ACADEMIC VISION 2014

FACULTY RECOMMENDATIONS TO THE PROVOST

Based on reports and minutes of

Task Force for Transformational Scholarship
Task Force for Faith Integration
Task Force for Diversity
Task Force for Intentional Globalization

Submitted by

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ACADEMIC VISION 2014
FACULTY RECOMMENDATIONS

PREFACE

The Provost convened a core group of faculty to engage in a series of consultations that would result in recommendations for the formulation of the Academic Vision 2014 in order to establish priorities for academic strategic planning and implementation. Task Forces were constituted to address four academic priorities, specifically Transformational Scholarship, Faith Integration, Diversity, and Intentional Globalization. The recommendations to the Provost were to be comprehensive in scope and sufficient to cast an academic vision for the University that would encompass both a five-year and subsequent nine-year path.

To fulfill this charge, the four Task Forces met consistently for three months and distilled the literature, reflected on experience both internal and external to the University, reviewed both University tradition and mission, and reflected on scripture and theology. Faculty “reasoned together” to formulate a thorough and comprehensive report with recommendations in each area of academic priority. All four Task Force reports were integrated into an overarching series of faculty recommendations for the Academic Vision for Azusa Pacific University. Individual Task Force reports and recommendations appear as appendices to this document and are essential resources for the implementation of the Academic Vision.

ACADEMIC VISION

Scholarship is core to the mission of the University and the very reason for its existence. The process of engaging students in studies requires an immersion of both faculty and students in a vital institutional culture that values, supports, and fosters ongoing processes of scholarship, research, and teaching. This culture is characterized by rigor, expertise, analysis, synthesis, evaluation, imagination and creativity. Such scholarship only flourishes in an environment of academic freedom.

Engagement in scholarship that integrates one’s faith develops discernment, enlivens the mind, and transforms the heart. It is the foundation for bringing about change in the world. An academic culture marked by theologically informed reflection on academic disciplines and professional programs and their exercise in the world merges
scholarship and faith. It is the impetus for transformative scholarship. Transformative scholarship is, therefore, the application of research and scholarship to the social issues and needs of the world, rooted in and critically informed by the faith. Transformation of the world requires a diversity of approaches that will be evident in the diverse products of our scholarly activities and will reflect the strengths of each of the disciplines as well as individual gifts. Developing an academic culture of faith integration recognizes a breadth of the faith that must be based on unity in essentials, and diversity and freedom in non-essentials. It is only oneness in Christ Jesus that enables us to realize authentic community out of our diversity.

The “world of scholarship” sees God’s creation in all its diversity and richness, and draws upon the full spectrum of human knowledge and methods of inquiry developed across centuries. God-honoring Diversity extends beyond traditional racial, ethnic and gender concerns to encompass areas of difference related to religious heritage, theological perspective, and ideological commitment. As an academic community, we must examine our life together and determine the attributes, assumptions, and practices that promote or inhibit a fuller reflection of the diversity of the world. A commitment to sustained scholarly dialogue around difficult issues, marked by respect, openness, civility, active listening and support for academic freedom, are the hallmark of communication within a diverse, scholarly community.

In order to be a place of welcome for diversity of thought, experience, and gifts, the University must articulate a compelling mission that embraces the diversity of God’s creation and makes clear its commitment to “setting a place at the table” for historically marginalized or neglected groups. This is a central norm of the Wesleyan tradition that is reflected in the University’s history. It includes an embrace of the broader community and the application of scholarship and service to address the woundedness of the world.

The strategic priorities of diversity, and internationalization and global engagement are viewed as reciprocating initiatives that join the pursuit of social justice, intercultural and ethnic understanding within the University and the surrounding communities to exploration of events, institutions, peoples, problems and issues to places outside our nation’s borders. The overarching purpose of international and intercultural activities is to promote God’s shalom\(^1\) and to help form globally competent faculty and students.

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\(^1\) The core meaning of shalom is totality or completeness. It is both individual and communal in nature and includes such meanings as fulfillment, maturity, soundness, wholeness, community, harmony, well-being and agreement.
Intentional internationalization refers to deliberate and systematic efforts to integrate an international/intercultural dimension into teaching, research, scholarship, and service functions of the University. Global engagement refers to the University’s commitment to orient its educational resources and activities toward analyzing and addressing consequential global issues. Intentional internationalization and global engagement require that a range of issues be conceptualized and related in a coherent and integrated manner. Research and scholarship is seen as essential to informing and guiding our actions in the world.

Thus, all four components of the Academic Vision are essential and interrelated in the living out of transformative scholarship, faith integration, God-honoring diversity, internationalization and global engagement. The institutional commitment to scholarship, including research, faith integration, diversity and global competence should be made visible publicly by their inclusion in the University Mission Statement.

TRANSFORMATIVE SCHOLARSHIP

Five premises were identified as core to the process of developing transformative scholarship.

- All forms of scholarship and research, whether basic or applied, are foundational to academics and must be developed.
- The stature of the University, as well as the quality of the curriculum and educational programs, is intimately tied to the quality, extent, and constancy of faculty scholarship and research.
- Creating a culture of scholarship demands the institutional valuing of scholarship and incentivizing scholarly productivity including a wide range of honorific structures that recognize and reward exemplary scholarship, and excellence in teaching.
- What transforms the world is the application of new knowledge, discovered through research and scholarship, to compelling issues within the discipline, profession or society.
- The development of transformative scholarship at the University can only proceed to the degree that it receives support through internal and external funding, crossdisciplinary interchange, and the development of additional resources.
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. Special and public recognition of faculty and students who demonstrate significant success in the application of scholarship to the transformation of society by addressing pressing social concerns.
   3. 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.
   4. Develop measures and assess the application of scholarship and research on student learning outcomes.
   5. Recognize and reward faculty involved in established programs of research that mentor faculty and students.
   6. Promote dissemination of scholarly works through University sponsored seminars, workshops, lecture series, publication of research colloquia, monographs, and the establishment of a University Press.
   7. Establish endowed chairs as part of an honorific structure to support and promote outstanding scholarship and research.
   8. Provide special recognition for senior faculty, who have a distinguished national (or international) career of professional or disciplinary engagement in social issues.
   9. 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 criteria for promising emerging scholars and support their development in research, scholarship and publication by adjusting workload and teaching and by providing research funds for pilot projects and beginning research.
2. Support established scholars with mature programs of research at a more substantial level of funding including adjusting workload, providing seed funds for pilot projects/research, and support for the preparation of grant proposals to maintain, extend, or expand their programs of research.

3. Promote scholarly productivity and dissemination through increased budget for travel to conferences and symposia for faculty and students presenting papers at major international and national conferences.

4. 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.

5. 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.

6. Identify a strategy for attracting external investment dollars from foundations, government agencies, and individuals to support endowed positions.

7. Vigorously support and incentivize the development of proposals for extramural funding that enhance opportunities for faculty and student to engage in scholarly interaction and research.

8. Establish research and teaching assistantships at a sufficiently high level of reimbursement to act as an incentive to students to participate in transformative scholarship.

C. Interdisciplinary interchange

1. Establish policy, funding and infrastructure to encourage visiting professors and faculty scholars’ exchange programs.

2. Promote interdisciplinary research and collaboration within the University.

3. Create a place and/or physical location that foster opportunities for interdisciplinary and scholarly exchange between faculty.

4. Establish criteria for joint appointments that encourage research and scholarship between and among faculty, other institutions, and community agencies.

5. Establish an Institute for Collaborative Studies that will provide for interdisciplinary scholarship, research, and course and program development between schools and departments in the areas of faith integration, ethics, research, leadership, etc.

E. Develop infrastructure to support research and grants
1. Establish an indirect rate for the University that will allow faculty to apply for research and grant funds.

2. Remit a significant portion of the indirect/administrative reimbursements to the schools to incentivize future development of grant proposals, research and scholarly activities.

3. Effectively develop the academic support structures at APU, making it more responsive to the needs of the faculty and to scholarship research.

4. Increase funding and provide additional specialized staff for the Office of Grants and External Funding with the qualifications to support faculty and student grants applications.

5. Support, staff, and operate an Center for Advanced Research including access to essential labs, consultants, and research mentors, additional library resources for scholarship, as well as technical/media support for the development of presentations and publications. This Advanced Center should be under the direction of the Director for Graduate Research.

F. 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.

2. Alternative degree structures and delivery systems provide important economic and mission opportunities for APU, but it is essential that the quality, rigor, depth, and breadth of alternative degree and/or delivery systems of education is consistent with that of traditional courses and programs offered on campus.

3. Curriculum and program delivery of alternative degree/delivery systems must be subject to the same reviews as other University programs and should be evaluated annually for quality.

4. Expectations for scholarship, research, and faith integration are to be consistent Across all faculty, whether engaged in traditional or alternative degree delivery systems.

5. Where the programs or courses are subject to external accreditation within a discipline or profession, these courses and programs must adhere to accreditation requirements and be subject to faculty review from the discipline and/or profession.

6. Continued education courses that allow for University credit must meet the same expectations for course approval, review, quality and rigor consistent with all University courses.
FAITH INTEGRATION

There are five essential premises that give substance to the faith integration component of the academic vision:

- An institutional process that focuses on developing individual and institutional coherence around faith integration must guide the development of faith integration.
- Faculty must strive for theological informedness and evidence of relative parity between scholarly ability and theological knowledge in their discipline.
- The process of curriculum development for programs and majors should demonstrate a coherent, contiguous thread of a theologically informed faith perspective.
- Scholarship within the discipline and/or profession should be encouraged to embrace opportunities that support research and other scholarly activities that are specifically directed toward faith integration and/or faith components.
- Theological and spiritual growth at APU should demonstrate continuity between theological knowledge, spiritual formation and living out the faith within the discipline and the academic community.

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.
   2. At University events and within the faculty, regularly and publicly recognize excellence in faith integration teaching and in faith integration scholarship and research.
   3. Create discipline/major/profession faculty-student discussion groups on what it means to be a Christian within the discipline or profession.

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. Sponsor education that addresses the diversity of the Christian Church and perspectives through seminars/dialogue, colloquia, conferences, and workshops on theology, Biblical interpretation, and distinguishing characteristics of evangelical and other Christian faith traditions.

3. Develop small accountability groups for faculty learning, growth and sharing in such areas as book readings, literature critique, issues analysis, and state-of-the-art/science discussions.

4. Develop a variety of vehicles for the dissemination of information derived from faculty scholarship and research on faith integration. These may include the development of web sites and discussion forums, the publication of monographs and articles, and the development of a University Press.

5. 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. Promote and fund faculty theological research and collaboration to develop content to be incorporated into curriculum and syllabi as a coherent and contiguous thread of faith integration in courses, majors, and programs.

3. Develop competitive research grant funds and identify additional competitive sabbatical awards (two or three) for faith integration research/scholarship activities, independent of the current awards structure and criteria.

4. Develop faith integration resources for adjunct faculty (such as learning modules, workshops, on-line 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, and accountability.

2. Institutionalize a Master’s 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.

4. Establish a program for student participation (funded or non-funded) in faculty faith integration research, scholarship and publications.

**God-Honoring Diversity**

Six premises encompass the vision for diversity:

- The concept of diversity extends to include *structural diversity* as it refers to numerical representation, *interactional diversity*, and a *psychological climate* of acceptance.
- Embracing diversity requires the development by faculty and students of intercultural competence.
- Sustained scholarly dialogue around difficult social issues includes discourse that addresses marginalization and social injustice.
- Christian scholarship is enriched by open and free inquiry and exploration of divergent Christian views on important issues; diversity includes diversity of theological perspective.
- Effectively integrating principles that foster a diverse academic community includes faculty examination of teaching methods, advising techniques, and approaches to research.
- Scholarly inquiry into and the utilization of teaching methods should support diverse cultural norms, learning styles, spiritual gifts, and abilities.

**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. Focus on establishing relationships with families, churches, and communities in order to identify and recruit student applicants.
3. Commit to weighting most heavily in admissions standards those factors that are predictive of success among diverse students.
4. Implement content and pedagogy in the classroom that enhances interactional diversity.

5. Expose all students to diversity issues in the curriculum, including content in each discipline related to diversity, cultural competency, and issues of social justice.

6. Develop a major or minor in ethnic and gender studies that is discipline specific.

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. Implement current scholarship and best practices on diversity issues in educational policy development across the academic community and within disciplines and professions.

4. 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.

5. Provide opportunities for students to participate with faculty in scholarship and research on diversity.

C. Funding

1. Expand and increase allocation of scholarship funds for students of cultural or ethnic minority populations entering the University.

2. Fund opportunities for entering students to identify their strengths and learning styles and receive academic advising that focuses on applying their strengths to academic success.

3. Enhance and develop additional co-curricular programs that focus on increasing a sense of community across diverse student and faculty groups.

4. Develop and fund cultural immersion activities (including language acquisition) designed for faculty and students to engage in cross-cultural and interdisciplinary scholarship and studies.
5. Establish a web site and on-line resources on diversity for knowledge development within the academic community and opportunities for interactive dialogue on diversity-related topics.

6. Develop a subcategory within the Accomplished/Emerging Scholar Awards that recognizes and funds research and scholarship on diversity.

D. Evaluation for structural\(^2\) and interactional\(^3\) diversity

1. Conduct annual institutional research 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 AND GLOBAL ENGAGEMENT

Seven premises form the foundation for the recommendations for intentional internationalization and global engagement:

- Internationalization is the deliberate coordination of a range of structures, activities, policies and services that integrate an international or intercultural dimension into the functions of the University.
- Global engagement is based on the belief that the University has a responsibility to lead students into an awareness and knowledge of and ethical response to critical social issues that transcend national borders.
- Internationalization at APU is to be informed by the development of a broad theological model that will envision and instill the vision of shalom within global study, scholarship, and service.
- International program design and curriculum development must be rooted in a learning process that is intimately connected to scholarship, faith integration, and respect for diversity.

\(^2\) Structural diversity refers to the numerical representation of various racial, ethnic, and gender groups on campus (See Task Force Report).

\(^3\) Interactional diversity refers to the extent to which students from diverse backgrounds interact with one another in educationally purposeful ways (See Task Force Report).
• Global competence is both an intellectual and professional expectation and an understanding of what constitutes a minimum level of “global competence” must be discipline specific.
• The term “global engagement” must be framed as the geographic extension and the progressive involvement of students in activities related to city, region, and the world through academic learning, scholarship, internships, field study and service.
• The academic vision for internationalization and global engagement must bridge teaching, research, scholarship, and service across undergraduate and graduate education.

Recommendations:

A. Recognition and valuing of internationalization and global engagement.
   1. Communicate an expectation that all students will attain a specified level of global competence as an integral part of a student’s educational experience at APU.
   2. Validate global scholarship and the development of global competence as an intellectual and professional ideal by developing criteria for a program of study and experience that leads to a certificate or transcript designation.
   3. Support an array of co-curricular activities that value diversity, foster interaction among multi-ethnic and multi-national populations, and promote a global mindset.
   4. Enhance the image and reputation of the University in the area of internationalization by increasing the visibility of its international programs, scholarship, and activities within University publications, presentations, research, media and web sites.

B. Faculty and student scholarly development in global competence
   1. Engage in an interdisciplinary dialogue in order to determine a framework for defining and assessing a minimum level of global competence and scholarship for faculty and students.
   2. Develop a broad theological model of shalom that can inform the development of internationalization and global engagement activities and learning experiences by individual schools and departments.
   3. Allocate release time and/or adjust faculty workload to facilitate faculty scholarship, research, and teaching on discipline specific aspects of internationalization and global engagement.
4. Support the interdisciplinary development of cross-cultural research and scholarly dialogue among disciplines, faculty and students.

5. Develop programs and infrastructure that will allow all undergraduate students to have the opportunity for study abroad.

C. Funding

1. Support and fund the development of a broad range of interdisciplinary global engagement programs, curricula, and projects capable of contributing to the expected level of global competence in students.

2. Fund an audit across the University of activities, courses, and programs that have significant international and global aspects.

3. 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.

4. Support the seeking of external grant support and funding to support research on social issues that cross national borders.

5. Develop, prioritize, publicize and sustain an infrastructure of scholarly resources, field sites, strategic partnerships, and funding sources to support the global education vision throughout the world.

D. Infrastructure and evaluation

1. Assess and determine the extent to which “global competence” is supported within programs/schools and how each program/school will foster and measure the acquisition of the expected level of competence.

2. Commission a self-study of existing programs and policies within the University and assess how well they integrate an international or intercultural dimension.

3. Formulate and implement quality assurance and risk management policies and procedures for the development and delivery of global engagement activities.

4. Review current international-oriented offices, administrative organization, and programs within the University in order to clarify current duties, responsibilities, and reporting lines.

5. Review the current administrative organization of “diversity” and “internationalization” programs and offices and assess whether the establishment of a single coordinating center (e.g. Center for Global Education) would maximize role coordination, administrative capacity and academic program coordination.
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*Full copies of the reports submitted by the Task Forces as well as minutes of their deliberations are found in the public folders under Academic Vision.*
References


