



The President's Roundtables

Virtual Engagement with the APU Community in Fall 2020

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President’s Roundtable Purpose.

The President’s Roundtable was a new concept introduced during the Fall 2020 semester to provide a virtual space for increased input to University Leadership on important issues during these challenging times. This opportunity for engagement between the President and the APU Community was especially vital during the COVID-19 Pandemic that has prevented face-to-face meetings and more routine conversations. These virtual discussions were intended to further mutual understanding of APU culture and practice and stimulate continued growth and development of APU as a premier Christian University consistent with *Renewal*, the new APU Strategic Plan. These Roundtables have been a source of new insights and strategies for addressing the challenges of offering Christ-centered academic excellence in our current culture and times. Summaries of the key insights and action items from each Roundtable are provided in this document.

During the Fall 2020 semester, the President’s Roundtables engaged approximately 110 faculty, staff, and students on the topics listed below.

Roundtable Topics

Topic		Page
Roundtable 1	Why is the APU Budget Seemingly Such a Challenge?	3
Roundtable 2	What Should Christ-Centered Academic Excellence Really Look Like at APU? What are Faculty Expectations for Promoting Excellent Spiritual Formation to Students in Faith-Integrated Coursework?	6
Roundtable 3	Improving APU Faculty/Staff Relationships and Partnerships. How Can APU Administrators, Faculty, and Staff Best Partner Together to Support One Another in These Challenging Times and Build for the Future?	12
Roundtable 4	Improving Equity and Inclusion at APU. How Can APU Administrators, Faculty, Staff, and Students Demonstratively Improve Commitment to and Implementation of Diversity, Equity, and Inclusion?	16
Roundtable 5	What is the Best Definition of “Affirm, Support, and Sustain” in Assessing and Optimizing Faculty and Staff Mission Fidelity to APU?	19
Roundtable 6	How Can APU Specifically Grow as a Community-Engaged University Based Upon Our Service Cornerstone?	22
Appendix 1	List of Roundtable Participants	24

Roundtable 1. Why is the APU Budget Seemingly Such a Challenge?

Student Roundtable (10/6/20) and SGA Town Hall (10/7/20).

Faculty/Staff Roundtable (10/9/20).

President's Team Attending. *President Paul Ferguson, Vice President for Finance and Business Strategy Alanna Cajthaml, Provost Rukshan Fernando, Vice President for Enrollment Management Heather Petridis, Senior Advisor to the President Megan Prosser, Executive Assistant to the President Teri Griffith*

Relevant Strategic Plan Grand Initiatives:

A Transformational and Collaborative Organization

A Sustainable Financial Enterprise

Executive Summary

- The 2018 fiscal crisis occurred as a result of long-term weaknesses in financial management, budget forecasting, cost controls, declining enrollment, and unauthorized spending from the Quasi-Endowment. Cost reductions and improved budget planning and oversight resulted in balanced FY19 and FY20 budgets and an increased Moody's rating from negative to stable. APU continues to enhance budget planning and oversight and increased communication to the community.
- COVID-19 has caused acute financial challenges for FY21 due to decreased revenue and increased expenses required for return to campus. Given that 75% of the budget supports personnel and student scholarships, maintaining a balanced budget in the midst of these financial implications impacted the APU community, resulting in furloughs, suspension of retirement contributions, and the possibility of layoffs.
- Due to continued national enrollment declines, **Renewal** calls for a strategic right-sizing initiative, which will enable timely budget planning and lead to long-term fiscal sustainability. In addition, **Renewal** also includes strategic goals for a new Enrollment Management plan and the identification of new revenue streams to increase the Endowment.

Major Discussion Points with Roundtable Participants

APU is in the process of instituting comprehensive budget and finance strategies, planning, and analyses that will enable the institution to better control costs, project revenue and expenses related to the evolving higher education landscape, and establish long-term fiscal sustainability. Additionally, enhanced communication strategies between the Budget Office and the APU Community through regular reporting of monthly financial status (on Total Access), budget manager meetings, and new budget literacy learning modules will enhance insightful fiscal engagement with the APU Community. Such internal processes were not sufficiently in place prior to 2019. Although APU conducted the Why Project in 2017, a number of recommendations for cost reduction and enhanced University-wide collaborations remained unmet.

APU is in the process of right-sizing the institution that properly and effectively matches the size of the University with the scope and intent of its programs. In essence, APU is in the process of better matching its revenues with its expenditures (across personnel and operating expenses) which had not been sufficiently achieved in a past marked by a more opportunistic or entrepreneurial approach.

APU is in the process of developing a new Enrollment Management Plan that will ensure the use of best practices in student recruitment and support to achieve an optimum blend in the student portfolio, consisting of traditional undergraduate, professional undergraduate, and graduate students. This can ensure a contemporary approach to optimizing enrollment, tuition revenue, and scholarships that was not as well developed in the past.

APU is in the process of developing new revenue streams through robust philanthropy which will increase student scholarships, faculty endowed chairs, and Endowment funds. This will solidify the long-term financial health of the institution as well as provide more substantive funding for maintaining designation as an R-2 Carnegie Research Institution. This strategy will reduce the consistent drain on operating funds to support such new initiatives given lower Endowment earnings.

APU is in the process of reviewing and optimizing academic organizational structures to enhance program relevance and delivery through diverse strategies, including assessment of regional campuses and online education; particularly evaluating the relationship with LAPU. Planning is unfolding to develop a mutually beneficial collaboration with LAPU that honors the historical organizational and fiscal relationship between the two independently accredited universities while optimizing the services to a broad range of student needs.

The COVID-19 Pandemic has impacted the APU budget in several, unexpected ways when the campus pivoted to remote learning in March 2020:

- The University strived to balance APU Community care with fiscal discipline in all decision-making. APU worked closely with state and county public health partners to determine when the campuses could reopen for in-person learning.
- COVID-19 acutely decreased revenue from auxiliary services (housing, dining, fees).
- COVID-19 acutely increased a need for additional revenue to support purchase of new learning technologies, improved campus cleaning capabilities, and health and wellness services (\$9-15M) in preparation for an eventual return to campus. Working with the Division of Advancement, APU received from friends and donors \$1.2 M to fund the COVID-19 Testing and Monitoring Center to promote faculty, staff, and student health and wellness. Renewed recruitment and retention efforts from the Divisions of Enrollment Management and Academic Affairs resulted in enrollment being at or above projected budgets from tuition assisting budget needs.
- Tuition, as the main source of revenue, funds the vast majority of APU operations; the majority of operating costs funds faculty and staff salaries (53.54%), scholarships (23.98%), and operations (22.48%). APU has traditionally charged the same tuition amount for in-person and remote learning as the primary cost is related to faculty and staff support. Given faculty and staff engagement remained high during COVID-19 and the pivot to remote learning allowed students continuous opportunities for course, unit and degree completion, APU did not reduce tuition. Where services were reduced or eliminated, the University adjusted or eliminated fees and provided gifts of technology support to students in need.
- A hallmark of remote learning at APU during this time has been the intentional effort to maintain closer faculty-student engagement than more traditional on-line course experiences.
- Additional expenses were addressed through maintaining enrollment revenue, identifying new sources of revenue, or significantly reducing operating expenses, primarily through staff furloughs and adjustments to retirement plan contributions.
- The University strived to maintain a commitment to a FY21 balanced budget despite COVID-19. The FY20 budget ended with an operational budget surplus and full compliance with debt obligations.

The 2018 Fiscal Crisis resulted from:

- A progressive loss in revenue from declining traditional undergraduate enrollments over several years without a concomitant decrease in expenses and projected budgets, contributing to a significant budget deficit.
- Lack of sufficient forecasting and internal budget cost controls to effectively monitor institutional expenses leading to budget deficit.
- Deficient financial data management impacting real-time insight and impeding strategic and calibrated responses.
- Unauthorized use of the Quasi-Endowment to fund operating costs resulting in decreased total assets, confounding compliance with defined debt obligations.

- Lack of sufficient oversight and communication among University leadership to manage emerging deficits and lack of compliance with debt obligations.
- The 2018 Fiscal Crisis was sufficiently addressed by direct and significant financial reductions in expenses, improvements in financial budget, planning, and communications at all levels, and enhanced enrollment budget strategies. This resulted in balanced FY19 and FY20 budgets and full compliance with debt obligations after December 31, 2019. The Moody's credit rating for APU improved from negative to stable.

General Summary

- The 2018 Fiscal Crisis was a direct result of several years of suboptimal fiscal management that regrettably culminated in a moment of acute fiscal damage.
- COVID-19 has contributed financial challenges to APU, as it has for all of higher education. Although APU has been fiscally improving since 2018, COVID-19 poses additional fiscal challenges that stress an improving APU budget strategy and system.
- The new Strategic Plan is well positioned to advance the financial health of APU over the next seven years by directly addressing and monitoring longstanding fiscal infrastructure weaknesses and creating new planning strategies to increase revenue.

Roundtable 2. What Should Christ-Centered Academic Excellence Really Look Like at APU? What are Faculty Expectations for Promoting Excellent Spiritual Formation to Students in Faith-Integrated Coursework?

Student Roundtable (10/13/20).

Faculty/Staff Roundtable (10/16/20).

President's Team Attending. *President Paul Ferguson, Provost Rukshan Fernando, Dean of Spiritual Life Coba Canales, Senior Advisor to the President Megan Prosser, Executive Assistant to the President Teri Griffith*

Relevant Strategic Plan Grand Initiatives:

A Model Christian University

A Thriving University of Choice

Executive Summary

- APU's open enrollment status is distinctive and an opportunity to share the love of Christ. A Christian Apologetics learning module for all undergraduate students would be beneficial in order to clearly establish the fundamental foundation of the Christian faith. These fundamentals of the Christian faith need to be maintained consistently across curricular and co-curricular experiences as students are challenged to grow in their faith.
- Academic faith integration provides the opportunity to investigate the manner in which disciplines and faith coincide, exploring ideas and research questions from the vantage point of the Christian worldview.
- Faith integration is not just a curricular exercise but a component of broader spiritual formation. APU can enhance the whole-person spiritual formation of students, faculty, and staff comprehensively, emphasizing the development of the Head (scholarship), Heart (commitment), and Hands (Christian service), and recognizing that spiritual formation is a life-long process with varied stages of development. Faculty evaluation should also include an emphasis on spiritual formation in addition to academic faith integration as many of the most profound impacts on students' faith journeys occur outside of the classroom.

Major Discussion Points with Roundtable Participants

As developed by Dr. Paul Kaak and the APU Office of Faith Integration, a number of key principles provide the foundation for the promotion of effective faith integration in APU coursework:

- For Christian academics, faith integration begins with investigating research questions and methodologies that will contribute to the advance of the discipline and the gathering of meaningful content for teaching, scholarly projects, and performances. It is here that the curious Christian intellectual (whether prepared in the sciences, liberal arts, the fine or performing arts, or the professions) will discover places where the knowledge of their discipline and the themes from the Christian faith intersect and invite further development.
- Research in faith integration is a fundamental element of course preparation in a university like APU. Moreover, the fruits of such exploration will show up in myriad ways in the Christian university classroom. Here students have opportunities to think critically from a Christian point of view, to explore ideas from the vantage point of Christian tradition, and to challenge, deepen, and affirm cultural, professional, or disciplinary perspectives related to the content of their courses. Christian educators are neither afraid to introduce their students to difficult questions nor content to pass on answers that go unchallenged.
- Faith integration investigations proceed to the dissemination of research findings through scholarly publications and performances. In this way, the unique perspectives of Christian university faculty influence the academic discipline and transform the world.

Dr. Kaak also suggests that Academic Faith Integration is an APU distinctive:

- Integrating Christian commitments with learning will bolster faith. Christian convictions are solidified during college years. In a school where faith is integrated into students' education, their biblical and theological commitments help shape this process. Christian virtues are in demand in the workplace. Employers are looking for workers who consistently demonstrate virtues like honesty and diligence.
- To understand the profundity of full-scale, in-depth faith integration, the critical relationship between Christianity and academia must be understood. The historic Christian faith, a rich and vast treasure of wisdom and knowledge, offers paradigm-shaping connections to the many subjects encountered by students in higher education. All sociology and nursing students study suffering, but students at our Christian institutions learn about a kind of compassion that goes far beyond pity. Christian scholars of rhetoric will evoke the instruction of Aristotle and the wisdom of St. Augustine. A faith-based finance curriculum involves more than calculations and budget development; it provides instruction for the stewarding of God's resources and practicing grace-inspired generosity.
- APU graduates, on the other hand, leave campus equipped with the advantages that accompany a faith-oriented perspective captured when the wisdom that emanates from our sacred text and the advances of current scholarship are thoughtfully integrated.
- From this foundation, APU students wrestle with challenging questions aimed at discovering and clarifying deeper truths within the subjects they study: How does Christian wisdom add new dimensions to the data of my discipline? How does God's provision of general revelation—available to all people—come into conversation with the special revelation of the Scripture? How have thoughtful Christians clarified and deepened our understanding of academic and professional knowledge and practice across time? How should I engage in faithful learning and faith-informed working within my area of calling?

As a major Christian University that is an open admissions university to all faiths (and those with no faith), in addition to academics of the highest rigor, all coursework should continue to include a perspective of the Christian worldview integrated with academics.

From a student perspective:

- The value and impact of APU is connected in the open admissions environment that can provide a clear opportunity for sharing the love of Christ.
- There is concern about the inconsistency across the undergraduate curriculum regarding the clarity from some faculty about the fundamentals of the Christian faith.
- Many academic programs are highly valued that routinely integrate faith within their respective disciplines.
- There is a strong desire for enhanced depth of education and experience in the spiritual formation of co-curricular activities, including chapel content. Although always a need to balance co-curricular and curricular requirements, students commented on a need for less focus on quantity but more on quality of co-curricular requirements.
- Faith integration is more than just a curricular exercise; it is more strongly felt by the observed impactful lives of their professors as shared in and out of the classroom through example and personal conversation.
- To promote clarity and opportunity to understand the Christ-centered mission of APU, there was interest in the concept of providing all undergraduate students with a learning module on Christian Apologetics.
- Being an open enrollment campus is not a weakness for faith integration. It is an incredible opportunity and distinctive of APU.
- In challenging APU students on issues of faith, APU must not lose them while stretching them. It's also important to provide guidance and nurturing.

All APU Faculty should be well prepared in the best practices of faith integration in their respective disciplines and evaluated regularly on their effectiveness. Annual review of such preparation and assessments of effectiveness should be evaluated by the APU Administration.

From a faculty perspective, areas that could be improved in the development and evaluation of faith integration at APU include:

- Conversation on what we formally consider the fundamentals of the Christian faith to be; do we continue in a tradition of Wesleyan Holiness or do we present a nondenominational approach to the basic tenets of the Christian faith. What does our motto *God First* really mean today? Who are we as Christ followers?

- Incorporating faith integration as a seamless contribution to spiritual formation with equal development of the Head (scholarship), Heart (commitment), and Hands (Christian service). APU can be more distinctive in reducing the barriers for students and faculty to develop all of these Christ-centered qualities together.
- Deciding who we are and being unapologetic about it. APU is in a leadership position regarding how other schools approach this as well.
- Being insightful as to how best to reach different students at different development levels in their spiritual journey. There are significant differences between undergraduate and graduate student experiences and faith development. The international student experience is also different. Some students come to APU with zero faith experience but then are expected to integrate their faith in academic assignments. This same principle can apply to faculty at different stages of their spiritual journeys.
- Addressing the misconceptions may result from the faith integration process for faculty - it is essential to continue faith integration after simply passing the faith integration test. Excellent faith integration is a long-term, quality improvement process.

In aspiring to become the premier Christian University for our culture and times, it is important to refresh our understanding of APU vision, mission, and impact. Perhaps, reflecting on our original mission, training Christian workers is just as relevant today as our academic portfolio has grown significantly. How does our faith integration promote community engagement, vocation and purpose. How do we appropriately engage social issues with the empathy of Jesus? This commitment must be reflected in our faith integration processes.

During 2019, in association with the *Renewal* Strategic Planning process, several “Think Tanks” were convened to consider the broad topics for the future of APU. The Faith Integration and Spiritual Formation Think Tank offered the following recommendations:

Faith Integration Think Tank Big Ideas

Chairs: Bobby Duke and William Whitney

Think Tank Members: Coba Canales, Zach Cheney, Randy Fall, Paul Kaak, Eunny Lee, Christopher Leland, Sarah Obermeyer, Janette Ok, Patricia Skalnik, David Woodruff

Overview: We envision a plan to more closely connect Academic Faith Integration (FI) and Spiritual Formation at APU into something we call “Whole Person Christian Formation.” This plan involves an organized and unified structure to coordinate leadership from top administrative levels to organize Christian Formation across the University that will more closely coordinate the Office of Student Life, Departments/Majors in the various schools at APU, and the Office of Faith Integration. This plan will help focus FI efforts so that when students leave a respective APU program there are measurable, achievable, and realistic outcomes for what students have received regarding FI. This plan envisions the need for both student and faculty development in order to be successful, and a re-thinking of organizational structure. It is a scaffolded plan that will take at least five years to develop, and seeks to establish APU as a leader in FI.

These results will be achieved by: (1) Embedding FI elements within GE Curriculum to achieve agreed upon and focused FI outcomes; (2) Mapping a curricular plan for each major/program in Undergraduate, Graduate, and Professional Programs so that each department will have unified FI outcomes that are program-specific for FI; (3) Pursuing faculty development for FIRP and Promotion Products by offering a semester-long course in the 2nd year of employment at APU that will help faculty develop their FIRP and Promotion products in addition to developing FI course content; (4) Pursuing a streamlined and scaffolded structure where the office of Student Life is coordinated with the Office of Faith Integration for University-wide events and content that will coincide with GE and Departmental FI objectives; and (5) Installing a permanent representative on the President’s Cabinet whose sole focus is to organize and coordinate FI activities and development at APU.

Big Ideas that guide approaches to Faith Integration and Spiritual Formation:

- How can we demonstrate to students how Christianity can be part of the solution to the issues/problems within society, a discipline, and student’s own lives?

- For Departments (Undergraduate, Graduate, Professional Programs):
 - What do we want our students to know within this major/program regarding faith integration by the time they finish their respective major/program?
 - What kinds of qualities/virtues do we want our students to embody by the time they finish their respective major/programs?

Top 5 Big Picture Strategies

1. GE Curriculum

- Summary: Work with current GEC to develop a scaffolded and developmental faith integration plan for the GE curriculum. This plan will include ongoing assessment for FI within GE curriculum, interdisciplinary teams to teach GE curriculum, and organization by FI representatives on the President's Cabinet to ensure continuity and streamlining of FI objectives across GE curriculum.
- Embed Faith Integration/Spiritual Formation Classes (3-4) into GE curriculum (possibly co-taught)
- GE Curriculum utilizes a scaffolded approach that addresses basic issues related to faith integration that departments will build upon in their own unique way
- Someone from FI to sit on GE council, or someone from GE on FIC; Establish GE goals for FIC, better connection with FI/GE goals

2. Curricular Faith Integration Mapping for Undergraduate, Graduate, and Professional Programs

- Summary: Each department across the university develops a faith integration committee that consists of one FI point person. This person will lead a departmental FI committee to map FI program learning outcomes onto all of the major core classes within a department/major. FI point person will have a departmental committee to decide on major FI PLOs for the particular department. Resources will be created by the FI department committee so that new faculty and adjuncts will have access to the created resources so that there is continuity across courses within a major as to what the key FI outcomes will be when students take a particular class. FI goals and PLO's are created across undergraduate, graduate and professional programs and implemented in traditional class format in addition to online and regional programs. Departmental FI PLOs will build upon GE curriculum map that is also developed (see points below).
- Each Department has Faith Integration Committee with FI Point Person
 1. Departments develop PLOs based on the ideas: What are the major areas that overlap between this particular discipline and Christian theological ideas?
 2. Development of PLOs center around Big Ideas in 1.a and 1.b
 3. Make meaningful departmental faith integration goals with FI Point Person
- New Faculty have release/overload to do FI planning
 1. FI Point Person helps new faculty with departmental goals, Office of Faith Integration (OFI) helps with general new faculty orientation to FI
 2. Interdisciplinary faculty embedded within departments/schools with goals of developing FI within programs (FI Point Person)
 1. FI Point person will also work with Regional Faculty
 2. Co-Teaching or Team Teaching - could coordinate on possibly FIRP or promotion products
 3. Capstone class on Faith Integration
 4. Coordinate with Diversity Development
 3. Adjunct Faculty are incorporated into this model when they begin by training with department FI Point Person.
 1. Resources and online learning modules are given to Adjunct for Particular courses they are teaching. These resources have already been developed by Department with Curricular Mapping

3. Office of Faith Integration

- Summary: Office of FI will continue to assess faculty on FIRP and promotion products. However, FIRP development will be reconceptualized as part of a second year interdisciplinary course (one semester) that faculty will have release time to take, and as a result of this course, faculty will produce the requisite FIRP and/or promotion product.
- Faculty will have support throughout the course in writing the FIRP, and leave the second year training course with FI resources for their classes.
 1. Organizational Structure consists of:
 1. Current OFI
 2. FI Point Persons in each department (FI Task Force). That is, persons from each department to meet with Paul or Faith Integration office to have continued training for FI Point Persons and help FI point Person faculty to help departments spearhead Faith Integration frameworks. Consider a five-year plan for this
 3. Second year have Interdisciplinary theological course for faculty (500-level course) to help with development
 1. Writing of the FIRP is part of this course and faculty are able to get feedback.
 2. New Faculty would get course release their second year to do this and would have something to build into their course. Third year then have Faith Integration Point Person pair with that person to continue to develop another class, and this is their promotion product.
 3. Older Faculty can Join
 4. Pathways for continued Faculty Development and use of a developmental model for how faculty teach faith integration
 1. Current FIRP/Promotion model stays in place as mode of faculty development
 2. Tie this into departmental plan
 2. Restructuring of IDEA questions
 1. Better assessment needed than current IDEA questions on FI
 2. Assessments in Psych already

4. President's Cabinet

- Summary: It is recommended that a representative be assigned to President's Cabinet to advocate for FI across the university and work towards implementation, strategizing development of APU into a Premier Christian University known as a leader in Faith Integration through coordination of OFI, Office of Student Life, and Faith Integration learning outcomes for Undergraduate, Graduate and Professional Programs.
 1. Representative for Faith Integration on the President's Cabinet.
 1. Implementation for Faith Integration has to be coordinated with Faculty Senate, President, and Provost
 2. Structure designated to departments for Faith Integration
 3. Resources devoted to Faith Integration
 2. Long-term: Establish APU as the **Premier Center for Faith Integration**. This would be a grant-funded center that helps provide a "Hub" for Academic Research, Professional Studies (practitioner) Development, and Faith Integration. An example would be similar to Baylor University's Center for Christian Education.

5. Whole-Person Christian Formation

- Summary: GE and Undergraduate Curriculum, Graduate, and Professional Programs. FIC and Senate will work with Student Affairs to organize University-wide FI events that will be offered every year on a regular basis that address a wide array of topics related to Faith Integration and Student Spiritual Formation. Coordination of topics will coincide with GE curriculum and departmental FI plans. Regular meetings will take place with stakeholders in order to ensure continuity of FI objectives across student life activities, university events (i.e., Faith Matters), and topics introduced at the GE level.

1. PP slides
 1. Opportunities for faith integration through spiritual formation, academic faith integration
 1. Framework: Manage what students are exposed to (Exposure, Framework, Expression)?
 2. Greater synergy with other areas
2. Coordination of GE classes with Student Life, possibly cohort model
3. Connecting themes between what Student Affairs emphasizes and what is taught in Core Faith Integration Classes
4. Taking into account Student Affairs emphasis, Service Learning, and Key Faith Integration Themes in Core FI Classes, and incorporating at least two regular and sustained programs that are hands on experiences to be incorporated in these core FI Classes on the UG GE level (e.g., Spiritual Direction, Experiences for Vocational Discernment, Experiential Skills Learning Small Groups)
5. University-wide FI Events Every Year (3-4)
6. Coordinate FI department plans with Speaker Series like “Faith Matters” that is University-wide and better promoted—organizing a master calendar
 1. Potential credit for Faith Matters, and count in for chapel/spiritual formation credit
 2. Sophia Forum, Faith Matters, each event must have list of requirements so that students can get credit
 3. Alternative ways of tracking requirements for student faculty involvement (Coba). These are already consistently embedded—but what other things that are contributing to student spiritual formation that students not getting credit for

Further Notes on Establishment of APU's Center for Faith Integration

1. Long-term: Establish APU as the **Premier Center for Faith Integration**. This would be a grant-funded center that helps provide a “Hub” for Academic Research, Professional Studies (practitioner) Development, and Faith Integration. An example would be similar to Baylor University's Center for Christian Education.
2. Intermediate-to-long-term: Partner with businesses/technological entrepreneurial endeavors. Leverage technology expertise of companies such as Microsoft, online education, etc. Perhaps write a grant for the Templeton Foundation to assist APU in our Faith Integration/Organizational Restructuring process?
3. Intermediate: Begin a **“Center” for summer symposiums** for interdenominational training and development. Reach out to pastors, teachers, and laypersons interested in theology, practical Christian living, and evangelism. (Similar to the Acton Institute.)
4. Intermediate: Establish a Center for several Christian publications similar to Houston Baptists Christian Business Review (theology, practical for professions, cultural/evangelistic).
5. Intermediate: Improve perceptions between faculty and Faith Integration efforts to gain support and synergies. Go from punitive perspective to encouraging faculty to flourish and motivate students for spiritual development in the classroom, establishing biblical habits and promoting student evangelism and growing the kingdom efforts after graduation.
6. Short term: Faith Integration and faculty development training for full-time and adjunct faculty. Goal: Build positive relationships and basic competencies; KPI: Outcomes-number of faculty with successful completion of courses.

Note: On-demand training—utilization of Canvas, in conjunction with face-to-face relationship building. Establish “certificates” of completion to promote APU's name and brand. Encourage faith integration as a “way of life,” building a stronger Christian culture. Offer practical programs for several audiences to engage their faith integration efforts. This would benefit students in their spiritual development.
7. Short-term: Partnerships with SoulQuest, campus pastors, and schools. Must reach out to students with immediate needs. Survey graduate and professional programs for needs assessment and requests for student development (spring 2020).

Roundtable 3. Improving Faculty/Staff Relationships and Partnerships. How Can APU Administrators, Faculty, and Staff Best Partner Together to Support One Another in These Challenging Times and Build for the Future?

Faculty/Staff Roundtable (10/20/20).

Faculty/Staff Roundtable (10/23/20).

President's Team Attending. *President Paul Ferguson, Vice President for Human Resources Paola Martinez, Provost Rukshan Fernando, Senior Advisor to the President Megan Prosser, Executive Assistant to the President Teri Griffith*

Relevant Strategic Plan Grand Initiatives:

A Thriving University of Choice

A Transformational and Collaborative Organization

Executive Summary

- In most colleges and universities, the distinct roles that are established for faculty (intellectual development) and staff (social, personal, emotional, development, etc.) in student success causes a divide between these groups. This divide often leads to perceptions of incivility, disproportionate impact on workload in budgetary shortfalls, and lack of understanding.
- APU has had noteworthy examples of faculty and staff engagement, including the Diversity Ambassador Program and the **Renewal** strategic planning process.
- In order to decrease the divide at APU, it will be important to recategorize the entire University as “The Academy,” not just the Division of Academic Affairs, emphasizing the important role of faculty and staff in the multidimensional development of our customer—students. It will be essential to develop increased opportunities for faculty/staff engagement and collaboration and to showcase the talent of our community members in order to engender mutual respect, understanding, trust, and civility.

Major Discussion Points with Roundtable Participants

APU conducted a community-wide survey with the Best Christian Workplaces (BCW) Institute (2016). Key findings from this survey included:

- 67% participation rate (704 completed surveys).
- Overall APU score on a Likert scale of 1-5 for 58 questions (5 was strongly agree) was 3.55 compared to 4.17 for organizations certified as BCWs.
- The Level of Engagement of the APU Community, demonstrating staff's investment of energy and commitment to APU, was 24% with BCW average of 54.6%.
- Most favorable aspects of working for APU included: satisfaction with medical, sick leave, and retirement plans; perceived care and assistance from supervisors; value of diversity; enjoyment of team in unit; generally like working at APU.
- Least favorable aspects of working for APU included: lower pay than other organizations; lack of upward advancement and equitable reward for excellent performance; lack of trust between leadership and employees, lack of organizational accountability; APU not well managed.
- The 2017 Why Committee Report also surveyed faculty and staff on similar issues.

David Ebenbach on faculty/staff relationships (*Inside Higher Education*, 2017):

- A line runs down the center of most colleges and universities today. On one side is the faculty, and on the other is the staff—each with different responsibilities, different experiences, different schedules, and perhaps even different understandings of how the institution works. As a result of all those divides, the two groups may regard each other with feelings ranging anywhere from indifference to suspicion or even, in extreme cases, hostility.
- And yet, different though faculty and staff responsibilities may be, the end goals are often similar. As Cumberland County College President Yves Salomon-Fernandez [reminds us](#), “With so much discourse on the faculty and administration divide, it’s easy for us to forget that many of us are drawn to higher education for the same reason.” That reason, for Salomon-Fernandez, is our students. And what this means is that a shared interest in our students represents an opportunity to bring faculty and staff members together.
- Unfortunately, in many cases, this concern for student success has actually reinforced the lines of division; faculty members have been assigned responsibility solely for intellectual development, and staff members have been assigned responsibility for social, personal, emotional, and even perhaps ethical development—in other words, everything else. But that is not a necessary or inevitable division of labor. And it’s probably not a *wise* division of it, since people themselves are not divisible; students bring their full selves with them wherever they go on a campus. Their academic work therefore informs their personhood and vice versa. If we want to take this multidimensionality into account in our classrooms, both faculty and staff members have the ability to contribute to the conversation—an expanded and integrated conversation that encompasses student well-being.

A University of California Task Force on Faculty/Staff Partnerships (1999) focused on several major issues between these two vital campus constituencies. Highlights of their discussions can inform this similar APU discussion related to faculty/staff relationships:

- The issue of civility continues to surface as a key concern among staff and is often discussed at meetings of the Council of University of California Staff Assemblies (CUCSA). In contrast, some faculty may not perceive civility as a major concern and may not appreciate how incivility may degrade the work environment.
- There is a prevailing perception that budgetary shortfalls and early retirements in the '90s have had an impact on staff workload. Staffing in many departments has remained at a minimum level with continual high workload and service demands.
- Further development of methods to better communicate the important role that both faculty and staff play in supporting the University’s administrative, academic, and research endeavors is key. It is also important that staff and faculty understand each other’s role, and that although their roles may be different, *both are of value to the University*.
- An important goal is to identify best practices that enhance communications for improved relations between faculty and staff. A review and analysis of the means currently available within the University community to resolve issues before they reach the formal grievance level would support this goal.
- Faculty often become administrators based on their academic achievements. More information is needed, especially at the department chair level, on campus resources and specialized training for faculty with staff supervisory and administrative responsibilities.
- Staff will continue to assume new responsibilities in the workplace and their success under development.
- Staff and faculty equally share a responsibility to create a work environment and organizational culture that supports and values all members of the University community.
- The differing relationships between faculty and staff can be understood by better defining the tasks, mission, and values.
- Knowledge of the avenues available, such as the campus Ombuds Offices, to overcome miscommunications.
- The development of partnerships are key to improved relations.
- Beginning the discussion and developing procedures for open dialogue to talk across boundaries that create a negative atmosphere in the workplace.

How should Christ-centered academic excellence be reflected in the APU Faculty/Staff relationship as viewed by APU Faculty and Staff?

- Increase opportunities to bridge the “gap” between staff and faculty. This can include creating working groups to address specific issues with tangible solutions that require both the expertise of faculty and staff.
- By creating natural systems of collaboration, the relationship of faculty and staff can grow with mutual respect and appreciation; creating “Communities of Interest” and “Communities of Practice” can reflect the need for integrated staff and faculty activities to address the University’s challenges.
- APU can improve how the institution showcases the talent and expertise of the staff, as it does with faculty (degrees, experience, area of expertise). This can enhance a commitment to improving mutual respect.
- Developing improved and consistent job architecture and professional development opportunities for all APU Staff will not only increase professionalism of the staff experience, but also provide additional opportunities for engagement.
- Appropriately redefine the entire University as “The Academy” not just the Division of Academic Affairs. The entire University should be viewed as the Academy, an institution of higher education at which all members—faculty, staff, students, and administrators—work collaboratively for the common mission; all should be working together on the same “story.”
- APU should continue to create safe and productive opportunities for staff and faculty to work together without fear of reprisal and lack of respect.
- APU should call upon all members of the University Community to demonstrate mutual kindness and respect regardless of faculty or staff status.
- APU should recreate new, integrated spaces and opportunities for faculty and staff to develop deeper relationships for the common good.

What are noteworthy APU examples of integrated faculty and staff activity?

- The Diversity Ambassadors Program effectively integrated diversity development with both faculty and staff.
- **Renewal**, the Strategic Planning process, integrated faculty, staff, administrators, and students to produce a consensus document with substantive impact. This will continue in the implementation phase of **Renewal**.
- Potential for creating increasingly effective Communities of Interest and Practice include Enrollment Management, Information and Media Technology, Business and Finance, Student Affairs, and Academic Affairs.
- Recent budget challenges from the COVID-19 Pandemic reflected a significant degree of care between faculty and staff as faculty donated accrued vacation to reduce needed staff furlough.

Additional Roundtable Notes and Thoughts:

COLLABORATION

Create intentional collaborative opportunities that allow people to work together outside of daily accountabilities in order to help build a cohesive culture and understand one another better.

- Maximize the relational aspect of APU without falling into Clan mode—relationship building should not be discouraged, but is not necessarily where decisions should be made either.
- Transparency (and sooner) is better, even if it is painful.
- Town Hall format was challenging because it was more of a talk-to vs. engage-with, but understandable due to size.
- People need to feel like they are able to step out of their “space” with confidence that they will be received with grace not reprimand.

COMMONALITY/CONSISTENCY

- Equip leaders with resources and guidelines to present to staff during meetings and gatherings, etc. that help us reiterate consistency with our shared mission and values, strategic initiatives.
- Align departments with the greater mission/theme—filter or word sets that can be used to encourage understanding and acceptance of each phase of the Strategic Plan especially when things get difficult.
- Though creativity around building programs is necessary, so is consistency and continuity in applying policies. When customer experiences are customized based on each department's requirements, it causes inconsistency (i.e., petitions, requests to break policy, etc.), and may result in customer dissatisfaction.

CONFIDENCE (Trust)

- Trust is a choice, while mistrust is often earned.
- Disagreement/questions/seeking clarity does not mean I don't trust you.
- Allowing people to speak, question, challenge (respectfully) without fear of repercussion is paramount to establishing trust and impacting culture.

CULTURE

Culture is important, and how we work together is what helps define that culture.

A past APU culture theme has been a "city on a hill." Though an important perspective and sentiment, perhaps societally, our focus should be on rolling our sleeves up and being present in our community, fostering relationships with our alumni, and maximizing opportunities for donors to engage more meaningfully with "heart" opportunities with which they align.

Create opportunities for input and engagement (like this roundtable discussion!) that aren't limited to VPs or senior leadership in order to ensure a wider net is cast for feedback, expectations, and experiences.

CUSTOMER ("I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." — Maya Angelou)

- Service is a deal-maker. APU should strive to offer a consistent customer experience across campus where each person is aware of how important it is to make people feel important, valued, heard, and advocated for.
- In my previous department, we had a service filter called CARE. It stood for:
 - Choose joy.
 - Actively listen.
 - Resolve the issue.
 - Exceed expectations.

Regardless of how people might have felt about the format of the office, the tasks they were asked to complete, or any other misalignments, everyone could agree that providing services with this filter in mind benefitted the customer.

Roundtable 4. Improving Equity and Inclusion at APU. How Can APU Administrators, Faculty, Staff, and Students Demonstratively Improve Commitment to and Implementation of Diversity, Equity, and Inclusion?

Student Roundtable (10/27/20).

Faculty/Staff Roundtable (11/17/20).

Faculty/Staff Roundtable (11/20/20).

President's Team Attending. *President Paul Ferguson, Provost Rukshan Fernando, Vice President for Diversity, Equity, and Inclusion Keith Hall, Senior Advisor to the President Megan Prosser, Executive Assistant to the President Teri Griffith*

Relevant Strategic Plan Grand Initiatives:

A Model Christian University

A Thriving University of Choice

A Transformational and Collaborative Organization

A Sustainable Financial Enterprise

Executive Summary

- APU is committed to nurturing a diverse community, an inclusive climate, and an equitable environment reflecting Christ-centered engagement and student and employee thriving as we educate and train diverse learners and leaders.
- APU has focused on creating an environment where the different spiritual walks and journey of our constituents are valued, respected, and engaged.
- There is a need to hire a diverse faculty and staff that reflects the diversity of the student body, to establish the Theology of Equity and Inclusion to provide guidance and standards for behavior, to ensure all marketing materials reflect the diversity of the community, to increase cultural humility and sensitivity to all students, and to develop an integrated training program to advance diversity, equity, and inclusion.

Major Discussion Points with Roundtable Participants

APU is committed to advancing diversity, equity, and inclusion across the university community. This institutional commitment and pursuit rests on a biblical premise. The vision of diversity and unity is revealed best in the Godhead; God is One yet expressed as three persons—God the Father, God the Son, and God the Holy Spirit. Although humankind is diverse and unique in terms of identity and lived experiences, we all bear the image of God (Genesis 1:27).

Biblical examples of diversity and inclusion range and are reflected in the creation story documented in Genesis, the birth of the New Testament Church (Acts 2), and even in the God-inspired vision shared by the Apostle John in Revelation. “After this I looked, and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and before the Lamb” (Revelation 7:9, NIV).

In addition to diversity and inclusion, equity is a university commitment and expression of biblical justice. “Learn to do right; seek justice. Defend the oppressed. Take up the cause of the fatherless; plead the case of the widow” (Isaiah 1:17, NIV). Although equality and equity are related, they are distinct. Equality suggests that every person is deserving of equal treatment which is reflected in Scripture; some examples include scriptural instruction on the way we should treat our neighbor (Luke 10) and foreigners (Leviticus 19, 24). However, biblical justice extends beyond equality. American theologian and pastor, Tim Keller shares, “You’re not doing justice if you’re not doing equal treatment, and you’re not doing justice if you are only doing equal treatment.” Equity involves the demonstrated, intentional concern and engagement to support the unique needs of the vulnerable and disenfranchised. Equity is reflected in countless examples in the Old Testament (e.g., Proverbs 31:8-9, Zechariah 7:9-10) and the New Testament including Jesus’ compassionate engagement with and service to the poor, oppressed, and disenfranchised.

In this vein, APU as a community aspires to collaboratively advance diversity, equity, and inclusion through the guiding force of **Renewal**, APU’s Strategic Plan.

When it comes to diversity, equity, and inclusion at APU, what are some of APU’s strengths as an institution?

- The availability of a number of Diversity Councils provides often-needed advice and guidance on how to navigate the achievement of mutual respect between faculty and students in student pursuit of equity in the classroom.
- At APU, there is a clear opportunity to provide a safe space for discovery of issues related to equity and justice.
- Many faculty and staff have a passion to lead a life of holiness and service as dedicated Christ-followers with a dedication to serve a diverse student body and provide opportunities for spiritual formation.
- APU is a wonderful tapestry of different spiritual walks and journeys—we need to figure out a way to optimally engage all to His glory.

Based upon your experience and observations, what are some of APU’s weaknesses and areas of opportunity?

- At APU, there is a clear opportunity to provide a safe space for discovery of issues related to equity and justice; faculty and staff have a unique opportunity to provide an environment of equity and inclusion *if* unnecessary obstacles can be removed.
- The challenge remains for some professors to develop greater sensitivity regarding their interactions with students who have experienced racial trauma and/or microaggression.
- There continues to be a need for more professors to develop better cultural humility in their interactions with students from diverse backgrounds.
- Often, professors may invalidate students by their dismissive attitude when approached about their insensitivity without understanding the full impact of their perspectives.
- Students often feel it is not “their job” to educate professors on appropriate behaviors related to equity and inclusion.
- A number of students are unaware or unclear on the effectiveness of the Bias Incident Reporting System and would like to better understand the process and how it works to improve the dialog with faculty members.
- Over the past two years, especially during the 2018 fiscal crisis and undergraduate standards of conduct controversy, APU lost significant internal and external support for providing an environment characterized as one of equity and inclusion despite the diversity present on campus.
- During the 2018-19 period, the campus developed an environment of fear and uncertainty regarding perception and practice around the topic of equity related to sexual orientation.
- There remains a disconnect between the evolving vision of clearly defining APU as a premier Christian University for our culture and times with the reality of how we practically manage diversity of thought, denomination, and sexual orientation as a community of dedicated Christ-followers.
- APU still needs to craft a clear vision of how we as Christ-followers are meeting the needs of our very diverse academic community that is clearly perceived by the media and our APU constituencies as a positive impact; demonstrating how we are transcending culture as Christ transcended culture.

In *Renewal*, APU's University Strategic Plan, there are a variety of strategic outcomes aimed at establishing APU as *A Thriving University of Choice*. From your perspective, what are actionable, strategic steps we can take to realize this Grand Initiative? In your estimation, what type of resourcing needs to be provided for diversity, equity, and inclusion priorities to be operationalized across the university? Fast forwarding to *Renewal 2027*, what are you hoping to see and/or experience at APU as an institution committed to diversity, equity, and inclusion?

- Students are pleased to see the tangible movement towards increased equity and inclusion, but would like to know more about how actions are better embedded in policy.
- APU needs to clearly establish the Theology of Equity and Inclusion as a biblical concept that provides guidance and standards for behavior. APU will need to facilitate a broad conversation on this issue, including the Board of Trustees, faculty, staff, and students to achieve consensus and promote the safer campus environment for discussion. This will need to include the call for Discipleship that challenges all of us to be self-reflective and appropriately self-critical, i.e., that “renewing of our minds.”
- APU needs to promote a renewed sense of nurturing a diverse faculty and staff of color that is more representative of the diverse student population.
- APU needs to ensure all of our marketing materials also reflect a diverse and inclusive environment.
- As part of APU's review and investment in new academic programs consistent with its position as a minority-serving institution, a vibrant Ethnic Studies Program should be reviewed and developed.
- APU should develop an institution-wide, multi-pronged, and integrated training experience for faculty, staff, and students to advance diversity, equity, and inclusion and provide a substantive framework for growth and impact.
- APU could improve the University-wide support and provision of services to students with disabilities, ensuring there are accommodations that reduce physical obstacles such as ramps and elevators, and communication-based obstacles such as the Web. Students with disabilities represent another key sector of the APU Community that can benefit from affirmation of equity and inclusion.
- APU could improve programs and services to International Students. Due to a variety of national and international factors, the ease of international student entry and attendance has been limited. As these external factors may diminish over the next several years, APU can refresh the focus and service to the International Student population.
- APU should ensure that programs and services for First-Generation Students are clearly marketed and available to those students. In addition, APU should develop a refreshed focus to better fund access for First-Generation Students and discern best practices for their academic success.

Roundtable 5. What is the Best Definition of “Affirm, Support, and Sustain” in Assessing and Optimizing Faculty and Staff Mission Fidelity to APU?

Faculty and Staff Roundtable (11/10/20).

Leadership Summit (10/29/20).

President’s Team Attending. *President Paul Ferguson, Provost Rukshan Fernando, Vice President for Strategic Planning and Mission Integration Andrew Barton, Senior Advisor to the President Megan Prosser, Executive Assistant to the President Teri Griffith*

Relevant Strategic Plan Grand Initiatives:

A Model Christian University

A Thriving University of Choice

Executive Summary

- Discussion points represent a general reflection of thoughts shared by participants for the purpose of defining a clear course to optimize mission fidelity at APU. Statements should not be construed as official or definitive positions of APU.
- Employees and trustees sign the following statement: *I affirm, support, and sustain, and I will not advocate positions that are incompatible with, the university’s identity, values and essence statements throughout What We Believe, and (c) I will exhibit conduct that exemplifies the university’s Christian Mission Statement, the Statement of Faith, and the Daily Living Expectations.*
- There is some concern regarding the What We believe document, including but not limited to: differential emphasis of certain positions and impact on academic freedom, hiring, and retention. In addition, there is lack of clarity around what it practically means to not advocate incompatible positions.
- There is a desire to emphasize the fundamentals of the faith and the expectations for holy living, rather than specific positions that may not clearly reflect the theological complexity of the community.

Major Discussion Points with Roundtable and Leadership Summit Participants

What Should be the Standard for our Employees?

- Focus should be on the essentials of the faith.
- Call people to follow Jesus and engage our students.
- Should focus on fundamentals of the faith and affirmation of the University; APU should reflect the complex and academic mission of a Christian University, not simply a Church.
- APU is a wide tent (theologically) and needs a strong center pole (statement of faith). We need the wide tent for an eclectic body of students.
 - We should underscore the essentials of the faith as the document that is the “center pole of our tent.”
 - With a “wide tent,” we need a “thick pole” for substantial support; that is, a strong statement of who we are theologically as Christians.
- How Wesleyan is APU going to be? Should be a community grounded in the Wesleyan tradition for Christians who believe in the essentials of the faith and are serious in their active faith journey. Should APU be more denominational or nondenominational?

Current Concerns About Impact of this Statement in Hiring and Retention expressed by roundtable participants:

- Concern over differential emphasis in the What We Believe document; that is, apparent cherry picking alcohol and sexuality vs. overall approach to holy living.
- The affirm/support/sustain language seems to have become “code” for human sexuality. If that is not intended by the language, we need to change it. However, we do need to know where we stand, because we can’t stand “nowhere.”

- Concern over exclusivity and rigidity of positions with an external focus on reaching a diverse world.
- There can be a tendency for employees to be labeled as part of the “in-group” or an “outsider” or even ineligible for upper-level leadership, based on a narrow definition of what it means to be a Christian.
- Academic freedom can sometimes be hidden behind to subvert the university.
- How do we address behavior of employees that varies from our stated standards?
- Unclear on hiring; what is the final standard?
- Hiring process seems inconsistent, and depends on the chair, associate dean, or dean. We need to train hiring managers so there is standardization, especially with adjuncts.
- Can APU get beyond historic restraints?
- On one search committee, the best candidate was a Catholic teacher-scholar. Her active faith was clear in the interview process, yet the department found her Catholicism, and that she did not use Protestant vocabulary to describe her faith, a difficult barrier to overcome.
- Not just issue for employees, but also others downstream, i.e., chapel speakers, guest speakers, undergraduate student leaders, etc.

Reflections on the Mission Statement

- How is the emphasis and commitment of an evangelical focus maintained without the new baggage of charged identity politics?
- Composition of APU student and employee communities has changed dramatically over the years in ethnicity and faith traditions. Our faith and witness can also be a statement on equity and justice by how it is lived.

Communication/Timing of a Revised Statement and Focus

- This is an opportunity to say something powerful and transformational.
- How we communicate/express any change is critical, especially with our external partners.
- Need a phase 1 to address affirm, support, and sustain (for contract time), and a phase 2 to evaluate the mission statement and What We Believe document.
- Concern was expressed regarding revision of the “What We Believe” in time for the faculty contract signing deadline in April.

Renewal Strategic Planning Theme Team 1 Discussion Points (Fall 2019/Spring 2020). The following was intended to be a discussion starter as APU considers the topics raised around APU's identity statements and documents more deeply.

AFFIRM, SUPPORT, AND SUSTAIN

Historical Context. Employees and trustees currently sign the following statement each year:

*I acknowledge that I have received, read, and understand the university's statement called *What We Believe: Our Identity and Values in Community*. I further acknowledge that (a) I agree with and will adhere to the university's *Statement of Faith* without reservation, (b) I affirm, support, and sustain, and I will not advocate positions that are incompatible with, the university's identity, values, and essence statements throughout *What We Believe*, and (c) I will exhibit conduct that exemplifies the university's *Christian Mission Statement*, the *Statement of Faith*, and the *Daily Living Expectations*.*

In recent years, and with a stronger voice during 2019, some employees have expressed uncertainty about the phrase “*affirm, support, and sustain, and I will not advocate positions that are incompatible with the university's identity,*” and want more clarity as to what it practically means.

The official use of the phrase “affirm, support, and sustain” arose in APU documents in the 2011-12 academic year. The phrase first appeared in print at the end of President Wallace's preface letter in the 2013 printing of the *What We Believe* booklet, where he writes, “*Revisit these statements. Make sure they continue to resonate with who you are in Christ. Then commit with me to affirm, support, and sustain them.*” The phrase was previewed in an email from Dr. Wallace to the APU Community dated June 27, 2012, in which he wrote, “*After more than a year of robust dialogue, we moved together as a university community—faculty, staff, administrators, and board members—to affirm, support, and sustain the identity and values of the university this last fall.*” By March 2015, the phrase had been added to relevant provisions of the Faculty Handbook section 2.7 that were incorporated into the faculty members' annual notices of appointment, as well as to adjunct faculty contracts.

While the original *meaning* of the phrase is perhaps unclear, its *intent* is clear. It was intended to describe the expected APU employees' commitment to the statements in *What We Believe: Our Identity and Values in Community*.

Roundtable 6. How Can APU Specifically Grow as a Community-Engaged University Based Upon Our Service Cornerstone?

Faculty/Staff Roundtable (12/1/20).

President's Team Attending. *President Paul Ferguson, Provost Rukshan Fernando, Vice President for Student Affairs Shino Simons, Associate Vice President for External Affairs Maureen Taylor, Senior Advisor to the President Megan Prosser, Executive Assistant to the President Teri Griffith*

Relevant Strategic Plan Grand Initiatives:

A Model Christian University

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Executive Summary

- APU is recognized by the Carnegie Foundation as a community-engaged institution. APU has many offices and programs across campus that are committed to community service and service-learning opportunities.
- It would be beneficial to increase the service opportunities for professional and graduate students and establish an infrastructure that supports and enhances collaboration and coordination of community engagement opportunities across the university.

Major Discussion Points with Roundtable Participants:

APU was 1 of 119 institutions selected by the Carnegie Foundation to receive its 2020 Community Engagement Classification, which recognizes universities with a strong commitment to service-learning and community service. APU was also ranked number 23 by *U.S. News & World Report* in service-learning among universities nationwide.

Each year, approximately 65 percent of APU students complete more than 165,000 hours of service in the U.S. and abroad and participate in greater than 180 service-learning courses across 24 undergraduate departments through the Center for Academic Service Learning. APU participates in many local community initiatives and partnerships, including tutoring programs (Azusa Reads, Azusa Writes, Azusa Calculates, and Azusa Counts) and C.H.A.M.P., a nine-week program to introduce college to local fourth graders. In addition, last year, 555 APU students served 35 countries on 6 continents through the Center for Global Engagement. The Center for Student Action also mobilizes students for service abroad with past opportunities including support of Haitian refugees in the Dominican Republic and care of orphaned children in Peru.

What are some of APU's strengths as a community-engaged institution?

- APU has a long tradition of preparing and graduating outstanding students of character and committed to service. Many of our APU employers as well as discipline-specific sites such as nursing, physical therapy, and education routinely comment on the quality of APU students and their preference for those students at their sites or places of work.
- Many of the APU academic majors integrate character building and values within a curriculum for service in the desired professions.
- Varied offices across campus that support community engagement and service.
- Traditional avenues of service and ministry, such as Walkabout, international study abroad, and mission trips have historically been of great value in providing service opportunities for our traditional undergraduate students.

What are some of APU's areas of opportunity?

- Appropriate types of non-discipline opportunities for professional and graduate students can be of value. This aspect of APU service can also provide an additional opportunity for interdisciplinary engagement among students.
- APU currently has many external points of contact for the community; what is needed is a unifying infrastructure to support, engage, and coordinate the APU message in the variety of external partnerships and service sites. This infrastructure could also better engage the APU community in synergistic responses to sociopolitical demands and challenges on APU.

Additional Roundtable Notes and Thoughts From Community Members**How can APU specifically grow as a community-engaged University based on our Service Cornerstone?**

- Engage all student populations in activities that develop this Cornerstone.
- Strategically embed it within all disciplines and GE.
- Better define that Cornerstone or redefine the Cornerstone.
 - May want to redefine as Community or Community Engagement, which is inclusive of service.
 - The APU website should clarify not only what we do for this Cornerstone, but also why we do it, emphasizing that it is central to the community.
- Strengthen collaboration across the institution to enhance community engagement.
- Reciprocal experiences.
 - May be of interest to get anecdotal stories from APU alumni and our community partners on how the service cornerstone impacted their experience.
- Quality program design.
 - Ensure that service experiences build essential leadership skills, care, and humility to be an effective citizen that can positively impact our world.

Appendix 1. List of Roundtable Participants

Student Roundtables. Matthew Anderson, Elaine Babikian, Jose Brown Jr., Brandy Cannon, Brianna Christensen, Tatyahna Costello, Isaac Dizon, Kailey Files, Logan Hofland, Andrew Hughes, Iliana Gaid, Camila Gaona Galvan, Vanessa Gallegos, Deanna Hudgins, Andrew Hughes, Francis Jimenez, Darcy Murillo, Connor Owen, Sein Pan, Citlalli Prado, Grace Pruitt, Violet Sparks, Joshua Stapelton, Kim Sutton, Sandra Valdez, Alexis Valtier, Mariana Vandenhuevel, Devin Van Meter, Carol Zhang

Faculty/Staff Roundtables. Chris Adams, Arissa Alvarez, Loretta Atwan, Ashley Bagwell, Christina Bivona-Tellez, Jennifer Blair, Patricia Brown, Armando Bustos Jr., Heidi Anderson Butler, Jessica Cannaday, Terin Cargill, Charles Chen, Cheryl Chesler, Michael Clark, Roger Conover, Tori Dalzell, Melinda Dicken, Angie DiClaudio, Denise Edwards-Neff, Jennifer Elrod, Deborah Escalante, Elizabeth Felix, Debra Garcia, Kimberley Garth-James, Mona Girgis, Jenn Graffius, Mary Grams, Emily Haakenson, Brian Hadnot, Christine Hansen, Amanda Hara, David Harmeyer, Shelley Harrell, Rebekah Harris, Kristi Hawkins, Dina Hicks, Allison Hintgen, Mark Holmes, Heather Hoshiko, Kevin Huang, Louise Huang, Rhonda Jones, Kyle Jorgenson, Victoria Julien, Leah Klingseis, Stacy Kula, Jenny Le, Elizabeth Leahy, Curtis Lehmann, Christopher Leland, Jill Lincoln, Jonathan Lord, Christine Lunceford, Sally Mansour, Richard Martinez, Bryant Mathews, Michael McDonald, Ismael Lopez Medel, Peanut McCoy, Brian Mercer, Kaylin Morford Elaine Monahan, Sarah Obermeyer, Maria Pacino, Rhianna Pierre-Puckett, Jeff Postlmayr, Joel Powell, Rick Roberts, Richard Robison, Karen Rouggy, Anayanci Rubalcaba, Arlene Sanchez-Walsh, Laurie Schreiner, Susan Shore, Lori Silao, Allison Smith, Wendi Sparling, Ayodele Steward, Melissa Sturgeon, Kathleen Tallman, Amy Tauati, Janet Thiel, George Thomas, Erin Thorp, Jeff Tirrell, Regina Trammel, Carrie Ulmer, Erin Weaver, William Whitney, Mark Woolery, Lori Zenner