

The Biola University Academic Plan emanates from our mission and vision statements, as well as from our key values of truth, transformation, and testimony. It sets the vision, goals, and actions that will guide Biola University over the next five years. At its heart the Plan reflects and advances the values that make Biola both exemplary and unique. It is about knowing our history as a Christian institution, focusing our energies on understanding and building on our strengths as a university to ensure continued academic excellence.

Biola's identity remains anchored in our mission to provide *biblically centered education, scholarship, and service, equipping men and women in mind and character to impact the world for the Lord Jesus Christ*. We aspire to be an exemplary Christian university, providing education and scholarship that is distinctly Christian and of the highest quality. At the heart of Biola there exists a vibrant Christian academic institution where faculty and staff are deeply committed to the comprehensive integration of mind and character. Our passion for developing whole persons sustains our efforts for continuous improvement and the pursuit of educational excellence.

The Academic Plan is our roadmap for the journey of sustained academic excellence. We expect the Plan to be realized in the next five years. At the same time, implementation of the Plan will be a continuing process, and the pace at which we progress will depend upon a number of variables—our ability to attract and recruit the needed faculty, to address facility needs and to obtain additional financial resources.

The Academic Plan is not a call to transform Biola into a fundamentally new and different institution. The Academic Plan does not include *every* on-going activity that will take place at Biola over the next five years. It assumes that parallel planning and on-going functions will continue as required to support the institution.

Finally, the Academic Plan is a fluid and dynamic roadmap that reflects our strategic, academic vision of what Biola will be in the near future.

Seven foundational principles, two mandates, and eight initiatives constitute the Academic Plan. These principles drive both the mandates and initiatives that follow. The faculty and facilities mandates under gird the initiatives and are essential for our continued growth and success. The initiatives reflect a pursuit of excellence in our scholarship of teaching, research, and service as we equip students to impact the world for the Lord Jesus Christ and realize our vision of becoming a global center for Christian thought and spiritual renewal. The initiatives address three critical strands that are essential to the continued success of Biola: (1) sustaining our programs, (2) expanding our programs, and (3) launching new initiatives.

Sustaining our programs

We cannot expand programs or launch new programs if we are not at the same time adequately supporting our current programs. Many of our current programs lack sufficient full-time faculty, adequate instructional facilities, faculty offices, and operating budgets. As noted in the report of our WASC Visiting Team, many programs need additional full-time faculty to respond to the increasing faculty workload and to reduce our overdependence on adjunct faculty. Moreover, our current facilities are inadequate to meet the needs of our growing programs. Sustaining our current

programs will require a serious examination of all areas of the university, including existing academic and co-curricular programs and other service programs, to determine which need to be enhanced and which may need to be diminished or eliminated. While new resources are needed to shore up many current academic programs, other resources may be found in reallocation of funding within the university.

Expanding our programs

At the same time that we are shoring up our current academic programs, we need to be strategic in expanding programs and access to programs. Expanding programs includes increasing student access within selected current programs, adding new majors that will respond to enrollment needs, and extending the reach and relevance of these programs for broader cultural and global engagement. Expanding access will mean providing opportunities for students beyond the 95 acres (e.g., Manhattan, Chiang Mai, Kiev) and through online courses.

Launching new initiatives

Our vision is not restricted to our current programs or new majors within existing programs. As we look at the horizon and out into the future, there are opportunities that Biola is uniquely positioned to seize. Opportunities aligned with our mission and vision and need to be aggressively pursued as a way of expanding and enhancing our vision of what Biola will be in the near future. New initiatives will continually link to opportunities identified through strategic planning processes.

Starting Assumptions

Based on the new Carnegie Foundation classification system, Biola is classified as a selective, private, highly residential, not-for-profit, four-year institution with high undergraduate enrollment. In terms of undergraduate instructional programs, we are classified as balanced arts and sciences/professions with some graduate coexistence. At the graduate level we are classified as a doctoral, professional dominant institution. We believe that this new, more descriptive classification more accurately reflects and defines the complexity of our institution in terms of our undergraduate and graduate programs, enrollment profile, size, and setting.

Before presenting the key components, principles, and initiatives of the Academic Plan, we identify a number of underlying assumptions.

Undergraduate to graduate ratio

Our current ratio of undergraduate to graduate FTE enrollment is 71.5% undergraduate and 28.5% graduate. For the next five years, we will continue to maintain a ratio of approximately 70% undergraduate to 30% graduate FTE. This is important to our identity. It is also important to our remaining fiscally healthy in that undergraduate students currently generate about 91% of our tuition income. Thus, our undergraduate revenue helps sustain our graduate programs. This ratio assumes continued growth at 3% at both the undergraduate and graduates levels. Exceptions to this ratio would be off-campus or on-line programs that can demonstrate fiscal viability.

Quality improvement and assessment

The culture of evidence highlighted in our WASC reports must permeate all academic and co-curricular programs and areas of service. We cannot be an exemplary Christian university recognized for its excellence unless we are deeply committed to continuous quality improvement that results from regular assessment of our programs and services.

Strategic pursuits

We need to be selective and strategic in our pursuits, as we cannot do everything.

Operational alignment

All areas of the institution must be committed to aligning their goals and operations in order for us to realize the Academic Plan. This means that all academic and co-curricular programs as well as all service and support areas must prioritize our operational goals around the goals of the Academic Plan. We must be willing to examine current systems, programs, and services and, where necessary, make adjustments in order to achieve the Academic Plan. In some cases this may mean changing the way in which we work, minimizing or eliminating selected programs or services, adding new programs or services so that we can attain the vision of the Academic Plan.

Foundational Principles

Exemplary Christian Education

We seek to be an exemplary Christian university that pursues educational excellence, providing biblically-centered education, scholarship, and service—equipping men and women in mind and character to impact the world for the Lord Jesus Christ. *Therefore*, we need to provide resources that shore up and energize our current programs, both academic and co-curricular as evidence of our commitment to continuous improvement and educational excellence.

Scholarship and Creativity

As a university we exist in great part to support scholars called to the pursuit of truth, understanding, and creative work. *Therefore*, we need to provide more opportunities and resources for scholarship and creative activity, helping faculty to identify their callings, connect with their colleagues, and realize the contributions they can make to the university, the academy, and the world.

Transformational Learning

Historically, Biola's strength is in whole person education, and recently Biola has advanced new scholarship and programs that are helping the academy to understand such learning in more sophisticated and concrete ways. *Therefore*, we need to implement models of academic learning that can transform the lives of students, connecting the rigorous work of the mind to the Spirit's work in the heart so that we might better love God and our neighbors. This involves connecting learning across the campus, from the classroom to chapel to dormitories to off-campus learning and ministries. Moreover, we want to continue to lead in helping the larger academy understand such learning.

Whole Faculty Development

Faculty cannot take students where they haven't been themselves. Biola is committed to attracting and developing faculty who are professionally exceptional, spiritually minded, and have a heart for students. *Therefore*, we need to call faculty further into a realized spirituality, creating more opportunities for them to understand and experience how God's Spirit works in minds, hearts, and callings.

Learning and Living Environments

We know that facilities are more than containers for people; they are landscapes that can inspire and nurture community and from which we learn. *Therefore*, we need to renovate, build, and acquire learning and living environments that support academic excellence and inspire intellectual and spiritual renewal.

Diversity

To live in God's Kingdom is to recognize and embrace a global diversity that transforms our perspectives, values, behaviors, and relationships. *Therefore*, we need to attract and nurture a more diverse mix of men and women representing different ethnicities and cultures across both faculty/staff and student populations. We also need to strengthen intercultural learning within and beyond our Biola community.

New Opportunities

Our desire is to make the Biola experience available to others amid ever-changing educational and cultural landscapes. *Therefore*, we need to expand learning opportunities and locations to increase our service and accessibility to students.

Two Mandates

Faculty Mandate

In order to provide *an exemplary Christian education, increase our faculty diversity, and position ourselves to seize new opportunities*, we need to launch an aggressive faculty hiring initiative. This is a deferred maintenance plan with respect to faculty hiring. As noted by our WASC reviewers, our faculty workload continues to increase and our student to faculty ratio has been “disproportionately achieved through use of part-time faculty.” The result is that the Fall 2005 ratio of our FTE student enrollment to full-time instructional faculty was 26.5:1 and the ratio for headcount student enrollment to full-time instructional faculty was 29:1. Table 1 reports a comparison with other CCCU schools that we normally use for benchmark purposes and reveals that we have the highest ratio of student FTE to full-time instructional faculty.

Table 1.					
Comparison of Student FTE to Full-time Instructional Faculty					
Based on Fall 2004 IPEDS* Data					
Institution	Instructional FT Faculty	Student FTE	UG Headcount	Graduate Headcount	Student FTE to Faculty Ratio
Biola	175	4468	3593	1769	26
Azusa Pacific	290	5915	4441	3721	20
California Lutheran	118	2624	1967	1047	22
Calvin	304	4042	4027	53	13
George Fox	133	2234	1713	1268	17
Gordon	94	1622	1617	58	17
Point Loma	135	2844	2361	848	21
Seattle Pacific	177	3301	2934	845	19
Westmont	89	1365	1358	7	15
Wheaton	188	2726	2440	458	15

*IPEDS (Integrated Postsecondary Education Data System) is data collection program used by the National Center for Education Statistics for all government education reporting. The most recent data available is for Fall 2004.

Because our full-time faculty growth has not kept pace with our overall student enrollment growth, we are losing ground each year. The proportion of full-time faculty in the total faculty complement fell from 63.6% in fall 2004 to 59.5% in fall 2005. As a result, a key recommendation of our WASC review is to “move *aggressively* to increase the full-time faculty in proportion to the experienced growth of enrollments.”

An aggressive expansion of full-time faculty over the next five years also presents a unique opportunity to improve the diversity our faculty. Currently, our faculty of color represent 16% of our total faculty. The overall university percentage of male to female faculty is 72% to 28%. Across

our six schools the ratios vary widely from 57% male and 43% female in one school to 90% male and 10% female in another.

Accomplishing this initiative will require an equally aggressive effort in the related facility mandate and faculty housing initiative.

Tactical Objectives

- Over the next five years, reduce the full-time faculty to FTE student enrollment from 26.5 to 20. Assuming a 5% FTE enrollment increase each year, this means that by the 2010-2011 academic year we will have an FTE enrollment of 6,465 and will need to recruit 132 new faculty or 26 new faculty each year for the next five years.
- Create a new faculty budgeting model so that for each new faculty position adequate funds are provided to support faculty development and associated operational costs (e.g., funds for conference travel, sabbatical, other faculty development, housing, faculty office furniture and equipment, and at critical junctures additional 02 and 03 support for academic programs).

Action Plan

- A conservative cost estimate for these positions is \$10,926,000 (assuming salary at the Assistant 2B level with benefits and a salary/benefits increase of 3.5% each year and \$9,000 for housing and other support).
- Because it will take some time to recruit faculty and create new faculty offices, and because only 8 of the requested 16 new faculty positions were approved for 2006-07, add new faculty incrementally. Table 2 presents a possible faculty expansion plan for the next five years.

Table 2.			
Faculty Expansion Plan			
Year		New Faculty	Estimated Cost
2006-07		8	funded
2007-08		15	\$1,227,000
2008-09		25	\$2,116,000
2009-10		40	\$3,504,000
2010-11		44	\$4,079,000
Total		132	\$10,926,000

Facilities Mandate

In order to support our current number of students and faculty and to accommodate further growth, there is an urgent need to acquire, renovate, and build new *learning and living environments*, designed to support academic excellence and inspire spiritual renewal. We are faced with a critical need for updated and new classrooms as well as faculty offices and other academic space. The addition of the new Crowell School of Business is a welcome addition, but will not meet current needs. Assuming the implementation of the faculty expansion mandate and completion of the new Crowell School of Business, in the next five years we will need at least **30** new classrooms and **177** new faculty offices – 132 offices to accommodate new faculty and another 45 offices to accommodate current faculty in temporary quarters. Over the past two years of discussions within UPG and with faculty across the campus, the highest priority is for new construction and renovation of academic buildings to house classrooms, faculty offices, and academic programs.

Table 3 profiles the impact of growth with respect to selected variables on our campus, comparing the situation in Fall 2001 with Fall 2005.

Variable	Fall 2001	Fall 2005	% Increase
Total FTE enrollment	3,842	5,066	32%
Credit Hours – Undergraduate	40,916	51,362	26%
Credit Hours – Adult Programs	2,309	4,812	108%
Credit Hours – Graduate	9,173	12,896	41%
On-campus courses taught	1,117	1,569	40%
On-campus classrooms	86	104*	21%* (13%)
Square foot per student	245.7	245.6**	
Faculty offices	170	239***	41%*** (9%)
<p>* The increase on classrooms includes 7 temporary classrooms and a number of special purpose seminar rooms in Rose Hall for Rosemead School of Psychology. The increase in permanent classrooms is 13%.</p> <p>** The square foot per student ratio is the result of the new library, Hope Hall, and the gym and café expansions. Only modest academic space was added with the remodel of Rose Hall.</p> <p>*** The actual increase in permanent faculty offices is 9%. 45 faculty are currently in temporary spaces in the Bardwell Annex, the Grove modulars, and Rose. In addition, some of these offices are occupied by support staff or shared by adjuncts.</p>			

Tactical Objectives

- Create new faculty offices (45) to provide for current office shortages in which faculty are housed in temporary facilities like Bardwell annex and Grove, and to accommodate new faculty growth (132) over the next 5 years.
- Create new academic buildings and classrooms.
- Renovate existing buildings that are no longer adequate – Bardwell, Sutherland, Soubirou– and upgrade of faculty offices and classrooms (furniture replacement, etc.)
- Expand into existing off-campus facilities (e.g., SPS sites like South O.C. and Vista)

- Acquire off-campus facilities.
- Pursue facilities projects concurrently.

Action Plan

To meet immediate Fall 06 and Fall 07 needs:

- Create new faculty offices for Fall 06.
- Relocate some existing academic programs to off-campus locations.
- Move aggressively to relocate some non-instructional offices to off-campus.
- Begin fund raising for and complete the renovation of studios on South Campus and additional improvements to South Campus.

To meet needs beyond 2007:

Table 4.		
Facilities Construction and Renovation		
Building	Estimated Cost	Targeted Completion Date
Currently Approved Projects		
Crowell School of Business	Completed	Completed
Myers Expansion	\$55,000,000	Fall 2008
Projects Being Considered		
Sutherland Expansion	\$2,400,000	Spring 2008
Bardwell	\$15,000,000	Fall 2010
Parking Structure	\$8,200,000	Fall 2008
Other Priority Projects		
South Campus	\$45,000,000	Spring 2010
Gym Locker Expansion	\$2,000,000	Spring 2009
Convocation Center	\$58,000,000	Fall 2011
Sub Redevelopment	\$20,000,000	Fall 2013
Total	\$180,600,000	

Four Directions: The Academic Initiatives

Advance Educational Excellence

As an exemplary Christian university we are committed to educational excellence—equipping men and women in mind and character to impact the world for the Lord Jesus Christ. Essential to the pursuit of *educational excellence* is providing opportunities and resources for faculty and students to identify their callings, carry out their scholarship and creativity, connect with their colleagues, and realize the contributions they can make to the university, the academy, and the world. *Therefore*, we are launching the following academic initiatives to **advance educational excellence**:

◆ Reform the Core of our Undergraduate Curriculum

In French, to receive an education is to receive a ‘formation.’ We think that idea captures well our hopes for the Core (GE) education: we want it to form our students in profound ways. Such formation is happening now, we believe, in individual classes throughout the curriculum. However, it has long been recognized that the Core as a whole lacks intentionality, interconnection, and continuity. This was observed in our recent WASC review as well when the reviewers recommended that we “pay particular attention to defining learning goals and means of assessment achievement of those goals in its General Education program because of the program’s foundational role in the curriculum and because it affects all undergraduate students.” If we are to offer an *exemplary Christian education* at the GE level, then we must re-form the Core curriculum. Drawing from themes of Biola’s general education program¹ and the Hallmarks of the School of Arts and Sciences², we think at least four characteristics should stand out in this formation:³

- Connected knowledge
- Academic training
- Relational learning
- Transformed lives

A focused effort is needed in order to assess the current GE curriculum and to cast a new vision and curriculum. This will not necessarily result in the overhaul of all general education courses, but in our view should include the creation of an integrated Core curriculum for freshman, which may be extended into or linked with courses throughout the general education, or what we are now calling, the Core.

Tactical Objectives

- Create a Core Curriculum task force and charge it with
 - a. assessing the strengths and limitations of the current GE courses and structure
 - b. identifying the best practices for Core learning both within and beyond Biola

¹ “The general education program at Biola is designed to support the university’s distinctively Christian mission by giving specific attention to four themes: 1) developing intellectual skills, 2) educating whole persons, 3) understanding our Christian heritage, and 4) becoming thinking Christians” (*Biola University Course Catalog 05-07*, 46).

² See Appendix: Reforming the Core for Hallmarks of the School of Arts and Sciences.

³ See Appendix: Reforming the Core for an extended description of these characteristics.

- c. articulating the principles and outcomes of the Core curriculum at Biola
- d. recommending and implementing curricular structures and policies for a reformed Core education.
- To fund an intensive summer project to develop a year-long interdisciplinary Core education for freshman that models the best practices for achieving Core learning characteristics and outcomes.
- To create a Core Curriculum Committee that continues to supervise, shape and extend the practices of the Core education.

Action Plan

- Fall 2006: identify the members of the Core Curriculum Task Force; they begin meeting.
- Spring 2007: report on the strengths and limitations of GE completed. Proposal for Core principles and outcomes completed.
- Summer 2007: fund summer project for the development of Freshman Core curriculum.
- Spring 2008: Proposal for general Core curriculum completed.
- Fall 2008: implementation of freshman Core experience and other Core curriculum recommendations.
- Fall 2008: creation of Core Curriculum Committee for the continuing development of Core learning.
- Integrate information into all recruitment-marketing materials to highlight the characteristics and outcomes.

Costs: \$50,000 for summer project, travel and conference attendance. Marketing costs TBD.

Responsible administrator: Vice-Provost for Undergraduate Education.

◆ Launch the School of Education: Training the Next Leaders

Stage 2 for the School of Education proposal has been approved. We are moving to Stage 3, which is implementation. A copy of the proposal is available.

◆ Establish a Distinguished Scholars and Endowed Chairs Program

It is commonly held that faculty are the driving force behind an academic institution and that faculty excellence directly impacts the quality of all academic programming. Such excellence is the direct result of intentional efforts by the institution to nurture and aid the scholarship of faculty. However, many demands on a faculty member's time and energy leave inadequate time for development of a strong scholarly record, despite the best intentions. Faculty spend a great deal of time on teaching and worry about what to teach, how best to teach, and how to motivate students. As such, longer-term goals for scholarship (e.g., composing works of art, music, plays or movies scripts, writing articles or a book, getting a lab up and running) are often trumped by the immediate demands of teaching.

In order to enhance *Scholarship and Creativity* for current faculty, as well as attract new scholars to Biola, it is imperative that we nurture and aid faculty scholarship. The distinguished scholars and endowed chairs program is expressly designed to provide formal support for research and scholarly work.

Tactical objectives

- Pursue funding for up to 5 endowed chairs
- Award 7 Distinguished Scholars positions per year for faculty to concentrate on scholarship endeavors (research, teaching, integrative or administrative scholarship)
- Faculty receive a ___ time teaching load
- Granted up to a 3 year commitment
- 10% of fulltime faculty (21) at any time could be scholars.
- Up to \$3,000 provided for direct expenses
- Application required, Yearly progress report/assessment
- Must continue advising, department/school meetings, exempted from committee work.
- Eligibility TBD
- Regular group meetings of the scholars
- Presentations at Provost Research luncheon

Action plan

Timeline: Begin by Fall 07

Steps: Research and Development Committee structure guidelines, application process, and

Who's responsible: Vice Provost for Faculty Development, the Director for Instructional Development, and the Faculty Research and Development Committee oversee the program.

Cost for Distinguished Scholars:

1st year costs, for primarily adjunct coverage, is approximately \$105,000

2nd year \$210,000

3rd \$320,000

Each year the \$320,000 is increased by salary adjustments.

Cost for Endowed Chairs: \$2,000,000 per Chair

◆ Expand our Impact with New and Enhanced Programs, Majors and Degrees

Attracting quality students to Biola is of central importance in achieving our mission and expanding our impact. Recruiting and retaining such students occurs when they discover the excellence that marks our programs, faculty, students and alumni. In order to continue with such excellence, it is important that we recognize and respond to the emerging interests of potential students. Recent studies have demonstrated that a number of current majors are attracting students and fields such as urban studies and health sciences are strongly in demand, particularly among students of color. It is believed that expanding some current programs while launching selected new academic programs and degrees will allow for strategic improvements in marketing and recruiting diverse students to Biola, while also meeting and exceeding critical and strategic needs and enrollment goals.

Tactical Objectives

- Expand capability to increase enrollments in the following undergraduate programs:

Conservatory of Music*, Education, Film/TV/Radio, Intercultural Studies/Anthropology, International Business, Journalism, Nursing*, Philosophy, Sociology, Torrey Honors Institute

* Significant costs are associated with expanding and marketing these programs

- Expand capability to increase enrollments in the following graduate programs:
Education, Institute for Spiritual Formation, Talbot M.Div. & D.Min.
- Introduce selected new degree programs:
Anthropology (M.A.), Health Care Management (new emphasis within Business), Health Science (B.A. or B.S.), Urban Studies (B.A./M.A.)
- Begin long range planning for additional new programs:
Special Education (B.A./M.A.), Education Administration (M.A.), Nursing (M.S.), Communication Disorders (M.A.), Journalism (M.A.)

Action Plan

- Select current programs targeted for expansion and obtain required faculty and support to expand programs beginning Fall 2007.
- Develop marketing and recruitment plans to attract and enroll students
- Select new degrees to be developed and have faculty committees develop curriculum plans in an accelerated model so that new degrees can be announced Spring 2007 and recruiting efforts initiated.
- Begin hiring efforts to acquire needed faculty for expanded and new programs.
- Continue monitoring trends with respect to new academic programs and markets.

◆ Launch Faculty Housing Campaign

A major key for Biola to maintain and enhance its stature as a leading institution of Christian higher education is its ability to attract new faculty that will continue to set the standards for academic excellence. However, recruiting and attracting the very best faculty is becoming increasingly difficult, with a major hurdle being the high cost of housing in Southern California. During the last 5 years the median prices in Southern California have increased to \$565,000, compared to \$220,000 six years ago (a 114% increase), while salary dollars increased by (35%).

Faculty may need between a \$200k and \$250k subsidy (in 2006 dollars) to relocate. If we subsidize 12 new faculty per year (assuming that not all of our new hires need to relocate), this translates into three million dollars annually. We recognize that the financial costs for a housing subsidy program to attract the very best faculty to Biola are not cheap. But we believe that the long-term costs of not having such a program are far greater. In order to acquire *learning and living environments* that support academic excellence, as well as help recruit and *develop whole faculty*, Biola University must address the housing needs of new faculty.

Tactical objectives

- Begin a development campaign designed exclusively for faculty housing.
- Create a faculty housing advisory board (comprised of board members, faculty, advancement, realtors, developers, etc) whose interests and expertise reside in real estate interests, markets, etc.

- Find developers willing to partner with Biola in the real estate market, such as providing a proportion of housing in newly developed tracts for reduced costs.
- Institute a housing fund that allows a long-term investment strategy for faculty, staff, and others to invest into. This provides a safe investment opportunity, as well as a ministry through Biola that could continue into retirement years.
- Develop a Biola housing community in a less expensive area of Southern California (e.g., Riverside County) whereby faculty can live in a community together, with mass transportation provided (e.g., a Biola van).
- All new positions include a perpetual housing allowance indexed to 2006. For example, an \$18k annual allowance (\$1,500/month) allows the individual an extra \$225k on his or her mortgage (@ 7% interest for 30 years). The fact that this is pre-taxed income is mostly negated by a mortgage deduction.
- Allow more discretionary use of funds (e.g., 4001 funds from an open position) by individual schools within Biola to be used for housing.

Action Plan

Timeline: Begin advisory board immediately (Fall 06)

Steps: Board develops and explores opportunities, markets, guidelines, etc.

Who's responsible: All 4 Vice Presidents, President and Board of Trustees

Costs: Varies from \$500,000 to \$3,000,000 in initial start-up. Could go substantially higher depending on approved steps.

Lead in Transformation

Historically, Biola's strength is in whole person education, and recently Biola has advanced new scholarship and programs that are helping the academy to understand such learning in more sophisticated and concrete ways. We are beginning to implement models of academic learning that can *transform* the lives of students, connecting the rigorous work of the mind to the Spirit's work in the heart so that we might better love God and our neighbors. This involves connecting learning across the campus, from the classroom to chapel to dormitories to off-campus learning and ministries. Moreover, we want to continue to lead in helping the larger academy understand such learning.

Therefore, we are launching the following academic initiatives to **lead in transformation**:

◆ Create an Office of Spiritual Development

Historically, Biola's strength has been its commitment to an education that is biblically centered and *life transforming*. In recent years, programs and research in spirituality at Biola have enhanced our own understanding and attracted the notice of other academic institutions, including WASC, who are beginning to look to us as a leader in the areas of spiritual formation and character development. IRPS, ISF, and ICD, in particular, have broken new ground and created new possibilities for a realized spirituality within and beyond the academic curriculum. We are well positioned to lead in this area. However, we need to coordinate and develop the work being done in spirituality here and more intentionally bring it to the arenas of campus life. If we do not, the momentum we now have may not develop the synergy and strategies necessary to transform our programs and inform those looking for models of spirituality in higher education.

Therefore, we propose the creation of an Office of Spiritual Development and Transformation, which will connect and develop the strands of research and work in spirituality here at Biola, and coordinate with those areas that can benefit from them. The Office will be directed by an Associate Provost and will house the Chapel program. In addition, the Associate Provost will lead the thoughtful integration of spiritual development and assessment across these other areas (which will retain their reporting structures):

University curriculum and pedagogy; Faculty development; Student Residence Life; Student Ministries; SMU; Staff spiritual nurture; Service to the community and church; Integrative Research; Career Services

Tactical Objectives

- Create an Office of Spiritual Development and Transformation (Fall 2007)
- Recruit and hire an Associate Provost for Spiritual Development and Transformation
- Recruit and hire a support staff position
- Produce marketing promotional materials to attract and recruit students and fundraising as well as increase awareness with identified influential academic and evangelical groups.

Cost:

- \$90,000 to \$150,000 annually

Responsibility

- Provost

Job Description:

- *Oversee* chapel programming and develop new chapel programs rooted in our growing understanding of student spiritual development.
- *Advise and provide additional leadership* on issues of spiritual development for:
Resident Life; Student Missions; Other spiritual life programs in the student body.
- *Coordinate and develop* programs and approaches that nourish spiritual formation in the curriculum and classroom, working closely with the Provost, Deans, faculty and instructional services.
- *Develop, extend and augment* the work of IRPS, ISF, and ICD in order to nurture more intentionally the spiritual development of *all* students at Biola.
- *Engage* with the Vice-Provost for Faculty Development to develop programs that target the spiritual growth of faculty.
- *Oversee* spiritual nurture for staff and community by working with department heads.
- *Advise* the Provost and other university leaders about the implications of major programs and initiatives for spiritual development.
- *Develop* programs that engage and educate the community outside Biola on the importance of spiritual development and formation, and the resources and approaches Biola can provide.
- *Stimulate* scholarly work by Biola faculty on spiritual development, including the development of a journal for spiritual development and regular conferences.
- *Work with* the IRPS and the director of CLEAR to create and implement assessment strategies for spiritual development.
- *Coordinate* with the emerging Center for Career and Life Calling to further integrate into the curriculum and co-curriculum biblical views of calling and a developing sense of one's particular talents and callings.

Return to the City

Given our location and history with the city of Los Angeles, we have a unique opportunity—a calling—to reconnect with the inner city. Our goals, among others, are to understand and serve inner city communities and cultures, including their schools, their churches and other non-profits. This calling to the city is also emblematic of our calling to live more fully in God’s Kingdom, recognizing and embracing a global diversity that *transforms* our perspectives, values, behaviors, and relationships. To do this we must continue to attract and nurture a more diverse mix of men and women representing different ethnicities and cultures across both faculty/staff and student populations. We also must equip Biola students and faculty alike to understand the value of increased multiculturalism in our community, whether in landscape of the inner city or on our own campuses.

Therefore, we are launching the following academic initiatives to **return to the city**:

- ◆ **Create an Urban Center and Urban Studies Program and Expand the Diversity Scholarship Fund**

Tactical Objectives

Launch an academic degree Urban Studies program that may include interdisciplinary undergraduate and graduate degrees and an urban plunge component as part of a GE intercultural competency requirement.

Urban Education Program

Equip underserved students for college through education partnerships with inner city schools and churches focused on equipping underserved high school students for college. This partnership would work with inner city churches and foundations to create scholarships and support programs for these students once they are admitted to Biola. Kate Cassella’s “Step for College” program in the SFU Policy Center for School Reform and Collaboration (funded with Hewlett Grants) may be a model to explore.

Future programs that could be housed in the Center include an Urban Ministry Programs and a Hispanic Leadership Program.

Action Plan

- Develop proposals for the Urban Center programs.
- Launch and market the Center to coincide with our Centennial celebration.
Determine an academic home.
Planning Effort needed in the next 3 years:
1st year—Identify and establish leadership: then do planning/proposal/grant
2nd year--finalize and hire for program, then market and launch the Center

Serve the World

Our desire is to serve the world with lives transformed by Christ. Changed lives and their resulting *testimonies* have a powerful effect on our campus, the surrounding community, and throughout the world. We are also called to make the Biola experience available to others amid ever-changing educational and cultural landscapes.

Therefore, to further such dialogue and service we are launching the following academic initiatives to **serve the world**:

◆ Lead Forums for Christian Engagement--Visiting Scholars

One of the gauges of an institution's effectiveness is the extent to which its scholars are engaging in dialogue with outside scholars. To enter into dialogue with others around the significant issues in a discipline is a significant feature of university academic life. Such encounters facilitate connections to like-minded scholars, including those who might not normally visit or work at Biola, thus broadening engagement and contributing to the advancement of the discipline.

A forum for Christian engagement becomes the vehicle through which scholars might connect with others, engage in dialogue and "be in the mix" with scholars in the Christian and secular institutions. Any department can propose ways to contribute to and learn about relevant, timely, protracted issues. This may take place through interdisciplinary conferences. Examples of those programs that have already developed forums for scholarly engagement include IRPS (Institute for Research in Psychology and Spirituality), the Philosophy forum (modeled after Wayne State program); MOL (Henry Cloud and Daniel Cathy events), and Apologetics.

Tactical Objectives

- Hire a high level event planner with academic experience in Jan 07, whose role is primarily to help scholars imagine their proposals, connect with other scholars, and assisting in funding and grant-writing. Possibly consider an annual academic conference in partnership with Founders Week activities.
- Hire support staff
- Develop Proposal by Spring 07
- Develop marketing materials and website
- Launch by Fall 07
- Goes to R&D committee or committee of faculty.
- Utilize Interterm/Summer tuition and the Visiting Scholars Program as seed money.
- Develop January conferences, which make use of dorms, classrooms and more available faculty time.
- Partnering with outside groups, students, etc., such as in providing CEU units
- Artists and Scholars in residence

Action plan

Timeline: Immediate launch (January 07). Partner with Anniversary promotional opportunities. Costs: Beyond hiring for an event planner and support staff (\$100,000), there would be minimal costs to the university. Interterm budget currently factors in visiting scholar initiatives.

◆ Establish New International Educational Centers

Lives transformed by Christ, and the resulting *testimonies*, have a powerful effect not only on our campus and surrounding community, but also throughout the world. As part of our heritage and calling we desire to make the Biola experience available to others throughout the world. In order to accomplish this we need to expand learning opportunities, programs and locations to increase our service and accessibility to students. Locations in Chang Mai, Lithuania, Kiev, Manhattan, and our student ministry and study abroad programs have done much to involve Biola in cross-cultural dialogue and service in many places of the world. Our goal is to continue expanding and establishing new international educational centers.

Tactical Objectives

- Begin long range planning for additional new international centers
- Explore proposals by Spring 08 for additional sites for expansion

Action Plan

- Select locations and programs targeted for expansion and obtain required faculty and support to establish 2 new programs beginning Fall 2009.
- Develop marketing and recruitment plans to attract and enroll students
- Have faculty committees develop curriculum plans in an accelerated model so that new degrees can be announced Fall 2008 and recruiting efforts initiated.
- Begin hiring efforts to acquire needed faculty for these programs.
- Continue monitoring trends with respect to new international academic markets.

Appendix: Reforming the Undergraduate Core Curriculum

HALLMARKS OF THE SCHOOL OF ARTS AND SCIENCES

Faith-Formed

More than just knowledge, we seek wisdom in the light of biblical truth, convinced that learning from a Christian worldview results in the fullest understanding of humankind and our world.

Professionally Engaged

Beyond Biola, we engage the contemporary issues of our disciplines through research, publication, performance, exhibition and service.

Faculty Mentored

More than just teachers, we apprentice our students in classes, seminars and tutorials, humbly offering our lives, our work, and our witness.

Learner-centered

More than just scholars, we are students of our students, nurturing the life of the mind through the education of whole persons.

Interdisciplinary

More than a collection of departments, we teach the connectedness of all knowledge, helping students explore a wide range of disciplines and the contributions each can make to the web of understanding.

Relevant

Beyond the classroom, our students learn experientially, connecting their studies to the contexts of life that they might love their neighbors in the places and positions beyond Biola where God may lead them.

Passionate

More than granting a degree, we hope to awaken the joys of learning so that these liberal arts might be lifelong passions for us all.

Core Characteristics

- 1) **Connected Knowledge.** The Core curriculum is the opportunity for students to develop a rich vision as each disciplinary experience makes visible a part of God's world that might have been invisible before. By the end of their Core formation, students should be able, say, to look out onto a cityscape and see what a sociologist, an artist, a historian, and a scientist might see, asking the questions that might occur to these and other disciplinary consciousnesses. With this outcome in view, the Core should assist students in connecting knowledge along the way, helping them develop a kaleidoscopic vision that draws diverse learning together in efforts to understand a film, a social problem, one's self or another person. The question here is, what innovations in pedagogy and curriculum need to be extended and created to help students practice such connections as they move through their Core formation? This expands upon the SAS hallmarks focused on interdisciplinary study and relevance, and the GE theme of becoming Christian thinkers.
- 2) **Academic Training.** Arthur Holmes has written that developing a healthy mind ought to be as important for us as developing a healthy body. Just as a healthy body allows us to do and enjoy a wide range of activities, so a healthy mind can work at and enjoy more things than an 'unhealthy' (or undeveloped) one. Academic training is central to the formation of healthy minds. The question

here is, in the Core curriculum, what competencies need to be confirmed, what expectations need to be clarified, and what programs need to be built for the formation of healthy minds. This focuses upon the GE theme of developing intellectual skills and becoming thinking Christians, as well as the SAS hallmark of professional engagement.

- 3) **Relational Learning.** Learning is not just the transfer of knowledge; it is the learning of skills, attitudes and values. We know such learning is done best in an apprenticing or mentoring relationship. We also know that our largest educational leaps occur as we come in contact with otherness. The questions here are, what resources and structures do we need to allow for closer working relationships between faculty and students? What innovations in teaching and learning can bring students into contact with others from whom they can learn? This connects with the SAS hallmarks calling for faculty mentoring and learner centeredness.
- 4) **Transformed Lives.** We want learning to go all the way down, to bring academic rigor together with the chief ends of our faith, the love of God and love of neighbor. Such transformation occurs as we discern the work of the Spirit in our hearts as they respond to our learning. The question here is, how can our Christian heritage, past and recent work in spiritual formation, and research in psychology and spirituality inform the ends and practices of our teaching and learning? This is relevant to the GE theme focused on integrating the Christian heritage, as well as the SAS Hallmark calling for faith-formed learning.