



# **ACADEMIC PROGRAM REVIEW**

REPORT TO THE MIDAMERICA  
NAZARENE UNIVERSITY HIGHER  
LEARNING COMMISSION SELF-STUDY

MARCH 2007

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Note: This report was written using American English spelling, but the documents in the appendices are written in British English, because this is the official spelling at EuNC.

## Introduction

This academic program review occurred in the midst of intensive strategic re-orientation and curriculum revision, started in 2004 to redefine European Nazarene College (EuNC) as “one multicultural and multinational school with one campus and administrative centre and many teaching locations in various European countries,” exposing students to “the best of residential and extension education.”

Writing an academic program review in a time of massive transition is a challenge, because much of what has been common practice will not continue, and many of the initiatives are still being developed and few are already implemented, not to mention the many issues that have not yet been accurately addressed. For a good understanding of where EuNC is currently, the following documents are most informative: the Strategy PowerPoint Presentation *Moving Forward* (Appendix A, pages 8-12) along with the article in Appendix A, pages 36-39; the article on the leadership-structure changes (Appendix A, pages 52-55), and *EuNC's New Curriculum Information* (Appendix A, pages 143-168).

The entire campus faculty of EuNC worked on this review from August 2006 till March 2007. Two faculty committees presented their work to the entire residential faculty for further discussion, after which three faculty members wrote this document. The work for this review was very timely in a period of transition as it confirmed our perceptions of what we consider to be strengths and concerns that need to be addressed. The faculty is aware that this program review is a report of a change process that has not yet been brought to its completion; EuNC is in its third year of what is anticipated to be a 7-year process.

March 2007

## CRITERION ONE: MISSION AND INTEGRITY

**European Nazarene College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.**

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**Core Component – 1A. EuNC’s mission is clear and articulates publicly its commitments.**

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*Has EuNC adopted statements of mission, vision, values, goals, and organizational priorities?*

The current mission statement of European Nazarene College (EuNC) was formulated in the academic year 1996-97 and first published in the Academic Catalogue 1999-2000. A shorter version of the vision statement, formulated later, can be found on the homepage of EuNC’s website (Appendix A, page 13). The introductory part of the current Catalogue (a hard copy can be found in Appendix B, tab 8) states the Mission Statement, the Statement of Belief of the Church of the Nazarene, a short summary of the school’s history and a section on its philosophy (Appendix A, pages 3-4). The values, goals, and organizational priorities of EuNC are reflected in these sections. The new strategy document *Moving Forward* (Appendix A, pages 8-12) accepted by the Board of Trustees in January 2006 reaffirms the mission statement of the Eurasia Region and the mission and vision statement of EuNC and outlines the organizational priorities for the future of being “one multicultural and multinational school with one campus and administrative centre and many teaching locations in various European countries” and aiming at “a high mobility of faculty and students between the campus and the various locations with the goal of exposing them to the best of residential and extension education” (Appendix A, page 10, slide 13).

*Do the mission, vision, values, and goals statements define the varied internal and external constituencies EuNC intends to serve?*

The original mandate of the school when it was founded, to educate pastors for the Church of the Nazarene in Europe, is still at the heart of the mission statement, yet in an expanded way in order not to exclude other types of ministry besides pastoral, nor other continents besides Europe, nor other organizations and churches apart from the Church of the Nazarene (see the mission statement and the introduction to the Statement of Belief, Appendix A, page 3). The mission statement of EuNC is in support of the mission statement of the Eurasia region (Appendix A, page 6).

*Do the mission statements include a strong commitment to high academic standards?*

Although the mission is clearly focused on educating students for the vocation of church ministry, the philosophy of the school states that EuNC seeks to accomplish this, among others, “through the pursuit of academic excellence” (Appendix A, page 4, part 4).

*Do the mission statements state goals for the learning achieved by the students?*

EuNC’s mission statement states to educate “people for active involvement in pastoral and lay ministry” (Appendix A, page 3, part 1). The program statements formulated by the faculty in the Academic Year 2005-06 (not yet included in the Academic Catalogue of date) give a clear indication of the goals to be achieved by the students in the four programs EuNC offers (Appendix A, page 7). EuNC will be introducing a new curriculum in the fall of 2007 which will change some of these statements.

*Does EuNC regularly evaluate and revise the mission documents?*

When the Eurasia Region formulated its mission statement in 2003 (Appendix A, page 6), the college’s mission was already in support of that, and no need was seen to revise it. There is no formal procedure in place that calls for a regular evaluation of the mission

statement and other related documents, but faculty members agree that consistent review, even when change isn't necessary, is an area they would like to improve.

*Does EuNC make the mission documents available to the public, prospective and enrolled students?*

The mission statement is available in the Academic Catalogue (Appendix A, page 3), given to all students and serious prospective students, and on the Academics page of the college website (Appendix A, page 14). A short version of the vision statement can be found on the home page of EuNC's website (Appendix A, page 13). The college's only recruitment brochure for European students states the various program outcomes (Appendix B, tab 1). The semester abroad brochure states: "Most EuNC courses are geared towards ministerial or mission preparation" (Appendix B, tab 2). Two other brochures developed for donors and supporters state either the mission or the vision statement of the school (Appendix B, tabs 3-4). The yearbook of EuNC has had a public relations function as well and clarifies that EuNC is all about preparation for ministry (Appendix B, tab 5).

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**Core Component – 1B. In its mission documents, EuNC recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

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*In its mission documents, does EuNC address diversity within the community values and common purposes it considers fundamental to its mission?*

As an educational institution of the Church of the Nazarene, EuNC supports the ordination of women and encourages both male and female students to fulfill ordination requirements (Appendix A, page 4, section 4: paragraph 1). Believing education to be the right of all, EuNC has no age limits for students. Entry requirements state a high school degree or 10 years of primary and secondary education. Provision is allowed for older students without formal qualifications on the basis of life experience. By German law, a

student has to be 18 years old or have signed parental consent to live on campus (Appendix A, page 15, sections 1-2).

EuNC's Constitution states that the Board of Trustees is made up of representatives from the different countries served by EuNC (Appendix A, page 24, paragraph 5), and as stated in its strategy document *Moving Forward* (Appendix A, page 8, slide 6), EuNC's strategy for the coming years is to become one school operating in various European countries. The Academic Catalogue states: "EuNC is an international school by intent. The diversity of countries and cultures is an important aspect of the learning process" (Appendix A, page 5). On the campus the international and intercultural diversity in community life is continually addressed (Appendix A, page 89, section 1A), and in its promotional material the international dimension and the diversity within the campus community are stressed (Appendix B, tabs 1-2).

*Do the mission documents present EuNC's function in a multicultural society?*

While the administration is centralized in Busingen, EuNC is located through its extension centers in 17 countries (Appendix A, page 28). Campus residential students come from, on average, 15-20 countries (Appendix A, page 27). The Strategy document *Moving Forward* clearly states the objective of being "a multicultural and multinational school in various European countries" and aiming at "a high mobility of faculty and students between the campus and the various locations" (Appendix A, page 10, slide 13). Appendix A, page 29 shows how many teachers of various countries have taught in extension and on the campus over the last five years.

*Do the mission documents affirm EuNC's commitment to honor the dignity and worth of individuals?*

The mission documents do not have any explicit reference to our commitment to honor the dignity and worth of individuals. However, the Busingen campus is a small

intercultural community which can survive only by honoring the uniqueness of each individual (Appendix A, page 89, section 1A on Community Life). In a small community every individual is noticed, and this community is encouraged to help each other. Faculty members are concerned that the buildings on campus are not very accessible for persons with disabilities, but noted that if a person with physical limitations were enrolled, the school would make arrangements for this person as it has in the past when disabled people visited the campus. This is reinforced by the fact that because of the small numbers, EuNC can and has adjusted the class schedules to the schedules of the part-time students with other responsibilities.

*Are EuNC's required codes of belief or expected behavior congruent with its mission?*

EuNC clearly states its code of belief and behavioral expectations in its Academic Catalogue, Campus Student Handbook, Constitution, and on its Application Form, and clearly informs that as a Nazarene institution it follows the Statement of Belief of the Church of the Nazarene (Appendix A, page 3, paragraph 2) and the General Rules of the Church of the Nazarene as standards of conduct (Appendix A, page 90). These required codes of belief and behavior reflect holiness living, which is at the core of the doctrine of the Church of the Nazarene. Since students are being educated to be ministers within the denomination, the codes of belief and expected behavior that EuNC expects of them help them in their preparation as ministers within the Church of the Nazarene.

*Do the mission documents provide a basis for EuNC's basic strategies to address diversity?*

The mandate given to the school, to serve the continent of Europe by training persons for ministry, has remained the focus of EuNC, although the school has expanded its mission to not exclude other regions of the world (Appendix A, page 3, intro to Statement of Belief). The recent strategy document *Moving Forward* explicitly states the intention of EuNC to be

one international and intercultural school operating in many different nations and diverse cultures of Europe. This commitment has driven the whole strategic plan (Appendix A, page 10, slide 13).

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**Core Component – 1 C. Understanding of and support for the mission pervade EuNC.**

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*Do the board, administration, faculty, staff, and students understand and support EuNC's mission?*

The board is made up of church leaders from the various districts EuNC serves, and the Regional Director and Regional Education Coordinator of the Eurasia Region. As immediate recipients of EuNC's "product" (students equipped for church ministry in various ways), board members have a deep concern that EuNC fulfill its mission. They support the school financially, through the educational budget, and many districts raise scholarship money for their students. The World Mission division of the Church of the Nazarene, represented by the two regional leaders on the board, supports the EuNC's mission in a significant financial way, providing about 70% of the operational budget, including salaries.

The full-time and part-time campus administration, faculty, and staff sign agreements with the mission in their contracts and continually work together to further the mission (Appendix A, page 30). The part-time faculty working in extension are all involved in the local, district, or field ministry of the church and therefore supportive of EuNC's mission in equipping people for ministry. The visiting or guest lecturers are informed about the EuNC's mission and purpose. Students are made familiar with the mission through orientation and application processes and show agreement with and support for the mission by signing an agreement in their application (Appendix A, pages 31-35), and also by participating in various mission-driven committees and ministries.

*Are EuNC's strategic decisions and goals congruent with its mission?*

The current strategic plan *Moving Forward* is linked directly to the mission statement of EuNC. All strategic decisions flow out of the direction articulated in this document to be one school with many teaching locations in various countries geared towards educating people for ministry, and exposing them as much as possible to the best of residential and the best of extension education. (See Appendix A, pages 36-39, for an explanation of the new strategy).

Strategic decisions follow a specific format and involve faculty and staff on the campus, extension faculty, and field leaders. Approval of these strategic decisions is given by the Board of Trustees, and if necessary by the general church through the World Mission Division and the Eurasia Regional Director, or by the International Board of Education (IBOE) and International Course of Study Advisory Committee (ICOSAC) through the Regional Education Coordinator. The Leadership Team of EuNC and the Regional Director and Education Coordinator meet quarterly for exchange and to align each other's operations.

*Do EuNC's planning and budgeting priorities flow from and support its mission?*

Decisions about planning and budgeting flow out of the strategic decisions described above, and are made by the institution's Leadership Team with input from the Campus Operations Council, the Academic Council, and the Faculty. These decisions are then submitted for approval to the Board of Trustees.

*Does EuNC articulate the mission in a consistent manner?*

Even though the mission permeates everything the college does, the mission is not always consistently articulated and reflected in all the printed material of EuNC. The college needs to take a close look at how it articulates the mission in the Introduction to the Academic Catalogue, in the printed material, and on the website.

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**Core Component – 1D. The governance and administrative structures of EuNC promote effective leadership and support collaborative processes that enable EuNC to fulfill its mission.**

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*Do the policies and practices of EuNC document its focus on the mission?*

The composition and functions of the Board of Trustees, the organizational structure of the college, and the policies and programs are clearly defined in all governance documents, “to implement the mission and the purpose of the college” (Appendix A, page 45).

EuNC’s mission guided the new strategy document, *Moving Forward*, which drives the organizational policies and organizational structures. The Leadership Team of EuNC is “responsible for the overall management of the college and the making of decisions at an institutional policy level” (Appendix A, page 46, paragraph 3). The Rector is the chief executive officer, responsible for the overall administration of the college, providing visionary leadership and supervision and direction for the college to fulfill its mission, representing the college in official functions, directing fundraising activities, overseeing public relations and recruitment activities, and coordinating campus operations. The Academic Dean supervises all academic programs of the college both on campus and in extension and serves as chairperson of the Faculty Meeting and Academic Council. The job descriptions of both Rector and Academic Dean need to be reviewed and adapted to the new two-fold leadership structure of the college and the direction of the strategy document *Moving Forward*.

*How does EuNC distribute responsibilities and implement work through delegated authority?*

The responsibilities of the college are divided into academic and non-academic work, with the Academic Council and the previously called Administrative Council (now Campus

Operations Council) as the two main councils working under the general guidance of the Leadership Team (Appendix A, pages 47-48).

The Academic Dean, who chairs both Academic Council and Faculty Meetings, leads the academic activities of the school. The main responsibilities of the Academic Council are “to develop academic policies and procedures and to discuss all academic business with the Academic Dean” (Appendix A, page 50). The main responsibilities of the Faculty Meeting are “to evaluate and oversee the curriculum of the different academic programs and approve changes” (Appendix A, page 51). The rector chairs the Campus Operations Council, which is responsible to “design policies and procedures for smooth operation of all administrative work” (Appendix A, page 49).

*Are the persons within the government and administrative structures committed to the mission and qualified to carry out their responsibilities?*

EuNC’s Leadership Team members are both long-standing members and ordained elders of the Nazarene church in Germany and the Netherlands. Being European and having ministered in districts that EuNC serves, they are able to understand the needs of the districts and to see the value of EuNC’s mission. Both are particularly loyal to the nucleus of EuNC’s mission to prepare pastoral ministers for the churches in Europe. They have risen to their leadership positions from within the organization, and therefore have a good understanding of EuNC. Their academic qualifications were either earned through European educational institutions or Nazarene institutions of higher learning (Appendix A, pages 56-59, has their condensed CV’s).

*Do the faculty and or other leaders share responsibility for the coherence of the curriculum and the integrity of the academic processes?*

The Leadership Team prefers a collaborative style of leadership, which seems to work well in a small school with just one division. EuNC’s campus full-time and part-time faculty members meet regularly, usually weekly. During these meetings curriculum decisions are

made and plans for implementing that curriculum are put into place. The Academic Council also meets regularly and makes significant decisions regarding academic policies and their implications. Often, initiatives begin in the Academic Council and go as recommendations to the entire faculty for approval and implementation or vice versa. Currently, in its curriculum revision residential and off-campus faculty are working in four different cohorts developing the syllabus templates for all the courses of the new curriculum. Appendix A, pages 52-55, outlines the new Academic structure that supports such an involvement from the off-campus faculty.

*How does effective communication facilitate governance processes and activities?*

Due to the small size of EuNC, communication at the campus is very direct and has short lines. The Leadership Team, the Campus Operations Council, and Faculty each meet weekly. This face-to-face communication and documentation make communication consistent and fairly efficient. New initiatives can be communicated and implemented rather quickly. The communication with the faculty and academic assistants in the various extension centers is more difficult because of distance and because all of them are involved on a part-time basis with various other responsibilities besides teaching and academic administration. Plans are developed to improve the communication with the faculty in extension (Appendix A, pages 38-39; Appendix A, pages 53-55).

The downside of EuNC's small size, the rapid changes, and the often informal way of operations is that much communication happens informally and therefore does not always reach everyone in the school in a timely manner or go through the appropriate and designated channels. As the college reviews the policies outlined in the Faculty and Staff Handbook, it plans to strengthen the formal lines of communication.

*How does EuNC evaluate its structures and processes regularly and strengthen them as needed?*

The Leadership Team, Faculty, and Campus Operations Council regularly evaluate their activities and operations. From 1999 to the present, they have had regular strategy meetings based on the document developed by Russel D. Bredholt, Jr. *Creating the Future, Strategy Development for Educational Institutions*. These strategy meetings have included faculty and staff members as well as students from the campus, and have led to various changes. Appendix A, pages 40-44; 136-142, contains the immediate results of these meetings.

As the current strategy document *Moving Forward* is being implemented, constant evaluation of existing structures and processes takes place.

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**Core Component – 1E. EuNC upholds and protects its integrity.**

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*How are the activities of EuNC congruent with its mission?*

The mission of EuNC is to prepare pastoral and lay leaders for the churches in Europe. The three programs that EuNC will be offering in its new curriculum (see Appendix A, pages 143-168, for all relevant information) help students contribute to church ministry in a variety of ways. The level 1 Certificate in Spiritual Formation, offered on campus and in extension, intends to encourage greater involvement in the local church. The new level 2 Certificate in Christian Ministry, offered on the campus and in extension, fulfills the minimum requirements for ordained ministry in the Church of the Nazarene.

The Bachelor of Arts in Religion, offered at the campus only, is an expansion of the minimum requirements for ordained ministry established by the Church of the Nazarene (Appendix A, pages 292-295). Students who have fulfilled the level 2 in extension can transfer to the campus for the B.A.

*Give examples of how EuNC understands and abides by local, state, and federal laws and regulations applicable to it.*

EuNC is a German non-profit organization, and is registered at Amtsgericht Singen (Hohentwiel) under VR 3 (Appendix A, page 118). EuNC is recognized by Cultusministerium Stuttgart as Höhere Fachschule, and its students from Germany are entitled to receive state scholarship called Bafög (Appendix A, pages 119-120). The B.A. offered through the affiliation with MidAmerica University (MNU) is recognized by the state of Baden-Württemberg (Appendix A, pages 121-122). All students, faculty, and staff at the campus are registered at the town hall as residents of Büsingen. All of them, including visiting students and faculty, comply with the visa regulations. One of EuNC's members has developed expertise in this area and is the contact person between the school and the official government offices. In all the other countries extension centers are part of the structures of the Church of the Nazarene, and are included in the official legal registration done by the church.

*Does EuNC consistently implement clear and fair policies regarding the rights and responsibilities of each of its internal constituencies?*

The Faculty and Staff Handbook contains job descriptions for all faculty and those with specific faculty responsibility, as well as for all staff positions on the campus (Appendix A, pages 60-88). Because full-time faculty are missionaries employed by the General Board of the Church of the Nazarene, the policies of their World Mission contract are not always congruent with the faculty policies of EuNC, causing a lack of clarity. If possible, faculty policy overrules the World Mission policy. The Academic Catalogue contains the general academic policies for all students on campus and in extension (Appendix A, pages 15-22). The Campus Student Handbook contains all policies for community living on campus

(Appendix A, pages 89-110). Each extension center is asked to develop its own policies applicable to the way it is organized.

The policies and rights and responsibilities for students, faculty, and staff are constantly revised due to the ongoing change happening over the last years. As the college is implementing the new strategy outlined in the *Moving Forward* document, all of these need to be reviewed in order to have policies that are in line with the new approach of integrating extension and residential education into one educational operation. Because of this need of review and revision, the existing policies have not been made available to the internal constituents as wished. All of these are available on EuNC's Website or internal network drive for faculty, staff, and students accordingly. Appendix B, tab 10, contains the last Academic Catalogue and Student Handbook prior to the strategic changes.

*How do EuNC's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities?*

The connection between the co-curricular and auxiliary activities on campus and the academic curriculum is strong because of the faculty involvement and the limited scope of those auxiliary activities. The Büsingen campus is small enough that the campus faculty is not divided into separate divisional meetings or college structures on a regular basis. Due to this organizational structure and its educational philosophy, all of the co-curricular/auxiliary activities are led by at least one faculty member. The student government is also organized in such a way that faculty members are involved in each branch or area (social, spiritual life, and administration/policies), and the advisor to the Student Council is part of the faculty. In the future, participation in some level of the student government will be part of the academic requirement for each student, combining co-curricular activities with practical training (Appendix A, page 117).

At EuNC, the cross-influence between the “co-curricular” and the “strictly academic” is strong due to the overlap of personnel and the on-going face-to-face dialogue provided by a regular meeting schedule. In addition, most of the part-time faculty in extension have other professional relationships to their students as pastors, church administrators, and district superintendents, reinforcing the cross influence between strict academics and other school or church connected activities.

*How does EuNC deal fairly with its external constituents?*

EuNC’s primary external constituents are the Eurasia Region and the fields, districts, and local churches within this region. All districts are represented in the Board of Trustees by their district superintendents and the larger districts by additional ministerial and lay delegation. The school administration stays in close contact with the field strategy coordinators and the district superintendents. The Leadership Team of the school has quarterly meetings with the Regional Director and the Regional Education Coordinator. In its Extension program the college works within the existing structures of the church with fields and districts, and uses many of the field and district leadership in facilitating the program. This cooperation allows the fields and districts input in EuNC’s program.

*Provide evidence that EuNC presents itself accurately and honestly to the public.*

The brochures published by EuNC mentioned earlier serve two purposes: student recruitment (Appendix B, tabs 1-2) and support (Appendix B, tabs 3-4). The yearbook, the Alpine, has a strong public relations function and is sent to alumni, former faculty and staff, and donors and supporters of the school (Appendix B, tab 5). Over the last years EuNC’s website has become more important in providing information to interested persons. In recent years, the college has sent out one or two e-newsletters on an irregular basis. Starting with this academic year this information service has been improved and EuNC intends to send out

8 newsletters per year (Appendix A, pages 111-115). Last academic year EuNC celebrated its 40<sup>th</sup> anniversary and produced a DVD and anniversary booklet (Appendix B, tabs 6-7). Over the last years EuNC has hosted an “Open House Day” for the surrounding community, organized by students in close cooperation with the administration of the school (Appendix A, pages 243; 285).

As these publications prove, EuNC gives an honest and accurate picture of itself. In the more recent publications the extension program was more deliberately emphasized, whereas in earlier publications it was often overlooked. The school website has not always provided accurate and up to date information; this has been identified as an area for improvement. The Alpine yearbook will be discontinued in its present format because it almost exclusively highlights the Büsingen campus and its students, faculty, and staff. See Appendix A, page 276, for the latest initiatives concerning public relations.

*How do you know that EuNC documents timely responses to complaints and grievances, particularly those of students?*

Students have the opportunity to address any academic grievances to the Academic Council or directly to the Academic Dean, who would normally bring the issue to the Academic Council. The Academic Council meets whenever needs arise. Complaints about classes and/or lecturers can also be addressed through end-of-the-semester course evaluations (Appendix A, pages 195-196), of which a summary is given to the lecturer in question.

Housing, technology, and other general campus complaints are first addressed to the area responsible (Property Manager, IT Director, Home Economics Manager, etc.). Appendix A, page 116, shows an example of how complaints can be reported online. When they are not addressed to the student’s satisfaction, the requests are usually passed along to the Resident Assistants, and then through the Dean of Students brought to the attention of the Campus

Operations Council, of which the Dean of Students and the Property Manager and other responsible persons are regular members. The Campus Operations Council meets weekly.

The Student Government is the other forum for students to address concerns. Each student is part of a Student Leadership Team, and each team has jurisdiction over certain areas (community/social development, spiritual life activities, or administrative and grievance resolution). These Student Leadership Teams can resolve complaints in their areas of responsibility, act as advocates with EuNC's administration, or pass along an issue for vote or resolution within the meetings of the Student Body (at which all campus students are present). These teams meet at least once each month, and most meet weekly or bi-weekly (Appendix A, page 117). One of these teams is the Administrative, Grievance & Restoration Committee, and is the appointed body to deal with student-to-student or community-to-student grievances that are not resolved among those immediately concerned.

## CRITERION TWO: PREPARING FOR THE FUTURE

**European Nazarene College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfil its mission, improve the quality of its education, and respond to future challenges and opportunities.**

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### **Core Component – 2A. EuNC realistically prepares for a future shaped by multiple societal and economic trends**

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*Do EuNC's planning documents reflect a sound understanding of its current capacity?*

One of the main aims of the strategic plan *Moving Forward* is to combine the best of residential and the best of extension education (Appendix A, page 10, slide 13) by changing to a modular course system. This commitment takes into consideration that the majority of EuNC's students are part-time extension students. For reasons such as language, economics, and family, most of these will never study on the campus nor transfer to the campus to complete their studies with the B.A. In order to be effective EuNC does not need to enlarge the capacity of the campus, and extension centers are able to use the available church facilities as well as personnel resources.

Over the last 10 years the campus has never reached its maximum capacity of housing for 60 students. The modular semester structure enables extension students and other guest students to be brought in for short periods of time, using the maximum capacity for certain periods during the year. In this way EuNC will be serving more than 60 students per year on campus without having to build extra dormitory facilities. In the Academic Year 2005-2006 seventy-seven students took one or more courses on the campus (Appendix A, page 27).

*Do EuNC's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization?*

The Strategy Document *Moving Forward* describes the most significant changes over the last 10 years (Appendix A, page 8, slides 3-4). The growth of EuNC's extension program

is an immediate result of the fall of communism in 1989, and reflects the limited financial resources available for students from the former communist countries to study at the campus. EuNC's commitment to extension is driven, among others, by these factors.

Technology plays an important role in EuNC's strategic plans (Appendix A, page 38, point 6a). The concept of one school with many teaching locations in various European countries can only be realized with the help of technology. As indicated in the strategic plan, EuNC is currently developing a web-based student management system available in autumn 2007, and changing the website of the school in order to have a fluid flow of information between the administrative center and the various sites and to treat the extension students in a way similar to the residential students.

The decision to introduce the European credit system called European Transfer and Accumulation Credit System (ECTS) grows from the commitment of the school to align as much as possible to the changes happening in European education referred to as the Bologna Process (Appendix A, page 124, section B2). Two of the aims of the Bologna Process are to establish more uniformity among the various national systems of education in Europe and to be more competitive on a global level. For more information, see the websites mentioned on page 124 of Appendix A, and the Bologna Declaration of 1999 (Appendix A, pages 266-268).

*How do EuNC's planning documents show careful attention to its function in a multicultural society?*

Because EuNC serves a multi-national, multi-cultural, and multi-lingual constituency in countries with a variety of economic realities, political, and religious systems (all of continental Europe as well as all of the Commonwealth of Independent States) and with a growing adult education market, EuNC has articulated in its strategy document *Moving*

*Forward* that it wants to be one school with many teaching sites in diverse European countries.

*Provide an example of how EuNC's planning processes include effective environmental scanning?*

Most of EuNC's environmental scanning occurs regularly and in an integrated way because of the set-up of the school and its small size and close connection to the various districts. However, EuNC needs to be more intentional about this scanning and document its findings and follow-up.

One example of how environmental scanning has occurred is that residential faculty members who teach in extension centers give verbal reports to the Academic Dean on their experience both in teaching extension students as well as their impressions of the cultural setting. When extension faculty members come to the campus to teach a course, they share with the Academic Dean their findings compared to their experiences in extension. Guest lecturers coming from schools in the United States allow the college to compare its students and educational system with that in the United States. Over the last years regular education consultations or field education meetings have been held in the different fields EuNC serves (see for a list Appendix A, page 129). One or two administrators from the campus/administrative center have attended these meetings. The informal reports to the Academic Dean and the Educational Consultations and Meetings have influenced the direction of EuNC's strategic plan.

*Is EuNC's environment supportive of innovation and change?*

The academic changes and administrative responses described in the strategy document *Moving Forward* illustrate how EuNC is able to respond to changes and develop new approaches in academics. As examples, in this multi-national college the administrative structure needs to constantly respond and adjust to changes in passport, visas, and other

multi-national realities including student health care issues and the challenge of different currencies, and a technology plan, introduced in September 2000, has allowed EuNC to make use of technological resources in education like PowerPoint in classes and to utilize the Internet for online education.

*How does EuNC incorporate in its planning those aspects of its history and heritage that it wishes to preserve and continue?*

EuNC's reason for being (educating leaders for ministry in the Wesleyan-holiness tradition in Europe) has been its guiding principle for 40 years, in spite of various changes in ministry and political changes such as the lifting of the iron curtain. The aims in the new curriculum present a clear commitment to this heritage (Appendix A, page 131-132).

One of the strengths of EuNC has been its residential program. Many students of the past have referred to the life changing experience of being a residential student in Büsingen. As EuNC developed its future strategy, a strong commitment was felt among the faculty to preserve the benefits of residential education against some of the pressures to concentrate more exclusively on the growing side of EuNC in extension. Where many present the option as an "either...or," the strategy document *Moving Forward* deliberately states that it wants to expose the students to "the best of residential and extension education" (Appendix A, page 37, point 4). A student survey helped guide the plans to this end (for the results of this see Appendix A, pages 133-134).

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**Core Component – 2B. EuNC’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future**

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*Are EuNC’s resources adequate for achievement of the educational quality it claims to provide?*

European Nazarene College has a fivefold resource base: denominational funds through the World Mission Department of the International Church of the Nazarene; district educational budget from the local churches of its educational region in Europe; and tuition and fees, gift income, and annual fund raising events (both in Europe and the USA). These funding resources are adequate for achieving the educational quality EuNC claims to provide. Most of the funds come from the World Mission Department and finance the personnel costs of full-time faculty (including part-time faculty who are spouses of full-time faculty members) and provide significant resources for the operational budget. The funds developed through the district educational budgets, tuition, fees, gifts and fund-raising efforts also contribute to the operational budget of the school and are used to support and strengthen the college infrastructure: facilities, equipment, library, technology, food services, and student services, staff salaries, and part-time and visiting faculty (see Appendix A, pages 280-281, for a financial report of 2006).. An additional resource and relief to the budget has been volunteer help in renovating and upgrading facilities, short-term teaching, and staff support.

*Do plans for resource development and allocation exist and do they document a commitment to supporting and strengthening the quality of the education it provides?*

In 1999 the EuNC Foundation was established through the structure of the church for the sake of developing financial resources. Every year the Foundation calls for a meeting on the campus to inform whoever wants to come about EuNC. Initially this group consisted primarily of a group of friends of the college in the United States. During the last three years the Foundation has expanded to include people from Germany and the Netherlands. Another

activity of the Foundation is to organize fund raising dinners in the United States. Some of the specific projects for which money was raised were computer technology, classroom furniture, and web based student administrative software. In September 2006 the executive committee of the Board of Trustees and college administrators discussed the future plans in relation to the financial resources and explored ways of developing these (see Appendix A, pages 232-233, for the financial projection as presented to the Board of Trustees). Appendix A, pages 278-279, shows the most current plan being discussed.

*Does EuNC use its human resources effectively?*

Because of EuNC's small size and limited human resources, most of its personnel serve in multiple roles. Of the 6 full-time faculty positions in the academic year 2006-2007, five are combinations of various functions (Rector-Lecturer; Academic Dean-Lecturer; Registrar-Librarian; Dean of Students-Counselor-Lecturer; IT Director-Lecturer). Besides official functions and responsibilities, all faculty members are expected to serve in various other roles such as council or committee members, small group leaders, or chapel leaders/speakers. No faculty member has the option to be single-focused on his or her academic discipline, and a certain multifunctional attitude and flexibility is expected of all. The question for EuNC is not "Are we using our human resources effectively?" Rather, it is this: "Are we are not asking too much of our faculty in diverse areas?"

For short-term campus modules teachers are recruited from among the college's part-time extension faculty, from other Nazarene schools, or from among pastors or church leaders who are qualified to teach. Besides the permanent campus faculty and staff the college relies on the denominational network for finding personnel to serve as volunteers for a semester or a full academic year in various staff and faculty positions. These additional human resources help us to enrich and expand our educational offerings. Extension centers

use the available human resources in the districts and fields. None of these are paid directly by EuNC.

*Does EuNC intentionally develop its human resources to meet future changes?*

EuNC needs to be more intentional in developing its human resources to meet future changes. No formal plan of faculty development exists. Nonetheless, the following is being done: Training and orientation is provided to extension teachers and administrators through regular held education consultations and meetings, most recently, the Annual CIS Education Meeting in October 2006 and the Southeastern Europe Education Consultation in December 2006. Specific seminars are also organized for residential faculty to which extension faculty is invited as well, most recently seminars on Outcome Assessment (August 2005) and Online Education (November 2005). EuNC participates in the organization of regular theology conferences under the responsibility of the Eurasia Region. One of the primary aims of these conferences is to develop young and future faculty in an academic setting of young and experienced academicians. The last conference hosted on our campus was in April 2005. Finally, young and new extension faculty members are mentored by more experienced faculty, often starting their teaching as co-teachers. Extension faculty members are also asked to teach in intensive modules on the campus. Appendix A, page 215, shows that EuNC is planning to raise the budget for faculty development.

*Does EuNC's history of financial resource development and investment document a forward-looking concern for ensuring educational quality?*

EuNC has a 40-year history as a solvent educational institution. Denominational support underwrites its campus debt (called Alabaster Funds), and missionary personnel costs (in 2006-2007 six full-time and three part-time faculty positions) are underwritten by World Mission funds, so the operational budget is not impacted by these expenditures. Most income generated through educational budgets and tuition goes to the operational budget along with

the subsidy received from World Mission. Special projects are financed through additional fundraising through the Foundation and friends of the college. During the last years these projects were Information Technology, dormitory renovation, classroom furniture, and web based student administrative software. Appendix A, pages 278-279, show the forwarded-looking concern of the college concerning finances.

*Are EuNC's planning processes flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth?*

Because EuNC is a small college with short communication lines and because many of the staff and faculty serve or have served in multiple capacities, the college is very flexible to respond to unanticipated needs. One of EuNC's strengths is the ability to maintain a lean organization with minimal number of personnel; its size prevents hiring personnel with a single focus and responsibility. In recent years EuNC has demonstrated flexibility in program decisions in order to strengthen its primary emphasis on local church ministry.

However, flexibility in personnel is limited due to EuNC's organizational structures. Various levels of denominational structure (regional office and world mission offices of the denomination) have to be consulted and give approval for personnel changes of those with a missionary contract. This procedure does not apply to part-time campus faculty and staff who are directly contracted by EuNC. On the other hand, missionary salaries are paid directly by the World Mission Department and do not directly weigh on the operational budget of the school. For part-time extension faculty the college is dependent on who is available in the various districts of the church (pastors, missionaries, and other qualified teachers); on the other hand, these are not on the payroll of EuNC.

*Does EuNC have a history of achieving its planned goals?*

EuNC's 40-year history shows it has fulfilled its original mandate. Today EuNC is the institution on the continent of Europe and the Commonwealth of Independent States (CIS)

that educates people for ordained ministry. The rise of extension education shows that it has been capable to adjust to new challenges without forsaking its mission. (Appendix A, page 135 shows the number of ordained elders who have studied at EuNC.) For years EuNC taught the importance of having European leadership and faculty; in 2005 Klaus Arnold's election as Rector made the Leadership Team of EuNC consist of two Europeans, and the college has a larger European faculty with the extension faculty.

Campus development shows steady progress, from one building EuNC in 1965 to presently two other large three-story buildings creating space for a library, a chapel, dorm rooms, a computer lab and faculty, guest, and student apartments, and a renovated historic building (built in 1589), which serves as an administration and welcome center. Significant renovations show that EuNC is able to maintain these buildings and keep them in good condition. Currently, a new classroom building is being explored.

The small beginnings of extension education in the early nineties developed into one of EuNC's strengths: extension sites in 17 different countries with over 200 students annually who take courses. In the academic year 2004-2005 the number of credit produced in extension exceeded for the first time the credit produced on the campus (see Appendix A, 296, for the statistical report comparing campus and off-campus education).

In summary, EuNC's history reveals a solid school that steadily works to achieve its goals through periods of difficulty and great challenge, perhaps not with rapid nor spectacular numerical accomplishment, but with steady progress. Appendix B, tab 6, contains an anniversary publication telling about significant moments in the 40 years of history.

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**Core Component – 2C. EuNC’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

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*Does EuNC demonstrate that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness?*

EuNC has various evaluation processes in place, such as course evaluations at the end of every course offered on campus and occasionally in extension in which students evaluate the performance of the teachers and the course itself, annual or biannual personnel performance evaluations of the faculty and staff on the campus, weekly faculty-staff meetings in which issues and concerns that arise during the semester are discussed, and occasionally other questionnaires evaluating campus services. In addition, the strategic planning sessions from 2000 onwards, based on the workbook *Creating the Future* developed by Russel D. Bredholt, Jr., guarantees an ongoing evaluation of EuNC’s performance. The section of this workbook on the current profile, last updated in June 2005, gives accurate evidence of how college personnel evaluated the institutional effectiveness of EuNC (Appendix A, pages 136-142). See as well Appendix A, pages 40-44, for a summary of this process.

*Does EuNC maintain effective systems for collecting, analyzing, and using organizational information?*

Systems for collecting, analyzing, and using organizational information include financial reports, Leadership Team meetings and minutes, faculty meetings and minutes, meetings and minutes of EuNC councils (academic and campus operations), strategic session meetings and minutes, minutes of Board of Trustees meetings and executive committee meetings, policies, annual reports from various areas of responsibility, and annual statistical reports collected on library use, students on campus and in extension. All of these are available online for analysis by the Leadership Team and other councils in making decisions.

Especially in the strategy sessions for the new curriculum, much of the data informed the discussions.

*Are appropriate data and feedback loops available and used throughout EuNC to support continuous improvement?*

While strategic session minutes have been reviewed and used in the development of the current strategy *Moving Forward* and financial reports are used in the analysis and planning of budgets, EuNC realizes that it needs to improve in this area.

*Does EuNC have adequate support for its evaluation and assessment processes?*

EuNC is committed to ongoing evaluation and assessment. Most of this happens on a weekly basis in the faculty meetings and the meetings of the Campus Operations Council. However, because of limited human resources the evaluation and assessment processes are not well developed.

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**Core Component – 2D. All levels of planning align with EuNC’s mission, thereby enhancing its capacity to fulfil that mission.**

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*Do coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for EuNC?*

EuNC personnel view planning as a dynamic and collaborative process, structuring their planning so that trustees, faculty, staff, and students participate at different stages of the process. The various documents that have emerged out of this process illustrate EuNC’s emphasis on its mission. Note the reference to its sense of purpose and beliefs and values and unique characteristics in the Strategy Document of May 2005 (Appendix A, page 136-137, Sections A1A-C), as well as the clear focus on the mission of EuNC in the *Moving Forward* document (Appendix A, pages 9, slides 8-9).

*Do planning processes link with budgeting processes?*

The actual linkage of planning with budgeting usually happens at the level of the Campus Operations Council and the Leadership Team with approval of the Board of Trustees. One clear example is an extra executive committee meeting in September 2006 to think about the projected budget for the coming years in light of the new strategy and changes in the academic area (see Appendix A, pages 232-233, for the results of this meeting).

*Is implementation of EuNC's planning evident in its operations?*

Since the *Moving Forward* strategy document was accepted by the Board of Trustees in January 2006, the following implementation steps are in progress: residential faculty approved the precise modular structure for the campus and how the ECTS credit system will be implemented (March 2006); intensive research was done for purchasing a web-based student management system and financial funds were raised (deadline for the system to be in use, autumn semester 2007); curriculum revision is in progress and the basic structure has been approved by the newly established Overall Faculty Meeting of EuNC in December 2006 (the new curriculum will be implemented on the campus in the autumn of 2007 and in extension no later than autumn 2008); a new student leadership structure was introduced that allows the college to be more inclusive of its students in extension and the students who visit the campus for separate modules; a campus development plan has been developed to accommodate to the modular system with more students coming and going through the year (December 2006); and in November 2006 the Academic Council with field extension coordinators began operating as the new Academic Council overseeing all of the Academic affairs of the campus and in extension. The excerpts from the reports of the Rector and the Academic Dean to the Board of Trustees in January 2007 (Appendix A, pages 276-279; 282-283) refer to these implementations.

*Do long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments?*

Long range planning has been adjusted at EuNC from “one school *for* many nations” (concentrating mainly on Western Europe) to “one school *in* many nations” because of political change, technological advancements, and different needs and opportunities in the countries EuNC serves. The best example is the development of extension centers (especially in Eastern Europe), which were started mainly because potential students did not speak English and not enough funds were available to bring everyone to the campus in Büsingen. Other countries followed, starting extension centers (also in Western Europe, e.g. the Netherlands and Germany) to help meet the needs for adult education. The technological development available has helped in this reprioritization of college goals as well. The model pursued of a school with many teaching locations in different countries was not imaginable in a time without Internet. The current strategy document *Moving Forward* (Appendix A, pages 8-12; 36-39) allows for similar reprioritizations due to changing environments.

*Do planning documents give evidence of EuNC’s awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which EuNC and its students exist?*

EuNC’s whole make up and audience force an awareness of the relationship among educational quality, student learning, and the diverse, complex, global, and technological world in which the college exists. College personnel deal weekly – maybe daily – with student visas, national requirements for students to study abroad, the changing currency markets and its impact on students, and many other related multinational issues. These multifaceted international realities have been a part of EuNC since it began 40 years ago. Through the years EuNC has been able to use the multifaceted realities present on the campus for the benefit of the educational experience of its students.

*Do planning processes involve internal constituents and, where appropriate, external constituents?*

EuNC's planning processes are a collaborative enterprise in which all campus faculty and staff have been involved as well as extension faculty. At various stages, students participated in the discussions as well. The fact that EuNC is a small college and that its leadership team, faculty, and staff fill multiple roles enhances its ability to communicate and coordinate with all internal constituencies at most levels of planning. At various occasions the college consults with its external constituencies. One specific example is the development of the strategic plan *Moving Forward*. After this was discussed with faculty and staff, it was presented to the Regional Director and the Regional Education Coordinator for feed-back, as well as to the Regional Advisory Committee (RAC) before it was presented to the Board of Trustees in January 2006.

The specific avenues followed include faculty and staff retreats, faculty meetings, staff meetings, Student Leadership Teams serving (among other reasons) to give feedback and to initiate planning processes, quarterly meetings with the Eurasia Regional Office, meetings with the Executive Committee of the Board of Trustees (the Regional Director and Regional Education Coordinator are *ex-officio* members of the Executive Committee and the Board of Trustees), and the EuNC Leadership Team's participation as part of the Eurasia Education Council of the Church of the Nazarene, which serves (among other reasons) as a "sounding board" for strategic initiatives.

### **CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING**

**European Nazarene College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

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**Core Component – 3A. EuNC’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

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*How does EuNC clearly differentiate its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each?*

The curriculum that EuNC is currently developing will offer one B.A. degree in religion, and two certificate, non-degree programs: the Certificate in Spiritual Formation (similar to the first level of the B.A.) and the Certificate in Christian Ministry (similar to the first two levels or 50% of the B.A.). Because the two certificates are offered in the off-campus locations as well, there is a clear distinction between the first two levels and the advanced levels of the B.A. program.

The level two program serves as the ordination track fulfilling the minimum requirements established by the Nazarene denomination; therefore, the first half of the B.A. is especially geared towards professional ministerial education. The second half, offered only on the campus, is geared more towards fulfilling the requirements of a liberal arts degree and serves to prepare students for post-baccalaureate education (Appendix A, *New Curriculum Info*, pages 149-150, especially points 5-7 and 10). This division is clearly visible in the spread of all B.A. courses over the four levels as can be seen in Appendix A, *New Curriculum Info*, pages 160-161.

*Provide proof of assessment of student learning at multiple levels: course, program, and institutional.*

The following assessment measures are in place at EuNC. First, all course assignments are directly linked to the course objectives, which are connected to the Intended Educational Outcomes established by the school. A good grade for an assignment and for the entire course

is an indication that the student has made a satisfactory step towards fulfilling the outcomes established by EuNC. The student's transcript with all his or her grades is therefore a very important assessment document. The appendix contains the syllabus of a Church History course highlighting how a specific assignment is related to the objectives and educational outcomes (Appendix A, pages 169-171).

In addition, the college has started collecting data for outcomes assessment, but due to the work on the revision of the curriculum and its structure, this has been delayed. The appendix shows an example of the data mastery sheets being collected (Appendix A, page 177). As the college is developing the syllabus templates for all the courses of the new curriculum, one assignment will be developed for each course that is similar for all EuNC locations to assess the performance of the students

Certain courses are intentionally placed in the curriculum for assessment. Introduction to College Studies is intended to be an assessment at the front end of the student's study (see the proposed syllabus template for this course in the Appendix A, pages 178-180). Ministry Integration is a new course at the end of the second level intended to assess a student's aptitude for ministry and the outcomes of the level two program (Appendix A, pages 157). The Senior Review is intended to do the same kind of assessment for the liberal arts outcomes of the B.A. at the end of the fourth level. Appendix A, pages 181-183, has the current Senior Review for 2006-2007, which is more like the Ministry Integration than the Senior Review being developed.

Another assessment tool is EuNC's progressive curriculum. Each level has certain entry requirements, and students can continue only if they meet these (see current requirements as listed in the Academic Catalogue in Appendix A, pages 184-188).

Because EuNC has only one program, the assessment at the institutional level is not much different from that at the program level. One element that could be added is that the faculty at

the Büsingen campus meets every week to discuss various issues, indirectly serving as assessment of students' learning. Similar meetings happen at the other locations as well, but less frequently.

*How does your assessment of student learning include multiple direct and indirect measures of student learning?*

As EuNC introduced the system of Outcomes Assessment in autumn semester 2005, it selected for each outcome two direct and two indirect measurements as can be seen in Appendix A, pages 189-191. However, due to the curriculum revision begun during that same period, much was put on hold. For the new curriculum the intention is the same: to have an even spread of direct and indirect measurements.

*Show that the results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.*

Up until now, common assessment results such as number of students in the programs, number of students in any particular course, grade point averages, number of students who withdraw, etc., have been available on a limited scale. The Registrar's Office has kept and reported all essential statistics, and some of these have been reported to the Board of Trustees (samples of the reports to the Board of Trustees in January 2007 can be found in Appendix A, pages 216-219). The gathering of more specific information concerning the assessment of learning outcomes is still too recent to produce reports. The college has assigned a person from among the campus faculty to function as the outcomes assessment coordinator to gather all the data. When the new curriculum is offered in the autumn 2007, EuNC will be in a better position to collate and make the data available.

*How does EuNC integrate into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates)?*

EuNC produces annual reports for its Board of Trustees and the International Board of Education (IBOE). The feedback received on these reports is shared with the campus faculty during weekly meetings and, where appropriate, integrated into curriculum and strategy decisions. Due to the small size of the institution and having just one program, EuNC has no long communication lines or long formal processes for integrating the data into its assessment of student learning. Plans are developed to gather information concerning the following: ministry placement; ordination; transfer or acceptance into (and/or graduation from) post-graduate programs; graduation – based upon acceptance to a particular program.

*How does EuNC's assessment of student learning extend to all educational offerings, including credit and non-credit certificate programs?*

Appendix A, pages 189-191, shows how the various assessment tools are divided over courses, and non-credit activities and requirements. This list will be updated once the new curriculum has been fully developed.

*How does EuNC involve faculty in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved?*

The existing list of intended educational outcomes is the result of various meetings of the campus faculty with input from the off-campus faculty. Both on- and off-campus faculty members are currently working in four different committees, establishing the syllabus templates for each course. Appendix A, page 192, shows the assignment of these committees and makes clear how faculty members are involved in defining course objectives related to the outcomes, and in creating measurements of assessment, using the Blackboard course management system. Guest access is available at <http://bb.mnu.edu> under the username guest.eunc. The password will be provided upon request. See Appendix A, page 220, for all

the members of the committees and their positions. After the work of these committees, the results are being discussed with the entire Faculty Meeting of EuNC.

*Provide evidence that faculty and administrators routinely review the effectiveness and uses of EuNC's programs to assess student learning.*

The routines in place are the weekly meetings of the campus faculty and the annual senior review of the students, also debriefed in the faculty meeting. The work of the committees working on the syllabus templates of the new curriculum will be ongoing. It is anticipated that after the templates are established, the committees will be evaluating the courses as they are taught at the various locations, and as the assessment data are collated.

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**Core Component – 3B. EuNC values and supports effective teaching.**

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*Prove that qualified faculty determine curricular content and strategies for instruction.*

The development of curriculum is in the hands of the faculty both on campus and off-campus under the leadership of the Academic Dean. The process followed in the current curriculum revision was that the residential faculty discussed the curriculum in various meetings. A proposal was presented to the newly created General Academic Council in November 2006, consisting of campus and off-campus faculty, who formulated the official proposal for the new curriculum that was sent to all faculty members for approval. After this approval four faculty committees started in February 2007 to work on the further implementation by developing syllabus templates for all courses (see Appendix A, page 144-145).

Appendix A, pages 193-194, provides the faculty list of the Academic Year 2006-2007 with their academic qualifications. Members of the Faculty Meeting are the full-time, part-time and adjunct faculty. Voting right is given to full-time and part-time faculty with two

years of experience in education at EuNC (one year for full-time faculty). The adjunct faculty has a voice in the discussions but no vote (see Appendix A, pages 52-55).

Although the curriculum is clearly focused on Theology and Christian Ministry, EuNC has a much broader variety of disciplines among the faculty that contributes to the curriculum. Because most faculty members are part-time involved in education and part-time in the ministry of the church in various countries, they are able to make significant contributions to the professional development of the curriculum.

*How does EuNC support professional development designed to facilitate teaching and suited to varied learning environments?*

EuNC supports professional development in the following ways. First, EuNC provides special seminars and training at the campus on various issues. Recent examples are Training on Outcomes Assessment, August 2005; Online Seminar, November 2005; and Development of a common syllabus template August 2006. In addition, the college provides consultations to its faculty in the off-campus locations. Recent examples are the CIS Faculty Meeting (Moscow, Russia) October 2006; and the Southern Europe Field Education Consultation (Sofia, Bulgaria) December 2006. EuNC also hosts or organizes the European Theology Conference in conjunction with the Eurasia Educational Council, or finances the participation of other conferences. Recent examples are European Theology Conference at the Büsingen campus in spring 2005, and the Global Theology Conference in the Netherlands in spring 2007. Another way that EuNC supports professional development is the system in place that connects young beginning faculty members who are still finishing their Master's level education with experienced faculty members and arranges that the beginning faculty member start by co-teaching a lower level course under their supervision. EuNC has started doing peer review but needs to develop this more. The college also needs to be more

intentional about professional development in innovative effective teaching methodology, a need the faculty has identified.

*Provide documents which show that EuNC evaluates teaching and recognizes effective teaching.*

At the end of every course, students fill out a course evaluation. The data are gathered and a summary of the results is given to the teacher, filed in the Academic Dean's office, and used in the annual performance evaluation of the faculty member. The appendix shows the form currently used on campus (Appendix A, pages 195-196). Similar forms are used in the off-campus locations, but not always filed in the Academic Dean's office.

*How does EuNC provide services to support improved pedagogies?*

During recent years the college has installed various technology equipment in its classrooms. The two classrooms most frequently used have a laptop, a beamer, DVD/Video player, and Internet connectivity available. Through the affiliate relationship with MidAmerica Nazarene University (MNU), EuNC has the opportunity if desired by the teachers to use Blackboard for various course components.

*How does EuNC demonstrate openness to innovative practices that enhance learning?*

The development of EuNC's extension program is a good example of how the college has been trying to be innovative in its delivery. EuNC experimented with online education, but decided in June 2006 not to pursue this further for the next few years due to various reasons. In the spring semester 2007 EuNC will conduct the second half of a course with videoconferencing.

*How does EuNC support faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction?*

An environment exists at EuNC that is open towards current developments in teaching and towards technological advances beneficial for instruction and student learning. While EuNC has provided various training seminars on online education, outcome assessment, and syllabus development, college personnel realize that more initiative can be undertaken in this area.

*What professional organizations do faculty participate in that are relevant to the disciplines they teach?*

EuNC's faculty has membership in the following professional organizations: Verein für Freikirchenforschung, Arbeitskreis für evangelikale Theologie, Facharbeitsgruppe Systematische Theologie, Vereinigung Evangelischer Freikirchen, Arbeitsgruppe Theologische Ausbildung, Association for Christians in Student Development (ACSD), Society of Biblical Literature, Institute for Biblical Research, and Wesleyan Theological Society.

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### **Core Component – 3C. EuNC creates effective learning environments.**

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*How do assessment results inform improvements in curriculum, pedagogy, instructional resources, and student service?*

Changes to curriculum and student services have been made based upon perceptions of student learning and student needs, discussed in weekly faculty meetings and regular Academic Council meetings. This process of assessing results has been fairly informal, and collecting hard data (other than grades and individual assignments and TOEFL scores) is a relatively new process for EuNC. But the college is now beginning to gather consistent, specific data in a truly formalized fashion. The current curriculum revision and semester

structure change (see Appendix A, pages 144-145) emerged out of the ongoing dialogue among faculty, and with college constituents. Various initiatives in the area of student development are a direct result of this ongoing dialogue (see Appendix A, pages 297-299 for an overview, and Appendix A, pages 117; 294-206; 247-259; 264-265; for specific components). Other improvements have included the addition of a computer lab and updated equipment, the use of projection and PowerPoint in classroom instruction, selected new library resources and a significant overhaul of the student government structure.

*How does EuNC provide an environment that supports all learners and respects the diversity they bring?*

Due to the international and intercultural nature of the school and the size of the campus community, EuNC is very conscious of respecting diversity. The following are samples of this awareness:

Housing Assignments and Dormitory Environment. Housing assignments are made with consideration of cultural differences. While college personnel try to mix cultures and encourage students, they also recognize that students need the housing areas to be comfortable and roommate assignments culturally acceptable. They also try to encourage a diverse and respectful environment by intentionally selecting dorm Resident Assistants from a variety of cultural backgrounds. (see Appendix A, pages 97-99, for dormitory regulations).

Specific courses. Various courses reflect EuNC's sensitivity to the diversity of its students. Introduction to College Studies (Appendix A, pages 178-180) helps students who come from a variety of educational systems to adapt to the academic system here at EuNC. Intercultural Communication (Appendix A, pages 197-203) explores cultural differences and encourages students to explore their own culture as well as other cultures at a more personal level.

Coaching Groups. To support academic learning, the college has established for each academic level Coaching Groups: small academically-scheduled discussion groups, faculty-led and designed to support academic success, especially the transition to and from life on-campus and the cultural adaptation students will experience as they come from and return to their home culture (Appendix A, pages 204-206).

Modular Schedule. The decision to shift to a modular schedule was made to allow students to move to and from their home culture for studies at the campus in Büsingen. This change was made largely out of a respect for the need for contextualization and with the intention that students can stay actively involved in ministry in their home location, respecting the differences in cultures and the need for them to connect their academic studies to their own ministry environment (Appendix A, page 39).

On-going Faculty Dialogue. Because EuNC's faculty is culturally diverse, when students are struggling in any given course or when their academic or on-campus adaptation seems to be difficult, faculty members work hard to identify and discuss any possible cultural factors that are contributing to the difficulties.

*Provide evidence that your advising systems focus on student learning, including the mastery of skills required for academic success.*

EuNC, due to size and structure, does not have a separate advising system, per se. Advising is built into each level and layer of the academic system. Students are not assigned to particular faculty members for advising, but the contact between students and faculty members takes place in a multi-layered, multi-faceted structure. Any given student has access to full-time faculty members for consultation, and each student participates in a smaller coaching group which is faculty-led and intended to support academic success, including advising.

Since EuNC has only one major, most advising is in one of three areas: 1) which program students will choose to pursue: Level 1; Level 2, the B.A., 2) in which area of specialty or focus they choose their electives, and 3) the schedule of their courses. In this process the Academic Dean and the Registrar fulfill the most active roles. The Academic Dean gathers information about student performance from faculty members, the Registrar, and the students themselves. If any intervention is required, he may engage the assistance of the campus counselor, other faculty members, the Registrar, or the Academic Council. The Registrar gathers mid-term grades from faculty members and if necessary alerts the Academic Dean to any problems, helps select the courses for the students' plans of study, and monitors their progress toward the degree/certificate of their choice.

Certain courses are offered to provide students with the skills necessary for successful studies. English courses are provided to enable students to gain the TOEFL scores they need to progress through the program. Introduction to College Studies (Appendix A, pages 178-180) helps students develop study skills. Additional tutoring and language assistance for papers is available to students through designated faculty or by students overseen by faculty members. In the new curriculum being developed, an English composition course and a course in Research and Methodology will be required for all B.A. students (see the proposed syllabus templates for these courses in Appendix A, pages 207-210).

*Give examples of how EuNC has employed, when appropriate, new technologies that enhance effective learning environments for students.*

After the Computer Network was installed at EuNC in 2000, various new technologies became available. Beamers were introduced in class allowing for PowerPoint presentation; documents were made available to the students on the network; and online classes were offered through the use of Blackboard, or certain class discussions were done in

Blackboard. In the spring semester of 2007 EuNC will have its first experiment with video conferencing.

*How do EuNC's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning?*

At EuNC review happens in the following regularly-scheduled meetings: the faculty meets for weekly meetings; the Residential Assistants meet regularly for assessing the on-campus living situations (See Appendix A, pages 211 and 212 for samples); regular surveys are held such as student government surveys (Appendix A, page 221), course evaluations (Appendix A, pages 195-196), and faculty evaluations of technology availability (Appendix A, pages 213-214); and the curriculum also provides assessment tools such as TOEFL and the Senior Review (Appendix A, pages 181-183).

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**Core Component – 3D. EuNC's learning resources support student learning and effective teaching.**

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*How does EuNC ensure access to the resources necessary to support learning and teaching?*

EuNC provides Internet access on a 24-hour, 7-days-a-week basis. The campus has a computer lab accessible at all times. The library has currently subscriptions to 46 journal titles, and contained at the end of 2006 18.865 titles (journals not included) with 20.270 volumes. The library also provides Internet access, as well as stores books, journals, audiovisual, and CD-ROM sources that are applicable to the courses taught at the college with access 14 hours a day from Monday to Saturday. Through EuNC's affiliation with MNU, students have also access to EBSCO, an itemized, content-indexed computer catalogue accessible in-house and via the EuNC's website. Students and faculty can freely borrow most of the material, and loan rules (Appendix A, pages 96-97) have been established to

ensure equal and fair access of material to all users. Various off-campus locations have small libraries or the off-campus students have access to other libraries.

Local churches provide students an opportunity for practical work to implement what they learn in the class. Especially in the off-campus locations students can already be involved in ministry in their own local congregation and district while they study. Although these opportunities are more limited on the campus in Büsingen, the campus community and the intensive nature of it provide sufficient opportunity to practice what is taught in class. Added to this are various outreaches of the school (Christmas concert, representation at district events, projects like the Open House Days etc.) that create opportunity to put the learning into practice. EuNC has an Internship coordinator who assists students in finding appropriate Internship locations to supplement their classroom experience.

*How does EuNC evaluate the use of its learning resources to enhance student learning and effective teaching?*

The library budget is divided between the major areas of the school's curriculum, and faculty members teaching in the different specialties have full say over what is purchased for the library collection, as well as teaching and research resources. Faculty expertise and knowledge of assignment and research requirements direct their choice of material. Feedback on the use of learning resources is gauged through the bibliographies attached to student papers. Appendix A, pages 223-224, contains the library loan statistics and distribution of the budget over 2006.

*How does EuNC regularly assess the effectiveness of its learning resources to support learning and teaching?*

Annual loan statistics of the library material are gathered (Appendix A, pages 223-224) to ascertain if the collection continues to be useful to the EuNC constituency. Internship placements are evaluated by the kind of feedback the college receives from the supervisors on

the field. Because all of the faculty and staff are actively involved in the local churches where students attend as well, there is much informal assessment of the effectiveness of the local churches as learning resources, occasionally discussed in the weekly faculty meetings.

However, there is no formal assessment for the students' involvement in the local churches.

*How does EuNC support students, staff, and faculty in using technology effectively?*

When EuNC decided in 1999 to install a computer network and to advance the technology of the campus, it also invested in employing a full-time Information Technology (IT) director. Apart from maintaining the system, the IT director is also responsible for helping the faculty staff and students use technology effectively. Because of the small size of the college specific training seminars were not needed, but the IT director has always been on call to help with individual needs. The IT office is in the same building and on the same floor as all faculty offices and easily accessible.

One of the science courses all B.A. students are required to take, computer science, also helps the students in understanding and using technology effectively.

*Does EuNC have effective staffing and support for its learning resources?*

For a small size school EuNC is well staffed for support its primary learning resources: a qualified librarian who works every morning in the library; a full-time IT director; and two experienced pastors serving the three Nazarene churches in the area where most students attend (one of them is also an adjunct faculty member).

*How do EuNC's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness?*

The systems and structures of EuNC are open to various partnerships. EuNC's affiliate relationship with MidAmerica Nazarene University (MNU) has allowed the college to offer online education using its course development system. See Appendix A, pages 225-228, for a

copy of the Baccalaureate Degree Contract between the two schools. When EuNC started with Outcome Assessment, a team of three persons came from MNU to instruct the EuNC faculty. The student exchange program has allowed several EuNC students to study for one semester at MNU. Through EuNC's contact with Northwest Nazarene University (NNU), it was able to offer an online seminar to faculty. Through collaboration with Nazarene Bible College (NBC) the college is able to assist students in their study programs by enrolling them in certain of NBC's online courses. In this region EuNC collaborates with Nazarene Theological College Manchester (NTC) through the Eurasia Education Council, and various NTC teachers have taught in extension and on the campus. In extension EuNC collaborates with other non-Nazarene entities. In Hungary, the Wesleyan Alliance offers EuNC's extension program using its resources. In The Netherlands EuNC cooperates with the Evangelische Theologische Hogeschool (ETH)/Christelijke Hogeschool Ede (CHE), an interdenominational evangelical college in offering religion classes.

*Do budgeting priorities reflect that improvement in teaching and learning is a core value of the organization?*

Compared to a few years ago, EuNC has fewer full-time faculty available on the campus due to an decreased number of missionary positions made available to the college. The shift to the modular is one way to compensate this loss, because EuNC can rely more on short-term visiting faculty. The school in its budget plans decided to increase the financial remuneration significantly for these visiting teachers, even though this puts a great deal of pressure on the overall budget, because the increase is of essential importance to guarantee continuity and quality of education. Appendix A, page 215, shows the initial financial projection as part of the strategy document *Moving Forward* presented to the Board of Trustees in January 2006.

Another decision with large budgetary implications is to invest in a web-based student management system, seen as crucial for creating a profitable learning environment especially for the extension faculty and students. College leadership has raised additional funds to make the purchase of this system possible.

## **CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE**

**European Nazarene College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

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**Core Component – 4A. EuNC demonstrates, through the actions of its administrators, students, faculty, and staff, that it values a life of learning.**

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*How does EuNC's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff?*

EuNC's commitment to developing its students, faculty and staff into life-long learners is demonstrated in three areas: 1) investing in facility and resource, 2) using the college's locations to make continuing education more easily accessible for the region it serves, and 3) investing in continuing education programs or opportunities for faculty and staff.

Facility and Resource Investments. EuNC has consistently allocated annual funds for developing the library and its resources, making the library an excellent tool for a college this size. A new or drastically remodelled library is in the campus development plan for the next five years. EuNC has also recently remodelled one classroom, and determined that a new classroom building is the top priority for the Büsingen campus, a significant investment in and affirmation of the value of the community of learning. The third major investment in campus facilities has been the development of the computer network and the computer lab, which receive regular updating and carry a significant portion of the overall annual budget. Appendix A, pages 229, 230, contains the Campus Development Plan adopted by the Board of Trustees in January 2007. Appendix A, page 233, contains the projected expenditures in the coming years, with significant increases in the areas "Academic Cost" and "Building Cost."

Using the Location. Each year, the Busingen campus hosts visiting faculty, regional personnel, and alumni who seek to continue their education. EuNC hosts an annual Leadership Conference, which is also attended by its students, and hosts once every four years the bi-annual European Theology Conference. There are also times during the year when alumni and other persons come to campus to use the library and/or other facilities. EuNC supports these conferences and other guests through annual budgets and provides housing as available. Hopefully, the investment in the new curriculum structure (in process) will allow pastors and leaders on this region to travel and attend classes more easily due to the more modular, short-term course schedule.

Providing Funds and Opportunities for Continued Education/Training. All of EuNC's faculty members have access to funds through the General Church for attending conferences or pursuing further education in their fields, some through scholarships and some through annual budgets or home assignment funds. EuNC is committed to arranging schedules and workloads to allow this continued education, which, at times, means that other faculty members need to be hired. The school also has some limited funds set aside in each budget year to help with travel expenses and/or fees for these conferences (Appendix A, pages 215, line item "4208 Faculty Development,").

Continued training for staff is provided within annual budgets, according to requests. The staff schedules are also rearranged to allow staff to attend these training opportunities, even if temporary workers or additional temporary staff people need to be hired and/or housed for that to be possible (generally, this is not necessary).

Both faculty and staff members are allowed to take EuNC courses without cost.

*Provide evidence that EuNC supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.*

EuNC offers a flexible work environment that allows its faculty and staff members to attend professional development events or courses. However, funding for these events has been quite limited within its annual budget (Appendix A, page 215, line item “4208 Faculty Development,”). The college relies on the additional resources from the General Church, which has educational funding avenues for faculty members who are contracted as missionaries with the church. Significant scholarships and/or reduced tuition are also available to EuNC’s faculty members through the other Nazarene institutions, and, as mentioned above, EuNC courses are free to faculty and staff at the college.

The college would like to significantly strengthen other forms of staff and faculty development: short workshops here, sending one member to a training session and then asking him or her to share with the others, purchasing educational materials, etc. Over the course of the last year, especially with the development of the new curriculum, this need has become more evident. While the professional development opportunities have been heavily weighted toward the disciplines of theology and Biblical studies, the college would like to find ways to develop the faculty and staff who specialize in other disciplines. Appendix A, page 215, shows the increased budget for the coming years.

As a result of EuNC’s unique international emphasis, faculty and administrators do have various opportunities to travel to the other off-campus locations or events held across Europe as part of their work assignments. Though these are not training seminars as such, they do serve as professional development opportunities as faculty and administrators become more familiar with EuNC’s constituents and the countries and communities in which its students and alumni live and work.

*How does EuNC publicly acknowledge the achievements of students and faculty in acquiring, discovering, and applying knowledge?*

Systems of formal acknowledgement are not very common in continental European culture and, at times, the consideration of such systems has been viewed rather negatively, considered a possible risk to the atmosphere of EuNC's very small community. The college does announce and recognize academic honors at graduation and faculty and student achievements in the school newsletters and campus communications, but, beyond that, EuNC's most significant means of public acknowledgement are rather informal.

Because of the focus and purpose of the college, more informal systems of acknowledgement tend to affirm development that is viewed through the Four C's (Character, Competency, Context, and Content), going beyond the display of strictly academic knowledge. For example, students are asked to serve as college representatives at functions or to serve in chapel based largely upon community and/or faculty/administration consensus of development and their ability to convey and exemplify the "knowledge" that they have gained through their course of studies. Appendix A, page 234, provides the chapel schedule of the fall semester with all the students listed as chapel speakers or worship leaders. Each year, students may apply for a study-abroad system of exchange with the larger MidAmerica Nazarene University (MNU) campus, and their approval is based upon an evaluation of overall development and their commitment to academic achievement. It is an honor to be selected. Appendix A, page 235, shows the letter that is sent out to all students outlining who can apply. These are just a few examples of the less formal systems of acknowledgement that have developed at EuNC.

As EuNC's courses are offered in various locations, faculty and administrators are looking for ways to make sure that *all* students, no matter where they study, are included and considered in these forms of acknowledgement.

*How do the faculty and students, in keeping with EuNC's mission, produce scholarship and create knowledge through basic and applied research?*

Basic research is encouraged across the curriculum. The required internships are considered applied research periods, and students review those experiences with faculty and their supervisors. EuNC also hosts annual conferences which encourage academic research, particularly in the fields of theology and Biblical studies, and its faculty and (former) students often present papers and/or participate in those conferences. Appendix A, pages 236-241, has the programs of the Leadership Conferences of 2005 and 2006 (see as well Appendix A, page 130, for a list of the themes of previous years). Appendix A, page 242, shows the table of contents of the Journal of the last European Theology Conference, with EuNC faculty highlighted.

EuNC administrators encourage and facilitate writing of academic books and articles, and the college's commitment to information technologies is further evidence of its commitment to research. EuNC ensures that students and faculty members have access to periodicals and journal databases online and in the local library through Internet access and the necessary hardware and subscriptions. In the new curriculum a new course, "Research and Methodology," will be introduced that helps students develop their research skills. Appendix A, page 209-210, has the proposed syllabus template for this course.

*How does EuNC use scholarship and research to stimulate organizational and educational improvements?*

Over the last couple of years, EuNC's attention has been focused on better delivery systems and curriculum revisions that lead toward educational improvements. This grew out of a realization that many European students could not afford to become full-time residential students or pursue an entire B.A. in English-language. To make its educational programs more accessible for students, EuNC needed to restructure the curriculum and reorganize the academic schedules and access. As part of this, EuNC personnel are in a process of ongoing

applied scholarship and research to overhaul the college's program requirements, review the outcomes, establish a new curriculum, write new course descriptions, and lay a format of "master" syllabi so that the courses and outcome measurements can be better standardized, allowing for future research and review.

During this same time period, most European countries have also been undergoing a restructuring: the Bologna Process (Appendix A, pages 266-268). EuNC faculty and administrators have been working hard to understand and integrate this European model of credits into the new curriculum, which has required a large amount of research and scholarship, as well.

The Strategy Document *Moving Forward* (Appendix A, pages 8-12) and the "New Curriculum Information" (Appendix A, pages 143-168) are the immediate results of the research listed above.

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**Core Component – 4B. EuNC demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

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*Show how EuNC integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society?*

The new B.A. curriculum has a significant General Education component, which is divided into two areas: knowledge of the world and knowledge of people. These are two of the nine clusters comprising the new curriculum. The curriculum framework (Appendix A, page 158) shows how these two clusters and the various courses they represent are integrated into the whole structure of the curriculum. This B.A. curriculum also includes two internship components as part of the broader experiential offerings (Appendix A, pages 247-259), as well as a wide range of experiential opportunities in the Student Leadership Teams, a

required part of the academic program (see Appendix A, page 117). Overall, there has been a very intentional shift from a “Bible College” to a view of ministerial training that is a broader reflection of the “Liberal Arts” approach, reflected even in the name change to European Nazarene College in 2000. See the statement on the General Education requirements in Appendix A, page, 150, point 14).

*How does EuNC regularly review the relationship between its mission and values and the effectiveness of its general education?*

EuNC is currently involved in an overarching curriculum revision, part of which includes a faculty sub-committee or cohort group that will be responsible for the general education section of the academic program. This cohort group of faculty will establish the desired outcomes and then begin to monitor student learning accordingly. This cohort group will also be responsible to see that the general education courses are blended into the overall curriculum (see Appendix A, pages 144-145; 192; 220). This cohort structure began to function in the spring of 2007. Prior to that, faculty minutes of the last few years do reflect some review of general education classes (such as the structure of the music courses and the inclusion of academic skills courses like Introduction to College Studies and a further writing course, etc.), but a consistent, overall evaluation of the general education requirements had been lacking.

*Provide evidence that you assess how effectively your graduate programs are in establishing a knowledge base on which students develop depth of expertise?*

EuNC has no graduate programs.

*How does EuNC demonstrate the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility?*

In the last year, EuNC has gone through a process of integrating its co-curricular activities more directly into the academic program. All students are now required to serve as

part of the Student Government Student Leadership Teams to develop practical, applied skills and to gain experience as part of teams. As of the spring of 2007, students in the new curriculum will receive grades for their participation in these Student Leadership Teams. Appendix A, page 117, provides the structure for this new initiative.

Students have, for the last few years, also had the opportunity to participate in and/or lead small groups (Bible studies, fellowship groups, or accountability groups) that work to incorporate the knowledge of Biblical studies and theology into their own spiritual formation. The faculty members support, host, and/or lead these small groups. At times, faculty members have organized these groups, though it is now happening through the Student Leadership Teams.

Faculty members are also directly involved in planning and attending student outings: to museums, to concerts, to sporting events, to other cities, to the mountains, etc. Some of these are connected to particular courses (history or art museums, for example), and others are to promote student interest and experiences in their world, in general.

*Show how EuNC's learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.*

Appendix A, page 146-148, contains the full list of EuNC's intended learning outcomes. The following ones (CN5-6; CP2; CP5-6; CH5; CT2; CT4-7) reflect breadth of knowledge and skills beyond just pastoral ministry as well as the capability to exercise intellectual inquiry. Every course in the curriculum includes some of these outcome statements and assignments, assuring that each course and the curriculum as a whole demonstrate a commitment to this principle.

*How do EuNC's learning outcomes demonstrate effective preparation for continued learning?*

In the list of Intended Learning Outcomes (Appendix A, page 146-148) the following emphases can be recognized:

- Emphasis on academic skill development and use (CP5; CP6; CT4)
- Insistence upon being familiar with and using academic source material (CN6; CT5; CT7)
- Helping students develop the ability to reflect and review (CH5; CT2)

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**Core Component – 4C. EuNC assesses the usefulness of its curriculum to students who will live and work in a global, diverse, and technological society.**

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*How do EuNC's regular academic program reviews include attention to currency and relevance of courses and programs?*

A regular system of program reviews has not been existent at EuNC. However, the curriculum's currency and relevance has been discussed at various strategic meetings. Plans are in place to develop various questionnaires for its graduates to assess EuNC's intended educational outcomes (see Appendix A, page 189-191). This will help the school assess the validity of its curriculum. In developing the new curriculum the relevancy and currency is guaranteed by the involvement of off-campus and part-time faculty who are also involved in the front-line ministry for which the college educates its students. Appendix A, page 220, lists the faculty who are working on the new curriculum and their occupation.

*In keeping with its mission, how do EuNC's learning goals and outcomes include skills and professional competence essential to a diverse workforce?*

In the list of Intended Educational Outcomes (Appendix A, page 146-148) the following outcomes clearly focus on the professional competencies of the church ministers: CN4-5; CP1-4; CH3-4; CT1-3.

*How do your learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies?*

Because of its unique location and mission, EuNC students are from many countries, and just by attending EuNC, they are exposed to diversity in many ways. Particularly for those who live and/or study on the Büsingen campus, gaining skills and knowledge necessary for diverse environments and societies is almost inescapable. Of the Intended Educational Outcomes (Appendix A, page 146-148) the following indicate these concerns: CT2; CT5; CT6.

Ministerial licensing protocols are in place to assist in documenting the achievement of these learning outcomes. The partnership with and participation in RCOSAC and their on-going review of EuNC's Courses of Study do provide appropriate means by which these measurements and assessments can be achieved.

*Give examples of how curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.*

A regular system of program reviews has not been in existence at EuNC in which alumni, employers, and other external constituents have been involved. In developing the new curriculum, however, the college has involved its off-campus and part-time faculty. This expands involvement of alumni, employers, and other external constituents greatly. Some of these are also members of the Board of Trustees. During the Ministry Integration course, a new course at the end of the level two program (Appendix A, page 157), a pastor from the outside will also be evaluating EuNC students and judging their level of preparation for church ministry.

*How does EuNC support creation and use of scholarship by students in keeping with its mission?*

All courses at EuNC include assignments in their syllabi that promote scholarship in keeping with its mission. Each assignment is connected to one of the learning outcomes. EuNC also supports the creation and use of scholarship by encouraging some students to continue with graduate studies in the areas of theology and Biblical studies or pastoral ministry. These continued studies are directly in line with the mission of the school. Some of these alumni are also developed as faculty in the extension areas and on the Büsingen campus.

Students who participate in academic conference presentations (such as the European Theological Conference and Leadership Conference), students who participate in chapel through leading elements of worship or speaking, and students who assist faculty in planning these events are also supported in their use of scholarship in a way that directly ties to the mission of EuNC. Appendix A, pages 236-242, has the faculty and (former) students highlighted who had an active role at the annual leadership conferences of 2005 and 2006 and the most recent European Theology Conference held in 2005.

*Show that Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.*

EuNC measures knowledge and skills necessary for independent learning through the successful completion of at least three programs of applied practice: Course of Study, Internships (Appendix A, pages 247-259), and Student Government (Appendix A, page 117). Students and graduates in these programs are working independently (or working in a supervised setting), which demands continued learning and skill formation to successfully respond to daily changes.

*What curricular and co-curricular opportunities does EuNC provide that promote social responsibility?*

There are various opportunities that provide social responsibility. A subcommittee of the Spiritual Formation Team prepares short introductions for the weekly “Rice and Prayer,” in which money is saved for a certain compassionate ministries project by eating a sober meal. During these meals specific items are shared about the countries from which our students come. For several years the student organized an auction to raise money for a certain compassionate ministries project. Various mission trips have also been organized in recent years. The last one was a trip to Florence, Italy, where students assisted in some remodeling of a church. In addition, every student is required to do one-hour of community service per week to support the campus community (Appendix A, page 101). Finally, one of the ideas behind the Open House Day organized by students as part of a Leadership Course was to build bridges to the people in the community (see Appendix A, page 243). Prior to these, Youth Events for the village community were organized with this same purpose. Appendix A, pages 284-285 has samples of the flyers used for these events.

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Core Component – 4D. EuNC provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

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*What academic and student support programs of EuNC exist which contribute to the development of student skills and attitudes fundamental to responsible use of knowledge?*

Students are expected to use their knowledge and experiences, skills, and formation in an almost immediate contribution to the learning community. They are encouraged to begin “giving back” to the immediate campus community and to the community at large. For example, through Student Leadership Teams, returning students assist in the orientation of new and exchange students each semester, they help lead various service projects, and they organize community worship experiences (see the student leadership structure in Appendix

A, page 117). Students also serve in other contributing positions of leadership such as Resident Assistants (see Appendix A, page 97-98). At most locations, students assist with community events and general maintenance through community service hours and work hours. To complete the level-two or B.A. programs, they must complete internships, in which they are assessed partially through specific Character and Context learning objectives (see the Internship Programme in Appendix A, pages 247-259). These are a few ways in which students develop skills and attitudes that lead to the immediate, applied, and responsible use of knowledge. Appendix A, page 297, states the overall purpose and function of Student Development at EuNC as “to support, enhance and supplement the academic learning environment”, and lists the various student development activities.

*How does EuNC follow explicit policies and procedures to ensure ethical conduct in its research and instructional activities?*

EuNC has the following academic honesty statement in its Academic Catalogue (Appendix A, page 17:

*Honesty in all academic endeavors is vital as an expression of the Christian life. It is required that students at European Nazarene College will not participate in cheating, plagiarism (using someone else’s words and ideas without giving credit to the original source), fabrication, or other forms of academic dishonesty (for example, working in groups when individual work is required).*

*As stated in the EuNC Style Manual, it is the students’ responsibility to learn the appropriate methods of citing the sources they have used.*

*Any student who knowingly assists another student in dishonest behaviour is equally responsible.*

*Academic dishonesty is a serious ethical violation of academic integrity. The minimum penalty for academic dishonesty will be failure of the assignment. At the discretion of the faculty, more stringent measures may be applied, including failure of the course, academic probation, or academic suspension.*

EuNC also has a Style Manual (Appendix B, tab 9) that provides guidelines for honest reporting of academic research. As a result of faculty discussions and concerns, steps have

been taken to ensure future students have a more thorough understanding of academic integrity. In the new curriculum, a course, “Research and Methodology,” (Appendix A, pages 209-210) will strongly emphasize integrity in research and writing methods, and faculty members are using online technologies to receive and scan papers and other work electronically (Turn It In). Many syllabi require that “written” work be received in digital format for this reason.

*How does EuNC encourage curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility?*

EuNC faculty and administrators would like to strengthen this area. Currently, the college offers several opportunities for students to be engaged in practicing social responsibility, but staff is working to make it more a part of program requirements and regular community life. A first result is the Social Awareness Survey (Appendix A, page 222). The opportunities that are or have been available in recent years include the following: Rice and Prayer sponsorship and meals (weekly), organizing an annual auction for mission or compassionate ministries projects, participation in district assemblies and youth events to support the local and global church ministries, mission trips to other European countries (recently to Poland and to Italy), tutoring for village persons who wish to learn English, community work days which include faculty, staff, and students, and ministry opportunities that are available in the local churches.

*How does EuNC provide effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students?*

The Büsingen campus has weekly faculty meetings, and papers or works presented by other faculty are also shared among the faculty and administration. There are written policies such as the Style Manual (Appendix B, 9) and the Academic Integrity Statement in the Academic Catalogue (Appendix A, page 17; a hard copy of the Catalogue can be found in Appendix B, tab 8), and verbal discussions which explain and reinforce the expectations of

academic integrity and the need to set such an example for EuNC students. Syllabi and resources are reviewed by faculty peers and the Academic Dean, and the Academic Dean holds bi-annual personnel reviews with the campus faculty in Büsingen. Personnel files and curriculum vitae are required and maintained, according to German law.

*How does EuNC create, disseminate, and enforce clear policies on practices involving intellectual property rights?*

Apart from the integrity statement in the Academic Catalogue, stated above, the college does not have any policies concerning intellectual property rights. However, college administrators realize that a policy is needed for the possible use of lectures and sermons of our faculty and guest speakers for publication, as well as for our own property rights of our name and documents.

## CRITERION FIVE: ENGAGEMENT AND SERVICE

**As called for by its mission, European Nazarene College identifies its constituencies and serves them in ways both value.**

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**Core Component – 5A. EuNC learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

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*How are EuNC's commitments shaped by its mission and its capacity to support those commitments?*

EuNC's curriculum and allocation of faculty and resources are entirely based on its mission, the Church of the Nazarene's standards for ordination, and preparing students for continuing studies in theology and pastoral ministry. As an educational institution under the auspices of the International Church of the Nazarene, EuNC's efforts to fulfill its mission are philosophically and financially underwritten by the denomination at the local, district, regional, and global levels.

The constituencies that EuNC serves are represented on the school's Board of Trustees (see Appendix A, page 260, for the membership of the Board of Trustees), who have a vested interest in ensuring that the school focuses on its mission and who lend support by paying budgets to the school, sending students from their churches to the school, and making their trained and experienced church leaders available to the school as teachers, internship supervisors, and mentors.

*Give examples of how EuNC practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.*

EuNC participates in and hosts theological and/or church leadership conferences, at which surveys are often taken. These conferences, with their formal and informal discussions, help provide an understanding of the environment in which EuNC's constituencies operate and the challenges they face. Appendix A, pages 261-263, gives

examples of the environmental scanning done during the Leadership Conference of 2005.

The members of the Board of Trustees bring their unique perspectives to the table. Members of the faculty also attend various District Assemblies of the Church of the Nazarene or other conferences in many of the countries the school serves. They also teach in the school's sites scattered around Europe and the former Soviet Union. These events provide feedback and a greater understanding of the world of EuNC's constituents.

*How does EuNC demonstrate attention to the diversity of the constituencies it serves?*

EuNC's development into "one school in many locations," a direct result of the perceived needs of its constituencies across diverse cultural and linguistic environments (see Appendix A, pages 8-12), provides the choice between studying in English on a campus of mixed nationalities or studying in the student's mother tongue at a site within his or her cultural context. By offering subjects in modular format, EuNC addresses the needs of both full-time and part-time students.

Scholarship funding is based on the ability of the student (or the student's family) to support himself or herself. In this way, education is offered on the basis of academic ability and potential rather than solely on financial ability and also demonstrates EuNC's awareness of the diversity between the richer and poorer nations of Europe.

Recognizing that some people are called into church ministry as a second career and that people called to ministry are from a wide spectrum in society, EuNC places no age, gender, or racial barriers on its applicants. EuNC welcomes qualified men and women of any age and ethnic background (see the statements in the Academic Catalogue, Appendix A, pages 4, 15).

*How do EuNC's outreach programs respond to identified community needs?*

EuNC's annual Leadership Conference is the only opportunity for leaders and workers in the Church of the Nazarene in continental Europe to regularly come together, share ideas, and encourage each other. EuNC also serves as host for other regional meetings and/or events. EuNC faculty members are present at a wide range of assemblies and Nazarene conferences, and members of the college respond as much as possible to requests for speaking at or participating in these kinds of events. The college also responds, as much as possible, to requests from our constituencies for help from our students in youth camps, children's camps, and church conferences.

Offering courses in a modular system allows students from a wide variety of circumstances to participate in education, including those in full-time employment who are looking for continuing education opportunities.

EuNC's public outreach efforts include "Open House" days for its immediate community (to support the cohesion and sense of village community, see Appendix A, page 243), and complimentary 3-day campus stays for prospective students (because many prospective students must travel quite a distance to visit, and many are completely unfamiliar with a residential campus college setting). The monthly e-newsletter provides EuNC's community with college-related information as well as promotes contact between readers.

*In responding to external constituencies, how is EuNC well-served by programs such as continuing education, outreach, customized training, and extension services?*

EuNC's development into "one school in many locations" was a direct response to the need to take the education available on campus and offer it to students across continental Europe who cannot move to the central site. EuNC also offers approximately 10 courses per term that can be attended by people in full-time employment for continuing education purposes, or for further training in ministry. These initiatives have increased the number of students EuNC is serving. EuNC's annual Leadership Conference is always set around a

theme aimed at addressing concerns and training needs of people already in ministry, as well as those aspiring to it; and the selection of that theme is greatly influenced by the wishes of the conference attendees and other members of our constituencies. See Appendix A, page 130, for the themes of these recent conference. Through these conferences EuNC has established a good reputation.

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**Core Component – 5B. EuNC has the capacity and the commitment to engage with its identified constituencies and communities.**

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*How do EuNC's structures and processes enable effective connections with its communities?*

EuNC connects with its communities in various ways. Within the campus and extension sites, communication is maintained via newsletters, emails, Blackboard, and one-to-one correspondence. EuNC's decentralized teaching sites ensure the college has effective connection with the Church of the Nazarene all over Europe. This year EuNC will be purchasing a Campus Management System for a better flow of information between the central campus location and the various teaching sites across Europe and the former Soviet Union.

Students who are sent to the campus are encouraged or even required (through the new annual academic review procedure and certain assignments) to maintain contact with their home field or district. For most students, to be “fully prepared” includes the reality that they must be “fully prepared to return,” and it is essential that they are in dialogue with their leaders about what positions or responsibilities might be available for them upon graduation. EuNC sees itself as the third side of this communication triangle, and, for the students' and for the constituencies' benefits, works to maintain formal and informal lines of communication that foster and bolster all of its educational efforts. Appendix A, page 264-

265, has the proposal for Student learning Covenants, developed in order to strengthen the triangular relationship between student, sending church/district, and college.

*How do EuNC's co-curricular activities engage students, staff, administrators, and faculty with external communities?*

Student internships provide both the students and faculty with relational experiences outside the college and within a given culture and/or church congregation. In addition, EuNC's annual Leadership Conference, hosted for the campus, extension sites, and leaders across Europe, is a time for professional growth, spiritual renewal, and professional connections. EuNC is also involved in both exchange and semester abroad programs which directly engage students, administrators, and faculty with external communities (Appendix B, tab 2). Students, faculty, staff, and administrators participate, when invited, as speakers or provide music or other programming support for various events on the Region, including District Assemblies, youth events, camps, etc. The Open House Days have been an opportunity for the campus community to connect to the people of Büsingen and the surrounding area. Finally, the entire EuNC community also participates in the annual Christmas concert(s), held in Büsingen and other communities close to the central campus.

*How do EuNC's educational programs connect students with external communities?*

EuNC offers short modular classes, allowing constituencies from the outside to attend for this short time period and connecting our students with other students, leaders, ministers, and lecturers from all over the world. Decentralized teaching sites allow both faculty and students to move to other settings for courses taught. The internships and MidAmerica Nazarene University's (MNU) exchange program are also educational programs that connect students with other external communities. Throughout the curriculum, there are specific class assignments that support these external connections as well, including Open House Day (sponsored/organized by one of the Leadership Courses), various interview assignments

throughout the curriculum, and outings and field trips where students visit other places of worship, locations, or organizations.

*Do EuNC's resources--physical, financial, and human--support effective programs of engagement and service?*

Because the primary focus of the academic programming is to prepare persons for active ministry and service, it could be argued that the entire institution is devoted to supporting effective programs of engagement and service. School personnel believe that service and active engagement begins from the moment students join the EuNC community, and their progression is monitored through graduation and into their places of full-time or part-time service. The college also tries to find ways to actively engage the outside communities into activities here at EuNC: hosting Work and Witness teams, and traveling to share about the school, its mission, and the students. All of these activities are supported by, or launched from, the physical, financial, and personnel resources of EuNC.

*How do EuNC's planning processes project ongoing engagement and service?*

Again, EuNC personnel believe that any improvements to the school or its programs are active contributions to engagement and service. EuNC is currently revising its entire curriculum with the goal of offering short modular-type courses so they can be attended by both the full-time student population and the part-time students who work full-time but pursue degree/certificate programs. This curriculum will be under constant review to make sure the college meets its goals.

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**Core Component – 5C. EuNC demonstrates its responsiveness to those constituencies that depend on it for service**

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*Describe any collaborative ventures that exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).*

EuNC collaborates with MidAmerica Nazarene University (MNU) and receives accreditation through this institution (see Appendix A, 225-228 for the Baccalaureate Degree Contract with MNU). EuNC collaborates with other universities in semester abroad programs for students. EuNC students can enroll in online courses of Nazarene Bible College (NBC). EuNC faculty members are enrolled in Northwest Nazarene University's (NNU) graduate online program, made possible through a special financial contract. The EuNC library uses the journal index of MNU, NBC is a possible candidate for hosting our new campus management system, and EuNC is a member and participates in the European Evangelical Accrediting Association (EEAA). EuNC also has study agreements with Korean Nazarene University (KNU), NNU, Mount Vernon Nazarene University (MVNU), Point Loma University, the Wesleyan Alliance in Hungary, and the Evangelische Theologische Hogeschool (ETH)/ Christelijke Hogeschool Ede (CHE) in The Netherlands. EuNC participates in joint Theological Conferences with Nazarene Theological College (NTC) in Manchester.

*How do EuNC's transfer policies and practices create an environment supportive of the mobility of learners?*

Though designed to protect the academic integrity of EuNC's degrees, its transfer policies are quite flexible, given the variety of educational systems through which its students may have matriculated (various countries, different educational structures, previous fields of training, etc.). Students can transfer credits not only from other accredited institutions in the American system but also from accredited schools in Europe. The European reform program in education called the Bologna Process has as one of its aims the mobility of students and faculty, and has introduced a European credit system (European Credit Transfer and Accumulation system called ECTS) that will enable more mobility across national boundaries (see Appendix A, page 266-268, for a copy of the Bologna declaration of 1999). EuNC has

decided to adopt this ECTS system, without dropping the U.S. credit system, so that the dual credit reporting of EuNC will allow an easy transfer to other schools both in Europe and the United States. Appendix A, page 124, contains more information about this new credit system. The accredited B.A. degree EuNC offers gives entry to M.A. level programs in Europe and in the United States. The new curriculum model is based upon a modular system which allows students to integrate study in their profession/responsibilities, by taking a course during a limited period of weeks at the campus in Büsingen or another teaching location. Students also do their internship in various countries.

*Give examples of community leaders who testify to the usefulness of the organization's programs of engagement.*

The Boards of Credentials on various districts give ministerial licenses to EuNC students, and District Superintendents seek and hire its graduates and alumni in their churches. The village of Büsingen also endorses EuNC's community engagement with a positive mention on their web site (Appendix A, page 269). The mayor of Büsingen has given very positive feedback to the college for various activities, and he participates not only in college-sponsored activities but also recommends the college's involvement in other community events (for music, programming, etc.). Appendix A, page 274, contains an email from him to our rector. The newspapers in this area report positively on college activities from time to time. Appendix A, pages 286-289, has various samples of appreciation from the community.

*How do EuNC's programs of engagement give evidence of building effective bridges among diverse communities?*

The internship is a program of engagement in the churches of our districts, building a bridge between the college and the individual pastor and between the students and the district on which they are serving, which may or may not be their home district. The annual

Leadership Conference is a clear time of bridge building between districts and the college and also encourages various communities across the region to interact and connect to one another. The Open House Days are clear examples of building bridges to the surrounding community (Appendix A, page 243). EuNC recruits students from most European countries and enlists teachers from Europe and the United States. EuNC students often visit the home communities of their fellow students, and at times, alumni move from their home country to another country represented by the college. These alumni continue to serve as bridge-builders among the larger European community and the Nazarene communities at large.

*How does EuNC participate in partnerships focused on shared educational, economic, and social goals?*

Economically, Nazarene Bible College (NBC) is a candidate to host the Campus Administrative Management System (CAMS) if EuNC decides to purchase this product. Educationally, MidAmerica Nazarene University (MNU) gives EuNC accreditation, and the NBC and Northwest Nazarene University (NNU) online programs are available for students and faculty from EuNC. Socially, the strongest partnership is probably the student exchange program with MNU. EuNC's Blackboard and EBSCO partnership with MNU is further evidence of a strong partnership based on shared educational, economic, and social goals.

*Do EuNC's partnerships and contractual arrangements uphold its integrity?*

EuNC's partnerships with other colleges are considered carefully in regards to academic integrity and the integrity of the program. The college entered into partnerships only with accredited institutions which support its academic standards and a system of theological education which is in line with EuNC's mission. The college has avoided any partnerships with institutions which might dishonor or degrade the mission of EuNC or its reputation. Ultimately, the accreditation boards to which EuNC submits approve the programs that its students pursue through these partner institutions.

The legality of NBC hosting CAMS and stringing student information outside of Europe is currently being checked by a German lawyer.

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**Core Component – 5D: Internal and external constituencies value the services European Nazarene College provides.**

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*How do EuNC's evaluation of services involve the constituencies served?*

In internally evaluating the services of EuNC, the college developed and circulated the following tools among the recipients of these services. The Student Government reviews some student services and the dorm areas on an annual basis (Appendix A, pages 211, 221). The campus Operations Council prepared and evaluated feedback forms on administrative and food services of the college in May 2005 (see Appendix A, pages 270-273). The external constituencies are asked for feedback on the college's annual Leadership Conferences. See Appendix A, page 275, for an example of the surveys held among participants of the annual leadership conferences. EuNC is attempting to strengthen this evaluation process through the development of several alumni surveys which fit into its recently reviewed/adopted outcomes of the new curriculum (Appendix A, pages 189-191).

*Provide proof that service programs and student, faculty, and staff volunteer activities are well-received by the communities served.*

Appendix A, pages 214; 290-291; 300-310 contains the results of the assessment among the internal and external constituencies. EuNC's Annual Christmas concert and the coffee/fellowship time that follows are very well attended, and the community gives positive feedback regarding this event each year, as well as positive reviews in the local newspapers for this and other college events (see Appendix A, pages 274; 286-289). The college also consistently receives positive feedback from the internship review forms. In addition, college students, faculty and staff are invited, in some cases annually, to participate in the following

events: concerts, district assemblies, camps, youth events, etc. These repeated requests for EuNC's participation appear as proof that the volunteer activities are well-received.

*Provide evidence that EuNC's economic and workforce development activities are sought after and valued by civic and business leaders?*

Since the college workforce development is focused on the preparation of ministers, it considers inquiries about ministry candidates, received from local churches and the district leaders, as evidence that EuNC's efforts are valued. The college receives inquiries on an intermittent basis, and there are a few local churches that have established standing reviews and/or an annual system of inquiry into students who might fit their particular location.

*How do your external constituents participate in EuNC's activities and co-curricular programs open to the public?*

Participation opportunities to external constituents are rather limited because of distance and language. The annual Leadership Conference is well attended by pastors, missionaries, and lay leaders from Nazarene churches across Europe. The Open House Day, organized by the students as part of one of their courses, has brought various people from the village on campus. Some village members also play sports with the students during the weekly soccer and gym times, and some years members of the community have joined EuNC's choir.

*How are EuNC's facilities available to and used by the community?*

The campus is easily accessible to the people in the village, and children and mothers and their babies make use of the playground on campus. Church-related guests and friends use college residential facilities for visits and/or retreats and meetings. The Regional Office uses the facilities regularly to provide housing and meals to their guests. A local restaurant (Die Alte Rheinmühle) uses our campus for additional parking for their guests, and has occasionally used our kitchen for catering to large groups. The Büsingen International

Church of the Nazarene has its services in the chapel and uses college facilities for their weekly English classes for people in the village and the children breakfast, organized 4 to 5 times per year. Annually, the college offers access to the community for support equipment for the annual Fasnacht parade, and the local Fire Brigade uses the campus and one of its vehicles for training exercises. These examples show that the campus is a part of the small village community of Büsingen.

*What programs does EuNC provide to meet the continuing education needs of licensed professionals in its community?*

The courses that EuNC offers at the campus and the various off-campus locations provide opportunity for continuing education of the clergy in the various districts. There have been occasions where pastors have enrolled in courses for the sake of continuing education. The annual Leadership Conference is also an opportunity for ordained ministers to earn Continuing Education Units (CEU).