

DIDACHE 12:2 INTRODUCTION

Dean G. Blevins, Senior Editor

Greetings and welcome to this volume of *Didache: Faithful Teaching*, a journal dedicated to exploring the intersections of Wesleyan theology, education, and culture in a global setting. We close out another edition by returning to a couple of themes mentioned earlier in the journal (actually themes that pervade the journal) and also introducing an interesting new project that serves as a case study for the intersection of technology and higher education.

The first primary theme returns to our discussion in Volume 11:1 around a philosophy or theology of higher education. As noted in that edition the International Board of Education for Church of the Nazarene... a Wesleyan entity that sponsors this publication... is in the process of exploring and developing a newer philosophy of higher education. To be sure, the journal itself possesses a number of articles and addresses in previous volumes beginning with the inaugural edition that launched the series. A review of the journal's Table of Contents will provide a rich array, and Volume 11:1 provides a much needed introduction to the material included in this edition. However, *Didache: Faithful Teaching* does not assume to possess the answer to the question merely in its repositories. Many rich and varied expressions still lie around the globe via institutional statements and personal reflections that should resource our understanding of Wesleyan Higher Education. Noted before is the new monograph, *Telos: The Destination for Nazarene Higher Education* edited by Gregg A Chenoweth (Olivet Nazarene University) and Barbara M. Ragan, (MidAmerica Nazarene University) which offers a rich resource (accessed online 2/9/2012)

http://digitalcommons.olivet.edu/cgi/viewcontent.cgi?article=1000&context=acaff_books

As part of the collection of the various documents, a fresh question must surface if there is “one” philosophy or might there be several philosophies, or theologies, that guide our work together; efforts that do bear “family resemblances” to each other. Answering that question has become the task of the Regional Education Coordinators (RECs) that serve various global regions within the Church of the Nazarene, guiding both clergy education and facilitating higher education on the varying regions. So you might consider this effort a form of “scavenger hunt” or collection of documents that reflect the varying principles and passions underlying Wesleyan Higher Education. Such a search is never easy in the midst of other busy agendas. I do want to thank two of the RECs, Ruben Fernandez of the Mesoamerica Region and also Greg Crofford with the Africa Region, for sending along resources this time. As the USA Regional Education Coordinator I also sent out a call for help to the various Presidents, Provosts, Vice Presidents of Academic Affairs, and Ministry School Deans for representative documents. Several responded with enthusiasm, providing much of the material in this edition. Undoubtedly more can and may follow in future editions. What we have this time proves to be an excellent array of institutional working documents, collaborative presentations and first person reflections to enrich this conversation.

The journal begins with a fine effort at Point Loma University to collaborate with a number of Wesleyan scholars and educators in fashioning a working draft on Wesleyan Faith and Practice. Mark Mann and Ron Benefiel have “curated” more than created this working document, circulating the text to several schools for ongoing engagement and critique. In similar fashion Ruben Fernandez provides a working document that guides theological education on the

Mesoamerica region, a text we have left in its original Spanish form. Personally I did review some of the article (via Google translate) and deeply appreciate a similar “curating” of biblical passages and educational statements as resources for local reflection and employment by teachers and scholars. Less a finished piece, the document does reflect the many ideas and frameworks that guide Spanish theological education. A third document that provides a similar institutional stance comes from Southern Nazarene University as an expanded mission statement. My appreciation goes out to Provost Mary Jones for sending this document.

In a similar manner, but with specific writers, the journal continues with a Philosophy of Education for the Africa Region provided by Joseph Kiso and Daryll Stanton at Africa Nazarene University. Fashioned for a region, the document reflects the work of the Association of Nazarene Educational Systems in Africa (ANESA), and provides a sound introduction to the thought that guides that region primarily by responding to questions or themes that often reflect a sound philosophy of education:

- The nature and purpose of knowledge (why do we learn?)
- The role of learners
- The role of teachers
- The shape of the curriculum (what should we be learning?)
- The nature of teaching and learning (what happens in a teaching/learning encounter?)
- The place & purpose of educational institutions/entities within the Church of the Nazarene
- Does the Wesleyan or Nazarene perspective contribute anything to the categories mentioned and, if so, how or why?

The journal then includes three more personal addresses, but written with larger constituencies in mind. Two addresses come from Presidents Dan Boone at Trevecca Nazarene University and President David Busic at Nazarene Theological Seminary. Both presentations address substantive concerns for global Wesleyan Higher Education and both essays provide specific principles that may well guide other institutions alongside those communities. The final essay in this section comes as a faculty chapel address by Dr. Hadley Wood at Point Loma Nazarene University around the themes of community and Christlikeness in the classroom. I want to express my thanks to Provost Kerry Fulcher at Point Loma Nazarene University for recommending this addition, which offers a type of benediction to the range of work that precedes it.

The second section of the journal turns more specifically toward ministerial education (which can hardly be separated from Wesleyan Higher Education), both for those entering ministry and for those engaging ongoing learning as pastors. The section opens with Drs. Michael Kipp and Mark Maddix providing an overview of Northwest Nazarene University’s strategy for the holistic formation of undergraduate ministry students. Margaret Scott offers a reflective, primarily first person account of ministry education in Africa where many students already serve as pastors. Dr. Scott is the Mentor Coach for Washington Pacific and Director of KALEIDOSCOPE, a multicultural learning center, West Seattle. However, her former title was Chair of the Africa Region COSAC and Education Coordinator of the Lusophone Africa Field so her work in curriculum design and education preparation reflects a broad knowledge of African

clergy preparation. In addition we have a Spanish essay from Reverend Venancio Juárez Chen titled “Continuing Education: An Expression of Faithfulness and Vocation.” In keeping with our publication policy we are publishing the article in its original language. Global editor Ruthie Cordova, who obtained this article for the journal, was also good enough to provide a brief introduction:

The article is based on a research study that Venancio conducted in his district among the pastors to see how many of them continue their theological education and training after they graduated from Seminary. He speaks of the importance of Continuing Education for pastors, the church and the community

Professor Cordova also included his biographical background:

Biografía: El reverendo Venancio Juárez Chen, nació el 19 de mayo de 1972 en Guatemala. El obtuvo el Diploma en Ministerio Cristiano el 24 de noviembre del 2000. Se graduó del programa de Profesorado en Educación Teológica el 03 de diciembre del 2005 y se graduó de Licenciatura en Educación Teológica el 06 de diciembre 2008 del Seminario Teológico Nazareno. Fue ordenado al presbiterio en el 2004 por el distrito nazareno de Baja Verapaz, Guatemala. Actualmente es pastor de la Iglesia del Nazareno de El Naranjo en Cubulco, Baja Verapaz, Guatemala desde el 2004 y es profesor del programa de Estudios Teológicos Descentralizados del Seminario Teológico Nazareno.

Reverend Chen argues that many Latin American pastors complete their basic theological education as just a means toward ordination, but do not continue toward lifelong learning. Chen then lays out a proposal for lifelong learning of ministers.

Reverend Chen’s concern could easily be echoed in other settings around the globe. For instance, the USA Region of Clergy Education is currently working with *Grace & Peace Magazine* to streamline granting CEU credit for reading each edition of the publication.

<http://www.graceandpeacemagazine.org/> The goal remains to foster lifelong learning among pastors, both by providing resources but also by helping pastors name their own efforts as easily as possible. We may have more to report on this effort in the future but I want to extend my appreciation to Byron McLaughlin, editor of *Grace & Peace Magazine*, and Reverend Michael Stipp, Coordinator for Clergy Development, for working on this project.

The third theme in this volume reflects a new, beginning, project known as the Wesleyan Holiness Digital Library. The rise of digital library resources has caught the attention of a number of libraries in the United States. Recent studies (accessed online, 2/9/2012) by the Pew Internet and American Life Center reflect the current North American interest, <http://pewinternet.org/Topics/Activities-and-Pursuits/Libraries.aspx?typeFilter=5>.

However, this interest also surfaces as a global concern and a grand opportunity to both curate digital repositories and share digital sources. Dr. Tammy Condon, one of our global editors, provides the following introduction, “Expanding Access to Resources for Education and Clergy Preparation Globally,” she writes:

Rapidly expanding technology has become a two-edged sword, providing the potential for greater access to resources and widening the technology and resource gap between the haves and have-nots. It is a reality that is especially obvious in education. Library resources are crucial to providing quality education. However, the expense of filling libraries globally with resources is prohibitive, especially for developing institutions. In addition to traditional campuses, current trends of extension centers, online courses, and video conferencing lectures add pressure to the need for resources.

The Church of the Nazarene has a historical commitment to higher education and ministerial development. That commitment is evidenced in a dynamic network of 53 institutions providing education in 117 world areas to more than 50,000 students annually. For past decade through its Books for Pastors/Tools for Ministry initiative, the Church of the Nazarene has provided resources for ministerial preparation globally.

Through this initiative, a team of educators, librarians, and technology specialists are working to create an extensive and systematic enterprise solution to the problem of access to valuable cross-discipline resources. The development team's assignment is to explore the possibilities of creating a specialized open access, digital library to serve the Wesleyan-Holiness community globally. This passionate team believes that the development of a digital resource of books, literature, multimedia material, and archives collected into a single institutional repository initiated by the Church of the Nazarene is the appropriate systematic response to the global need for access to resources for education, lifelong learning, and specifically ministerial preparation.

To set the stage we have two articles by librarians here in the United States. Southern Nazarene University Library Director Katie King provides an excellent introduction to the technological changes in libraries in recent years. Digital Initiatives librarian Craighton Hippenhammer closes the journal with a first person academic essay that serves as a case study from Olivet Nazarene University. Our thanks to both Katie and Craighton for their excellent introductions, and we hope to have more information in the future concerning the collaborative efforts of so many librarians with the Wesleyan Holiness Digital Library.

Didache: Faithful Teaching exists both for and by those who engage this journal. Our submission guidelines are at the website and we encourage global faculty to submit resources either through our global editors or directly to the journal. You might notice we now have a "twitter" feed @DidacheFT (another innovation in technology) which is being used primarily to highlight new innovations in education and academic administration, areas where the journal maintains a deep interest but lacks the same level of publications. I encourage our readership to circulate the journal to other educators within and beyond their institutions. With the close of the academic year approaching for many schools, normally institutions have opportunity to celebrate student research and writing. A reminder to faculty that *Didache: Faithful Teaching* publishes student work (faculty members serve as primary reviewers and endorsers of these efforts) so feel free to contact me about publishing student efforts as a means of launching new scholarship for the sake of Wesleyan Higher Education. I also want to extend my thanks to Dana Porter and Tammy Condon in shepherding the journal's website. See you again in this summer.

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Our Wesleyan Tradition: Wesleyan Faith and Practice and the PLNU Mission; curated by Mark Mann and Ron Benefiel, Point Loma Nazarene University

Hacia una Filosofía Bíblica de la Educación Teológica; Region Mesoamérica, Documento de trabajo; esta fuente proveida a cortesía de Ruben Fernandez, Regional Educación Coordinador, Mesoamerica

SNU Expanded Mission Statement, December 2012; curated by Mary Jones, Southern Nazarene University

A Philosophy of Education for the Church of the Nazarene In the Africa Region; by Joseph Kiso and Daryll Stanton, Africa Nazarene University

The Role of the Christian University in the Church of the Nazarene; by President Dan Boone, Trevecca Nazarene University

“All Things New;” Inaugural Address by President David Busic, Nazarene Theological Seminary

Enacting Community: Living Christ in the Classroom and Beyond; by Hadley Wood, Point Loma Nazarene University

Ministerial Standing: A Holistic Process for Undergraduate Ministry Formation; by Michael A. Kipp and Mark A. Maddix, Northwest Nazarene University

Adult Learning In Africa; by Margaret Scott, Mentor, Western Pacific District and Former Education Coordinator of the Lusophone Africa Field

Educación Continua: Una expresión de fidelidad y vocación; por Venancio Juárez Chen

The World is Flat(ter): Reflections on the Evolution of Libraries in a Digital Age; by Katie King, Library Director, Southern Nazarene University

Reducing Barriers to Wesleyan Thought: Olivet Nazarene University and the Wesleyan Holiness Library; by Craighton Hippenhammer