2012 Self-study Report (Form B)
for the
Adventist Accrediting Association

SOUTHERN
ADVENTIST UNIVERSITY

Power for Mind & Soul

0.0

Introduction

University Overview

Judgment
☐ Compliant ☐ Non-Compliant ☑ Not Applicable

Narrative

Founded in 1892, Southern Adventist University began as Graysville Academy, a small private school with 23 students in Graysville, Tennessee. In 1916 the school moved near Chattanooga and changed its name to Southern Junior College. In 1919 the school received its charter from the State of Tennessee. It earned junior-college accreditation in 1936, became a senior college in 1944, and was accredited by the Southern Association of Colleges and Schools as a liberal arts college in 1950. In 1996, Southern began offering graduate degrees and changed its name for the eighth time to Southern Adventist University.

The university is located at Collegedale, Tennessee on a 1,000-acre campus with 30 buildings providing space for over 3,300 students. Southern offers ten graduate degrees and ten undergraduate degrees with more than 70 areas of study. A rich program of clubs, co-curricular, outreach, and service activities enrich student life.

Southern is a coeducational liberal arts institution offering higher education in a Christian atmosphere. With 15.1:1 undergraduate student-faculty and 12:3 graduate student-faculty ratios, students at Southern have the advantage of personal interaction with their professors, providing rich opportunities for academic dialogue and professional and spiritual mentorship. This, coupled with the formation of lifelong friendships and opportunities to become involved in outreach, creates a life-changing experience for many students who go on after graduation to experience success in career, community, and church.

1.0

Response to 2007 Recommendations

Recommendations

The 2007 Administrative Review Committee recommended that:

1. The Graduate Council, Deans who administer graduate programs, and graduate faculty mature the graduate culture and rigor of academic programs to address:

    a. summative, integrative activities such as theses, projects, or other capstone experiences;

    b. learning outcomes and expectations for graduate-level rigor in Criterion 2 (Spiritual development, service and witnessing);

    c. faculty development, expectations for research and/or advanced clinical practice for graduate faculty status, and promotion and tenure policies.

2. The administration and faculty collaborate in the analysis of various assessment data and make more deliberate use of these data in revising strategic plans and assessing the effects of implementing previous plans. This process should be made a regular part of campus decision-making, and used and documented by decision-making bodies for program improvement at all levels throughout the year.

3. The Spiritual Life Committee in collaboration with the CADCO and the administration refine a Spiritual Master Plan for the campus to establish measurable goals, identify benchmarks, regularly use multiple methods, and widely disseminate and use the data to improve processes and outcomes.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Recommendation 1 Response
Southern Adventist University's graduate programs have continued to mature. They consistently require rigor at a level above that for required for undergraduate courses and which involves in-depth literature review, research and advanced professional practice as described under sub-point "a" below.

a. Summative, and integrative learning activities are embedded within each graduate curriculum. The curriculum of each program is structured to include knowledge of the literature of the discipline and to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. The Graduate Catalog provides guiding principles for graduate programs:
Students study and integrate theory, research, and practice in specialized areas of expertise. Considerable emphasis is placed upon independent and collaborative projects, which require a complexity of skills, including problem identification, inquiry, problem solving, analysis, and synthesis. Depending upon the particular graduate program; comprehensive examinations, capstone seminars, portfolio, and thesis afford additional demonstrations of scholarship and the potential for contributions to the field. Sound scholarship is expected, and these projects may lead to formal papers, professional presentations, or publishable manuscripts.

As summarized in Table 1, each graduate program includes curricula that emphasizes knowledge of the literature and ensures ongoing student engagement in research and/or appropriate professional practice and training experiences. More detailed descriptions of these activities are included in the narrative following Table 1.

Knowledge of Literature

The Graduate Catalog provides full descriptions of each program's requirements, including course descriptions in each discipline for content, theory, research, and practice-based learning. These programs require students to develop a solid background in the literature of the discipline. The courses described in Table 1 give examples of how students are engaged in becoming familiar with the literature of their disciplines. The course numbers link to the syllabi for each course, which contains the course requirements.

Table 1. Graduate Programs Inclusion of Knowledge of the Literature and Student Engagement Research and Professional Practice/Training Experiences

Graduate Program	Knowledge of Literature *(links to syllabi for courses)*	Research / Professional Practice *(links to syllabi for courses)*
Master of Business Administration	• BUAD 505 Management in a Changing World	• BUAD 570 Strategic Decision Making • Application Problems • Case Study
Master of Financial Management	• ACCT 587 Accounting and Reporting in the SEC Environment • FNCE 553 Financial Institutions	• ACCT 564 Financial Statement Analysis • FNCE 564 Financial Statement Analysis • Application Problems • Case Study
Master of Science in Administration	• BUAD 505 Management in a Changing World	• NPLD 570 Strategic Management in Nonprofit Organizations • Application Problems • Case Study
Master of Science in Clinical Mental Health Counseling	• COUN 575 Administration of Counseling Services	• COUN 598 Research and Program Evaluation • 3 credit hours of required clinical practicum • 6 credit hours of required clinical internship • Thesis optional
Master of Science in School Counseling	• COUN 528 Learning and School Counseling Interventions	• COUN 598 Research and Program Evaluation • 3 credit hours of required clinical practicum • 6 credit hours of required clinical internship • Thesis optional
Master of Science in Education	• EDIE 502 Inclusive Education: History and Foundations	• EDUC 592 Educational Research

(Inclusive Education)	• EDIE 531 Behavior Management of Exceptional Individuals	• 3 credit hours of required internship • Thesis optional
Master of Science in Education (Instructional Leadership)	• EDAD 520 Foundations of Instructional Leadership	• EDUC 592 Educational Research • 3 credit hours of required internship • Thesis optional
Master of Science in Education (Literacy Education)	• EDLE 567 Literacy Instruction in Primary Classrooms • EDUC 592 Educational Research	• EDUC 592 Educational Research • 3 credit hours of required internship • Thesis optional
Master of Science in Education (Outdoor Education)	• EDOE 523 leadership in Outdoor Education • EDOE 543 Environmental Ministries	• EDUC 592 Educational Research • One outdoor intensive lab • 2-4 credit hours of content-specific field experiences • Thesis recommended
Master of Science in Nursing	• NRSG 515 Theoretical Concepts of Nursing	• NRSG 527 Nursing Research: Foundations of Evidence-based Practice • NRSG 531 Research Seminar • 500-600 clock hours of clinical practice • Project or thesis required
Dual Degree -- MSN and MBA	• NRSG 515 Theoretical Concepts of Nursing	• NRSG 527 Nursing Research: Foundations of Evidence-based Practice • NRSG 531 Research Seminar • 500-600 clock hours of clinical practice • Project or thesis required
Master of Arts in Biblical and Theological Studies	• Each course requires pre- and post-course professional reading 1200-1500 pages	• RELG 600 Research Methods and Writing • Thesis required
Master of Arts in Religious Studies	• Each course requires pre- and post-course professional reading 1200-1500 pages	• RELG 600 Research Methods and Writing • Thesis or project required
Master of Ministry	• Each course requires pre- and post-course professional reading 1000+ pages	• RELP 521 Time and Life Management • Plan, facilitate, & assess *Time and Life* Seminar practicum • RELT 568 World Religions
Master of Social Work	• SOCW 510 Social Work	• SOCW 597 Research Methods

	Practice I • SOCW 615 Advanced Practice I	• 11 credit hours of practicum

Research

All graduate programs provide opportunities in research and/or professional experiences. A thesis is required or optional in the following programs: M.A. in Religion, M.S. in Counseling, M.S. in Nursing, and the M.S. in Education. The students in the M.S.W. program are actively engaged in research related to social work practice. All first-year students have graduate research assignments that must be completed and included in their professional e-folios. Some of these projects are presented with faculty at regional and/or national conferences.

The M.S.N. program has a strong research sequence where students are provided with graduate-level tools for accessing and evaluating current research and developing their own research ideas. Students then engage in research activities during a final project or thesis. Activities include application of current evidence through patient education or other intervention.

School of Education & Psychology graduate students are required to complete either EDUC 592 Educational Research or COUN 598 Research and Program Evaluation. These courses require students to review pertinent research in their disciplines and to complete literature reviews and/or action research proposals that give them first-hand research experience. Most M.S. in Education students also complete action research as part of their required internship/field experiences.

Professional Practice and Training

Most of the programs include professional experiences that provide regular training and growth within the discipline.

Students in the nurse practitioner (N.P.) emphases complete 500-600 clock hours of clinical experience. The practicum experiences for N.P. students occur over at least two semesters and typically begin after students have completed the majority of their course work. These policies allow students to practice over an extended period of time and to ground their practice on a broad and deep knowledge base. Students in the nurse educator emphasis have two different practicum experiences. One practicum allows them to update and expand knowledge clinically in a practice area of their choice and the other facilitates practice within the teaching (classroom and clinical) and educator roles. Clinical practice for dual degree M.S.N./M.B.A. students includes time spent with middle- or upper-level management engaged in typical managerial activities. In addition, courses in the M.S. in Nursing program are scheduled on only one day per week to complement students' work schedules thus facilitating ongoing professional practice.

Master of Ministry students may participate in a field school of evangelism practicum, in which students participate in supervised evangelistic preaching. Students must demonstrate adequate preparation in order to be considered for this course. Class requirements include preparation of a theoretical framework to be implemented, field supervision, and a final report.

Master in Business Administration, Master of Financial Management, and M.S. in Administration students complete professional training experience embedded within many of their required and elective courses. These experiences include case studies, application problems, and real-world simulations. In addition, courses in the business program are scheduled in the evening to complement students' work schedules thus facilitating ongoing professional practice.

M.S.W. students must complete at least 900 clock hours (including up to 300 clock hours completed at the undergraduate level) of field practicum in social work agencies supervised

by practitioners who have at least two years of experience in active social work. Beyond the field experiences, M.S.W. students are required to successfully demonstrate clinical practice behaviors, skills, and competencies in face-to-face and online clinical skills labs.

b. By action of Graduate Council, the university has chosen to utilize an integrative approach in order to attain learning outcomes for graduate students in **spiritual development**, service and witnessing. The approach and assessment of this integrative approach is described and documented under the graduate education portion of Criterion 5.4.

c. Research activities described under 1.a above are typically collaborative projects between graduate faculty and students. To support these activities, graduate faculty utilize a variety of avenues of support. These include support under a range of policies including a generous professional growth allowance, periodic sabbaticals, university funding provided by the Academic Research Committee and an 18-hour/year teaching load instead of the 24-hour load typical for undergraduate faculty. The value placed on research by the university is evidenced by the research policy articulated in the *Employee Handbook*.

Faculty Rank and Promotion procedures are the same for all Southern Adventist University professors and are outlined in the *Employee Handbook*, Sections 5020, 5030.

Recommendation 2 Response

Planning and assessment are handled by the Strategic Planning and Budget Committee. This committee is made up of 23 members and includes the university president (Chair), institutional research and planning director, the six vice presidents, the student association president, the associate vice presidents, graduate dean, human resources director, information systems director, marketing and university relations director, one board of trustees member, university senate representatives (past chair, current chair, and chair-elect), two faculty members, and the university chaplain.

Unit goals/outcomes are aligned with the university mission, and the assessment process determines the extent to which the unit's activities reflect the university's goals and mission. Documentation of the assessment process begins at the level of each unit. Units fall into four categories: (a) 21 academic units, (b) 27 administrative support units, (c) 8 educational support units, and (d) 1 community services unit. An in-depth explanation of the planning process and the ways by which assessment data is used in planning and decision-making is given in Criterion 3.5.

In 2011, Southern Adventist University converted its unit planning system from a manual document/paper submission process to an online software system. This new software system has been developed in-house and is hosted on the university's servers. Three years of data (2009, 2010, and 2011) have been entered into the online system, and the UPAR reports below are produced from it. Reviewers may browse the online system directly using the following information:

- Website: **http://circ.cs.southern.edu/upar/**
- Username: **aaareviewer**
- Password: **.rule.port**

The Unit Planning and Assessment Reports (UPARs) for each of the educational units are available by following the link above. The assessment process itself is in a continuous cycle of evaluation and improvement. The UPARs and process integrity reviews shown in the UPAR system demonstrate this cycle of improvement.

Recommendation 3 Response

The Spiritual Life Committee, chaired by the university chaplain, has worked diligently to establish and implement a Spiritual Master Plan. The plan is the result of years of work by the Spiritual Life Committee and incorporates broad input from across campus. The Spiritual Master Plan, developed by the Spiritual Life Committee, was presented to the Student Services Committee on February 2, 2009. Following this, the plan was presented to and voted by University Senate February 9, 2009. The plan was presented to the Board of Trustees (BOT) on February 15, 2009. The BOT was supportive of the plan and implementation began. Funding for LifeGroups was provided by the Strategic Planning committee and strong support for the overall plan and LifeGroups was voted by the BOT on February 19, 2012. The details of the plan, its goals, measurements, and outcomes are discussed in detail in Criterion 2.1.

Sources

- Board of Trustees Presentation Feb 19 2012
- Employee Handbook Section 5020, 5030
- Employee Handbook Section 5300
- Senate Minutes February 9, 2009

1.1

History, Philosophy, Mission, and Objectives: Congruent with Church Mission

Standard 1: The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.

1.1: A copy of the institutional mission, vision, core values, and objectives, that are congruent with Seventh-day Adventist mission and values, indicating the bodies that approved the statements and the date. Where departments/schools have mission statements these should also be included, or made available to the visiting team. In larger institutions, these mission statements and objectives will be expected.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Southern Adventist University's mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Mission

The university mission statement reads as follows: "*Southern Adventist University as a learning community nurtures Christ-likeness and encourages the pursuit of truth, wholeness, and a life of service.*"

Department/school mission statements are congruent with the university's mission and are stated in the university catalogs (undergraduate and graduate).

Vision

Southern Adventist University, responsive to its diverse constituencies, will provide high quality educational benefit, lead in the integration of faith and learning, and model academic and professional excellence. The institution will graduate servant leaders guided by faith and integrity, and committed to living balanced lives.

Core Values

- A Christ-centered, Seventh-day Adventist campus
- Academic and professional excellence
- Hospitality and service
- Affordable education
- Balanced lifestyle

Educational Philosophy

Southern Adventist University is owned and operated by the Southern Union Conference of Seventh-day Adventists and shares the denomination's theological understanding of God and humanity. The university is wholly committed to the Seventh-day Adventist Church and is a willing partner in fulfilling the educational philosophy of the Seventh-day Adventist Church, summarized as follows:

- God, the Creator and Sustainer of the universe, is the Source of all knowledge;
- Created in the image of God for the purpose of communion with Him, humanity has sinned and has separated from Him;
- Through infinite love, God sent His Son to restore this relationship with us—a personal relationship that begins now and continues throughout eternity.

Within the context of this theological understanding, education is viewed as an essential element of redemption, and must focus on developing the whole person. Through harmonious development of the physical, mental, spiritual, and social dimensions, the individual becomes better equipped to bring wholeness to a broken world.

Institutional Goals

Southern Adventist University will

- **Learning Community**
  nurture campus learning communities that engage students with ideas that mark educated persons, global and multicultural perspectives, and advanced technology to develop both ethical principles and intellectual flexibility.
- **Faculty and Staff**
  hire and develop a competent and diverse faculty and staff who model balanced ethical lives, integrate faith and learning, demonstrate scholarship through teaching, research, and other scholarly and creative activities, and celebrate and energize the student spirit as they respect and support the different ways students develop their minds, their persons, and their citizenship.
- **Students**
  recruit, retain, and support a capable, diverse student body.
- **Campus Environment**
  provide a safe, nurturing learning community of faith for students, faculty, and staff.
- **Student Service**
  enable every student to participate in local service and/or mission service activities.
- **Partnerships**
  pursue and nurture partnerships with alumni, church, community, business and industry, civic organizations, and government in order to analyze, project, and respond to changing needs to help ensure that graduates are prepared for a life of service.
- **Stewardship**
  steward resources entrusted to the university through effective fiscal management to fulfill its mission, vision and goals.

Student Learning Goals

Students of Southern Adventist University will

- **Spiritual**
  grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist church.
- **Intellectual**
  develop a commitment to life-long-learning and demonstrate a mastery of the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication, and creativity needed to confront the issues, ideas, and values of historical and contemporary civilization.
- **Occupational**
  exhibit excellence and moral leadership in their chosen field of study and/or profession.
- **Social**
  develop socio-emotional maturity that will enable them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.

- **Physical**
  take responsibility for their own well-being through a health-promoting lifestyle.

The university's goals (institutional, student learning, and strategic), which guide the institution's operations, are derived from and linked to the mission statement as shown in the chart below.

Components of the mission statement are aligned with institutional goals and student learning goals/outcomes (SLO). The university-level goals are in turn referenced in the student learning outcomes of each degree program (see University Goal Mapping Report). The full university goals are delineated in the *Undergraduate* and *Graduate* Catalogs. (In the reports and diagrams shown here, "I" denotes university-level **Institutional** Goals and "S" denotes university-level **Student Learning** Goals.) A chart of the university mission, its main components, and the university-level goals as related to each component is presented in Figure 1.

Figure 1: Institutional Mission and Goals Linkages
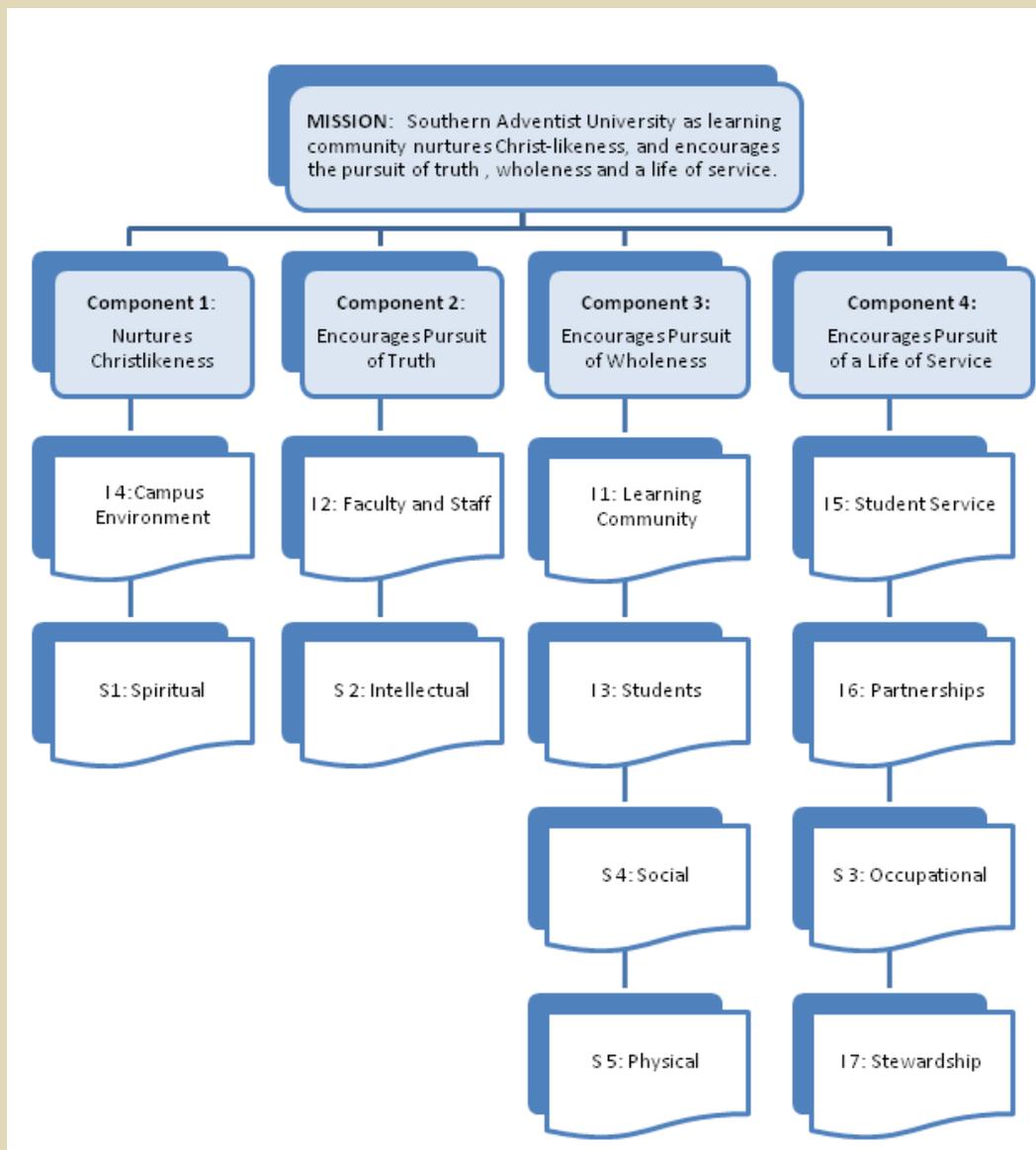
The university's seven institutional goals and five student learning goals, in turn, are mapped to the individual unit/program-level goals of the academic, administrative, and support units of the university. The university's fulfillment of these goals is annually evaluated and reported through the unit planning and assessment review process. (See narrative for Criterion 3.5 for a more

detailed description of the assessment process.) This structure ensures that a focus on mission comprehensively guides the operations of the university.

Institutional Mission Review, Approval and Updates by the Board of Trustees

The current mission statement was developed during strategic planning at faculty colloquium in August 2004. The mission statement was first approved by the Board of Trustees at its regular meeting held on October 3, 2004. The Board of Trustees reaffirmed the mission statement at its regular meeting on November 5, 2006. On October 7, 2007, the Board approved its Academic Plans Subcommittee's recommendations regarding revisions to the goals and objectives of the institution. The Board of Trustees most recently reviewed and reaffirmed the mission statement at its regular meeting held on February 19, 2012.

Communicated to Constituencies

Southern Adventist University's mission statement is communicated to its constituencies through the university's *Undergraduate Catalog*, *Graduate Catalog*, and website. It is also included in the beginning of the *Employee Handbook*.

Distance Learning

The university's mission statement does not explicitly address distance education, because distance education is an integrated part of the university's total operations. The online-learning mission is expressed as "contributing to the Southern Adventist University vision of responsiveness to its diverse constituencies and to meet the needs of diverse learners seeking affordable education through alternative delivery methods Southern Online Campus will support schools and departments to develop high-quality distance education courses and programs." The university's strong on-campus focus is evidenced by the fact that out of the 97 degree programs offered by the university, only two degree programs are offered completely online (M.B.A. and M.B.A./M.S.N. Nurse Educator track). Although additional courses applying to other programs are available online, only 5.5% of the student credit hours generated in 2011-2012 were from distance education courses.

Sources

- BOT Minutes February 19 2012
- Criterion 3.5
- Employee Handbook 2012-2013_Institutional Goals
- Employee Handbook 2012-2013_Mission
- Employee Handbook 2012-2013_Student Learning Goals
- School and Departmental Mission Statements
- School Mission Statements (Graduate)
- Website_This is Southern

1.2

History, Philosophy, Mission, and Objectives: Professional Ethics

Standard 1: The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.

1.2: A copy of the statement of professional ethics, approved by the board and the administration, compliance with which is required of all employees of the institution (such as adopted by the World Directors of Education, March 1997).

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The *Employee Handbook*, distributed to full-time faculty and hourly and salaried employees, includes standards of Christian conduct, ethical guidelines, and a Code of Ethics. The *Adjunct Faculty Handbook*, distributed to all adjunct faculty, also includes the Code of Ethics.

In addition to hard copy distribution, the *Employee Handbook* is available on the Human Resources website.

Employees give written confirmation of their having received the policies articulated by the university in the *Employee Handbook*.

Employee Handbook policies are approved by the Administrative Council and the Board of Trustees. The policy changes are documented in the minutes of the Administrative Council and the Board of Trustees.

Sources

- Adjunct Faculty Handbook 2012-2013
- Adjunct Faculty Handbook Code of Ethics
- Employee Handbook Code of Ethics
- Employee Handbook, p. 2

1.3

History, Philosophy, Mission, and Objectives: Supports Church Mission

Standard 1: The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.

1.3: A detailed description of the institutional involvement in and support of the mission of the Seventh-day Adventist Church.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

"The mission of the Seventh-day Adventist Church, as articulated in the church's mission statement, is to proclaim to all people the everlasting gospel in the context of the Three Angels' messages of Revelation 14:6-12 (retrieved from http://www.adventist.org/mission-and-service/). Not only are Southern Adventist University faculty and staff directly involved in proclaiming the Three Angels' messages (see Criterion 10.8), the university as a whole intentionally works to integrate faith affirming and developing activities and assignments into the entire program (see Criterion 5.4 and Criterion 2). As stated in the university tagline, Southern seeks to develop "power for mind & soul." Statements indicating that Southern is involved in and supports the mission of the Seventh-day Adventist church can be found in the first section of the undergraduate and graduate *Catalogs,* where the institution's mission, vision, core values, goals, and philosophy are stated. The first core value listed is "A Christ-centered Seventh-day Adventist campus."

The educational philosophy of the university is directly linked to the educational philosophy of the Seventh-day Adventist Church. Of the five student development goals, the first, "Spiritual," directly supports the beliefs and values of the Seventh-day Adventist Church.

Educational Philosophy

Rooted in its theological understanding of God and humanity, the educational philosophy of the Seventh-day Adventist church is summarized as follows:

- God, the Creator and Sustainer of the universe, is the Source of all knowledge
- Created in the image of God for the purpose of communion with Him, humanity has sinned and has separated from Him
- Through infinite love, God sent His Son to restore this relationship with us—a personal relationship that begins now and continues throughout eternity.

Within the context of this theological understanding, education is viewed as an essential element of redemption and must focus on developing the whole person. Through harmonious development of the physical, mental, spiritual, and social dimensions, the individual becomes better equipped to bring wholeness to a broken world. Within this philosophical framework, the Student Learning Goals begin as follows:

- ***Spiritual:*** To grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist church.

For the remainder of the Student Development Goals, see Criterion 1.1.

1.4

History, Philosophy, Mission, and Objectives: Cooperation with Other SDA Universities

Standard 1: The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.

1.4: A description with examples and evaluation of how the institution is cooperating with other Seventh-day Adventist colleges/universities in helping the church achieve its mission.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Gordon Bietz, President of Southern Adventist University, serves as Executive Director of the Adventist Association of Colleges and Universities (AACU). His goal is to help establish an agenda for greater collaboration among the institutions in order to better serve the church's mission.

Articles of Incorporation of AACU include the following purposes:

1. To foster mutual growth and development of the mission of the North American Division of the General Conference of Seventh-day Adventists (hereinafter called "NAD") higher education, programs and institutions through cooperative advancement of its mission both to students currently enrolled in Adventist education and a special focus on those not enrolled.
2. To develop a consortium to advance the common mission of Seventh-day Adventist higher education.
3. To develop and expand higher education opportunities for church members through concerted initiatives which reduce inter-institutional barriers and encourage an expanded number of Seventh-day Adventists and others to pursue higher education.
4. To implement creative means for stretching the resources of the NAD and the member institutions of higher education through effective use of technology, initiatives for improving planning, advancement, and managements, and the lifelong pursuit of faith and learning.
5. To collaborate strategically to meet the educational needs of the NAD throughout the twenty-first century.
6. To respond to requests for action from such groups as the Association of Adventist Academic Administrators, the Seventh-day Adventist College & University Business Officers, other Adventist higher education professional organizations, and other such organizations.
7. To serve as a resource to members of the Association.
8. To foster strong relationships between the presidents of Members of the Corporation.

Table 1: Implementation Strategies Developed by AACU in 2003

1 Strategic Enrollment Management/Marketing		2 Distance Education Collaboration		3 Young Adult Job Placement/Church Renewal		4 Human and Financial Resource Utilization	
Goal To achieve and maintain		**Goal** To collaborate in		**Goal** To continue to provide		**Goal** To efficiently and	

1 Strategic Enrollment Management/Marketing	2 Distance Education Collaboration	3 Young Adult Job Placement/Church Renewal	4 Human and Financial Resource Utilization
"optimum" recruitment, retention, and graduation rates as defined within the context of the mission of SDA higher education	offering high-quality faith-based distance education courses in an efficient and effective manner	for the professional and spiritual growth of young adults after they have graduated from our institutions by strategically placing them in jobs and simultaneously connecting them with the ministry of a local congregation	effectively utilize existing human and financial resources available to AACU members
1.1 Compile a system-wide database of prospective students, SDA students in non-SDA institutions, current students, and eligible former students

Involve church clerks, parents, school counselors, etc.

1.2 Collaborate in marketing efforts

Joint brochure, CD's aimed at 16-17-year old students

Booths or skits in camporees promoting Adventist education

Central website with capabilities to search by majors, career choices, unique programs, etc.

Adequate flow of information on institutional strengths

Series of articles or stories on Adventist education published in a variety of publications

1.3 Develop system-wide branding, providing for attractive choices

Life-changing Adventist experience | 2.1 Launch the initial ADEC website by April 1, 2003

2.2 Encourage all institutions offering distance education to integrate the principles of good practice developed by the AVLN and adopted by the ADEC

2.3 Complete refining the policies and procedures for enrollment, data collection and transmission, financial aid process, collection of tuition and fees, and transmission of grades and transcripts

2.4 Implement an effective marketing campaign

2.5 Complete the ADEC Strategic Business Plan and secure the | 3.1 Encourage each institution to arrange for job placement services with special attention to connecting each young adult with a local congregation

Use job placement as an opportunity for spiritual renewal

Use local congregations as a point of contact for holistic ministry

3.2 Encourage students and graduates to be actively involved in contributing to the mission of the church and a life of service

Emphasize personal ministries, community service and active participation in the ministry of a local church

Create a capstone course with a service component that prepares the student for service to the church and the community

Collaborate with campus life programs | 4.1 Establish a central collection agency arrangement with profits directed to the Consortium

4.2 Collect from each campus a list of academic and non-academic expertise, resources and willing participants who may be utilized within the system

Videoconferencing capabilities

Intensive seminars

Visiting scholars

Lecture series

Faculty development activities

Consulting capabilities

"Consultants online' or consultant database |

1 Strategic Enrollment Management/Marketing	2 Distance Education Collaboration	3 Young Adult Job Placement/Church Renewal	4 Human and Financial Resource Utilization
Consistent ads or slogans repeated over and over 1.4 Study and implement uniform scholarship policy 1.5 Establish specific programs and services to minimize student attrition 1.6 Provide opportunities for students to interact between institutions Chat rooms by discipline or major Social and dating opportunities Spiritual retreats 1.7 Utilize nationwide surveys of entering freshmen which provide religious preference of students 1.8 Facilitate easy transfer of credits between institutions 1.9 Analyze our program offerings and develop and offer specialized programs not easily available elsewhere 1.10 Explore group contract for consulting services to enhance marketing and enrollment management 1.11 Develop and implement a standardized online enrollment form for Adventist colleges and universities	endorsement of the ADEC Board and the AACU Board 2.6 Establish a short- and long-term funding strategy	3.3 Create a master list of graduating seniors for wide distribution among potential employers nationwide 3.4 Find a way to inform the local churches as to where our graduates are located or employed	4.3 Plan for a division-wide Higher Education Faculty Symposium, preferably in 2005 or soon thereafter Away from a campus, maybe in Victoria, Canada Preferably during the first week in August Program to include break-out sessions by disciplines and opportunities for social interaction Funded by the institutions and the NAD Planned and steered by Dick Osborn 4.4 Implement a system of mentoring for faculty and administrative professional growth AACU website to provide list of willing participants in mentor/consultant role Administrative internships Groom potential

1 Strategic Enrollment Management/Marketing	2 Distance Education Collaboration	3 Young Adult Job Placement/Church Renewal	4 Human and Financial Resource Utilization
			candidates for administrative roles Institute administrative and faculty succession plans 4.5 Organize regional or national retreats aimed at bringing administrators and faculty together

Under Gordon Bietz's leadership, AACU sponsored a Mission Conference on August 2-5, 2012 in Nashville. It was well attended by various levels of administration and faculty from the member institutions. The keynote address "Shifting Horizons, Steady Compass" was given by Lowell Cooper, General Conference Vice President. Belle Wheelan, President of Southern Association of Schools and Colleges, gave a presentation on "The Relationship of Faith-Based Institutions, Their Denominations, and the Accrediting Associations." Dan Jackson, President, North American Division, presented "Balancing Nurture and Inquiry in a University Setting." And among other presentations, a book review featured *Higher Education in North America: Theological Perspectives & Current Issues* (2012), edited by Steve Pawluk and Gordon Bietz.

The marketing and enrollment collaboration sponsored by AACU has benefited Southern and supports the Church's mission to reach and maintain youth. Southern receives up to 600 applications a year from the initiative, with 80 percent of the applicants being Adventists who attend public high schools. This market is steadily growing for Southern and is a considered very important for the university's future. The collaborative work in enrollment and marketing by all the NAD colleges and universities provides equal access for all Adventist students across North America and also provides common branding for the NAD colleges and universities.

Adventist Colleges Abroad

Adventist Colleges Abroad (ACA) is a consortium of 14 Seventh-day Adventist colleges and universities in North America and Australia. It operates under the auspices of the NAD Office of Education. ACA provides opportunities to qualified undergraduate students for study in other countries while they are completing requirements of their programs at their home colleges. Students are immersed in the culture and life of another country while becoming conversant in its language. Through such experiences students also may gain an appreciation of and inspiration for mission or other multicultural service.

Examples of Other Southern Adventist University Collaborative Agreements

1. Cooperative agreement with Southern Union to provide graduate studies in religion and both undergraduate and graduate studies in education.
2. Wellness Connection: Contracts with industries in the Chattanooga, Tennessee, area to provide health assessment and wellness services.

3. Cooperative agreement with Sahmyook University to establish a program of academic and research cooperation.
4. Cooperative agreement with Argentina River Platte University: faculty exchange agreement for Spanish/English language studies.
5. Southern Adventist University works cooperatively with the BMTE. This arrangement is covered under Criterion 3.6.

Sources

- Criterion 3.6
- Mission Conference

1.5

History, Philosophy, Mission, and Objectives: Addressing Educational Trends

Standard 1: The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.

1.5: An analysis of long range higher educational trends in the country and the Seventh-day Adventist Church with a description of how the institution is making plans to meet upcoming challenges.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The Strategic Planning and Budget Committee is responsible for assessing educational trends and addressing upcoming challenges. It works to develop long-range strategic plans; evaluate the strategic plans presented by the university vice presidents; prioritize strategic plans, programs, and projects, including budgetary considerations; and develop the university budget. The Committee membership is comprised of the following:

- The university president (Chair)
- Director, Institutional Research and Planning
- The six vice presidents
- The four associate vice presidents
- President, Student Association
- Dean, Graduate Studies
- Director, Human Resources
- Director, Information Systems
- Director, Marketing and University Relations
- One board of trustees member
- University Senate representatives (past chair, current chair, and chair-elect)
- Two faculty members
- The university chaplain

Unit goals and outcomes are intentionally aligned with the university mission; the assessment process determines the extent to which each unit supports the university mission. Documentation of the assessment process begins at the unit level. Units fall into four categories: academic, educational support, administrative support, and community services.

The university has addressed the trends in higher education through is strategic planning process. In 2009 the university hired Performa, now CREDO, a higher education planning firm to initiate the process of developing a strategic plan. The results of that effort are documented in document Vision 20/20. Major initiatives in this document address some major trends in higher education, for example:

> -Theme 5: goal 3, emphasizes the need to determine job market trends as they relate to the introduction of new majors, and

> -Theme 3: goal 2, proposes the design and implementation of a Green Campus Initiative.

Sources

- 📄 Membership, Strategic Planning and Budget Committee
- 📄 Retention Plan
- 📄 Vision 2020

1.6

History, Philosophy, Mission, and Objectives: Development and Improvement

Standard 1: The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.

1.6: Plans for development and improvement within this criterion.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Current Planning and Assessment Process

Planning and assessment are handled by the Strategic Planning and Budget Committee. This committee membership includes the university president (chair), institutional research and planning director, the six vice presidents, the student association president, the associate vice presidents, graduate dean, human resources director, information systems director, marketing and university relations director, one board of trustees member, university senate representatives (past chair, current chair, and chair-elect), two faculty members, and the university chaplain.

Unit goals/outcomes are aligned with the university mission, and the assessment process determines the extent to which each unit's activities reflect the university's mission and goals. Documentation of the assessment process begins at the unit level. Units fall into four categories: (a) 21 academic units, (b) 27 administrative support units, (c) 8 educational support units, and (d) 1 community service unit. See narrative for Criterion 3.5.

The Board of Trustees reviews the university mission, vision, and core values biennially. In this process, relevant changes and adjustments are made to these documents. The most recent recent review was completed February 20, 2011. In addition, the Office of Institutional Research and Planning conducts an annual review of the Unit Planning and Assessment Reports (UPARs) from each unit to ensure that student learning outcomes and unit goals are aligned to university-level goals. Through this process all university activities are examined for alignment to the university mission. The development of action plans for adjustments, additions, and changes to existing university programs and activities is an important result of this process.

Periodic evaluation of the all assessment instruments and processes is effected through the Assessment and Effectiveness Review Committee. The purpose of this committee is to determine the effectiveness of the institutional research process and to review and assess all UPARs to ensure linkages of assessment findings to improvements of university operations. Recommendations from this committee are forwarded to the university president. The committee meets once per year or more often if necessary.

Sources

- Board Minutes Feb 20 2011
- Criterion 3.5
- Employee Handbook: Assessment and Effectiveness Review Committee
- Employee Handbook: Strategic Planning and Budget Committee

2.1

Spiritual Development, Service, and Witnessing: Spiritual Master Plan

Standard: The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.

2.1: A detailed description of the spiritual master plan of the institution, including a chart of responsibilities, a list of beliefs and values to be conveyed to the students, the process to evaluate the achievements of the plan, and the procedure for implementing changes in the plan.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Southern Adventist University

Spiritual Master Plan

Preamble

This document is an expression of the importance to Southern Adventist University of students' spiritual growth. It has been prepared by the Spiritual Life Committee of the university and is considered to be a dynamic statement that will be updated as needs and circumstances require. This document is intended to identify goals, objectives, action steps, and an assessment plan for improving the spiritual life of the student.

History and Process

During the 1989-1999 school year, the president of the General Conference encouraged every Seventh-day Adventist college and university to develop a spiritual master plan for its campus. Southern's response, in the spring of 1999, began with Associate Academic Vice-President Katie Lamb and Chaplain Ken Rogers spearheading a Spiritual Master Plan Committee to begin developing a plan for the campus. Preparation work included collecting spiritual master plans from other SDA institutions, facilitating student and faculty focus groups, conducting parent surveys, and using Valuegenesis as a testing instrument with students.

In 2002, the Adventist Accreditation Association made the following recommendation: "That the Spiritual Life Subcommittee be reactivated with the Campus Chaplain serving as a chair (or secretary) and with meetings taking place at regular intervals. This will enable the chaplain to interact with other spiritual leaders on campus among faculty and staff will bring greater intentionality and coordination in the planning of the spiritual activities." This recommendation was accepted, and from 2002 to present, the Spiritual Life Subcommittee has met regularly. The Noel-Levitz Students Satisfaction Inventory, the Senior Exit Questionnaire, and the ACT Alumni Survey have provided tools to evaluate campus spirituality. More recently, the SAU Spiritual Life Survey and the SAU LifeGroup survey have supplemented this information.

Spiritual Goals

Students of Southern Adventist University will be given the opportunity to experience a vibrant, responsible relationship with the Lord, while learning to build their lives on Christian beliefs and values in order to develop a passion for ministry and service to the world in harmony with the mission of the Seventh-day Adventist Church.

Spiritual Master Plan Goals

1. To help students grow in a vibrant relationship with the Lord

   a. To encourage and equip students to take personal responsibility for their spiritual life. This responsibility is foundational to a vibrant relationship with God.

   b. To equip students for meaningful Bible study and prayer in their personal life

   c. To increase appreciation for and involvement in corporate worship by involving students in the group worship experience

   d. To involve every student in significant mentoring relationships that will enrich the students' personal relationship with God

   e. To offer each student opportunities and training for witnessing that will help them realize their role in the mission of the church

2. To help students build their lives on biblical beliefs and values

   a. To help students understand the biblical doctrines of the Seventh-day Adventist Church through the curriculum and religious programming of the university

   b. To develop in students an understanding of how their discipline can be shaped by the Seventh-day Adventist beliefs and values within each academic department

   c. To create participatory environments that are structured so that students can ask questions, examine their beliefs and values, and investigate different paradigms in healthy and constructive ways

   d. To teach and model habits of wholeness in the physical, mental, social, and spiritual realm

3. To develop in students a passion for ministry to the world in harmony with the mission of the Seventh-day Adventist Church

   a. To increase student involvement in on-campus ministries

   b. To expose students to and involve them in serving the needs of people in the surrounding communities

   c. To expose students to and involve them in national/global service, so that every student recognizes the value of service to others

Philosophy of Assessment

There are significant challenges inherent in measuring or assessing spirituality. The quantity of external performance does not necessarily indicate the quality of the internal experience. While it is recognized that internal experience often leads to external changes, it is all too easy to show conformity to the external standards without having the internal experience. The university chooses to assess the qualitative effects of what is done as well as the quantity of external activities.

Process of Assessment

A number of surveys are used in the process of assessment:

1. <u>Noel-Levitz Survey</u>: This biennial survey measures student expectations and the degree to which these expectations are being met by the institution. Items related to spiritual growth and campus spirituality have been added as an assessment for Southern. Continued use of this instrument will be part of the assessment process.

2. <u>Senior Exit Questionnaire</u>: This survey is administered every year.

3. <u>ACT Alumni Survey</u>: This biennial survey asks for input from students who have graduated two and three years previously.

4. <u>SAU Spiritual Life Survey</u>: Administered every other year, this survey asks current students questions about the specific spiritual goals of the Spiritual Master Plan.

5. <u>SAU LifeGroups Survey</u>: Administered at the end of each semester, The LifeGroups survey participants to evaluate the effectiveness and meaningfulness of their LifeGroup experience

Review of Spiritual Master Plan

Regular review of the assessment results will be made at least annually to see how well the objective of this plan are being met and what additional strategies might be established to successfully attain them. The Spiritual Life Committee, Student Services Committee, University Senate, and the Board of Trustees will be involved in this review process. The Board of Trustees approved the Spiritual Master Plan presented to them on February 19, 2012.

Conclusion

After attending Southern Adventist University, every student should be able to say they have had the opportunity to grow spiritually during their collegiate experience here. Our responsibility is to equip students for a lifetime of service and to provide the environment where students feel safe in searching for, wrestling with, and growing closer to God. Our commitment is to continue assessing progress toward this goal, seeking His wisdom and guidance in continual improvement. Let it be said of the administration, faculty, staff, and students of Southern Adventist University, "We will serve the Lord."

Sources

- Board of Trustees Presentation Feb 19 2012
- Spiritual Master Plan

2.2

Spiritual Development, Service, and Witnessing: Administration, Faculty, and Staff Involvement

Standard: The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.

2.2: A description and evaluation of the involvement of administration, faculty, and staff in the spiritual development of the students, including in-reach, nurture, service, and witnessing activities, including distance education, and/or other nontraditional programs.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Faculty, administration, and staff are highly involved in the spiritual development of the students and demonstrate a deep commitment to spiritual growth on campus. This narrative highlights some of the ways in which the involvement and commitment are demonstrated.

The university family is continually seeking ways to nurture the spiritual growth of students on a personal as well as a programmatic level, considering that the heart-to-heart connections are the most effective. All faculty and staff have an open-door policy to their offices during office hours, and many have standing invitations to their homes so that students feel free to drop in. Other faculty members and staff regularly initiate contacts with students through e-mail and telephone calls, as well as through personal visits in the library, dining room, or residence halls.

Student Missions instruction is an intense yet practical way of supporting spiritual development among students. Two staff members lead 70+ outgoing and returned student missionary students on exit and re-entry retreats, dedication service, and training events. Staff are especially involved during the last nine weeks of second semester with missions training preparation class. Nine staff/faculty members share in the instruction of the class.

During the 2011-12 school year, administration initiated a major effort to encourage faculty and staff to eat meals in the cafeteria with students as well as with other faculty and staff. Five lunches each week were provided free of charge. During the 2012-13 school year, free lunches for staff and faculty are being continued, three per week. Casual conversation over lunch provides the comfort level that allows students to accept guidance and encouragement in spiritual growth.

Often a student initiates contact with a professor to ask an academic question but the professor sensitively extracts deeper concerns, and the encounter ends with heartfelt sharing and prayer. Many professors capitalize upon individual and/or small group conferencing sessions to nurture the spirit of the student.

The faculty seeks to integrate faith and learning, and they report that most of the class periods commence with prayer or a devotional thought. The professors also integrate as appropriate in any given class period spiritual truths with the course content. In assessing the spiritual atmosphere of the classroom, findings from three independent surveys reveal that over 90% of the students agree with the statement, "A spiritual atmosphere is evident in the classroom." A more complete report of spiritual life assessment appears in the Chaplain's Office unit plan.

Additionally, the following is a partial list of various programs in which the administration, faculty, and staff collaborate with students in service and witnessing endeavors.

- Worship planning teams: Adoration and Renewal worship teams are comprised of students, faculty and church staff collaborating together to create worship services on Sabbath morning. Seven students, one staff member and two pastors meet weekly in the Renewal worship team. Four students, three faculty members and two pastors meet weekly with the Adoration worship team.
- Community Service Day: Over 40 faculty/staff members join 500+ freshmen each August in serving the needs in the Chattanooga area during Freshmen Community Service Day. Another 50 faculty/staff members participate with 800+ students each year during the M. L. King Community Service Day in January.
- School of Religion: The Evangelistic Resource Center coordinates five to six three-week Share Him preaching campaigns each year. Five to six faculty/staff members participate with 60 to 90 students preaching their own individual evangelism campaigns.
- Nursing instructors collaborate with students in volunteer health service in the community. Two faculty members collaborate with 45 students to offer community health classes in the Chattanooga area, each student giving 90 hours of community health education as part of the class.
- The GymMasters incorporate witnessing and anti-drug programs into presentations at area middle and high schools and half-time shows at athletic events. Annually, domestic and international mission trips are taken involving three faculty/staff members and 40 to 50 students. Ministry includes conducting church services, helping at orphanages, and constructing churches.
- Destiny Drama Company: One staff member accompanies the Destiny Drama team six to eight weekends during the year.
- Social work: One instructor takes five to ten students to Haiti for a short-term mission trip.
- Business and Social Work: Collaboration between departments include two faculty members and 15 students going to Kenya to evaluate and improve non-profit and development organizations.
- Biology: one instructor takes 10+ biology students into remote Appalachian areas to volunteer to meet various needs.
- Engage Ministries: Frequently throughout the semester, two to three staff members lead teams of students (20+ participate on rotation) to Adventist churches in the Southern Union leading out in sabbath school and church services.
- The annual SonRise Easter pageant involves approximately 80 faculty and staff members participating with 500+ students each year in the re-telling of the story of Jesus life, death and resurrection. Approximately 10,000 guests from the Greater Chattanooga area and beyond come to campus to experience the pageant each Easter.

Sources

- Chaplain's Office Unit Plan 2012

2.3

Spiritual Development, Service, and Witnessing: Student Involvement

Standard: The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.

2.3: A description and evaluation of student involvement in nurture, service, and witnessing programs such as devotional meetings, study groups, drug and alcohol prevention, evangelism, campus ministry outings, periods of spiritual emphasis, chapels, vespers, church services, Sabbath School, and personal witness.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Campus Ministries

Every student of Southern Adventist University has the opportunity to participate in campus ministry activities. Through the programs coordinated by the university chaplain's office, students can engage in a wide variety of on- and off-campus spiritual activities. Student leaders working with the campus chaplain direct activities such as Student Missions, LifeGroups (small groups), Outreach (10+ different ministries to needs in Chattanooga), Wellness, Prayer, Evangelism, Talge and Thatcher Hall visitation ministries, and numerous corporate worship programs (Vespers, Student Week of Prayer, and Afterglow programs).
- Student Missions: Southern Adventist University has a strong commitment to mission service. The university Chaplain's Office coordinates students' involvement in 9- to 12- month student missionary or volunteer task force positions. An average of 80 students choose to serve per year. These students serve in the USA and in several foreign countries, including counties in Africa, South and Central America, Southeast Asia, Europe, Australia, and New Zealand. Figures for the past three years are presented in Table 1.

Table 1: Placements of Student Missionaries and Taskforce Workers, 2009-2012

Destination	2009-2010	2010-2011	2011-2012
Taskforce	22	9	9
Student Missionary	85	65	64
Total	107	74	73

- LifeGroups: Seventy-five student-led LifeGroups meet weekly to study, pray, and share life experiences. These LifeGroups form the basic family unit on campus and represent some the best efforts of the university to maintain an atmosphere of smallness as enrollment continues to grow. Currently, 365 students participate weekly. The majority of these groups

choose to study books of the Bible or books written by Ellen White and to discuss application of the principles outlined in these volumes to their daily lives.

- Outreach: The Chaplain's Office sponsors ten different outreach activities to fulfill various needs in the Greater Chattanooga area. The groups involved in this effort generally visit the city every other week and students volunteer to serve. Unlike the life groups, these groups are informal and unstructured. Table 2 lists the names of the ministries, the number of students participating just since the beginning of the current school year (September-October), and a brief explanation of activities.

Table 2: Outreach Activities

Ministry	Number of Students Participating	Description
Westside 4 Jesus (adopted neighborhoods)	90	Playing with kids, Bible study, and praying with people in the West Side
Hungry 4 Jesus	50	Feeding the homeless
Patten Towers	25	Praying with and giving Bible studies to the people of Patten Towers
Flag Camp	75	Playing with kids in East Lake Apartments
God Is Our Song	20	Singing songs around Chattanooga
Advent Home	30	Mentoring Advent Home kids
Face Lift	140	Random acts of kindness around Chattanooga
Total Student Participation	**430**	

- Talge and Thatcher Hall ministries: Students form door-to-door visitation teams offering prayer and giving a listening ear to residents of each dormitory.

- Prayer: Students participate in various prayer initiatives across campus: 7 a.m. prayer at the flagpole, 24-hour prayer vigil in the student center, praying through the stations of the sanctuary, answers to prayer afterglows, and others. A dedicated prayer room, adjacent to the campus ministries offices in the student center, offers students quiet space to come apart and pray.
- Evangelism: A new position this year, plans include involving students in evangelistic campaigns in area churches, training sessions for students to learn how to give personal testimonies, and partnering with Adventist students on the campus of University of Tennessee Chattanooga to impact that campus. (This initiative is in addition to the established Evangelistic Resource Center of the School of Religion; see narrative for Criterion 10.5.)

- **Sabbath School**: Five student-led Sabbath Schools are available across campus, involving approximately 25 students in leadership positions and 150-200 students in weekly attendance. In addition, the Collegedale Church offers a collegiate Sabbath School with another 30-40 students in weekly attendance.
- **Wellness**: Students participate in holding health fairs in nearby neighborhoods, conduct blood drives on campus, promote healthy eating initiatives on campus (cooking schools for students), and promote a Week of Wellness emphasis in the fall of each year.

In addition to the weekly Friday night vespers service, there are two weeks of spiritual emphasis for the university: one in the fall presented by a guest speaker, using an outdoor venue under a large tent (InTents); the other presented by students in the winter semester (Student Week of Prayer). The winter semester Student Week of Prayer features 5-10 students sharing testimonies of how God has worked in their lives. In addition, the GYCSE student club has initiated a spring spiritual emphasis (Pentecost), often bringing in a guest speaker. Students actively participate in leading out in these multiple corporate worship venues which include praise teams, scripture reading, prayer, welcome and announcements, sharing testimonies, and preaching sermons.

Sources

- Criterion 10.5

2.4

Spiritual Development, Service, and Witnessing: Campus Chaplain

Standard: The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.

2.4: A job description and outline of the role carried by the campus chaplain and associates in the spiritual formation and life of the students.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The university chaplain serves as pastor for the university campus. He is assisted by associate and assistant chaplains, all of whom are available for spiritual counseling and for personal or relationship concerns.

A student missions coordinator and office manager are part of the chaplaincy staff. The Chaplain's Office provides a safe, confidential setting for students to discuss personal issues. Because many university students choose a life partner while at the university, the Chaplain's Office provides various premarital inventories and counseling programs to aid in the establishment of healthy Christian relationships.

One of the primary and growing roles of the university chaplain is the administration of the campus ministries team, including the interviewing, hiring, team-building and ongoing management of the ministry leaders for the campus. In the '12-13 school year, the paid campus ministries team has grown to 40, including 5 full-time positions and 35 student positions. The Campus Ministries and Student Missions leaders report to the chaplain and, under his supervision, direct the numerous outreach activities and spiritual programs of the university. These ministries include: LifeGroups (20 student leaders), Student Missions (5 student leaders), Outreach, Afterglow, Prayer, Wellness, Evangelism, Talge Hall student chaplains, Thatcher Hall student chaplains, Sabbath Schools, Graphic Design, and Videography. The university chaplain also serves as a liaison to the pastoral staff of the campus church and participates in weekly pastoral staff meetings, as well as summer/winter planning retreats. In addition to chairing the Spiritual Life Committee, the chaplain actively participates in the University Strategic Planning committee, Student Services committee and the Student Personnel committee. Involvement in these committees provides the chaplain a direct voice into planning activities that impact daily student life and overall student spiritual development. The connection is also important for calendar planning and program development focused on providing opportunities for spiritual growth.

The associate chaplain serves a vital role in support of spiritual student growth, most notably in the oversight of the growing LifeGroups program of the university. This year, approximately 70 student-led LifeGroups are meeting across the campus each week; 20 of these student leaders, as paid employees, are directly supervised by the associate chaplain. In addition, the associate chaplain is available for individual pastoral care, premarital counseling, and Bible/baptismal studies. He serves on the Student Intervention Team and the Student Activities Council, and also chairs the CERSSA (Campus Education Regarding Same-Sex Attraction) committee.

The student missions coordinator oversees the 75-100 student missionaries who go out each year from Southern Adventist University to various overseas assignments. In addition to ministering to student missionaries on assignment through emails, phone calls, visits, and care packages, the student missions coordinator invests time orienting new student missionaries for overseas service and and helping returning student missionaries re-adjust to regular campus routines.

The assistant chaplain is a full-time task force worker, usually a recent graduate, who serves the campus primarily in the role of corporate worship coordinator. Each week, the assistant chaplain recruits and organizes students to lead out in Friday night vespers. In addition, this individual oversees the fall week of prayer (InTents), and the winter Student Week of Prayer.

The Chaplain's Office and related staff offices are located in the Student Center.

Sources

- Job Description, Assistant Chaplain
- Job Description, Associate Chaplain
- Job Description, Missions Coordinator
- Job Description, University Chaplain
- Southern.edu - Meet the Staff

2.5

Spiritual Development, Service, and Witnessing: Campus Church Pastor

Standard: The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.

2.5: An outline of the role carried by the pastor of the campus church in the spiritual formation and life of the students.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Close collaboration exists between the campus church pastoral staff and the university in the spiritual life of the students. The senior pastor of the campus church meets weekly in pastoral staff meetings with the university chaplain. The 11:45 a.m. student-led Renewal Service is one of four services provided by the church to both students and community members. Each week, the senior pastor and the associate church pastor assigned to oversee the details of the Renewal service meet with a team of 8-10 students to plan the details of the worship service. Other areas of collaboration between the university and the church include joint training weekends, involvement of faculty in sabbath school, outreach/evangelism activities, and church sponsorship of university-led musical presentations.

The campus church pastor is a member of the Board of Trustees and various university standing committees, including the Strategic Planning and Budget Committee and the Spiritual Life Committee. Twice yearly, the pastor schedules weekend retreats (pastors and campus chaplain) to discuss ways of integrating students into the spiritual life of the church.

2.6

Spiritual Development, Service, and Witnessing: Reports to the Board of Trustees

Standard: The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.

2.6: Reports on the institution's spiritual life presented to the Board of Trustees during the last three years prior to the accreditation visit.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

During the last five years, the university chaplain has been invited to conduct worship for the Board of Trustees and to present the Spiritual Master Plan to both the Student Life Subcommittee and to the entire board. Most recently, the Board of Trustees (BOT) received a report on the implementation of LifeGroups on the campus, hearing from several of the students who are currently leading groups. The configuration of the board into subcommittees, specifically the Spiritual Life Subcommittee, allows for at least annual reports from the chaplain, the dean of the School of Religion, and the service-learning director. Opportunity for discussion and reaction is encouraged at these BOT presentations and appears to be welcomed by the members of the board.

Sources

- Board of Trustees Presentation Feb 19 2012

2.7

Spiritual Development, Service, and Witnessing: Development and Improvement

Standard: The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.

2.7: Plans for development and improvement within this criterion.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The broadest and most far-reaching development for the university in the area of service and witnessing has been the service-learning program. Starting with the '11-12 catalog, a new service-learning requirement was added for graduation.

Christian Service Program

Following Jesus' example, Southern Adventist University encourages students to integrate their faith in learning. The Christian Service Program provides students with the opportunity to serve others and share the gospel both directly and indirectly. Service activities may include direct Seventh-day Adventist Christian outreach and are subject to approval as delineated below.

Because it is Southern's goal to involve all students in service and because service is at the foundation of its mission, every student will complete community service activities (Level 1) and service-learning experiences (Levels 2 or 3). The Level 2 service courses are:

EDOE 301	EDOE 348	EDUC 419	FREN 353	GEOG 204
NOND 227	NOND 228	NRSG 231	NRSG 340	NRSG 494
RELP 361	RELP 362	RELP 468	SOCW 201	SOCW 428
SOCW 429	SPAN 354	TECH 115	TECH 154	

The Christian service graduation requirement is intended to help students develop the abilities to become contributing members of churches, families, groups, and communities in a global society.

Candidates for a bachelor's degree must complete three Level 1 activities and two Level 2 and/or Level 3 experiences. For students transferring into bachelor's programs, requirements are prorated. Transferring sophomores will complete two Level 1 activities and two Level 2 and/or Level 3 experiences; transferring juniors and seniors will complete one Level 1 activity and one Level 2 or 3 experience. Candidates for an associate's degree will complete one Level 1 activity and one Level 2 or Level 3 experience. It is the student's responsibility to identify and successfully complete these requirements one semester prior to graduation.

Table 1: Service-Learning

	Level One: Community Service	Level Two: Academic Service-Learning	Level Three: Co-Curricular Service Learning
Goal	To expose students to the community and its basic needs.	To involve students in learning how academic theory and service to the community intersect.	To offer students the opportunity to use their leadership skills in developing and/or supporting a service project.
Requirements	Actively participate in three organized and approved service events (3-5 hours each) sponsored by the Student Association, New Student Orientation, Campus Ministries, or an approved Student Organization	Academic credit will be given for service-learning experiences embedded within academic courses. In service-learning courses, service activities will meet a community need and at least one learning objective. The amount of course credit for participating in service-learning experiences is determined by course professors. The minimum hours required for service-learning credit is 15 regardless of project type. Clearly identified reflection opportunities are required and will be assessed by the instructor.	Two types— Mentored Projects: Students will propose and work a minimum of 15 hours in a service project that will span an average of one semester with staff (mentor) oversight. The mentor will evaluate a required 5-page reflection paper. Pre-approval of all projects by the Service-Learning Committee is required. Student-Initiated: Students contribute to an existing pre-approved service opportunity* for 15 hours, keep a journal, and write a 5-page reflection paper that connects service experiences with the student's academic experiences. Students will submit all documentation to the Office of Christian Service and Learning for evaluation. Pre-approval of all projects by the Service Learning Committee is required.

*Some examples of pre-approved projects are the student missionary program, Evangelism Resource Center (ERC) trips, university-sponsored short-term mission trips, as well as various campus ministries and student organization community service activities.

Currently, the following academic departments are actively involved in service-learning:

- Allied Health
- Biology
- Business and Management
- Chemistry
- Computing
- Education and Psychology
- English
- History and Political Studies
- Journalism and Communication

- Mathematics
- Modern Languages
- Music
- Nursing
- Physical Education, Health, and Wellness
- Physics
- Religion
- Social Work Technology
- Visual Art and Design

Examples of academic learning intersecting with community need include:

Samaritan Center // Technology Department

- Students partnered with the Samaritan Center for free diagnostic work on National Car Care Day.

Bridge Refugee Services // School of Nursing

- Students learned how to best serve people in differing cultures. Partnering with Bridge Refugee Services has enabled students to practice their skills by taking refugees to their doctor appointments, explaining prescriptions, and letting them know about financial aid options.

McKamey Animal Center // Advancement Office

- Students partnered with local nonprofits to help write fundraising plans.

Bicentennial Library and Forest Hills Cemetery // History Department

- Students selected a deceased Chattanoogan to research. The resulting papers are preserved in the Bicentennial Library and the Forest Hills Cemetery to recognize and honor the people who have shaped our community in the past.

Community, Global Needs // School of Business and Management

- Enactus students (formerly SIFE) use the power of entrepreneurial action to transform lives and shape a better more sustainable world through variety of projects each year.

Construction Projects // Technology Department

- Students collaborate with construction management instructors to seek out a community needs. This gives students the opportunity to use elements from their construction management education. The result is a new home, a back porch, or an outbuilding for clients who couldn't have completed the task on their own.

In addition to the continued expansion of the service-learning program, plans include a new emphasis on short-term mission trips. Many students, as they reflect on powerful experiences that helped to shape their spiritual lives, point to the impact of short-term mission trips. Academies and churches alike have provided pre-university students annual opportunities for short-term mission trips of various kinds (construction, VBS, medical, for instance). Short-term trips is an area of

missions in which the university can grow. While the university has promoted and encouraged students to participate in three-week Share Him evangelistic preaching trips as well as its 9-12 month student missions program, it is believed that many more students will participate in shorter and more varied mission trips if more opportunities are provided. Currently, a few short-term mission trips occur on the campus through specific academic classes (for example, mission nursing). Plans include the offering of multiple and varied short-term mission trips designed to engage a broad segment of the student population. Midterm, Christmas, Spring break and summer trips will be offered.

Sources

- EDOE 301
- EDOE 348
- EDUC 419
- FREN 353
- GEOG 204
- NOND 227
- NOND 228
- NRSG 231
- NRSG 340
- NRSG 494
- RELP 361
- RELP 362
- RELP 468
- SOCW 201
- SOCW 428
- SOCW 429
- SPAN 354
- TECH 115
- TECH 154

3.1

Governance, Organization, and Administration: Board of Trustees

Standard: The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.

3.1: The role and operating parameters of the Board of Trustees in supporting the institution in its mission.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The Board of Trustees (Charter, Item 9 and Bylaws, Article 4.1 and Board of Trustees Handbook: Roles and Responsibilities) is the legal body responsible for the institution and currently has 42 members. The membership of the Board of Trustees is specified in Article 4.3 of the Bylaws of Southern Adventist University and states that the board shall consist of not less than twelve and not more than forty members.

The minutes illustrate the assumed responsibility, policy-making activities, and controlling actions of the Board of Trustees at consecutive meetings.

Action # Action

February 15, 2009
09-27 Approved borrowing $2.2 million loan (10-year note with 20-year amortization)
09-31 Approved Social Work master's program

October 5, 2009
09-44 Approved teaching appointments for new faculty
09-45 Approved leave of absence for faculty
09-51 Approved real estate acquisitions
09-56 Filled vacancies on Board of Trustees
09-60 Approved audited financial statements
09-61 Approved maintaining the $2.2 million variable rate bond

February 14, 2010
10-05 Approved teaching appointments for faculty
10-06 Approved faculty sabbatical leave
10-09 Approved new academic programs
10-14 Approved Institute for Study of Ellen G. White
10-20 Approved the 2010-11 operating budget

October 4, 2010
10-33 Approved graduate study assistance
10-34 Approved faculty sabbatical leaves
10-37 Approved real estate purchases
10-43 Approved new academic programs
10-51 Approved building two Southern Village buildings (student apartments)
10-52 Approved bond financing

February 20, 2011
11-07 Approved faculty sabbatical leaves
11-09 Approved teaching appointments for new faculty
11-12 Approved real estate acquisition
11-14 Approved new academic program
11-28 Approved the 2011-12 operating budget
11-29 Approved the auditors for 2010-11

October 3, 2011
11-39 Approved teaching appointments for new faculty
11-43 Approved real estate transactions
11-47 Approved auditors report for fiscal 2010-11
11-56 Approved proposal for initiating a Doctor of Nursing Practice program
11-62 Approved purchase and installation of solar panels

February 19, 2012
12-04 Voted to reaffirm university Mission Statement
12-08 Approved sabbatical leave for Jud Lake
12-16 Approved embarking on capital and endowment campaign
12-19 Approved Spiritual Master Plan
12-21 Approved 2012-13 operating budget
12-25 Approved MS in Computer Science

Article 4.1 of the Bylaws states that the board exercises the powers of a board as provided under Tennessee law whereby all corporate powers are to be exercised by or under the authority of, and the affairs of the corporation managed under the direction of, the board.
Article 10 of the Bylaws provides that the Bylaws may be amended only by a vote of two-thirds of the membership.

At least 50% of the Board shall be lay persons (a lay person being an individual who is not on the payroll of the Seventh-day Adventist church). The 2011-2012 board membership includes 62% lay persons (highlighted) and conforms to this requirement. Maintaining a Board with a majority of independent members mitigates control by any minority of members or by organizations or interests. The minutes provide no evidence that a minority supplants the will of the majority.

All board members annually sign a statement indicating that they have no contractual or financial interests that interfere with their acting objectively in their service as a member of the board. The signed statements are filed in the President's Office.

Sources

- Board of Trustees Minutes October 2011
- Board of Trustees Minutes September 2012
- BOT Membership
- BOT Minutes Feb 19 2012 p10
- BOT Minutes Feb 19 2012 p11
- BOT Minutes Feb 19 2012 p8
- BOT Minutes Feb 19 2012 p9

3.2

Governance, Organization, and Administration: Evaluation of Mission Fulfillment

Standard: The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.

3.2: A description and evaluation of the procedures used by the administration and Board of Trustees to determine how successful the institution is in achieving its church-related mission, including the results of the most recent assessment.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The administration and Board of Trustees use several procedures to determine the effectiveness of the university in achieving its church-related mission. The following narrative describes surveys that contain questions relating to the degree that students appreciate and feel they have been impacted by the religious environment of Southern Adventist University.

Noel-Levitz Survey Student Satisfaction Inventory

This biennial survey measures student expectations and the degree to which these expectations are being met by the institution. The performance gap measures how well the university is meeting the students' expectations. A small gap indicates that the university is doing a good job meeting student expectations. All items with performance gaps above 1.00 are considered areas for attention by the university. Items related to spiritual growth and campus spirituality have been added as an assessment for Southern. Continued use of this instrument will be part of the assessment process. Table 1 presents results for the three most recent administrations of the survey.

Table 1. Noel-Levitz Student Satisfaction Inventory: Campus-Generated Items Results for 2008 to 2012

Questions	Performance Gap 2008	Performance Gap 2010	Performance Gap 2012
The university provides opportunities for spiritual growth	0.59	0.47	0.50
My Christian experience has been strengthened here	0.98	0.80	0.81
Faculty and staff show Christ love	0.87	0.69	0.69
There are adequate opportunities for outreach service	0.21	0.15	0.36

Senior Exit Survey

Administered every year, this survey is completed by graduating seniors and asks specific questions about the student's experience while on the campus. Table 2 shows the results for questions related to student spiritual development.

Table 2. Senior Exit Survey Results: Means for 2010 to 2012

Questions	Means for 2010	Means for 2011	Means for 2012
My experience at SAU nurtured my spiritual life	5.00	4.96	4.99
My faith in God was strengthened through campus experiences outside the classroom	5.04	5.00	5.04
My classroom experiences strengthened my faith in God	4.89	4.88	4.91

ACT Alumni Survey

This triennial survey asks for input from students who have graduated two and three years previously. The results presented in Table 3 represent responses from alumni who graduated in 2006, 2007, and 2008.

Table 3. Alumni Survey: Campus-Generated Question, 2011

Questions	Percent Agree+ Definitely Agree
The main reason I chose Southern was for its spiritual reputation	42%
I grew spiritually while attending Southern	65%
My classroom experience strengthened my faith in God	52.5%
I am more committed to service to humanity as a result of my experience at Southern	54%
I continue to be involved in volunteer service in my community	45.5%
I am active in my church	55%

SAU Spiritual Life Survey

Administered every other year, this survey asks current students questions about the specific spiritual goals of the Spiritual Master Plan.

SAU LifeGroups Survey

Administered at the end of each semester, the LifeGroups Survey asks participants to evaluate the effectiveness and meaningfulness of their LifeGroup experience.

Summary

Results of the Spiritual Master Plan are reviewed annually to determine how well the objectives of this plan are being met and what additional strategies might be necessary to successfully attain them. The Spiritual Life Committee, Student Services Committee, University Senate, and the Board

of Trustees are all involved in this review process. The Board of Trustees approved the Spiritual Master Plan on February 19, 2012.

The faculty seeks to integrate faith and learning, and they report that the majority of the class periods commence with prayer and/or a devotional thought. The professors also integrate spiritual truths with textbook content, as appropriate, in any given class session. A complete report of spiritual life assessment appears in the Chaplain's Office unit plan.

Sources

- 2011 SAU Spiritual Life Survey Report-2
- Chaplain's Office Unit Plan 2012
- LifeGroups Presentation Oct 2012
- LifeGroups Survey Data
- Southern Adventist University Spiritual Master Plan

3.3

Governance, Organization, and Administration: Campus Spiritual Life

Standard: The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.

3.3: A report that identifies and evaluates the work of all the committees that focus on campus spiritual life. This should include an identification of membership, terms of reference, and frequency of meetings, and a self-reflection on the effectiveness of these processes.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

The Spiritual Life Committee, a subcommittee of the Student Services Committee, is charged with giving study to the spiritual needs of the student body as well as developing, planning, coordinating, and promoting student non-academic spiritual activities on and off the campus. The committee approves applications for general mission service and it also makes recommendations to the vice president for Student Services regarding the spiritual life of the student body.

Spiritual growth is continuously nurtured in the campus environment, and every campus operating unit is encouraged to foster the spiritual development of students. This attention to spiritual growth is reflected in the Unit Planning and Assessment Reports (UPARs) of the offices of Academic Administration, Student Services, and the Chaplain's Office. It is also reflected in the UPARs of a number of academic units, such as Psychology, School Counseling, and Outdoor Leadership.

The Spiritual Life Committee has a total of 12 members who represent various areas of university operations; additionally, the committee includes significant representation from the student body. The committee meets once every month throughout the school year. Minutes of previous meetings provide opportunities to reflect on the success of the committee's activities and allows for program adjustments and improvements. Discussions of ways to formalize the assessment of the committee's efforts are ongoing.

The aim of the Spiritual Life Committee for the spiritual development of students is summarized in the conclusion of the Spiritual Master Plan:

> After attending Southern Adventist University, every student should be able to say they have had the opportunity to grow spiritually during their collegiate experience here. Our responsibility is to equip students for a lifetime of service and to provide the environment where students feel safe in searching for, wrestling with, and growing closer to God. Our commitment is to continue assessing progress toward this goal, seeking His wisdom and guidance in continual improvement. Let it be said of the administration, faculty, staff, and students of Southern Adventist University, "We will serve the Lord."

Sources

- Criterion 2.1
- Spiritual Life Subcommittee Empl Hbk 2012-2013
- Spiritual Master Plan
- UPAR_Academic Administration (2012)
- UPAR_Chaplain's Office (2012)
- UPAR_Outdoor Leadership (2012)
- UPAR_Psychology (2012)
- UPAR_School Counseling (2012)
- UPAR_Student Services (2012)

3.4

Governance, Organization, and Administration: Evaluation of Administration

Standard: The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.

3.4: A description and analysis of how administration is evaluated on issues relating to the mission of the institution and the church.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

The mission of the Seventh-day Adventist world church is stated as follows:

> The mission of the Seventh-day Adventist Church is to proclaim to all peoples the everlasting gospel in the context of the Three Angels' messages of Revelation 14:6-12, leading them to accept Jesus as their personal Savior and to unite with His church, and nurturing them in preparation for His soon return.

This comprehensive statement is expanded on in further statements delineating methodology and vision.

The mission of the university is likewise encapsulated in a single statement:

> Southern Adventist University, as a learning community, nurtures Christ-likeness and encourages the pursuit of truth, wholeness, and a life of service.

In the role defined by this statement, Southern Adventist University aligns itself as an educational institution in support of the mission of the church. This succinct statement is expanded on and operationalized through the statements of vision, core values, and institutional/student learning goals.

The evaluation process for administrators key in on the facets of their responsibility that support the missions of both the university and the Seventh-day Adventist Church.

The Procedures of Evaluation

The president is evaluated annually, during fall semester, by the chair of the Board of Trustees. This evaluation consists of a written evaluation and a conference between the president and the board chair. Every third year during the fall semester the president is evaluated by representative groups from within the university. The Office of Institutional Research is responsible for coordinating this evaluation and for reporting the results to the president.

The vice presidents are evaluated annually by the president during the spring semester. Every third year during fall semester the president and each vice president (vice president for academic administration, vice president for financial administration, vice president for marketing and enrollment, and vice president for student services) are evaluated by representatives of the university administration, staff, and faculty. The Office of Institutional Research is responsible for coordinating the evaluations and for reporting the results to the president and the respective vice presidents. Following the president's analysis and evaluation conference with the vice president, the two decide jointly how to share the results of the evaluation with those who participated in it.

The Criteria Supporting the Mission

The evaluation of the president by the chair of the board is centered on the role of the president with respect to promoting, as a servant leader, the mission and goals of the university. The presidential evaluation process provides vital feedback to the president relative to issues relating to the mission of the institution and the church.

The triennial review of the president and vice presidents solicits feedback on 27 common leadership areas; of those, the following might be considered most directly supportive of the mission:

- Inspires a shared vision for the future of the university and the areas managed
- Motivates others to do their best
- Inspires creativity and innovation in others
- Demonstrates good management skills including organizing departments and programs to operate effectively and efficiently
- Reaches sound decisions and exercises good judgment
- Works cooperatively with other administrators and deans/chairs/departmental leaders
- Demonstrates fairness and consistency
- Handles disciplinary issues effectively
- Models Christian behavior
- Upholds highest moral and ethical values
- Conducts himself/herself in a professional manner
- Demonstrates sensitivity to racial, gender, and disability issues
- Creates a collegial work environment
- Promotes participatory decision making
- Encourages development and advancement of subordinates
- Listens actively and attentively to others
- Provides constructive feedback to others
- Invites feedback from others for improvement
- Communicates effectively and appropriately to the university and/or the Board of Trustees
- Is accessible to colleagues and subordinates
- Affirms and values the contributions of others

Representatives of the various constituencies (faculty, staff, and administration) provide feedback on these items via an electronic survey coordinated by the Office of Institutional Research. The survey results are reviewed by the individual vice president in conference with the president. In this way the administrator is provided the insights or perceptions of peers, subordinates, and supervisor to supplement personal reflections on his or her effectiveness in promoting the mission.

Sources

- Evaluation Excerpt, 2012-2013 Employee Handbook
- Triennial Eval Survey: President
- Triennial Eval Survey: VP Academic Administration
- Triennial Eval Survey: VP Financial Administration
- Triennial Eval Survey: VP Marketing & Enrollment
- Triennial Eval Survey: VP Student Services

3.5

Governance, Organization, and Administration: Quality Assurance and Outcomes Assessment

Standard: The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.

3.5: A description and analysis of the processes in place for quality assurance and outcomes assessment, with particular reference to how feedback on the success of the institution in fulfilling its mission as a Seventh-day Adventist institution is collected, evaluated and used in planning. This should include reference to internal and external constituencies, including graduates, and the results of recent surveys.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Current Planning and Assessment Process

Planning and assessment are handled by the Strategic Planning and Budget Committee. This committee is comprised of the university president (chair), institutional research and planning director, the six vice presidents, the student association president, the associate vice presidents, graduate dean, human resources director, information systems director, marketing and university relations director, one Board of Trustees member, University Senate representatives (past chair, current chair, and chair-elect), two faculty members, and the university chaplain.

Unit goals/outcomes are aligned with the university mission, and the assessment process determines the extent to which the unit's activities reflect the university's goals and mission. Documentation of the assessment process begins at the level of each unit. Units fall into four categories: (a) 21 academic units, (b) 27 administrative support units, (c) 8 educational support units, and (d) 1 community services unit.

1. Educational Programs

The university implements its educational program through 18 educational units (see Table 2). Each unit has one or more educational programs. In turn, each program has a set of student learning outcomes that guide the content of the courses that make up the program/major. In addition to the 21 educational unit majors, the educational units facilitate the general education curriculum through targeted course offerings. The general education committee manages this program, determines the student learning outcomes and produces the assessment report for this curriculum. General Studies and Interdepartmental Studies programs are both administered by two or more educational units.

Each unit prepares an annual Unit Planning and Assessment Report (UPAR). The report addresses each degree program within the unit and includes the following sections:

- **Unit mission statement**: The unit mission concisely describes what the unit does.
- **Unit learning outcomes** (linked to university goals, e.g. [I:2, S:3]): Unit outcomes indicate what students should know, be able to do, and how they should behave/think as

result of completing the particular course of study. These outcomes are linked to the institution's goals by using the university goal code in brackets at the end of the unit's outcome statements. The university goal codes are shown in Table 1.

- **Assessment** (measures, results, analysis of results, action plans): The assessment section includes a statement of the outcome, measures for each outcome, results for each outcome, and statement of analysis of results for each measure that briefly discusses the current year's results and the trends for the previous 3 years.
- **Action Plan Summary**: Based on the analysis the unit develops an appropriate action and records this in the action plan summary. This section records each unit's **use of results** for program improvement.

Table 1. Codes used on UPARs for University-level Goals

Code	University Goal	Description
I:1	Learning Community	Nurture campus learning communities that engage students with ideas that mark educated persons, global and multicultural perspectives, and advanced technology to develop both ethical principles and intellectual flexibility.
I:2	Faculty and Staff	Hire and develop a competent and diverse faculty and staff who model balanced ethical lives, integrate faith and learning, demonstrate scholarship through teaching, research, and other scholarly and creative activities, and celebrate and energize the student spirit as they respect and support the different ways students develop their minds, their persons and their citizenship.
I:3	Students	Recruit, retain, and support a capable, diverse student body.
I:4	Campus Environment	Provide a safe, nurturing learning community of faith for students, faculty and staff.
I:5	Student Service	Enable every student to participate in local service and/or mission service activities.
I:6	Partnerships	Pursue and nurture partnerships with alumni, church, community, business and industry, civic organizations, and government in order to analyze, project, and respond to changing needs to help ensure that graduates are prepared for a life of service.
I:7	Stewardship	Steward resources entrusted to the university through effective fiscal management to fulfill its mission, vision and goals.
S:1	Spiritual	Grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist church.
S:2	Intellectual	Develop a commitment to life-long-learning and demonstrate a mastery of the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication, and creativity needed to confront the issues, ideas, and values of historical and contemporary civilization.
S:3	Occupational	Exhibit excellence and moral leadership in their chosen field of study and/or profession.
S:4	Social	Develop socio-emotional maturity that enable them them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.
S:5	Physical	Take responsibility for their own well-being through a health-promoting lifestyle.

Technical Note: In 2011, Southern Adventist University converted its unit planning system from a manual document/paper submission process to an online software system. This new software

system has been developed in-house and is hosted on the university's servers. Three years of data (2009, 2010, and 2011) have been entered into the online system, and the UPAR reports below are produced from it. Reviewers may either use the reports below (in PDF format), or they may browse the online system directly using the following information:

- Website: **http://circ.cs.southern.edu/upar/**
- Username: **aaareviewer**
- Password: **.rule.port**

The Unit Planning and Assessment Reports (UPARs) for each of the educational units are given in Table 2. This table also includes links to the process integrity review completed by the Director of Institutional Research and Planning (IR&P). The assessment process itself is in a continuous cycle of evaluation and improvement. The UPARs and process integrity reviews shown below demonstrate this cycle of improvement.

Table 2. UPARs and IRP Reviews for Educational Programs

Unit	2008/2009	2009/2010	2010/2011
Allied Health/Biology	UPAR IR Review	UPAR IR Review	UPAR IR Review
Business and Management	UPAR IR Review	UPAR IR Review	UPAR IR Review
Chemistry	UPAR IR Review	UPAR IR Review	UPAR IR Review
Computing	UPAR IR Review	UPAR IR Review	UPAR IR Review
Education and Psychology	UPAR IR Review	UPAR IR Review	UPAR IR Review
English	UPAR IR Review	UPAR IR Review	UPAR IR Review
General Education	UPAR IR Review	UPAR IR Review	UPAR IR Review
General Studies	UPAR IR Review	UPAR IR Review	UPAR IR Review
History	UPAR IR Review	UPAR IR Review	UPAR IR Review
Interdisciplinary	UPAR IR Review	UPAR IR Review	UPAR IR Review
Journalism and Communication	UPAR IR Review	UPAR IR Review	UPAR IR Review

	2008/2009	2009/2010	2010/2011
Mathematics	UPAR IR Review	UPAR IR Review	UPAR IR Review
Modern Languages	UPAR IR Review	UPAR IR Review	UPAR IR Review
Music	UPAR IR Review	UPAR IR Review	UPAR IR Review
Nursing	UPAR IR Review	UPAR IR Review	UPAR IR Review
PE Health and Wellness	UPAR IR Review	UPAR IR Review	UPAR IR Review
Physics and Engineering	UPAR IR Review	UPAR IR Review	UPAR IR Review
Religion	UPAR IR Review	UPAR IR Review	UPAR IR Review
Social Work	UPAR IR Review	UPAR IR Review	UPAR IR Review
Technology	UPAR IR Review	UPAR IR Review	UPAR IR Review
Visual Arts and Design	UPAR IR Review	UPAR IR Review	UPAR IR Review

2: Administrative Support Services

Administrative services support the academic program of the university by providing clerical, financial, technological, plant and energy maintenance, security, health and food services to students. These 27 units maintain the physical plant and human services at a level that facilitates student learning and success. Units in this category each have missions and outcomes linked to the mission of the university and assess their activities annually using the UPAR in the same format as the academic units.

The UPARs from these departments have goals that indirectly assess student learning. Goals focus on the efficiency and effectiveness of the unit's operation, the learning and/or service received from the unit, and the level of satisfaction with the services. The UPARs for each of the administrative support services are given in Table 3.

Table 3. UPARs and IRP Reviews for Administrative Support Services

Unit	2008/2009	2009/2010	2010/2011
Academic Administration	UPAR IR Review	UPAR IR Review	UPAR IR Review

Department			
Accounting	UPAR IR Review	UPAR IR Review	UPAR IR Review
Advancement	UPAR IR Review	UPAR IR Review	UPAR IR Review
Architectural Services	--	--	UPAR IR Review
Campus Chaplain	UPAR IR Review	UPAR IR Review	UPAR IR Review
Campus Safety	UPAR IR Review	UPAR IR Review	UPAR IR Review
Campus Shop	UPAR IR Review	UPAR IR Review	UPAR IR Review
Counseling and Testing	UPAR IR Review	UPAR IR Review	UPAR IR Review
Financial Administration	UPAR IR Review	UPAR IR Review	UPAR IR Review
Food Service	UPAR IR Review	UPAR IR Review	UPAR IR Review
Graduate Studies	UPAR IR Review	UPAR IR Review	UPAR IR Review
Health Service	UPAR IR Review	UPAR IR Review	UPAR IR Review
Human Resources	UPAR IR Review	UPAR IR Review	UPAR IR Review
Information Systems	UPAR IR Review	UPAR IR Review	UPAR IR Review
Institutional Research and Planning	UPAR IR Review	UPAR IR Review	UPAR IR Review
Landscape Services	UPAR IR Review	UPAR IR Review	UPAR IR Review
Marketing and Enrollment Services	UPAR IR Review	UPAR IR Review	UPAR IR Review
Plant Services	UPAR IR Review	UPAR IR Review	UPAR IR Review

President's Office	UPAR IR Review	UPAR IR Review	UPAR IR Review
Purchasing	UPAR IR Review	UPAR IR Review	UPAR IR Review
Risk Management	UPAR IR Review	UPAR IR Review	UPAR IR Review
Service Department	UPAR IR Review	UPAR IR Review	UPAR IR Review
Strategic Planning	--	UPAR IR Review	UPAR IR Review
Student Services	UPAR IR Review	UPAR IR Review	UPAR IR Review
Transportation	UPAR IR Review	UPAR IR Review	UPAR IR Review
Talge Hall	UPAR IR Review	UPAR IR Review	UPAR IR Review
Thatcher Hall	UPAR IR Review	UPAR IR Review	UPAR IR Review

3: Educational Support Services

The eight educational support units provide services that are more directly related to the academic program and have become, at least in some areas (e.g., Academic Technology and Faculty Development and Online Campus), a window to future expansion of academic offerings. Assessment of these units is accomplished through the annual UPAR process. Each unit has a mission statement that supports some component of the university mission. The unit goals are derived from the unit mission and are indexed to the university-level goals and the student learning goals.

The UPARs for each of the educational support services are given in Table 4.

Table 4. UPARs and IRP Reviews for Educational Support Services

Unit	2008/2009	2009/2010	2010/2011
Academic Tech and Faculty Development	UPAR IR Review	UPAR IR Review	UPAR IR Review
Center for Innovation and Research in Computing	--	UPAR IR Review	UPAR IR Review
Disability Support Services	UPAR	UPAR	UPAR

	IR Review	IR Review	IR Review
Learning Support Services	UPAR IR Review	UPAR IR Review	UPAR IR Review
Library	UPAR IR Review	UPAR IR Review	UPAR IR Review
Marketing Research Institute	--	UPAR IR Review	UPAR IR Review
On-line Campus	UPAR IR Review	UPAR IR Review	UPAR IR Review
Records and Advisement	UPAR IR Review	UPAR IR Review	UPAR IR Review

4: Research Within Its Educational Mission

Research is not explicitly mentioned in the university's mission statement. While Southern Adventist University recognizes the vital part that research plays in the pursuit of truth, the university does not have any formal research programs. Research on campus occurs within the educational context and is assessed within the educational programs of the university as appropriate.

5: Community/Public Service Within the Educational Mission

While Southern Adventist University's mission encourages the pursuit of a life of service among its students, the university's mission does not include a significant, institutional public/community service component. WSMC 90.5 FM, the university's radio station, is the one community service unit on campus. In addition to its community service mission, the radio station provides students with broadcasting and production experience to support their education. The UPAR for WSMC is given in Table 5.

Table 5. UPARs and IRP Reviews for Community Service Units

Unit	2008/2009	2009/2010	2010/2011
WSMC 90.5 FM	UPAR IR Review	UPAR IR Review	UPAR IR Review

Sources

- Strategic Planning and Budgeting membershp

3.6

Governance, Organization, and Administration: Cooperation with BMTE

Standard: The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.

3.6: A description of the way in which the college/university cooperates with its division BMTE in implementing IBMTE expectations regarding pastoral training and the faculty employed in such programs. The process for endorsing faculty should be completed prior to the AAA visit.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Southern Adventist University's President Gordon Bietz is a current member of the BMTE. The purpose of the organization is as follows:

> *Purpose*—The division Boards of Ministerial and Theological Education provide, within their respective territories, oversight, supervision, guidance, and coordination to the preparation that Church-supported institutions offer to pastors, evangelists, theologians, teachers of Bible and religion, chaplains, and other denominational employees involved in ministerial and religious formation. Working in cooperation with the International Board of Ministerial and Theological Education and educational institutions through interconnected boards, policies, standards, and procedures, these boards seek to achieve the following objectives in relation to graduate, undergraduate, and other types of ministerial and theological education:
>
> o   Foster a dynamic theological unity in the world Church, and across the North American Division.
> o   Sharpen the focus on Seventh-day Adventist message and mission.
> o   Support the spiritual and professional development of faculty involved in ministerial programs.
> o   Promote professional excellence in ministerial training and practice.
> o   Nurture strong collaboration between church leaders, educational institutions, and faculty engaged in the training of ministry.
> o   Energize the spiritual life of Seventh-day Adventist educational institutions through the development of shared goals and objectives to see every student, faculty and staff in the Kingdom.

Please refer to Criterion 10.2 for a description of how the institution cooperates with BMTE and its process of endorsing faculty.

Sources

- Criterion 10.2

3.7

Governance, Organization, and Administration: Development and Improvement

Standard: The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal continuous quality improvement of educational and management processes as evidenced through outcomes.

3.7: Plans for development and improvement within this criterion.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Current Planning and Assessment Process

Planning and assessment are handled by the Strategic Planning and Budget Committee. This committee is comprised of the university president (chair), institutional research and planning director, the six vice presidents, the student association president, the associate vice presidents, graduate dean, human resources director, information systems director, marketing and university relations director, one Board of Trustees member, University Senate representatives (past chair, current chair, and chair-elect), two faculty members, and the university chaplain.

Unit goals/outcomes are aligned with the university mission, and the assessment process determines the extent to which the unit's activities reflect the university's goals and mission. Documentation of the assessment process begins at the level of each unit. Units fall into four categories: (a) 21 academic units, (b) 27 administrative support units, (c) 8 educational support units, and (d) 1 community services unit. See Criterion 3.5.

Sources

- Criterion 3.5
- Strategic Planning and Budgeting membershp

4.1

Finances, Financial Structure, and Industries: Union Commitment

Standard 4: The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and the administration selects budget priorities to support institutional mission.

4.1 A report on the commitment of the sponsoring church organizations to the institution's financial viability including annual church subsidies and appropriations from conferences, union, division, and General Conference, expressed in local currency amounts and as a percentage of total income given to the institution since the last accreditation visit.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The Southern Union Conference and the conferences that comprise the Southern Union are very supportive of Southern Adventist University. Each state conference within the Southern Union contributes an amount equal to 3% (3.5% for Georgia-Cumberland, the host conference) of the average of the previous three years' tithe as an operating subsidy. Additional operating subsidy is contributed by the Southern Union Conference itself, in the an amount equal to 3.75% of the average of the previous three years' tithe received by the Union. The Southern Union Conference further contributes $325,000 annually as a regular capital appropriation.

Table 1 shows the appropriations by institution to the university for the calendar years 2011 and 2012.

Table 1: Appropriations by Denominational Entity

Institution	Percentage	2011	2012
Carolina Conference	3.00%	617,112	603,912
Florida Conference	3.00%	1,482,360	1,461,396
Georgia-Cumberland Conference	3.50%	1,352,868	1,354,920
Gulf States Conference	3.00%	263,160	272,400
Kentucky-Tennessee Conference	3.00%	399,444	403,440
Southern Union Conference Operating	3.75%	635,100	634,980
Southern Union Conference Reg. Capital		325,008	325,008
Total		**$5,075,052**	**$5,056,056**

Table 2 shows the church-related regular operating and capital appropriations received by the university for each of its last five fiscal years, along with the percentage of Total Unrestricted Operating Revenues this represents in accordance with the audited financial statements for that year:

Table 2: Church Appropriations as Percentage of University Revenue

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	5-Year Total
Appropriations	4,680,654	4,875,991	4,988,565	5,057,286	5,067,137	24,669,628
% of Total Revenue	8.09%	7.94%	7.79%	7.18%	6.81%	7.52%

In addition to the regular operating and capital appropriations reflected above, the Southern Union Conference and the conferences within the Southern Union regularly make additional appropriations to the university for other aspects of operations, specific projects, or special capital projects. For example, the Southern Union and its affiliated state conferences contributed a total of $2,160,000 during the six-year period 2003-2004 to 2008-2009. This special capital appropriation assisted in the construction of additional student housing on the university campus ($350,000 of this amount was received annually in each of the years 2007-2008 and 2008-2009, in addition to the amounts noted above). These appropriations further illustrate the commitment of the Southern Union to the financial viability of Southern Adventist University.

4.2

Finances, Financial Structure, and Industries: Government Funding

Standard 4: The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and the administration selects budget priorities to support institutional mission.

4.2 An account of total government funds received with a copy of institutional policies that govern the receipt of such funds.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Table 1 shows the amount and nature of government grants received by the university for the fiscal years 2010-2011 and 2011-2012 as reflected in the audited financial statements for those years, as well as the percentage those amounts represent within total university Unrestricted Operating Revenues.

Table 1. Government Grants Received

Type of Funds	2010-2011	2011-2012
Federal ACA (Funding for administering programs)	$ 5,224	$ 6,286
Federal Work Study	388,035	388,035
Academic Competitiveness Grant Program	131,181	0
National Science and Mathematics Access to Retain Talent Grant	52,000	0
Federal Supplemental Education Opportunity Grant Program	189,863	189,863
Teacher Education Assistance for College and Higher Education Grant	16,000	32,000
Total Government Grants	$782,303	$616,184
Percent of Total Unrestricted Operating Revenues	1.11%	.83%

As the Table 1 indicates, government grants comprise a very small percentage of the overall operating revenue of the university.

In addition to the grants and amounts listed above, the university also serves as a conduit for the Federal Pell Grant Program and certain federal loan programs. These funds do not appear as revenue on the audited financial statements, but instead pass through directly to the students' accounts receivable. Table 2 shows the amounts of these funds awarded for the 2011-2012 and 2010-2011 fiscal years.

Table 2. Federal Pell Grant and Federal Loans Awarded to Students

Type of Grant/Loan	2010-2011	2011-2012
Federal Pell Grant Program	$ 4,302,554	$ 4,493,147
Federal Direct Loan Program	16,678,071	18,950,343
Federal Perkins Loan Program	272,600	341,810
Nursing Student Loans	59,345	105,160
Total Pell Grant and Federal Loans Awarded	**$21,312,570**	**$23,890,460**

The university does not have any formal institutional policies for the receipt and disbursement of the above-listed government grants and federal loans, other than the practices required by the federal government for the management of these funds. The university's independent auditors, Brown, Edwards & Company, L.L.P. perform an annual audit of the university's financial statements and the federal awards program in accordance with the requirements of OMB Circular A-133, and have issued an unqualified opinion, with no instances of significant deficiencies or noncompliance being noted (see opinions and Schedule of Findings and Questioned Costs from 2011-12).

The university follows the following procedures for the receipt and disbursement of federal grants and loans:

- Student Finance approves the federal funds disbursement
- Accounting posts this amount to the general ledger
- Student Finance posts this information to U.S. Department of Education's Common Origination and Disbursement (COD) website
- When confirmation is received from COD, the associate vice president for finance and budgeting draws down the approved funds using the G5 (Department of Education Grants Management System) website.

Sources

- September 2011 Schedule of Findings

4.3

Finances, Financial Structure, and Industries: Budgeting

Standard 4: The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and the administration selects budget priorities to support institutional mission.

4.3: A description of the budgeting process, identifying how priorities are decided, and how this process reflects the institutional mission.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Southern Adventist University's mission as a learning community to nurture Christ-likeness and encourage the pursuit of truth, wholeness, and a life of service, is supported by a sound financial base, with demonstrated financial stability and adequate physical resources.

The university develops an annual operating budget that is preceded by sound planning and is subject to sound fiscal procedures. These procedures include the following steps:

- University administration develops criteria upon which the budget is built
- Multiple meetings are held with the university Strategic Planning and Budgeting Committee
- Individual meetings are held with each school or department dean/chair/director by the Associate Vice President for Budgeting and Finance

The operating budget, the criteria upon which the budget is built, and the budget summary with projected cash flows are presented to the Board of Trustees' Executive Committee (previously the Board of Trustees' Budget and Finance Committee) and are reviewed in detail.

These documents are also presented to the full Board of Trustees for final approval. Actions are taken by the Executive Committee and the Board of Trustees in February of each year acknowledging review and approval of the operating budget for the following fiscal year.

This entire budgeting procedure is performed in accordance with the university's budget preparation timeline (2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014).

The operating budget is developed to meet the operating and cash flow targets and benchmarks established by the university, including the desired CFI target.

In addition to the annual budget, the university prepares a five-year budget in order to plan for the future.

Sources

- Board of Trustees Executive (Budget & Finance) minutes 2010-11
- Board of Trustees Minutes 2008 - 2011
- Budget Criteria
- Budget Preparation Timeline 2009-10
- Budget Preparation Timeline 2010-11

- [PDF] Budget Preparation Timeline 2011-12
- [PDF] Budget Preparation Timeline 2012-13
- [PDF] Budget Preparation Timeline 2013-14
- [PDF] Budget Summary w/ Proj'd Cash Flow
- [PDF] Five-year Budget
- [PDF] Operating Budget Year ending May 2011

4.4

Finances, Financial Structure, and Industries: Institutional Debt

Standard 4: The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and the administration selects budget priorities to support institutional mission.

4.4: An identification of the reason for and amount of any institutional debts, and the planned process to meet these obligations.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Over the past 15 years, the university has experienced enrollment increases annually. The 1998 enrollment of 1,724 has increased by 1,595 (92 percent) to a 2012 enrollment of 3,319.

Although historically the university has taken a management position of being financially conservative and debt averse, the demands of a growing campus led university administration and the Board of Trustees to determine that acceptance of debt would best permit meeting insistent student and curricular needs. Needed funding was secured in 2001, 2003, and 2008 using tax-exempt variable rate revenue bonds:

- 2001: Construction of Southern Village I, $3,405,000
- 2003: Construction of Southern Village II, Talge Hall Addition, and Campus Utilities (high voltage upgrade). The remaining $3,345,000 from 2001 was refinanced and combined with new debt for a total indebtedness of $14,345,000.
- 2008: Construction of Southern Village III, Hulsey Wellness Center, and Florida Hospital Hall (School of Nursing). The debt was increased by $8,000,000.

These debts represent a total of $22,345,000 in bond debt. As of May 2012 that debt has been systematically reduced to $15,505,000.

Additional indebtedness in consideration of student housing was incurred in 2009, 2010, and 2012:

- 2009: Purchase of Spalding Cove Apartments, $2,200,000
- 2010: Renovations of student apartment buildings Virginia, Kentucky, and Mississippi, $300,000,000
- 2012: Purchase of Winding Creek Apartments, $3,000,000

These encumbrances represent a total of $8,200,000 in conventional financing. The total of all original indebtedness equates to $30,545,000, with a current balance of $23,303,885.

Table 1. Original and Outstanding Debt

Type	Originally Incurred	Debt Outstanding at May 2012
Bonds	$ 22,345,000	$15,505,000
Conventional	8,200,000	7,798,885
	$30,545,000	$23,303,885

In keeping with a financial strategy to minimize long term debt and maintain systematic repayment, the university has used capital campaigns on occasion to provide funding for campus expansion. The total cost of construction since 2001, collectively, is well beyond the current indebtedness, demonstrating the university's commitment to be fiscally responsible and to manage debt.

Summary of Projects Financed

- 2001 Southern Village I – Student Apartments (new construction)
- 2003 Southern Village II – Student Apartments (new construction)
- 2003 Talge Hall Addition – Student Resident Hall (new construction)
- 2003 Campus Utilities – High Voltage Upgrade (new construction)
- 2008 Southern Village Phase III – Student Apartments (new construction)
- 2008 Hulsey Wellness Center – School of PE & Wellness (new construction)
- 2008 Florida Hospital Hall – School of Nursing (new construction)
- 2009 Spalding Cove Apartments – Student Housing (purchase)
- 2010 Virginia, Kentucky, Mississippi – Student Apartments (major renovations)
- 2012 Winding Creek Apartments – Student Family Housing (purchase)

In summary, the university has been strategic in funding and planning new campus projects and continues its commitment to remain debt averse. The strategy is evidenced through the annual capital budget process and through the selective use of indebtedness on projects that offer an income stream to service the debt. In addition, the annual operating budget is structured to ensure that there is sufficient cash flow to meet all payment demands on indebtedness. Careful planning and fiscal persistence have allowed the university to retire over $7,000,000 of debt since 2001. This reduction of indebtedness demonstrates a strong commitment to remaining debt averse and to systematically reduce the overall indebtedness annually.

4.5

Finances, Financial Structure, and Industries: Operating Gains/Losses

Standard 4: The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and the administration selects budget priorities to support institutional mission.

4.5: A table identifying operating losses and gains for the last five years, and the working capital/liquidity ratios at the end of each of those years. If working capital and liquidity percentages are not at policy level, the report should identify what timed plans are in place to ensure that policy expectations are met.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Table 1 shows the operating and non-operating increases or decreases in total net assets for each of the most recent five fiscal years, as reported in the audited financial statements. It should be noted that included in the FY 2008 operating loss of $88,925 is a one-time write-off expense of a film project loss from prior years totaling $531,893. Without this write-off, FY 2008 would have shown an operating increase in net assets of $442,968 and a total increase in net assets of $1,140,521.

Table 1. Operating and Non-operating Changes in Total Net Assets

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Operating	(88,925)	1,788,022	878,570	3,750,188	4,373,137
Non-Operating	697,553	(4,756,440)	4,344,603	4,779,598	(1,207,598)
Total Inc/(Dec)	**608,628**	**(2,968,418)**	**5,223,173**	**8,529,786**	**3,165,539**

Table 2. Current Ratio and Working Capital

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Current Ratio	2.22	3.07	2.94	3.32	3.05
Working Capital	65%	103%	94%	112%	106%

As Table 2 above shows, the university has sufficient liquidity ($3.05 in current assets for every dollar of current liabilities) and working capital, being over 100% of the amount recommended by the North American Division.

4.6

Finances, Financial Structure, and Industries: Development and Improvement

Standard 4: The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and the administration selects budget priorities to support institutional mission.

4.6: Plans for development and improvement within this criterion.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The following plans are being implemented to continue and strengthen the financial position and operations of the university:

1. Continue the establishment and fine-tuning of realistic one-year and five-year operating budgets that plan for an operating gain sufficient to meet the operating, liquidity, capital, debt repayment and cash flow needs of the university.
2. Continue adequate funding for ongoing management of maintenance and capital expansion of buildings and facilities so as to keep the facilities in great condition and avoid deferred maintenance issues in the future.
3. The university is currently seeking to refinance its debt structure in order to lower the cost of debt while minimizing the risks associated with the current debt structure.
4. The Financial Administration of the university, with the input of the Board of Trustees Executive Committee, is studying the university's cash and short-term investment management to provide for the university's liquidity needs while limiting any potential exposures relating to the balances held in various accounts.
5. An ongoing committee meets monthly to review current and non-current student collections and takes actions to minimize the non-collection of student accounts receivables.

5.1

Programs of Study: Curricular Development

Standard: The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.

5.1: A description and evaluation of how the institutional procedures for curricular development, including distance education, and/or other nontraditional programs, focus on the church mission of the institution and the integration of faith and learning. Identify changes made in curriculum since the last AAA visit that reflect this focus, and dates when new programs were approved by the International Board of Education (IBE) or International Board of Ministerial and Theological Education (IBMTE).

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

New academic programs are proposed by school/departmental faculty. Regardless of delivery modality (traditional, online, distance, or hybrid), the proposal process includes completion of a Proposal for New Project/Program Form. This form requires discussion of the following elements:
1. Project/program description
2. Project/program category
3. Relationship to institutional mission and vision
4. Significance to the university's market/mission presence
5. Relationship to institutional strategic plan and priorities
6. Key assumptions underlying the project/program
7. Impact on present infrastructure
8. Key assumptions underlying financial projections
9. New revenue/volume growth
10. Project-related operational and implementation issues; identify critical success factors
11. Assessment of risk factors
12. Analysis of alternatives to proposed project/program
13. Project timetable
14. Other issues

Accompanying this narrative are the proposed curriculum, a needs analysis, market analysis, and strengths, weaknesses, opportunities, and threats (SWOT) analysis. Institutional fit is critical to new program approval.

The Undergraduate and Graduate Councils are composed primarily of faculty. The membership of Strategic Planning and Budget Committee is comprised primarily of administrative officers, with significant faculty representation. Thus, all new programs must be approved by both the faculty and administration.

The proposal for all new academic programs must be approved by the Vice President for Academic Administration, the Strategic Planning and Budget Committee, the Undergraduate Council/Graduate Council, and the Board of Trustees. Depending on the nature and requirements of the program being requested, additional approval from Administrative Council and/or University Senate may also be required. An example of a new program submission which worked its way through the process is the new degree in Early Childhood Education. Note that this degree responded directly to a petition of the Southern Union Conference and of its conferences, key constituencies of the university, that have formally requested that the university's School of Education and Psychology develop an Early Childhood degree as a means of preparing qualified

professionals for the growing number of early childhood education and care centers, and school-based prekindergarten classrooms throughout the Southern Union.

Changes in curricular content are proposed by department faculty and approved by either Undergraduate Council or Graduate Council depending on program level. Minutes of Undergraduate Council and Graduate Council show ongoing curricular change approval. The addition of new minors and areas of emphasis or concentrations that do not require hiring new faculty members are also approved by these bodies.

New programs approved by the IBE or IBMTE are as follows:

- 2007
    - BA History - new concentration in European Studies
    - BA in International Studies - new concentration in Italian
    - AT Construction Management added
    - Minor in Art Education added
- 2008
    - BS Animation, Commercial Animation Concentration renamed to Effects Animation Concentration
    - BS Animation and Computer Science changed to Technical Animation, with a minor in Computer Science
    - BS Graphic Design, Interactive Media, Print Design changed to BS Graphic Design, Print Design, Web Design and B.S. Interactive Media
    - BS Outdoor Education renamed B.S. Outdoor Leadership
    - BS Outdoor Leadership added the following concentrations:
        - Public Relations/Advertising
        - Business
        - Recreation
        - Technology
    - BBA Computer Information Systems, added
    - BBA Financial Services renamed to BBA Financial Management
    - AS Business Administration added
    - AS Media Technology Web changed to AS Media Technology New Media
    - MBA Human Resource Management emphasis deleted
    - MA Religion: Evangelism changed to MA Religion: Evangelism and World Missions
    - MA Religion: Homiletics changed to MA Religion: Church Ministry and Homiletics
    - MA Religious Education deleted
    - MA Religion: Biblical and Theological Studies added
- 2009
    - BS Outdoor Emergency Services added
    - BA Missions added
    - BA Biblical Studies added
    - BS Nonprofit Administration and Development moved from the School of Journalism and Communication to School of Business and Management and three emphases added:
        - Communication
        - International/Community Relations
        - Nonprofit Leadership
    - BS Outdoor Leadership - Counseling emphasis renamed to Adventure Therapy
    - BA Print Journalism renamed to BA Journalism
    - MSN - new emphasis added - Acute Care Practitioner
    - MFS Financial Services renamed to MFM. Financial Management
    - MS Professional Counseling renamed to MS Clinical Mental Health Counseling
    - MMin - new degree and the following three emphases moved from MA to MMin:
        - Church Leadership and Management
        - Church Ministry and Homiletics
        - Evangelism and World Mission

- 2010
  - BS Psychology - Clinical Concentration added
  - Psychology (Leading to Teaching Licensure in Psychology) minor added
  - BA in Intercultural Communication renamed BA in Communication Studies and added Intercultural Communication emphasis to BA in Communication Studies
  - BS Nonprofit Administration/Development renamed to BS Nonprofit Management
  - BS Clinical Laboratory Science renamed to BS Medical Laboratory Science
  - MSW added
  - MSW - five emphasis areas added:
    - Child and Family Advocacy and Treatment
    - International Social Work
    - Marital Therapy and Stability
    - Older Adult Enrichment
    - Trauma and Emergency Response
  - MSA, emphasis in Leadership added
  - MEEd, emphasis in Curriculum and Instruction and emphasis in Educational Administration and Supervision deleted
  - MSEd, emphasis in Instructional Leadership added
  - MSEd, emphasis in Outdoor Teacher Education renamed to Outdoor Education
- 2011
  - AA Early Childhood Education added
  - DNP, added with two emphases:
    - Lifestyle Therapeutics
    - Acute Care-Adult/Gerontology

See sources below for documentation of all programs approved through this process and the IBE/IBMTE since the last AAA visit.

Sources

- 07 Substantive Changes
- 08 Substantive Changes
- 09 Substantive Changes
- 10 Substantive Changes
- 2011 DNP Substantive Change Document
- 2011 Substantive Changes
- DNP New Program Proposal
- Early Childhood New Program Proposal
- Graduate Council Minutes 2011-2012
- New Program Proposal Form
- Undergraduate Council Minutes 2011-2012

5.2

Programs of Study: Church Beliefs, Values, and Lifestyle Practices

Standard: The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.

5.2: A description and evaluation of (a) the way the beliefs, values, and lifestyle practices of the Seventh-day Adventist Church are conveyed through the curriculum offered by the institution, and (b) the programs and procedures that encourage and ensure the faculty integrate their faith with their teaching and have a positive effect on student learning of Christian values.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Part (a)
One of the overarching themes at Southern Adventist University is "Passing the Mantle" from one generation to the next, depicting the belief that education is "a conversation between the older and younger generations on what is important." The curriculum primarily and intentionally supports the process of passing on beliefs, values, and lifestyle practices; additional support occurs naturally and continually as students interact with professors and peers in informal settings or during small group or corporate worships.

The primary, curricular component of conveying beliefs, values, and lifestyle practices of the Seventh-day Adventist church is accomplished through general education requirements that must be met by all graduating students. Basic beliefs and values of the Seventh-day Adventist church are conveyed through the religion classes, four of which are required for a baccalaureate degree. The requirement includes classes in spiritual development, Adventist beliefs and history, biblical studies, and an elective chosen from within the religion classes.

Students are also encouraged to assess their values. Within the supportive environment of such classes as World Religions, Issues in Natural Science and Religion, Issues in Physical Science and Religion, and Christian Ethics, students are encouraged to compare those values with other world views. Individual schools and departments convey beliefs, values, and/or lifestyle practices throughout their coursework. In the School of Business and Management, for instance, ethical principles are infused through the entire curriculum. In the Biology Department, instruction is premised on God as Creator in a literal seven-day week and the understanding that each person is created in God's image and should be given opportunity to develop as such. In the School of Nursing, spiritual assessment is a part of planning the care of every patient.

Lifestyle practices of the church are conveyed both in theory and experientially. All graduates are required to take Fitness for Life, a course covering the basics of physical fitness and training as well as principles of wellness and a long-range conditioning program. Other well-populated general education courses conveying positive lifestyle practices include:

- Health for Life (HLED 173): covers a wide range of health topics
- Nutrition for Life (HLNT 135): focuses on basics of human nutrition
- Nutrition (NRNT 125): focuses on optimal health and combating disease

These classes include perspectives from Ellen White and are required courses in some programs of study.

In addition to curricular coursework, a number of lifestyle-related programs occur throughout the year. These include:

- Drug and Alcohol Awareness
- Student Wellness
- Brain Awareness Week

Student Perceptions and Assessment

Senior exit surveys ask several questions related to student perceptions of spiritual development and commitment. Table 1 cites selected items from the May 2012 results of the Senior Exit Survey, showing the percentage of graduating students who indicated agreement, at a greater or lesser extent, with the statements designed to assess the effectiveness of the university in conveying the desired beliefs, values, and lifestyle practices.

Table 1. Selected Items from the Senior Exit Survey of May 2012, Percentage Indicating Agreement

Statement	Somewhat Agree	Agree	Definitely Agree	Total Percentage Agreed
My experience at Southern helped me learn to think through questions of right and wrong	20.3	40.6	34.4	95.3
My experience at SAU nurtured my spiritual growth	20.4	30.8	40.3	91.5
My faith in God was strengthened through campus experiences outside the classroom	20.4	32.8	40.3	93.5
My classroom experiences strengthened my faith in God	23.0	34.5	33.5	91.0

Part (b)

Faculty Development Activities in the Area of Integration of Faith and Learning

During the past five years a number of faculty development activities have been provided in the area of integration of faith and learning. The following list indicates dates, presenters, and topics; source documentation is linked.

Fall 2008

- Taylor, John Wesley V. "Nurturing Faith: Teacher-Tested Strategies for Integrating Faith and Learning."

- White, Debbie. "Theological Foundations of Calling and Helping Students Discover a Calling."

Fall 2009

- White, Debbie. "Helping Students Find Their Way: The Mentoring Role of the Faculty."

Spring 2010

- Zinke, Edward E. "Biblical Foundations to the Integration of Faith and Learning."

The reading list for this workshop included the following:

Davidson, Richard M. "The Authority of Scripture: a Personal Pilgrimage." *Journal of the Adventist Theological Society* 1, no. 1 (1990): 39-56.

_____."Biblical Interpretation." In the *Handbook of Seventh-day Adventist Theology*, ed. Raoul Dederen, 58-104. Commentary Reference Series, vol 12. Hagerstown, MD: Review and Herald Publishing Association, 2000.

_____. "Interpreting Scripture: An Hermeneutical 'Decalogue.'" *Journal of the Adventist Theological Society* 4, no. 2 (1993): 95-114.

Mueller, E. "Creation in the New Testament." *Journal of the Adventist Theological Society*, 15, no. 1 (Spring 2004): 47-62.

van Bemmelen, Peter M. "Revelation and Inspiration." In the *Handbook of Seventh-day Adventist Theology*, 22-27. Hagerstown, MD: Review and Herald Publishing Association, 2000.

Zinke, Edward E. "Faith-Science Issues: An Epistemological Perspective. *Journal of the Adventist Theological Society* 15, no. 1 (Spring 2004): 63-90.

This workshop on "Biblical Foundations to the Integration of Faith and Learning" was followed by development of 12 papers that were presented at a conference in Cancun, Mexico, February 27-March 6, 2011.

Fall 2012

- Millard, Bill. "Starting Your College Journey with a Sense of Purpose."
- Millard, Bill. "Starting Your College Journey with a Sense of Purpose (Session Two)"

Faculty Evaluation

Faith integration with teaching is assessed in annual evaluations of faculty, including adjunct faculty, and during the portfolio process used for advancement in rank and level. The annual evaluation form, completed by the respective chair or dean, includes the following three assessment items:

- Provides an atmosphere of Christian nurture inside and outside the classroom.
- Appropriately presents class material from a Christian standpoint
- Advises students in the context of seeking Christ's will in their lives

The corresponding form for adjunct faculty also asks the first two items, omitting the one on advising due to the nature of the position.

The annual evaluation form for a dean or chair, completed by the senior vice president for academic administration, includes items that are similar but oriented toward the position:

- Provides an atmosphere of Christian nurture inside and outside the office.
- Appropriately presents faculty development seminars/workshops from a Christian standpoint
- Demonstrates appropriate Christian nurture when working with faculty and students

In addition to annual evaluation by academic leadership, faculty who are seeking promotion in rank or level or who are engaged in the required fifth-year performance review complete a portfolio for consideration by the Faculty Promotions Committee (senior vice president for academic administration and six level-three professors). The portfolio process requires consideration of

integration of faith and teaching by incorporation of the annual faculty evaluation form and three peer evaluations, which also consider integration of faith and teaching.

Sources

- Adjunct Evaluation Form
- Dean of Academic Technology Eval
- Faculty Evaluation by Dean or Chair
- Faculty Peer Evaluation
- Graduate Student Exit Survey
- Millard - Starting Your College Journey with a Sense of Purpose
- Millard - Starting Your College Journey with a Sense of Purpose - Session 2
- Portfolio Evaluation Form - rev 10-23-2007
- Prof Portfolio Instructions 2011
- Senior Exit Survey, May 2012
- Speakers and Topics for Biblical Foundations Conference
- Strategic Planning Subcommittee LifeGroups II Oct 2012
- Taylor - Nurturing Faith: Teacher-Tested Strategies for Integrating Faith and Learning
- White - Helping Students Discover a Calling
- White - Helping Students Find Their Way - the mentoring role of the faculty
- White - Theological_Foundations_Helping_Students_Discover_Their_Calling
- Zinke - Biblical Foundations to the Integration of Faith and Learning

5.3

Programs of Study: Professional Programs Meet Church Needs

Standard: The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.

5.3: A description and evaluation of how programs (including distance education and non-traditional programs), with a focus on preparing students for professional positions in the Seventh-day Adventist church (e.g. pastoral training, education) provide an environment and curriculum that encourages a positive and committed attitude by graduates to the church, and how the college/university ensures graduates are meeting the needs of the church.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The Seventh-day Adventist church is a multifaceted organization that employs numerous individuals in a wide variety of careers. Consequently one could argue that, because all of the university's programs are mission-focused, all prepare students for positions of service within the church. However, because the professions of Business, Education, Theology and Nursing are traditional and common avenues for church employment, this narrative focuses exclusively on the professionally-oriented Schools of Business and Management, Education, Nursing, and Religion.

School of Business and Management

The mission of the School of Business and Management is to develop Christ-centered business leaders who integrate knowledge and application with high moral values. The courses and programs offered by the school are designed to prepare students for business-related careers in the for-profit and not-for-profit sectors, and/or for further education at the graduate level.

The stated objectives are intentionally in line with preparing the graduate to fulfill a professional role within the Seventh-day Adventist Church, if that should be the way the graduate is led. The objectives of the school are as follows:
1. To give the student a broad background of knowledge of the free enterprise system within a framework of moral and ethical guidelines.
2. To assist the student in developing a sound Christian philosophy toward our current economic environment and the ever-changing business world of the future.
3. To provide the student with a quality academic program with basic business skills required for initial job placement.
4. To encourage Seventh-day Adventist students to serve as workers and in positions of business leadership with organizations sponsored by this denomination when opportunities are available.
5. To foster within all students a commitment to excellence and a concept of service in the workplace and to community.
6. To provide the necessary academic background for entrance into graduate degree programs in business.

The school is accredited through the International Assembly for Collegiate Business Education (IACBE).

School of Education and Psychology

The professional Teacher Preparation Program at Southern Adventist University is grounded in and guided by Adventist principles and Christian philosophy. The mission statement reads:

> Our mission is to prepare all students to be effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The conceptual framework that guides the curriculum also guides students in connecting their learning with their faith. This framework portrays four pillars (overarching competency areas) that are considered crucial to the holistic development of effective educators. Within these four pillars are statements of core objectives and expected proficiencies required to characterize of all graduates from the Teacher Education Program. Pillar one addresses the *caring person* with specific reference to "emulating the Christ-centered principles of discipleship and service." Students are expected to be *informed facilitators,* effecting positive learning environments. These soon-to-be teachers are trained as *Christian reflective decision makers*, reflecting on "observation, instruction, and assessment through a Christ-centered world view." And finally, the students are expected to be *committed professionals,* demonstrating "knowledge, skills, and dispositions by . . . studying God's word and seeking His will."

Both the mission statement and the conceptual framework are shared by the undergraduate and graduate levels.

Undergraduate Teacher Education

Along with the curriculum, evaluation instruments are designed with reference to these four pillars. Formative assessment begins early in the program and continues throughout student teaching, providing constructive coaching from mentor teachers and program faculty. Gateway assessments occur at program admission, at admission to candidacy (admission to student teaching), and at program exit. The evaluations during and at the conclusion of student teaching, along with disposition assessments and the documentations and reflections within the professional portfolio, constitute the culminating indicators of the student's readiness to take responsibility for his or her own classroom.

One of the key evaluations is the student teaching formative/summative, administered four times for each candidate during student teaching. The final administration is considered summative and is done by the faculty supervisor in collaboration with the cooperating teacher. Positive ratings at this point are among the major indicators of readiness to exit the program.

Student teaching consists of two eight-week placements in which students are coached in gradually taking responsibility for the entire classroom. Typically the first placement is in a church school setting and the other in public school, orienting the students for service in either setting. The intent of the program is that regardless of placement, the graduates are prepared to represent Christ through excellence in teaching as well as through their caring and compassion.

The orientation, motivation, and encouragement to serve as representatives of Christ and to be actively engaged in the local church are highlighted in the following course, required of all teacher education students:

> EDUC 419-Philosophy and Leadership in Christian Education: Designed to familiarize teacher candidates with the scriptural principles and philosophic base of Seventh-day Adventist education and instructional leadership. The writings of Ellen White inform this study. Leadership principles are studied, including topics related to the integration of faith and learning, interpersonal communication, administration of small schools, and the responsibility to constituencies.

Although assessment results are used primarily to certify the competency and attainments of the students, they also have a role in documenting the effectiveness of the program. Aggregated

tabulations of assessment results (example: Student Teaching Summative data, form v1) on all students are studied to determine the extent to which the curriculum and activities are successful in fulfilling the intent articulated by the conceptual framework. The committee structure facilitates assessment and feedback not only by university faculty but also by representatives of Seventh-day Adventist schools.

The Southern Union Superintendents are hosted on campus twice each year. They conduct interviews with the teacher candidates prior to the student teaching experience and again after student teaching has begun. Based on these interviews, many students are invited to interview at upcoming school board meetings. A working lunch during the visits facilitates verbal feedback on the interview and comments on the competency evidenced by the candidates.

A Dedication Weekend for teacher education students (initiated Winter 2012) features speakers chosen to inspire in graduates a vision of service within their church. Larry Blackmer, vice president for Education for the North American Division and a veteran educator, was the featured speaker at the initial dedication. The dedication of January 2013 will feature two currently serving church school teachers who will share the challenges and opportunities within the church school classroom and the ministry component inherent in the teacher's engagement with constituent churches.

At Southern Adventist University, education students are taught by godly Seventh-day Adventist professors who start each class with a spiritual thought and prayer. All the professors have been church school teachers and can relay typical scenarios that students will find in the classroom. Students are informed and inspired by the instructors' modeling within the school and the constituent church. The children taught by graduates of Southern's Teacher Education Program experience the benefit of this spiritual leadership.

Graduate Teacher Education

As a component within the School of Education and Psychology, the Master of Science in Education (M.S.Ed.) program has the primary purpose of answering to needs within the educational program of the Seventh-day Adventist Church and specifically of the Southern Union. The typical M.S.Ed. candidate is a teacher or educational administrator working within the Seventh-day Adventist Church.

The Advanced Programs Professional Portfolio has been designed around the conceptual framework as well as the core propositions defined by the National Board for Professional Teaching Standards (NBPTS). Those standards are: (1) teachers are committed to students and their learning; (2) teachers know the subjects they teach and how to teach those subjects to students; (3) teachers are responsible for managing and monitoring student learning; (4) teachers think systematically about their practice and learn from experience; and (5) teachers are members of learning communities. The portfolio assessment rubric documents each candidate's attainment of the standards. By the time of program exit, candidates must score proficient or exceptional in each of the standards.

M.S.Ed. candidates may select an emphasis in Instructional Leadership, Literacy Education, or Outdoor Education. The following descriptions of required courses are indicative of the service-leadership focus within the programs:

Instructional Leadership emphasis:

> EDAD 520-Foundations of Instructional Leadership: This course discusses the purposes, organization, an administration of educational programs and institutions; the structure and control of school systems; and conceptual foundations of instructional leadership. Special emphasis is given to servant leadership, diversity, Biblical foundations of administration, spiritual dynamics within the organization and with the broader community, and the distinctive philosophy and mission of Christian educational programs.

Literacy Education emphasis:

> EDLE 565-Critical Thinking in Content Literacy: Study is given to the theoretical framework for teaching literacy in the content areas. Instructional strategies for facilitating critical thinking, particularly in the context of the Bible, are modeled and practiced. Strategies are also taught that are designed to enhance critical and creative thinking, as well as academic performance in reading, writing listening, talking, viewing, and visual representation in all content areas.

Outdoor Education emphasis:

> EDOE 543-Environmental Ministries: This seminar will focus on the use of nature study to lead children and youth to Christ. It is designed for teachers and youth leaders who want to learn more about using nature as a tool for witnessing. Participants will learn to use nearby and/or familiar locations for environmental understanding and inspiration.

School of Nursing

The mission of the School of Nursing (SON) is to provide a Christian learning environment that values academic excellence and fosters personal and professional growth to meet the diverse needs of individuals, families, and communities.

Expected program outcomes are focused on preparing the student to provide competent patient care using the nursing process and collaborating with patient, families, and health team members; to manage the nursing care of individuals and groups of individuals in a variety of practice settings; and to consistently fulfill the role of a member of the nursing discipline as evidenced by lifelong learning, care, integrity, accountability, and professional conduct and involvement. In the School of Nursing, spiritual assessment is a part of planning the care of every patient.

At the graduate level, the SON mission states that the programs "are designed to provide opportunities for advanced practice and upward mobility within healthcare." The purpose of the graduate programs is to provide master's and doctoral level Seventh-day Adventist Christian nursing education "for individuals who desire to serve local communities and the Seventh-day Adventist world church in advanced nursing roles."

The development of excellence in knowledge, skills, and professionalism, together with attentive concern for the spiritual status of every patient, prepare the nursing graduate for service in any healthcare setting; yet these attributes are particularly supportive of the purpose and intent of Adventist healthcare.

The programs in nursing are accredited by the National League for Nursing Accrediting Commission and are approved by the Tennessee Board of Nursing.

School of Religion

School of Religion Undergraduate Degrees

The School of Religion (SOR) offers two undergraduate majors that are designed to lead to careers in pastoral ministry:

1. Theology
2. Pastoral Care

The Theology Major is designed to prepare students for ministry in a congregational setting such as a church district. Pastoral Care is designed to prepare students for further training to specialize in chaplaincy work. The program emphasizes chaplaincy in a health-care setting.

The Theology major clearly expresses its intent to prepare graduates for service in the church. This intent is expressed as follows:

- To provide professional training that prepares graduates to serve the Seventh-day Adventist Church effectively in ministry
- To provide an adequate pre-seminary training in biblical backgrounds, languages, history, theology, and church ministries to meet entrance requirements to the M.Div. degree program offered by Andrews University
- To provide instruction and practical experience in church ministries and public evangelism as outlined in the requirements of the Certification for Ministry

The Pastoral Care major likewise holds a focus on preparing for ministry:

- To provide comprehensive, theological, pre-seminary training for chaplaincy and pastoral care ministries

The SOR maintains procedural assessments designed to validate the commitment and aptitude of its students for the majors and thus for the work and role expected of the graduate. Students apply to the ministerial program for trainee status by the midterm of the first semester of their sophomore year. Appropriate results on the 16PF are required of each applicant. The student's reputation in the university, church, and community is considered, along with the record of the student's experience in church and ministry activities. Results of standardized tests, adviser recommendation, and academic performance are assessed. Accepted students must maintain evidence of commitment and be accepted for candidacy. Students are considered for approval as ministerial candidates at the beginning of the first semester of the senior year, with reference to academic status, a second 16PF test, attendance at required activities of the SOR, submission of a ministerial experience portfolio, an interview, and other factors.

The SOR requires field education of Theology and Pastoral Care majors prior to recommendation by the SOR for church employment. The ministerial externship program acquaints the student with the multifaceted responsibilities of ministry. It provides a laboratory setting in membership care, evangelism, church leadership, worship, and preaching by placing students under experienced pastors and lay leaders for mentoring in a local church. The student must have achieved trainee status in order to be approved for field education.

In addition to the ministerial externship program, Theology majors are required to participate in an evangelistic endeavor. Full-scale evangelistic meetings are conducted for six weeks each summer, under the auspices of the Southern Union Conference of Seventh-day Adventists. During some summers, students may be permitted to participate in a three-week evangelistic series in a mission setting overseas. Students planning to take the summer field school program must meet stated requirements, including having been accepted as a ministerial trainee or having received permission from the SOR.

Candidates at every level (trainee, candidate, graduation) must meet stated academic requirements; they must give evidence of moral, physical, social, and intellectual fitness and demonstrate professional commitment. Candidates who are not accepted as trainees and/or candidates or who lose said status are not eligible to graduate with a Theology or Pastoral Care major, but may with the permission of the Religion faculty complete a Religious Studies major. The recognition that students may or may not meet the stringent requirements and the provision for completion of an alternative major demonstrate that the SOR maintains the integrity of the program and recommends for denominational employment only those individuals who have demonstrated the competence, dispositions, and commitment expected of church leaders in a professional role.

Graduate Degrees in School of Religion

The SOR offers one graduate degree program, the Master of Ministry (M.Min.), that is considered professional in emphasis. Students in this program choose from three emphases:

1. Church Leadership and Management
2. Church Ministry and Homiletics
3. Evangelism and World Mission

The program is designed to provide quality professional graduate education in church leadership, church ministry, preaching, outreach, evangelism, and world mission. The emphases in Church Leadership and Management, and Church Ministry and Homiletics are specifically designed to enrich the skills of church leaders and local church pastors. The emphasis in Evangelism and World Mission is designed to enrich the preparation of workers for gospel outreach to the world. The M.Min. degree prepares students to enter a Doctor of Ministry degree program.

The Role of Distance Education in Professional Programs

The university offers a limited number of courses online. Most are at the graduate level. The fully online programs are: the M.B.A. (with various emphases), and the dual-degree M.S.N./M.B.A. program; The M.S.N. program with a nurse educator emphasis; and the D.N.P. program which began in Fall 2012 which is predominantly online but requires annual campus visits. Programs in the SOR that are intended to prepare church workers and leaders are not offered online or through distance learning, because Religion faculty place a high value on the component of personal mentoring that they feel best takes place in an on-campus setting with classroom and co-curricular experiences with faculty and fellow students.

Online programs are parallel to on-campus programs and require the same coursework. The institution's strong intentional focus of spiritual nurture and service integrated into development of professional competence, are the same regardless of delivery modality.

Sources

- Education Conceptual Framework
- MSEd Portfolio Handbook for Advanced Programs
- SEP Manual of Policies. . . May 2012 (Committee Structure)
- Student Teaching Formative - Summative Evaluation 2012-2013 Revised v2
- Student Teaching Summative Data 2011-2012

5.4

Programs of Study: Integration of Faith and Learning

Standard: The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.

5.4: A description of the ways in which every teacher is encouraged to integrate and integrates faith with the discipline in all courses and in which the institution fulfills the religion course requirement in all programs.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

As discussed in criterion 5.1, annual faculty evaluations conducted by deans and chairs consider, in part, the degree to which faculty integrate faith and learning in courses they teach. This consideration is accomplished by both direct observation and conversation. Faculty under consideration for promotion in rank or level complete a portfolio that also considers, in part, the integration of faith and learning. Portfolios are reviewed by the Faculty Promotions Committee. Additionally, faculty in-service training over the past five years has often focused on the integration of faith and learning.

In addition to faculty evaluation and faculty development processes, individual department leaders also work to ensure that the integration of faith and learning occurs in each discipline. For example, in the **English** Department every new hire must write an essay explaining how he/she will integrate faith and learning—not promising to offer a prayer each class period, but actually to relate literary matter or writing skills to the Three Angels' Messages. (Adjuncts write essays about how they will integrate Christianity in general.) Those applicants who write substandard essays are dismissed regardless of other qualifications. Of the thirteen people teaching English currently, ten have produced such statements, including the department chair. The other three have declared their support for integrating faith and learning. During the evaluation period, the chair encourages the integration of faith and learning through one-on-one conversations with teachers, discussing ways in which the teacher does this already, and inviting exploration of how he/she might do it better. During classroom visits the chair takes special notice of a teacher's emphasis in this area.

The museum-quality exhibit in the **Biology** Department offers an understanding of origins from a creationist worldview (see Spring 2012 *Columns* article). The exhibit first considers the intricacy of the cell, then explores the relationship between the Geologic Column and the biblical flood, considers the probabilities that would lead one to consider an infinite mind behind the intelligent design, and concludes with the significance of beauty in nature. Elements of these exhibits are incorporated into several classes (BIOL 161, **BIOL 311**, **BIOL 412**, **BIOL 421**, **BIOL 424**). Biology professors often tie Bible verses or religious quotes into classes in relevant contexts. For example, in BIOL 320 Entomology the professor cites biblical references to insects. Biblical reference to diseases are included in microbiology classes. As in most other disciplines, classes begin with prayer or a short devotional to help students see how God has moved in professors' lives.

BIOL 320 Entomology considers biblical reference to insects. BIOL 225 Microbiology considers degradative diseases caused by sin. BIOL 317 Ecology considers implications of micro-evolution and God's plan to provide the ability to adapt through preexisting genetic information. BIOL 161 General Biology discusses the evolutionary and creationist viewpoints of scientific data and how world view leads to different interpretation of data. BIOL 424 Issues of Natural Science and Religion considers historical world views of Darwinian evolution and how these views affect

scientific interpretation today. BIOL 311 Genetics discusses safety mechanisms designed into genomes. BIOL 161 General Biology, BIOL 412 Cell and Molecular Biology, and CHEM 351 use hallway exhibits of the cell to teach complexity of the cell and the concepts supporting the requirement for intelligent design, i.e., a Creator.

Science faculty (**Physics**, **Biology**, **Chemistry**), together with **Religion** faculty, **administrators**, and **librarians** meet monthly to discuss issues of faith and science. Built around common readings, discussions provide attending faculty with rich perspectives on applications of a biblical worldview to matters of origins in classes they teach. Books studied in the last several years include: *The Case for a Creator*, by Lee Strobel; *Coming to Grips with Genesis: Biblical Authority and the Age of the Earth*, by Terry Mortenson and Thane H. Ury; *Created from Animals: The Moral Implications of Darwinism*, by James Rachels; *The Soul of Science: Christian Faith and Natural Philosophy*, Nancy R. Pearey and Charles B. Thaxton; *The Greatest Hoax on Earth, by Jonathan Sarfati*; and for the 2012-2013 academic year *In the Beginning*, edited by Bryan Ball.

Professors in the School of **Religion** have little difficulty integrating faith in learning within the discipline. The mission in each class is to accomplish at least one of the spiritual student learning goals for the university. These goals include (1) to assist the student in growing in a vibrant relationship with the Lord Jesus Christ, (2) to integrate into their lives beliefs and values as understood by the Seventh-day Adventist Church, and (3) to ensure that the beliefs and values which they integrate into their lives are Bible-based. Every class is considered to fall into one or more of these three categories, and it is the work of the teacher to ensure that these learning goals are met through required religion classes. Syllabi for religion courses are to include statements of objectives or outcomes that make these goals clear and against which the courses will be assessed. The school has developed assessment procedures and rubrics to ensure that there is in place an assessment process by which these goals and expectations can be evaluated using designated indicators of student success in each area.

At weekly faculty meetings **Religion** faculty spend approximately 30 minutes discussing and praying over, among other things, the student needs of which they have become aware during the week, whether academic, physical, spiritual, social, or financial. School faculty are encouraged to be alert to students' needs and to minister to them both in the classroom and outside of the classroom, to befriend them, to invite them to their homes, to pray with them in the hallways or in the offices, to visit them in the residence halls, to participate with them in activities both on and off campus, and—with due diligence to protect confidentiality—to be sensitive to special needs that can be shared with the faculty to be lifted up in prayer to God. Every religion faculty member sees it his personal mission to lead students to the foot of the cross, to challenge them to live a life of faith in Jesus Christ and in God's word, to share that faith with others, and to "grow in a vibrant relationship with the Lord Jesus Christ."

In the School of **Education** and **Psychology** the dean meets monthly with the entire faculty and staff. Devotionals at each meeting focus on relationship with students. Recognizing students are watching as faculty deliver instruction, guide and advise, and live lives of faith and integrity at the university and local churches, devotionals are intentionally selected and focused on drawing faculty toward Christ so they in turn faithfully emulate His life as an example for students. Devotional readings have been taken from *A Daybook of Grace: A Year of Devotions to Draw You Near to the Heart of God*, edited by Mark Gilroy and Jessica Inman and most recently *Moments of Peace in the Presence of God, edited* by Lila Emson Wavering.

Working with faculty, the dean of the School of **Education** and **Psychology** has established four non-negotiables, i.e. those concepts, behaviors, and/or beliefs that form a foundation for practice in the school:

1. Nurture all students relative to individual will and choice in preparation for God's service;
2. Teach and model balance, collegiality, open communication, and respect;
3. Teach and advise from a Christian world view;

4.   Hold firm to integrity at all levels—academic, social, religious.

Education and **Psychology** faculty meetings provide an open opportunity to discuss moral leadership and the philosophy of Christian education as applied to everyday activities in the classrooms. Sample faculty meeting minutes are provided.

Although **mathematics** is not a subject that lends itself easily to the integration of faith and learning, professors in the Mathematics Department find creative ways to incorporate spiritual development into daily lectures and consistently represent a Christian worldview. Professors begin each class with prayer, often asking for prayer requests. One professor has students read the book *Spiritual Gifts, Volume 1*, by Ellen White for five minutes each class period for some classes. A more direct relationship between the spiritual life and mathematics can be used depending on the topic. For example, the logic argument of the conditional if-then statement can be represented by part of Galatians 2:21 (NKJV), "if righteousness comes through the law, then Christ died in vain." Both simple statements are false yet the overall statement is true. Other courses using disjointed sets (a topic discussed in several classes including those taken by students seeking general education credit), use as an example the set of human beings which is disjoint from the set of godly beings if it were not for the life and sacrifice of Jesus. When discussing infinity, reference is made to the infiniteness of God, or even to the last verse of the song Amazing Grace, "When we've been here ten thousand years … We've no less days to sing God's praise then when we've first begun." (Infinity plus 10,000 is still infinity.) The Bible is filled with many statements that illustrate logical arguments, and our discussions change how students read the bible.

The School of **Business and Management** (SBM) integrates faith and business throughout the curriculum at both the undergraduate and graduate levels. The integration of faith is not considered an add-on to programs but undergirds the stated school purpose of developing Christian business professionals. Philosophically, faculty do not view faith and business as separate domains but instead teach students to conduct business from a faith-based foundation where God's teachings instruct business practice.

The SBM actively encourages faculty to integrate biblical concepts throughout their courses. Training is provided. For example, on August 23, Professor Cafferky presented the Scriptural Foundations of Business to the faculty meeting. Principles described are applied to both undergraduate and graduate instruction. **Business** faculty attend conferences on faith-based business teaching/practices. Several faculty have joined the association in order to foster a deeper understanding of and commitment to faith-based business practices.

Business faculty see business as a mission or calling rather than a job or way to build personal wealth. Asked to reflect on this criterion, Professor Montague said: "To me, to live is Christ. I let my admiration of Jesus percolate through my classes. Students see who I am. They see that I care more about their characters, futures, and opportunities for substantive peace than I do about them recalling at some future date how to determine a coefficient in a queuing problem. So that's the first and most important puzzle piece in the determination of values in my classes." He begins each class (including online chats) with a devotional thought and prayer. Devotionals and prayers are modeled, and then students are asked to present them. Devotionals are natural extensions of Bible texts. Students notice the absence of cute or humorous anecdotes and they share thoughts—sometimes meaningful thoughts—in their own devotional presentations. Devotionals nearly always lead to opportunities to highlight Christian, that is Scriptural, perspectives regarding class content. For example, in lessons on downsizing an organization, how Jesus would care for displaced employees through the process of separation naturally follows. Finally, for those students who appreciate an instructor's personal attention, Montague tries to understand what is happening in their lives. When he is invited to comment about choices students are making in their lives, or decisions they are considering, he starts with prayer. As the discussion unfolds, he attempts to lead the student to think of the decision as Jesus would think about it.

The School of **Nursing** (SON) annually reviews end-of-program evaluations for each program (AS, BS, and MSN). Scores for winter 2012 on "the SON provided a Christian environment" were as follows:

AS	4.68	5 pt Likert scale
BS	4.69	5 pt Likert scale
MSN	4.8	5 pt Likert scale

Though these are very good scores, the school considers what can be done to maintain or improve them. The school discusses in various committee meetings ways to teach spiritual assessment of patients and how to serve as providers of wholistic care, including spiritual care. Committee meetings always include a worship thought and prayer. Worships are often exemplars of how nursing faculty can incorporate faith-learning in the classroom or clinical setting. The new DNP program is grounded with the CREATION health principles; a Biblical view of health. Three of the graduate faculty have completed Facilitator Certification from the CREATION Health Office at Florida Hospital. These principles are integrated throughout the graduate curriculum. A number of clinical instructors have been students in Southern's graduate program and have been mentored to actively role-model prayer with patients and other approaches to meeting patient and/or student spiritual needs. Finally, the Neuman Systems Model framework, which views man/family/community as wholistic with physiological, psychological, developmental, sociocultural, and spiritual components, centers faculty and curriculum. It guides nursing faculty in interactions with students as well as in teaching students as caregivers to view patients in a wholistic way.

The mission of the **Chemistry** Department states: "Within a Christian environment of learning, the Chemistry Department seeks to provide undergraduate students with the knowledge and skills necessary for distinguished professional performance in chemistry or other fields that require a strong background in chemistry." Faculty provide this Christian environment by beginning classes with a short devotional thought and/or prayer. Not all topics in chemistry lend themselves to overt connections between faith and learning. However, integration between faith and the topics presented are done as appropriate. Areas in which faith and learning are clearly connected are in discussions of radiometric dating that arise when radioactivity is discussed and topics in biochemistry that included references to evolutionary theory in the textbook.

In the Department of **Physics** integration of faith and learning is often accomplished in discussions with students outside the classroom (in work settings, in recreational settings, during office visits, etc.). Each teacher in physics regularly integrates faith with course content. In some cases it is explicitly written into the syllabus while in others it is injected in less formal ways. As part of the hiring process, search committees specifically look for new faculty who will engage the students spiritually as well as academically, so little additional encouragement is needed. The most formalized encouragement comes each year during the evaluation process where there is an opportunity for a discussion with each teacher about his or her integration of faith and learning. The department also team teaches PHYS 317/RELT 317 Issues in Physical Science and Religion each winter term. This course, taught with a professor of religion, explicitly integrates faith dimensions in the physical sciences.

The School of **Physical Education Health and Wellness** sees the integration of faith and learning as a natural fit for faculty in the school because of the school's focus on whole person (body, mind, and spirit) development. The school dean, Dr. Phil Garver attests "Everything we present has an impact on the total well-being of an individual. The spiritual is at the core of being 'well' and because we believe our body is the temple of God everything we are about needs to reflect that reality. This is our focus."

For two years the **History** Department has taken history major seniors to the Maryville Symposium on Faith and the Liberal Arts. Last year the subject was about reading and how reading the Bible shapes understanding of reading in general. This year the subject was the "Frontiers of American Identity." This topic explored how people of faith look at national identity and how Americans treat

the foreigner and stranger. During the symposium Southern students interact with Christian faculty from a variety of schools in the region and through this observe how Christians approach the discipline of history. Also, in the last year the History Department has invited Christian faculty from two universities to campus to share with history students how they go about "doing their discipline" as Christians; in one instance, Jay Green, from Covenant College, has written a book called "Confessing History" about being a Christian historian. During his visit he led a deep discussion with students about what it means to be a Christian scholar. Finally, during summer 2012, history faculty in faculty meetings took turns sharing their personal integration of faith and learning statements from their portfolios. These discussions were used as a jumping off point for talking about how history faculty can nurture spirituality within history majors outside the classroom as well as in it. In addition history faculty read passages at each meeting from scholars who are thinking about how to be Christian mentors in the classroom. Discussion of these texts were used to spur thinking and practice of the integration of faith and learning. Finally, the department has developed a document describing where and how history professors integrate faith and learning and support spiritual development in history majors. The document is provided in supporting documentation below.

In the School of **Computing**, several departmental faculty meetings each school year touch on issues of faith in the computing profession and classroom instruction. On the surface it may seem that the field of computing is fairly agnostic, and indeed its practitioners tend to be overtly secular; however, since technology is so pervasive in all of the affairs of modern society, it is important that computing graduates be moral and ethical leaders in their field. Even spreading the gospel has become increasingly technology-dependent, and so computing graduates can play key roles in finishing God's work. The school emphasizes the unique opportunities those with computing skills have to witness in a largely secular workplace. Whether it be in areas of software development or network security, Christian computing professionals can provide a Christ-like influence on coworkers who otherwise would not seek spiritual things.

In the School of **Social Work**, at the graduate and undergraduate level it is the goal of the faculty to integrate Adventist faith and values in classes. Most classes include social work values and ethics. When these presentations are made, professors lead a discussion to elicit from students their understanding of how scripture addresses these values. The following chart has been used after student ideas are generated:

Social Work Values	Texts Supporting Core Social Work Values
Service	Matthew 25:31-45; Luke 10:25-37
Social justice	Micah 6:7-9; Isaiah 58:6
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31
The importance of human relationships	Matthew 5:23-24; Mark 12:31
The integrity and competence of the worker	Matthew 25:13-30; 2 Timothy 2:15

In core social work classes, professors begin each class not just with a devotional thought or prayer but rather with an introduction of the day's topic using a scriptural approach. For example, when teaching research and the class topic is sampling, the teacher may begin with a discussion of sampling that was demonstrated in scripture. For example, various methods of random sampling are found in the biblical text: stratified (Noah), simple (David), and purposive (Gideon), to name a few. While professors will share biblical insights such as those above, the school's approach is to lead students to think about biblical examples before sharing professor insights.

In **Modern Languages** Department (MLD) all faculty, FT and adjuncts alike, are encouraged to include activities, imbed spiritual lessons, eternal notions for more popular ones, and to portray the image of Jesus Christ when in contact with students. Given the nature of the discipline, the department's common elements for languages culture and literature courses is to highlight the

scriptural understanding of diversity, to promote common grounds for academic analysis and notions of inclusion, and to provide platforms for discussion of the biblical notion of being a child of God as expressed in Colossians 3:11 and Galatians 3:28. These concepts are integral parts of language courses at Southern and provide the lens through which students and instructors view faith and learning. In practical terms, each instructor is encouraged to provide a classroom and office environment where dialog with students about their faith can occur and where opportunities to strengthen student belief and practice happens in ways consistent with the MLD mission and vision, and ultimately with core Seventh-day Adventist belief.

The School of **Journalism** and **Communication** values the integration of faith and learning at Southern as perhaps the greatest added-value "ingredient" offered by a Southern degree. This point was made by professor Stephen Ruf in a live interview on 3ABN's Night Light program (October 11, 2012, 9:00 p.m.). The program was produced on location in the Iles P.E. Center after the first of Doug Bachelor's GYC Southeast meetings. Stephen spoke about how faculty at Southern and in particular journalism and communication faculty bring faith into the classroom and offices, where it is not uncommon to see faculty praying with students. While the integration of faith and learning is more than prayer in the classroom, prayer has a profound effect on students. One student, impressed by her professor's prayerfulness contributed an article to *Columns Magazine* focused professor Hargrove's prayers before class (Spring 2012 issue). Professor Hargrove finds prayer a meaningful way to develop closer bonds with students beyond what could be achieved in the normal course of teaching the discipline. The deans of the school in staff meetings, private dialog with professors, and evaluation encourages professors to look for opportunities for integrating faith with teaching. The dean says "I am encouraged by them when I hear them share what they are doing." For example, professor Stanton Lee recently included a new spiritual application exercise introduced to news reporting classes. Each Friday, students take an assigned country of the world and share a recent article about happenings there, and then apply it to a Bible passage related to the news events. In speech classes Professor Ball and others assign a personal experience speech at the beginning of the semester. Students often conclude these personal stories with a spiritual connection or biblical principle. Likewise, in Introduction to Communication (COMM 103), students examine their decisions and choices in the use of media through a Christian perspective. In Film Evaluation (COMM 326) students are required to write criteria a Christian can use in selecting movies responsibly.

The School of **Visual Art** and **Design** has four areas of instruction: **Animation**, **Film Production**, **Fine Art**, and **Graphic Design**. Each area shares a Seventh-day Adventist Christian worldview and applies it as described below.

Animation: The philosophy of the animation program focuses on key tenets that inform efforts to integrate faith and learning. First, professors believe that humans create because they are created. As created beings professors encourage students to reflect on the Creator God instead of self as the source of creative impulse. This then applies to the discipline artists bring and care that they take, not only in the quality of the work, but also in its content and intent. With this Creator worldview professors feel free to encourage greatness that the world recognizes, not for self aggrandizement, but so the world recognizes Christ in the artist, and their handiwork. Finally, professors want many people to see and appreciate artistic work so many can see Christ in artistic expression. Specific examples of how this philosophy is applied include the following animation courses: AART 212—Storyboarding and Previsualization: This course looks at divine interaction in human history as the framework for all stories. Students work with a paradigm based on Biblical Narrative for analyzing story structure. They collaborate to storyboard and pitch these narratives to a live audience. AART 216—Character Animation I and AART 218 – Character Animation II: Character animation courses look at giving life to something inanimate. As instruction focuses on both aesthetic and technical concerns, an intentional effort is made to relate this creative process to the creation of the human family. AART 316—Collaborative Studio I and AART 318— Collaborative Studio II: In these production courses professors look at how helping others brings greater understanding of Biblical values of reliability, quality, and communication. AART 426/429— Senior Studio: Discussions take place to guide students in their choices for senior projects, specifically to help them understand their impact as an artist, and how that relates to God. AART

322—Motion Design: Students are involved in service projects for the community. Current work is being done for Psalms of the City, a Christian arts festival.

Film Production: From the beginning of the first year, professors make it clear to students that the program at Southern is not just another film program. Both in philosophy and practice it is very different from secular film programs. Although it shares some of the same goals as a secular program, the reason for learning film as an art is fundamentally different: it is learned to serve God. Overall in the program, students are encouraged and/or required to use good judgment, to consider the impact of their actions on others, to work to make the world a better place with their work, and to live a life of service. Students are required to think critically about their work and to submit proposals regarding the mission and content of their films before production can be started. This is part of a larger philosophy to avoid lists of do's and don'ts, but more importantly, to encourage students to ask "Why?" as the first step in the creative process, and to figure out what works best for the creative process while keeping mission in mind. Specific examples of how this philosophy is applied include the following film courses: ARTF 112—Intro to Film: Professors encourage students to develop stories for film projects that uplift and encourage, and professors counsel new students to consider whether or not film is something they feel God is calling them to. ARTF 114—Film Business and Management: Professors discuss interpersonal interactions and how in the secular industry, most film producers are expected to lie to achieve their goals, but how this ultimately is not only wrong, it will eventually come back to harm them. In addition this course discusses the biblical principles of fair treatment of workers and stewardship of resources. ARTF 234—Intro to Field Production: This course produces a major project that the class creates. The project with guidance of professors is chosen based on its underlying moral foundation and its ability to connect with people in a positive way. ARTF 353—Documentary Filmmaking: in this course students are encouraged to create films that stimulate moral reflection and critical thinking. Students also have the opportunity to create films that assist the work of nonprofit and faith based ministries.

Fine Art: Fine Art has the unique opportunity to influence all students in the School of Visual Art and Design because fine art coursework is foundational in a sequence of service classes required by every degree program within the school. Students in fine art courses receive instruction that incorporates a Christian worldview in both studio and lecture settings, as they interact with faculty on issues of art content, art philosophy, and art criticism. Fine art advanced classes have regularly been involved with service projects as a means to facilitate the student's engagement with giving to the larger community. Specific examples of fine art courses and the application of a Christian worldview include: ART 104—Drawing I, ART 105—Drawing II, ART 109—2D Foundations, and ART 110—3D Foundations: These fine art foundations courses encourage the development of a strong work ethic based on Biblical principles of working for God and not man. Verses that relate to coursework and attitude are discussed regularly as the semester progresses. Skills are developed with the goal of honoring God and furthering His work. ARTH 218/318—Art Appreciation, ARTH 342—Renaissance Art History, ARTH 344—Ancient Art History, and ARTH 345—Contemporary Art: This art history survey sequence is taught through the lens of a prophetic historicist understanding of the human experience, creating connections between the great controversy and specific periods in the history of art. Class discussions are consistently centered around a biblical worldview. ART 222—Painting II, ART 310—Painting III, and ART 410—Painting IV: Fine art intermediate and advanced courses have been involved with service projects as a means to facilitate the student's engagement with the larger community. For example, in the fall 2012 semester painting students visited Morning Pointe Assisted Living Center to present an art activity and participate in a co-exhibition of student and resident artistic work. In those same advanced classes they also participate in discussions and write reflection papers on how their worldview affects their output as artists.

Graphic Design: Because the graphic design program sees visual communication as a key element in building culture, faculty considers it imperative for students to understand the faith issues at work in both the history and the professional practice of design. The program focuses on the designer's responsibility as an agent of social change, demonstrating how this has happened

previously, and continues to occur in an ongoing manner in modern society. Students are made aware of the ramifications of the messages they create, and are encouraged to develop a moral basis for their professional choices. Specific examples of how this philosophy is applied include: ARTG 138—Design Studio I: In this course students examine the history of graphic design from a Biblical worldview. Instances of Providence in the historical development of visual communication are presented, as with the Reformation-era invention of the printing press. The Bible subsequently became the very first book to be mechanically printed, demonstrating how, at the opportune moment in history, God's Word was mass-produced in order to bring the Reformation to life. ARTG 238—Design Studio II: Though this course focuses heavily on the mechanical production aspects of graphic design, it has become a venue for service learning that reinforces the long-held belief that the graphic design community has a responsibility to be a force for social advocacy and development. While learning production techniques, students engage in service by creating print materials for community organizations and events. Last year the students in this class produced the booklet used for the Brain Awareness Week exhibit displayed on Southern's campus in support of the initiatives and goals of the Dana Foundation.

Institutional Religion Requirement

Undergraduate Programs

Undergraduate students of Southern Adventist University, in satisfying graduation requirements, complete a specified general education program that includes religion courses. The general education religion requirement is available below. The requirement is designed to accomplish the student learning goal: "Students of Southern Adventist University will grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist Church." Its components are divided into four areas: (1) spiritual development, (2) Seventh-day Adventist teachings, (3) biblical studies, and (4) elective credit. Students completing a Bachelor's degree are required to complete 12 semester hours as specified above. **Sample degree audits showing compliance with this requirement are attached below.** Associate degree recipients are required to complete six semester hours, three of which are in the spiritual development area. Transfer students have a prorated requirement specifying three credits for each year of study at Southern. Assessment of student development for this student learning goal is in pilot testing during the Fall 2012 semester.

Graduate Programs

In keeping with the institutional mission statement, graduate education at Southern Adventist University provides an opportunity for motivated students to combine the acquisition of knowledge with refinement of their intellectual skills in the pursuit of truth. This experience extends beyond the transmission of information in the traditional disciplines. Rather, the learning environment consists of a community of scholars within which students and professors jointly share dilemmas as well as discoveries and insights, resulting in a mutually fulfilling growth experience. Such opportunities motivate the student to engage in open dialogue, debate, critique, thoughtful query and independent thinking. Students study and integrate theory, research, and practice in specialized areas of expertise.

This learning environment provides high quality educational benefits, leads in the integration of *faith and learning*, and models academic and professional excellence. The institution graduates servant leaders guided by faith and integrity, and committed to living balanced lives. The *Graduate Catalog* provides direction to the philosophy directing the curriculum:

> At Southern Adventist University, the quest for truth relates to matters of Christian faith. Because biblical ideals lead to an appreciation of human dignity, participants in the community of scholars seek to apply theory in ways that preserve human worth. Christian

education combines faith and learning, understanding and practice, erudition and service. (p. 6)

Faith & Learning *Inside-Out*

The Graduate Council has adopted a curriculum model that integrates *Faith and Learning from the Inside-Out*—a course taught by a specialist in the discipline (doctoral-trained Christian scholars teaching a course in their academic discipline). The issues pertaining to faith and religion are addressed as they are relevant to and emerge directly from discipline-specific assumptions, theory, and practice. Some of these scholars are academically qualified in religion and hold MDiv or DMin degrees, while others formally educated within their disciples and are equipped to deal with issues of religion in their academic discipline, based on a life experience as a Seventh-day Adventist Christian professional.

Each school, in the graduate program through study within the discipline, exhibits a mission with an intentional focus to assist students in developing a Seventh-day Adventist Christian worldview. The faculty and staff are dedicated to modeling faith in their work with students. The strengths of this model include:

- Scholars who are immersed in on-going discussions of the big questions and assumptions in the discipline
- Scholars who are Seventh-day Adventist Christians
- Students who are ready to be engaged in discipline-specific discussions of both theory and practice from a faith-based perspective
- Scholars who increase their capacity to integrate their faith across the curriculum

The Graduate Council realizes that some discipline-specific scholars may not have graduate level training in religion, theology or biblical studies. However, our scholars are personally dedicated to teaching and modeling biblical truths based on their own experiences.

A goal of the Graduate Studies Office is to encourage growth in this area through faculty in-service and to provide other opportunities for faculty development. In addition the Graduate Studies Office works to support faculty in:

- Networking with other Christian scholars who have studied issues in faith
- Engaging in the process of testing discipline theories, assumptions and big questions through the eyes of faith [Cafferky text]
- Encouraging faculty to collaborate with biblical scholars in strengthening this work through discussions, co-authoring papers for presentation and publication, and attending conferences of Christian scholars in the discipline

Curriculum

Graduate students who attend Southern Adventist University indicate they have chosen the university for its spiritual philosophy, and a curriculum that integrates Christian beliefs in the discipline. They understand Southern is a private, Seventh-day Adventist university and anticipate a curriculum that is designed to integrate faith, ethics, and critical thinking in the work place. Therefore, student expectation is that faith is integrated across the curriculum and not just in one class.

To help students make the transition to graduate student life at Southern, each school hosts an orientation program. Orientation features a series of activities designed to introduce students to the graduate degree program expectations, curriculum, fellow graduate students, Southern Adventist University, as well as Seventh-day Adventist culture and beliefs. The attached link provides an example of an approach currently being used to introduce Adventist culture and basic beliefs. The Orientation thus serves as a foundation to faith and learning throughout the program.

All graduate programs include at least one core course in their academic discipline where the issues of religion are addressed as they are relevant to and emerge directly from discipline-specific assumptions, theory, and practice. In many schools two or more such courses are included within the core.

All **School of Business & Management** (SBM) students must take BUAD 562—Integrating Faith & Business. This course explores influences on the integration of religious faith and business practice, including the teaching of Judeo-Christian scriptures on business and management, vocation, work as service and worship, models of expressing personal faith at the workplace, moral tensions that result from the conflict between business assumptions and religious beliefs, managing personal change, spiritual disciplines for managers, recognizing and managing spiritual crises at work. This course is one example of how discipline specific professors are able to include faith, ethics, Bible study and model God's plan in student's lives.

The **School of Nursing** (SON) requires two core courses, NRSG 515—Theoretical Concepts of Nursing and NRSG 520—Health Promotion Across the Lifespan. In theses courses, a wholistic Christian perspective is taken on major issues in the development of nursing knowledge. The courses emphasize the use of psychological, sociocultural, physiological, and spiritual approaches to attaining and maintaining optimal health in the face of stressors inherent in a sinful world. Biblical principles and Adventist-specific approaches to healthy lifestyle are examined. The book *Ministry of Healing* by E.G. White is used as one of the supplementary texts.

In the Fall of 2012 the SON began offering a new degree program, namely the Doctor of Nursing Practice (DNP). RELT 540—*Christianity and Ethics in Professional Practice,* a required interdisciplinary course, was designed in collaboration with the SOR. This course will first be taught in the 2013-14 academic year. It will examine Christian principles and moral and ethical values which affect professional decisions, behaviors, and interactions. Applications to specific areas of professional concern for nursing and DNP practice will be the focus.

The **School of Education and Psychology** (SEP) provides degree programs predominantly for Seventh-day Adventist teachers in the Southern Union Conference of Seventh-day Adventists. This school has a conceptual framework that permeates every course in the curriculum. Adventist-specific approaches to teaching are modeled in each course. Classroom teachers are encouraged to develop new ways to integrate faith and learning in curricular development for the classroom. One such course is EDOE 543—Environmental Ministries. The content focuses (Dr. D. Tilstra comments) on the use of nature study to lead children and youth to Christ. This is a required course for teachers within the MSEd Outdoor Education emphasis, but many religion majors who want to concentrate on youth ministry have taken it as an elective.

The **Social Work** and **Counseling** programs provide excellent examples of Christian service to the world by modeling Christ's work while on earth. Courses (Dr. R. Coombs comments) within both of these programs strive to develop psychosocial insights that provide these professional caregivers skills needed for ministering to hurting persons and helping them move to personal wholeness, interpersonal competence, mental stability, and spiritual maturity.

The **School of Computing** began offering a Master of Science in Computer Science and Embedded Systems in Fall 2012. The program includes a core course CPTR 575—Issues in Computer Science and Religion. This course will first be taught in the 2013-14 academic year. It will examine scientific method, truth, reality, logic and computability, authority/inspiration, faith and reason as they interact with computational sciences. It will include non-logical factors in acceptance of scientific statements as authoritative arguments for the existence of God, causality, determinism and miracles, and scientific revolutions and paradigm shifts with relation to trends in religion and philosophy.

School Activities

Each school has faculty and staff that connect with students in their spiritual growth. Devotionals and prayer in class are common. In addition to modeling faith within the classroom, the faculty and staff engage students in one-to-one sharing in extra-curricular activities to involve students in Bible study, worship, praise, developing an interconnectedness between self, others, nature, and God. Such activities provide an informal way to acquire knowledge of Holy Scripture, doctrines common to Christian faith, as well as those doctrines distinctive to Seventh-day Adventist beliefs.

Graduate Assistants are not only employed as university workers but as student leaders. They lead out in student spiritual programs within the school and across campus. Examples of this are vespers, Sabbath School, student help groups, and other co-curricular activities. In additional these students lead out in sharing with the undergraduate campus activities. Examples are:

- Learning Support Services uses graduate students to work with freshman, students in need, and international students.
- Students Mobilized for Emergency and Disaster Relief (SCORE), prepares graduate students for disaster and catastrophic situations for community, regional, and overseas emergencies.
- Southern Outdoor Activity Program (SOAP), uses graduate students to lead out in nature study and other outdoor activities on weekends and school holidays. These activities provide for learning more about nature, creation and worship in the outdoor environment.

University Services

In addition to the individual school activities, the Graduate Studies Office works through various organizations on campus to provide spiritual and community sharing activities for the total graduate program. General campus activities included Friday night vespers, faculty/student picnic suppers and the Christmas gathering. The graduate website directs students to special events which focus on creation, worship, vespers, Bible study and nature.

Outcomes

Southern graduate faculty believe that *Learning should be Holistic: Integration of faith, emotions, and thought should be an ongoing process and will always be self-evident in each class throughout the program.* The outcomes of a recent survey of Southern graduate students reflect this philosophy of learning and shown in Table 1 below.

Table 1: Graduate Spiritual Development Survey

N=89	Definitely Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Definitely Disagree
My experience at Southern has helped me in ethical thinking and action in my profession.	**52.3%**	33.0%	14.8%	0.0%	0.0%	0.0%
My experience at Southern nurtured my spiritual development.	31.8%	**43.2%**	17%	5.7%	0.0%	2.3%
My faith in God was strengthened through campus experiences outside the classroom.	21.2%	**34.1%**	30.6%	4.7%	5.9%	3.5%
My classroom experiences strengthened my faith in God.	28.7%	**36.8%**	26.4%	4.6%	1.1%	2.3%

Students were asked if their experience at Southern "nurtured my spiritual development." Ninety-two percent agreed, including 32 percent who strongly agreed. When asked to respond to "My classroom experiences strengthened my faith in God", 92% agreed overall including 25% who strongly agreed. One student wrote. "I can't stress enough the impact of *Clinical Mental Health Counseling* classes on my spirituality." This comment shows an example of the total program contributing to the student's spiritual growth.

In reply to how classes at Southern had helped with ethical thinking and action in the profession, 100 percent of the students agreed that their experience helped them in sharing their faith in the workplace. Students went on to express that "[the] example set forth by faculty and Eclass interactions are beneficial in developing ethical thinking and actions." One Clinical Mental Health Counseling student said, "My major has helped me be more tolerant and empathetic towards people from all walks of life."

When questioned about their campus experience *outside the classroom*, 87 percent of the students agreed that their faith was strengthened through these experiences. Some online students expressed they had trouble answering this question since they were not on campus therefore not able to participate in on-campus activities. But students still felt their overall class experience was a positive factor in spiritual development. Commenting on this statement a student wrote, "My faith was strengthened by several off-campus activities."

Southern is located in a region often referred to as the "Bible belt of America." Many of the graduate students are non-Adventist Christians seeking a degree from a Christian university that is integrating faith and learning within daily living and the workplace. Every professor, staff member, and other support personnel play an integral role this learning process. Each school has developed a mission that intentionally reflects Seventh-day Adventist philosophy, spiritual development, and a Christian worldview. It is interesting to note that three of Southern's non-Adventist students have joined the Seventh-day Adventist church through profession of faith within the last four years.

One of the nursing students reflects on his/her experience in NRSG 520:

Hi Dr. _____
Thanks for teaching this class. I enjoyed it and was able to learn a lot. I appreciate the way you included Seventh-day Adventist beliefs and studies into the course material. I know many of the graduate students are not familiar with the SDA church and beliefs. It is a unique and exciting opportunity to introduce our beliefs. I thought you did a very nice job using SDA

material and incorporating it into health promotion. It did not seem "preachy" or judgmental. It was just the facts and how those facts make a difference in health. I was again reminded that I am proud to be a SDA and proud to be part of this university.

Southern's professors are scholars who are deeply acquainted with the big questions and assumptions in the disciplines; scholars who are Seventh-day Adventist Christians; scholars who are seeking to increase their capability to integrate their faith across the curriculum and not just in one class. This integration is an ongoing process that these scholars seek to manifest in each class throughout the educational program.

Sources

- Degree Audits
  - BA Liberal Arts Ed Audit
  - BA Liberal Arts Ed Licensure Audit
  - BA Theology Audit
- Graduate Studies
  - Graduate Syllabi
    - COUN 514 - Drugs & Addictions
    - COUN 520-Principles of Counseling-F'12
    - COUN 556-Theories & Techniques of Psychotherapy Syllabus-F'12
    - CPTR 575 - Issues Computer Science Religion
    - F12-EDOE-543-A-30780-2
    - F12-NPLD-552-A-31070-1
    - F12-NRSG-515-B-32863-1
    - F12-NRSG-520-A-31131-1
    - F12-SOCW-511-A-31402-1
    - F12-SOCW-615-A-31408-1
    - RELT 540 Christianity Ethics DNP
    - S11S2-EDLE-565-A-29633
    - S12S2-BUAD-562-A-30069-1
    - S12S2-EDAD-520-A-32566
  - Core Course Catalog Descriptions
  - D Tilstra EDOE 543
  - Four Models of Faith Integration in Graduate Studies
  - Graduate Spiritual Development Survey Data
  - Graduate Spiritual Development Survey Graph
  - GraduateVespersPoster_3
  - Michael E. Cafferky Text
  - R Coombs COUN 590
  - SBM Bible Study Faculty
  - School Missions

- o SDA Culture
- o University Colloquium 2011 D Smith
- Faith Science Discussion
- GE Religion Requirement
- Motivated by Deliberate Prayerfulness - Columns Spring 2012
- Origins Exhibit Article - Columns Spring 2012
- Plans for Spiritual Development in History Majors
- School of Business Faculty Meeting Minutes 082312
- School of Business Scriptural Foundations of Business Project presented on 082312
- School of Ed Psyc Faculty Meeting Minutes

5.5

Programs of Study: Distance Education

Standard: The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.

5.5: A description of distance education curricula – including online, hybrid and/or blended learning and/or other non-traditional programs/courses, and delivery methods, including use of web-based technology. A description and evaluation of the way that institutional mission and Christian values are embedded into these courses and programs must be included.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Definitions and Uses

At Southern Adventist University the classroom management system (CMS) used to deliver online course content, **Moodle**, is hosted on **Moodle Rooms**. The CMS at Southern is named **Eclass**. The university uses the following definitions for various course modalities:

- *Blended* - A blended course represents a well-balanced combination of content delivery using F2F instruction and Web enhanced tutorials or content. Seat time is not reduced (Driscoll, 2001; Dziuban, Hartman, & Moskal, 2004; Mosher, 2001; Osguthorpe, 2003; Voos, 2003).
- *F2F* - The course is delivered in a classroom with professor and students present at the same time. Face-to-face (F2F) courses are supported through Eclass. The primary focus, however, is not delivery of content via the web or classroom management system.
- *Hybrid* – A course is classified as hybrid if it is delivered in a mixed mode with two diverse elements where a portion of the course is fully online and a portion is F2F with decreased seat time (Lago, 2001). The School of Social Work Masters in Social Work is delivered this way. Students meet F2F twice monthly and the remaining portion of the course is delivered using Eclass at a distance (Young, 2002).
- *Online* – The entire course is offered through Eclass (on the Web) with professor and students at a distance from each other.

In addition to faculty-supported fully online or hybrid courses, over 40 percent of faculty have used Eclass in their courses in each of the last three years. Common uses include distribution of homework assignments, additional reading, assignment/course grades, online quizzes, and course discussion boards.

Distance Education Curricula

In addition to individual courses available in online format, the following programs of study are available fully online or are delivered in the hybrid modality:

Fully Online Programs of Study:

- o D.N.P. Emphasis Acute Care Adult/Gerontology
- o D.N.P. Emphasis Acute Care Specialization
- o D.N.P. Emphasis Lifestyle Therapeutics
- o M.S.N. Emphasis in Nurse Educator
- o M.B.A./M.S.N. Emphasis in Healthcare Administration
- o Accelerated R.N. to M.S.N. in Nurse Educator

       o M.B.A. Emphasis Health Care Administration
       o M.B.A. Emphasis Management
       o M.S.A. Emphasis Administration

Programs of Study Offered in Hybrid Modality

       o M.S.W. all areas of emphasis

A full listing of courses offered in an online format is available on the university course schedule website: https://www.southern.edu/apps/CourseSchedule/default.aspx. To view courses, select the desired term and "online only."

Program Assessment and External Accreditation

Distance learning programs and courses are approved, assessed, and evaluated in the same manner as all academic programs on campus. M.B.A. programs are externally accredited by the International Assembly for Collegiate Business Education (IACBE), M.S.N. programs are externally accredited by the National League for Nursing Accrediting Commission (NLNAC), programs in education are accredited by National Council for Accreditation of Teacher Education (NCATE), and the M.S.W. is undergoing initial accreditation by the Council on Social Work Education (CSWE). Assessment of these programs of study is part of individual program accreditation process. In addition, each school maintains unit plan assessments for school programs. Unit plans for the most recent round of assessment are attached (Online Campus, School of Business, School of Education and Psychology, School of Nursing, School of Social Work).

Faculty Evaluation and the Integration of Faith and Learning

Faculty teaching distance learning courses are either full-time or adjunct faculty of the university. As such, they are evaluated in the same manner as all faculty on campus, including evaluation in the integration of faith and learning. Adjunct faculty are evaluated by students as a part of the online student course evaluations and by their departmental dean/chair as a part of the annual faculty evaluation process. In addition to these annual evaluations by their dean/chair, full-time faculty teaching in the distance learning program undergo portfolio review evaluations at least every five years. These processes, as for traditional faculty, evaluate among other things the integration of faith and learning.

Faculty Development and the Integration of Faith and Learning

In addition to the faculty development opportunities provided all faculty, many of which have focused on the ability to integrate faith and learning (see Criterion 5.2), instructors of distance learning courses are provided training in the technologies and techniques unique to distance education pedagogy. Online Campus maintains a faculty development website that includes video tutorials, descriptions of best practices for distance learning, examples of online course content, and additional resources for faculty teaching distance learning courses. In addition, Online Campus staff provide one-on-one technical assistance to help faculty develop online courses and become familiar with new technologies and communication methods.

Distance Learning Credit

Credit for distance learning courses at Southern Adventist University is determined using the same university policies as on-campus courses. Lectures are provided in online courses using the following formats:
- Live, real-time sessions via video conferencing
- Recorded lectures that students can access asynchronously
- Written modules that require time equivalent to a lecture to complete

The lecture method(s) used in individual courses is left to the discretion of the faculty member teaching the course. Some courses use a blend of these technologies to convey lecture content.

Scheduling and Faculty Involvement in Online/Hybrid Courses

Online courses and programs are a part of the overall course offerings of the university and, for scheduling purposes, are treated the same as their corresponding on-campus sections. Therefore, full-time faculty involvement in online programs is the same as that for the on-campus program.

Library Resources

Online Campus course offerings are supported through online access to the McKee Library resources—the catalog, over 26,900 electronic books, and over 190 electronic databases. Hard copy books are sent by postal mail, and copies of journal articles are sent electronically or by postal mail.

Academic Services Available to Distance Education Students

Students taking online courses have access to the academic services appropriate to distance learning students at Southern Adventist University. The following academic support services are available to online students:

- Career Services: Online students have access to informational resources provided online and by phone/email contact with a career services counselor.
- Counseling and Testing: Online students have access to the online mental health information provided by the Counseling and Testing office for all students. While one-on-one counseling sessions are provided in person only, Counseling and Testing staff do provide mental health information to students via email and telephone including referrals to counseling professionals in students' local area.
- Academic Advising: The Online Campus office provides advising to online students to assist with the application and registration process. Academic advising is provided for graduate students in the one fully online program (M.B.A.) through the School of Business and Management.
- Disability Support Services (DSS): The DSS office works with online students to approve and facilitate appropriate academic accommodations for students with disabilities. Online students can receive services from DSS via telephone and email.
- First Year Experience: The university does not offer any undergraduate online programs (only individual courses). Therefore, the university's first-year experience course is not applicable to online students.

Verification of Student Identity in Distance or Correspondence Education

Southern Adventist University's Distance Learning Student Authentication Policy (see required resources) guides the university's student identity verification procedures. Following this policy, the university implements a multifactor approach to student identity verification. A digital copy of a valid driver's license or photo page of passport is collected at time of initial registration. This documentation is kept on file and can be cross-checked as needed.

Secure Login

All students who are enrolled in distance education courses at Southern Adventist University are issued a secure username and password for access to the learning management system where online courses reside. Verification of students in distance education programs and courses are initially conducted using IDs and passwords. The username and password are generated from the student information system registration rosters and are unique to each student. Access to the user database for assisting students with login issues is restricted to key staff members.

Other Identity Verification Processes

Per its Distance Learning Student Authentication Policy, the university implements a wide variety of prevention strategies and course design techniques within distance learning courses to promote student authentication. The particular strategies used in a given class are determined by the course instructor in consultation with the Online

Campus director and are selected to be consistent with the content of the course. Examples of these strategies include:

- Fully online programs require an initial face-to-face component on campus.
- A writing sample is collected as part of the application process. This sample provides opportunity for comparison with future writing.
- Instructors match student writing samples from a variety of sources (emails, discussion posts, submitted papers) and thereby recognize the signature of a student's work through trends and writing styles.
- Course activity is archived on the university server and future work can be compared to past performance.
- An academic integrity statement is included in each course syllabus.
- Student assignments are checked for plagiarism using Turnitin®.
- Courses utilize a variety of assessment types (quizzes, projects, portfolios, group work).
- Quiz and exam questions are randomized and no two students receive the same set of questions.
- Automatic time limits are placed on quizzes and exams taken online.
- Exams require a proctor through one of the following methods:
  - Designated approved individual serves as the proctor at distance location.
  - Professor proctors exams utilizing live-video monitoring.
- High stakes exams require that distance students arrange proctoring through a nationally recognized and sanctioned provider such as Sylvan Learning Center®.
- Instructors hold live sessions with synchronous video monitoring through the use of individual Webcams and Adobe Connect.
- Students form a social presence with the instructor and other learners through both live video sessions and ongoing tracked class discussions.

References

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Young, Jeffrey R. 2002. "'Hybrid' Teaching Seeks to End the Divide Between Traditional and Online Instruction." *The Chronicle of Higher Education, 48*(28).

Sources

- Criterion 5.2
- Distance Learning Student Authentication Policy
- Online Campus Unit Plan (UPAR) - 2012
- School of Business Unit Plan (UPAR) - 2012
- School of Education and Psychology Unit Plan (UPAR) - 2012
- School of Nursing Unit Plan (UPAR) - 2012
- School of Social Work Unit Plan (UPAR) - 2012

5.6

Programs of Study: Development and Improvement

Standard: The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.

5.6: Plans for development and improvement within this criterion.

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The university implements its educational program through 18 educational units. Each unit has one or more educational programs. In turn, each program has a set of student learning outcomes that guide the content of the courses that make up the program/major. In addition to the 21 educational unit majors, the educational units facilitate the general education curriculum through targeted course offerings. The General Education Committee manages this program, determines the student learning outcomes and produces the assessment report for this curriculum. General Studies and Interdepartmental Studies programs are both administered by two or more educational units.

Each unit prepares an annual Unit Planning and Assessment Report (UPAR). The report addresses each degree program within the unit and includes the following sections:

- **Unit mission statement:** The unit mission concisely describes what the unit does.
- **Unit learning outcomes (linked to university goals e.g [I:2, S:3]):** Unit outcomes indicate what students should know, be able to do, and how they should behave/think as result of completing the particular course of study. These outcomes are linked to the institution's goals by using the university goal code in brackets at the end of the unit's outcome statements. The university Goal Codes are shown in Table 1.
- **Assessment (measures, results, analysis of results, action plans):** The assessment section includes a statement of the outcome, measures for each outcome, results for each outcome, and statement of analysis of results for each measure that briefly discusses the current year's results and the trends for the previous 3 years.
- **Action Plan Summary:** Based on the analysis the unit develops an appropriate action and records this in the action plan summary. This section records each unit's use of results for program improvement.

Table 1. Codes used on UPARs for University-level Goals

Code	University Goal	Description
I:1	Learning Community	Nurture campus learning communities that engage students with ideas that mark educated persons, global and multicultural perspectives, and advanced technology to develop both ethical principles and intellectual flexibility.
I:2	Faculty and Staff	Hire and develop a competent and diverse faculty and staff who model balanced ethical lives, integrate faith and learning, demonstrate scholarship through teaching, research, and other scholarly and creative activities, and celebrate and energize the student spirit as they respect and support the different ways students develop their minds, their persons and their citizenship.
I:3	Students	Recruit, retain, and support a capable, diverse student body.
I:4	Campus Environment	Provide a safe, nurturing learning community of faith for students, faculty and staff.
I:5	Student Service	Enable every student to participate in local service and/or mission service activities.
I:6	Partnerships	Pursue and nurture partnerships with alumni, church, community, business and industry, civic organizations, and government in order to analyze, project, and respond to changing needs to help ensure that graduates are prepared for a life of service.
I:7	Stewardship	Steward resources entrusted to the university through effective fiscal management to fulfill its mission, vision and goals.
S:1	Spiritual	Grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist church.
S:2	Intellectual	Develop a commitment to life-long-learning and demonstrate a mastery of the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication, and creativity needed to confront the issues, ideas, and values of historical and contemporary civilization.
S:3	Occupational	Exhibit excellence and moral leadership in their chosen field of study and/or profession.
S:4	Social	Develop socio-emotional maturity that enable them them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.
S:5	Physical	Take responsibility for their own well-being through a health-promoting lifestyle.

In 2011, Southern Adventist University converted its unit planning system from a manual document/paper submission process to an online software system. This new software system has been developed in-house and is hosted on the university's servers. Three years of data (2009, 2010, and 2011) have been entered into the online system, and the UPAR reports below are produced from it. Reviewers may either use the reports below (in PDF format), or they may browse the online system directly using the following information:

- Website: **http://circ.cs.southern.edu/upar/**
- Username: **aaareviewer**
- Password: **.rule.port**

The Unit Planning and Assessment Reports (UPARs) for each of the educational units are available by following the link above. The assessment process itself is in a continuous cycle of evaluation and improvement. The UPARs and process integrity reviews shown in the UPAR system demonstrate this cycle of improvement.

The accomplishment of the university's spiritual mission within the curriculum is assessed in part through the School of Religion UPAR, the Chaplain's office UPAR and the general education UPAR. Implementation of spiritual development and knowledge of Seventh-day Adventist belief assessments are in pilot testing as of the fall 2012 semester. These will be reflected in future UPARs for both the School of Religion and general education.

6.1

Faculty and Staff: Church Affiliation

Standard: Faculty and staff will be personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and the administrative processes of the institution will ensure that faculty and staff development and evaluation procedures include mission-focused elements.

6.1: Policies pertaining to the religious affiliation of the institution's faculty and staff and to their support of the values of the Seventh-day Adventist Church including: hiring criteria, terms of employment contracts, grievance procedures, orientation to the institution's mission, and academic freedom and responsibility for faculty in the context of the institution's mission. The percentage of faculty and staff that are Seventh-day Adventist should be identified.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Policies pertaining to the selection, hiring, and conduct of faculty and staff are articulated in the *Employee Handbook* section 2000, and stipulate that although the "university does not discriminate on the basis of race, color, sex, age, national origin, or handicap/disability in its hiring and employment practices," it does "exercise its constitutional and statutory rights as a religious organization and employer to prefer members of the Seventh-day Adventist Church for employment. Full-time faculty and staff (salaried and hourly) are to be members in regular standing of the Seventh-day Adventist Church" (Employee Handbook, Section 2000). In special teaching situations, where insufficient qualified Seventh-day Adventists exist, the Board of Trustees may exempt individuals from this requirement, but so far they have not found a reason to do so. The fact that 100 percent of the full-time faculty and staff are Seventh-day Adventist Church members is one of the unique strengths of the university and a key factor in its implementation of integrated faith and learning. "As an employee of Southern Adventist University, one should be in harmony with the doctrines of the Seventh-day Adventist Church. One should willingly and conscientiously uphold the moral and Christian standards that the church represents." (Employee Handbook, Section 2100). These statements are followed by general guidelines for appropriate dress, oral and written expression, and church attendance and financial support.

Hiring criteria (2060, 2065, 4010, 5000), terms of employment contracts (5040, 5140), grievance procedures (3060, 4040, 5080), orientation to the institution's mission (2010, 5150), and academic freedom and responsibility (*Employee Handbook*,Sections 5420, 5430) for faculty are delineated in the *Employee Handbook*.

As indicated on the Southern Fall Profile, 100% of the 151 full-time faculty are members of the Seventh-day Adventist church. While the form indicates that 44 of the 76 part-time/adjunct/contract faculty are not Adventists, the actual number reported should have been 28. Detailed investigation indicated that some of the denominational affiliations had either not been noted by the adjunct faculty or not entered into the university database. Twelve of the 28 are musician teaching private music lessons, four teach highly specialized courses in the School of Visual Art and Design, three teach specialized education/psychology courses with the remainder spread across six departments. In each case, they have been hired because of their specialized knowledge. The majority are dedicated Christians of other faiths and exert a positive influence.

Academic Freedom and Responsibility

Academic freedom at Southern Adventist University is assured by policy within the confines of a conservative faith-based institution. The university's policy *Academic Freedom* is articulated in the

Employee Handbook, Section 5420 and states in part: "The administration seeks to foster a climate favorable to freedom of teaching and research. In a Seventh-day Adventist university, academic freedom is further understood to carry certain responsibilities to one's God, colleagues, institution, and state. Faculty members are expected to exercise their right of academic freedom within a framework of commitment and dedication to the Seventh-day Adventist Church."

A paper voted by the General Conference of Seventh-day Adventists articulating freedoms is reproduced in the *Employee Handbook*, Section 5420. This paper defines generally accepted and understood boundaries for Seventh-day Adventist institutions. Inclusion of this paper in the Employee Handbook indicates Southern's adoption of these principles. The subject of academic freedom is further defined in the *Employee Handbook,* Section 5430, which deals specifically with the limits of academic freedom when it comes to the use of controversial teaching materials. Prior to hiring, prospective faculty members are made aware of the university's statement of academic freedom.

Sources

- Employee Handbook
- Employee Handbook Section 2000, 2100
- Employee Handbook Section 2060, 2065
- Employee Handbook Section 2100
- Employee Handbook Section 3060
- Employee Handbook Section 4010
- Employee Handbook Section 4040
- Employee Handbook Section 5000
- Employee Handbook Section 5040
- Employee Handbook Section 5080
- Employee Handbook Section 5130, 5140
- Employee Handbook Section 5150
- Employee Handbook Sections 5420, 5430
- Southern Fall Profile 2012

6.2

Faculty and Staff: Religion Faculty Qualifications

Standard: Faculty and staff will be personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and the administrative processes of the institution will ensure that faculty and staff development and evaluation procedures include mission-focused elements.

6.2: A description of institutional implementation of qualified faculty for religion courses.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Southern Adventist University employs competent faculty members qualified to accomplish the mission and goals of the university. The university's credentialing process is the same for full-time and part-time faculty.

Hiring of Faculty/Verification of Qualifications

Established guidelines for faculty recruitment are listed in the *Employee Handbook*, section 5000: Qualified applicants for undergraduate teaching must hold the minimum of a master's degree with a major in the teaching discipline or have completed at least 18 graduate semester hours in the teaching discipline and hold a minimum of a master's degree. The applicant must demonstrate proficiency in oral and written communication in the language in which the assigned courses will be taught. Eligibility for teaching graduate courses requires a terminal degree in the teaching discipline.
The selection of full-time faculty members is the result of a systematic and thorough search process conducted by academic departments in conjunction with the vice president for Academic Administration (VPAA).

Faculty appointments are reviewed by the Human Resources Committee which conducts background checks and are voted by the university's Board of Trustees. All faculty members undergo a rigorous screening, evaluation, and selection process in order to ascertain that they fit the institutional mission and have the appropriate credentials to teach in the school/department for which they are being hired. The VPAA personally reviews the qualifications of each faculty member with the respective dean/chair before inviting candidates for interview.

The VPAA's office maintains personnel files that include official transcripts showing the degrees earned and a vita that lists all relevant work experience and professional activities. Teaching assignments are made by the dean/chair with consideration given to academic credentials and documentation pertaining to teaching effectiveness. Table 1 below shows the faculty credentials for School of Religion faculty including transcripts for the two highest degrees, CV's. courses taught over the past year, and a listing of other qualifications.

Terminally Degreed Faculty

Southern Adventist University strives to hire faculty who hold terminal degrees in their teaching field. Currently approximately 64% (94/146) hold terminal degrees in their respective disciplines. In cases when faculty not holding a terminal degree are hired, the university actively encourages faculty to obtain their terminal degrees through a generous financial support policy outlined in *Employee Handbook*, sections 5720, 5730. All full-time faculty in the School of Religion hold doctoral degrees. Three of the adjunct faculty have doctoral degrees, while two hold M.Div.

degrees and teach lower division and general education students. Table 1 details the School of Religion faculty, the courses they teach and the academic degrees they hold.

Table 1
Religion Faculty Qualifications

NAME (F, P) (Links go to CV)	Courses taught in most recent academic year (S11, F11, W12)	ACADEMIC DEGREES & COURSEWORK (links to Transcripts)	COMMENTS & SAMPLING of OTHER QUALIFICATIONS
Steve Bauer (F)	RELT 581 Biblical Ethics in Contemporary Society RELT 255 Christian Beliefs RELT 484 Christian Theology I RELT 485 Christian Theology II RELT 373 Christian Ethics RELT 317/PHYS 317 Issues in Physical Science & Religion	Ph.D. Religion, Andrews University M.Div., Andrews University	Graduate transcript includes 9 hours Hebrew through advanced level. Graduate transcript includes 6 hours of Ethics as part of Christian Philosophy Concentration in PhD program. **Memberships:** Adventist Theological Society Evangelical Theological Society American Academy of Religion Adventist Theological Society **Publications:** Numerous articles and presentations as noted on CV
Michael Campbell (P)	RELT 138 Adventist Heritage	Ph.D. Religion (Adventist Studies), Andrews University M.A. Religion, Andrews University	**Memberships:** Adventist Society for Religious Studies Adventist Theological Society American Academy of Religion American Historical Association American Society of Church History Association of Seventh-day Adventist Historians Association of Seventh-day Adventist Librarians Ecclesiastical History Society Phi Alpha Theta **Publications:** Assist. Editor for *Ellen G. White Encyclopedia 1919: Seventh-day Adventism and Fundamentalism*, 2010

			Numerous articles and presentations as detailed on CV.
David Cook (P)	RELP 251 Intro to Youth Ministry RELT 255 Christian Beliefs	M.Div., Andrews University	**Professional Experience:** Youth and district pastor (12+ years)
Michael Hasel (F)	RELL 181 Biblical Hebrew I RELL 182 Biblical Hebrew II RELB 237 Archaeology & the NT RELB 247 Archaeology & the NT RELB 487 Archaeology Methods & Theory	Ph.D. Near Eastern Studies, University of Arizona M.A. Near Eastern Studies, University of Arizona M.A. Religion, Andrews University	**Memberships:** Adventist Theological Society Biblical Archaeology Society American Academy of Religion International Association of Egyptologists American Oriental Society Israel Exploration Society American Research Center in Egypt National Geographic Society American Schools of Oriental Research Smithsonian Institution Archaeological Institute of America Society of Biblical Literature **Publications:** *Domination and Resistance: Egyptian Military Activity in the Southern Levant, 1300-1185 BC* 1998; *Military Practice and Polemic: Israel's Laws of Warfare in Near Eastern Perspective*, 2005; Numerous articles and presentations as detailed in CV
Doug Jacobs (F)	RELP 423 Biblical Preaching RELP 468 Health Evangelism RELP 519 Church and Community Health Education RELT 255 Christian Beliefs RELP 452 Church Ministry II	D.Min. Ministry, Andrews University M.Div. Ministry, Andrews University	**Memberships:** Adventist Society for Religious Studies Evangelical Homiletics Society Evangelical Theological Society **Professional Activities** include numerous health seminars while a church pastor **Publications:** Speaker for weekly radio show Numerous articles and

			presentations as detailed on CV
Greg King (F)	RELB 245 OT Studies I RELB 246 OT Studies II RELL 330 Intermediate Hebrew RELP 391 Practicum	Ph.D. Biblical Studies - OT, Union Theological Seminary M.Div., Ministry, Andrews University	**Publications:** Kings and Chronicles: A History of Divided Monarchy, 2002 Numerous articles and presentations as detailed on CV **Professional Activities:** Dean at two schools of Religion
Martin Klingbeil (F)	RELB 425 Studies in Daniel RELL 181 Biblical Hebrew I RELL 330 Intermediate Hebrew RELB 246 OT Studies II RELL 182 Biblical Hebrew II RELL 221 Intro to Biblical Exegesis	D.Litt. Ancient Near Eastern Studies, Stellenbosch University M.A. Semitic Languages and Culture, Stellenbosch University B.A. Semitic Languages and Culture, Stellenbosch University	**Publications:** "For You Have Strengthened Me": Biblical and Theological Studies in Honor of Gerhard Pfandl in Celebration of His Sixty-Fifth Birthday, 2007 *Pensar la iglesia hoy. Hacia una eclesiología adventista. Estudios teológicos presentados durante el IV Simposio Bíblico-Teológico Sudamericano en honor a Raoul Dederen*, 2002 *Entender la Palabra. Hermenéutica Adventista para el Nuevo Siglo*, 2000 *Yahweh Fighting from Heaven. God as a Warrior and as God of Heaven in the Hebrew Psalter and Ancient Near Eastern Iconography*, 1999 Numerous articles and presentations as detailed on CV
Jud Lake (F)	RELP 321 Intro to Biblical Preaching RELT 138 Adventist Heritage RELT 139 Adventist Heritage Tour RELT 467 Christian Philosophy & Worldviews RELT 439 Prophetic Ministry of EGW RELP 521 Time & Life Management EDUC 342 Curriculum Content Methods: Religious Ed	D.Th. Practical Theology, University of South Africa D.Min., Reformed Theological Seminary M.Div. Andrews University	**Publications:** *Ellen White Under Fire*, 2010 Numerous articles and presentations as detailed on CV **Professional Experience:** • Bible teacher at Broadview Academy, 1995-1997 • Southern

			Adventist University professor 1997 - present **Deans of Education & Religion Comment:** EDUC 342 focuses specifically on teaching Bible at High School level
Donn Leatherman (F)	RELL 191 NT Greek I RELB 268 Sermon on the Mount RELB 425 Studies in Daniel RELL 192 NT Greek II RELL 221 Intro to Biblical Exegesis RELB 495 Fasting in Isaiah RELL 331 Intermediate Greek	Ph.D. Religious Studies, McGill University M.Div., Andrews University	**Publications:** *An Analysis of Four Current Theories of Hebrew Verse Structure*, 2000 Numerous articles and presentations as detailed on CV **Memberships:** Adventist Peace Fellowship Shalom Learning Center
Carlos Martin (F)	RELB 175 Acts of the Apostles RELP 361 Personal Evangelism I RELT 225 Last-Day Events RELT 458 World Religions RELP 362 Personal Evangelism II RELP 405 Evangelistic Preaching RELP 466 Public Evangelism RELP 591 Evangelistic Preaching Practicum	Ph.D. Missiology, Southwestern Baptist Theological Seminary M.Div., Southwestern Baptist Theological Seminary M.A. Religion, Andrews University	**Publications:** *Theology of Mission and Evangelism: An Adventist Perspective*, 2009 *Christianity Among the Religions of the World*, 2007 *Anthropology for Adventist Missions* *Christianity among Traditional Religions* *Urban Mission* *Adventist Church Growth* *Religions of the East* *Introduction to World Missions* *History of Missions* *Adventist Pastoral Ministry* *Field Evangelism* *Personal Evangelism* *Acts of the Apostles* *Last Day Events* *Christian Witnessing* Numerous articles and presentations as detailed on CV **Professional Experience:** International Evangelist for numerous campaigns (see CV)
Derek Morris	RELB 125 Life & Teachings of		**Publications:**

(P)	Jesus	D.Min. Preaching, Gordon-Conwell Theological Seminary D.Min. Practical Theology, Andrews University M.Div., Andrews University	*Radical Protection*, 2011 *The Radical Teachings of Jesus*, 2010 *The Radical Prayer*, 2008 *Powerful Biblical Preaching*, 2005 Numerous articles and presentations as detailed on CV **Professional Experience:** Editor of *Ministry* magazine
John Nixon (F)	RELB 125 Life & Teachings of Jesus RELB 265 T:Sexuality & Scripture RELT 177 Christian Spirituality RELT 255 Christian Beliefs RELP 322 Intermediate Biblical Preaching RELT 542 Studies in Bible Doctrines	D.Min., Andrews University M.A. Theology, Fuller Theological Seminary	**Publications:** Numerous articles and presentations as detailed on CV **Professional Experience:** Extensive pastoral experience Internationally invited speaker Executive committee member
Ken Norton (P)	RELB 125 Life & Teachings of Jesus	M.Div., Andrews University B.A., Southern Adventist University	**Professional Experience:** Church pastor Missionary
Alan Parker (F)	RELB 650 Thesis in Biblical Studies RELP 264 Christian Witnessing RELP 265 T:Evangelism RELP 291/391 Practicum RELP 450 Church Ministry I RELT 177 Christian Spirituality RELT 255 Christian Beliefs RELT 264 T: Prophetic Studies RELB 125 Life & Teachings of Jesus RELP 340 World Missions RELP 405 Evangelistic Preaching RELP 595 IS: World Missions RELP 466 Public Evangelism RELP 542 Urban Ministry and Evangelism RELP 495 DS: Public Evangelism	D.Th. Practical Theology, Universiteit Van Stellenbosch M.Th. Practical Theology, Universiteit Van Stellenbosch	**Memberships:** Adventist Society for Religious Studies Adventist Theological Society Evangelical Theological Society **Publications:** Articles and Presentations as detailed on CV
Edwin Reynolds (F)	RELB 426 Studies in Revelation RELB 435 NT Studies I RELB 191 NT Greek I	Ph.D. Religion - New Testament, Andrews University M.A. Religion - Biblical	**Publications:** *A Guide for Research Writing: AIIAS Theological Seminary.* 2d

	RELL 331 Intermediate Greek RELB 436 NT Studies II RELL 192 NT Greek II RELB 556 Studies in Revelation	Languages, Andrews University M.A. Teaching Industrial Arts, Pacific Union College	ed. Numerous articles and presentations as detailed on CV **Memberships:** Adventist Society for Religious Studies Society of Biblical Literature Adventist Theological Society Phi Kappa Phi Theta Alpha Kappa
Philip Samaan (F)	RELB 125 Life & Teachings of Jesus RELP 295 DS: Christian Witnessing RELT 138 Adventist Heritage RELT 177 Christian Spirituality RELT 458 World Religions RELP 264 Christian Witnessing	D.Min., Andrews University M.Div., Andrews University M.S. Public Health: Health Education, Loma Linda University	**Publications:** *The Theology and Messianic Aspects of the Book of Zechariah,* Doctoral Dissertation *Portraits of the Messiah in Zechariah*, 1989 *Christ's Way of Reaching People*, 1990 *Blood Brothers*, 1991 *Christ's Way to Spiritual Growth*, 1995 *Christ's Way of Making Disciples*, 1999 *Christ's Way to Pray*, 2003 Co-editor, *The Word of God for the People of God, 2004* *Christ's Way: Rebellion and Restoration*, 2009 Adult Sabbath School lesson quarterlies on the books of Zechariah and Daniel
Doug Tilstra (P)	RELB 125 Life & Teachings of Jesus	Ph.D. Organization and Management, Cappella University M.Div., Andrews University	**Memberships:** International Board of Ministerial and Theological Education (IBMTE) **Publications:** Numerous articles and presentations as detailed on CV
Barry Tryon (F)	RELB 125 Life & Teachings of Jesus RELP 150 Intro to Ministry RELP 270 Interpersonal Ministry RELT 177 Christian Spirituality	D.Min. Ministry, Andrews University M.Div. Ministry, Andrews University	**Professional Experience:** Extensive experience as pastor, evangelist, and Conference administrator

Sources

- 📁 Faculty CV's
    - 📄 Bauer_Stephen_R
    - 📄 Campbell, Michael CV
    - 📄 Cook_David
    - 📄 Hasel_Michael_G CV
    - 📄 Jacobs_Douglas_
    - 📄 King_Gregory_Alan
    - 📄 Klingbeil_Martin
    - 📄 Lake_Judson_S
    - 📄 Leatherman_Donn_W
    - 📄 Martin_Carlos_G
    - 📄 Morris_Derek
    - 📄 Nixon_John
    - 📄 Norton_Ken CV
    - 📄 Parker_Alan_Ford
    - 📄 Reynolds_Edwin_E
    - 📄 Samaan_Philip_G
    - 📄 Tilstra_Douglas_A
    - 📄 Tryon_Barry
- 📁 Faculty Transcripts
    - 📄 Bauer, Stephen (PhD, MDiv)
    - 📄 Campbell, Michael (PhD, MA, BA)
    - 📄 Cook, David (MDiv)
    - 📄 Hasel, Michael (PhD, MA, MA)
    - 📄 Jacobs, Douglas (DMin, MDiv)
    - 📄 King, Greg (PhD, MDiv)
    - 📄 Klingbeil, Martin (DLitt, MA, BA)
    - 📄 Lake, Judson (ThD, DMin, MDiv)
    - 📄 Leathermann, Donn (PhD, MDiv)
    - 📄 Martin, Carlos (PhD, MDiv, MA)
    - 📄 Morris, Derek (DMin, DMin, MDiv)
    - 📄 Nixon, John (DMin, MA)
    - 📄 Norton, Ken (MDiv, BA)
    - 📄 Parker, Alan (DTh, MTh)
    - 📄 Reynolds, Edwin (PhD, MA, MA, BA, BS)
    - 📄 Samaan, Philip (DMin, MDiv, MSPH)

- Tilstra, Douglas (PhD, MDiv, BA)
- Tryon, Barry (DMin, MS)

6.3

Faculty and Staff: Professional Development

Standard: Faculty and staff will be personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and the administrative processes of the institution will ensure that faculty and staff development and evaluation procedures include mission-focused elements.

6.3: A description and evaluation of the processes and plans for faculty development (including those for distance education faculty and staff), scholarly research, and performance evaluation (instruction, research, and service) that assist in ensuring and encouraging faculty support for the mission of the institution and the Seventh-day Adventist church.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Southern Adventist University is committed to providing means for professional development of faculty as teachers, scholars, and practitioners. Embedded in the mission of the institution is the understanding that the university constitutes a learning community that encourages the pursuit of truth. Faculty development and research demonstrate the mission-focus of the university in several ways.

1. All full-time faculty are given an annual professional growth allowance (Employee Handbook, Section 5380) currently ranging from $1,386 for instructors to $3,476 for professors. The amount is indexed to the wage factor and therefore changes as pay increases are given. Professional growth funds are specifically designed to be used to enhance a professor's effectiveness as a teacher and/or researcher. It is generally used to pay for professional memberships, conferences and professional gatherings, professional journals and reference materials and electronic devices which enhance teaching or research productivity.
2. As part of a strategic initiative to upgrade the academic credentials of faculty, the university has a policy of giving release time and paying for faculty to earn terminal degrees in their discipline. Each year approximately $240,000 is budgeted to provide funding for this faculty development project. As shown in Table 1, this translates into 10-12 faculty being on fully-supported doctoral studies at any given time.

Table 1. Doctoral Support by Year

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty receiving support	12	10	10	12	12
Number completing degrees	4	3	3	3	2
Expenditure	$237,240	$360,234	$319,294	$238,634	$371,679

3. A third faculty development initiative consists of special presentations with varying foci that are presented for faculty colloquium at the beginning of the academic year. Topics vary from year to year and often focus on teaching strategies that will enhance student learning.
4. Sabbaticals (Employee Handbook, Section 5760) are available to support academic scholarship and advancement in rank for university faculty with a minimum of five years of prior service to the university and two more years of service after the sabbatical. Plans for

the focus of the sabbatical must be approved before a sabbatical is granted. Up to 8 faculty members may be approved for a sabbatical any given year.

5. Research leaves (Employee Handbook, Section 5740) are available for faculty who are engaged in a particular long-term research project which may or may not be externally funded.
6. An ongoing program designed to facilitate faculty development is planned by the Dean of Academic Technology and Faculty Development. Throughout the year, faculty development luncheons and short workshops are held at which topics that provide instruction in using technology and teaching processes are presented to the attendees.
7. Academic Research grants are funded by the Academic Research Committee. Faculty apply for funding using the form available from academic administration in the following categories:
    1. Faculty 500 Grant (seed money to test out new projects)
    2. Research Grant (carefully planned research)
    3. Research Sustainability Grant (keeping an existing research project going)
    4. Major Research Grant (substantial funding for carefully planned research)
8. At the annual Faculty Recognition event planned by the Vice President for Academic Administration, a booklet is distributed which details faculty scholarship during the preceding year (Faculty Recognition booklets 2008, 2009, 2010, 2011, 2012).
9. Presidential awards are given to selected faculty at the May commencement to recognize excellence in teaching (*Employee Handbook* Section 5520), academic research (*Employee Handbook* Section 5530), and scholarship (*Employee Handbook* Section 5540). Each of these awards comes with a financial honorarium.

Distance Learning

The majority of distance courses offered by Southern Adventist University are taught by full-time university faculty, who are entitled to the personal development and research funds described above.

In addition to the faculty development opportunities provided to all faculty, instructors of distance learning courses are provided training in the technologies and techniques unique to distance education pedagogy. Online Campus maintains a faculty development website that includes video tutorials, descriptions of best practices for distance learning, examples of online course content, and additional resources for faculty teaching distance learning courses. In addition, Online Campus staff provide one-on-one technical assistance to help faculty develop online courses and become familiar with new technologies and communication methods.

Sources

- Faculty Recognition Booklets
    - Faculty Recognition 2008
    - Faculty Recognition 2009
    - Faculty Recognition 2010
    - Faculty Recognition 2011
    - Faculty Recognition 2012
- Employee Handbook, Sections 5520, 5530, 5540

6.4

Faculty and Staff: Development and Improvement

Standard: Faculty and staff will be personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and the administrative processes of the institution will ensure that faculty and staff development and evaluation procedures include mission-focused elements.

6.4: Plans for development and improvement within this criterion.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

The administration of Southern Adventist University is committed to continuing the policies and procedures which maintain a strong faculty who are committed to the institutional mission. Indicators of that commitment are:

1) Continuing hiring policies which populate the faculty with academically qualified individuals who are dedicated Seventh-day Adventists. (Employee Handbook, Section 2000, 5000)

2) Continuing the policy of upgrading the academic credentials of the faculty by funding doctoral study leaves. (Employee Handbook, Section 5720)

Percentage of *teaching faculty with terminal degrees*

2007	2008	2009	2010	2011	Goal
N/A	N/A	66	64	61	75

3) Facilitating professional development for all faculty by providing them with an annual professional growth allowance. (Employee Handbook, Section 5380)

4) Funding sabbaticals in order to foster scholarship and professional enhancement of faculty. (Employee Handbook, Section 5760)

5) Fostering research by means of funded research leaves (Employee Handbook Section 5740), summer service leaves (Employee Handbook, Section 5710), and research projects by the Academic Research Committee (Employee Handbook, Section 5300).

Faculty publications & presentations - percentage of faculty involved
(Information taken from http://oldlibrary.southern.edu/faculty/achieve/)

2007	2008	2009	2010	2011
N/A	N/A	34/139 = 24% (102 citations)	36/139 = 26% (138 citations)	46/146 = 31.5% (163 citations)

6) Maintaining a faculty-student ratio which facilitates student access to faculty.

Student/Professor Ratio - Undergrad

2007	2008	2009	2010	2011	Results for Current Year	Goal
N/A	N/A	15.4	15.5	15.5	15.1	16

Student: Professor Ratio - Graduate

2007	2008	2009	2010	2011	Results for Current Year	Goal
N/A	N/A	8.1	8.7	11	12.3	10

7) Continuing the ongoing faculty development programs which are facilitated by the dean of academic technology and faculty development.

Sources

- Employee Handbook Section 2000
- Employee Handbook Section 5000
- Employee Handbook Section 5300
- Employee Handbook Section 5380
- Employee Handbook Section 5710
- Employee Handbook Section 5720
- Employee Handbook Section 5740
- Employee Handbook Section 5760

7.1

Library and Resource Centers: Accessioning New Materials

Standard: The institution will provide resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.

7.1: Policies and procedures used for accessioning new materials that support the Seventh-day Adventist ethos of the institution.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Southern Adventist University provides facilities and learning/information resources that are appropriate to support its teaching and service mission and has policies and procedures for accessioning new materials that support the mission of the institution. Supporting the university curriculum is a primary determining factor in purchasing library materials. Below is a description of the library and its holdings. The statistics reflected in this summary are detailed in the attached 2011-2012 annual report for the McKee Library.

McKee Library

As the university's primary repository for learning resources and media services, the McKee Library supports the university's educational, research, and service mission by providing students, faculty, and staff with lending services, reference, instruction, interlibrary loan, access to electronic databases and resources, and collaboration and study space. The library houses print collections, periodicals in all formats, microform resources, media materials, government documents, and special collections. Its holdings include the following:

- 173,493 books
- 16,263 bound periodical volumes
- 4,769 media items
- 392,151 microform materials
- 26,980 ebooks
- 192 databases and electronic reference sources
- Special collections

Support for Teaching Mission

Faculty are directly involved in maintaining library collections that are adequate for and relevant to each curricular area and the degrees offered. The book budget is allocated by disciplines, and each academic department is allocated a portion of the library materials budget. Additionally, faculty members use the library's web-based request form to make recommendations. A collection development committee monitors curriculum developments and new course additions, working with department directors to maintain collections and learning resources adequate to support the curriculum.

Table 1 presents a summary of the titles supporting broad curricular areas. A complete breakout by subcategory is attached as documentation.

Table 1. Summary of Library Holdings by Subject, August 2011

Subject	Title Count
Arts and Humanities	39,106
Business and Economics	19,344
Health Sciences	15,442
History, Government, Law, and Politics	35,184
Religion and Philosophy	28,389
Science and Mathematics	24,066
Social Sciences	46,460
Technology	3,566

Table 2 shows the dollar amounts spent on book purchases over the past four fiscal years.

Table 2. Book Purchases 2008-2011

Year	Purchase Amount
2007-2008	$198,978.74
2008-2009	$199,256.89
2009-2010	$212,401.84
2010-2011	$225,138.98

The annual library reports (2008-09, 2009-10, 2010-11) detail the usage statistics, circulation, developments, events, and services that demonstrate the involvement of the library in fulfilling the university mission.

Student and Faculty Access and User Privileges

The library provides students, faculty and staff services in lending, reference, instruction, interlibrary loan, and access to electronic databases and resources. The 45,000 square foot facility is open over 78.25 hours per week during school sessions. In addition to book and media collections, it includes:

- 50 computer workstations
- 20 laptops
- Eight group study rooms
- Instruction lab with 20 computers
- Writing Center
- Ten viewing/listening stations

In addition to the McKee Library being open over 78.25 hours per week while the campus is in session, the library's website provides 24/7 access to the online catalog, 26,980 e-books, 40,134 full-text journals, and 192 databases and electronic reference sources. The website allows users to find books, videos, and DVDs; access digital archives; submit interlibrary loan requests; order items not available on site; schedule consultations with librarians; view examples of various style guides for research writing; view library policies; reserve study rooms; renew loans; view tutorials and floor plans; access e-reserve items; or make use of the "Ask a Question Now" feature to get research advice and other library-related information.

Departments include Public Services (Circulation, Interlibrary Loan, Reference, Reserves, and Instruction), Periodicals, Media, Technical Services, and Electronic Resources. Features include a vault for rare and valuable materials, wireless access, a media area, and the Writing Center. Access to library resources is also available for community users.

Secondary Repositories on Campus

The university houses other collections of learning and information resources specific to academic disciplines within the academic departments. These repositories include the Teaching Materials Center in the School of Education and Psychology, the Lynn H. Wood Archaeological Museum and Dever Research Library in the School of Religion, and the Music Library in the School of Music.

The Teaching Materials Center (TMC), maintained by the School of Education and Psychology, provides students, faculty, and community members with one of the most comprehensive collections of teaching resources in southeast Tennessee. It houses more than 15,000 curriculum guides, textbooks, teacher's resources, literature for children and young adults, VHS and DVD videos, CDs, educational games and activities, as well as many illustrative artifacts from around the world. Additionally, the TMC provides journals and magazines specific to teaching as well as posters and pictures for bulletin board files and dies for cutting shapes and letters. Designed to foster imaginative teaching, the TMC supports the institutional education and service mission through service to undergraduate and graduate education students, private or public school teachers, home schooling parents and Sabbath/Sunday School teachers.

The Lynn H. Wood Archaeological Museum and the Dever Research Library, maintained by the School of Religion in support of biblical study, display rare Near Eastern archaeological artifacts and highly specialized print and media collections. The museum collection consists of 226 ceramic items, 30 bronze and copper pieces, a number of stone objects, and several additional unique artifacts. The Dever Library features over 840 volumes, 25 major journals, final reports of excavations, and an additional 500 books on ancient Near East and Classical Studies.

The Music Library, maintained by the School of Music, is accessible from the catalog of McKee Library and features more than 3,600 scores, reference works, DVDs, CDs, video tapes, and records.

Smaller collections of materials featuring books, journals, and videos that support specific curricula are housed in the School of Nursing; the School of Physical Education Health and Wellness; the School of Journalism and Communication; and other academic departments across campus.

Distance Learning

Online Campus course offerings are supported by online access to the McKee Library resources—the catalog, electronic books, and over 190 electronic databases. The Online Campus provides technical support for faculty and students, faculty resources in the area of online instruction, and real-time technology allowing students to interact with their professors and classmates through live video-conferencing sessions.

Sources

- McKee Library Annual Report, 2011-2012

7.2

Library and Resource Centers: Facilities

Standard: The institution will provide resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.

7.2: Physical facilities, hardware, software, electronic resources, policies and procedures for computer use and internet access that reflect the mission of the institution.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Southern Adventist University's use of technology enhances student learning and is appropriate for meeting program objectives. The university's students have access to and training in the use of these technologies.

General Computing Technologies

University students and employees receive network account access along with a personal email account and significantly discounted prices for office suite/productivity software. The network account gives students access to a number of resources:

- campus wireless and dorm wired/wireless Internet;
- electronic resources on campus such as the library research site and the university's web portal;
- login access to computer workstations in 10 laboratories across campus; and
- network file space that is accessible from any lab or personal computer.

Wireless Internet access is available in and around all campus buildings. Residence hall rooms and student apartments have wireless connections and some rooms also have direct network connections.

Computer laboratories are located across campus in the School of Business and Management, School of Computing, School of Education and Psychology, School of Journalism and Communication, School of Nursing, School of Music, School of Visual Art and Design, McKee Library, Modern Languages Department, and the Technology Department. These labs are well–equipped and most have lab assistants available to help students during open hours. Computers in campus laboratories are on a 3-4 year replacement cycle (depending on the computation nature of the laboratory). Upgrades are staggered among laboratories so that two to four laboratories acquire new computer hardware each year.

University's Learning Management System

The university provides campus-wide access to the Moodlerooms Learning Management System. Over 40 percent of faculty have used learning management software in their courses in each of the last three years. Common uses include distribution of homework assignments, handouts, PowerPoint presentations, additional reading, assignment/course grades, online quizzes, and course discussion boards.

Additional Course Technologies

Individual academic units incorporate the use of technology in their specific curricula. Students use basic technology tools such as computers, advanced calculators, and student response systems in many aspects of their study including writing papers, online research, problem solving, in class responding, test-taking and for electronic presentations. Specific technologies are incorporated into many disciplines to further advance the training and application of career skills.

Classroom Technologies

Audio Visual Services installs and maintains all classroom-based A/V equipment including data projectors, media players, interactive whiteboard technologies, and distance learning classrooms. The university maintains 100 classrooms, seminar rooms, and laboratories with A/V equipment in them as well as 17 special-use instructional rooms. The number of rooms with each type of A/V equipment installed is shown in Figure 1.

Figure 1. Number of Instructional Rooms with Each Type of A/V Equipment
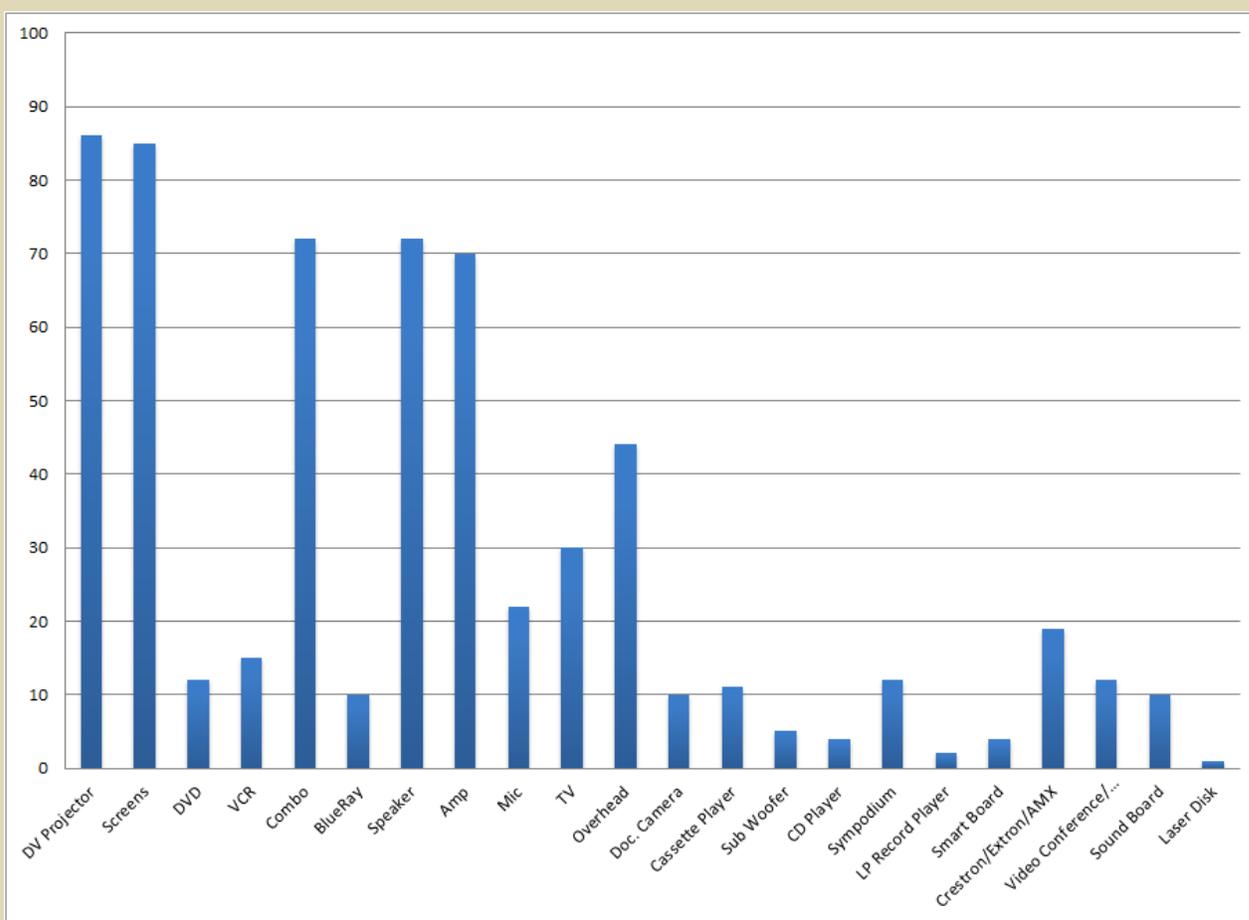
Training

As part of their General Education requirements, undergraduate students must successfully complete one or more courses that cover both concept and skill-based computer competencies. These courses give students the basic training needed to operate a computer and use basic productivity software.

Student training for academic technology resources such as Moodlerooms and Turnitin (an online plagiarism deterrent system used across campus) is provided during new student orientation (see Orientation brochure). A help desk operated by the Office of Academic Technology also provides email and telephone support to students and faculty throughout the academic year.

Support for students' personal computers, network connectivity, software, and general computing resources on campus is provided by the Information Systems department. Most campus computer laboratories are staffed by student workers who provide students with one-on-one software support during laboratory hours.

Distance Learning

Students in online courses typically rely heavily on instructional technologies provided by the university. Online courses heavily use the Moodlerooms Learning Management System to manage course content including distribution of recorded lectures, learning modules, homework assignments, readings, assignment/course grades, online quizzes, and course discussion boards. In addition, online courses use Adobe Connect, the video conferencing system used by the university, for live lectures and "face-to-face" class discussions and one-on-one tutoring between the instructor and student.

Distance learning students have access to the same help desk provided to on-campus students. This help desk, operated by the Office of Academic Technology, provides email and telephone support to students and faculty throughout the academic year.

Instruction Sessions

McKee Library offers instruction sessions to professors who want their students to obtain technology training with library resources. In addition to teaching about and orienting students to the physical space of the library, these instruction sessions are designed to train students how to use the electronic resources provided to them by McKee Library as an integral part of their educational experience. Resources and topics covered in a typical instruction session include research skills, academic databases, and orientation to the library website and research guides. Throughout the instruction sessions, librarians choose resources and topics appropriate for each individual class. During the 2011-2012 school year, the instruction librarians at McKee Library taught 3,979 students in 177 one-time instruction sessions. These instruction sessions are open to classes of all academic departments on campus.

School of Music Resources

The School of Music features two electronic music labs. Additionally, the School maintains 17 upright studio pianos, 3 six-foot grand pianos, a two-manual Keith Hill harpsichord, and a two-manual three-stop Brombaugh tracker organ for student practice. A 70-stop Brombaugh tracker organ is available for lessons, practice, and concerts. Over 90 percent of the pianos are manufactured by Steinway & Sons, qualifying the unit as an All-Steinway school.

Sources

- 2012 New Student Orientation Brochure

7.3

Library and Resource Centers: Development and Improvement

Standard: The institution will provide resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.

7.3: Plans for development and improvement within this criterion.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

In order to develop and improve the McKee Library's services and to more effectively reach students, faculty, and staff of the university, library administration, and academic administration have worked with professional library consultants over the past few months to develop a 5- to 10-year strategic plan. The overarching goal of this plan, developed with Aaron Cohen Associates Ltd. (ACA), is to align the McKee Library more fully with the mission of the university and make the library a world-class service center relevant to the 21st Century. High emphasis will be placed on building relationships between faculty and students, and the library will be a hub of interaction to promote inquiry, research, and study on campus. The 5- to 10- year strategic plan is scheduled to be reviewed by the President's Cabinet and executive team in late October to early November 2012.

A World-Class, 21st-Century Library

As the global academic community adapts to technological and cultural changes, so will the McKee Library. Paper-based resources are increasingly less utilized than their electronic counterparts. Across the nation, academic and public libraries alike are trading in physical shelf space to make room for "information commons," areas in which patrons can come together to gather, create, and disseminate information relevant to their daily lives. Libraries are shifting roles from strictly acting as gatekeepers of physical resources to actively advocating for creativity, collaboration, learning, teaching, and technology. In order to maintain relevance on the campus of Southern Adventist University, the McKee Library will redirect its focus from print collections to electronic collections and providing quality resources over quantity of resources. It will also seek to improve the physical space of the library to better promote social interaction, collaboration, and focused research.

The following sections of this report will summarize the themes of improvement and development identified by ACA. The attached report fully details the methodology used to evaluate current library services and facilities and provides additional information about the library's strategic plan.

Physical Space

The physical space of the library will be updated to support the mission of the university and library. The library's front entrance stairs will be renovated to allow more convenient and direct access to the front doors, and the new entrance will be compliant with accessibility codes for patrons with disabilities. As part of the shift from print to digital resources, the reference collection on the first floor of the library will be relocated to compact shelving in order to provide a new, more accessible location for the Writing Center. The Writing Center is currently located in the basement of the library and is not immediately visible to students. The Lincoln Room on the third floor of the library will be remodeled as a quiet study area. During construction, 3500 square feet will be added to the third floor in order to provide a new space for Online Learning Services, which is not currently located in the library. Study tables on the second floor of the library will be moved

for more convenient placement around the "living edge," or walls, of the library, which will provide patrons with easy access to electric power.

Organizational Structure

The strategic plan outlines steps that the McKee Library will take in order to restructure itself and develop into a center for creativity and innovation at Southern Adventist University. The new organizational structure in the library will include cross-functional staff teams at its core, and new job descriptions will be developed to efficiently implement the new structure. Student employee training programs will place high importance on quality customer service, knowledge of online library resources, and effective search strategies. Possibilities of including the Writing Center, Online Learning, and Academic Technology departments in the library's organization structure will also be explored.

Access and Content

Because of the library's shifting emphasis from print to electronic resources, the library budget will be reallocated to cut print resource spending and allow growth for the electronic resource collection. As fewer physical items need to be cataloged, options for outsourcing cataloging will be explored. Less spending for print resources will also allow for one FTE position in Technical Services to be moved to a new area of development in the library--possibly information technology and customer service.

The McKee Library recognizes the increasing importance of mobile devices and their use in delivering academic content. To become more "device friendly," the resource budget will be realigned to address the mobile future of the library as well as the need for electronic textbooks and related online resources. Additionally, the library plans to utilize cloud computing technology for unified resource management and discovery systems.

Opportunities

The McKee Library plans to continue developing special collections to reinforce its emphasis on teaching and learning and to complement the collections it currently holds, such as the Mark Twain and the Lincoln Library collections. Thus future special collection efforts will be dedicated to obtaining materials exemplifying faith, science, and reasoning in 19th-century America. The library will also seek opportunities to enhance relationships with external donors.

To support the changing model and structure of the library, the circulation desk will be remodeled into a "Collaboration Bar" where students can receive mobile support, research help, and technology instruction. This new model will foster a partnership between the staff of the library, Information Systems, and Academic Technology to train student workers and improve the student experience at the library. Self-check-in/out stations will be installed in order to streamline circulation desk services.

Three new areas of the library will be developed to bring its services into alignment with the mission of Southern Adventist University: the Center for Teaching Excellence, the Center for Faith and Learning, and the Center for Career and Calling. These centers will allow students, staff, and faculty of the university access to up-to-date academic tools and equipment including printed materials, computers, and collaborative workspaces. In these centers, faculty will receive support as they continually improve their courses with new technologies, methods, and materials. Students will have a space for integrating faith with their learning and for researching career options.

Sources

- 📁 Cohen Report
  - 📄 [Cohen Report](#)

8.1

Student Services: Philosophy and Mission

Standard: The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

8.1: The institution's philosophy and mission statement for student services.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The overarching philosophy and mission for student services is "to provide a safe environment for activities, programs and events which promotes spiritual, cultural, and social development of the students." More concisely, the Student Services mission could be expressed as "Creating a community for learning with Christ." Either expression directly supports the university mission: "Southern Adventist University as a learning community nurtures Christ-likeness and encourages the pursuit of truth, wholeness, and a life of service."

Christian learning ("learning with Christ") is the primary purpose for which the university exists. Student Services facilitates this learning in an environment which upholds Ernest Boyer's six principles for a true community of learning, seeking to make the learning community purposeful, open, disciplined, caring, just, and celebrative.[1]

Within the framework of its mission and in support of Christian learning, Student Services conducts and facilitates student support programs, services, and activities that promote student learning and enhance student development. These support programs, services, and activities include the following:

- Student housing/residence halls (directed by the Dean of Men and the Dean of Women)
- Career, counseling and testing services (Student Success Center)
- Tutoring, academic support, and disability services (Student Success Center)
- Writing Center (Library)
- First-year experience (Student Success Center)
- Student activities and organizations, student government, and student publications (Student Services)
- Health services (University Health Center)
- Food (Food Service)
- Campus ministries, student missionary program, drama company, student wellness, religious programming (Chaplain's Office)
- Intramural athletics (School of PE, Health, and Wellness)

The parenthetical notes of responsible entities in the list above indicate the shared approach through which Student Services grows and facilitates the effective learning community. Some functions are a direct component of the Student Services unit, while others use cross-departmental cooperation to effect the student service. These cooperative cross-linkages contribute more effectively to the total university community than if all services were the sole responsibility of the Student Services unit itself.

An emphasis on university housing is considered a major component of establishing the effective learning community. Dormitories, student apartments, and student family residences provided by the university house more than seventy percent of the total enrollment.

The Student Services office publishes the annual *Student Handbook and Academic Planner* as a primary means of communicating to students the many services available to them. This planner is distributed to every student during registration. In addition to providing information on services, the *Planner* informs students of their specific responsibilities while in residence at the university (i.e., policies on alcohol and drug use, dress code, standards of behavior, academic honesty, and others).

_____

[1]From Ernest L. Boyer *In Search of Community*. Paper presented at the Annual Meeting of the American Council on Education (Washington, DC, January 10, 1990) and The Carnegie Foundation for the Advancement of Teaching, Campus Life: *In Search of Community*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1990.

8.2

Student Services: Student Services' Plans

Standard: The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

8.2: An analysis of how student services' plans for student activities, clubs, etc. support the spiritual plans for the institution, encourage the holistic development of the students, and assist in the transmission of Seventh-day Adventist beliefs and values, including how to meet the needs of students enrolled in distance education programs.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Student services are centered around the purpose of supporting the holistic development of students within the framework of spiritual nurture and Seventh-day Adventist beliefs and values. Although students who are completing entire programs or an occasional course through distance education may not have opportunity to be present at on-campus activities, essentially all the student services are available to them by Internet and telephone.

The student services offered are designed to create the environment and resources students need for long term success: (1) a safe, nurturing community of faith focusing on the development of the whole person, (2) resources to complement the academic program and to aid students in achieving intellectual maturity, (3) resources to aid the transition into an increasingly complex global society, (4) a social infrastructure where there is opportunity for socio-emotional development and broadening, and (5) an emphasis on a health-promoting lifestyle.

The chaplain's office coordinates six vibrant, student-led ministries that strongly contribute to spiritual growth and transmission of Adventist beliefs and values: Destiny Drama Company, Life Groups, Outreach, Renewal, Sabbath School, Talge Hall, Thatcher Hall, and Wellness. There are currently 74 LifeGroups meeting on campus, each with its own trained student leader.

Student Services is responsible for organizing the weekly Convocation programs (i.e., chapel). These programs are scheduled each Thursday at 11:00 a.m. Convocations are designed to provide spiritual nurture, cultural enrichment, general information, and community fellowship. Specific programs bring special emphasis to Seventh-day Adventist beliefs and practices. Such topics include but are not limited to: Adventist heritage, creationism, service commitment, missions, and biblical interpretation.

Student Activities and Organizations

As a residential, living-learning campus community primarily serving the traditional-age undergraduate, Southern Adventist University is committed to providing an environment conducive to the positive growth of the developing young adult. Inherent in this commitment is the need to provide opportunities for citizenship and leadership development through campus life. The Student Services Center coordinates the over 40 academic and special-interest student organizations and clubs on campus. Several examples are The Writer's Club, The History Club and Phi Alpha Theta (history), Gym-Masters, and Sigma Tau Delta (English club).

The Student Organization Registration Form is used to register student organizations on campus. As part of the registration for a student organization, the adviser and student leader sign that the organization will comply with Federal Title IX requirements, the university's nondiscrimination

policy, the university's hazing and other irregular activities policy, standards of behavior policy, and all other policies governing student organizations and related activities.

Student Government

The Student Association (SA) is an organization for the undergraduate student body and provides opportunities for leadership training. Student Association officers are responsible for planning specific student activities on the university campus and for acting as a voice for the student body. The SA assists the university administration and faculty in the implementation of policies and assumes responsibility in giving direction to campus activities entrusted to it.

The SA officers are elected by the student body and report to the vice president for Student Services, who serves as the faculty coordinator. The SA President serves as a regular member of the University Senate and the Strategic Planning and Budgeting Committee. The SA President is invited to attend all university Board of Trustee meetings, and the SA President appoints student representatives to serve on standing university committees.

Student Publications

Southern Adventist University sponsors the production of a variety of media by its students. Student editors and producers are encouraged to express themselves freely within the parameters of the philosophy, standards, and mission statement of the university. Student media are the voices of both students and faculty, representing the visual and creative arts, in both print and non-print formats.

A Student Media Board oversees student publications and other media. The purpose of the Student Media Board is to nurture effective student media and cultivate campus leaders who develop communication skills for the church and society. All student editors/producers are responsible to the Student Media Board. Publications for the Student Association, which are published under the authority of the Student Media Board, include the following:

- *Joker*, a pictorial directory of students and staff
- *The Southern Accent*, the campus newspaper
- *Southern Memories*, university yearbook
- *Strawberry Festival*, a year-in-review picture show

Online Services

The student services relevant to online students are provided via internet and telephone access. These services include chaplaincy; financial aid counseling; and access to career and counseling informational services, including referrals to professional counselors in students' local area.With increasing use of the Internet to provide information to all constituencies, an increasing repository of resources is as available to distance students as to the on-campus population. Online resources open to all students include career exploration resources, student self-care guide (University Health Services), campus shop (bookstore), and many others.

Sources

- Campus Shop (Bookstore) Online
- Career Resources Online
- Destiny Screen Shot
- English Club

- Gym-Masters
- History Club
- LifeGroups
- Outreach
- Renewal
- Sabbath School
- Student Media Board
- Student Organizations
- Talge Hall
- Thatcher Hall
- University Heatlth Services Online
- Wellness
- Writer's Club

8.3

Student Services: Student Counseling Programs

Standard: The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

8.3: An identification of the objectives for carrying out student counseling programs (i.e. therapeutic, career, spiritual, substance abuse), and placement counseling programs as they relate to the church mission of the institution. An evaluation of the success of these programs should be included. (Include provision for distance education students).

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The objectives for the student counseling programs and the evaluation/assessment of their success are in the Student Success Center Annual Report and the Counseling and Testing Services UPAR (Unit Planning and Assessment Report).

Counseling Services

Counseling Services provide Christian counseling services that promote personal growth, assist with concerns that might interfere with the college experience, and help students succeed. Services are provided free of charge to all enrolled students.

The counseling staff consists of three licensed professional counselors supported by three licensed school counselors, a consulting psychologist, a contract psychiatrist and graduate interns. The counselors are available to provide students with short-term, one-on-one counseling in a supportive, caring, culturally accepting, and confidential environment. Individual counseling is offered to students for the purpose of increasing their knowledge and developing greater self-awareness, understanding, and independence in areas such as: relationships, stress, time management, test anxiety, personal crises, loss and grief, value exploration, conflict resolution, learning disabilities, family issues, depression, substance abuse, self-esteem, social concerns, spiritual concerns, and adjustment to university life.

Counseling services are appropriate and adequate to fulfill the needs of students as evidenced by survey data collected from the 2011-12 Noel-Levitz SII (PG = 0.94 / NTL = 0.88) and the 2011-12 Survey Monkey Counseling Services Questionnaire (helpfulness/satisfaction data range from 89-99%).

Addiction Intervention and Prevention: Counseling Services provides specific counseling services and educational programming targeted to prevent alcohol and drug abuse and engagement in other high-risk behaviors. Process addictions such as gambling, food, sex, pornography, computers, shopping, and exercise are addressed through outreach intervention services and group therapy.

Addiction intervention and prevention services are appropriate and adequate to fulfill the needs of students as evidenced by survey data collected from the 2011-12 Survey Monkey Addiction Intervention and Prevention Questionnaire (helpfulness/satisfaction scores range from 4.2 - 4.9 on a scale of 1 to 5).

Crisis Intervention and Emergency Services: Counseling Services provides crisis intervention and emergency coverage for students who are experiencing acute emotional distress, are a danger

to self or others, or are in need of immediate hospitalization. These services may be directly provided by the counseling staff and/or campus psychiatrist or may be provided through cooperative arrangements with off-campus resource agencies (Parkridge Valley Hospital, Pine Ridge Hospital, or Joe Johnson Mental Health Center). Additional services include ULifeline, an anonymous, confidential, online resource center, where college students can obtain information regarding mental health and suicide prevention.

Counseling Services has also developed *Assisting Emotionally Distressed Students: A Guide for Faculty, Staff and Residence Hall Assistants* to support faculty, staff and resident assistants in responding efficaciously to students who are in emotional turmoil or crisis. This guide presents advice and suggestions on how to cope with, intervene, and assist distressed and/or difficult students in or out of the classroom.

In response to the heightened concerns regarding student conduct which could threaten the safety of the campus, Campus Safety and Counseling Services have developed a cooperative process to connect the counseling and security areas. Any faculty or staff who believes a student presents a risk to her/his self or others are encouraged to report their concern to the Student Risk Assessment Team. The reporting process is facilitated through the use of the Student Intervention Team processing system.

Testing Services

Testing staff coordinates and administers the testing and assessment programs that include ACT, CLEP and the ETS Proficiency Profile, national admissions, certifications tests and distance learning/correspondence tests, and individual diagnostic and career assessments. Information regarding testing services, test dates and application deadlines can be found at the Testing Services webpage, the Student Handbook and Planner, the student newspaper, and on the Testing Services bulletin board in the Student Success Center.

Testing Services is a member of the National College Testing Association (NCTA) and the Consortium of College Testing Centers (CCTC) and subscribes to the NCTA Professional Standards and Guidelines.

Testing services are adequate and appropriate to fulfill the needs of students as evidenced by survey data collected from various testing services satisfaction questionnaires: Group Testing Survey satisfaction scores range from 99-100%; Individual Testing Survey satisfaction scores range from 99-100%; and CLEP Testing Survey satisfaction scores from examinees who achieved passing scores indicated 100% satisfaction for all survey items while satisfaction scores from examinees who did not achieve a passing score indicate 50% satisfaction with the CLEP examination process.

Career Services

Individual career counseling and group presentations are offered by the Career Services staff to inspire students to be confident in their career choices, to create opportunities for networking in the professional world, to provide helpful interview and resume development resources and to foster an environment of confidence, knowledge, and growth. Assistance selecting a college major, discovering a calling, job search strategies, and effective interview techniques are available at the Career Services office. Additional and expanded career-related information can be found on the Career Services webpage.

In cooperation with the Biology/Allied Health Department and the School of Nursing, an annual Health Career Fair is held each winter. Representatives from various health occupations, professional schools, health-related organizations, and hospitals provide exhibits and are available for consultation. The Schools of Business and Management, Computing, Journalism and Communication, and Nursing collaborate to hold a *Meet the Firms* job fair each semester. Representatives from various local and national companies provide booths where they

advertise current job openings, collect resumes from students, and arrange interviews with qualified applicants.

Career services are appropriate and adequate to fulfill the needs of students as evidenced by survey data collected from the 2011-12 Noel-Levitz SII (PG = 0.93 / NTL = 1.04) and the 2011-12 Survey Monkey Career Services Satisfaction Survey ("satisfaction" scores range from 4.2 – 4.7 on a 5 point scale and "helpfulness" data range from 91-100%).

Outreach Intervention

The Counseling and Testing Services unit offers seminars and workshops on a variety of topics pertinent to college students. Presentations can be requested by students, faculty and/or administration and are designed for specific group's needs. Seminars and workshops are announced in the student newspaper, flyers posted on bulletin boards and the Counseling and Testing Services webpages. Topic presentations include: abusive relationships, addictions, alcohol and other drugs, building healthy relationships, choosing a college major, conflict resolution, dating violence, depression and suicide, diversity and multicultural sensitivity, pornography addiction, sexual assault, stress management, study skills, surviving a breakup, test anxiety, time management, and your parent's divorce.

Data from 2010-12 indicate that the staff of the various service areas in Counseling and Testing has presented or coordinated an average of over eighty outreach intervention activities a year on campus.

Services for Online Students

The student services relevant to online students are provided via internet and telephone access. These services include chaplaincy; financial aid counseling; and access to career and counseling informational services, including referrals to professional counselors in students' local area.With increasing use of the Internet to provide information to all constituencies, an increasing repository of resources is as available to distance students as to the on-campus population. Online resources open to all students include career exploration resources, student self-care guide (University Health Services), campus shop (bookstore), and many others.

Sources

- Assisting Emotionally Distressed Students: A Guide
- Consortium of College Testing Centers
- National College Testing Association
- NCTA Professional Standards and Guidelines
- Parkridge Valley Hospital
- Pine Ridge Treatment Center
- Southern Adventist University Testing Services
- ULifeline
- Volunteer Behavioral Health Care System

8.4

Student Services: Residence Hall Deans

Standard: The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

8.4: A plan/description of how the residence hall deans promote spiritual life within the dormitories, and a self-evaluation of the effectiveness of the present program.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

As a key component of Southern's living-learning community, the residence halls collaborate with other campus entities to provide an integrated program of student development. For example, special times are designated for spiritual emphasis, drug and alcohol awareness, womanhood, community service, financial planning, and career fairs. These programs are coordinated by other campus units and are promoted and implemented by the residence halls.

Within all other aspects of student development, the continual promotion of spiritual life within the residence halls is basic and paramount. A variety of worship events are provided for students throughout the week. Evening worships are held in Talge and Thatcher Halls at 7 p.m. and 10 p.m. Sunday through Tuesday, and Wednesday evening in Thatcher Hall at 9:15 p.m. for male and female residents. A 7:30 a.m. worship is held in the Talge Hall Chapel Monday through Thursday for male and female residents. Worship themes focus on the integration of spirituality through all aspects of life. Residence hall staff also make accommodations for alternative evening worship opportunities, such as a student LifeGroups.

Other worship programs include Friday evening Vespers and Saturday evening Evensong. Although the residence hall staff is not directly responsible for programming at these meetings, they are responsible for monitoring attendance. Each resident is required to attend an average of three worships per week; however, this requirement is reduced for older students and upperclassman.

A priority in Thatcher Hall is for great student leadership and involvement in religious life activities. This emphasis has resulted in an active student-led outreach program exemplifying practical Christianity. Students have organized and participated in such programs as food collection, Shoebox program for children overseas, adopting a family in need at Christmas time, and Breast Cancer research awareness and fund raising.

Talge Hall residents hold a men's Week of Prayer each semester.

The Counseling Department conducts educational seminars once or twice each month for Talge and Thatcher residents. These seminars are incorporated into worship time and focus on such topics as eating disorders, depression, pornography and many other topics relevant to young adults.

Talge and Thatcher resident assistants play a large role in setting the spiritual tone of the residence halls. These students are chosen for their leadership abilities and spiritual maturity. Prior to the beginning of each school year they go through an extensive orientation process, which includes information on peer counseling and training on developing worship programs for the residents on their halls.

Evaluation

Talge Hall's (men's residence) mission is: "Through Christ's example we are dedicated to providing programs and activities in a safe and comfortable environment, allowing each student the opportunities to grow spiritually, academically, and physically."

This mission is broken out into six specific outcomes, which in turn are evaluated annually. Data in the attached Unit Planning and Assessment Reports (UPAR) is shown through 2011. 2012 data is still incomplete and therefore has not yet been entered. Each dormitory has somewhat different questions and so direct comparisons are not possible.

The Thatcher Hall (women's residence) mission reads, "Empowered by God we as Christian women are dedicated to love and serve one another and our community. Provides a comfortable and safe environment for female residents." Thatcher Hall UPAR can be seen here.

Sources

- Talge Hall 2012 Evaluation (UPAR)
- Thatcher Hall 2012 Evaluation (UPAR)

8.5

Student Services: Demographic Analysis

Standard: The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

8.5: A demographic analysis of students, which may include age ranges, gender, nationality, off-campus and residence hall status, marital status, denominational affiliation, etc. The report should identify how the college/university identifies the unique needs among these groups, and the plans in place to address these, particularly in relation to the spiritual mission of the institution. It should also identify the percentage of Seventh-day Adventist students enrolled.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Southern Adventist University remains demographically a traditional North American Adventist institution, particularly with its 2800 plus undergraduates: 94% are single; 85% are between the ages of 16 and 23; and almost 88% are declared Seventh-day Adventists. (There is anecdotal evidence to suggest that the almost 9% classified as "unknown" under religious preference have Adventist background thus increasing the total Adventist predominance). It is in this context that the university endeavors to strengthen Adventist beliefs, values, and lifestyle.

During the past four decades Southern ethnic diversity has increased significantly to compare favorably with the census data of the United States. Recognition of this diversity is observed in the three periods of ethnic emphasis during the school year.

The Strategic Planning Vision 20/20 document specifically articulates Theme 5 Goal 4 to:"Build a campus culture that values diversity." Key strategies within that goal are 2) to Foster respect and appreciation for the world's variety of cultures and people and 2) Continue the learning from DEEP (Diversity Educational Exchange Program) with Oakwood University. DEEP was initially by the presidents of the two institutions and now includes annual planned events for students, faculty, and administrators which have led to a number of initiatives between Oakwood and Southern. The annual get-together of leadership from both campuses is sponsored by the Southern Union Conference of Seventh-day Adventists.

Hispanic and African American celebrations coincide with the national months of mid-September-mid-October and February. Asian students prefer to have their events in the spring rather than November. During these months vibrant clubs have specific responsibilities for one vespers, one convocation and an ethnic-themed Saturday night program. The latter have become the most popular events of the school year. Beyond these periods of special activity, these clubs provide regular programs of activities and fellowship for students. A significant amount of faculty/student interaction occurs in this context. One specific outgrowth of these organizations is the One Praise Gospel Choir, fostered by the Black Christian Union.

Diversity is also demonstrated in a variety of ways in the regular worship and entertainment during the year. Student Services participates in the membership of the university's Diversity Committee. Without question, increased diversity has enriched the campus and strengthened its atmosphere of inclusion. It is notable that the last three Student Association presidents have been African American, and the current Student Association cabinet is impressively diverse.

8.6

Student Services: Development and Improvement

Standard: The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

8.6: Plans for development and improvement within this criterion.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Among the areas designated for development and improvement in Student Services are:

1. Planning and construction of student housing intended to enhance interaction, a sense of community, and improved learning.

2. Planning for a new Student Center to facilitate delivery of services and add significant space for activities, gathering and
    community interaction.

3. Personnel adjustments and expansion to meet the demands of a growing and increasingly diverse university community.

4. Increase opportunities for mission and community services.

5. Enhance on-line information and services.

6. New and expanded approaches to faculty student interaction.

7. Continual development of Student Success efforts.

9.1

Public Relations and External Constituencies: Enrollment/Recruiting Plan

Standard: The institution's public relations program will provide an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institution and that positions the college/university and its mission positively in the minds of the various constituent groups.

9.1: A multi-year enrollment/recruiting plan (including distance education), which supports the institutional strategy and mission of the institution and respects other Seventh-day Adventist colleges/universities.

Judgment
☑ Compliant　　☐ Non-Compliant　　☐ Not Applicable

Narrative

Southern Adventist University realizes that students are the heart of our mission and purpose. Having a vibrant student body enhances our learning community where our goal is to nurture Christ-likeness and encourage the pursuit of truth, wholeness, and a life of service. In order to have a vibrant student body we must be very deliberate in how we recruit and enroll prospective students. As the supporting files show, Southern has a very comprehensive, multi-year approach to recruiting undergraduate and graduate students (both to our campus, as well as students for our online programs).

> As part of our recruitment plan, we are committed to:

- Upholding Christ and the mission of the university
- Seeking and assisting qualified students to apply, enroll, and finance their education
- Delivering outstanding customer service
- Improving Southern's brand image and market visibility
- Collecting and managing student accounts with Christian grace and fiscal responsibility
- Planning and accountability based on research, data analysis, and best practices

Southern is committed to collaborating with our sister colleges/universities through the AACU (Adventist Association of Colleges & Universities) and AEA (Adventist Enrollment Association) recruitment efforts. The goal of the membership in each of these organizations is to help raise the overall level of enrollment, brand image, and market visibility of Adventist institutions of Higher Education. We readily submit and agree to abide by the AEA Constitution Bylaws and Recruitment Policies and Procedures. As a matter of fact, Southern has played an active role (partly because of our leadership position but mostly because of our love for Adventist education) in assisting our sister colleges increase their enrollments through training and sharing of successful strategies. We do this even though we know that it may ultimately mean a student chooses a sister college/university instead of Southern. But, the more Southern gives, the more we seem to receive the Lord's blessings with continued strong enrollment numbers. We ultimately realize that as our sister institutions grow and have more vibrant campuses, the awareness in that region also grows—which greatly benefits Southern as the pool of prospective students in those areas end up growing for all of us.

Sources

- 2008 AEA Constitution Bylaws Recruitment Policies JMC Membership Guidelines
- Enrollment Services Enrollment Strategy
- Graduate Studies Marketing Plan 2011-2014

9.2

Public Relations and External Constituencies: Public Relations Plan

Standard: The institution's public relations program will provide an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institution and that positions the college/university and its mission positively in the minds of the various constituent groups.

9.2: A multi-year public relations plan which includes a description of how branding, publications, advertising, publicity, and community relations foster an understanding of the spiritual values of the institution.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Marketing and University Relations is committed to supporting the Southern Adventist University brand with its external constituents by promoting the university's distinctive spiritual environment and other key messages defined in the university mission statement and in the university's Visual Identity Standards guide.

Branding: Key Messages and Visual Identity

Research shows that one of the strongest differentiators for Southern among our competitors is the campus value placed on maintaining a spiritual, academic environment and a firm foundation of Seventh-day Adventist beliefs. Southern's key brand messages were determined through 2005 research of six Southern Adventist University audiences: undergraduate prospective students, parents of undergraduate prospective students, current students, parents of current students, alumni, and members of the Southern Union.

Marketing and University Relations works to keep the key brand messages in all communications with external audiences. The key brand messages are listed on page 6 of the Southern Adventist University Visual Identity Standards guide. In addition to addressing key brand messages, the Visual Identity Standards guide also communicates the visual aspects of the university brand which includes a structure for use of university logos, fonts, and colors.

Branding: Tagline

Southern's official tagline "Power for Mind and Soul" is a succinct phrase designed to communicate a single but powerful promise that articulates Southern's unique position in the marketplace and emphasizes a compelling benefit of attending Southern. In one short statement, Power for Mind & Soul summarizes our core reason for existence: a strong education enhanced by a holistic environment where spiritual growth and a vibrant faith-based atmosphere is empowering for each student. According to students, Southern's deep holistic philosophy can be symbolized by the word "soul," which encompasses the balance of many areas, such as the social, occupational, physical, cultural, and charitable. In essence, the tagline summarizes the vast number of powerful life-change experiences that Southern provides to its constituents and the university communicates the tagline most often in a position of prominence below the university logo.

Print Communications

The university designs print communications that accurately portray Southern and its distinctive key messages through both words and visual design. Through the university magazine, *Columns*, departmental brochures, recruiting and admissions materials, advancement materials, and many

other print publications and direct mail pieces, Southern is promoted as a Christ-centered university.

Online communications

Southern maintains a dynamic online presence through the official university website. Great effort is taken to ensure that the spiritual mission of the University is visually and verbally communicated throughout the website. An iPad app and a specific section of the University website have been created to engage visitors with the ability to take an on-campus or virtual tour of campus using these methods. Android and iPhone apps also have been created and allow the public to feel a part of campus if they choose. Facebook and Twitter social networking sites are in place and kept up-to-date to specifically engage constituents both on and off campus. Complete University Website policy is described in the Website Content and Design Policy.

Advertising

Marketing and University Relations selects advertising outlets that are in accordance with the values and standards held by the university. Advertising is primarily in church-sponsored publications such as *Adventist Review*, *Insight*, *Ministry*, *Regional Voice*, or *Tidings*. Advertising is also placed in many Adventist academy yearbooks (or other academy advertising opportunities that are made available). Current year advertising schedule is attached.

Publicity and community relations

Regular contacts are made with the local news media. The university's standards are readily apparent through standard news releases, press kits, and personal media contacts.

Marketing and University Relations encourages interaction with the greater Chattanooga community. Southern strives to connect with its local community and share various parts of our mission with the local public through methods such as the annual Community Service Day, local business meetings/seminars/retreats held on campus, the SonRise Resurrection Pageant, invitations to visit the art gallery, archaeology museum, origins exhibit, or other campus venues, and special public-invited events held in the community or on campus. Southern regularly strives to return something to the community as an example of its commitment to service.

Crisis Communications

Southern Adventist University works to prevent campus crises and to restore integrity of the campus' mission after a crisis occurs. Marketing and University Relations maintains a crisis communication plan for the university. This department is responsible for monitoring and managing the public relations aspects of restoring order, confidence, integrity, and/or the reputation of the university in the event of a crisis of health, safety, welfare, controversy, scandal, etc. The Crisis Communication Plan lays out immediate objectives, key messages for a crisis, and a general strategy for communicating with all university constituents.

Additional external communication planning documents which are attached include: the junior and senior mailing series outlines and the graduate studies marketing plan.

Sources

- 📁 Public Relations and External Constituencies Documents
    - 📄 ad schedule 12-13 and 13-14
    - 📄 Crisis Communication Plan

- Graduate Studies Marketing Plan_FINAL
- Mailing Series Outline - Juniors
- Mailing Series Outline - Seniors
- Southern Web Policy
- Terms of Use
- Visual Identity Guide
- Columns Fall 2012

9.3

Public Relations and External Constituencies: Relationship with Constituencies

Standard: The institution's public relations program will provide an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institution and that positions the college/university and its mission positively in the minds of the various constituent groups.

9.3: A description of how the college/university maintains a positive and on-going relationship with its external constituencies, including planned processes for communication and encouragement of feedback.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

All promotional communications that leave the university campus are to be reviewed and/or created by the Marketing and University Relations office. The primary reason for asking university employees to follow that process is to make sure that all external communications support the mission and/or key messages of the university and that they represent the high quality that Southern wants to maintain as a support for its brand.

Marketing and University Relations leads the following larger-scale initiatives to intentionally enhance the university's interaction with external constituencies such as alumni, donors, parents of students, church members, and local community members.

General, ongoing external interaction methods:

- strategic messaging on university website
- advertising in denominational publications
- news story submissions to denominational and local media outlets
- supporting trade show booth at various conferences
- driving content to university Facebook and Twitter outlets
- specific publications such as university VIP/donor Christmas and or Thanksgiving card
- webstreaming of student Friday night Vespers and "Renewal" student worship service

A special initiative implemented to increase awareness about Southern Adventist University among church members in the Southern Union. Elements of the Southern Union Awareness initiative include:

- Special editions of *Columns* magazine mailed to members of the Southern Union twice a year
- Quarterly bulletin announcement suggestions sent to Southern Union churches
- Stories about Southern students from each Southern Union conference submitted to conference magazines
- Introduction information about Southern sent once a year to all new, incoming members to the Southern Union
- Southern Awareness Sabbath - A Sabbath is set aside by the Southern Union president once every spring when he asks pastors of Southern Union churches to distribute university-created materials and show a spiritually-message-focused video about the university.

- University resource guide made available to key persons in the Southern Union and which contains faculty/staff speaking resources as well as traveling group and campus facility resources available for members of the Southern Union.

A communications initiative implemented to interact with parents of current students. Elements of that initiative include:

- Parent Booklet sent at the beginning of Fall semester and containing helpful information for parents of current students.
- Panorama print newsletter sent to parents four times each academic year.
- Panorama email newsletter sent to parents four times each academic year (different content than print newsletter).
- Parent Portal gives parents the ability to view their student's academic and financial information for parents who gain access from their student.
- Parents Weekend is an event held on campus every other year during spring semester.

Additional interactions:

Alumni Relations and Advancement also interact intentionally with alumni, donors, and the community. Alumni Relations focuses on maintaining a connection with former students and graduates through regional meetings, homecoming weekend, and the alumni website. Advancement focuses on connecting with alumni and donors through phone campaigns, print campaigns, and community events. The support of alumni and donors, both financially and by their recommendations to other potential students, is an invaluable resource to maintain for furthering the mission of the university.

Some academic units also have newsletters and events which help connect the university with external constituents.

Marketing and University Relations also leads the campus Crisis Communication Team which uses proven public relations techniques to protect and maintain the university brand/mission throughout any type of campus crisis.

Receiving constituent feedback:

The university gleans constituent feedback through periodic research, focus-group initiatives, and social networking sites. A survey of Southern Adventist University alumni is done every three years. A survey(s) of parents of current students is done yearly. In addition to those methods, a regular opportunity for external constituents to give general and specific feedback to the university is provided through the "feedback" button located in the bottom right of every page on the university website.

9.4

Public Relations and External Constituencies: Development and Improvement

Standard: The institution's public relations program will provide an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institution and that positions the college/university and its mission positively in the minds of the various constituent groups.

9.4: Plans for development and improvement within this criterion.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Marketing and University Relations strategically develops and improves connections with external constituents based on professional education, analytics, research, feedback, and evaluation. Ongoing efforts are reviewed for perceived and/or proven effectiveness. New efforts are implemented based on perceived and/or proven need. Whether or not projects are expected to further the university mission and to have a good return on the financial and resource investment is a primary consideration in communication implementation.

Some tools Marketing and University Relations uses to review and develop communication programs include:

- University website analytics that indicate what is being most and least viewed by off-campus IP addresses. The university uses analytics to evaluate search terms and may implement changes to increase website usability based on the results of the analytics.
- Constituent responses provided through website feedback links.
- Professional outside contractor research (e.g. scheduled to repeat research in 2012-2013 of Southern Union members originally researched by STAMATS in 2005)
- Reviewing publicly available audience research and using comparable colleges as benchmarks
- Continuing education of office professionals in their field of excellence
- Self-review of Marketing and University Relations services are done yearly based on the university's Institutional Services Survey Questions
- Other external audience surveys which are available to Marketing and University Relations include the Southern Adventist University alumni survey and annual surveys of the parents of current students.

10.1

Pastoral and Theological Education: Mission Statement

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.1: A statement of mission for the pastoral and theological education programs, indicating how the statement is developed, revised and implemented. Include all distance education and/or non-traditional programs.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

The School of Religion (SOR) mission statement guides the curriculum and activities of the School:

> "The School of Religion provides biblical, theological, and practical courses to help all university students experience a growing relationship with Jesus Christ, understand His teachings in the context of the Seventh-day Adventist Church, and live ethical lives in harmony with the Scriptures. It also provides quality training in the fields of theology, pastoral care, religious education, religious studies, and archaeology, so its graduates, solidly grounded in Scripture and with a clear burden for others' salvation, become instruments in God's hands to impact the world." (Undergraduate Catalog, Graduate Catalog)

Articulation of the mission statement is followed by specific goals for general education and each degree program. The goals for pastoral and theological education are as follows:

Theology Program

1. To provide professional training that prepares graduates to serve the Seventh-day Adventist Church effectively in ministry.
2. To provide an adequate pre-Seminary training in biblical backgrounds, languages, history, theology, and church ministries to meet entrance requirements to the M.Div. degree program offered by Andrews University.
3. To provide instruction and practical experience in church ministries and public evangelism as outlined in the requirements of the Certification for Ministry.

Pastoral Care Program

1. To provide comprehensive, theological, pre-Seminary training for chaplaincy and pastoral care ministries.
2. To supervise pre-Clinical Pastoral Education training for ministries requiring chaplaincy certification.
3. To furnish instruction and practical experience in pastoral and other spiritual caring ministries as outlined in the requirements for the Certification for Pastoral Care and required cognates.

Statement Development, Revision, and Implementation

The mission statement and goals were composed by SOR faculty several years ago during regularly scheduled faculty meetings, and subsequently voted and approved by the Undergraduate and Graduate Councils before being published in the University Catalogs.

In 2010-11 a portion of the theological curriculum was revised to more fully reflect the overall mission statement of the University and its General Education goals. Periodic review of the implementation of the mission statement and goals takes place during the departmental program review process, SACS accreditation, as well as AAA accreditation.

SOR faculty meet weekly during the academic year to discuss curriculum that will enhance and more fully achieve the stated goals of the programs. Course changes, additions, and implementation of training programs such as the externship program, field schools, and pre-Clinical Pastoral Education training venues are reviewed in that setting on a periodic basis. Any changes to curriculum are recommended to Undergraduate and/or Graduate Council before being implemented and published the respective catalog.

Periodic meetings of the entire faculty with the ministerial directors of the Southern Union conferences provide important feedback on how the SOR is meeting the needs of the Seventh-day Adventist Church in ministry. A survey is currently being conducted by which presidents and ministerial secretaries of the Southern Union and local conferences provide direct input into the programs offered by the SOR. Every year conference officers provide important feedback to the dean and faculty during interview processes with graduating seniors. The percentage of students hired upon graduation reflects the effectiveness of the School of Religion in meeting these expectations. Program assessment is discussed more extensively in Criterion 10.9.

Sources

- 2012-13 Graduate Catalog (Page 78)
- 2012-13 Undergraduate Catalog (Page 274)

10.2

Pastoral and Theological Education: Programs of Study

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.2: A description of all programs leading to qualifications in theology and pastoral education, including requirements for graduation. (These may be provided through an institution's Bulletin, if it is up-to-date. Degree programs launched after the last accreditation visit must include the date in which they were recognized by the Seventh-day Adventist International Board of Ministerial and Theological Education [IBMTE].)

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

The School of Religion at Southern Adventist University has both undergraduate and graduate degree programs for ministerial education.

Undergraduate Programs

There are two undergraduate majors that are designed to lead to careers in pastoral ministry:

1. Theology
2. Pastoral Care

The **Theology Major** is designed to prepare students for ministry in a congregational setting such as a church district. **Pastoral Care** is designed to prepare students for further training to specialize in chaplaincy work. The program emphasizes chaplaincy in a health-care setting. The curriculum details for each program are described in the Undergraduate Catalog.

Both programs have been active during the period since our last AAA evaluation five years ago. Because there has been no mechanism for obtaining BMTE approval, the curriculum has not yet been certified as compliant to BMTE standards.

In looking at the requirements for a "first theological/ministerial degree program," however, the IBMTE Handbook states that "in North America, the first theological/ministerial degree program is the 3-year Master of Divinity" (42). The two BA degree programs Southern offers are designed to prepare students to enter a Master of Divinity (M.Div.) degree program, where they will finish their entry-level theological education. Thus, since our ministerial programs are undergraduate level, they appear to fall outside scope of the stated program level targeted by IBMTE curriculum rules. However, in looking at the curriculum requirements for the M.Div., the B.A. program has virtually every subject area required for the M.Div. Therefore Southern's B.A. program is poised to receive BMTE certification if B.A. programs are required to be BMTE certified, once the mechanism is in place to apply for such certification.

In looking at section IX of the IBMTE manual (41), it is clear that Southern programs and curriculum order fit nicely into the A-E sequence with a class involving ministerial calling being required in the first year of classes (RELP 150- Introduction to Ministry) for Section A, most of our classes apply to section B, our externship program and evangelistic training address areas C and D,

while our Field School of Evangelism and classes in Church Ministry (RELP 450, 451) address portions of Section E. These introductory courses give students a strong foundation for entry into and success in seminary programs.

Three other majors—Archaeology, Religious Education, Biblical Studies— are not suggested as degrees preparing students for professional pastoral ministry,. Nevertheless, students completing these degrees fulfill enough of seminary entrance requirements to be able to apply for, and be accepted into, a Master of Divinity program. Some may have a few deficiencies in admission requirements which they will need to at some point. While these three programs can provide a gateway to a full, entry-level education for ministry, they are not designed to provide an entry into ministry as such. Because they share a strong common core with the Theology and Pastoral Care programs, they too could be eligible for BMTE certification.

Master's Degrees

Southern Adventist University graduate degrees are not intended to replace or compete with the M.Div. degree. The School of Religion is not attempting to start an M.Div. degree program. In fact, undergraduate ministerial students are encouraged to pursue the M.Div., most commonly through Andrews University, so they can be exposed to other instructors and perspectives so as to broaden their experience and preparation for professional ministry.

Graduate programs in religion have been in place since 1999. At the time of the last AAA visit, all the graduate religion programs resulted in students earning M.A. degrees. Since the last AAA visit in 2007, the emphases of the programs have been tweaked to more accurately reflect the fact that three of the emphases focused on applied skills and therefore were better described as M.Min. degrees, while the remaining two were in fact M.A. degrees. The change to two degree programs; Master of Ministry (M.Min.) and the Master of Arts (M.A.) with various emphases was submitted to the NAD Office of Education in 2009.

Both degrees are intended primarily for church leaders who are already pastors, and are designed to offer several areas for developing greater specialization in certain ministerial skills. Classes are offered only in the summers, since they are specifically designed to upgrade workers actively engaged in full-time ministry who cannot leave their districts for extended schooling and thus find attendance in a regular seminary program unworkable. While primarily targeting pastors, these programs are not restricted to individuals who are active in professional ministry and have proven useful for a small number of non-professionals who have taken one of the graduate degree programs to better equip themselves for lay ministry. These degrees are not BMTE certified, but may not need certification, since they are not designed as degrees to prepare students for entering ministry, which seems to be the focus of the IBMTE document cited above. They do, however, correspond to educational elements of the IBMTE chart found in section IX, column E (41).   Both master's degrees are described in the Graduate Catalog. All courses require a research papers or a major project, which is generally a post-session assignment for the course. No more than three courses may be taken within one summer.

Master of Ministry (M.Min.) This is a degree for those wanting further training in a professional ministry specialty. According to the catalog, "The M.Min. degree prepares students to enter a Doctor of Ministry degree program." There are three possible emphases in the M.Min.:

- Church Leadership and Management
- Church Ministry and Homiletics
- Evangelism and World Mission

The M.Min. has no thesis, but each student must pass an exit examination with a minimum score of 80%. The examination will consist of writing essays for two hours on major issues from one key area of the student's emphasis which has been determined in advance by the Graduate Studies Committee.

Master of Arts (M.A.) degrees have a more academic focus which prepares the student to pursue a doctoral degree (typically a D.Min. or a Ph.D.). It is also serves those not in a ministry career, who either wish to deepen their theological knowledge (for example, an academy religion teacher) or to pursue an academic career by completing a doctoral degree. The M.A. has two concentrations:

- Biblical and Theological Studies
- Religious Studies

According to the catalog, "The emphasis in Biblical and Theological Studies is specifically designed to prepare students for entering an academic doctoral program in biblical or theological studies. The emphasis in Religious Studies is specifically designed to provide a flexible graduate program in religion for those who want to enter an academic doctoral program in religious studies or to further their religious education in a more general way (Graduate Catalog, p. 79) All M.A. students choosing the emphasis in Biblical and Theological Studies must complete a thesis, while students who choose the emphasis in Religious Studies must complete either a thesis or a project.

Sources

- 2012-13 Graduate Catalog (Page 78)
- 2012-13 Undergraduate Catalog (Page 286)
- 2012-13 Undergraduate Catalog (Page 290)
- IBMTEHANDBOOK

10.3

Pastoral and Theological Education: Faculty Involvement (Students)

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.3: A description and assessment of the involvement of faculty in the spiritual development and the formation of pastoral and theology students, including all distance education and/or non-traditional programs.

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The School of Religion (SOR) at Southern Adventist University offers Pastoral Care and Theology degree programs which have been carefully structured to provide extensive opportunities for faculty to be involved in the spiritual development and formation of each student. The School of Religion does not offer pastoral and theological distance education or non-traditional programs.

Most of the faculty/student contact is in the classroom. Key courses for the pastoral students are structured to provide opportunities for spiritual development to occur. RELT 177 Christian Spirituality is a required core class which "provides a basic introduction to Christian spirituality and spiritual growth."

A four-year sequence of ministry classes in the required Certification in Ministry intentionally focus on spiritual development and pastoral formation. RELP 150 Introduction to Ministry focuses "on issues such as the call to pastoral or teaching ministry, Christ-centered living, personal spirituality, ethical behavior, relationships with others, concern for others . . . .", RELP 270 Interpersonal Ministry develops the student's listening skills and interpersonal communication. In exit interviews, graduates often remember this as the most helpful class for their pastoral formation. RELP 361 Personal Evangelism I, and 362 Personal Evangelism II teach students how to lead people to Christ and give effective Bible studies. Assignments in the class are linked to the students' externship churches and each student works closely with their local church's pastor, meeting for a minimum of eight 1-hour mentoring sessions per semester. RELP 450 Church Ministry I, and RELP 452 Church Ministry II also are linked to students' externship church work and require students to meet for a minimum of eight 1-hour mentoring sessions per semester with their local church pastor. The class curriculum includes subjects like spiritual leadership, life management, and the empowerment of the Holy Spirit for ministry.

Pastoral Care and Theology students must be accepted into their programs as trainees and approved as ministerial candidates in order to complete their majors. Students must complete the 16PF personality test as part of the approval process. If a student's scores differ greatly from established norms, the trained faculty member who has administered the test will meet with the student, and the student's advisor also will discuss the test results in an effort to help the student improve. Both the trainee and candidate approval process includes a semi-structured interview with the student advisor in which the student's personal spiritual development and his/her progress in the area of pastoral formation are addressed. (Interview guide questions) Approval of the student to advance to candidate status is based on, among a variety of factors, "consideration of the student's reputation in the university, church, and community." and is fully described in the Undergraduate Catalog, starting on page 278.

The spiritual development and pastoral formation of pastoral care and theology students is enhanced by several annual co-curricular programs in the School of Religion. These include a September Sabbath retreat for faculty and students (including families) held in a local state park, the Ministerial Candidate Recognition Weekend the last weekend of September, the R. H. Pierson Lectureship Weekend (focused on evangelism) in November, the Trainee Induction Weekend in January, and the Senior Consecration Weekend in April. Speakers provide inspiration and insight for the entire School of Religion family. Recent and scheduled speakers include retired North American Division president Charles Bradford, Hope Channel President Brad Thorpe, Arizona Conference President Tony Anobile, General Conference president Ted Wilson, Georgia-Cumberland Conference President Ed Wright, Pioneer Memorial Church Pastor Dwight Nelson, Southern Union President Ron C. Smith, Ministry Magazine editor Derek Morris, Immanuel Temple (Durham, NC) pastor John Nixon II, Former It is Written Speaker/Director Shawn Boonstra, Loma Linda University Church Pastor Randy Roberts, and Oakwood University President Leslie Pollard.

The Ministerial Externship Program provides Junior and Senior students with important experience working with mentoring pastors and lay leaders in local churches. Students in Personal Evangelism I & II and Church Ministry I & II spend at least 8 Sabbaths each semester in their assigned local church and meet at least 8 times each semester with their mentoring pastor. Class assignments include giving Bible studies, attending various church meetings, and involvement in a variety of church programs. Professors, mentoring pastors, and students gather three times a year for Sunday morning brunch meetings and receive encouragement, continuing education, and the opportunity to dialogue about ministry issues. Students are encouraged to join the local church, are ordained as elders, serve on church boards, and are adopted as pastoral team members. The opportunity to be mentored by an active pastor in a local church setting has provided SOR students with invaluable pastoral experience and in many cases has produced real spiritual development in the lives of the student and his/her family. When students graduate with a Southern Adventist University degree in pastoral care or theology they already have two years of pastoral experience and frequently are hired as district pastors.

In addition to two years of externship pastoral experience, Theology major graduates have all preached a full public evangelistic series either in the Southern Union or in an overseas country in conjunction with a field school of evangelism. Many have preached more than one series. Pastoral Care majors spend ten weeks in a pre-approved ministry practicum with most earning a unit of Clinical Pastoral Education credit in a hospital setting. Several have been sponsored by Florida Hospital to complete their M.Div. with a chaplaincy emphasis.

Other areas in which faculty are involved in the spiritual development and pastoral formation of students include the advising process in which faculty spend time each semester in personally guiding the academic program of their advisees, participating in programs of the Student Ministerial Association, and spending time in one-to-one visits on class and personal issues. A number of faculty members regularly invite students home for meals and worship services in order to establish closer interpersonal relationships with them and provide opportunities for further mentoring relationships.

The School of Religion continues to place emphasis on improving the quality of the many activities and opportunities currently available for faculty to be involved in the spiritual development and pastoral formation of students. The SOR calendar includes so many activities in this area that the faculty has considered ways to reduce the number of events in order to give students and faculty more personal free time.

Assessment of the effectiveness comes from personal interaction with students, from trainee and candidate interviews, from interviews that the SOR dean conducts with graduating seniors, through feedback from externship mentoring pastors, and from senior exit surveys The externship program needs a yearly review and evaluation to make sure it is meeting the needs of the students and the local churches. Detailed information for specific assessment results for Theology and Pastoral Care majors can be seen in the School of Religion Unit Planning and Assessment Report. It can be

accessed online by following the link below and logging in with the provided username and password and then selecting the School of Religion report.

- Website: **http://circ.cs.southern.edu/upar/**
- Username: **aaareviewer**
- Password: **.rule.port**

The 21st Century Adventist Retention Study, which is being conducted by the Pierson Institute, will provide much-needed data on ways in which recent Adventist university graduates are connecting or disconnecting with the church. The findings, which will be presented to the General Conference Future Plans Working Group in June 2013, will help the School of Religion fine-tune the ways in which it fosters the spiritual development and pastoral formation of its pastoral care and theology students.

Sources

- 2012-13 Undergraduate Catalog (Page 278)
- Religion Senior Exit Survey Summary
- RELP-150
- RELP-270
- RELP-361
- RELP-362
- RELP-450
- RELP-452
- RELT-177
- School of Rel Interview Guide

10.4

Pastoral and Theological Education: Faculty Involvement (Church)

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.4: A description and evaluation of how faculty remain involved in the life of the church at all levels (for example, evangelism and training of lay members) and how this impacts their classroom effectiveness.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The members of the faculty of the School of Religion (SOR) understand the importance of their involvement in the life of the Seventh-day Adventist Church at its various levels. Faculty positions at this university are seen in the light of the larger context of the Seventh-day Adventist Church. While faculty responsibilities are primarily for the education of the students on campus, faculty responsibilities also extend to the Southern Union Conference of Seventh-day Adventists and the eight conferences in its territory. Because of the variety of expertise amongst our faculty, their influence is recognized beyond our local union in various churches, conferences, unions, divisions and the General Conference. Invitations to speak, assignments to various boards and committees, and participation in church life at the various organizational levels are viewed as opportunities for educating, assisting, and resourcing the world-wide church.

All of the professors are actively involved at various levels of the church. Events they participate in include preaching at local churches, camp meetings, retreats, evangelistic meetings, mission trips, lay training, Bible studies, professional presentations, writing, and participating on boards and committees, as well as involvement on special projects as needed.

Reporting

Reporting of activities at the various levels of denominational structure happen in at least three ways.

1.   Each semester faculty submit to the Office of Academic Administration a written report on their activities during the last semester, including involvement outside of the University at the various levels of the church. Faculty download these from the Academic Administration website, a sample blank form can be here. Completed forms are on file in the Office of Academic Affairs. Completed forms for the most recent year (2011-12) are provided in required sources below.

2.   As a part of their professional evaluation at Southern, every three to five years faculty are to submit a professional portfolio. This portfolio includes a section that requires faculty to list their involvement in various activities of church life. The portfolios are kept in the Office of Academic Administration and are available in electronic form under Criterion 10.8.

3.   Twice a year the School of Religion produces a publication called *Reaching Out* (2006 - 2011 Issues in folder below). Along with announcements and articles, there is a section called *Faculty News*. In this section faculty list various activities they have done relating to the

church. These are housed on the SOR web page at the following link:
https://www.southern.edu/religion/Pages/newsletter.aspx.

Self-Assessment and Reporting

The three instruments listed above are the mechanisms for SOR faculty to report their various activities with the Church. These demonstrate the variety and scope of involvement with the Seventh-day Adventist Church on its different levels of church structure.

Relationship to Classroom Effectiveness

Faculty involvement at the various levels of church structure benefits both the teacher and the students in their classes. Through such involvement, professors taste the "real" world outside of the educational institution and are provided with a close-up understanding of the issues and topics facing the church. The ability to understand questions and issues faced by the church as a whole, work on presentations, books, articles, etc. and bring back that information to the classrooms is an asset to the process of educating students who will soon enter that world.

Each semester the faculty of the SOR are evaluated by students in each of the classes taught by the religion faculty. The results of these evaluations provide individual scores for professors in comparison to scores for other professors in the SOR and in comparison scores for to other schools/departments on campus. SOR faculty do well in teaching their classes, for example, during winter 2012 semester, SOR faculty scored a composite 4.54 on a 5-point scale (n=881) compared to a University-wide score of 4.42 (n=7591).

Sources

- 📁 Reaching Out Newsletters
  - 📄 2006 Fall Issue
  - 📄 2006 Spring Issue
  - 📄 2006 Summer Issue
  - 📄 2007 Fall Issue
  - 📄 2007 Spring Issue
  - 📄 2008 Fall Issue
  - 📄 2008 Spring Issue
  - 📄 2009 Fall Issue
  - 📄 2009 Spring Issue
  - 📄 2010 Fall Issue
  - 📄 2010 Spring Issue
  - 📄 2011 Spring Issue
- 📄 Prof Portfolio Instructions 2011
- 📄 School of Religion Semester Activity Records 11-12
- 📄 Semester Activities Form

10.5

Pastoral and Theological Education: Evangelistic and Nurturing Activities

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.5: A description and assessment of the involvement of pastoral and theological students in evangelistic and nurturing activities and how these experiences relate to their total education experience.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The Pastoral Care and Theology degrees are carefully structured to provide a variety of opportunities for students to participate in evangelistic and nurturing activities. In the Pastoral Care and Theology programs, students are required to take 14 credits in applied theology including evangelism. Through the required ministerial externship program they are involved in one year in evangelistic activities in a local church and for another year in nurturing activities at the same church. The Student Ministerial Association provides additional extra and co-curricular opportunities to participate in ministry and evangelism.

The School of Religion (SOR) requires two semesters of training and practice in the area of personal evangelism (2 + 2 credits); two semesters of training and practice in the area of pastoral ministry (3 + 3 credits); a class preparing students for public evangelism (1 credit); and then actual, practical experience in public evangelism (3 credits). Besides these core classes, the ministerial externship program requires involvement in a local church under pastoral supervision for two years.

RELP 361 Personal Evangelism I, RELP 362 Personal Evangelism II, and RELP 405 Evangelistic Preaching are required classes during the junior year. During the senior year students take RELP 466 Public Evangelism, RELP 450 Church Ministry I and RELP 452 Church Ministry II. The SOR's ministerial externship program is completed at a local church and is closely tied to these courses. Students' professional development is facilitated by acquainting the student with the multi-faceted responsibilities of ministry. Students work at the church for two years giving Bible studies, conducting personal evangelism and engaging in other pastoral functions. By means of the externship, students have a laboratory setting in membership care, evangelism, church leadership, worship, and preaching by working with experienced mentoring pastors and lay leaders in a local church. This experience is a necessary prerequisite before a student is recommended for church employment.

The externship program begins at the junior level, where it aims to develop evangelistic skills by involving students in the varied forms of ministry during the two semesters of Personal Evangelism I and II, including visitation of non-members; personal Bible studies; small group ministries; ministry to children and young people; and other outreach programs such as health evangelism, community services, inner-city initiatives, prison ministry, or literature ministry. The externship program including all requirements is fully described in Appendix D of RELP 361 Personal

Evangelism I syllabus. The externship program at senior level aims to develop ministerial skills by involving students in the pastoral ministries under the direct supervision of the pastor of the local church to which they have been assigned as described in RELP 450 Church Ministry I syllabus.

The student is required to visit once a week with his/her pastor during one hour for debriefing and prayer, for at least eight occasions each semester of the last two years of training. In these sessions and beyond, the local pastor serves as the student's mentor, teacher, and adviser. The opportunity to be mentored by an active pastor in a local church setting has provided theology and pastoral care majors with an invaluable pastoral experience. Informal meetings between all externship students and local pastors occur over required brunch meetings as described in Appendix D of the RELP 361 Personal Evangelism syllabus.

In addition to two years of externship pastoral experience, theology students are required to take RELP 466 Public Evangelism, which includes a requirement to preach a full public evangelistic series of at least 19 doctrinal sermons. Since preaching a full series was required in 2011, these evangelistic series conducted by theology students, volunteer students from other schools and departments, and mentoring professors have led more than 20,000 persons to baptism (see Evangelism Resource Center report). Pastoral care majors are required to spend ten weeks in a pre-approved ministry practicum with most students earning a unit of Clinical Pastoral Education credit in a hospital setting.

These practical activities are fundamental to the training of theology and pastoral care majors. These approaches are in harmony with the stated vision of the university to be "responsive to its constituencies, . . . provide high educational benefit, lead in the integration of faith and learning, and model academic and professional excellence."

Assessment

Assessment of the involvement in evangelistic and nurturing activities is accomplished by:

1. A monthly "Pastor/Student report" which must be completed by both the mentor pastor and the theology or pastoral care major assigned to his church.
2. Trainee and candidate interviews
3. Exit interviews conducted by the SOR dean with graduating seniors
4. Feedback provided by the Southern Union and Conference ministerial secretaries in an annual meeting with university professors
5. Exit reports written by students at the conclusion of their experience in public evangelism
6. Ministries reports that students must provide during RELP 361 Personal Evangelism I and RELP 362 Personal Evangelism II concerning their evangelistic and nurturing activities
7. Reports sent by the Conference evangelism coordinators at the conclusion of each series at home and abroad
8. Feedback provided by pastors during brunches organized by Dr. Barry Tryon and occurring at least twice a year

In conducting its annual assessments, the SOR reviews the effectiveness of its evangelistic programs and nurturing activities to ensure that the programs and activities meet the needs of the students and the local churches.

Sources

- 1 Personal Evangelism I Fall 2012
- 11 2001 2012 ERC baptisms
- 12 Pastor student reports 2012
- 2 Personal Evangelism II Syl Winter 2012

- 3 Evangelistic Preaching RELP 405A W 2012
- 4b Public Evangelism at home, RELP-466-A
- 5 Church Ministry RELP-450 Fall 2012
- 6 Church Ministry II RELP-452-A Winter 2012

10.6

Pastoral and Theological Education: Board of Trustees and Administration

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.6: A description and evaluation of the procedures of the Board of Trustees and administration for ensuring that the academic programs and faculty are focused on and supportive of the message and mission of the church.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Fulfillment of mission is a foundational principle that undergirds the actions of the Board and the administration.

The Board of Trustees provides oversight to the operation of the University and periodically reviews and approves the mission of the institution (mission reviews discussed and documented in 1.1) The Board is responsible to "oversee the university" and has been "vested by the Bylaws of the Corporation as the final authority of the institution, its operations are run by the president and senior staff. To do this they (Board members) utilize their experiential expertise, passion, and financial resources. They are ultimately responsible for the direction and performance of the university." (*Board of Trustees Handbook*, p. 11) The Board of Trustees provides "oversight and support, administration deals with the leadership and operational management of the organization. For example, the Board sets policies, and the university administration implements them." Within that scope of practice, the Board appoints and evaluates the president; approves recommendations for appointments, promotions, demotions, and removals of administration and faculty; establish compensation for administration and faculty; establishes and discontinues schools, departments, and degrees. (*Board of Trustees Handbook*, p. 11, 12).

A working subcommittee of the Board of Trustees is the Academic Plans committee which is charged with the task of reviewing curricular trends, analyzing student academic performance data, considering educational needs of the Southern Union, and making recommendations regarding possible curricular innovations, as well as enhancements to or elimination of programs, courses, and/or requirements to the full Board. (*Board of Trustees Handbook*, p. 14). By means of this process, the Board is actively engaged in curricular oversight.

In order to carry out its administrative duties and oversight over the faculty, Academic Administration of the University has set up and maintains an ongoing process to evaluate faculty. The portfolio review assessment described below assures that all University faculty are engaged in fulfilling institutional mission, are effective professors, and productive in their academic disciplines.

The portfolio review procedure of the University provides appraisal of faculty members every three to five years. The Portfolio process and form is used by all full-time faculty and is downloadable from the Academic Administration website. Portfolios are kept in the Office of Academic Administration and can be seen by AAA reviewers under Criterion 10.8.

The Vision 20/20 Strategic Plan, discussed and voted by the Board on February 14 and October 4, 2010 is demonstrative of the Board role in focusing learning activities on achieving goals with eternal consequence. Towards that end, two themes and specific goals are:

- Theme 1, Goal 2: Strengthen the integration of faith and learning in each academic discipline; students will be encouraged to fulfill their roles in ministry in their life work.
- Theme 2, Goal 3: Strengthen the focus on the Biblical account of creation.

Sources

- Board of Trustees Handbook
- Professional Portfolio
- Vision 20 20 Strategic Plan

10.7

Pastoral and Theological Education: Dean/Faculty Recruitment

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.7: A description of how (a) the faculty dean/department chair and (b) other faculty in the department/school are selected to ensure they understand the needs of the church and are fully supportive of church mission.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Hiring Policy and Guidelines

Southern Adventist University has a clearly articulated policy to guide the selection and appointment of deans/chairs and faculty. The policy is articulated in *Employee Handbook*, Section 5000. Throughout the process of all hires, the Human Resources office is engaged in advertising the position, conducting background checks, and assuring that the entire process is in accordance with existing law.

Faculty hiring processes at the university consider three essential elements as expressed in the Interview and Employment Standards and Guidelines booklet:

Character cannot usually be learned or changed at this point in a candidate's life. For that reason, it is of primary importance that the candidate be honest, ethical, fair, generous, and a committed Seventh-day Adventist Christian

Personality: There are people who are highly skilled, but so unpleasant that no one can benefit from their abilities. Like character, personality is not likely to change at this point in a person's life. For that reason, I want to be assured that the person is optimistic, pleasant to be around, open-minded, and someone who enjoys interacting with students.

Competency: There exist many moral/ethical persons who are pleasant to be with. Not all of them are teachers who are highly skilled at providing our students with compelling learning experiences. Not all of them know the particular subject matter which we need to teach our students. Not all of them understand the developmental needs of young adult learners. Not all of them know how to do research. These competencies are very important, but they can be fortified with continuing education and professional development.

Dean/Chair Hiring Policy

The policy clearly lays out the process for faculty and dean hiring process. In summary: the senior vice president for Academic Administration (VPAA) consults with the president and 1) may appoint someone from within the school/department or 2) set in motion a search committee, of which he is a member, to identify the right candidate and make a recommendation to the VPAA. The school/department has significant input in identifying and recommending their choice of an individual to lead the school/department, however, the appointment is made by the VPAA and approved by the Board of Trustees.

Faculty Hiring Policy

Utilizing the guidelines identified above, approved faculty hires are made as a result of a school/department selection process which allows for two or three individuals to be brought to campus for on-campus interviews. After the campus visits, the school/department makes a recommendation to the VPAA who extends the official invitation to the selected individual. As in the hiring of a dean/chair, the hire must be voted by the Board of Trustees.

The hiring process includes the office of Human Resources in the entire process. The criteria for dean/chair/faculty selection and the exploration of a candidate's fit with institutional mission and value are seen in a list of suggested questions to pose to candidates during the interview and hiring process. They can be read on pages 16, 17 of the Interview and Employment Standards and Guidelines for Deans and Chairs document referenced earlier.

Sources

- Dean & Chair Hiring Policy - Employee Handbook Section 5000
- Employee Handbook Section 5000
- Interview and Employment Standards and Guidelines for Deans and Chairs

10.8

Pastoral and Theological Education: Faculty Evaluation

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.8: A description and evaluation of the procedures for receiving feedback and evaluating faculty performance (including support of mission). This should include an assessment of how processes that respond to perceived problems ensure (a) fair treatment of faculty and (b) that the institution will transparently uphold Adventist uniqueness.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Faculty Performance Evaluations

There are several procedures in place at Southern Adventist University including in the School of Religion (SOR) for the evaluation of faculty performance. Among the criteria used in evaluation is the faculty members' focus on transmitting Adventist Christian values in support of the university mission. These procedures divide into two distinct foci:
1. Evaluation of individual faculty members
2. Evaluation of the success of the SOR as a whole

Individual Faculty Evaluation

Information on which individual faculty evaluations are based rely on three sources of input:

1. Student course evaluations of every course, each semester
2. Annual evaluations of faculty members by the Dean of the SOR
3. Portfolio evaluations by the Faculty Promotions Committee at five-year intervals (and prior to any advancement in employment level or promotion in academic rank)

Course evaluations by students take place at the end of each semester. The survey pertaining to each class is conducted online, and composite results are provided to the professor, the dean and Academic Administration. Student anonymity is assured because no identifiers are attached to the survey. Individual faculty evaluations vary but taken as a whole, SOR faculty do well in teaching their classes. For example, during winter 2012 semester, SOR faculty scored a composite 4.54 on a 5-point scale (n=881) compared to a university-wide score of 4.42 (n=7591).

Annual evaluations of each faculty member are conducted by the SOR Dean. Sections D and F of the Faculty Evaluation Form specifically call for assessments of the integration of personal faith into the classroom and the professor's life. The annual conversation that takes place in the context of the performance evaluation focuses on each faculty member's contribution to institutional mission fulfillment. Deficiencies in faculty performance can lead to a plan of action which would be focused on achieving specific improvements to correct deficiencies.

The **Teaching Portfolio** which is submitted on a quinquennial basis by all professors requires inclusion of the most recent dean evaluation, and three peer evaluations which includes one item requesting comments on "Integration of faith and learning." The Teaching Portfolio also requires an essay by the professor describing his/her teaching philosophy, including beliefs and assumptions

about the purpose of teaching and learning at an Adventist institution of higher education. Teaching portfolios are submitted to and reviewed by the Faculty Promotions Committee and are the basis for advancements in rank, employment level and, for full professors, continued employment. The completed portfolios as well as the minutes of the Faculty Promotions Committee are housed in the office of the senior vice president for Academic Administration. Teaching portfolios completed by SOR faculty within the most recent five-year period are attached below. The complete policy on advancement in rank and employment level is described in the *Employee Handbook*, sections 5010 - 5040.

SOR Assessment

The SOR is assessed in its effectiveness by means of two major assessment measures:

1. Evaluation by graduating seniors
2. Quinquennial Program Evaluation

Graduating seniors are required to fill out a **senior exit survey** which includes three items specifically related to spiritual growth: "My experience at SAU nurtured my spiritual growth," "My faith in God was strengthened through campus experiences outside the classroom," and "My classroom experiences strengthened my faith in God." In addition to providing numerical responses on a six-point scale, students are also invited to provide written comments on these items. Several items in the "Campus Life" section of the senior exit survey also relate to spiritual issues: "College experience helped me become less prejudiced toward people different from myself," "During my time at SAU, I was involved in community service," "My college experience helped me to consider viewpoints other than my own," and "My experience at Southern helped me learn to think through questions of right and wrong." Collated results of these questionnaires are maintained by the Office of Institutional Research. The most recent results for SOR graduates is attached.

In addition to the general senior exit survey described above, students graduating with majors in the SOR also undergo an **exit interview** with the dean of the School of Religion. This semi-structured interview is intended to ascertain, among other things, the student's impression of his/her spiritual growth while at Southern, as well as the quality of the spiritual life and influence of the SOR. Results for several recent year's exit interviews are attached.

According to university policy articulated on the Academic Administration website, each school/department, other than those that have specific discipline accreditation, is to complete a program review every five years. The SOR completed its self-study for this review in 2008 and received the report from the review committee in 2009. Among other points, the SOR was commended for its efforts to stay current in its programs, and in the depth and breadth of faculty involvement in the church including evangelistic outreach and programs such as Recharge. Recommendations for improvement were mostly focused on procedural details and minor omissions in following the program review guidelines.

Procedures Ensuring Fair Treatment of Faculty and Transparently Maintaining Adventist Uniqueness

The procedures for employee grievances are described in the *Employee Handbook*, section 5080. The chair of the Grievance Committee reports that no grievances have been filed within the past five years. Nevertheless, the procedures in place are designed to ensure fair treatment of all personnel without regard to race, color, sex, age, ethnicity, or disability.

While the university is committed to a policy of equal opportunity in employment without discrimination on the basis of race, color, sex, age, national origin, veteran status, or disability, it does "exercise its constitutional and statutory rights as a religious organization and employer to prefer members of the Seventh-day Adventist Church for employment. Full time faculty and staff (salaried and hourly) are to be members in regular standing of the Seventh-day Adventist Church."

Further, all employees of the university are expected to be in harmony with the doctrines of the Seventh-day Adventist Church (*Employee Handbook*, section 2000, 2010). Criteria 10.6 and 10.7 specifically deal with the procedures for selection of the dean and faculty in the School of Religion to ensure that they will be supportive of the message and mission of the church. Under Criteria 10.3 and 10.4 there is a discussion regarding the assessment of the faculty to ensure that they are accomplishing the mission and objectives for which they were employed in training pastors and theologians for the church. Thus, procedures are in place for transparently maintaining Adventist uniqueness among those entrusted with the pastoral and theological training of students.

Sources

- School of Religion Faculty Portfolios 2007 to Present
    - Bauer, Steve 2007
    - Donn Leatherman Sept. 2007
    - Douglas Tilstra Dec. 2007
    - Hasel, Michael - Sept 09
    - Jacobs, Douglas - October 08
    - King, Greg - December 08
    - Lake,_Jud 2010-11
    - Parker, Alan - December 08
    - Parker, Alan - Nov 16
    - Reynolds, Edwin - Sept 2009
    - Samaan, Philip - Dec 09
- Employee Handbook Section 2000, 2010
- Employee Handbook Section 5080
- Employee Handbook Sections 5010 - 5040
- Exit Interviews
- Faculty Evaluation Form for Deans and Chairs
- Religion Program Review 2008
- Religion Senior Exit Survey Summary
- School of Religion Program Review Report - Final

10.9

Pastoral and Theological Education: Student Progression

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.9: A description of procedures and evaluation of progression and placement procedures.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Progression Procedures and Evaluation:

There are two major stages in the progression of students in the School of Religion (SOR) Theology and Pastoral Care programs. The first stage is application as a trainee, normally in the first semester of a student's second year at Southern. After completion of selected preparatory courses; administration of various vocational aptitude, personality, and self-evaluation instruments; filing of character recommendations from four individuals who have known the applicant well; and an interview with the applicant's academic adviser, the applicant's fitness for the program and overall potential for success in ministry is evaluated by the SOR faculty. If successful, the student formally enters the program as a trainee.

At the beginning of the third year of study, the student enters professional preparation for ministry, including a series of preaching classes and a series of classes that focus on personal and public evangelism and church ministry. In conjunction with the latter, the student also begins an externship program under a mentoring pastor in a local church. During the summer between the student's third and fourth years, Theology students engage in a Field School of Evangelism, in which each student is expected to conduct and preach a full public evangelism campaign, while Pastoral Care majors are expected to complete a ten-week chaplaincy practicum in which they experience clinical pastoral education normally in a hospital chaplaincy setting.

At the beginning of one's senior year, the student's progress is reviewed in the light of academic achievement, success in one's externship as evaluated by the mentoring pastor and one of the local elders, demonstration of one's passion for ministry and involvement in ministry activities, personal faithfulness to Adventist doctrine and lifestyle, maturity and leadership qualities, preaching ability, and other factors that indicate potential for success in pastoral or chaplaincy ministry. A second major interview is conducted by the academic adviser, and application is made for ministerial candidacy. If the student is approved for candidacy by the SOR faculty, the candidate is permitted to sign up for interviews for employment with the conferences.

For a fuller description of these procedures and evaluative stages, see the *Catalog* description.

Placement Procedures:

Ministerial candidates, both Theology and Pastoral Care majors, submit their resume as part of the Ministry Experience Portfolio which accompanies their candidacy application. Once approved as candidates, they may sign up for on-campus interviews with conferences or with the Adventist Health System and bring their resume to the interview. The SOR dean continues in dialog with the conference administrators regarding the ministerial candidates.

Evidence of Placement:

Evidence for placement of Theology and Pastoral Care majors can be found in the fall issue of the SOR newsletter, *Reaching Out.* Each candidate's picture is given and the ones who are placed have the particular employing organization noted under their picture. *Reaching Out* issues can be accessed at the following link: https://www.southern.edu/religion/Pages/newsletter.aspx.

Presently, there is no systematic method for tracking placement of pastoral care majors other than word of mouth from the graduate. A system for tracking and recording evidence of placement is in process of development.

Sources

- 2012-13 Undergraduate Catalog (Page 277)

10.10

Pastoral and Theological Education: Communication with Church Constituency

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.10: Identify and evaluate the processes that ensure effective communication is sustained between the department/school and the wider church constituency on issues such as program content, the specific needs of the immediate constituency, etc.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

The School of Religion (SOR) faculty are active in communicating with the wider constituency in numerous ways. Below is a description of formal and informal means by which faculty are engaged with church constituencies.

1. ***Reaching Out*** is a biannual publication of the SOR which is sent out to the religion graduates, pastors, conference and union presidents, executive secretaries, educational directors, ministerial secretaries, college/university presidents, schools of religion/theology, libraries, General Conference and North American Division leaders, and key supporters.

   a This publication informs the constituency about our ministerial candidates including biographies and photographs of recent graduates.

   b. Through this publication the constituency learns of new programs such as Soul-Winning and Leadership Training (SALT), a practical 14-week training course in Bible work and evangelism upon completion of which, participants may receive 16 academic credits and Bible worker certification.

   c. It informs the constituency about the summer Master's degree courses to be offered, the professors to teach such courses, and the description of each course.

   d. It informs the constituency of the activities of the faculty members such as speaking involvement at camp meetings, churches, conventions, evangelistic campaigns, and publications.

   e. This publication helps to sustain communication and provide dialogue about the activities of SOR whenever the occasion presents itself: meeting church leaders on campus or when religion faculty are in the field on speaking appointments. The latest issues of this publication are included. To learn more about, or to view earlier issues, go to www.southern.edu/religion.

2. Annual **Undergraduate** and **Graduate Catalogs** are available online (https://www.southern.edu/records/Pages/catalogs.aspx) and communicate to the constituency the mission statement, programs and course offerings, various majors and minors, program

requirements, trainee and candidacy requirement and evaluation, ministerial externship, field schools of evangelism, and course descriptions.

3.   The **Recharge Program** is offered by the SOR and is designed for personal, professional, and marriage enrichment for the pastor and his family. It is a 2-week program conducted on the campus of Southern Adventist University during the summer. Copies of the most recent Recharge program and Recharge Evaluation are included, which show the positive reaction of pastors and their spouses. Their spiritual, emotional, intellectual, marital, familial, and social benefits are evident.

4.   Annual **Meetings with Conference Ministerial Secretaries**. The ministerial secretaries of the Southern Union conferences meet with the SOR faculty to exchange ideas and offer suggestions. The dialogue is helpful in that it acquaints the faculty with the needs of the constituents, and it improves preparing ministerial students for more effective service in the field. It also gives the faculty the opportunity to convey to the ministerial secretaries issues relating to the hiring of our graduates and their internship experience.

5.   The **Externship** and **Field Schools of Evangelism**. Through the externship program ministerial students maintain a presence in the area churches for training and involvement in different programs. Also, the summer field schools of evangelism in different parts of the Southern Union conducted by the students and supervised by assigned faculty.

6.   **Faculty Speaking Appointments**. Faculty members communicate with constituents on a regular basis as they preach in churches, get involved in conference functions such as camp meetings, pastors' meetings, teachers' conventions. Hence they impart from their knowledge and expertise in their particular area of teaching, research, and writing. They become familiar with the constituents and their needs while the constituents become acquainted with Southern Adventist University, its programs and outreach activities.

7.   A **Conference President's Survey** was sent to each conference president in the Southern Union to seek input from them as to how they view the level of communication between them and the SOR.

Sources

- 2012-13 Graduate Catalog
- 2012-13 Undergraduate Catalog
- Conference President Survey
- Recharge Evaluations
- Recharge Program 2012
- SALT Program

10.11

Pastoral and Theological Education: Program Assessment

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.11: Identify and evaluate the means used to assess and improve the effectiveness of the pastoral and theological education program in meeting its stated mission. This should include evidence of regular input from recent and past graduates, as well as employers.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Evaluation Process for the Pastoral and Theological Education Program

The evaluation of the pastoral and theological education program is done through the following process:

1. The School of Religion has a Unit Plan that identifies how the program contributes to the mission of the university; states the intended outcomes of the program; and assesses how effectively our program is achieving those outcomes. A copy of the latest Unit Plan can be found here (SOR Unit Plan).
2. Every year, the Dean of the School of Religion does exit interviews with graduating seniors. The interview covers the following three areas:
   1. The students' immediate plans for ministry
   2. What was most beneficial during their time at Southern Adventist University?
   3. How their experience at Southern Adventist University could be improved

Interview results for the years 2008 through 2012 are given below:

- May 2008
- December 2008
- May 2009
- May 2010
- December 2010
- December 2011

1. The Office of Institutional Research and Planning conducts surveys of our seniors which evaluates the effectiveness of our program and the student's satisfaction. The Senior Exit Survey results can be found here (Senior Exit Surveys).
2. Evaluative feedback is also received from Ministerial Directors in the Southern Union. The feedback is generally given during a specially called faculty meeting and the purpose is to dialog about whether our graduates are meeting the needs of conferences and churches. Occasionally, recent graduates who are currently in pastoral ministry are invited to these meetings to give input. Included are copies of two of these meetings:
   1. Minutes of October 3, 2007
   2. Minutes of April 8, 2009

Further Enhancement of the Process

An electronic survey of graduates is needed to assess their satisfaction and to evaluate how effectively Southern Adventist University is accomplishing its mission and preparing students for ministry.

Sources

- 2008-12 Exit Interviews
- 2008-5 Exit Interviews
- 2009-5 Exit Interviews
- 2010-12 Exit Interviews
- 2010-5 Exit Interviews
- 2011-12 Exit Interviews
- MIN 4-8-09
- Religion Senior Exit Survey Summary
- SCHOOL OF RELIGION Faculty Meeting Minutes October 3, 2007pdf
- SOR Unit Plan

10.12

Pastoral and Theological Education: Development and Improvement

Standard: Pastoral and theological education with curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and the church, particularly in the preparation of students for service in the church.

10.12: Plans for development and improvement within this criterion.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Plans for Development and Improvement

10.1 Mission Statement and Goals

Periodic review of the mission statement and goals and of their implementation takes place formally during the program review and accreditation process as well as less formally in the annual fall faculty planning sessions. Annual meetings with the ministerial directors of the constituent conferences of the Southern Union Conference also constitute intentional opportunities for reassessing the mission and goals of the School of Religion (SOR) and of its various academic programs. Within the past year and a half the SALT (Soul-winning and Leadership Training) program has been established as a result of such reassessments and planning sessions, and these reassessments will continue on an ongoing basis.

10.2 Ministerial and Theological Training Programs

It is the goal of the SOR to be responsive to the needs of the field in the training of pastors, chaplains, and church leaders through the programs offered. Meeting the standards of the BMTE for ministerial and theological education is one way of being responsive to the needs of the field. Thus, the SOR seeks to be compliant with the BMTE requirements and to have its programs recognized as meeting those standards. Because there has been no mechanism for obtaining BMTE approval, the curriculum has not yet been certified as compliant to BMTE standards, but it is our goal to achieve compliance and recognition during the coming year.

10.3 Faculty Involvement in Spiritual Development

The faculty need to annually review and evaluate the externship program to make sure it is meeting the needs of the students and the local churches. They also need to annually review and evaluate the Field School of Evangelism to make sure that the evangelistic methods being taught are reaching people in a rapidly-changing world. There is a sense in which the school seems to be educating students for the past decade instead of the next decade. With the rise of social media, various online additions, and rapidly changing church demographics, the content of existing programs for spiritual development and pastoral formation need continual updating. The 21st-Century Adventist Retention Study being currently conducted by the Pierson Institute for Evangelism will provide much-needed data on ways in which recent Adventist university graduates are connecting or disconnecting with the church. The findings, which will be presented to the General Conference Future Plans Working Group in June 2013, should help the SOR faculty to better shape the spiritual development and pastoral formation of its Theology and Pastoral Care students. It is hoped that the Pierson Institute can follow up the 21st-Century Adventist Retention Study with a robust program of research in other areas that will help the SOR shape its class curriculum to better meet the needs of the future.

10.4 Faculty Involvement in the Life of the Church

In the past, the SOR has distributed to constituent conferences of the Southern Union Conference a list of areas in which the SOR faculty are prepared to contribute expertise to the conferences and churches in the Southern Union. There is an effort in progress to update this list with the current faculty and redistribute it to the conferences, so that as they recognize a need to which the SOR can contribute, they will know which faculty members they can contact for support and speaking engagements, workshops, or seminars. Faculty are encouraged to accept invitations from the field so long as they do not conflict with the academic program of the SOR. Where there are conflicts, the faculty regularly vote on requests that may be important enough to accept even where there may be a conflict.

10.5 Involvement of Students in Evangelistic and Nurturing Activities

The SOR reviews the effectiveness of its evangelistic programs and nurturing activities annually to make sure they meet the needs of the students and the local churches. Materials and methods used in the Field School of Evangelism also need to be evaluated every year to make sure that the evangelistic methods being taught and applied are reaching people in a rapidly-changing world. These annual reviews will continue to provide for improvement in effectiveness.

10.6 Procedures of the Administration and Board of Trustees

There is little that the SOR can do to change the procedures of the administration or the Board of Trustees. However, SOR faculty will be happy to cooperate with any initiatives to ensure that the academic programs and faculty of the SOR are focused on and supportive of the message and mission of the church.

10.7 Selection Procedures for SOR Dean and Faculty

Now that the BMTE has been implemented on the NAD level, the SOR will plan to utilize its criteria and guidelines in its searches for faculty and dean.

10.8 Procedures for Feedback in Evaluating Faculty Performance

Evaluation of faculty performance is under the auspices of the office of Academic Administration. Using Academic Administration evaluation tools, the SOR Dean annually evaluates all SOR faculty. The Dean, in turn, is periodically evaluated by SOR faculty and annually by the Senior Vice President for Academic Administration. This process allows for ongoing discussion and improvements in the review of faculty performance.
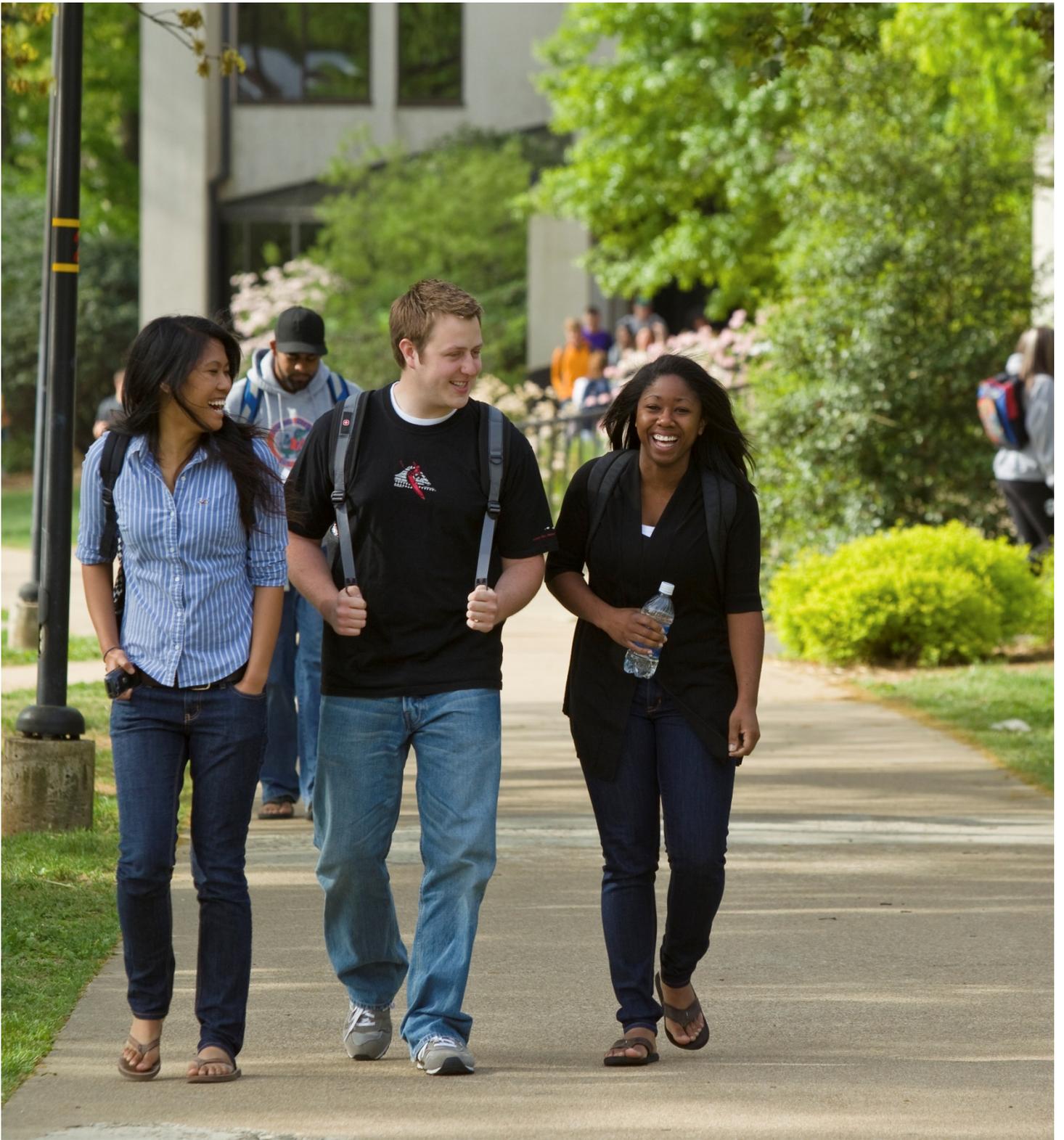
10.9 Student Progression and Placement Procedures

Progression procedures are being regularly reevaluated for ways of improving the system. One of the struggles is with the matter of maintaining confidentiality while trying to address the needs and problems of individual students. The SOR is seeking legal advice on how to manage such issues of confidentiality. A system for tracking and recording evidence of placement is also in progress of development.

10.10 Communication between SOR and Church Constituency

The Graduate Program Coordinator is preparing a survey of the Southern Union conferences to determine how familiar the pastors in the Southern Union are with university graduate programs for upgrading pastors who have not had the opportunity for pastoral training at the graduate level. The goal is to find out what needs exist in the field and how the SOR can best meet those needs. How many potential graduate students are there who would like to take SOR programs, and what are their specific areas of interest? This will help in planning the graduate curriculum with data based on felt needs. The upcoming quinquennial Southern Union ministerial meetings in January 2013 will be a prime opportunity to administer the survey and collect the data. The Graduate Program Coordinator and several other faculty plan to be present and active at those meetings. It will also provide an opportunity to solicit the help of the pastors to recruit students for our undergraduate programs.

10.11 Assessment of Program Effectiveness

An electronic survey of graduates is needed to assess their satisfaction and to evaluate how effectively Southern Adventist University is accomplishing its mission and preparing students for ministry. The SOR is working to develop and administer such a survey to its graduates.

AAA Visit December 2-5, 2012