The following report was commissioned by the President, Jon Wallace and the Interim Provost, Michael Whyte in the Spring Semester of 2003 in an effort to assess the current organizational structure and support for doctoral programs, research and scholarship at Azusa Pacific University. The report and process was facilitated by Aja Tulleners-Lesh, faculty at the School of Nursing. The resulting document is the product of forty faculty members and was developed through a series of Task Forces that addressed specific issues and a number of consensus-building meetings to facilitate the identification of key priority areas and the listing of recommendations that are considered urgent for implementation. Some of Task Forces’ recommendations do not carry a fiscal burden, others clearly have important financial implications. It is assumed that for many recommendations with major financial implications there will be a specific timeline developed that will allow for a more gradual process of implementation. It is suggested that faculty continue to be involved in the process of planning and implementation.

Although all recommendations have been carefully formulated and are considered important, there are six areas that are deemed to be extremely urgent and have been identified as being of particular importance for early implementation.

1. The creation of an Office of Sponsored Research and Grants and the identification of a Director with extensive background in conducting research and accessing grant-funding. The Office should include two support staff consisting of a financial analyst for grants (that could be located in finance) and an administrative position responsible for identifying and promoting opportunities for grants and research. One of the first tasks would be to establish an indirect rate for the University.

2. Approval and initiation of a search process that will lead to the establishment of Vice-Provost for Doctoral Programs and Research.

3. Establishment of an Institute of Research as a central location for promoting faculty research, access to resources, technical support and consultation, and as a foundation for obtaining extra-mural support to expand research efforts at APU.

4. Recruitment and retention of seasoned, productive, and/or noted senior scholars.

5. Development of standards for research and scholarly productivity sensitive to differences between professional doctorate and research doctorates and the allocation of workload and research unit commensurate with the expectation.

6. A staff position with the Graduate Admissions Office for recruitment, admissions, and establishment of financial aid for students in doctoral programs.
Doctoral Task Force - Graduate Program Infrastructure and Development

Chair: **Mark Stanton, Psychology**
Marianne Hattar, Nursing
Beth Houskamp, Psychology
Dan Lawson, Education
Michael Laymon, Physical Therapy
Rose Liegler, Nursing
Maria Pacino, Education
Lane Scott, Theology
Susan Shore, Physical Therapy
Lillian Wehmeyer, Education
Aja Tulleners-Lesh, Nursing, Facilitator

Doctoral Task Force – Definition of Scholarship and Resource Development for Faculty/Student Scholarship

Chair: **Sheryn Scott, Psychology**
Chip Anderson, Education
David Brokaw, Psychology
Don Dayton, Theology
Marsha Fowler, Nursing and Theology
Jan Kodat, Physical Therapy
Laurie Schreiner, Education
Anne Steinbroner, Physical Therapy
Aja Tulleners-Lesh, Nursing, Facilitator

Doctoral Task Force – Infrastructure for the Development of Grants and Research

Chair and Facilitator: **Aja Tulleners-Lesh, Nursing**
Ross Biederman, Physical Therapy
Fely dela Cruz, Nursing
Marv Erisman, Psychology
Bonnie Hedlund, Director, Academic Information Management and Analysis (Advisory)
Linda Matthews, Psychology
Doris Mok, Psychology
Dennis Sheridan, Education
Don Thorsen, Theology
Jaime Mendoza, Child and Family Development Center
Jerry Petrofsky, Physical Therapy
Bev Stanford, Education
Doctoral Task Force - Development of Collaborative/Interdisciplinary Research

Chair: Ardith Williams-Meyer, Physical Therapy
Barbara Artinian, Nursing
Michael Donahue, Psychology
Dan Elliott, Education
Ying Jiang, Education
George Larsen, Psychology
Dave McIntire, College of Student Affairs and Leadership Studies
Marcia McVey, Education
Theresa Tisdale, Psychology
Leslie Van Dover, Nursing
Roger White, Theology
Aja Tulleners-Lesh, Nursing, Facilitator
Purpose and Tasks

The meeting of the Doctoral Faculty in October was the beginning of an initiative by the University to examine the organizational structure with regard to the needs of doctoral studies programs. Recommendations were to be made for structural changes that would provide the support necessary for doctoral programs and research, and the promotion of a culture of scholarship at the University. Forty faculty members teaching in or developing doctoral programs engaged in this process, seeking to provide leadership in shaping the direction and vision of doctoral study at the University. They concluded this effort by providing a carefully drawn set of recommendations to promote research and scholarship. Four task forces were formed and have met every other week since February 2003 to assess the current efforts to develop scholarship and research at the University and to make recommendations.

Specific tasks were to address the need to:

1. Assess our current infrastructure for research and grants and recommend the development of essential elements to promote doctoral faculty and student research and obtain extramural funding.

2. Evaluate the infrastructure that supports doctoral study and recommend organizational changes essential to the enhancement and development of doctoral programs at the University.

3. Review our current definitions of scholarship and recommend resources that will support scholarship within the University and the dissemination of scholarship beyond the University.

4. Assess the need for cross-disciplinary collaboration in teaching, dissertations, and research; and recommend changes that will facilitate the development of interdisciplinary scholarship.

The University and administration have moved forward over the past several years to promote scholarship and research; Task Force members identified many positive efforts by the University. However, there continues to be a need to develop an even greater commitment and allocation of resources consistent with WASC recommendations. The following report and recommendations recognizes the strides that the University has made and focuses continued efforts on specific areas of greatest and most urgent need. It is not comprehensive and therefore the Task Force members urge the faculty and administration to continue to develop other strategies to support research and scholarship at all levels, not only at the doctoral level.
Grants Infrastructure

Task:
Assess our current infrastructure for support of research and grants and recommend the development of essential elements to promote faculty and student research and obtain extramural funding.

Rationale:
Truth is open to inquiry and APU strives to add to the developing body of human knowledge and the application of knowledge in the advancement of human physical, mental and spiritual well being. In order to achieve this it is important to establish and maintain a work environment compatible with an acceptable volume of scholarly productivity and consistent with a depth of scholarly excellence. Increasing productivity in faculty research and scholarship is integrally linked with the development of intramural and extramural funding for research. Institutions benefit from research through its contribution to new knowledge generation and the dissemination of this knowledge throughout the Academy. It is essential that APU develop the infrastructure and resources necessary for the successful development and completion of funded projects. Grant funds can be used to support faculty investigators’ salary and provide stipends for students working on research projects. The recovery of indirect costs provided for by grantors can support institutional research administration, research services, libraries and research laboratories. Research funding contributes to the University’s credibility and prestige, as well as to the recruitment and retention of both promising and accomplished faculty and students.¹

Current advances:
The University has made strides toward this goal over the years. Primary among these is the commitment to developing an infrastructure to support grants and research, promoting research through the use of faculty release time, increasing intramural funding as seed money for promising research projects, developing a web-site for research information, establishing the IRB, and identifying funding for a Director position.

Committee Finding:
In order to support the culture of scholarship and research at APU, the University needs to provide adequate resources for monitoring and oversight of funded grants and to promote the development of new research grants. The University has experience with the raising of funds to promote capital projects and student scholarship, both through the establishment of an Office of Advancement. In addition the University has established an Office of Institutional Research, (currently known as the Office of Academic Information, Management and Analysis) to gather information on University-specific activities. These efforts have an infrastructure that represents

the degree of effort needed to support certain types of fund raising. For example a staff of 21, which includes an executive director and seven directors, supports the Office of Advancement. None of these existing structures formally address and/or support faculty research. The University, in order to promote research at the Institution, must develop a research-directed infrastructure to monitor grant funds, compliance with funders’ regulations, quality of data, safety of participants in research, and maintenance of federal standards. The Task Force on Grants Infrastructure’s overall conclusion is that the current administrative structure at the University lacks both the infrastructure and formal, structured support for faculty research and grant development.

Specific areas of concern that were identified include:

- **Research support has been fragmented and diffused between the Office of Advancement and Institutional Research, neither of which has faculty research and grants as its primary charge.**
- **Grants written by faculty members that are not directly related to a specific school or department, but in support of university-wide programs, do not have a formal organizational structure for placement and systematic oversight and management**
- **Fiscal monitoring of externally funded research and grants is integrated within the University’s financial department where there is limited knowledge of the unique needs for fiscal monitoring and reporting of federally funded grants.**
- **The University does not have an established process to calculate the indirect rate annually, a process required for federal grants that will allow faculty to apply for federal funding**
- **The web site developed for faculty research has not been updated for two years and is inadequate to meet the needs of faculty; these needs are often discipline-specific..**
- **The IRB needs administrative, as well as faculty, oversight given the enormous risks and consequences of non-compliance with Federal regulatory standards governing IRBs.**
- **Monitoring of federal regulations that impact University programs and funding is essential. For example, the new HIPAA regulations have implications for faculty research and require fluid and expeditious responsiveness on the part of the University.**
- **There is a need for a wide variety of faculty support for the development of research grants that needs to be staffed with a faculty position that has an established track record of grant funding, research and knowledge of research.**
- **There is no systemic support, reward, or means to track or identify faculty efforts for grants, either submitted or funded.**
- **There is a need to recruit accomplished senior research faculty who can mentor faculty and work in collaboration with the them to develop programs of research at the University**
Recommendations²:

1. Create advocacy for Research and Grants within the academic structure at the highest institutional and administrative level, specifically the recommendation is that there be of a Vice Provost for Doctoral Programs and Research who sits on the President’s Cabinet (See Organizational Chart in Appendix A).

2. Create an Office of Sponsored Research and Grants with clear and specific delineation of responsibilities for faculty research and grant support. The primary purpose of this Office is consistently to seek and obtain external financial support for faculty research and scholarship in collaboration with faculty and schools/departments.

3. The Office should be staffed with personnel qualified to provide grant information, support proposal and budget development, and provide assistance to faculty who are developing research and grant proposals. An individual who has a faculty position and an established track record for research (as opposed to training) grant funding, disciplinary research, and publication should direct the office.

4. Hire a financial grants-analyst for grant management, either directly linked to the finance department or placed in finance.

5. Establish a process to calculate, annually, the indirect rate and a percentage allocation to the Office of Sponsored Research and Grants, the School or Department that sponsors the faculty grant and University expenses.

6. Formal placement of the IRB at the Provost level for reporting and administrative support.

7. Limit the concept of an “Institute” to a formal organizational structure with a university-wide and/or inter-disciplinary focus that reports to the Vice Provost and is established with either extra- or intramural funds to support the University in areas of specific interest.

8. Establish a University Institute of Research, supported initially with intramural funding (but which will continue to seek extramural funding) that will become the nucleus for statistical support for research and grants and a center for interdisciplinary learning to promote faculty research and dissemination of findings.

9. Establish a University Press explicitly to promote dissemination of scholarly work within the University and collaboratively with other institutions.

² Items that are bold are essential and need to be addressed in Year One.
Infrastructure for Doctoral Programs

**Task:**
Evaluate the infrastructure that supports doctoral study and recommend organizational changes that are essential to the enhancement and development of doctoral programs at the University.

**Rationale:**
Although initially established as a predominantly undergraduate institution, APU seeks to continue its strong tradition of undergraduate education and professional development, yet at the same time developing and expanding graduate and doctoral programs. Graduate education, particularly doctoral education, greatly enhances scholarly productivity and provides an opportunity for APU to influence the intellectual world through its scholarship. Focusing attention and resources on the development of an infrastructure that will support and advocate for doctoral programs will contribute to the development of excellence in doctoral education. An integral part of the development of doctoral programs at the University is deliberately to address the socialization process that needs to be in place in order to promote a culture of scholarship that is essential to doctoral study. It is essential to doctoral study that there be further development of the University mission statement (and those of the individual Schools) to include research, the explicit statement of values and goals for the promotion and expansion of research, and the development of an organizational structure that will assist the faculty and students in conducting research are all.

**Current advances:**
The University has supported the establishment of doctoral education and has developed doctoral programs in professional areas of Psychology, Ministry, Education, and Physical Therapy. In addition, the University is seeking approval for a Ph.D. in Nursing. Its commitment is not only to develop new doctoral programs but actively to seek to enhance existing ones. In order to attain excellence in the academy, a university must have strong graduate programs. Recently the Senate voted to establish a Doctoral Council to focus on developing curricular standards and provide oversight to curriculum development. The University has also initiated a discussion on the development of scholarship, promoted and funded faculty development of the evaluation process, and has supported the development of the Doctoral Task Forces to analyze to promote the development of research and doctoral study.

**Committee Finding:**
The University has developed sufficient resources to develop doctoral programs and provide for a core faculty who are prepared to teach at the doctoral level and to engage in an active program of research. The University needs to address the need to further develop
the infrastructure that will support the increased number of doctoral students, doctoral programs, faculty, and research activities necessary for doctoral study. In addition, particular attention needs to be paid to the differentiation between the Ph.D. (or research degree) and the professional doctoral degrees. WASC has also identified areas of concern that need to be addressed at the University level.

Specific areas of concern that were identified include:

- Lack of a formal organized structure at the University level that provides oversight specifically to graduate programs in general and to doctoral programs specifically.
- A need for advocacy at the highest administrative level that will address the particular resource needs of doctoral programs that will allow them to fulfill their mission and responsibilities.
- Recruitment of students for doctoral study is not compatible with the current graduate structure and requires more intensive efforts and an individualized and personalized approach.
- Organizationally, at the University, there are inconsistencies in the placement of doctoral programs within Schools, College and Departments that decrease the opportunity for resources and for interdisciplinary research and teaching.
- Formal standards for doctoral student registration, progression, and dissertation review must be developed.
- Standards for professional doctoral programs, in comparison with Ph.D. or research doctoral degrees, need to be established and should be commensurate with hiring, resource allocation, research support and with the establishment of an infrastructure that supports both students and faculty.

**Recommendations**:  
The Task Force for Graduate Infrastructure seeks to address the development of an organizational structure for support of doctoral programs through the following general recommendations:

1. **Based on the recommendation identified in conjunction with other Task Forces, establish the administrative position of a Vice Provost for Doctoral Studies and University Research with membership on the President’s Cabinet that will allow both oversight and advocacy for doctoral programs at the highest level** (See Organizational Chart in Appendix A).

2. **Establish a Doctoral Advisory Council that reports to the Vice Provost and consists of Directors of Doctoral Programs or Chairs. The purpose of this Advisory Council is to address both the organizational, structural, and functional issues of doctoral programs at the University level and the establishments of standards.**

---

3 Items that are **bold** are essential and need to be addressed in Year One.
3. Focus on the process for faculty funding for research that addresses issues such as accountability for productivity as well as equity and consistency in differentially assigning faculty responsibility for research and teaching (this must be sensitive to program and student level for which faculty have responsibility). A process must be established for faculty accountability and responsibility for productivity (quality, quantity, timeliness, and significance) and for maintenance of supporting documentation.

4. Provide expanded and consistent funding for research assistants across doctoral programs; student scholarships for doctoral study; competitive funding for dissertation research; increased funding for faculty travel for presentations; and an increase intramural funding for faculty research.

5. Establish a separate process for the recruitment and registration of doctoral students to allow for more individualized attention and consistent flow of information.

6. Provide opportunities for collaborative and interdisciplinary research and teaching, by establishing a process at the University level for negotiating department and school differences in requirements and workload, and to advocate for interdisciplinary work.

7. Establish Research Institutes to promote the development of programs of research that have University-wide and interdisciplinary application.

8. Address inconsistencies in organizational placement of doctoral programs within the University. This issue will require additional analysis to appropriately evaluate the impact of restructuring, but it is the recommendation of this task force that formal principles of organizational design guide the decision-making process. As such, the Task Force is recommending the establishment of a Committee specifically to evaluate the organizational placement and reporting structure of all doctoral programs. In Appendix B questions have been formulated that should assist the discussion.

9. Clear recognition that there are differences in resources needed and outcome expectancies for students and faculty at the undergraduate, masters, professional doctorate, and research doctorate levels; and that resource allocation and structure must reflect these differences.
Task:
Review our current definitions of scholarship and recommend resources that will support scholarship and the dissemination of scholarship within and beyond this University.

Rationale:
Enrich the intellectual climate on campus and promote faculty and student scholarship. Productivity in faculty scholarship and graduate education is intertwined. The recruitment of exceptional graduate students, who will make a difference in today’s world, is essential to the development of quality doctoral programs and for facilitating research and scholarship. Faculty scholarship and research is linked to student scholarship and research. The development of research at the University contributes to the quality of teaching within doctoral programs. This implies the establishment of sound programs of faculty research, which includes participatory opportunities for students, and the development of an array of educational experiences that promote scholarly discussion and dissemination of research findings.

Current Advances:
The University has addressed these areas in a variety of ways focusing on a 50% assignment for research for doctoral faculty and identifying some research assistantships for students. Attention in the Strategic Plan has been on developing the environment for research and the need to increase library resources. The Faculty participation in the development of the evaluation system is also a significant step toward peer-based accountability

Findings:
Although the University has made serious progress in looking at the area of scholarship and research, we, as faculty, still need to achieve consensus on both the definition of scholarship and the level of accountability needed. The Task Force is clear, however, that scholarship at the doctoral level requires time and access to the full range of intellectual resources, both electronically and physically, which includes the development of an outstanding library and the enhanced use of current technologies to assist faculty and students to connect to data sources, explore known information, and interact and communicate with colleagues. In addition it means workload adjustments and a physical environment conducive to scholarship.

This Task Force proposes the following definition of doctoral scholarship as a basis for further discussion among doctoral departments and faculty:
"The scholarly process at the doctoral level at APU should be an ongoing endeavor that involves students, contributes to the quality of our teaching, and has a direct and lasting impact on student learning. The products of our scholarly activities will be diverse, reflecting the strengths of each of our disciplines as well as our own individual gifts and strengths. Across all disciplines, scholarship among doctoral faculty has as its hallmark these essential elements: (1) it is ongoing, with an identifiable pattern or theme and multiple points of evidence over time, (2) it is characterized by expertise, synthesis, analysis, creativity and rigor, and (3) it is disseminated to appropriate peer audiences in the larger academic community, as well as to students."

**Recommendations**

The Task Force for Research and Scholarship seeks to address the development of an organizational structure for doctoral programs through the following general recommendations:

1. **Systematically foster a culture of scholarship and work to achieve consensus on the proposed definition of doctoral scholarship at Azusa Pacific University through the establishment of a process of ongoing dialogue across disciplines.**

2. **Develop standards and allocate resources for scholarship according to the type of doctoral study proposed. This will include three types of documents: a global definition that defines the culture of scholarship (as discussed above), a structural delineation of scholarship at each level (as discussed under the infrastructure recommendation #2), and a pragmatic document that sets forth specific outcomes of scholarship for each department (as proposed in the development of faculty evaluation).**

3. **Increase the critical mass of the faculty with research experience by recruiting faculty with established reputations and programs of research, as well as junior faculty with promising potential and a variety of backgrounds capable of achieving excellence in teaching and scholarship.**

4. **Target financial resources for graduate programs, particularly at the doctoral level, that will address workload and research unit allocation and develop consistent guidelines across doctoral programs.**

5. **In an increasingly competitive national academic arena, develop a more flexible approach to recruitment and retention of senior faculty with established programs of research. This can be done, for example, through offering 5-year contracts**

---

4 Items that are **bold** are essential and need to be addressed in Year One.
and full professorships on hiring, and assisting in relocation expenses. In order to attract recognized scholars the issue of tenure may need to be revisited.

6. Maintain steady progress in improving faculty salaries.

7. Establish an Institute for Research that will serve as a central location for faculty to access technology, develop opportunities for faculty mentoring in research, promote access to consultants and statistical support, and serve as a central hub for interdisciplinary research and collaboration.

8. Increase resources that foster dissemination of scholarly work, particularly at the doctoral level, through the establishment of travel funds for research presentations and posters, research study, collaborative work with other institutions; as well as a budget that will improve the quality of faculty extramural presentations through the use of technology and graphic arts design.

9. Improve library holdings.

10. Understand that developing new knowledge relies in a large part on resources that promote an environment in which learning can take place, one where faculty and students can interact and learn together. This includes space considerations such as laboratories, small conference rooms, office space adequate for small group meetings, as well as access to computer technology and faculty research that is centrally located.

11. Encourage intellectual discussion and debate on campus by promoting workshops, lecture series, and conferences on campus. Community is enhanced when faculty and students have opportunities to gather together for dialogue and critique.

12. Develop mentoring relationships among faculty and students by increasing the opportunities and funding for graduate teaching and research assistantships.

13. Maintain an on-going program of faculty development and education that will allow faculty to remain current with emerging technologies that support research within the discipline and will provide consistent access to software and other technological advances as they emerge.

14. Create and maintain student research teams (as described in the Pew Charitable Trust).
**Task:**
Assess the need for cross-disciplinary collaboration in teaching, dissertations, and research and recommend changes that will facilitate the development of interdisciplinary scholarship.

**Rationale:**
To address major concerns and systemic problems that cross the boundaries of academic disciplines and to promote holistic thinking, the utilization of ideas and tools beyond individual disciplines, and wise stewardship of resources, it is essential that the University address the need for the establishment of institutes and centers that will enhance the opportunity for creative inter and cross-disciplinary research and scholarly activities. Such opportunities promote the interconnection of faith and the intellectual life and provide opportunities to explore ideas across departments and schools. It is important therefore to augment traditional academic programs with opportunities for learning and innovative research that cross discipline-specific boundaries. Doctoral programs will develop strength from bringing together faculty at the University in varied interdisciplinary activities.

**Current Advances:**
Faculty members are eager for opportunities for interaction across disciplines. They have developed multiple collegial relationships outside the University and guest lecture for other faculty within the University. Faculty members are also involved in serving on dissertation committees either outside of their discipline or external to Azusa Pacific University. There is currently an established Center for Research in Ethics (which resides in the School of Education and Behavioral Studies) which facilitates inter and cross disciplinary research. Through the acquisition of the Lilly grant, classes in faith integration are being offered to faculty across the university. Two faculty members currently enjoy joint appointments.

**Findings:**
A formal structure that facilitates cross and interdisciplinary learning, teaching and research is currently lacking at the University. Most of the efforts are voluntary or dependent upon specifically-funded opportunities. The compensation (in units or monetarily) either for guest lecturing (or even substituting) or serving on dissertation committees has been inconsistent.
Recommendations⁵:
The Task Force for Inter and Cross Disciplinary Research and Teaching seeks actively to support the establishment of interdisciplinary and collaborative learning, teaching and research at the University through the following recommendations:

1. **Encourage cross-disciplinary teaching and course development through the establishment of a formal program for this under the Vice Provost for Doctoral Studies and Research, one that will establish the structure, remuneration, and promotion of cross-discipline teaching and course development, to promote interaction among departments that have heretofore pursued scholarship independently.** It is specifically recommended that this program include:
   - Opportunities to increase guest lectures, both within and outside the University faculty, with a standard mechanism for workload/compensation and an established budget for this purpose.
   - Cross-numbering and listing of cross/interdisciplinary courses (e.g. advanced research methods, ethics, faith integration and others that lend themselves to cross-disciplinary dialogue and research.
   - Specific development of cross-disciplinary courses for doctoral study and financial compensation for the development of such courses.
   - Scholar-in-residence or scholar-exchange program between disciplines and departments that will allow faculty to teach or work on research projects within different departments or schools.
   - Joint appointments that will maximize access to unique faculty expertise that can benefit several departments or schools.

2. **Promote research through the establishment of an Institute of Research under the Vice-Provost for Doctoral Studies and Research.** This office would establish the organizational structure and promote leadership at the highest administrative level for the support of a central resource and location for research, statistical support, workshops and training, and the establishment of cross-disciplinary research and collaboration efforts. This Institute should include:

---

⁵ Items that are **bold** are essential and need to be addressed in Year One.
• A lab for students and faculty with computers equipped with statistical software packages, graduate assistants to assist with questions, a reference statistician on-call, access to fully qualified research librarians, and to computerized research literature.

• Regularly scheduled forums to discuss research topics, workshops, brown-bag lunches and other activities, such as a research conference, that can support faculty and student skill development in research.

• Faculty mentors for faculty research.

3. Establish Institutes that will encourage doctoral students and faculty from across the campus to focus on learning opportunities irrespective of discipline. Appropriate areas of concentration for such Institutes would be Faith Integration, Ethics, and Research. Other areas of concentration may emerge depending on University and faculty interest and funding.

4. Seek funding for an endowed faculty position for facilitating study and research that cross discipline boundaries.

5. Provide opportunities for training and compensation that will encourage faculty members to serve on dissertation committees in disciplines other than their own and at other universities, both as a process of faculty development, and for the enrichment of student learning, as well as for opportunities to broaden the academic exposure of APU programs.

6. Establish standards for dissertation research that are sensitive to discipline-specific needs, but can be applied across the University. These standards should enhance consistency in administration and promote cross-disciplinary student and faculty research.