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Academic Initiatives for 2010-2011

Written by: Mark Stanton, PhD, ABBPP
Acting Provost

At the Full Faculty Kick-Off I delineated five major issues we are addressing during this academic year. This is an update on progress made to this point on those issues.

Simplify CFEP

The Academic Cabinet (AC) was charged by the Board of Trustees with reviewing the Comprehensive Faculty Evaluation Program (CFEP). Four evaluation steps were taken in 2010: (1) a survey of faculty perspectives was conducted by the Office of Faculty Evaluation in January 2010; (2) an external consultant conducted focus groups in spring 2010 and issued a report to the AC; (3) the AC requested an analysis of data regarding the scores and outcomes of those who have participated in the CFEP system to date, providing a counterpoint to the perspectival information in the aforementioned surveys; (4) the AC reviewed the cumulative material and issued six recommendations to the Faculty Evaluation Council for action by January 2011. It is crucial that faculty governance create the appropriate actions to address the identified concerns. I reviewed this process at the full faculty meeting in September and distributed the AC recommendations to ensure full disclosure regarding the process.

WASC

The WASC Capacity and Preparatory Review (CPR) report took shape over the summer and was distributed to the entire faculty for review and input prior to submission to WASC. It focuses on the four themes of the APU Academic Vision: (1) transformational scholarship, (2) faith integration, (3) God-honoring diversity, and (4) intentional internationalization. We continue to move forward toward our March 2011 CPR visit.

APU Online

The APU Board of Trustees voted unanimously in September to move forward with a major online initiative. It creates an institution named Azusa Pacific Online University that will pursue separate WASC accreditation. In the meantime, new programs will be processed through existing faculty governance to ensure consistency with our mission, purpose, and quality standards.



Mark Stanton, Acting Provost

Values and Ethos

The Values and Ethos discussion we began at our Fall Kick-Off is now spreading across campus in a variety of venues. Presentations were made at the Chairs Advisory Council, the full faculty meeting, the Leadership Summit, and the Board of Trustees meeting, as well as in numerous departments. An article in the fall issue of *APU Life* provides a clear overview of the process for internal and external stakeholders. Discussion continues across this academic year as we clarify our values and seek increased ownership by all faculty, staff, and administrators.

Budget Refocus

I am pleased that the university was able to provide a 2% salary increase beginning in November. All schools and colleges conducted a fiscal review of every academic program and the Academic Cabinet performed a peer analysis of reviews in October. The information was provided to the budget committee as part of our commitment to transparency and thorough fiscal review on campus. This process is helpful to academic strategic planning.

Office of Faculty Development

Written by: Dr. David Colachico

The Office of Faculty Development provides full and part-time faculty with training opportunities to enrich instruction and service delivery to our student populations in accordance with the university's Christian heritage and mission. The office supports faculty in their roles as teachers, scholars, and members of the university and wider community. We are committed to promoting a spirit of innovation and collaboration and a love of learning. We also strive to enhance a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons.

We provide professional development opportunities for all faculty in the areas of teaching, learning, and scholarship. Assistance with course development, mentoring, and instructional technology such as eCompanion are some of the programs we offer. The office also maintains a collection of resource materials available to loan to faculty such as the *Chronicle of Higher Education* and other newsletters in the office along with a library of books. Regular workshops, panel discussions, and seminars are held throughout the year for faculty.

The mission of the Office of Faculty Development is to enrich the learning environment of Azusa Pacific University by enhancement of faculty scholarship and discipleship. It recognizes teaching as a domain of scholarship in various disciplines, worthy of direct attention, focus and constant improvement.

- It supports learning research designed to discover and verify creative learning experiences that will empower students to become lifelong learners.
 - It encourages collaboration among faculty through mentoring and peer coaching and workshop attendance.
 - It distributes material related to higher education teaching and learning.
 - It coordinates and sponsors faculty workshops throughout the year to enrich the scholarly environment by challenging and supporting the faculty.
- It encourages the integration of faith and learning.

Creative Teaching Grants are offered through the Faculty Development Council in keeping with the mission to:

- Recognize teaching as a domain of scholarship in various disciplines, worthy of direct attention, focus and constant improvement
- Support learning research designed to discover and

Project Refocus Defined

Written by: Bob Johansen
Chief Financial Officer

The purpose of Project Refocus is to save operating dollars by focusing on core revenues and expenditures. The project was initiated when the Board of Trustees met in January 2010 at the Winter Board Retreat. The board reviewed the fiscal year 2009–10 budget and asked APU to increase the fiscal reserve from \$750,000 to \$1.5 million by June 30, 2010, and to increase the contribution for the fiscal year 2010–11 from \$2.5 million to a new target of \$9 million.

The Budget Committee was given the task of looking for additional operational savings. The committee members represent the following areas: deans of several schools, the Office of Human Resources, Student Life, University Relations, Vice Provost, the CFO; University Services, IMT, Enrollment Management, Academic Enrollment, the Business Office, and Workload and Compensation.

Project Refocus began with input and recommendations from the APU community. Using the recommendations, the Budget Committee developed a process to determine the impact of the proposed initiatives. After this review the Budget Committee submitted savings proposals to the Office of the President and then to the president. The president approved savings initiatives such as energy conservation, reducing operating budgets by two percent, increasing the number of undergraduate students, decreasing open positions by deferring and rightsizing, extending computer refresh timeframes, reducing overtime, reducing the cost of community events, asking employees to volunteer one unpaid day off, and tripling housing assignments for the Fall 2010 semester.

The Budget Committee continues to look for sustainable operational savings. At the request of the committee, the deans reviewed their schools and the non-revenue generating departments will be reviewing their areas. The goal is to continue to find sustainable savings in order to increase the fiscal reserve fund exponentially yearly so that APU can meet bank covenants and increase fiscal stability.

verify creative learning experiences that will empower students to become lifelong learners

Grants are awarded each year to provide funding to support faculty in efforts to develop ways of improving the teaching or learning environment of the Azusa Pacific community. Monies are budgeted each year for these types of grants. Additional grant funding is available for academic interns to assist faculty in related projects. Academic interns are students with outstanding academic records who will assist faculty but also benefit from the academic experience.

Two types of grants are available. Creative Teaching Grants are awarded to chosen applicants each fall and range from \$500-\$2,500. Faculty Development Mini-Grants are awarded to chosen applicants each spring and range from \$500-\$1,000. The Office of Faculty Development is available to work with all faculty and encourages contact if anyone is in need of our services. We are here to serve you.

Intentional Internationalization

Written by: Emily Parsons, Chiraphone Khamphouvong, Dr. Frances Wu, & Dr. Jim Adams
Center for Global Learning and Engagement & Office of World Missions

Intentional Internationalization continued its efforts in the summer. The WASC Intentional Internationalization Working Team collected data from each school on Academic Vision goal attainment in the area of intentional internationalization. For students, learning did not stop when the last final was finished, the boxes were packed, and the residence halls were emptied. Through the Office of World Missions (OWM) and the Center for Global Learning and Engagement (CGLE), students had the opportunity to continue their academic and co-curricular education into the summer.

Along with four semester-long programs, CGLE offers a variety of summer abroad programs. This summer, 129 students took advantage of this opportunity, a 79% increase from 2009.

Courses that fulfill General Education requirements are always in



demand. This summer, 12 students explored the rich art collections in England. The School of Business and Management annually hosts two very popular programs, in China and Europe. Both programs focus on international business and global marketing, and include visits to large corporations. This summer's China group was able to participate in the 2010 World Expo in Shanghai.

Every other year, 20 undergraduate and graduate students, along with alumni, travel to Israel to study Geographical and Historical Settings of the Bible at Jerusalem University College. Following the 3-week course, participants have the option of joining a 2-week archeological dig that puts their coursework into practice.

After a 3-year break from a long-standing partnership, CGLE reinstated the Dominican Republic program. Thirteen students immersed themselves in the Dominican culture as they lived with local families and polished their Spanish skills for 12 weeks.

Like undergraduate programs, the Departments of Graduate Psy-

chology and TESOL each offered a summer abroad program for graduate students. As part of their learning, Psychology students provided services to elementary students in Kenya, while TESOL students taught seminary students in Myanmar.

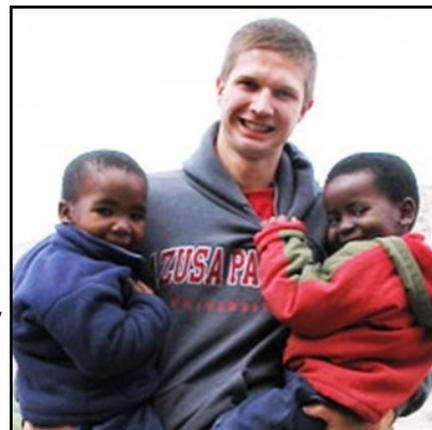
CGLE will offer summer programs in 2011 in Dominican Republic, Egypt, China, Rome, Europe, Kenya, Ireland, and Lesotho.

OWM sent out 23 short-term mission trips this summer through their Focus International program. The teams were in different states in the U.S. and 19 international destinations, including Ireland, South Africa, Uganda, Cambodia, Dominican Republic, Ghana, Vietnam, Nepal, Himalayas, India, South Africa, Ghana, Laos, Micronesia, Peru, Indonesia, Haiti, China, and Kenya.

Two hundred and twelve participants, including undergraduate, faculty, staff, alumni, and community members, served alongside national and expatriate missionaries, encouraging youth, planting coffee, teaching English, having interfaith dialogues, and much more.

These short-term trips give participants a chance to have cross-cultural experiences, to put their areas of study into practice, and to engage their skills and passions. All this serves to generate a long-term interest in serving the global community either domestically or overseas.

Summer mission trips aspire to develop global competencies of both our participants and the national hosts, in order that we might develop a mutual partnership that is sustainable and responsible to all stakeholders involved.



God-honoring Diversity: MEP Gets A New Executive Director

Written by: Dr. Kneeland Brown

One of the most significant developments concerning the God-honoring Diversity theme has been the introduction of Pastor Ed Barron as Executive Director of the Office of Multi-Ethnic Programs. Pastor Barron has indicated that MEP is utilizing a vision themed “In Common” taken from Acts 2 to define their efforts in this 2010-2011 academic year. This vision is lived out through the core initiatives of *building alliances, exporting their ethos, and enhancing the value of MEP programs.*

Building Alliances

This initiative represents MEP finding meaningful ways to connect with members of the university staff/faculty to plan and implement forward-thinking ways to continue involving staff/faculty in the developmental processes of the students whom are connected to MEP.

Exporting their Ethos

The focus here is helping the broader student community to understand MEP’s continued efforts to advance God-honoring Diversity as a communal effort not one constrained to a select few. Pastor Barron states, “Diversity in and of itself is not the end goal, rather, it is something to be understood as a God-given means to maximize our ability to advance and grow as a Christian Community”. True to the “In Com-

mon” theme MEP seeks to engender a picture of God-honoring Diversity which is owned by community, for community.

Enhancing Value of MEP Programs

Continuing to provide a community within the larger community for many students this MEP initiative underscores the importance of maintaining focus upon the development of the students working within and alongside the office. An aim demonstrated through sustained attention to the leadership development, spiritual formation, and providing students with the necessary tools to grow as the community architects which continue to advance God-honoring Diversity within APU at large. Under strong leadership MEP looks forward to another remarkable year of aiding in the advancement of the institutional commitment to God-honoring Diversity.

To learn more about Multi-Ethnic Programs visit www.apu.edu/mep/



Left to Right: Ed Barron, Jon Wallace, & Lucia Barron

ACADEMIC FREEDOM

CFR 1.4 *The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.*

In the past, the faculty of Azusa Pacific University (APU) has operated under an Academic Freedom Policy based upon statements from the 1940 American Association of University Professors. In 2005, the provost, based upon a request by the Faculty Senate, established a task force of faculty members to evaluate the current APU Academic Freedom Policy in light of the growth of scholarship among faculty members and the concurrent affirmation and development of documents that clarify the academic vision and foundational principles of the university. The task force evaluated the relationship between academic freedom and the fundamental principles upon which APU was founded and has grown as a Christian university.

During the deliberations of the original task force members it was the conviction that a new Academic Freedom Policy must explicitly recognize and protect the fact that academic freedom at

APU means something different from what it would mean in a non-confessional institution. Making this explicit in a new policy was paramount to protect the mission and character of the institution. Moreover, the new policy protects the right of the faculty to have their work and careers judged on the basis of two explicit (non-arbitrary) standards – 1) the standard of legitimate academic inquiry and expression, and 2) the standard of scholarly work that contributes to the disciplines and to society from the perspective of the faith tradition.

The Academic Freedom Policy is published for faculty in the Faculty Handbook 2010-2011, and for staff and students in Section 6.1, the Graduate Catalog on pg. 5 (http://www.apu.edu/academics/downloads/apu_gradcat1011.pdf) and the Undergraduate Catalog on pg.10 (http://www.apu.edu/academics/downloads/apu_ugradcat1011.pdf).

The Changing Faces of Faith Integration

Written by: Dr. Ben Nworie

Faith Integration is a dynamic process replete with change. Evidence that the face of Faith Integration is dynamic is found in the definition of Faith Integration which has recently been revised at APU. The following is the latest definition of Faith Integration offered by the Faith Integration Council on September 27, 2010 and approved by the University Senate on October 13, 2010:

“Faith Integration is informed reflection on and discovery of Christian faith within the academic disciplines, professional programs, and lived practice, resulting in the articulation of Christian perspectives on truth and life in order to advance the work of God in the world.”

With the dynamic nature of Faith Integration in mind here are some developments which have transpired this year. The former Institute of Faith Integration is now the Office of Faith Integration. From the beginning of the 2010-2011 school year, under the direction of the Acting

Provost, Dr. Mark Stanton, Azusa Pacific University now has a new team of Faculty Fellows in the place of one Director. The team now serves as the Office of Faith Integration. That team consists of one half-time Coordinator, Dr. Bennett Nworie, one quarter-time Fellow of Faculty Evaluation, Dr. David Woodruff, and two quarter-time Fellows of Faculty Development, Dr. Paul Kaak, and Dr. Steve Wilkens. The Fellows are enthusiastic to be working in a collaborative partnership in order to offer the faculty strategic and helpful ways to approach and implement Faith Integration.

Other changes to the office include the Faith Integration Newsletter and the faculty seminars. Both the Newsletter and seminars will continue through the school year with a new approach. The newsletter will be released monthly and will be geared more toward faculty development in Faith Integration. The faculty seminars have been reworked to provide more interaction between presenter and participant and will be offered in October, November, January, February, and March. The “Foundations” Seminar Series is required of all new faculty, and open to all faculty to attend.

Introducing: The New Faith Integration Coordinator

Bennett C. Nworie, PhD, MDiv, MS, CRC, LPC.

Ben C. Nworie who did his Doctoral studies in Special Education with Clinical Psychology as a second area of emphasis is Associate Professor of Special Education. He holds a B.Sc. in Religious Studies, a Post Graduate Diploma in Education (PGDE), an MA in Pastoral Theology, an MDiv, and a MS, in Counseling from the University of North Texas. He has been involved in education for about thirty years with teaching experience at the college, and K-12 levels. As a Licensed Professional Counselor (LPC), a Supervisor of other Counselors and Counselor interns and as the Director and CEO of a busy Counseling Center in Mesquite, Texas for over seven years he gained extensive experience in clinical, leadership, organizational and therapeutic skills.

Dr. Nworie who is also an Ordained Minister, pastors a fairly large church in Los Angeles. He is credited with some publications and several peer-reviewed conference presentations and workshops. He helped to develop the Faith Integration Faculty Manual for the Special Education Department. He has served as Faith Integration Mentor for special education Faculty and Adjuncts. He has taught Ethics in APU's Operation Impact (OI) program.¹

His work with integrating the Christian faith as an educator-mentor resulted eventually in a book chapter titled: *Effective*

*Special Educator from a Christian Worldview Perspective.*² His 2007 paper addressing the topic of Gay, Lesbian, Bisexual, and Transgendered (GLBT) Diverse learners from a Christian world-view approach has been used by various departments and committees in the

University for instructional and **faith integration** purposes.³ His latest faith integration research is on: *Faith and Learning for Children with Asperger Syndrome.*⁴



¹ LDRS 529; Ethics in a Changing Organizational Environment. This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in an organizational context, and considers ethical problems in organizations according to various worldview ethical systems. The course also provides the student with an opportunity to develop integration of Biblical principles and Christian values as they illuminate the various frameworks and models discussed in the course.

² Nworie, B. C. (2009). *Central Issues in Special Education: Engaging current trends and critical issues in contemporary practice*. New York: Pearson Custom Publishing.

³ The paper which was published by Pearson Publishers in the School of Education's custom ELL and Diversity Manual (pages 465-468) has been used by Liberal Studies, Advanced Studies, Teacher Education, School of Education Diversity Committee, etc.

⁴ Presented at the 9th Biennial International Community of Christian Teacher Educators (ICCTE) Conference, at the School of Education, LeTourneau University, Longview, TX (2010, May 26-28). It was extremely well received. Consequently Dr. Nworie was invited by the conference organizers to submit the paper for publication.

Transformational Scholarship

Written by: Dr. Gail Houghton

The scholarly work of APU's faculty and students continues to demonstrate that scholarship is core to the university's mission. For example, in spring 2010 the School of Education held its Second Annual Research Symposium at two centers (Azusa and Orange) where 59 masters and doctoral students presented their research. At the same time, five of the 400 students pursuing doctorate degrees were highlighted in *Pragmateia*, the university's quarterly electronic newsletter, with dissertations on peer helping programs on high school campuses; health benefits of laughter; the role of the Black church in fulfilling therapeutic needs of the African American population; the impact of a home visitation program on teacher attitudes, teacher practices, and parent participation; and a black theology curriculum for the spiritual formation of a church.

In an effort to ensure the highest quality research and in keeping with the Academic Vision 2016, APU continues to provide opportunities

for research and scholarship funding. In fall 2010 faculty can submit funding proposals for Faculty Research Grants, Creative Teaching Grants and Center for Research on Ethics Values (CREV) stipends. In spring 2010 proposals for Deans' Accomplished and Emerging Scholar Awards, Sabbatical Awards, and the Faculty Writers' Retreat will be made available to faculty to encourage research publications.

Throughout the school year and through their deans, faculty is supported for their scholarly presentations at professional conferences with travel and meals funds. Additionally, Doctoral Research Grants will be made available to all APU doctoral students. To demonstrate its commitment to student engagement in research and scholarship, APU offers throughout the school year graduate student travel grants for presentations and undergraduate research grants for student presentations.

WASC visits in 2011 and 2012 will provide an excellent opportunity to highlight faculty and student research presentations and publications as evidence that APU's institutional culture values, supports, and fosters, scholarship, research, and teaching.

The WASC Alphabet

WASC

*Western Association of Schools and Colleges
also called The Commission*

The Accrediting Commission for Senior Colleges and Universities is responsible for the evaluation of the quality and effectiveness of colleges and universities offering the baccalaureate degree and above in California, Hawaii, Guam and the Pacific Basin.

ALO

Accreditation Liaison Officer

Person selected by the University to work with the WASC Commission and its staff on matters of accreditation. Vicky Bowden is the APU ALO.

IP

Institutional Proposal

The IP is the first stage in the accreditation review cycle and guides the entire accreditation review process. It establishes a framework for connecting each institution's context and priorities with the Standards of Accreditation for the accreditation review.

CPR

Capacity and Preparatory Review

The CPR is designed to enable the Commission to determine whether an institution fulfills the Core Commitment to Institutional Capacity: "The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes." In keeping with the goals of the accreditation process, the CPR is intended to be a focused review which includes a site visit with clearly defined purposes and procedures.

EER

Educational Effectiveness Review

The EER is intended to be aligned with the CPR. Its primary purpose is to invite sustained engagement by the institution on the extent to which it fulfills its educational objectives. Purposes of the

EER include to examine institutional practices for evaluating student learning, to develop and share good practices for using educational results to improve the process of teaching and learning, and to examine the alignment of institutional resources with activities designed to achieve the institution's educational objectives.

PR

Program Review

The process of systematic review of all programs at the university required by WASC. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

Standards

Standards of Accreditation

To help institutions and others interpret and apply the Core Commitments to Institutional Capacity and Educational Effectiveness, the Commission has defined Standards for Accreditation. These Standards are intended to guide institutions in self-review as a basis for assessing institutional performance and identifying and serve as the basis for judgment by evaluation teams in the institutional review process. Within each Standard are sub-sections that define topical areas that are essential to the Standard itself.

CFR

Criteria for Review

Within each of the four sub-sections are Criteria for Review (CFR), intended to identify key areas for the review under each Standard. Criteria for Review are meant to support basic decisions about accreditation and to enable the Commission to render an effective judgment on the performance of an institution.