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Transformational scholarship recognizes that education transcends filling our minds with information and even changing our minds. It involves joining with Jesus in the task of transforming heart, mind, soul, and body in a way that brings us closer to wholeness.

Steve Wilkens, Ph.D., Professor of Theology and Philosophy
Harness vision and action, and the potential for powerful impact defies limitations. That realization inspired Azusa Pacific University faculty representatives to rethink their roles and goals, and set for themselves an intentional path that would lead this university into a new realm of excellence.

Nearly two years ago, through an evolving series of open-door meetings, committees, and collaborations, faculty from throughout the university began to tackle some weighty issues. What is our ultimate purpose here? Are we doing all we are called to do? Is the university unified and headed toward a single goal, and is it equipped to do so?

First, they took a critical look at themselves as scholars and mentors, as servants and disciples. They then turned their attention to the greater APU community, its physical and spiritual makeup, its ability to carry out its God-given mission. Using the university’s Four Cornerstones as the standards, they painstakingly evaluated the current status of and defined future goals for APU’s people, programs, and policies across disciplines. Their prayerful inquiries, openness, and diligence culminated in Azusa Pacific University’s Academic Vision 2016.

While this document contains overarching philosophies regarding the university's identity and purpose, it refuses to be considered as mere ideology. It starts by clearly defining four essential areas – Transformational Scholarship, Faith Integration, God-honoring Diversity, and Intentional Internationalization – that, if properly cultivated, will keep the university on track with its founding principles while moving forward with intent and purpose. Beyond that, it outlines specific and measurable steps for putting the vision into action.

I believe the Academic Vision 2016 will establish Azusa Pacific as the forerunner in these vital areas of Christian education and serve as a model for other universities seeking to impact, inform, and encourage learning at a higher level. Our call to prepare generations of faithful leaders to live and work in an increasingly diverse and complex world demands focus, foresight, prayer, and accountability. The following pages illustrate our spiritual and practical response to that call. I invite you to explore the details of our plan and challenge you to join us in the continuous journey toward God-honoring excellence in higher education.

Michael M. Whyte, Ph.D.
Provost
Christianity without context is merely theory. Effectively integrating the Christian perspective throughout the curriculum within all academic disciplines allows for the growth and transformation of our students.

Pamela M. Christian, Ph.D., Assistant Provost
We strive to be an exemplary university that is Christ-centered and evangelical, recognized for excellence that honors God through transformational scholarship, life-giving community, and selfless service.

Vision Statement developed by the Leadership Cabinet, February 2004
KEY ELEMENTS

- Our first priority is students. Our hallmark is the development of the highest quality academic programs that honor God.
- We are known for rigorous academic inquiry and learning in all courses of study whether undergraduate, master’s, or doctoral programs.
- Our faculty members continue to be recognized for their excellence in scholarship; all forms of scholarship (discovery, application, integration, and teaching) are supported and encouraged.
- We provide faculty development opportunities and prioritize the allocation of financial resources to integrate the Christian faith into every APU course.
- Scholarship that integrates the faith and calling of our faculty, staff, administration, and students is a distinguishing characteristic of this institution.
- Faculty members are equipped to engage diverse learners and utilize pedagogical practices that support diversity.
- The value of God-honoring diversity is evident in our policies and curriculum, as well as in our faculty recruitment, hiring, and development programs.
- Every academic program includes an opportunity for a cross-cultural educational experience; all graduates demonstrate intercultural competence as defined by their discipline.
- Academic programs include those delivered by innovative, state-of-the-art methods; we are the provider of choice for quality, Christian distributed learning.
APU seeks to honor God by honoring each other. We strive to live out God-honoring diversity that is not just politically correct, but biblically correct.

Kimberly Battle-Walters Denu, Ph.D., Faculty Moderator, Professor of Social Work
TRANSFORMATIONAL SCHOLARSHIP

Transformational scholarship is the application of scholarship to the social issues and needs of the world, rooted in, and critically informed by faith. Further, it is research that serves to bring about change in the character of individuals and how they relate to and engage the world around them.

In order to achieve transformational scholarship, all forms of scholarship (including discovery, integration, and teaching) are supported and encouraged; rigorous academic inquiry and learning remain a component of all courses of study.

The scholarly process at Azusa Pacific University serves as an ongoing endeavor of both faculty and students that has a direct and lasting impact on learning. The multi-faceted products of those scholarly activities demonstrate excellence, reflecting the strengths of each discipline as well as the individual gifts and strengths of our faculty and students. Our academic programs include those delivered by innovative, state-of-the-art methods such as distributed learning.

Transformational scholarship is not just for the academic. Paul calls all believers to be transformed by the renewing of their minds in order that they may discern God’s will.

Keith Reeves, Ph.D., Professor of Biblical Studies
FIVE-YEAR GOALS

Recommendations:
A. Recognition and valuing of scholarship and research
   1. Publicly recognize and incentivize quality scholarly productivity (including recognition of national and international awards for scholarship, research, and contribution to the discipline) at annual faculty events and public university functions and events.
   2. Actively support the seeking of external scholarships, awards, and accreditation that support faculty and student scholarship and research as well as the application of such to social concerns or issues.
   3. Develop measures and assess the application of scholarship and research on student learning outcomes.
   4. Support graduate and undergraduate student research by establishing incentives, recognition, and reward systems for student engagement and productivity in scholarship and research.
B. Internal and external support and funding for faculty and student scholarship
   1. Develop policies for evaluating teaching workloads in order to create an environment that allows time for the development of scholarship and research, including opportunities for interaction between disciplines and with students.
   2. Develop creative opportunities to promote and fund research such as the option to “buy-out” teaching and/or workload upon receiving grants or outside funding.
   3. Vigorously support and incentivize the development of proposals for extramural funding that enhance opportunities for faculty and students to engage in scholarly interaction and research.
C. Interdisciplinary interchange
   1. Create a place and/or physical location that fosters opportunities for interdisciplinary and scholarly exchange between and among faculty.
D. Develop infrastructure to support research, teaching, and grants
   1. Remit a significant portion of the indirect/administrative reimbursements to the schools to incentivize future development of grant proposals, research, and scholarly activities.
E. Alternative degree structures and delivery systems for education
   1. Develop new (innovative) academic programs and delivery systems that are responsive to diverse and changing student needs.
Deepening our culture of faith integration in the academic realm calls for an application of faith to our work based on unity in essentials, and diversity and freedom in non-essentials. Excellence in theologically informed reflection is paramount to an integration of faith within the context of academic disciplines, professional programs, and lived practice, in order to advance the understanding of Christian higher education and to develop moral leaders who will impact the world.

Faculty development opportunities aid the integration of the Christian faith into every Azusa Pacific University course, and the institution is infused with scholarship that integrates the faith and calling of our faculty, staff, administration, and students.

Central to APU’s academic vision is faith integration. As a community of disciples and scholars, our Christian identity informs and shapes our scholarship and who we are as scholars. We are involved in discovery, cross-disciplinary studies, applying our scholarship outside the university, and excellence in teaching. Through scholarship, teaching, and service, we seek to transform our disciplines, our culture, and our students and we are transformed in the process as well.

Theresa Tisdale, Ph.D., Professor of Graduate Psychology
FIVE-YEAR GOALS

Recommendations:

A. Recognition and valuing of faith integration
   1. Develop a subcategory within the Accomplished/Emerging Scholar Awards that recognizes and funds faith integration, research, and scholarship.

B. Faculty and student scholarly development of faith integration
   1. Promote development activities to include continued funding of faith integration and theological research courses for full time faculty.
   2. Assess ability to articulate how their faith informs and critiques the content or exercise of their discipline or profession.

C. Funding
   1. Fund interdisciplinary teaching, seminars, colloquia, conferences, lecture series, and workshops to foster and/or facilitate collaborative interdisciplinary and potentially intercollegiate teaching, scholarship, and research.
   2. Develop faith integration resources for adjunct faculty (such as learning modules, workshops, online content, or courses), and incentivize participation of adjunct faculty through limited reimbursement or honoraria.

D. Infrastructure and evaluation
   1. Evaluate the faculty faith mentorship program for standards, expectations, accountability, and outcomes.
   2. Institutionalize a master’s degree program of education for faith integration.
   3. Develop the infrastructure, funding, and organizational by-laws for an Institute of Faith Integration that reaches out to the CCCU and promotes opportunities for faculty and students at APU to demonstrate leadership in faith integration activities across the CCCU.
GOD-HONORING DIVERSITY

Azusa Pacific University scholars view creation as a reflection of God-honoring diversity, and draw upon the full spectrum of human knowledge and methods of inquiry developed across centuries. As an academic community, we examine our life together and determine the attributes, assumptions, and practices that promote or inhibit a full reflection of truth and life.

God-honoring diversity serves not only as a value of our Wesleyan heritage, but also exists as a kingdom principle, which includes an embrace of the broader community and the application of scholarship to service the woundedness of the world.

Our policies and curriculum evidence this principle as does faculty recruitment, hiring, and development programs. Hallmarks of this commitment to a diverse community include sustained scholarly dialogue around difficult issues marked by respect, openness, civility, and active listening. Faculty members stand equipped to engage diverse learners and utilize pedagogical practices that support diversity.

God created people as diverse and unique. However, society has used that diversity to privilege some groups over others, limiting access to resources, opportunity, and power. God-honoring diversity dismantles those inequities, restoring justice and worth to humankind.

Carol Lundberg, Ph.D., Coordinator, College Student Affairs Summer Track; Professor of Higher Education and Organizational Leadership
FIVE-YEAR GOALS

Recommendations:

A. Recognition and valuing of structural and interactional diversity
   1. Develop a plan for faculty and student recruitment designed to diversify the pool of applicants. The plan must be proactive and flexible in seeking out promising prospects for positions or enrollment and reflect the diversity of the surrounding communities.
   2. Commit to weighting most heavily in admissions standards those factors that are predictive of success among diverse students.
   3. Expose all students to diversity issues in the curriculum, including content in each discipline related to diversity, cultural competency, and issues of social justice.

B. Faculty and student scholarly development in diversity
   1. Promote cultural competency through workshops, seminars, diversity mentors, and access to resources to assist in the implementation of diversity in the curriculum.
   2. Enhance faculty preparation to teach to diverse learning styles, strengths, and cultural norms through institutional support of faculty learning activities, experiences, and scholarship.
   3. Recruit and retain faculty members who engage in a program of research and publications that contribute to knowledge development and dissemination of scholarship in areas of diversity.

C. Funding
   1. Expand and increase allocation of scholarship funds for students of cultural or ethnic minority populations entering the university.
   2. Develop and fund cultural immersion activities (including language acquisition) designed for faculty, staff, and students to engage in cross-cultural and interdisciplinary scholarship and studies.
   3. Establish a website and online resources on diversity for knowledge development within the academic community and opportunities for interactive dialogue on diversity-related topics.

D. Evaluation for structural and interactional diversity
   1. Conduct annual institutional research on, and analysis of, the composition of student, faculty, course offerings, and scholarly activity related to both structural and interactional diversity.
   2. Assess and evaluate the diversity of our academic curricula and programs as well as the implementation of diversity recommendations based on the annual institutional assessment.
INTENTIONAL INTERNATIONALIZATION

Intentional internationalization emphasizes the pursuit of intercultural and ethnic understanding, both at home and abroad. This desire for global engagement calls for an active exploration of events, institutions, peoples, problems, and issues within and beyond our nation’s borders in order to promote the peace, joy, and love of God and to help form culturally competent faculty and students. Together, the diversity and internationalization initiatives refer to deliberate, systematic, and related efforts to integrate an intercultural and international dimension into teaching, research, and service functions of the university. For example, every academic program will include an opportunity for a cross-cultural educational experience so that all graduates may demonstrate intercultural competence as defined by their discipline.

For a faith-based university, internationalization is not just about maintaining competitiveness, broadening worldviews, or even working for social change. It involves a radical and deliberate commitment to ensuring that all aspects of that institution reflect the global heart of the Creator.

Dan Waite, Ph.D., Director, Office of Study Abroad
FIVE-YEAR GOALS

Recommendations:
A. Recognition and valuing of international internationalization
   1. Communicate an expectation that all students attain a specified level of global competence as an integral part of their educational experience at APU.
   2. Validate global scholarship and the development of global competence as an intellectual and professional ideal by means of a special certificate or transcript designation.
   3. Support an array of cocurricular activities that value diversity, foster interaction among multi-ethnic and multi-national populations, and promote a global mind set.

B. Faculty and student scholarly development in global competence
   1. Hire or develop more globally competent faculty within each school
   2. Develop the global education programs and support infrastructure (field sites, strategic partnerships, funding sources) necessary to enable all undergraduate students to study and serve in cross-cultural settings.

C. Funding
   1. Establish an Internationalization Committee through the Faculty Senate to serve as a focal point for strategy development and to implement academic recommendations and significant funding for new projects.
   2. Support the seeking of external grant support and funding to support research on social issues that cross national borders.

D. Assets and evaluation
   1. Assess the extent to which programs/schools already foster the acquisition of an expected level of “global competence,” and how this level is reliably and holistically measured.
   2. Commission a self-study of existing programs and policies within the university and assess how well they integrate an international or intercultural dimension.
Whether I’m leading students through a discussion of Christian responses to the classics of American literature or wrestling with faith issues in the books I write, faith integration has become vital to my work at APU.

Joseph Bentz, Ph.D., Professor of English
HISTORY

Azusa Pacific University began in 1899 as the Training School for Christian Workers. A gathering of spiritual leaders assembled to establish the first Bible college on the West Coast, geared toward training students for ministry and service endeavors. After moving several times and merging with other colleges throughout the century, APU now resides in Azusa, a Southern California location about 26 miles northeast of Los Angeles.

Rapid growth in the past 20 years has both established the university and maintained the vision of the past. APU achieved university status in the ’80s, and subsequent developments include off-site regional centers, which allow students to receive a degree without actually attending classes in Azusa, and the addition of master’s and doctoral degree programs.

Under the presidency of Richard E. Felix, Ph.D., the Cornerstones of the university were reframed to Christ, Scholarship, Community, and Service. His service developments included a doubling of student enrollment, the construction of seven new buildings, and the quadrupling of graduate programs.

Currently, under the leadership of President Jon R. Wallace, DBA, Azusa Pacific maintains the mission of service, now with an emphasis on the campus, the surrounding community, and the world. Various programs, such as the Oxford Study Abroad Program, provide students with the opportunity to attend schools in many different countries. Multiple missionary sites throughout the world are also readily available for student involvement.

Spurred by a vision to be known first as a Christ-centered institution, Azusa Pacific University seeks to offer transformational scholarship opportunities within the context of life-giving community, dedicated to the practice of selfless service. This understanding of the four Cornerstones guides the university in all its programs and actions.

More than a century after its founding, Azusa Pacific University serves as a comprehensive Christian, evangelical university, dedicated to supporting God First and excellence in higher education. The institution offers more than 50 areas of undergraduate study, 21 master’s degree programs, and 6 doctorates to a total enrollment of more than 8,300 students. APU continues to prepare disciples and scholars to advance the work of God in the world.
## ACCREDITATION

The accreditation history of this institution is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Accreditation</th>
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<tbody>
<tr>
<td>1899-1947</td>
<td>Training School for Christian Workers</td>
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<td>1947-59</td>
<td>Pacific Bible College</td>
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<td>1959-65</td>
<td>Azusa College</td>
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<tr>
<td>1947</td>
<td>American Association of Bible Colleges</td>
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<td>1964</td>
<td>Western Association of Schools and Colleges</td>
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<td>1965</td>
<td>PBC merging with AC</td>
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<td>1970</td>
<td>California Commission on Teacher Credentialing (CCTC)</td>
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<tr>
<td>1975</td>
<td>Board of Registered Nursing</td>
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<tr>
<td>1977</td>
<td>National League for Nursing (Undergraduate Nursing Program)</td>
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<tr>
<td>1981</td>
<td>University status acquired</td>
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<tr>
<td>1982</td>
<td>Council on Social Work Education (Undergraduate Social Work Program)</td>
</tr>
<tr>
<td>1990</td>
<td>Association of Theological Schools (Haggard School of Theology)</td>
</tr>
<tr>
<td>1991</td>
<td>National League for Nursing (Graduate Nursing Program)</td>
</tr>
<tr>
<td>1999</td>
<td>Commission on Accreditation in Physical Therapy Education (Graduate Physical Therapy Program)</td>
</tr>
<tr>
<td>2000</td>
<td>American Psychological Association (Doctoral Psychology Program)</td>
</tr>
<tr>
<td>2001</td>
<td>National Council for Accreditation of Teacher Education (NCATE) (School of Education and Behavioral Studies)</td>
</tr>
<tr>
<td>2002</td>
<td>Joint Review Committee on Education Programs in Athletic Training Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Athletic Training Education Program)</td>
</tr>
<tr>
<td>2003</td>
<td>Council for Collegiate Nursing Education (CCNE)</td>
</tr>
<tr>
<td>2005</td>
<td>International Assembly for Collegiate Business Education (School of Business and Management)</td>
</tr>
</tbody>
</table>
MISSION STATEMENT

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

FOUR CORNERSTONES

**Christ** - *Colossians 1:15-18*
Belief in Christ is central to all that we think and do, and who we are. It is this understanding of God’s love that informs all our pursuits: academic, service, and community.

**Scholarship** - *Proverbs 4:5-9*
We are called to scholarship permeated by our Christian faith. We are committed to teaching excellence. The liberal arts is central in the curriculum, for we are dedicated to the education of the whole person. At the same time, we value the role of professional offerings that prepare students for specific careers.

**Community** - *Romans 15:5-7*
We believe in community. We are a richly diverse people who value the worth of each individual. Our mission is to encourage, equip, and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.

**Service** - *Romans 12: 9-13*
Service is at the heart of our local and international outreach, missions, and service-learning endeavors. Our students often find these experiences to be among the greatest of their lives.

VISION STATEMENT

We strive to be an exemplary university that is Christ-centered and evangelical, recognized for excellence that honors God through transformational scholarship, life-giving community, and selfless service.