



William Carey International University

Master Development Plan

May 26, 2004

ATTACHMENT E

EXECUTIVE SUMMARY

Our Operational Philosophy

Campus History Before WCIU

A Quarter Century of WCIU

4

Schools On Campus

Churches On Campus

6

Participating Organizations

7

Campus Populations

8

**The Neighborhood & WCIU
Housing**

9

Tree Inventory

10

Campus Buildings

11

Parking & Traffic

12

RV Parking & Hook-Ups

13

Open Space & Landscaping

14

Campus Signs

Major Events

This Master Plan Application was requested by the City of Pasadena to explain William Carey International University. There are no plans to physically develop the campus.

The Campus

WCIU occupies the campus of the former Pasadena College, which relocated to Point Loma in the early 1970's. The subject of this application is the campus proper. Located between Howard and Elizabeth Streets, one block east of Hill Avenue, this 14.8 acre park-like campus is composed of:

- 11 buildings (built between 1930 and 1969);
- 5 parking lots;
- 2 tennis courts, an outside basketball court, and a children's playground;
- significant lawn area for volleyball and other forms of recreation;
- paved walks connecting the various buildings;
- about 350 trees representing over 50 varieties and many beds of shrubs and flowers.

What We Do

WCIU is not like other universities. It is a laboratory or research university focused exclusively on international development. As a laboratory university serving schools around the world, we do not easily fit into the usual pattern of simple college institutions. Our task is to address a wide spectrum of global problems. We develop and test theories in the field of International Development.

Early in our existence, we developed a pilot M.A. degree in TESOL (Teaching English to Speakers of Other Languages). After eight years and when enough other schools had initiated such instruction, we gave the entire program over to another university.

The primary academic activity WCIU has undertaken in the last decade is our college-level Foundations of International Development degree program, which is designed for distance learning. We have invested over \$1 million rewriting the entire liberal arts curriculum with an emphasis on international development.

Rather than attract ever larger numbers of students, our goal is to see our textbooks and entire curricula utilized by an ever larger number of other schools.

Other Organizations On Campus

WCIU invites other organizations focused on aspects of international development to participate with us on the campus toward the single end of finding more effective ways to help people in less advantaged parts of the world improve their lot in life. Most of these participating organizations have a limited focus and many of the functions of the university are out-sourced to them. WCIU does not staff these organizations. Rather, we invite people and organizations that already have a focus for something we need.

Every entity on campus is to be a functioning part of one or the other of our many programs of education. Some of these participating organizations are focused on particular peoples of the world, providing research and training

opportunities for students. Some are in effect part of the International Student Program on campus or function as our placement department or disseminate our ideas on international development to their constituencies. Others have publications focused on international development.

Other post secondary schools on campus have their own particular emphasis on international development.

From time-to-time, needs change, but the philosophy remains. Participating organizations come and go at their request or ours. But, one thing remains constant – we deliberately out-source some of the functions of the university to other organizations.

At no time in our 26-year history have we ever done anything that we understood to involve a new or non-educational use of this campus.

Elementary And Secondary Schools

Elementary and secondary education has been as much a part of this campus since 1910 as post secondary education. The three schools established here initially, ranged from first grade through college. WCIU is continuing that tradition.

WCIU directly administrates two elementary schools; both of which develop and test age-appropriate international development curricula and function as pilot curricular development.

We agreed to let Maranatha High School share part of our campus so that we could influence their curriculum with global awareness and perhaps through them influence other schools around the country.

Why Churches?

WCIU's main strategy is to critique and improve the efforts of "Non Government Organizations" (NGOs) type organizations around the world. WCIU is intentionally secular, while the NGOs it strives to influence are for the most part highly religious.

The lion's share of all truly successful "international development" work around the world is conducted by faith-based organizations. They are totally dependent on the contributions of hundreds of thousands of congregations that make up 98% of the funds employed. We value greatly what churches are thinking or how they are working, and on what terms they are giving to overseas NGO activity.

In keeping with our approach of networking with organizations rather than hiring additional staff ourselves, we have attracted to our campus organizations that can field-test our theories within various constituencies. In that regard, WCIU has invited a number of churches to participate with us to test our concepts. Each church has a unique ministry focus. These churches vary in size and methodology.

Traffic And Parking

Existing traffic and parking conditions at WCIU's campus were analyzed by Kimley-Horn and Associates, Inc. Their report is attached.

Parking spaces in the various lots on campus total 343. Across Elizabeth Street, the U.S. Center for World Mission has made another 31 spaces available for use of campus organizations on weekdays and all 66 on Sundays. That makes a total of 374 parking spaces on or adjacent to the campus on weekdays and 409 on Sundays or for special evening or weekend events. Every effort is made to encourage parking in campus parking lots.

In addition to the campus proper, WCIU owns most of the residential properties immediately surrounding the campus. The off-campus housing is not included in this application. We mention it here because most of the people who work on campus either with WCIU or a participating organization live on or near campus and walk to work.

When Pasadena College occupied the campus, there were 1300 students plus faculty and administrators. Even with the different schools and organizations associated with WCIU, the current and projected daily total of staff and students is less; 934 and 1150, respectively. Sunday population is around 915 people and could grow to 1030.

Maranatha HS and Judson International School traffic has minimal impact on the neighborhood due to the steps taken by WCIU, Maranatha and Judson.

Special Events

Occasionally major conferences are held on campus. WCIU notifies neighbors via letter in advance of such conferences and includes phone numbers to call to report any driveway blocking. Such conferences are held evenings and weekends when campus parking lots are otherwise empty. About 1000-1500 people attend the evening and weekend sessions. Parking attendants direct conferees to designated parking areas to reduce the impact of traffic and parking in the neighborhood. Weekday attendance at these conferences is usually less than 300.

Native Americans have held pow wows once a year. These are arts & crafts type events. Throughout the day, up to 2000 visitors come and go. Only a few hundred are on the campus at any one time.

The Full Master Plan

The above is a brief summary of what you can read in more detail in the following pages. For your convenience, highlights are on the first page of each section.

It is our hope that this report will give you a better understanding of the purpose and methodologies of William Carey International University. Our intent was to help you realize that WCIU's use of the campus is in keeping with the original educational uses of this campus by the former Pasadena College.

Our Operational Philosophy At A Glance

We are trying to influence other schools in the ultimate task of helping other nations.

To see our textbooks and entire curricula utilized by an ever larger number of other *schools* is more important to us than to attract ever larger numbers of *students*.

For example, one of the textbooks we have created is used by over 100 other schools in this country and also in many overseas programs, in various versions and in more than 5 languages.

WCIU's main strategy is to critique and improve the efforts of "Non Government Organizations" (NGO) type organizations around the world.

WCIU is a secular university, while the NGOs it strives to influence are for the most part highly religious.

Our campus is part of our strategy. WCIU invites other organizations focused on aspects of international development to participate with us on the campus toward the single end of finding more effective ways to help people in less advantaged parts of the world improve their lot in life. Most of these participating organizations have a limited focus.

Headings in this section:

- Influencing a Movement
- The Strategy of Networking With Religious Organizations
- Organizational Relationships on Campus
- The Campus - Part of the Strategy

Influencing a Movement

Currently the William Carey International University (WCIU) is enrolling in excess of 5,000 new students per year in short or long term programs in over 125 locations in the USA alone. Only a slightly smaller number are part of a vigorous overseas activity in many languages.

More important to us, however, is not so much to attract to our curricula and perspectives ever larger numbers of *students* around the world – most of whom will never set foot on this campus - but to see our textbooks and entire curricula utilized by an ever larger number of other *schools*.

This is why we are linked with so many other schools, some right on this campus. It is why we consider ourselves “a laboratory university.”

For example, one of the textbooks we have created is used by over 100 other schools in this country and also in many overseas programs, in various versions and languages. More than 500,000 copies are now in print through the third edition. Various versions are available in more than 5 languages.

As a laboratory university we made a heavy investment for more than ten years in the development of an entire off-campus M.A.-level Global Civilization curriculum. It already enables several accredited colleges in the USA and others overseas, to employ it for off-campus use with highly selected adult leaders.

In other words, WCIU’s own student programs could be considered pilot programs being tested for sharing with other schools. This, we feel, is the way to maximize our influence in the ultimate task of helping other nations.

Our “school” is thus merely a potent tool in our basic goal of greatly influencing the methods and objectives of international development projects conducted around the world by at least a thousand of what are called “Non Government Organizations” (NGOs).

We are intentionally a university at the service of these NGOs.

In line with today’s growing concern for meeting the basic human needs of national minorities and peoples of the two-thirds-world, not the least in Iraq, WCIU aims to provide needed academic impetus to strategies of development being undertaken by these many voluntary and private organizations.

The Strategy of Networking With Religious Organizations

Most of those organizations, in turn, are umbilically connected to churches and church people in America, which together constitute an enormous “engine” of support for overseas NGOs.

Annually, they provide more than five billion dollars for the efforts of nearly 1,000 U.S.-based NGOs. This high proportion of charitable giving is true because 90% of these NGOs are faith-based.

The fact that WCIU is intentionally secular, while the NGOs it strives to influence are for the most part highly religious, leads to a curious and unusual strategy that we find it necessary to follow.

We must work through many other organizations that understand or “speak the dialect” of the highly religious. We have done so very successfully.

We would not own this campus outright if we had set up shop as just one more school that makes appeals to this vast “engine” of about 40 million US citizens who provide the bulk of the resources for the global network of NGOs.

We would especially have failed had we maintained prominently in all our communications that WCIU was officially neither religious nor sectarian.

But *the reason for WCIU being entirely secular* is that in fact most of the work NGOs do overseas is not itself religious per se (schools, hospitals, vocational programs, agricultural development, literacy, etc.) and must be done with the approval of governments which, may be actually opposed to purely religious workers.

Yet, this is not well understood here at home. Most potential donors do not readily recognize the complexity of helping people in a drastically different society.

Organizational Relationships on Campus

For us the solution came in relying upon others to interface with this highly religious “engine.”

The largest of the collaborating entities is the Frontier Mission Fellowship (FMF). During a ten-year period the FMF raised money it then gave to WCIU to pay off the campus. To this day, the FMF and many other organizations, some contracted, some autonomous, have combined efforts to enable us to achieve our purposes to the extent that we have.

This campus - in addition to strictly academic activities - generates conferences, intensive courses, periodicals (one of them goes to 80,000 people) and even a distribution of technical books collected from 100 different publishers and marketed through a single office here (to the sum of \$800,000 a year) all focused on various aspects of international development.

All of these activities contribute quite effectively to the basic purposes of the university.

To understand the complex of organizational relationships on campus it is essential to keep in mind that 90% of the International Development work around the world is being undertaken by faith-based organizations commonly called “Non Government Organizations,” (NGOs).

WCIU is not itself a religious organization, although individual members of its faculty, staff and administration do come from a wide variety of denominational backgrounds.

Thus, while WCIU does not itself have any kind of statement of faith or religious foundation, nor require that its staff adhere to any creed, it must be willing to work through religious organizations to reach the kind of people who dominate the actual activity of International Development.

WCIU's main strategy is to critique and improve the efforts of NGO type organizations around the world.

Inevitably, therefore, WCIU has one foot in each of two worlds, the secular and the religious, the latter by attracting a large variety of religious organizations to work with and for us, both on and off-campus, both schools and churches

The Campus - Part of the Strategy

In this presentation, you will see how many of the functions of the university are out-sourced to other organizations on the campus.

WCIU invites other organizations focused on aspects of international development to participate with us on the campus toward the single end of finding more effective ways to help people in less advantaged parts of the world improve their lot in life. Most of these participating organizations have a limited focus.

WCIU does not staff these organizations. Rather, we invite people and organizations that already have a focus for something in which we need their help.

For some of these, we offer space at no cost as long as they are willing to participate in overhead costs of the campus. The fact that they contribute to overhead costs allows us on occasion to give them the benefit of doubt about how well they will also serve our interests. If the symbiosis does not work, we have and will ask them to withdraw; so, another more effective partner can take their space.

This category (the largest) includes, for example, a tape-duplicating service and two different print shops, which focus on two different kinds of printing we often need. In turn, we operate our own sophisticated copying equipment, and an all-campus computer network and telephone service, which are used by all organizations on campus.

For others we provide a retainer for specific services, as high as \$40,000 per month depending how crucial their contribution is to our work.

The organization that receives the \$40,000 retainer is the same organization, the Frontier Mission Fellowship (FMF), which raised all of the funds to buy the campus in the first place.

Although the FMF held back the campus property north of Elizabeth for its own use, serious study is now being made of reconstituting the original campus by buying that portion north of Elizabeth.

The FMF continues to function vitally on our behalf. It generally functions as a public relations firm for our exclusive use. It crafts periodicals, which directly and indirectly solicit students and other schools with which we deal as a university.

History of the Campus At A Glance

The campus initially consisted of 134 acres, from Elizabeth Street to Whitefield Road, and from Hill Avenue to Allen in one area.

Two leaders of the schools that were established on this property had Methodist roots and were prominent leaders at USC.

The three schools established here initially, ranged from first grade through college.

In 1924 the school changed its name to Pasadena College and most of the college property was annexed by the City.

In 1930, the college built the first permanent building. The last building to be added by Pasadena College was built in 1969.

Pasadena College decided to sell its campus and move to San Diego in the early 70's and became Point Loma University.

Point Loma University continued to use the campus for its graduate school of education and for the use of Reynolds Academy, a K-12 school.

After WCIU took full possession, the Point Loma Graduate School of Education continued to use a portion of the campus until 2001. The Reynolds Academy (K-12) continued for more than a decade, overlapping with the William Carey Academy (a division of WCIU).

Thus, almost continually since 1910 there have been primary, secondary and college level activities on the campus.

Headings in this section:

- The Initial Property and Leaders
- The First Schools
- Becoming Pasadena
- Growth Of The Campus
- The Move and the Interim
- WCIU and Continuity

The Initial Property and Leaders

In 1910, John W. Hugus, an early supporter of the school that became Caltech, sold a ranch he owned beyond the eastern border of the city of Pasadena to a denominational group. The property consisted of 134 acres, extending from Elizabeth Street to Whitefield Road, and from Hill Avenue all the way, in one area, to Allen Avenue.

Two leaders of the new schools that were established on this property had Methodist roots. Dr. Phineas Bresee, Chair of the Board of Regents of the College of Arts and Sciences of the University of Southern California, became President of the new developments here. A second leader was Joseph Widney, M.D., earlier President of USC, and before that founder of the College of Medicine of USC.

The First Schools

The three schools established here, ranging from first grade through college, together enrolled 113 students in the first year, 1910-1911. By 1915 there were 429 students. Interestingly, in terms of continuity with the present, many students and even teachers in those very first years went on into international service.

Becoming Pasadena

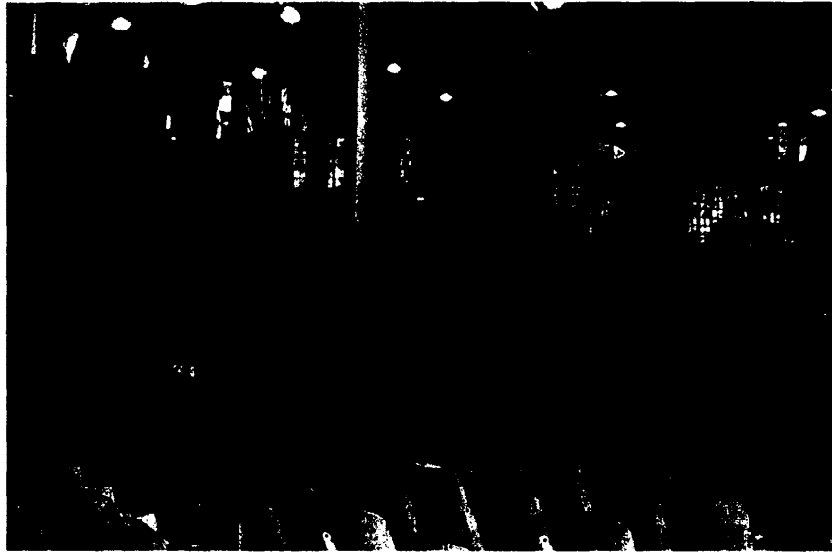
The pre-existent enterprise (of 1902) was called Pacific Bible College, but by 1924 it was decided to adopt the name Pasadena College. Note - that was the same year most of the college property was annexed by the City of Pasadena.

Growth Of The Campus

Hugus Ranch House, which was one of the most elaborate estate buildings in Pasadena—totally burned in 1977—was inherited with the property, and served many purposes for many years.

In 1930 on the eve of the depression, the college built the first permanent building, until today the most prominent and central building, with its identifiable clock tower. That is the building on the front cover of this report.

Other buildings followed, and on the eve of the Second World War, in 1940, the large auditorium was built, one of the largest auditoriums in Pasadena.



In 1959, \$800,000 worth of new buildings were dedicated. The last building to be added by Pasadena College was the tall-columned building facing Elizabeth, designed as a library building, and still used for that purpose.



The Move and the Interim

Point Loma Nazarene University, in San Diego, became the new name of Pasadena College when it decided to sell its campus and move. The move took place in about 1970, but the arrangements for sale to another school failed to materialize.

Point Loma University continued to use the campus for its graduate school of education and for the use of Reynolds Academy, a K-12 school.

The unsold property became a desperate liability to the new Point Loma school, which badly needed the proceeds from this campus to pay for the Point Loma campus in San Diego. Over 100 possibilities were explored.

A temporary arrangement lasting only two years was made in 1975 with a religious group called "The Church Universal and Triumphant" or "Summit International," which later moved to Montana.

WCIU and Continuity

The William Carey International University occupied portions of the property in late 1976; purchased an option on the property in 1977; took full possession later that year following the completion of a down payment of \$750,000 toward a full price of \$8.5 million.

In 1976, when the present owners explained their offer to buy the campus, the chairman of the Board of Point Loma University declared that this was the best of all the 100 possibilities they had explored, especially in continuing the long-standing purpose and function of the campus since 1910.

After WCIU took full possession, the Point Loma Graduate School of Education continued to use a portion of the campus until 2001, when it purchased its own facilities in Arcadia.

The Reynolds Academy (K-12) continued for more than a decade, overlapping with the William Carey Academy (a division of WCIU) when it began its primary and secondary programs.

Thus, for no appreciable period since 1910 has there not been primary, secondary and college level activities on the campus. This is covered in more detail in the section on schools.

The Last Quarter Century At A Glance

WCIU started with a distance based Ph.D. Then added a pilot M.A. degree in TESOL (Teaching English to Speakers of Other Languages). After eight years and when enough other schools had initiated such instruction, we gave the entire program over to another university. Since 1990 we have invested over \$1 million rewriting the entire liberal arts curriculum with an emphasis on international development.

WCIU differs from Pasadena College by focusing exclusively on international development and distance learning. One example of our influence on the international scene came when one of our professors was invited to North Korea to meet with the highest people. This set the stage for Jimmy Carter's visit to North Korea.

The lion's share of all truly successful "international development" work around the world is conducted by faith-based organizations. They are totally dependent on the contributions of hundreds of thousands of congregations that make up 98% of the funds employed. We value greatly what churches are thinking or how they are working, and on what terms they are giving to overseas NGO activity. This is why we want a few churches on our campus.

Every entity on campus is to be a functioning part of one or the other of our many programs of education. In inviting other international development organizations to share the campus with us, we are not intending to do anything that would unnecessarily remove us from the "legal nonconforming use" category.

As a laboratory university serving schools around the world, we do not easily fit into the pattern of typical colleges. Our task is to involve a wide spectrum of global problems.

Headings in this section:

- The Early Years
- The Maturing Focus
- The Founder
- Comparing WCIU With Pasadena College
- The Korea Introduction
- Churches and International Development
- The Educational Core
- The Pasadena Comparison
- The Facilities

The Early Years

When WCIU took possession of this campus in late 1977, the university had been incorporated for only six months. While we had already gathered seven other organizations around us as collaborating and assisting entities, the exclusively university staff numbered less than a dozen.

We soon possessed the library resources and additional personnel to launch our first degree program, a distance based Ph.D. with the formal backing of the State of California.

With additional faculty our next move was to pilot an M.A. degree program in the field of Teaching English to Speakers of Other Languages (TESOL).

Probably no one skill is more widely and avidly sought on the face of the earth than the ability to speak English.

This quickly became a very high quality program and our curriculum and even our faculty were in demand in many other schools across the country.

After running this for about eight years and because enough other schools had initiated such instruction, we gave the entire program over to another university. By that time we had granted 66 M.A. degrees in TESOL.

The Maturing Focus

By 1990 we felt we could see more clearly what we were doing and launched what became a ten-year, \$1 million plus project of rewriting the entire liberal arts curriculum with a globalization perspective, and an emphasis on international development. This is covered in more detail in the section on schools.

That continues to be a major investment as other schools are taking it on, and as some of the 100 required textbooks are constantly going out of print or are outmoded by newer books.

The 900 outside readings in chapters and articles in addition to the textbooks constitute an enormous burden of constant requesting of new permissions for use.

The Founder

These next two pages will be developed in the first person singular, since I, Ralph D. Winter, am the one who founded the university and have been its president for most of the past twenty-seven years.

Since I have had the most to do with the formulation of the basic vision statement and the intermediate purposes of this campus, perhaps a good way to understand why we are what we are would be for me to describe a little about my own formation.

- I am a local boy:
 - raised in South Pasadena and Pasadena from the age of two through my college years at Caltech (graduated 1945).
 - My father headed the development of the Los Angeles Freeway system, interfacing with 82 cities in the development of that huge network.
 - My younger brother, David, has just retired after twenty-five years as President of Westmont College in Santa Barbara.
 - My older brother, Paul, works daily in partial retirement as a structural engineer for Caltech. He designed the structure for the “hat box” gym at Blair High School, as well as the unique roof structure of the Pasadena Presbyterian Church.
 - I played in the South Pasadena Junior High School band in the 1938 Tournament of Roses Parade.
- U. S. Naval Air Corps pilot in training during WWII
- Ph.D. in anthropology from Cornell in 1953.
- I graduated from the Princeton Theological Seminary in 1956, and was ordained a Presbyterian minister the same year.
- My wife and I worked with a Native American tribal group in Guatemala from 1956 to 1966 in what we call here at the university “international development,” that is, medicine, education, vocational training, community development.
- During that period, I helped to develop an unusual “distance education” training program for rural leaders that is widely used throughout the world today. That caught the eye of Fuller Seminary and I was invited to teach at Fuller.

- I was on the faculty of Fuller from 1966 to 1976 (and still have faculty status).
 - During that period I taught one year at Caltech.
 - As a full professor with tenure, I took a leave of absence from Fuller in late 1976 to scout out the possibility of founding in Pasadena a vast new center for the improvement of American efforts around the world to aid poverty and disease-ridden populations.
- My background in science at Caltech, anthropology at Cornell, and international aid at Princeton, led me to believe that a new university as an organizing center exclusively focused on such problems could readily stretch its wings globally to assist directly and indirectly with an enormous frontier of need.
- I founded and became president of WCIU on February 25, 1977.
 - On April 15, 1977 we secured an option to buy the campus then owned by the Pasadena College (now Point Loma Nazarene University)
 - For 45 years I have been intensively involved in many different ways in regard to the role of Americans in the larger planetary struggles.
 - I am more and more certain that here in Pasadena that both a university hub and a complex of many other related organizations (both religious and non-religious) provides a very fine basis for intelligent and effective overseas effort.

Comparing WCIU With Pasadena College

There are some methodological differences between WCIU and Pasadena College (PC) as seen in the following comparisons.

- PC prepared students K-17 for every walk of life.
- WCIU prepares students beginning in kindergarten for every walk of life, but does so with the specific long-term purpose of preparing adults exclusively for overseas social development.
- PC did all of this work on this campus.
- WCIU students are almost entirely off campus, both across this country and in many other countries.
- PC focused most of its attention on this campus and on its enrolled students.
- WCIU on this campus encompasses different kinds of schools, which from our standpoint are pilot programs for curriculum development that is being used and will be used by many other schools both in the USA and around the world.

The Korea Introduction

Because of our activities in South Korea, in 1990 a professor of ours was invited to North Korea to meet with the highest people. They wanted to know how they could gain a better impression among Americans.

We suggested that they invite former president Jimmy Carter to visit North Korea.

They sent eight "scholars" to our campus (including the man who for 17 years was their agent at the UN).

We took them to see Jimmy Carter and this set the stage for his visit to their country soon after.

One reason we could work in that intermediary way is due to the fact that our university is non-religious.