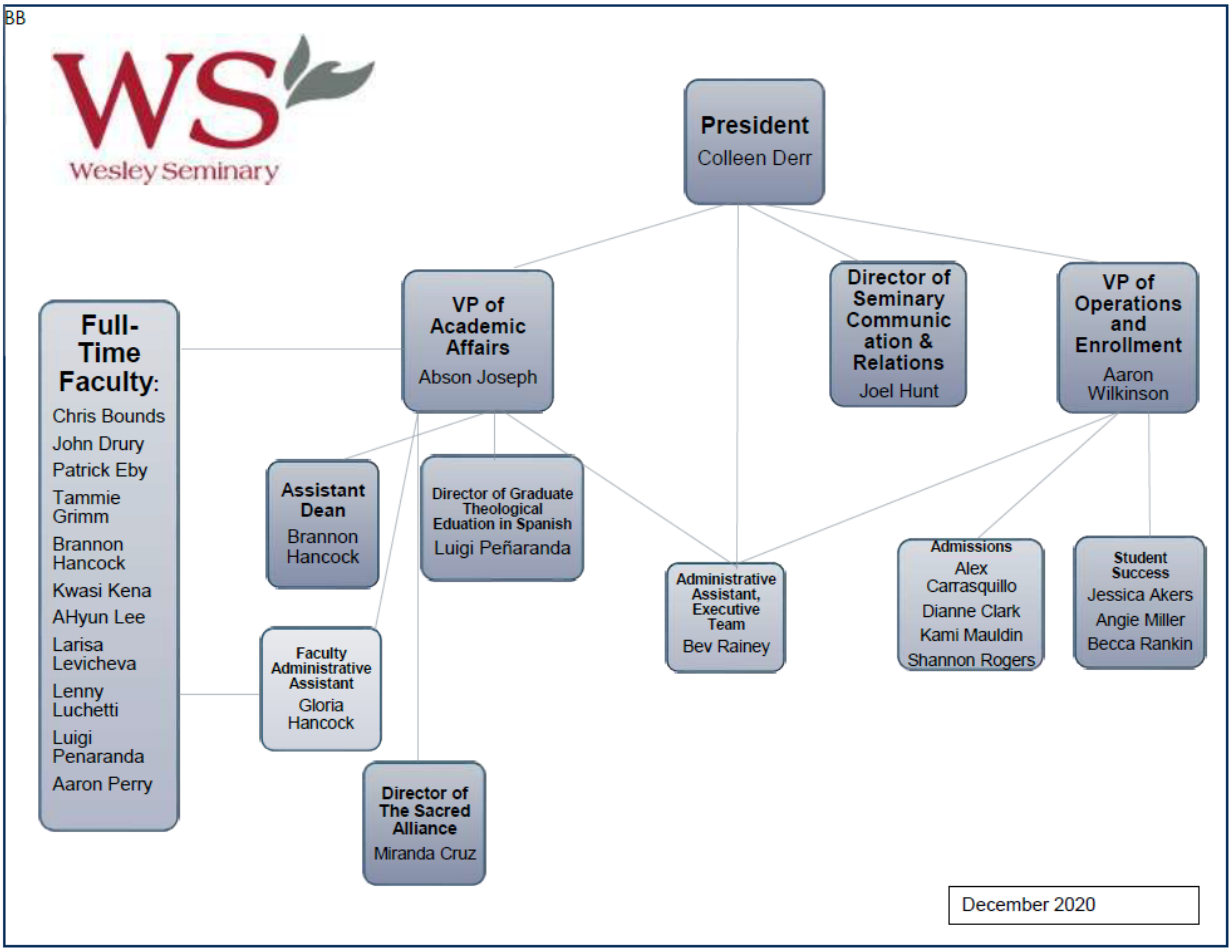
Attachment 3: WS Enrollment



End-of-November 2020 enrollment by program.

Program Gather	2018	2019	2020
D.Min.	65	72	67
M.A.	199	202	203
M.A. Español	11	10	5
M.Div.	148	140	142
M.Div. Español	20	35	77
M.P.Th.	21	22	19
M.P.Th. Español	2	2	

Attachment 4: WS Organizational Chart



Attachment 5: WS 5-Year Financial Plan

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Final	Forecast	Forecast	Forecast	Forecast	Forecast
Income						
Tuition & Fees	3,331,644	3,427,026	3,533,201	3,634,352	3,734,468	3,835,366
Federal Grants						
Private Gifts/Grants	100,000	100,000	100,000	100,000	100,000	100,000
Investment Income						
Transfers	1,096,133	1,092,030	1,101,904	1,115,613	1,133,581	1,156,275
Other Income						
Auxiliary Income						
Total Income	**4,527,777**	**4,619,056**	**4,735,105**	**4,849,965**	**4,968,049**	**5,091,641**
Expenses*						
Instruction	1,515,568	1,576,303	1,603,738	1,639,683	1,677,912	1,735,630
Academic Support	641,546	643,646	647,539	655,465	664,331	682,060
Student Services	672,234	697,926	706,738	718,536	731,168	750,166
Institutional Support	114,829	115,936	116,655	118,072	119,653	122,768
Physical Plant	68,358	70,067	71,819	73,614	75,454	77,341
Financial Aid	780,000	808,951	832,344	856,616	883,278	910,166
Auxiliaries	-	-	-	-	-	-
Facilities Reserve Fund						
Capital Expenses	30,000	30,000	30,000	30,000	30,000	30,000
Total Expenses	**3,822,535**	**3,942,829**	**4,008,832**	**4,091,987**	**4,181,796**	**4,308,130**
Operating Margin	705,242	676,227	726,273	757,978	786,252	783,510
* Drill-downs into expense categories available upon request						

Attachment 6: WS Strategic Plan

WESLEY SEMINARY STRATEGIC PLAN: March Update 2019

Wesley Seminary Framework: (Represents IWU imprint on WS)

Wesley Seminary Mission Statement:

Wesley prepares Christian leaders to engage in missional ministry locally and globally.

Wesley Seminary Vision: Wesley will become:

Global **Accessible** **Transformational** **Comprehensive**

IWU Strategic Goals in relationship with Wesley Seminary Strategic Goals

IWU	Wesley Seminary
Great Scope	Global
Great Students	Accessible
Great People	Transformational
Great Programs	Comprehensive

Great Scope: Global

Super Goal: Wesley seminary will be a seminary of 1,000 with 30% of the student population international, resulting in training 3,000 global ministry leaders over a ten-year period.

1. Partners: Develop Global Partnerships
2. Support: Increase in bilingual staff & support
3. Financial: Develop a flexible and sustainable global tuition strategy

Global Update:

1. Global Partnerships:

ICETE:

- President Derr and Dean Joseph attended the triennial ICETE conference in Panama in November and were welcomed into ICETE as provisional members.
- Dr. Joseph has made initial connections with schools in Haiti, India, and Panama to pursue working partnerships.

World Vision:

- Harold Segura and Ruth Padilla DeBorst are distinguished scholars in Latin America wanting to implement the mission of World Vision with a burden to advance theological education in Latin America. We have been in conversations with these leaders who have shown interest in inviting Wesley Seminario to make contributions concerning theological education.

Additional Connections via Dr. Peñaranda and Alex Carrasquillo:

- INFEMIT — The International Fellowship for Mission as Transformation
- Fraternidad Teológica Latinoamericana — FTL
- COMIBAN — Cooperación Misionera Iberoamericana (https://www.comibam.org/es/)
- Comhina (Cooperación Misionera de Hispanos de Norte América)
- Salvation Army — Through alumni and current students (Miguelina Feliz, Nancy Azuaje, Alberto Suarez, Iris Torres) we have initiated conversations with the Salvation Army. They have a partnership with Asbury Seminary, but offers no options for Spanish speaking officers.

2. Bi-lingual staff and Support:

- Two new bi-lingual adjuncts have been added to our adjunct pool: Dr. Georgina Panting (Counselor, Ed.D & LMHC), and Rev. Yamil Acevedo (PhD (ABD) in Intercultural Studies).
- Venecia Tabor-Young has joined the Wesley Seminary support team. Venecia brings with her budgeting skills acquired through experience in the banking industry and her MBA, as well as bilingual skills that support the seminary's work in numerous

ways.

- Alex Carrasquillo is providing recruitment, enrollment, and student services support for our Spanish-language students. She is serving on a part-time basis with the intent to move her to full time July 1.
- Daniel Diaz was contracted to assist in building Latin@ connections and networks for Wesley Seminario. Daniel serves at Doulos Group.
- Luigi Peñaranda has served as interim Director of Latin@ education through this year – we are thankful for his leadership and the new direction he is setting for our Spanish-language programs.
- The Spanish-language team has identified student support challenges to address as we continue to strive for global excellence.

3. Global Tuition Strategy:

- A new process has been established to assess a student's financial ability and new scholarship tiers have been established to go beyond the pastor, partner, or Wesleyan unfunded scholarships (50%-100% scholarships)
- A new model is actively being developed to lower costs of attendance for global students. It seeks to understand the local economy where the students reside and their personal economy as ministers and ecclesial leaders.

Great Students: Accessible

Super Goal: We will provide accredited seminary education to the underrepresented seminarian by providing academic, financial, and technological accessibility.

1. Academic: Educational on ramps and support structures
2. Financial: Affordable
3. Technological: Technology that enhances educational experience & connections

Accessible Update:

1. Academic:

- Wesleyan Higher Education Partnerships:
    - WS has signed an Articulation Agreement with Kingswood University (KU), making easier transition for current and former KU students to matriculate to WS.
    - We are in the process of finalizing an agreement with Southern Wesleyan University for the same purpose with initial conversations last fall with Houghton and Oklahoma Wesleyan.
- Faculty is developing a "first year experience" for all students that will serve as an educational onramp. Launch date: July 2020.
- The seminary team is identifying ways the student services systems can provide a

better experience from initial contact through program matriculation and post-graduation.
- Professional Development Courses in partnership with churches and the denomination:
    - Awaken/Ransom
    - Cultivate
    - 12Stone Residency
    - Denominational License/Ordination Requirements courses for credit

2. Financial:

- We concluded work to identify the break-even point for # of students per class in light of current hard/soft costs and the move to non-standard terms. Based on that information, we can now more accurately determine financially responsible course scheduling.
- We are moving to class scheduling via term structure (2 terms per year over 4 year period) that will reduce redundancy.
- Brick by Brick campaign's goal is to build the annual scholarship fund to help underwrite student cost. The campaign has also increased our donor base as 58% of the donations this year are from first-time donors.

3. Technology:

- WS will launch its fully online (synchronous and asynchronous) MDIV June 2019. A soft launch was done January 2019 with 3 students who joined the live, synchronous classroom remotely. Benefits and challenges were identified with planning for a smoother engagement in June in process.
- Greatest challenges continue to be global accessibility (courses need to be offered via cell phone) and Spanish language, as IWU systems do not support Spanish-language students.

Great People: Transformational

Super Goal: Wesley will maintain a culture that is conducive to and expectant of spiritual growth for all.

1. Seminary Team: Intentionally invest in the growth of all staff and faculty members
2. Students: Intentionally invest the spiritual growth of all students
3. Culture: Develop a culture of love, support, and empowerment

Transformational Update:

1. Team Growth:

- Santes Beatty has engaged our faculty and entire staff in team-building and personal

growth exercises at 3 different events (4th happening in May)
- Budget dollars and time allotment have been set aside to encourage faculty to pursue growth in spiritual direction
- Support staff, Gloria Hancock, was provided Enneagram training to lead discussions within the seminary on serving together
- Faculty have read and held book discussions on Parker Palmer's Courage to Teach

2. Student Growth:

- Seven alumni are prayed for daily and postcards sent signed by staff
- Luigi and Alex have conducted monthly live sessions with prospective Spanish-language students to encourage and support
- The spiritual formation experience (MDIV) will be extended to all master students, offering each a consistent mentor and focused personal spiritual formation throughout master program. Launch date: July 2020.

3. Culture Change:

- Prayer circle occurs daily at 8:30 am
- Time of sharing and prayer is included in weekly operational team meeting
- "This Week at Wesley" Monday morning email intentionally includes inspirational elements and prayer requests
- Monthly team coffee breaks used as opportunities to celebrate
- Emplify survey results were used to initiate conversations with faculty and staff on utilization and service to mission
- Monthly eNewsletter, We Are Wesley is being emailed with information on current Seminary events and Alumni, Student & Faculty profiles.

Great Programs: Comprehensive

Super Goal: Wesley will offer Professional and Academic Programming for all called: vocational and marketplace Christian leaders.

1. Interactive/Experiential Educational Experience
2. Academic Programming that supports the Whole Student over their Ministry Life
3. Curriculum Development that is multi-faceted and multi-phased

Comprehensive Update:

1. Educational Experience:

- Faculty has begun to explore pedagogical approaches quite different than what we have incorporated in the past such as synchronous/asynchronous/hybrid

combinations.
- Curriculum re-designed to include:
    - Sabbath (Monday – Saturday week)
    - Less lock-step and prescriptive to encourage contextualization by student and greater engagement and flexibility of content by faculty/adjunct
    - MDIV core courses are being re-designed from 16 week, 6 credit hour to 8 week, 3 credit hour to allow better rhythm for online work but with still integrated and applied approach

2. Academic Programs:

- ATS consultation on style of PhD program possible to offer: research-based
- Initial conversations with STM faculty on collaboration with MA in Biblical Studies
- Faculty developing tiered Bible, theology, and church history courses that can eventually be cross-listed as courses in academic master degrees

3. Curriculum Development:

- Intercultural Studies Specialization launched (represents 5 additional courses added to curriculum)
- Faculty are developing a specialization on Wesley Studies

Mission

Wesley Seminary equips Christian leaders to engage in missional ministry, locally and globally

Vision

Wesley will become accessible, global, transformational, and comprehensive