



Transformational Scholarship

Recommendations:

- A. Recognition and valuing of scholarship and research
 - 1. Publicly recognize and incentivize quality scholarly productivity (including recognition of national and international awards for scholarship, research, and contribution to the discipline) at annual faculty events and public university functions and events.
 - 2. Actively support the seeking of external scholarships, awards, and accreditation that support faculty and student scholarship and research as well as the application of such to social concerns or issues.
 - 3. Develop measures and assess the application of scholarship and research on student learning outcomes.
 - 4. Support graduate and undergraduate student research by establishing incentives, recognition, and reward systems for student engagement and productivity in scholarship and research.
- B. Internal and external support and funding for faculty and student scholarship
 - 1. Develop policies for evaluating teaching workloads in order to create an environment that allows time for the development of scholarship and research, including opportunities for interaction between disciplines and with students.
 - 2. Develop creative opportunities to promote and fund research such as the option to “buy-out” teaching and/or workload upon receiving grants or outside funding.
 - 3. Vigorously support and incentivize the development of proposals for extramural funding that enhance opportunities for faculty and students to engage in scholarly interaction and research.
- C. Interdisciplinary interchange
 - 1. Create a place and/or physical location that fosters opportunities for interdisciplinary and scholarly exchange between and among faculty.
- D. Develop infrastructure to support research, teaching, and grants
 - 1. Remit a significant portion of the indirect/administrative reimbursements to the schools to incentivize future development of grant proposals, research, and scholarly activities.
- E. Alternative degree structures and delivery systems for education
 - 1. Develop new (innovative) academic programs and delivery systems that are responsive to diverse and changing student needs.

Faith Integration

Recommendations:

- A. Recognition and valuing of faith integration
 - 1. Develop a subcategory within the Accomplished/Emerging Scholar Awards that recognizes and funds faith integration, research, and scholarship.
- B. Faculty and student scholarly development of faith integration
 - 1. Promote faculty development activities to include continued funding of faith integration and theological research courses for full time faculty.
 - 2. Assess faculty ability to articulate how their faith informs and critiques the content or exercise of their discipline or profession.
- C. Funding
 - 1. Fund interdisciplinary teaching, seminars, colloquia, conferences, lecture series and workshops to foster and/or facilitate collaborative interdisciplinary and potentially intercollegiate teaching, scholarship, and research.
 - 2. Develop faith integration resources for adjunct faculty (such as learning modules, workshops, online content or courses) and incentivize participation of adjunct faculty through limited reimbursement or honoraria.
- D. Infrastructure and evaluation
 - 1. Evaluate the faculty faith mentorship program for standards, expectations, accountability, and outcomes.
 - 2. Institutionalize a master’s degree program of education for faith integration.
 - 3. Develop the infrastructure, funding, and organizational by-laws for an Institute of Faith Integration that reaches out to the CCCU and promotes opportunities for faculty and students at APU to demonstrate leadership in faith integration activities across the CCCU.

God-Honoring Diversity

Recommendations:

- A. Recognition and valuing of structural and interactional diversity
 - 1. Develop a plan for faculty and student recruitment designed to diversify the pool of applicants. The plan must be proactive and flexible in seeking out promising prospects for positions or enrollment and reflect the diversity of the surrounding communities.
 - 2. Commit to weighting most heavily in admissions standards those factors that are predictive of success among diverse students.
 - 3. Expose all students to diversity issues in the curriculum, including content in each discipline related to diversity, cultural competency, and issues of social justice.
- B. Faculty and student scholarly development in diversity
 - 1. Promote faculty development and cultural competency through workshops, seminars, diversity mentors, and access to resources to assist in the implementation of diversity in the curriculum.
 - 2. Enhance faculty preparation to teach to diverse learning styles, strengths, and cultural norms through institutional support of faculty learning activities, experiences, and scholarship.
 - 3. Recruit and retain faculty members who engage in a program of research and publications that contribute to knowledge development and dissemination of scholarship in areas of diversity.
- C. Funding
 - 1. Expand and increase allocation of scholarship funds for students of cultural or ethnic minority populations entering the university.
 - 2. Develop and fund cultural immersion activities (including language acquisition) designed for faculty and students to engage in cross-cultural and interdisciplinary scholarship and studies.
 - 3. Establish a web site and online resources on diversity for knowledge development within the academic community and opportunities for interactive dialogue on diversity-related topics.
- D. Evaluation for structural and interactional diversity
 - 1. Conduct annual institutional research on and analysis of the composition of student, faculty, course offerings, and scholarly activity related to both structural and interactional diversity.
 - 2. Assess and evaluate the diversity of our academic curricula and programs as well as the implementation of diversity recommendations based on the annual institutional assessment.

Intentional Internationalization

Recommendations:

- A. Recognition and valuing of international internationalization
 - 1. Communicate an expectation that all students will attain a specified level of global competence as an integral part of their educational experience at APU.
 - 2. Validate global scholarship and the development of global competence as an intellectual and professional ideal by means of a special certificate or transcript designation.
 - 3. Support an array of cocurricular activities that value diversity, foster interaction among multi-ethnic and multi-national populations, and promote a global mind set.
- B. Faculty and student scholarly development in global competence
 - 1. Hire or develop more globally competent faculty within each school
 - 2. Develop the global education programs and support infrastructure (field sites, strategic partnerships, funding sources) necessary to enable all undergraduate students to study and serve in cross-cultural settings.
- C. Funding
 - 1. Establish an Internationalization Committee through the Faculty Senate to serve as a focal point for strategy development and to implement academic recommendations and significant funding for new projects.
 - 2. Support the seeking of external grant support and funding to support research on social issues that cross national borders.
- D. Assets and evaluation
 - 1. Assess the extent to which programs/schools already foster the acquisition of an expected level of “global competence,” and how this level is reliably and holistically measured.
 - 2. Commission a self-study of existing programs and policies within the university and assess how well they integrate an international or intercultural dimension.

Academic Vision 2016 Task Forces

Academic Vision 2016 Task Force: Transformational Scholarship

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Academic Vision 2016 Task Force: Faith Integration

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Academic Vision 2016 Task Force: God-Honoring Diversity

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Academic Vision 2016 Task Force: Comprehensive Internationalization

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