



## **Southern Adventist University**

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# **SAU Self Study Report for the AAA Accreditation Committee**

**Southern Adventist University**

**Submitted on 2022-09-22  
for 2022-10-18 AAA Regular Visit - Form B**

## **Historical Background of the Institution**

Southern Adventist University is located at Collegedale, Tennessee, 17 miles east of Chattanooga in the foothills of the Great Smoky Mountains. The forested slopes of White Oak Mountain and Bauxite Ridge provide a scenic backdrop for the carefully landscaped grounds. Southern Adventist University is approximately 100 miles north of Atlanta, 100 miles southwest of Knoxville, 130 miles southeast of Nashville, and 145 miles northeast of Birmingham.

Southern Adventist University is a co-educational liberal arts institution. “Passing the Mantle” from one generation to the next as “a conversation between the older and younger generations on what is important” is one of the overarching themes of the University. Founded in 1892, Southern Adventist University began as Graysville Academy, a small private school with 23 students in Graysville, Tennessee. In 1896, Graysville Academy was renamed Southern Industrial School. Five years later, it became Southern Training School. In 1916 the school moved to Jim Thatcher’s Limestone Valley Stock Farm, two miles southeast of Ooltewah, Tennessee. School officials voted to change the name of the anticipated community to Collegedale. With the move to Collegedale, the school changed its name to Southern Junior College. In 1919 the school received its charter from the State of Tennessee. The Adventist Accrediting Association (AAA) granted accreditation to the College in 1930. It earned junior-college accreditation in 1936, became a senior college in 1944, and changed its name to Southern Missionary College. Southern Association of Colleges and Schools (SACS) accredited Southern Missionary College as a liberal arts college in 1950.

In 1982, at the suggestion of the Southern Association of Colleges and Schools (SACS) accrediting visiting team, and in an effort to more accurately represent the college as an established liberal arts institution, Southern changed its name to Southern College of Seventh-Day Adventists. Fourteen years later, in 1996, the institution began offering graduate degrees and changed its name for the eighth time to Southern Adventist University.

A strong career orientation in liberal arts, sciences, and pre-professional courses marks the curriculum. Degrees include Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music Education, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Bachelor of Technology, Associate of Technology, Associate of Science, and Associate of Arts. Master’s degrees are available in applied computer science, business, computer science, counseling, education, ministry, nursing, religion, social work, and teaching. A Doctor in Nursing Practice is offered. Pre-professional programs also are offered in health fields and in engineering and law. One-year certificate programs are offered for auto service technician and Bible worker. The Modern Languages Department offers an international studies program with four emphases, which require a year abroad. Semesters begin in late August and early January, with graduation programs in mid-December and early May. The summer academic schedule includes one session.

## **Institutional Profile**

### **Structure of the Institution**

**Number of academic entities:**                      **There are 10 schools and 11: departments**  
**schools (or departments)**

### **Listing of academic entities:**

Southern Adventist University offers four levels of degrees: Associate, Baccalaureate, Master's, and Doctoral as well as one-year certificates and post-graduate certificates. The following are listings of departments and schools through which these are offered.

### **Departments**

Department of Allied Health  
Applied Technology  
Department of Biology  
Department of Chemistry  
Department of English  
Department of History and Political Studies  
Department of Interdisciplinary Studies  
Department of Mathematics  
Department of Modern Languages  
Department of Physical Therapy Assistant  
Department of Physics and Engineering

### **Schools**

School of Business and Management  
School of Computing  
School of Education and Psychology  
School of Journalism and Communication  
School of Music  
School of Nursing  
School of Health and Kinesiology (Formerly School of Physical Education, Health and Wellness)  
School of Religion  
School of Social Work  
School of Visual Art and Design

**Type of programs offered:**

A strong career orientation in liberal arts, sciences, and pre-professional courses marks the curriculum. Degrees include Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music Education, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, Bachelor of Technology, Associate of Technology, Associate of Science, and Associate of Arts. Master's degrees are available in applied computer science, biology, business, chemistry, computer science, counseling, education, ministry, nursing, religion, social work, and teaching. A Doctor in Nursing Practice is offered. Pre-professional programs also are offered in health fields, engineering, and law. One-year auto service and Bible work certificate programs are offered. Graduate Certificates are offered in the schools of Computing and Religion. Post-Master's Certificates are offered in the Schools of Education and Psychology (Counseling) and Nursing. The Modern Languages Department offers an international studies program with four emphases, which require a year abroad. Semesters begin in late August and early January, with graduation programs in mid-December and early May. The summer academic schedule includes one session.

**Enrollment Statistics: [Current Semester]****Academic Program Enrollment Statistics: Fall 2022**

**Undergraduate Majors Report  
Duplicated Majors by Department  
Fall 2022 Census**

Department	Degree	Major	TOTAL
<b>Adult Degree Completion</b>	<b>BIS</b>	<b>INST: Integrative Studies</b>	<b>2</b>
	<b>BS</b>	<b>ACOM: Communications</b>	<b>2</b>
		<b>BUSD: Business Management</b>	<b>7</b>
		<b>PSYD: General Psychology</b>	<b>6</b>
		<b>Total</b>	<b>17</b>
<b>Allied Health</b>	<b>AS</b>	<b>DHY2: Allied Health (Pre-Dent Hyg)</b>	<b>11</b>
		<b>NUA2: Allied Hlth (Pre-Nut/Diet:AU)</b>	<b>4</b>
		<b>NUD2: Allied Hlth-Pre Nutr /Dietetic</b>	<b>3</b>
		<b>PTA2: Allied Hlth (Pre-Phys Ther)</b>	<b>37</b>
		<b>SLP2: Allied Health (Pre-Spch Path)</b>	<b>8</b>
	<b>BS</b>	<b>MDLS: Medical Lab Science</b>	<b>27</b>
		<b>PTA2: Allied Hlth (Pre-Phys Ther)</b>	<b>1</b>
		<b>Total</b>	<b>91</b>
<b>Applied Technology</b>	<b>1Y</b>	<b>AMT1: Auto Service Technician</b>	<b>1</b>
	<b>AT</b>	<b>ASRV: Technology (Auto Service)</b>	<b>11</b>
		<b>CSTM: Construction Management</b>	<b>17</b>
	<b>BT</b>	<b>AUSM: Automotive Service Management</b>	<b>6</b>
		<b>CSMG: Construction Management</b>	<b>32</b>
		<b>Total</b>	<b>67</b>

<b>Biology</b>	<b>AS</b>	<b>BIO2: Biology (2 Yr)</b>	<b>9</b>
	<b>BA</b>	<b>BIO: Biology</b>	<b>58</b>
	<b>BS</b>	<b>BIOR: Biology-Research</b>	<b>14</b>
		<b>BMED: Biology-Biomedical</b>	<b>191</b>
		<b>Total</b>	<b>272</b>
<b>Business/Management</b>	<b>AS</b>	<b>BUA2: Business Administration(2 yr)</b>	<b>16</b>
		<b>BUS2: Accounting (2-Yr.)</b>	<b>6</b>
	<b>BBA</b>	<b>ACCT: Accounting</b>	<b>56</b>
		<b>BMKT: Marketing</b>	<b>50</b>
		<b>CPIS: Computer Information Systems</b>	<b>6</b>
		<b>FINN: Finance</b>	<b>55</b>
		<b>HSSL: Health Serv/Sen Living Admin</b>	<b>7</b>
		<b>MGMG: Management-General Mgmt</b>	<b>2</b>
		<b>MGMN: Management-Management</b>	<b>26</b>
		<b>MGTE: Management- Entrepreneurship</b>	<b>17</b>
		<b>MGTI: Management-International Bus</b>	<b>7</b>
	<b>BS</b>	<b>BUS: Business-Public Relations</b>	<b>12</b>
		<b>BUSA: Business Administration</b>	<b>97</b>
		<b>LTCA: Long-Term Care Admin.</b>	<b>1</b>
		<b>Total</b>	<b>358</b>
<b>Chemistry</b>	<b>AS</b>	<b>CHM2: Chemistry (2 Yr)</b>	<b>3</b>
	<b>BA</b>	<b>CHEM: Chemistry</b>	<b>13</b>
	<b>BS</b>	<b>BCHM: Chemistry-Biochemistry</b>	<b>28</b>
		<b>CHEM: Chemistry</b>	<b>6</b>
		<b>Total</b>	<b>50</b>
<b>Computing</b>	<b>BA</b>	<b>CPTR: Computer Science</b>	<b>29</b>
		<b>CPWD: Computer Science - Web Develop</b>	<b>2</b>
	<b>BS</b>	<b>CPIT: Information Technology</b>	<b>6</b>
		<b>CPSA: Computer Systems Admin</b>	<b>1</b>
		<b>CPSC: Computer Science - Security</b>	<b>3</b>
		<b>CPSR: Information Tech - Security</b>	<b>4</b>
		<b>CPTR: Computer Science</b>	<b>70</b>
		<b>CPWB: Information Tech - Web Dev</b>	<b>2</b>
		<b>CPWD: Computer Science - Web Develop</b>	<b>2</b>
		<b>CPTR: Computer Science</b>	<b>1</b>
	<b>MS</b>	<b>CPTR: Computer Science</b>	<b>1</b>
		<b>Total</b>	<b>120</b>
<b>Education and Psychology</b>	<b>BA</b>	<b>ELAE: Liberal Arts Educ (non Licens)</b>	<b>4</b>
		<b>ELAT: Liberal Arts Education</b>	<b>61</b>
		<b>PSYC: Psychology</b>	<b>56</b>
	<b>BS</b>	<b>PSYB: Psychology--Psychobiology</b>	<b>20</b>
		<b>PSYF: Psychology-Family Systems</b>	<b>21</b>
		<b>PSYI: Psychology-Industrial/Organiz</b>	<b>7</b>
		<b>PSYN: Psychology, Clinical</b>	<b>41</b>

		<b>Total</b>	<b>210</b>
<b>Engineering</b>	<b>AS</b>	<b>EGR2: Engineering Studies</b>	<b>21</b>
		<b>Total</b>	<b>21</b>
<b>English</b>	<b>BA</b>	<b>ENGL: English</b>	<b>24</b>
		<b>ENGT: English-TESOL</b>	<b>3</b>
		<b>ENGW: English, Professional/Writing</b>	<b>12</b>
		<b>ENLT: English - Literature</b>	<b>6</b>
		<b>Total</b>	<b>45</b>
<b>General Studies</b>	<b>AA</b>	<b>GEN2: General Studies</b>	<b>38</b>
	<b>AS</b>	<b>GEN2: General Studies</b>	<b>25</b>
	<b>BA</b>	<b>GEN2: General Studies</b>	<b>1</b>
	<b>BS</b>	<b>GEN2: General Studies</b>	<b>1</b>
		<b>Total</b>	<b>65</b>
<b>Health and Kinesiology</b>	<b>AS</b>	<b>CUL2: Vegetarian Culinary Arts</b>	<b>7</b>
		<b>OLSP: Outdoor Leadership</b>	<b>1</b>
	<b>BS</b>	<b>HLSC: Health Science</b>	<b>76</b>
		<b>HLTW: Health and Wellness</b>	<b>2</b>
		<b>HPER: Health, Phys Ed &amp; Recreation</b>	<b>7</b>
		<b>HPEW: Corp/Community Wellness Mgmt</b>	<b>1</b>
		<b>KNES: Kinesiology - Exercise Science</b>	<b>4</b>
		<b>KNIS: Kinesiology</b>	<b>15</b>
		<b>KNRC: Kinesiology - Recreation</b>	<b>1</b>
		<b>OLAT: Outdoor Ldsp-Adventure Therapy</b>	<b>1</b>
		<b>OLGE: Outdoor Leadership-General*</b>	<b>3</b>
		<b>OTES: Outdoor Emergency Services</b>	<b>3</b>
		<b>SSMG: Sports Studies - Management</b>	<b>2</b>
		<b>Total</b>	<b>123</b>
<b>History and Political Studies</b>	<b>BA</b>	<b>HISC: History, Teaching Lic Hist/Gov</b>	<b>16</b>
		<b>HIST: History</b>	<b>17</b>
		<b>INDS: Internat Development Studies</b>	<b>8</b>
		<b>POSC: Political Science</b>	<b>16</b>
		<b>Total</b>	<b>57</b>
<b>Journalism and Communication</b>	<b>AS</b>	<b>MET2: Media Technology</b>	<b>1</b>
	<b>BA</b>	<b>COIN: Communication-Internat Commun</b>	<b>1</b>
		<b>COMM: Communication</b>	<b>4</b>
		<b>JOUD: Journalism-Digital Broadcast</b>	<b>1</b>
		<b>JOUN: Journalism</b>	<b>3</b>
		<b>JOWP: Journalism-Writing/Publishing</b>	<b>1</b>
	<b>BS</b>	<b>COMA: Mass Comm-Advertising</b>	<b>8</b>
		<b>COMB: Mass Comm-Media Production</b>	<b>18</b>
		<b>COMP: Mass Comm-Photography</b>	<b>9</b>
		<b>COMW: Mass Comm-Writing/Editing</b>	<b>7</b>
		<b>PREL: Public Relations</b>	<b>31</b>

		<b>PRGD: Public Rel and Graphic Design</b>	<b>3</b>
		<b>Total</b>	<b>87</b>
<b>Mathematics</b>	<b>BA</b>	<b>MATH: Mathematics</b>	<b>15</b>
	<b>BS</b>	<b>MATH: Mathematics</b>	<b>11</b>
		<b>Total</b>	<b>26</b>
<b>Modern Languages</b>	<b>BA</b>	<b>FREN: French</b>	<b>2</b>
		<b>INFR: International Studies-French</b>	<b>3</b>
		<b>INIT: International Studies- Italian</b>	<b>1</b>
		<b>INSP: International Studies-Spanish</b>	<b>6</b>
		<b>SPAN: Spanish</b>	<b>10</b>
		<b>Total</b>	<b>22</b>
<b>Music</b>	<b>BM</b>	<b>MUEI: Music Education-Instrumental</b>	<b>1</b>
		<b>MUEK: Music Education-Keyboards</b>	<b>3</b>
		<b>MUEV: Music Education-Voice</b>	<b>2</b>
	<b>BS</b>	<b>MUPB: Music-Performance-Inst-Brass</b>	<b>1</b>
		<b>MUPP: Music-Performance-Piano</b>	<b>5</b>
		<b>MUPS: Music-Performance-Inst-String</b>	<b>4</b>
		<b>MUPV: Music-Performance-Voice</b>	<b>3</b>
		<b>MUPW: Music Performance-Inst-Wind</b>	<b>1</b>
		<b>MUSC: Music</b>	<b>10</b>
		<b>MUTL: Music--Theory and Literature</b>	<b>2</b>
		<b>MUWV: Music in Worship--Voice</b>	<b>1</b>
		<b>Total</b>	<b>33</b>
<b>Non-Degree</b>		<b>ND.UG: Non-Degree Undergraduate</b>	
		<b>Total</b>	
<b>Nursing</b>	<b>AS</b>	<b>NUR2: Nursing</b>	<b>290</b>
	<b>BS</b>	<b>NUR4: Nursing</b>	<b>19</b>
	<b>BSN</b>	<b>NUR4: Nursing</b>	<b>243</b>
		<b>NURC: Nursing</b>	<b>7</b>
		<b>NURS: Nursing</b>	<b>213</b>
	<b>MY</b>	<b>NPCF: Primary Care-Family Nurse Prac</b>	<b>1</b>
		<b>Total</b>	<b>773</b>
<b>Physical Therapist Ast Program</b>	<b>AS</b>	<b>PTAS: Physical Therapist Assistant</b>	<b>44</b>
		<b>Total</b>	<b>44</b>
<b>Physics</b>	<b>BA</b>	<b>PHYS: Physics</b>	<b>2</b>
	<b>BS</b>	<b>BPHY: Biophysics</b>	<b>5</b>
		<b>PHYS: Physics</b>	<b>4</b>
		<b>Total</b>	<b>11</b>
<b>Religion</b>	<b>1Y</b>	<b>REBW: Bible Worker</b>	<b>9</b>
	<b>AA</b>	<b>LEV2: Religion (Literature Evang)</b>	<b>1</b>
		<b>RBI2: Religion (Bible Instructor)</b>	<b>5</b>
	<b>BA</b>	<b>ARCC: Archaeology (Classical Stds)</b>	<b>2</b>
		<b>ARCN: Archaeology (Near East Stds)</b>	<b>6</b>

		<b>REBS: Biblical Studies</b>	<b>3</b>
		<b>RELC: Pastoral Care</b>	<b>6</b>
		<b>RELE: Religious Education</b>	<b>5</b>
		<b>RELM: Theology (Ministerial)</b>	<b>68</b>
		<b>RELN: Theology (Non-Seminary)</b>	<b>1</b>
		<b>RELS: Religious Studies</b>	<b>11</b>
		<b>Total</b>	<b>117</b>
<b>Social Work</b>	<b>AS</b>	<b>SWK2: Social Work</b>	<b>2</b>
	<b>BSW</b>	<b>SOCW: Social Work</b>	<b>49</b>
	<b>MSW</b>	<b>SWSH: Social Work-School</b>	<b>1</b>
		<b>Total</b>	<b>52</b>
<b>Visual Art and Design</b>	<b>AS</b>	<b>ART2: Graphic Design</b>	<b>3</b>
	<b>BA</b>	<b>ART: Art</b>	<b>8</b>
		<b>ARTT: Art--Therapy</b>	<b>3</b>
		<b>FILM: Film Production</b>	<b>17</b>
		<b>GDSN: Graphic Design</b>	<b>23</b>
		<b>MUST: Museum Studies</b>	<b>2</b>
	<b>BFA</b>	<b>ANCH: Animation-Character Animation</b>	<b>40</b>
		<b>ANEA: Animation-Effects Animation</b>	<b>5</b>
		<b>ANMD: Animation-Motion Design</b>	<b>1</b>
		<b>ARTE: Fine Arts</b>	<b>16</b>
		<b>FILM: Film Production</b>	<b>27</b>
		<b>GDSN: Graphic Design</b>	<b>26</b>
		<b>WNMD: Web and New Media Design</b>	<b>4</b>
		<b>Total</b>	<b>175</b>
<b>TOTAL</b>			<b>2,836</b>

**Graduate Majors Report**  
**Duplicated Majors by Department**  
**Fall 2022 Census**

<b>Department</b>	<b>Degree</b>	<b>Major</b>	<b>TOTAL</b>
<b>Business/Management</b>	<b>M3</b>	<b>MGNT2: Management</b>	<b>2</b>
	<b>MBA</b>	<b>ACCM: Accounting</b>	<b>3</b>
		<b>BMGT: Management</b>	<b>5</b>
		<b>BMKM: Marketing Management</b>	<b>4</b>
		<b>CPIS: Computer Information Systems</b>	<b>1</b>
		<b>HADM: Healthcare Administration*</b>	<b>3</b>
		<b>Total</b>	<b>18</b>
<b>Computing</b>	<b>MS</b>	<b>CAPP: Applied Computer Science</b>	<b>1</b>
		<b>CPTR: Computer Science</b>	<b>5</b>
		<b>CTES: Embedded Systems</b>	<b>1</b>

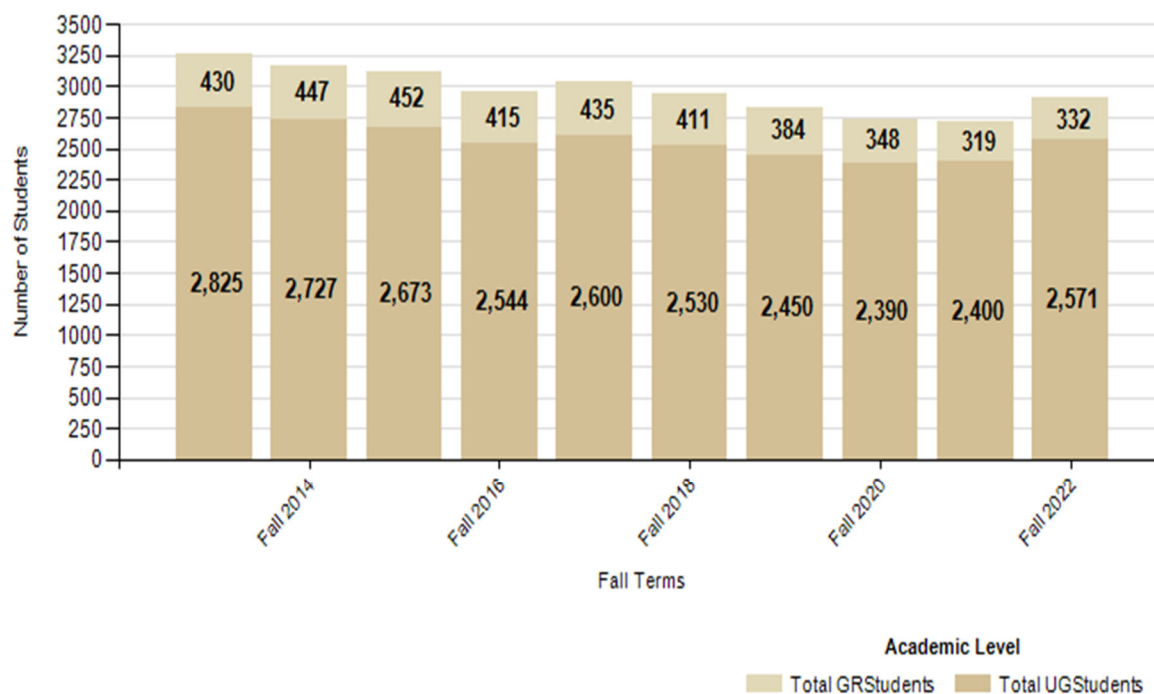


<b>Education and Psychology</b>	<b>MY</b>	<b>CPDA: Data Analytics</b>	<b>4</b>
		<b>Total</b>	<b>11</b>
	<b>MAT</b>	<b>MATM: Teaching - Multiple Levels/Elementary</b>	<b>2</b>
		<b>MATS: Teaching-Multiple Levels/Secondary</b>	<b>1</b>
	<b>MS</b>	<b>CCMH: Clinical Mental Health Counselor</b>	<b>40</b>
		<b>CSCH: School Counseling</b>	<b>14</b>
	<b>MSED</b>	<b>EDIL: Instructional Leadership</b>	<b>10</b>
		<b>EDLE: Literacy Education</b>	<b>4</b>
		<b>EDOE: Outdoor Teacher Education</b>	<b>5</b>
	<b>MY</b>	<b>CCMH: Clinical Mental Health Counselor</b>	<b>2</b>
		<b>Total</b>	<b>78</b>
<b>Non-Degree</b>		<b>ND.GR: Non-Degree Graduate</b>	
		<b>Total</b>	
<b>Nursing</b>	<b>MSN</b>	<b>NACG: Acute Care-Adult/Gerontological Nurse Practitioner</b>	<b>4</b>
		<b>NACG5: Acute Care Nurse Practitioner-Adult Gerontology</b>	<b>1</b>
		<b>NFNP5: Nursing-Family Nurse Practitioner</b>	<b>1</b>
		<b>NPCA: Primary Care-Adult/Gerontological Nurse Practitioner</b>	<b>2</b>
		<b>NPCF: Primary Care-Family Nurse Practitioner</b>	<b>32</b>
		<b>NPCF5: Primary Care-Family Nurse Practitioner</b>	<b>13</b>
		<b>NPCP: Primary Care-Psychiatric Mental Health Nurse Practitioner</b>	<b>18</b>
		<b>NPCP5: Primary Care-Psychiatric Mental Health Nurse Practitioner</b>	<b>7</b>
		<b>NPHA: Health Care Administration</b>	<b>1</b>
		<b>NSED: Nurse Educator</b>	<b>1</b>
	<b>MY</b>	<b>NACG: Acute Care-Adult/Gerontological Nurse Practitioner</b>	<b>1</b>
		<b>NPCF: Primary Care-Family Nurse Practitioner</b>	<b>1</b>
		<b>NPCP: Primary Care-Psychiatric Mental Health Nurse Practitioner</b>	<b>5</b>
	<b>DNP</b>	<b>ACNP: Acute Care Adult/Gerontology</b>	<b>2</b>
		<b>ACNP5: -Acute Care-Adult/Gerontological Nurse Practitioner</b>	<b>1</b>
		<b>LSMD: Lifestyle Medicine</b>	<b>14</b>
		<b>LSTP: Lifestyle Therapeutics</b>	<b>1</b>
		<b>NACG5: Acute Care Nurse Practitioner-Adult Gerontology</b>	<b>5</b>
		<b>NPCA: Primary Care-Adult/Gerontological Nurse Practitioner</b>	<b>2</b>
		<b>NPCF: Primary Care-Family Nurse Practitioner</b>	<b>11</b>
		<b>NPCF5: Primary Care-Family Nurse Practitioner</b>	<b>1</b>
		<b>NPCP: Primary Care-Psychiatric Mental Health Nurse Practitioner</b>	<b>6</b>
		<b>NSED: Nurse Educator</b>	<b>8</b>
	<b>DY</b>	<b>NPCP: Primary Care-Psychiatric Mental Health Nurse Practitioner</b>	<b>1</b>
		<b>Total</b>	<b>139</b>
<b>Religion</b>	<b>MMIN</b>	<b>EVM: Evangelism &amp; Ministry</b>	<b>7</b>
		<b>EVWM: Evangelism &amp; World Mission*</b>	<b>2</b>
		<b>RBCN: Biblical Counseling</b>	<b>6</b>
		<b>RLCL: Church Leadership and Management</b>	<b>8</b>
		<b>Total</b>	<b>23</b>

<b>Social Work</b>	<b>M3</b>	<b>SOCF2: Social Work</b>	<b>2</b>
	<b>MSW</b>	<b>SWCE: Social Work:Crisis/Emer Mgmt</b>	<b>1</b>
		<b>SWCEF: Social Work:Crisis/Em Mgt 2YR</b>	<b>2</b>
		<b>SWMH: Social Work:Mental Hlth in SW</b>	<b>28</b>
		<b>SWSC: Social Work-Spiritual Care/Non</b>	<b>1</b>
		<b>SWSH: Social Work-School</b>	<b>9</b>
		<b>SWTE: Social Work:Trauma/Emer Mgmt</b>	<b>8</b>
		<b>Total</b>	<b>51</b>
<b>TOTAL</b>			<b>320</b>

**Enrollment Trends: [Last 5 years]**

<b>Term</b>	<b>PT UG</b>	<b>FT UG</b>	<b>Total UG</b>	<b>PT GR</b>	<b>FT GR</b>	<b>Total GR</b>	<b>Total Students</b>
<b>Fall 2018</b>	392	2,138	2,530	198	213	411	2,941
<b>Fall 2019</b>	363	2,087	2,450	202	182	384	2,834
<b>Fall 2020</b>	293	2,097	2,390	209	139	348	2,738
<b>Fall 2021</b>	301	2,099	2,400	217	102	319	2,719
<b>Fall 2022</b>	386	2,185	2,571	224	108	332	2,903



#### Faculty Statistics: [Current Semester]

Qualification	FT	PT/ADJ	Male	Female	SDA	Other	Unknown	Total	Percent
Doctorate	96	20	61	55	109	1	6	116	51.3%
Masters	55	46	46	55	86	1	14	101	44.7%
Bachelors	0	7	5	2	5	0	2	7	3.1%
Other	1	1	2	0	2	0	0	2	0.9%
<b>Total</b>	<b>152</b>	<b>74</b>	<b>114</b>	<b>112</b>	<b>202</b>	<b>2</b>	<b>22</b>	<b>226</b>	
<b>Percentages</b>	<b>67%</b>	<b>33%</b>	<b>50%</b>	<b>50%</b>	<b>89% %</b>	<b>1%</b>	<b>10%</b>		

**Note:** The "Unknown" column means that the associated church affiliated information is not currently in our system. We anticipate amended numbers once this information is updated. All full-time and part-time members of the faculty are members of the Seventh-day Adventist Church. The university does hire adjunct faculty members who are not members of the Seventh-day Adventist Church, but who are Christians and do not work against the Seventh-day Adventist principles of the institution.

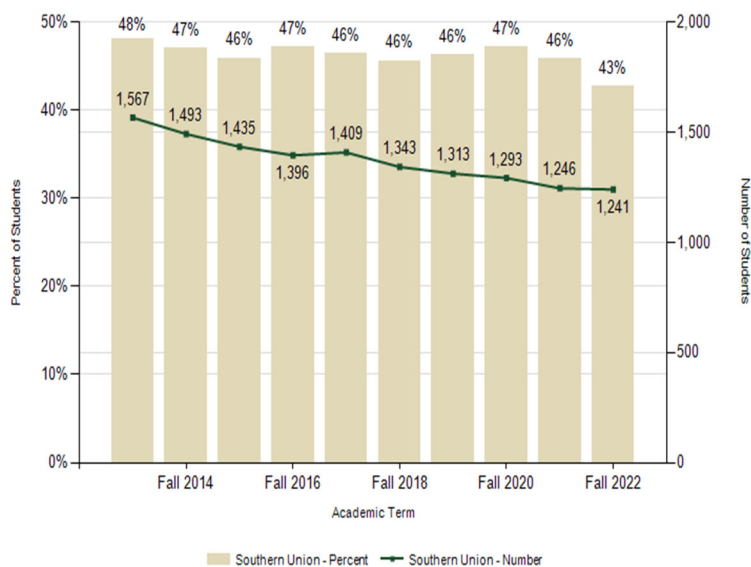
## Constituency

### Distribution of Total Enrollment by SDA Union Conference and Other Denominations Fall 2018 to Fall 2022

#### Distribution of Total Enrollment by SDA Union Conference and Other Denominations Fall 2018 to Fall 2022

SDA Union Conference	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Atlantic Union	122	4.1%	114	4.0%	102	3.7%	100	3.7%	115	4.0%
Canada, SDA Church in	20	0.7%	18	0.6%	14	0.5%	13	0.5%	19	0.7%
Columbia Union	184	6.3%	188	6.6%	195	7.1%	208	7.6%	231	8.0%
Lake Union	126	4.3%	123	4.3%	126	4.6%	132	4.9%	166	5.7%
Mid-America Union	58	2.0%	51	1.8%	51	1.9%	62	2.3%	84	2.9%
North Pacific Union	85	2.9%	97	3.4%	110	4.0%	110	4.0%	130	4.5%
Pacific Union	271	9.2%	251	8.9%	260	9.5%	339	12.5%	382	13.2%
Southern Union	1,343	45.6%	1,313	46.3%	1,293	47.2%	1,246	45.8%	1,241	42.7%
Southwestern Union	114	3.9%	112	4.0%	113	4.1%	110	4.0%	131	4.5%
Unknown SDA Union	88	3.0%	95	3.4%	100	3.7%	94	3.5%	104	3.6%
Other Denomination	304	10.3%	301	10.6%	257	9.4%	219	8.1%	202	7.0%
Not Reported	227	7.7%	171	6.0%	117	4.3%	86	3.2%	98	3.4%
<b>TOTAL</b>	<b>2,942</b>	<b>100.0%</b>	<b>2,834</b>	<b>100.0%</b>	<b>2,738</b>	<b>100.0%</b>	<b>2,719</b>	<b>100.0%</b>	<b>2,903</b>	<b>100.0%</b>

### Southern Union Enrollment As a Percent of Total Enrollment : Fall 2013 to Fall 2022



## **Listing of Degree Programs**

**As reported by the institution, the degree programs currently offered are as follows:**

Southern Adventist University offers four levels of degrees: Associate, Baccalaureate, Master's, and Doctoral as well as one-year certificates and post-graduate certificates. Below is a comprehensive list of degree programs.

### **Listing of Academic (Degree) Programs.**

BIS Integrative Studies (Adult Degree Completion)  
BS Business Management (Adult Degree Completion)  
Communication (Adult Degree Completion)  
BS General Psychology (Adult Degree Completion)  
AS Allied Health  
BS Medical Laboratory Science  
AS Graphic Design  
BA Art  
BA Film Production  
BA Graphic Design  
BA Museum Studies  
BFA Animation  
BFA Fine Arts  
BFA Film Production  
BFA Graphic Design  
BFA Web and New Media Design  
AS Biology  
BA Biology  
BS Biology  
AS Business Administration  
AS Accounting  
BBA  
BS Business  
MBA  
MBA and MSW Management and Social Work  
MSA Customized  
AS Chemistry  
BA Chemistry  
BS Chemistry  
BA Computer Science  
BS Information Technology  
BS Computer Science - Security  
BS Information Technology - Security  
BS Computer Science  
BS Information Technology - Web Development  
BS Computer Science - Web Development  
MS Applied Computer Science

MS Computer Science  
Certificate Cybersecurity  
Certificate Computer Science  
Certificate Data Analytics  
Certificate Web Development  
BA Liberal Arts Education  
BA Psychology  
BS Psychology  
MAT Teaching- Elementary  
MAT Teaching Secondary  
MS Clinical Mental Health Counseling  
MS School Counseling  
MSED  
MY Post Master's Cert Clinical Mental Health Counseling  
MY Post Master's Certificate School Counseling  
BA English  
AS Engineering Studies  
AA General Studies  
AS General Studies  
BA History  
BA International Development Studies  
BA Political Science  
AS Vegetarian Culinary Arts  
AS Outdoor Leadership  
BS Health Science  
BS Health and Wellness  
BS Health, Phys Ed & Recreation, Teacher Certification  
BS Kinesiology  
BS Outdoor Leadership  
BS Outdoor Emergency Services  
BA Interdisciplinary  
BS Medical Science  
AS Media Technology  
BA Communication  
BA Journalism  
BS Mass Communication  
BS Public Relations  
BA Mathematics  
BS Mathematics  
BA French  
BA International Studies  
BA Spanish  
BM Music Education  
BS Music Performance  
BS Music  
AS Nursing

BSN Nursing RN-BSN  
BSN Nursing-Consortium  
BSN Nursing, Pre-Licensure  
DNP/MBA, BS-DNP Healthcare Administration  
DNP Acute Care Adult/Gerontology  
DNP Acute Care-Adult/Ger Nrs Prac BS to DNP  
DNP Lifestyle Medicine  
DNP Lifestyle Medicine BS/DNP  
DNP Acute Care-Adult/Gerontology Nurse Practitioner BS/DNP  
DNP Primary Care  
DNP/MBA Healthcare Administration  
DNP/MBA, BS-DNP Healthcare Administration  
DNP Nurse Educator  
DNP Nurse Educator BS/DNP  
DNP Specialist Certificate  
MSN/MBA Health Care Administration  
MSN Acute Care  
MSN Primary Care  
MSN Healthcare Administration MSN/MBA  
MSN Nurse Educator  
Certificate Acute Care Nrs Pract-Adult Gerontology  
Certificate Primary Care-Adult/Gerontology Nurse Pract  
Certificate Post Master's Primary Care-Family Nurse Pract  
Certificate Primary Care-Psy Mental Hlth Nur Practitioner  
Certificate Post Master's Nurse Educator  
BA Physics  
BS Biophysics  
AS Physical Therapist Assistant  
1Y Bible Worker  
AA Religion  
BA Archaeology  
BA Biblical Studies  
BA Pastoral Care  
BA Religious Education  
BA Theology  
BA Religious Studies  
BA Missions  
MA Religious Studies  
MA New Testament Studies  
MA Old Testament Studies  
M.Min  
Certificate in Evangelism and Ministry  
Certificate in Biblical Counseling  
Certificate in Church Leadership and Management  
AS Social Work  
BSW Social Work

MSW/MBA Management  
MSW and MBA Social Work and Management  
MSW Social Work  
Certificate Auto Service Technician  
AT Technology (Auto Service)  
AT Construction Management  
BT Automotive Service Management  
BT Construction Management

## **List of Institutional and Program Accreditations**

### **Institutional Accreditations**

#### **University-wide Accreditation:**

Southern Adventist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award one-year certificates, associate, baccalaureate, master's and doctoral degrees. The university was initially accredited in 1950 and reviewed and reaffirmed in 2012. In 2022, the university underwent another reaffirmation review. The reaffirmation review covered the main campus and the off-campus instructional site (OCIS). The institution's on-site visit was successful. The institution is scheduled to receive an official determination of its accreditation status in December 2022. Questions about the accreditation of Southern Adventist University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)). —[Student Achievement Data](#) the [Adventist Accrediting Association](#). Contact the Association at 12501 Old Columbia Pike, Silver Spring, Maryland 20904-6600 or call [301-680-5068](tel:301-680-5068) for questions about the accreditation of Southern Adventist University.

### **Program Accreditations**

Southern Adventist University holds programs accreditations from the following entities:

#### **Academic Program Accreditations:**

The School of Business's BBA, BS, MBA, MFA, MSA programs are accredited by the International Assembly for Collegiate Business Education (IACBE). Accreditation began in 2018. The current term of accreditation extends through **2024**.

The School of Business's Long-Term Care Administration program is accredited by the National Association of Long-Term Care Administrator Boards (NAB) Accreditation began in 1995. The current term of accreditation extends through **2026**.

The School of Computing's Bachelor of Science in Computer Science is accredited by the Association Board for Engineering and Technology (ABET). Accreditation began 2008. The current term of accreditation extends through **2026**.



The School of Education and Psychology's Teacher Education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). Accreditation began in 2017. The current term of accreditation extends through **2024**.

The School of Education and Psychology's graduate programs for Clinical Mental Health Counseling (M.S.) and School Counseling (M.S.) are accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP). The accreditation began in 2015. The current term of accreditation extends through **2023**.

The School of Music's program are accredited by the National Association of Schools of Music (NASM). Accreditation began in (Peter Cooper). The current term of accreditation extends through **2025**.

The School of Nursing's AS, BSN, MS, NP, and DNP program are accredited by the Accreditation Commission for Education in Nursing (ACEN). The initial accreditations began as follows:

- AS —1967
- BSN—1962
- MSN—2002
- DNP—2014

All program accreditations extend through **2026**.

The Physical Therapist Assistant (PTA) program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Accreditation began in 2020. The current term of accreditation extends through **2026**.

The School of Social Work BSW and MSW programs are accredited by the Council on Social Work Education (CSWE). The initial accreditations began as follows:

- BSW -- 1998
- MSW -- 2010

The current term of accreditation for both extends through **2025**.

## Institutional Officers

**Chair, Board of Trustees:** Ron Smith, Ph.D., D.Min

**President:** Ken Shaw, Ed.D.

**Senior VP for Academic Administration:** Robert Young, Ph.D.

**Senior VP for Financial Administration:** Tom Verrill, MBA

## Vice Presidents

**VP for Student Development:** Dennis Negron, Ph.D.

**VP for Advancement:** Ellen Hostettler, M.S.

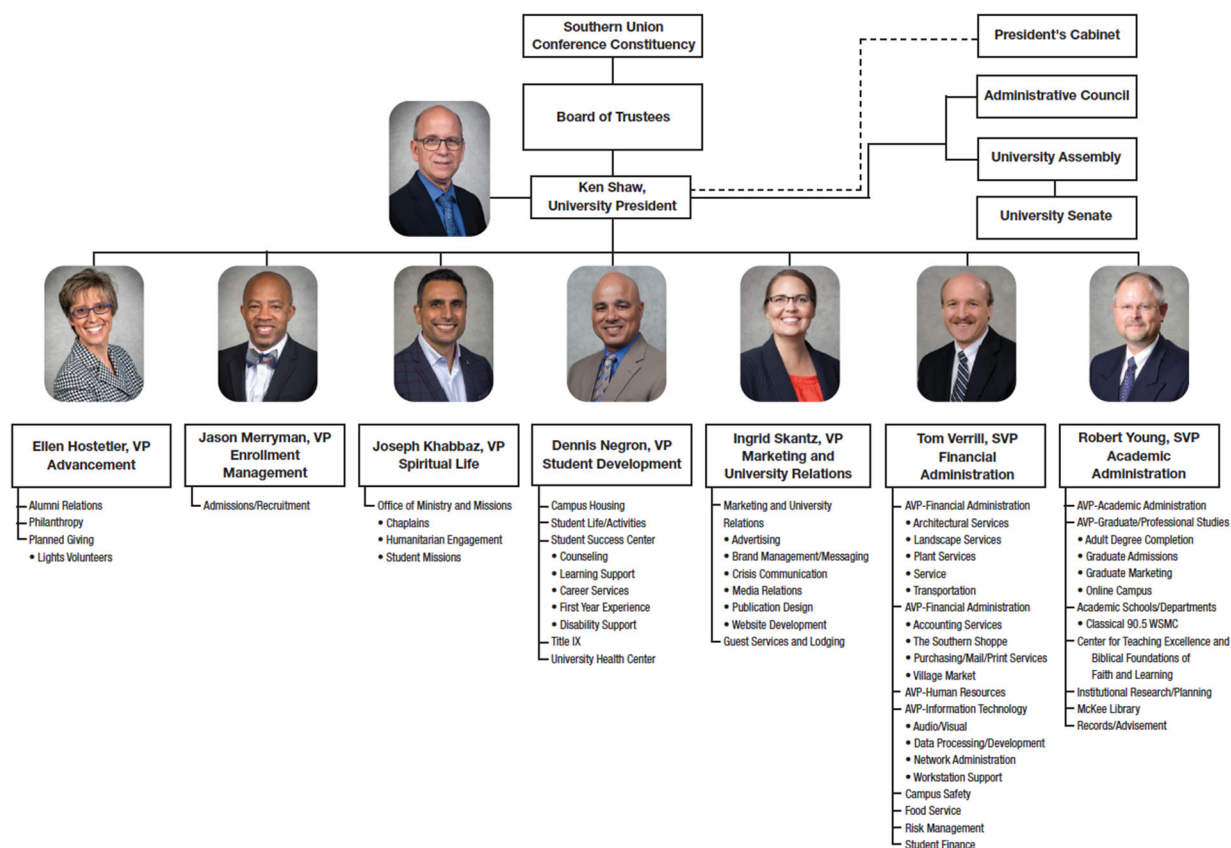
**VP for Enrollment Management:** Jason Merryman, M.A.

**VP for Spiritual Life:** Joseph Khabbaz, M.Div.

**VP Marketing and University Relations:** Ingrid Skantz, M.S.

# ORGANIZATIONAL CHART

## SOUTHERN ADVENTIST UNIVERSITY ORGANIZATIONAL CHART



## **Self-Study Section A**

### **Responses to Recommendations from the Prior Visit**

#### **Area 1: Mission and Identity**

No recommendations.

#### **Area 2: Spiritual Development, Service, and Witness**

No recommendations.

#### **Area 3: Governance, Organization, and Administration**

##### Recommendation:

2017 - That the academic administration take further steps to provide all graduate students who come on campus regularly for classes with opportunities to form a community or council with appropriate support, where shared concerns and aspirations pertaining to graduate studies and a graduate student culture in the university can be explored. It might help with retention and progress toward graduation, research opportunities, financial aid support, social activities that cross department or school borders etc. (2017 Progress Report, interview with administration, interview with graduate students, interview with faculty)

*Comment: The graduate students and some of their graduate faculty members felt that a university with such a large graduate population should give them "full student status" even though many study part time and provide the university with only modest revenue.*

##### Progress:

Fulfilled

##### Response:

Academic Administration has given study to ways of forming a community or a council for increasing on-campus graduate student retention and engagement. Since 2017, the graduate studies environment has changed. The COVID pandemic accelerated the move to online delivery for many graduate programs. In Fall 2022, over 60% of Southern Adventist University's graduate students were enrolled in online courses. A significant number of the on-campus cohort are graduate nursing students. They typically work full-time as nurses while attending graduate school and are on campus only one day per week.

In Summer 2022, all graduate students were invited to complete a graduate student engagement survey. The purpose was to provide the administration with current graduate students' perspectives on engagement and student governance. One hundred sixteen graduate students responded to the survey of mostly 5-point Likert-style questions and short answer questions. Unfortunately, respondents were not spread across the academic disciplines in a representative manner. Education students were significantly overrepresented; nursing students were significantly underrepresented.

Over 84% of respondents agreed or strongly agreed that they were satisfied with your current opportunities for engagement and community in grad school. Only 9% of respondents strongly agreed, and 19% agreed they were interested in forming a formal structure such as a graduate student council to influence university policies.

Given (1) the shift towards fewer on-campus students, (2) the substantial majority of students who report feeling satisfied with current opportunities for engagement and community in grad school, and (3) the minority of students (slightly less than a third) reporting interest in a formal graduate council structure, Academic Administration has determined that there is not sufficient interest among students to support a formal graduate council or graduate student association at this time. If student attitudes and interests significantly change in the future, Academic Administration will revisit this issue.

Recommendation:

2017 - That the board and administration continue a long-term strategy to reduce reliance on tuition income. This will reduce the risks associated with fluctuations in enrollment and reflect the profile of an institution with graduate programs and service activities (Interview with administration, 2017 Progress Report).

*Comment: This recommendation is adapted from a previous one contained in the 2012 AAA Visit Report.*

Progress:

Fulfilled

Response:

The university has been intentional about growing the endowment and increasing the net income from auxiliary and independent operations (e.g., the Village Market) to reduce the university's dependence on tuition. The table below demonstrates the changes in key areas in this regard over the past five years. As noted in this chart, Net Tuition and Fees as a percentage of Total Operating Revenues have decreased by 12.6% during these five years, while endowment assets have increased by over 50%. Endowment distributions have increased by almost 60%, and Net Income from Auxiliary Services and Independent Operations has increased by over 160%.

	FY 2017	FY 2022	Increase/(Decrease)	Incr/(Decr) %
Net Tuition & Fees as a % of Total Operating Revenues	52.4%	45.8%	(6.6%)	(12.6%)
Endowment Assets	\$38,140,233	\$57,796,566	\$19,656,333	51.5%
Endowment Distributions	\$1,216,325	\$1,944,395	\$728,070	59.9%
Net Income from Auxiliary Services and Independent Operations	\$1,286,739	\$3,381,900	\$2,095,161	162.8%

## **Area 4: Programs of Study**

No recommendations.

## **Area 5: Faculty and Staff**

### Recommendation:

2017 - That the administration further develop and clearly articulate expectations for research of faculty and graduate students (2017 Progress Report, Interviews with administration, faculty, staff, graduate students, and deans and chairs).

*Comment: There seems to be confusion among faculty in regard to the university expectations and policy on scholarly and research activities. Further, the professional accreditations of various disciplines have their own expectations and this should be coordinated with the University's expectations.*

### Progress:

Fulfilled

### Response:

Southern Adventist University is committed to providing means for professional development of faculty as teachers, scholars, and practitioners. This commitment is expressed in several ways, one of which the allocation of research leave. Sections 5300 and 5740 of the Employee Handbook articulate the research policies pertains to faculty. They read as follows:

### **Research (Section 5300)**

Significant research enhances both the experience of the faculty member and the reputation of the university. Research leaves may be granted to faculty members by the Board. (See Research Leave, Policy 5740.)

"Research may be considered a part of the faculty member's load, provided that it seems likely the project will lead to publication or other useful purposes, and that the teaching schedule permits a lighter class load. The request for arrangements for research is to be submitted through the school dean/department chair to the vice president for Academic Administration, and the proposal should contain (1) a brief description of the project in non-specialized terms; (2) a brief discussion of the importance of the project, its relationship to the researcher's field, and the result he/she hopes to obtain; (3) an estimate of the duration of the project and the fraction of the faculty member's time needed for its completion; and (4) an itemized budget listing such costs as travel and clerical assistance."

### **Research Leave (Section 5740)**

"To encourage research and scholarly writing the university will endeavor to make research leave possible for any faculty member who will present a concrete proposal and show his/her salary is

fully or partially covered by non-university funds. The grant or funds will be administered by the university and the faculty member will continue on his/her regular salary and perquisites. The university may in certain instances encourage specific research activities and grant full salary if external funds are not available. In addition, specific allocations for research associated expenses may be granted. Research leave should be applied for at least one year in advance. A faculty member on research leave would normally continue to receive retirement credit for the period of time on research leave."

### **Research Policies for Graduate Students**

Per Section 5480 of the Employee Handbook, the policy for graduate research states the following:

"The graduate research assistant will work under the supervision of a faculty mentor. The purpose of the research assistantship is to provide the graduate student with experience in research directly related to the professional and scholarly goals of the student and to advance the research program of the faculty mentor. The student should gain experience in all aspects of conducting a research project including such things as library searches, design of experiments, evaluation of information relevant to the project, and preparation of manuscripts to be submitted for publication. Development of these skills should advance the student's professional qualifications and, ideally, lead to development of a prospectus for the thesis, or capstone project."

All policies are attached.

### Recommendation:

2017 - That the Administration give additional study to the recommendation that administration monitor more closely the teaching load of faculty to ensure that those who teach an overload do not do so at the expense of their research productivity and their personal and family well-being; and that administration and deans determine critical areas where it is apparent that an overload is continuing over an extended period so that additional faculty may be added in these areas (Interviews with faculty, deans, and chairs).

*Comment: This recommendation is based on a 2012 recommendation [number 7]*

### Progress:

Fulfilled

### Response:

### **Full-time Faculty Loads**

The University's faculty employee job description puts primary emphasis on the teaching role of faculty. Faculty are **not** required to teach overloads. To facilitate teaching excellence, the normal load for full-time faculty who teach undergraduate courses is as follows:

1. 27 semester credit hours per year for assistant professors and instructors on 12-month contracts, and
2. 24 semester credit hours per year for associate professors and professors on 10-month contracts.

The normal load for full-time faculty who teach graduate classes is 18 semester credit hours per year.

Because research, lab, internship, music lesson, and P.E. activity classes, as well as administrative duties are different from traditional lecture courses, policy gives guidance in establishing the amount of a faculty member's load assignments that various duties typically represent (See attached Guidelines for Faculty Loads policy). These policies help to ensure that faculty can adequately fulfill their primary responsibility of teaching.

### **Full-time Faculty to Full-time Student Ratio**

Southern Adventist University strives to keep the undergraduate student-faculty ratio below 16:1. Table 1 shows a ratio lower than that figure for the 2016 - 2020 period. These ratio is likely to be the same for 2021.

**Table 1. Student-Faculty Ratio: F2016 to F2020**

<i><b>2016</b></i>	<i><b>2017</b></i>	<i><b>2018</b></i>	<i><b>2019</b></i>	<i><b>2020</b></i>
13.1	13.7	13.6	13.2	13.4

While the institutional student-faculty ratio is about 13.4, that ratio varies between schools and departments and shows a range from 3.5 to 20.3). The Undergraduate Student-Faculty Ratio by Academic Unit report (see attached) illustrates that laboratory- and studio-intensive disciplines have lower student-faculty ratios, while the academic areas with large lecture classes such as Religion and Business/Management have higher student-faculty ratios. These ratios are likely to be constant for 2021.

### **Undergraduate and Faculty Full-time Equivalence (FTE)**

Table 2 demonstrates that, over the past five years, both faculty FTEs and undergraduate student FTEs have remained relatively constant, and is likely to be constant for 2021.

**Table 2. Undergraduate Enrollment and Faculty Growth F2016 to F2020***(numbers rounded to nearest whole number)*

	<b>F2016</b>	<b>F2017</b>	<b>F2018</b>	<b>F2019</b>	<b>F2020</b>
<b>Faculty FTE</b>	153	152	155	155	154
<b>Student FTE</b>	2,090	2,169	2,105	2,051	2,058

**Graduate Faculty FTE**

Graduate faculty numbers have also kept pace with the fluctuation in the graduate student enrollment. Faculty teaching loads are typically split between undergraduate and graduate assignments. Table 3 shows faculty FTEs and student FTEs from 2016 to 2020.

**Table 3. Graduate Enrollment and Faculty Growth F2016 to F2020***(numbers rounded to nearest whole number)*

	<b>F2016</b>	<b>F2017</b>	<b>F2018</b>	<b>F2019</b>	<b>F2020</b>
<b>Faculty FTE</b>	25	27	29	27	24
<b>Student FTE</b>	239	258	265	248	198

The graduate student-faculty ratio declined between 2016 and 2020. These ratio is likely to be the same for 2021. The student-faculty ratios shown in Table 4 indicate that faculty can provide appropriate attention to individual student needs, and the University believes that student learning is enhanced through low student-faculty ratios.

**Table 4. Graduate Student-Faculty Ratio F2016 to F2020**

<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
9.6	9.4	9.3	9.2	8.1



## **Fulfilling Non-Teaching Obligations**

Besides teaching, faculty function as academic advisers, serve on university committees and are encouraged to participate in scholarly pursuits within their respective discipline. Academic advising is done by faculty who are assigned advisees within their discipline. In addition, faculty often serve as student club sponsors, active participants and leaders in local Seventh-day Adventist churches, and community service volunteers. The complete job description for full-time faculty is provided in the University's Employee Handbook, Section 5150. (See attached "Job Description for Full Time Faculty" document.)

While there is a specific requirement for teaching load (24-27 semester credit hours per year), other aspects of faculty load are less quantified. This flexibility allows individual faculty members, in collaboration with their school dean or department chair, to determine an appropriate mix of scholarship, academic advising, and service activities that best fits each faculty member's talents and professional goals. In limited situations, release time is afforded to faculty members who demonstrate an extraordinary effort in a particular area outside of teaching. Examples of past situations that warranted a partial release from teaching load include serving as the University Senate chair, General Education committee chair, coordinating departmental programmatic accreditation efforts, etc.

To ensure relative equity among faculty members' loads, each faculty load is monitored each semester by the school dean or department chair via the Semester Activities Record, reviewed annually (by the school dean or department chair) as a part of the faculty evaluation process, and approved every five years by the Senior Vice President for Academic Administration and the Faculty Promotions Committee as a part of the faculty promotion and review process:

- **Semester Activities Record:** Faculty complete this form each semester, and it is reviewed and approved by each faculty member's school dean/department chair before being filed in the Academic Administration office. The Semester Activities Record provides the faculty member with the opportunity to record his or her class teaching load, number of academic advisees, committee memberships, club sponsorship, scholarly activity plan for the semester, and other university, church, and civic activities. Samples of the Semester Activities Records are attached.
- **Annual Faculty Evaluation:** School deans/department chairs evaluate each faculty member in his or her school/department on an annual basis. As shown in attached Annual Faculty Evaluation samples, the faculty evaluation form includes a review of teaching and advising effectiveness, scholarship and professional development activities, and contributions to the university, the community, and the church. Evaluations are based on the dean/chair's direct observation of the faculty member and on student comments made directly or on course evaluations. As a part of the evaluation process, each faculty member and his or her dean/chair meet to discuss the results of the evaluation.
- **Promotion/Review Process:** Every five years (or when a faculty member is eligible for promotion if earlier than five years), faculty members must submit a professional portfolio that is reviewed by the Senior Vice President for Academic Administration and the Faculty Promotions committee. The portfolio includes a review of their teaching effectiveness, an explanation of measures they are taking to improve their classroom performance, and an account of professional activities in which they have participated during the previous three

academic years (See attached samples). At the conclusion of the review process, the faculty member receives a letter that summarizes the findings of the committee in the form of commendations for identified strengths and, when needed, recommendations of improvements that the faculty member can make to improve his or her effectiveness (see attached sample portfolio letter).

## **Area 6: Educational Context**

### Recommendation:

2017 - That the administration provide sufficient resources for the library to attain the necessary sitting space as an academic library, and to adequately maintain subscriptions to electronic resources (2017 Progress Report, Interview with the library director).

### Progress:

Fulfilled

### Response:

The work that the staff of the McKee Library has done over the last few years, and the work they will do in the future, focus on changing the space to fit the needs of our students more effectively. The focus is also on gathering and creating resources to help them succeed academically.

Together with Southern Adventist University's administration, McKee Library has taken significant strides to increase its available study space. Between 2018 and 2020, 30,000 books were relocated to offsite storage. This relocation allowed for the removal of four large bookshelves on the second floor and increased seating. Moreover, we removed a bank of computers that we no longer needed and added study pods on both floors of the library. These study pods serve as alternate locations for study and collaboration. Last, the build-out of our third floor and front entrance, which started at the end of the 2021/2022 academic year, will benefit the library immensely once completed.

Southern's administration has been very supportive of and responsive to increasing our electronic resources budget from year to year, understanding that database costs increase at the average rate of 3% annually. The addition of a streaming media budget in 2020 amplified the library's ability to further develop a robust digital resource collection.

## **Area 7: Pastoral and Theological Education**

No recommendations.

## **Self-Study Section B – Southern’s Response to the Seven Standards**

### **Area 1: Mission and Identity**

*The institution has a clear sense of Seventh-day Adventist mission and identity, reflected in statements of philosophy, vision, mission, objectives, core values, and ethics, and evidenced in the life of the institution.*

#### **CFR 1.1**

Southern Adventist University's mission statement is published in the following form:

Southern Adventist University is a co-educational institution established by the Seventh-day Adventist Church, offering doctoral, master’s, baccalaureate, associate degrees, and one-year certificates. Various delivery modalities (face-to-face, online, hybrid and other) are employed in order to effectively support learners enrolled in the university’s classes and programs.

#### **The Mission**

Grounded in Jesus Christ and dedicated to the beliefs of the Seventh-day Adventist Church, we equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service.

The Southern Adventist University mission statement, vision, core values, institutional goals, and educational philosophy are available to constituents employees, current, and prospective students. They (the mission statement, vision, core values, institutional goals, and educational philosophy) are published and accessible in the [\*Undergraduate\*](#) and [\*Graduate\*](#) catalogs and on the website (<https://www.southern.edu/about/history-and-mission/index.html>). These statements are also published in the Employee Handbook.

#### **Revisions and Approvals**

The institutional mission, vision and core values have been reviewed and revised periodically in the past 10 years and documented in minutes of the Board of Trustees from October 2015 and October 2019. They were most recently reviewed and revised in 2019 prior to the development of the University strategic plan for 2020–2025. The mission statement and core values were reviewed in a series of employee workshops, revised and winnowed in an iterative process involving senior administration and employee representatives along with the broader campus body (through surveys), then presented to the Board of Trustees for final review and vote on October 6, 2019.

Southern Adventist University's mission statement defines the institution as a primarily teaching and learning institution. Furthermore, it comprehensively identifies all levels of education offered by Southern (doctoral, master’s, baccalaureate, associate degrees, and one-year certificates) and all delivery modalities employed (face-to-face, online, hybrid and other). While students and faculty at the University engage in research and public service activities, these functions are not primary to the University's mission, and therefore, are not specifically addressed in the mission statement.

The institutional statements addressed above share the mission and values of the Church. 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. 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.

### **School- and Department-Specific Mission Statements**

The specific school and department mission statements integrate concepts that clearly articulate a Seventh-Day Adventist identity. The school- and department-specific mission statements, published in the graduate and undergraduate academic catalogs, are available to constituents employees, current, and prospective students. Academic catalogs are also accessible on Southern's [undergraduate catalog website](#) and [graduate catalog website](#).

### **Vision and Core Values**

In the context of its mission, Southern Adventist University strives for and promotes excellence all facets of life. In response to its mission, the university strives to be mindful of and responsive to the needs of its employees, students, and constituents. Moreover, the university is committed to providing affordable, meaningful education to students from diverse backgrounds. Additionally, in promoting a uniquely Seventh-Day Adventist identity, the university intentionally integrates faith and learning through its emphasis on scholarship and service, and leadership and servanthood. The following vision statement and core values encapsulate these concepts.

#### **Vision Statement**

Southern Adventist University's vision is to:

Model the love of Jesus in every interaction.

Invite each student into a saving relationship with Jesus.

Inspire each student to engage with God's Church and the world through service and witness.

Provide each student with an exceptional learning experience that equips them to thrive in a fluid, global job market.

#### **Core Values**

As Southern Adventist University employees, we:

Embrace the Seventh-day Adventist Church's Worldview and Fundamental Beliefs

Love Others as God Loves Them  
Act with Integrity  
Live Prayerfully  
Serve Others Generously  
Follow God's Calling  
Pursue Excellence  
Exercise Responsible Stewardship  
Offer an Exceptional, Wholistic Learning Experience

The vision statement and core values are published on Southern's [website](#), and are available to constituents, employees, and current and prospective students.

### **Distance Learning: Online Campus**

The university's mission statement does not explicitly address distance education because Online Campus is an integrated part of the university's total operations. This department contributes to Southern Adventist University's vision and mission by being responsive to its diverse constituencies and meeting the needs of diverse learners seeking affordable education through alternative delivery methods. Southern Online Campus assists schools and departments in developing high-quality distance education courses and programs.

### **CFR 1.2**

Southern Adventist University's mission, as articulated in its academic catalogs is as follows:

*Grounded in Jesus Christ and dedicated to the beliefs of the Seventh-day Adventist Church, we equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service.*

The institution's mission as well as its philosophy, vision, objectives, and core values reflect its policies and procedures. They are also evident in various aspects of institutional life.

### **Alignment Between Institutional Statements and Corresponding Statements of institutional Units**

The University has designated 26 units as administrative support services (see Table 2). Each unit has identified a set of goals/outcomes that guide the annual assessment and evaluation process. Vice presidents are responsible for ensuring the departments in their respective areas have unit-level missions and goals that align with the institutional mission and goals and that support the strategic plan. The unit-level missions and outcomes are explicitly linked to institutional mission and goals in the Unit Planning and Assessment Report (UPAR) system. Each unit annually makes plans guided by their own mission and outcomes and informed by the previous year's data.

### **Outcomes and Assessment**

Each unit prepares an annual Unit Planning and Assessment Report (UPAR). The report addresses departmental functions in the following sections:

1. **Unit mission statement:** The unit mission concisely describes what the unit does.

2. **Outcomes** (mapped to University goals e.g., [I:2, S:3]): Outcomes indicate the expected functions/product from a unit's activities. These outcomes are linked to the institution's goals by using the University Goal Code in brackets at the end of the outcome statements. The current University Goal Codes are shown in Table 1.
3. **Assessment** (measures, results, analysis of results, action plans): The assessment section includes a statement of the outcome, measures for each outcome, results for each measure, and a statement of analysis of results for each measure that briefly discusses the current year's results and the trends for the previous five years.
4. **Action Plan Summary**: Based on the analysis of results, the unit develops appropriate action plans and records these 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 a learning community that engages 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 Development	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 Development	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	Individual and Social Development	Develop socio-emotional maturity that enables them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.
S:4	Physical Development	Take responsibility for their own well-being through a healthy lifestyle.

Sample UPARs are attached.

### **A representative sample of institutional policies and procedures that operationalize institutional statements**

Southern Adventist University's Employee Handbook contains its policies and procedures. These policies and procedures operationalize the institutions statements. The handbook acquaints the employees of Southern Adventist University with certain employment policies and procedures. Southern Adventist University has implemented these policies to guide its actions in regard to hiring, employee benefits, promotion, dismissal and code of conduct. Among the many important elements underscored in the handbook are the Code of Ethics (see attached) and the Position Statement on Human Relation (see attached).

Examples of policies and procedures include the following:

- Administrative Line of Authority (**attached**)
- Alcohol Abuse and Illicit Drugs Statement (**attached**)
- Care of Facilities--Fire Safety (**attached**)
- Commitment to Student Success, Award of Excellence (**attached**)

### **Desired Attributes for all Graduates**

In supporting its mission, Southern Adventist University strives to promote a curriculum that prepares students for leadership. The Statement of Purpose in the General Education section of the undergraduate catalog underscores key components of this preparatory process. They include “[challenging] students to achieve physical fitness, to model Christ-like-ness, to reflect on beauty, and to value truth.” Additionally, the Student Learning Goals identify four key dimensions students will engage in during their matriculation through the university. To this end, developing “the whole” person graduate is essential to achieving and demonstrating competency in each articulated dimension. These competencies represent the desired hallmarks of a Southern Adventist University graduate.

### **Survey Results (Results of surveys of current students, faculty and staff, Board members, and alumni surveys regarding perceptions of the effectiveness of the institution in meeting its mission and objectives)**

Southern Adventist University periodically participates in six externally-sourced assessments designed to evaluate student academic achievement (Proficiency Profile, ETS), attitudes and intentions upon entering college (CIRP, HERI), engagement (National Survey of Student Engagement, Indiana University), satisfaction (Benchworks Resident Assessment, Skyfactor/ACUHO-I and Student Satisfaction Inventory, Ruffalo Noel Levitz), and spiritual

vitality (University Spiritual Life Survey, Mission Insight). Table 1 lists the assessments, who they assess, and what office or committee evaluates the results.

**Table 1.** List of major student assessments and who evaluates them

<b>Assessment Instrument</b>	<b>Who is assessed</b>	<b>Office or committee that evaluates</b>	<b>Minutes, notes or report</b>
Proficiency Profile ETS	Annually All graduating seniors	Gen Ed Committee	Notes from GE Meeting, August 2021 ( <b>Attached</b> )
CIRP Freshman Survey Higher Education Research Institute	Annually All first-time students	Assessment and Effectiveness Review Committee	AER Minutes, Jan. 2019 ( <b>Attached</b> )
National Survey of Student Engagement Indiana University	Odd Winter Terms All first-year and senior students	Assessment and Effectiveness Review Committee	AER Report to Cabinet ( <b>Attached</b> )
Benchworks Resident Assessment Skyfactor/ACUHO-I	Odd Winter Terms Sample of Residence Hall students	Student Development Office Assessment and Effectiveness Review Committee	AER Report to Cabinet ( <b>Attached</b> )
Student Satisfaction Inventory Ruffalo Noel Levitz	Even Winter Terms Sample of all students	Assessment and Effectiveness Review Committee	Analysis for MUR, Jan 2020 ( <b>Attached</b> )
University Spiritual Life Survey Mission Insight	Annual for past four years Sample of all students	Spiritual Life Committee	SLC Minutes, Nov. 2020 ( <b>Attached</b> )

The ETS Proficiency Profile is administered each year to graduating students. It provides a measure of student proficiencies in academic skills (reading, writing and mathematical reasoning) and knowledge in three broad academic areas (humanities, social sciences, and natural sciences). The University's General Education committee reviews the results each year and determines what improvement actions might be warranted.

The Spiritual Life Survey is administered annually to all students. The results are analyzed by the VP for Spiritual Life and used to inform decisions around spiritual life programming and curriculum. In November 2020, the Spiritual Life committee reviewed the results of the most recent Spiritual Life Inventory and noted that students still place "Helps with processing doubt" in the top five priorities of areas they want to see improved (See attached SLC Minutes). This appeared to confirm anecdotal data. To help address this need, the Vice President for Spiritual Life and two of the campus church pastors delivered a three-week mini-series in September 2021 that targeted how to process doubt.

The National Survey of Student Engagement is administered biennially to seniors and first-year students. It measures student engagement with the various aspects of University experience, and results are shared with vice presidents in the appropriate areas. The Assessment and Effectiveness



Review committee noted a small decline in the Learning Strategies component of the 2019 NSSE Academic Challenge theme (see AER Report on NSSE). In addition, Southern Adventist University seniors placed significantly lower in this area than seniors at peer comparison institutions. A more detailed look revealed that two particular items were the primary contributors - reviewing notes after class and summarizing what was learned in class or from course material. This was reported to President's Cabinet and further disseminated to school deans and department chairs.

The Benchworks Resident Assessment is administered to a representative sample of residence hall students biennially. It assesses student satisfaction in the areas of residence life and dining services. The Student Satisfaction Inventory is administered to all students biennially, and it assesses student satisfaction more broadly across campus activities, processes, and services. Results of these surveys are reviewed by the VP for Student Development as well as vice presidents who oversee other pertinent areas of the institution.

### **Academic Program Review**

The Academic Program Review committee conducts periodic program reviews for all educational programs. The process includes a self-study, an analysis and findings by the review committee, and a review by an academically qualified external content expert who provides an independent analysis of the academic unit's strengths and weaknesses. In accordance with the University's program review process, program reviews are carried out on a five-year cycle and provide an opportunity to:

- look at alignment of program and institutional goals
- analyze present practices
- review achievement of planned goals and objectives
- document accomplishments
- identify shortcomings, and
- implement recommendations of the review committee.

Two examples of completed program review evaluations are offered as recent examples of this process. Note that the School of Music is externally accredited by the National Association of Schools of Music (NASM) so an external reviewer was not part of the program review process.

#### **School of Music 2019-2020**

- Review Committee Report (**Attached**)

#### **Department of Biology 2020-2021**

- Review Committee Report (**Attached**)
- External Reviewer's Report (**Attached**)

### **Continuous Improvement**

The process of comprehensive and integrated planning and evaluation culminates in process improvements, better student outcomes, enhanced living environments, enhanced learning opportunities, and more efficient financial operation, among other things. Examples of Southern Adventist University's commitment to improving its data collection and analysis process are evident in its review of General Education. The General Education committee identified the need for substantial improvements in the way assessment data were being collected and how those data were being aggregated and reported to the committee. Broadly, these concerns included the need to increase the sampling size and to decrease the committee's dependence on many faculty members' willingness or ability to provide data in a timely manner. For example, entries in the General Education committee minutes from October 2016 (see attached minutes) and September 2017 (see attached minutes) note the challenges faced in collecting the assessments from individual departments and schools.

Minutes from the September 2017 meeting of the General Education committee (see attached minutes) also document initial discussion and growing consensus about utilizing Moodle, the University's Learning Management System (LMS), for collecting assessment data. During the 2017–2018 academic year, meetings were held with faculty representatives from each general education area to reach consensus on a set of embedded course artifacts to be used and consistent methods to assess them. These meetings resulted in the creation of a detailed assessment plan for each General Education area. Each assessment plan (see attached plan) documents:

- student learning outcomes
- course artifacts that will be used to assess the outcomes
- a description of where each artifact is to be recorded in the LMS, and
- rubrics that are used in assessing whether each general education outcome has been met or not.

Starting in Fall 2019, the Institutional Research and Planning office assumed the responsibility for ensuring General Education courses have been structured to align with the associated assessment plan.

Planning for the automation of data extraction from the LMS began soon after development of the assessment plans commenced, in the 2018-2019 academic year. A proof-of-concept system was created for the Area P activity courses. This area was chosen because it already had a robust assessment collection system in place as part of the University's previous QEP and additionally assessment data were stored in a more accessible database. The following year, the next phase of development included creating an archived Moodle database which was loaded with sample data from a selection of Fall 2019 General Education courses (see sample prototype report from that pilot). The University's transition to a new Moodle platform in Summer 2021 made possible the final extraction and reporting steps for all needed terms (see sample report for IN-2 and IN-8).

## **Summary**

In the past six years, Southern Adventist University has reviewed the general education curriculum, compiled a coherent set of student learning outcomes, and developed a process to ensure more comprehensive collection of assessment data and timely analysis of those data. During segments of this development and transition, the University relied more on nationally normed

assessments, but the University is now set up with a more robust system for confidently analyzing student learning outcomes and seeking improvements based on those analyses. Notably, continuous improvement includes but is not limited to General Education. Continuous improvements extend to all areas of the university. Both planning and evaluation are systematic, ongoing, and comprehensive, covering everything from the University mission statement to institutional strategic initiatives to unit-level and operational goals. Data from all levels of the University are integrated to inform planning and future actions.

### **CFR 1.3**

Southern Adventist University actively and broadly supports the mission of the Seventh-day Adventist Church.

The mission of the Seventh-day Adventist Church, as articulated in the church's [mission statement](https://www.adventist.org/official-statements/mission-statement-of-the-seventh-day-adventist-church/), is to "Make disciples of Jesus Christ who live as His loving witnesses and proclaim to all people the everlasting gospel of the Three Angels' Messages in preparation for His soon return (Matt 28:18-20, Acts 1:8, Rev 14:6-12)" (<https://www.adventist.org/official-statements/mission-statement-of-the-seventh-day-adventist-church/>).

### **Evidence of the active support of church standards and mission**

Southern Adventist University administrators, faculty, and staff are committed to promoting and supporting the church's mission one student at a time. The university intentionally works to develop and integrate faith-affirming activities and assignments into its entire program. The first section of the undergraduate and graduate catalogs includes the mission, vision, core values, goals, and philosophy statements. These statements indicate that Southern is involved in and supports the mission of the Seventh-day Adventist church. The [core values](#) listed in the catalogs and on the university's website are as follows:

#### **Embrace the Seventh-day Adventist Church's Worldview and Fundamental Beliefs**

- Love Others as God Loves Them
- Act with Integrity
- Live Prayerfully
- Serve Others Generously
- Follow God's Calling
- Pursue Excellence
- Exercise Responsible Stewardship
- Offer an Exceptional, Wholistic Learning Experience

These statements, along with the university's educational philosophy, are directly linked to the educational philosophy of the Seventh-day Adventist Church. The first of the five Student Learning Goals, "Spiritual," overtly supports the beliefs and values of the Seventh-day Adventist Church. It reads as follows:

## **Spiritual Development**

[students 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.

Southern's educational philosophy reads as follows:

## **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 Development:*** "...grow in a vibrant relationship with the Lord Jesus Christ."

The complete listing of the Student Learning Goals is listed in the university's catalogs and on the [website](#).

## **Southern's Educational and Co-Curricular Programs**

The integration of the institutional statements into the institution's educational and co-curricular programs are evidenced in classroom pedagogy as well as activities beyond that classroom that help to develop integrity, servant-leadership, community, and encourage a personal relationship with God. Activities such as mission trips, community service, vespers, life-groups (for students and employees), convocation, Gym Masters, Engage Ministries, Enactus student entrepreneurship school and departmental speaker series, musical performance and events, and worship services are among the various co-curricular opportunities through which students can be prepared to commit to and participate in the mission of the Church.

## **Examples of a positive relationship between the institution and its local church, conference, union, and/or division**

Southern Adventist University is committed to preserving positive relationships with its local church, conference, union, and division. As noted in the response to Area 2 (2.3) the Evangelistic Resource Center program, the Soul-Winning and Leadership Training program, and Vision Trips equip students to engage and collaborate in ministry domestically and globally. The SALT program, in collaboration with It Is Written, provides didactic and hands-on training. Students are

prepared to conduct evangelistic events at various churches across the United States. Ultimately, as students are trained and serve in various capacities, there are opportunities for collaboration and relation-ship building with area churches, as well as with conferences, unions, and divisions (as applicable).

Southern campus has the privilege of having significant talent and expertise in numerous areas. Consequently, the university has compiled and published a [Resource Guide](#) that lists faculty and staff and their area(s) of expertise. The faculty and staff listed are available for speaking appointments, workshop, music programs, and other events. (A PDF of this guide is attached.)

More recently, the Enrollment Management office, under the leadership of Jason Merryman and in collaboration with the Southern Union, has spearheaded a new initiative. It is a data-sharing arrangement used to identify recently graduated students (within the Southern Union) to get them "plugged in" and involved the various churches (in the area where they live) and ministries. The intent is to encourage church attendance and involvement.

### **Cooperating With Other Adventist Educational Institutions**

Southern Adventist University has had an ongoing history of cooperative relationships with other Adventist educational institutions domestically and abroad.

#### **Adventist Colleges Abroad**

Adventist Colleges Abroad (ACA) is a consortium of Seventh-day Adventist colleges and universities in North America and Australia. It operates under the auspices of the Office of Education of the North American Division of Seventh Day Adventists. "The ACA consortium provides opportunities to qualified secondary and undergraduate students for study in other countries while 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 perhaps an inspiration for mission or other multi-cultural service." (<https://www.acastudyabroad.com/>)

#### **Adventist Education Alliance (AEA)**

Southern Adventist University has an MOU with Union College in Lincoln, Nebraska and Southwestern Adventist University in Keene, Texas whereby courses, curricula, and faculty are shared among participating institutions. The consortium shares their mathematics curricula so that students are enriched with courses which they would otherwise have no access to. Students who are off schedule for sequenced courses may receive the off-sequence course at one of the other participating institutions. Courses in mathematics, Communication, Business, and History have been shared. A fuller description of this arrangement is found in Area 3.2.

#### **Examples of Other Southern Adventist University Collaborative Agreements**

Southern Adventist University currently maintains collaborative agreements with the following educational institutions.

- Hong Kong Adventist College

- To provide transfer opportunities for undergraduate students
- Andrews University:
  - To meet the continuing and increasing need for certified baccalaureate medical laboratory scientists in the Seventh-day Adventist Health Care System and the nation at large.
  - To promote the development and growth of the medical laboratory science/medical technology profession through a joint clinical and educational effort between Southern Adventist University and Andrews University.
  - To provide the appropriate educational, professional and clinical experience to enable Southern Adventist University medical laboratory science students to be eligible to write national certification and registry examinations upon completion of their baccalaureate degrees.
- Antillean Adventist University
  - To allow students interested in one of the degrees offered by the school of Journalism and Communications (SJC) to start their academic journey at Antillean Adventist University for their first semesters, and transfer the credits to SJC in order to finish the academic program at Southern.
- Pacific Union College
- Sahmyook University
  - To enhance the programs of both universities by providing exchange programs for students and professors

Southern Adventist University is committed to preserving positive relationships with its local church, conference, union, and division. In response to Area 2 (2.3), we indicated that the Evangelistic Resource Center (ERC) program, the Soul-Winning and Leadership Training (SALT) program, and Vision Trips equip students to engage and collaborate in ministry domestically and globally. The SALT program, in collaboration with It Is Written, provides didactic and hands-on training. Ultimately, as students are trained and serve--particularly domestically--there are opportunities for partnership and relationship building with area churches, as well as with conferences, unions, and divisions (as applicable).

#### **CFR 1.4**

Southern Adventist University, responsive to its diverse constituencies, is intentional in providing high quality education that would be beneficial to any area in which our graduates work, interact, or complete further study. We are committed to creating an integrated experience of faith and learning, and model academic and professional excellence. The institution focuses on preparing today's students to be future graduate servant leaders guided by faith and integrity, and committed to living balanced lives. To assess the extent to which we are meeting our goals, the university uses survey instruments that cover a range of topics and purpose. See attached examples.

Southern Adventist University engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes. These processes include a systematic review of institutional goals and outcomes consistent with the institutional mission, and they focus on institutional quality and effectiveness. Ideally, the intent is to provide opportunities for excellence in academic,

spiritual, professional development growth within the context of the ethos of the Seventh-day Adventist Church, and in response to academic trends within higher education.

One for the ways in which the university "**maintains its ethos as an Adventist institution while relating and responding to these issues and trends**" is through intentional and focused engagement in critical dialogue and workshops. These events occur in various forums that in includes but are not limited to colloquia sessions. The table below illustrates topics addressed at colloquia sessions.

**Colloquium Topics:**

Year	Topic
August 2013	Nancy Pearcey: Part 1 - Total Apologetics: Making the Case for Christianity Across the Curriculum Part 2 - Speaking Truth in a Secular Age
August 2014	Christy Price: Working with Millennial Students in the setting of a Christian University
August 2015	Jay Green: Part 1 - Called to Scholarship: Christian Faith and the Academic Vocation Part 2 - Called to Mentorship: Christian Vocation, Our Students, and the Pursuit of Ordinary Faithfulness
August 2016	Jennifer Bloom: Appreciative Advising
August 2017	Bryan Dik: Redeeming Work – Helping Students Discover God’s Calling for Their Career
August 2018	John Stonestreet: A practical Guide to Culture, Helping the Next Generation Navigate Today's World
August 2019	Carol Tasker: Adventist Education in the 21 <sup>st</sup> Century – the Most Important Stories
August 2021	Nancy Pearcey: Finding Truth: 5 Principles for Unmasking Atheism, Secularism, and other God Substitutes
August 2022	Marissa Leslie: Living in Balance - Healthy Minds

In addition to public presentation, the university will often purchase the book authored by the speaker for those who attend.

In the context of educational trends and the "**perceived impact of educational issues and trends**," Southern Adventist University's administration has met and is intentionally meeting the challenges. Strategic planning meetings, Board meetings, and other university meetings are a few forums where difficult conversations ensue as the university navigates new social norms. Faith and science discussions occur in the classroom as faculty and students engage in myriad questions and address emerging ideologies and perceptions of *truth*. The university clarified language in its policy in response to the need for a clearly defined statement regarding morality and the institution's position on the same. One outcome of this process was the clarification and approval

of the Sexual Integrity Policy. As society changes and new ways of knowing and perceiving emerge, the institution will continue to grapple with maintaining a trajectory that supports its mission, vision, values, and goals.

### **Results from surveys of the needs and expectations of institutional constituencies**

Ongoing and systematic evaluation of effectiveness and quality is conducted at the institutional level as well as in individual units. Institution-wide evaluation includes surveys of students, employees, alumni, and other external constituents, analysis of institutional data, and guidance from the Board of Trustees and external accrediting bodies. Evaluation at the individual unit level is built into the annual UPAR cycle, and includes evaluation of student outcomes in courses and exit exams, responses to department-specific surveys and success in efficiently and effectively providing services to the university.

Southern Adventist University periodically participates in six externally-sourced assessments designed to evaluate student academic achievement (Proficiency Profile, ETS), attitudes and intentions upon entering college (CIRP, HERI), engagement (National Survey of Student Engagement, Indiana University), satisfaction (Benchworks Resident Assessment, Skyfactor/ACUHO-I and Student Satisfaction Inventory, Ruffalo Noel Levitz), and spiritual vitality (University Spiritual Life Survey, Mission Insight). Table 1 lists the assessments, who they assess, and what office or committee evaluates the results.

**Table 1. List of major student assessments and who evaluates them**

<b>Assessment Instrument</b>	<b>Who is assessed</b>	<b>Office or committee that evaluates</b>	<b>Minutes, notes or report</b>
ETS Proficiency Profile	Annually All graduating seniors	Gen Ed Committee	Notes from GE Meeting, May 2021
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Benchworks Resident Assessment Skyfactor/ACUHO-I	Odd Winter Terms Sample of Residence Hall students	Student Development Office Assessment and Effectiveness Review Committee	AER Report to Cabinet
Student Satisfaction Inventory (SSI) Ruffalo Noel Levitz	Even Winter Terms Sample of all students	Assessment and Effectiveness Review Committee	Analysis for MUR, Jan 2020
University Spiritual Life Survey (Mission Insight)	Annual for past four years Sample of all students	Spiritual Life Committee	



The ETS Proficiency Profile is administered each year to graduating students. It provides a measure of student proficiencies in academic skills (reading, writing and mathematical reasoning) and knowledge in three broad academic areas (humanities, social sciences, and natural sciences). The University's General Education committee reviews the results each year and determines what improvement actions might be warranted.

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### **Educational Program Review**

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- look at alignment of program and institutional goals
- analyze present practices
- review achievement of planned goals and objectives
- document accomplishments
- identify shortcomings, and

- implement recommendations of the review committee.

Two examples of completed program review evaluations are offered as recent examples of this process. Note that the School of Music is externally accredited by the National Association of Schools of Music (NASM) so an external reviewer was not part of the program review process.

- School of Music 2019-2020
  - Review Committee Report (see attached)
- Department of Biology 2020-2021
  - Review Committee Report (see attached)
  - External Reviewer's Report (see attached)

### **Continuous Improvement**

The process of comprehensive and integrated planning and evaluation culminates in process improvements, better student outcomes, enhanced living environments, enhanced learning opportunities, and more efficient financial operation, process improvements in assessing General Education outcomes, improved graduation rates, improvements in the physical plant, improvements in the financial measure of Days Cash.

Both planning and evaluation are systematic, ongoing, and comprehensive, covering everything from the University mission statement to institutional strategic initiatives to unit-level and operational goals. Data from all levels of the University are integrated to inform planning and future actions.

### **An analysis of the perceived impact of educational issues and trends in the country/region, with a sample of committee minutes of discussions of current issues and trends**

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  
All associate vice presidents  
President, Student Association  
Dean, Graduate Studies  
Director, Admissions  
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. In these contexts, the university is intentional about on-going efforts in continuous improvements, identifying opportunities for growth, and is intentionally committed to upholding its mission, values, goals, and ethics. By maintaining its commitment to continuous improvement within the context of its mission, values, goals, and code of ethics, Southern Adventist University has maintained local credibility and denominational focus globally and internationally.

### **CFR 1.5**

Southern Adventist University is committed to ensuring that the experiences and learning outcomes are congruent with the institutional statements of philosophy, vision, mission, objectives, core values, and ethics. As noted in response to Area 1 (1.4), Southern Adventist University engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes. These processes include a systematic review of institutional goals and outcomes consistent with the institutional mission, and they focus on institutional quality and effectiveness. I

As discussed in 1.2, Southern Adventist University strives to promote a curriculum that prepares students for leadership. The Statement of Purpose in the General Education section of the undergraduate catalog underscores key components of this preparatory process. They include “[challenging] students to achieve physical fitness, to model Christ-like-ness, to reflect on beauty, and to value truth.” Additionally, the Student Learning Goals identify four key dimensions students will engage in during their matriculation through the university. To this end, developing “the whole” person graduate is essential to achieving and demonstrating competency in each articulated dimension. Additionally, the Student Learning Goals are “congruent with the institutional statements of philosophy, vision, mission, objectives, core values, and ethics” (see attached).

To determine the extent to which “student experiences and learning outcomes are congruent with the institutional statements,” the university administers surveys to students. For example, the National Survey of Student Engagement (NSSE) (see attached) is administered biennially to seniors and first-year students. It measures student engagement with the various aspects of University experience, and results are shared with vice presidents in the appropriate areas.

The Benchworks Resident Assessment (see attached) is administered to a representative sample of residence hall students biennially. It assesses student satisfaction in the areas of residence life and dining services. The Student Satisfaction Inventory is administered to all students biennially, and it assesses student satisfaction more broadly across campus activities, processes, and services. Results of these surveys are reviewed by the VP for Student Development as well as vice presidents who oversee other pertinent areas of the institution.

Other assessments, used specifically to assess “the alignment of experiences while at the institution with the values, beliefs, and priorities embedded in the official statements of the institution” include:

Alumni Survey (see attached)

Senior Exit Survey (see attached), and

The National Survey of Student Engagement (NSSE) (see attached).

### **CFR 1.6**

The institution has clear, readily available, and current Board-approved statements of professional ethics/code of conduct (including a policy addressing sexual misconduct), congruent with the Adventist philosophy of education. All employees and students are required to comply with the code of conduct. Statements to this effect are located in the Employee Handbook. Other statements relative to conduct are included in the Undergraduate and the Graduate Catalogs (in the "Values" section and statement about academic integrity).

Employees receive a copy of the handbook and are required to confirm receipt and that they understand "that compliance with all university policies, including the code of ethics, Christian standards, and conflict of interest are a condition of initial and continued employment." Employees are required to print the Handbook receipt page (see attached), sign, date, and return it to the Human Resources Department. The handbook also includes the Code of Ethics for all employees and students (see attached). This document is available on the Human Resources [website](#). Other policies such as [Sexual Harassment and Title IX, Harassment of Employees and Students, and Retaliation](#) are also included the Employee handbook and can be accessed on the university's website.

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.

### **CFR 1.7**

As indicated in response to 1.2 and 1.4, Southern Adventist University engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes. These processes include a systematic review of institutional goals and outcomes consistent with the institutional mission, and they focus on institutional quality and effectiveness. Ideally, the intent is to provide opportunities for excellence in academic, spiritual, professional development growth within the context of the ethos of the Seventh-day Adventist Church, and in response to academic trends within higher education. The institution's strategic plan and academic master plans will be used to guide continuous improvement.

Moreover, the university will continue to conduct integrated planning and evaluation processes in which appropriateness of mission and goals as well as success in achieving outcomes are regularly reviewed and evaluated. The evaluations will provide on-going impetus for changes in mission, goals, strategic initiatives, and operational improvement measures.

## **Area 2: Spiritual Development, Service, and Witness**

*The institution has a coherent and vibrant spiritual life program, encapsulated in a spiritual master plan that widely involves and impacts the institution and its communities.*

### **CFR 2.1**

The spiritual master plan was prepared in harmony with “A Guidebook for Creating and Implementing a spiritual master plan on Seventh-day Adventist Campuses of Higher Education,” based on the second edition published in 2021. Below are excerpts from the Spiritual Master Plan that highlights key elements.

### **Southern Adventist University: Spiritual Master Plan**

#### **Preamble**

This document is an expression of the importance Southern Adventist University places on the spiritual growth of students, faculty, and staff. It has been prepared by the Spiritual Life Committee and approved by the Board of Trustees of the university. It 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.

#### **Mission, Vision, and Core Values (2a)**

Grounded in Jesus Christ and dedicated to the beliefs of the Seventh-day Adventist Church, we equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service.

Southern Adventist University's vision is to:

- Model the love of Jesus in every interaction.
- Invite students into a saving relationship with Jesus.
- Inspire each student to engage with God’s Church and the world through service and witness.
- Provide each student with an exceptional learning experience that equips them to thrive in a fluid, global job market.

As Southern Adventist University employees, we:

- Embrace a Seventh-day Adventist Worldview and Fundamental Beliefs
- Love Others as God Loves Them
- Act with Integrity
- Live Prayerfully
- Serve Others Generously
- Follow God’s Calling
- Pursue Excellence

- Exercise Responsible Stewardship
- Offer an Exceptional Learning Experience

### **Survey Results of Present Status and Spiritual Needs of Students, Faculty, and Staff (2a)**

For the past five years our undergraduate students have been invited to complete our university's Spiritual Life Survey. The survey assesses several areas of campus including the spiritual vitality of students and their key spiritual needs.

#### **Present Status of Students**

1. 6% of students identify as *disciples*: "I have an intimate relationship with Jesus that drives my flourishing unity with others."
2. 14% of students identify as *followers*: "I see Christ as assisting me in life and it is leading me to a much deeper love of family and others."
3. 57% of students identify as a *believer*: "I believe in Jesus and am working on what it means to get to know him and to share that love with others"
4. 20% of students identify as a beginner: "I believe in God, but I am not sure about Christ. My faith is not a significant part of my life."
5. 3% of students identify as a non-believer: "I currently do not believe in Christ, and I am not interested in exploring what it means to be a Christian."

#### **Spiritual Needs of Students**

1. Help processing doubts
2. Want a feeling of belonging
3. Help with emotional needs
4. Provide ideas to work through faith barriers
5. Help learning how to develop quiet time with God

#### **Present Status of Faculty and Staff**

- Based on the survey results faculty model and consistently reinforce how to grow spiritually to students.

#### **Spiritual Needs of Faculty and Staff**

1. Spiritual needs of faculty and staff include requests for weeks of prayer with departments on campus, grief support and the desire to participate of in employee small groups.
  - The senior vice president for finance, vice president for spiritual life, vice president for student development, and the associate vice president for human resources are currently giving study to the development of a survey for faculty and staff. The survey will seek to measure the spiritual vitality of faculty and staff and identify their spiritual needs.

### **Specific Objectives for the Intentional Transmission of Seventh-day Adventist Beliefs, Principles, Values, and Lifestyle (2a)**

Through the utilization of the North American Division PBVCM template, a listing of specific objectives for the intentional transmission of Seventh-day Adventist beliefs, principles, values, and lifestyle has been tabled below across multiple years.

	2020/2021	2021/2022	2022/2023
<b>Principle</b>	Jesus is the foundation of unity.	Jesus is the only one who can completely fill our empty lives.	Jesus is the only one who can transform our lives.
<b>Belief</b>	Fundamental Belief #14: Unity in the Body of Christ. John 17:20-23	Fundamental Belief #7: Nature of Humanity	Fundamental Belief #22: Christian Behavior
<b>Value</b>	Unity in Diversity	Meaning in Christ	Made to reflect the character of Christ
<b>Conviction</b>	By God's grace, I will find acceptance and belonging by belonging to a faith community that is seeking Jesus.	By God's grace, I will experience a fulfilling and flourishing life in Christ.	By God's grace, I will experience an abundant life that reflects the glory of God.
<b>Motto</b>	UNITED: Pursuing Jesus Together	FULL: Living God-filled Lives	Be Transformed
<b>Objectives</b>	<p>For students to reach out for help when they are experiencing emotional needs.</p> <p>Seek to develop relationships that encourage accountability.</p> <p>For students to join a LifeGroup to experience belonging.</p> <p>Develop relationships that provide a safe place to process the issues I am facing in my life.</p> <p>Develop relationships that provide an opportunity for others to directly pray for students, faculty, and staff.</p>	<p>Process doubts about faith in a constructive way.</p> <p>Implement worthwhile suggestions on how to work through barriers in one's personal faith development.</p> <p>Take personal responsibility for their own spiritual growth.</p> <p>Participate in opportunities to serve those in need.</p> <p>Participate in opportunities to develop spiritual gifts.</p>	<p>Provide students with opportunities for moral action, such as service learning, community outreach, Vision Trips, ERC, and Student Missions.</p> <p>Nurture caring communities through LifeGroups and local churches.</p> <p>Define character to include thinking, feeling, and doing.</p> <p>Promotes core values of caring, honesty, fairness, responsibility, and respect.</p> <p>Present the concept of transformation and how it can become a reality in our personal lives</p> <p>Engages faculty, staff, the local church, and community members as partners.</p>

## Description of Corresponding Curricular and Co-Curricular Programs and Activities (2a)

### *Curricular Programs*

- **RELT 358 - World Religions (R-4):** A study of several major non-Christian religions, including a survey of the history and the distinctive characteristics of each. This course will also compare and contrast these religions, consider areas of commonality between them and biblical Christianity, and provide insights as to how to share Christianity with practitioners of these religions.
- **BIOL 421 - Issues in Science and Society (W):** A study of the philosophical basis of modern natural science as it relates to current issues in origins, biotechnology, bioethics, and environmental responsibility. Special attention is given to Christian perspectives of the issues discussed.
- **BIOL 424 - Issues of Natural Science and Religion (W):** A study of the scientific, philosophical, and religious basis of modern science as it relates to issues in origins and speciation. The course will involve a comparison of the data related to various theories on the origin and history of living organisms based upon current knowledge in biology, paleontology, genetics, and other related areas. Special consideration will be given to Christian perspectives of the issues discussed.
- **RELB 255 - Archaeological Fieldwork (R-4):** In conjunction with the archaeological expeditions and sponsored by Southern Adventist University, qualified students obtain practical experience and training in archaeological fieldwork by assisting in the supervising of excavation drawings, registering, reading of pottery, and related work.
- **RELT 138 - Adventist Heritage (R-2):** A study of the Second Advent Awakening in the nineteenth century and the subsequent development of the Seventh-day Adventist Church. Special emphasis will be placed on the contributory role in the church of the spiritual gift of prophecy through the life and ministry of Ellen G. White.
- **RELT 225 - Last-Day Events (R-2):** A biblical, theological, and historical study of eschatology rooted in its Christ-centered focus. It considers the unique Seventh-day Adventist contribution compared to that of leading scholars, both in the past and present. Also, it examines, among other movements, the New Age Movement and Dispensationalism and focuses on how to be ready for the end event.
- **Human Development:** Students will understand and reflect on a range of cognitive, emotional, social, and societal issues and developmental concepts across the human lifespan from a Seventh-day Adventist worldview. Complete: PSYC 101, PSYC 128, PSYC 234, or SOCI 125
- **Christian Service Requirement:** Following Jesus' example, Southern Adventist University encourages students to integrate their faith and learning. The Christian Service graduation requirement is intended to help students develop the ability to become contributing members of churches, families, groups, and communities.

### *Co-Curricular Programs and Activities*



1. Vespers is held every Friday at 7:30 p.m. on campus in the University Church where speakers powerfully share the Gospel each week with student-led music and prayer. The objectives of Vespers include:

- Processing doubts about faith in a constructive way
  - Implementing biblical suggestions on how to work through barriers in one's personal faith development
  - Taking personal responsibility for their own spiritual growth
  - Participating in opportunities to serve those in need
  - Participating in opportunities to develop spiritual gifts
2. LifeGroups provide opportunities for students to belong in spiritual small group communities, to personally and intimately behold God, and to become empowered as disciple-makers of Jesus Christ.
  3. On campus ministry volunteer opportunities provide students practical ways to get involved in ministry and missions on our campus.
  4. Outreach volunteer opportunities involve serving around our community throughout the school year.
  5. Short-term Missions Trips are two-week domestic or international trips over the spring and summer breaks. Trips focus on learning from and serving communities using skills learned in the classroom.
  6. Student Missions encourage student to serve as student missionaries and launch every semester for 4 - 24 months to live in, learn from, and serve alongside a community around the world while supporting the worldwide mission of the Seventh-day Adventist Church.
  9. Evangelistic Resource Center
    1. The Evangelistic Resource Center (ERC) houses our Summer Evangelism Abroad (SEA) Program, which coordinates and helps sponsor students to preach a full message series in a foreign country as well as here in the homeland. It also houses our Soul-winning and Leadership Training (SALT) Program, a cooperative venture with It Is Written, to train students and laity to share their faith and develop leadership skills.
  10. Soul-Winning and Leadership Training (SALT)
    1. Soul-winning and Leadership Training is founded on the words of Jesus that we are all called to be the SALT of the earth (Matthew 5:14). God has commissioned His people to spread the gospel and the news of His soon return to all of the world, and at SALT we desire to equip others to do just that.
    2. SALT is the result of a partnership between Southern Adventist University, and It Is Written. SALT is able to offer college credits by utilizing Southern Adventist University professors for a large portion of its curriculum and provide hands-on evangelism training by working in active churches that are preparing for an evangelistic series.

### **A Presentation of Corresponding Action Plans, Including Budget Requirements, Timelines, and Responsibilities (2a)**

*Refer to the Spiritual Master Plan attachment included in “Sources”*

## **A Listing of Key Performance Indicators, and a Description of the Process to Assess and Update the Outcomes of The Spiritual Master Plan**

### **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.

- **Key Performance Indicators**

- Scriptural engagement
- Valuing one's vocation as a call to serve God
- Participating regularly in LifeGroups and worship services
- Participation in short-term and long-term missions
- Southern's culture and environment having a positive impact on the spiritual lives of students

- **Process to Assess and Update the Outcomes of The 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, 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 27, 2022.
- A number of surveys are used in the process of assessment:
  - Noel-Levitz Survey: 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.
  - Senior Exit Questionnaire: This survey is administered every year.
  - ACT Alumni Survey: This biennial survey asks for input from students who have graduated two and three years previously.
  - 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.

### **Evidence That Administration, Faculty, and Staff Have Been Involved in the Development of the Spiritual Master Plan and That It Has Received Board Approval**

Per Southern Adventist University's Employee Handbook, the membership of the Spiritual Life Committee includes the vice president for spiritual life, chair; president, vice president for student

development, three members of the University Assembly appointed by the University Senate, one of whom teaches in a graduate program to staggered, non-renewable, three-year terms (eligible for another term after a one-year hiatus), one representative of the School of Religion appointed by the dean of the School of Religion, the senior pastor of the Collegedale Church or his designee, two students appointed by the Student Association Senate to one-year, nonrenewable, terms, two students appointed by the committee chair for one-year terms.

- The Board of Trustees approved the Spiritual Master Plan presented to them on February 27, 2022

### **Evidence of the Implementation of the Current Spiritual Master Plan, Including Specific Results From the Assessed Outcomes as Well as How the Plan Has Been Dynamically Updated Based on This Assessment**

The Spiritual Life Committee meets regularly throughout the year. A sample of the minutes is attached.

The plan of spiritual events for each semester, including worship opportunities, small group leadership training, Office of Ministry and Missions activities such as weeks of prayer, ministry expo, outreach and mission programs are included in the university calendar. The calendar is available to all students, faculty, and staff through Southern's website at <https://www.southern.edu/calendar.html>. (A PDF of the calendar site is attached.)

Survey instruments are used to assess the effectiveness of the spiritual master plan. The purpose of the survey is to assess students' spiritual vitality, demonstrate which ministries are most effective at fostering spiritual vitality, identify students' key spiritual needs, and highlight key opportunities for ministry improvement and innovation. A sample of the Spiritual Life Survey is attached.

The spiritual master plan is a dynamic document and is regularly updated through suggestions provided by the Spiritual Life Committee, Presidents' Cabinet meetings, and the Board of Trustees Spiritual Life Committee. The dynamic nature of the document is demonstrated through the several updates of the spiritual master plan between 2018 to 2022.

### **Annual Reports to The Board Regarding the Institution's Spiritual Life and the Implementation of The Spiritual Master Plan**

The President gave an update on the strategic accomplishments of spiritual life and initiatives during the February 2022 Board of Trustees meeting. Furthermore, prior reports were given to the Board of Trustees Spiritual Life Committee by the vice president of spiritual life.

### A Description of How the Spiritual Master Plan Includes the Spiritual Nurture of All Student Populations

Part of what makes life on Southern's campus unique is the Christ-centered atmosphere. Residence hall worships provide students with the opportunity to strengthen and encourage each other through Christian fellowship.

Day	Time	Description and Location
Sunday	9:30 p.m.	Hall Worship, Residents Hall
Mon-Thurs	7:30 a.m.— Morning Meditation	Chapel, Talge Hall (co-ed)
Tuesday	8:00 p.m.	Thatcher Hall Chapel (co-ed)
Friday	7:30 p.m.	Vespers, University Church
Sabbath	Approximately 1/2 hour prior to sundown	Evensong, Collegedale Church

Commuter students are welcome to participate in any of the spiritual programs on-campus that are made available to resident students. If it is inconvenient to attend in person, an online option is also accessible and includes our weekly Vespers service, Fall Week of Prayer, Student Week of Prayer, Dorm Week of Prayer, and Convocation. Each worship service is recorded and stored online so students can access each service at a time that is most convenient with their schedule, time zone and location. Online worship services are also available to our online and part-time students. All students, regardless of residence status, are required to participate in chapel services and other cultural events according to the tables below:

#### Requirements for residential students

Class Standing	Chapel Credit	Cultural Credit	Total Credit
<i>Freshman</i>	45	15	60
<i>Sophomore</i>	41	14	55
<i>Junior</i>	37	13	50
<i>Senior</i>	34	11	45
<i>Graduating Senior</i>	Exempt	Exempt	Exempt

#### Requirements for commuter students

A full description of these requirements are available in the Student Handbook found here: [https://www.southern.edu/administration/student-development/docs/2022\\_23UndergraduateHandbook.pdf](https://www.southern.edu/administration/student-development/docs/2022_23UndergraduateHandbook.pdf).

Students can make an appointment with any of the chaplains. Students can request to have either an in-person or online visitation.

## CFR 2.2

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 ways in which spiritual involvement and commitment are demonstrated.

The primacy of spiritual development includes time set aside for prayer and reflection. Employees are invited every Monday to participate in an online prayer group where the needs of the campus, staff and students are prayed over by faithful administrators, faculty, and staff. Faculty also seek to integrate faith and learning; they report that most of the class periods commence with prayer or a devotional thought.

The professors also integrate, as appropriate, spiritual truths in any given class period with the course content. In assessing the spiritual atmosphere of the classroom, findings from the Spiritual Life Survey reveal that students are experiencing spiritual growth from a substantial number of faculty who consistency reinforce how to develop spiritually. A results of the Spiritual Life Survey have been included as an attachment.

A campus prayer walk was initiated in 2020 as faculty shared their desire to pray for the campus grounds before students returned to the university. Since then, the prayer walk has become a standing feature of colloquium week as faculty and staff gather on a Saturday evening in August to participate in a one-hour prayer walk across campus. Six locations are selected with administration, faculty and staff leading in a Scripture reading and prayer. The prayer walk is organized by the vice president of spiritual life, associate chaplain, and the dean of the school of religion.

[The Student Success Center](#), through the [First Year Experience](#) program, provides purposeful mentoring programs to our new students that includes spiritual nurture of freshman. Mentors are comprised of dedicated student workers who have matriculated through Southern for at least one to two years and demonstrated success while navigating university life. Mentors are supported by a team of faculty to ensure new students receive excellent guidance and resources to foster their academic, social, and spiritual growth. To nurture a sense of belonging, mentors plan social gatherings in small groups for new students and plan times of worship together.

A mentoring program for new professors is housed in [The Center for Teaching Excellence and Biblical Foundations for Faith and Learning](#). The mentoring program is designed to intentionally support the development of new professors in the area of biblical foundations for faith and learning. The areas of emphasis include the planning of instruction that naturally infuses faith within the teaching and learning experiences, as well as research, community service, and the established culture of Southern.

The primacy of spiritual development also includes dedicated physical spaces set aside for prayer and reflection. Southern purposefully incorporates spaces that nurture spiritual growth when designing new buildings, as evidenced in the [Bietz Center for Student Life](#), which opened in Fall 2021. The new center includes a prayer room and chapel located on the third floor, it incorporates beautiful design features that inspire prayer and biblical engagement. Dedicated spaces can also

be found in both residents' halls which have spacious chapels for dorm weeks of prayer and weekly dorm worship services. The Promenade, a main thoroughfare for students to walk to classes, also features a stunning Garden of Prayer with benches and inspirational quotes that encourages students, faculty, and staff to take time and pray in the beauty of God's nature. The [Collegedale Adventist Church](#) is also located on the campus of Southern Adventist University where many of the campus worship services are held.

### **A Description with Examples of Extent of Participation of Administration, Faculty, and Staff in Specific Spiritual Life Programs and Activities**

The following is a partial list of the extent of participation in Spiritual Life programs and activities of administration, faculty, and staff.

- Worship planning teams: Merge, Adoration, and Renewal worship teams are comprised of students, faculty and church staff collaborating together regularly to create and participate in worship services on Sabbath morning.
- Community Service Day: Over 20 faculty/staff members help lead more than 600 freshmen each August in serving the needs in the Chattanooga area during Freshmen Community Service Day with many more staff members serving alongside students. Faculty/staff members participate with 700 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.
- [The GymMasters](#) incorporate witnessing and anti-drug programs into presentations at area middle and high schools and half-time shows at athletic events. Ministry typically involves annual domestic and international mission trips involving three faculty/staff members and 40 to 50 students; however, international travel has been limited due to the pandemic. Domestic tour performance locations include school assembly programs, college and professional half-time shows, parades, fairs, and a Home Show performance at Southern Adventist University. Shows emphasize the importance of healthy living, commitment, dedication, teamwork, and most importantly a relationship with God.
- [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. Over 9,000 guests from the Greater Chattanooga area and beyond come to campus to experience the pageant each Easter.
- Vision Trips: Christian Service coordinates four to six one-week short term mission trips each year that focus on serving communities in need both domestically and internationally. Eight to twelve faculty/staff members participate with 60 to 90 students who serve by helping homeless shelters, crisis childcare centers, and providing medical assistance.
- Employee LifeGroups: Employee LifeGroups were launched in the 2023/2024 academic year and provide faculty and staff the opportunity to belong to a spiritually transformative small group community. Groups meet for one hour each week and cover topics such as

how to follow Jesus and biblical principles for building bridges with others. There are currently four groups meeting with an average size of eight faculty and staff.

- Faculty and staff speaking appointments: Faculty and staff members are invited to speak at various spiritual events on campus including Vespers, ERC Missions weekend, Student Missions retreat, dorm week of prayer and Convocation. Faculty and staff speak at least once a year at each of the programs and worship service on topics such as sexual integrity, witnessing, and biblical leadership.

### **Examples of Groups and Programs for Service and for Witness Led or Sponsored by Administration, Faculty, or Staff**

The importance of service and witnessing on Southern's campus is highlighted by the various programs that are both led and sponsored by administration, faculty, and staff. Below are a partial number of the examples that demonstrate commitment to the values of service and Christian witness.

- The director of Christian service works with the Vision Trip coordinator to organize and launch four to six one-week short term mission trips each year. Each trip works closely with partner organizations, many of which are affiliated with the Seventh-day Adventist Church, that focus on fulfilling the worldwide mission of the Adventist Church through sharing Christ's love. The People of Peru Project is one example of organizations that Vision Trips has worked with for many years. Each trip requires two Southern employees to travel with the student group and enables sponsors to not only serve the community but provides opportunities to witness to our students in an organic way.
- ERC Mission Trips are organized by the associate director of R. H. Pierson institute of evangelism and world missions. The associate director 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. All those who attend the public evangelism series are invited into a saving relationship with Jesus while hearing the Gospel shared in context of the three angels' messages of Revelation 14.
- The director of student missions oversees the Student Missions program that launches over 50 student missionaries every year for 4 - 24 months. Student missionaries live in, learn from, and serve alongside a community around the world. The vast majority of locations students serve are either are owned or affiliated with the Seventh-day Adventist church and seek to fulfill the church's worldwide mission. Such organizations include Adventist Frontier Missions, Hong Kong Adventist College, and River Plate Adventist University.
- Local community service opportunities are organized by staff members in Christian Service who invite students to participate in helping greater Chattanooga community members. Services include local food distribution to families in need, building beds, and visiting local nursing homes. Opportunities range from specific events that regularly serve a few times a month to general events like Freshman service day and M. L. King Community Service Day that are held once a year. Since 2020, over 30,000 pounds of food have been distributed to community members in need since the pandemic.

### CFR 2.3

The creation of the Spiritual Master Plan (SMP) developed through work of the Spiritual Life Committee that comprised of various administrators, faculty, staff, and students. This wide collaboration across the campus along with the support of student-focused churches provides the opportunity for students to engage in planning, service, and community activities.

Per the 2022 - 2023 Employee Handbook, the Membership of the Spiritual Life Committee is as follows:

- Vice President for Spiritual Life and chaplain, chair
- President
- Vice President for Student Development
- Three members of the University Assembly appointed by the University Senate, one of whom teaches in a graduate program to staggered, non-renewable, three-year terms (eligible for another term after a one-year hiatus)
- One representative of the School of Religion appointed by the Dean of the School of Religion
- The Senior Pastor of the Collegedale Church or his designee
- Two students appointed by the Student Association Senate to one-year, nonrenewable, terms, and
- Two students appointed by the committee chair for one-year terms

There are several evaluation instruments used to measure the effectiveness of the Spiritual Master Plan. For the past five years our undergraduate students have been invited to complete our university's Spiritual Life Survey. The survey assesses a broad range of ministry areas on campus such as spiritual practices and support. Some examples of the survey results and questions are attached (PDF). These samples illustrate the following:

- Support of spiritual practices including university chapel services, and
- Support of students' spiritual journey including teachers/faculty that reinforce how to grow spiritually.

An evaluation instrument is also used in assessing the effectiveness of LifeGroup (small group ministry) directors and coaches. A sample of the questions are provided below:

a. With regularity, do you... (Choose from poor, fair, satisfactory, very good, or excellent)

- i. Model spiritual fitness to coaches?
- ii. Guide coaches with encouragement?
- iii. Build intentional relationships with coaches?
- iv. Have a clear vision for each coach?
- v. Follow through with your vision for each coach?
- vi. Help coaches discern their growth areas and equip them accordingly?
- vii. Offer coaches solutions to problem solving?
- viii. Help coaches expand their vision to include missional components to their LifeGroup (e.g., outreach)?



b. Short answer: Tell us a story about a LifeGroup Coach who has experienced spiritual transformation personally.

The plan of spiritual events for the current Fall 2022 semester includes devotional and worship opportunities, campus ministry activities, outreach and mission programs, small group interactions, residence hall programming. Below is a sample of the events that will be taking place in the Fall 2022 semester.

Date	Event	Location
Every Friday night	Campus wide Vespers (student led)	Collegedale Church
Every Mon-Thurs morning	Morning Meditation	Talge Hall (co-ed)
Every Tuesday night	Chapel Service	Thatcher Hall Chapel (co-ed)
Every Sabbath	Evensong	Collegedale Church
Every day of the week	LifeGroups	Various locations around campus and in the community
Twice a month	Community service food distribution	College Plaza

### **Description of the Possibilities for Student Involvement in Spiritual Activities as Participants and as Leaders**

Numerous opportunities are provided to students who seek to be involved in spiritual activities on campus, both as participants and as leaders. Student involvement is seen as a key element to the discipleship process at Southern and an attribute to personal spiritual growth.

Vespers provides an opportunity for students to be worship participants each Friday night. Over 900 students participate in the worship service each week through singing, prayer, scripture reading and Afterglow. Below is a list of student leader positions for Vespers, each leader plays a vital part in the planning and execution of Vespers each week. These positions are typically held for one academic year and require an interview process.

- Student Music Chaplain: Schedules, trains, and mentors student worship leaders and bands for Vespers, Weeks of Prayer, and other specified worship events occurring on campus
- Student Vespers Coordinator: Coordinate various elements of Vespers and Vespers related programs
- Student Afterglow Coordinator: Directs and curates Afterglow on a weekly basis

Students can participate or choose to lead a small group on campus through the LifeGroup ministry that supports over 80 LifeGroup leaders. Students seeking belonging can join any one of 80 student-led small groups meeting for one hour each week. Students can also use their spiritual gifts by leading a transformative small group, personalized according to their own spiritual journey and passions. As a LifeGroup leader students receive step-by-step mentorship from a LifeGroup Coach. Students can also choose to further invest in their spiritual leadership by becoming a LifeGroup Coach and by mentoring group leaders to reach their fullest potential.

A student leader coordinates the Collegiate Sabbath school class each Sabbath morning. The Sabbath School class is called *The Experience* and meets in the fellowship hall of Collegedale university church. Students have the opportunity to participate through scripture reading, providing reflective feedback and leading in prayer.

**Merge** is a gospel-style, multicultural, student led worship service that meets on Sabbath at 11:45 am. Over 400 students participate in the worship service with five student leaders helping plan and execute the program each week.

Renewal is the worship service led primarily by Southern students at Collegedale Church on the university campus at 11:45 a.m. each Sabbath. Students participate in worship, scripture reading, singing and prayer. The service is coordinated by a student leader who is responsible for worship schedule, finding student worship participants and leading in pre-service meetings.

### **Description of How the Institution Selects Student Spiritual Leaders**

Every student on campus is given the opportunity to be a spiritual leader in the Office of Ministry and Missions by applying for a student leader position on the student job board. After a student successfully completes an application, they are interviewed by the vice president of spiritual life, associate chaplain or assistant chaplain depending on the position. The student leader is asked to review and sign a one-year contract that clearly outlines the tasks, responsibilities, and expectations of leading in the role. Some of the key characteristics that sought is a successful student candidate include:

- Demonstrates a personal, intimate relationship with Jesus Christ
- Able to articulate their personal relationship with Jesus
- Proficient at managing time
- Works well with groups and teams, and
- Interpersonal and communication skills.

Students are also given opportunities to lead in numerous ministries on campus including various worship services. The Vespers service, Collegedale church and Merge worship service provide students a connection card and/or weblink to register their interest to serve in ministry. Once interest has been registered, the ministry leader or pastor follows-up with the student to answer questions and provides practical next steps of how they can get involved.

### **Description of Curricular Requirements for Student Involvement in Service Learning, as Well as Training and Opportunity for Witness, Including Students in any Alternative Learning Modalities**

Students are encouraged to integrate their faith and learning. The Christian Service graduation requirement is intended to help students develop the ability to become contributing members of churches, families, groups, and communities. The Christian Service Program requires students to serve in two main categories: community service and service-learning as follows:

1. Three organized and pre-approved service events (3-5 hours each). Transferring sophomores need to complete two activities. Transferring juniors or seniors, and associate graduates need to complete one.

2. Two service-learning experiences such as those included in (SERV-2) designated courses, short term mission trips or approved student lead projects (15 hours minimum each). Transferring sophomores need to complete two. Transferring juniors or seniors, and associate graduates need to complete one.

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:

RELP 467	HLED 491	TECH 115	BIOL 317	ACCT 261	ACCT 461
EDUC 419	EDUC 472	EDUC 473	EDUC 477	PSYC 100	GEOG 204
ENGL 202	NOND 227	NOND 228	HLED 470	PETH 364	OUTL 301
NURS 420	HIST 298	INDV 110	INDV 350	SPAN 207	SPAN 208
BMKT 423	PREL 482	ARTF 353	ARTG 420	FREN 353	ENGL 202
SOCW 428	SOCW 429	ARTF 353	ARTF 322	BUAD 233	CHEM 205
COMM 200	OULT 345	CPTE 300	HSSL 492	MGNT 288	MGNT 488
BMKT 424	SPAN 354	MATH 205	MATH 305	PREL 368	MDLG 300
NOND 050	NOND 226	NURS 327			

The [\*\*Evangelist Resource Center \(ERC\)\*\*](#) program trains, equips, and sends student evangelists across the globe to share the good news of salvation through an evangelistic series. Trips take place during the Fall, Winter, and Summer semesters.

The [\*\*Soul-Winning and Leadership Training \(SALT\)\*\*](#) program is a partnership with the evangelistic ministry of It Is Written. This dynamic evangelism training program on campus offers students fully accredited college classes, a Bible worker certification, and hands on training.

Through [\*\*Vision Trips\*\*](#), students are equipped to create, co-lead, or participate in short-term mission trips globally. Vision Trips primarily travel during spring break and early in the summer and are part of the Office of Ministry and Missions at Southern Adventist University.

Since its inception in 1967, the [\*\*Student Missions\*\*](#) program has sent more than 2,000 student missionaries who have taken a school year or summer to follow the calling God and serve around the nation and the world. Student missionaries serve as teachers, medical assistance, provide orphan care and participate in friendship evangelism. Student missionaries are required to complete NOND 099, Student Missions Orientation, prior to placement in a volunteer position. NOND 099 is also taught online.

Personal Evangelism RELP-363-A is an online course that covers the principles and practice of one-to-one evangelism, including the use of different witnessing styles to attract people to Christ and His church. Special focus is given to conducting effective Bible studies and working in local church outreach endeavors.

### Evidence of the Strength of the Student Mission Program, including Short-term Evangelistic and Outreach Experiences, as well as a Formal Student Missionary Program

**Student Missions:** Southern Adventist University has a long history of commitment to student missions that started in 1967 when Southern sent its first student missionaries. The Office of Ministry and Missions coordinates students' involvement in 4-to-12-month student missionary or volunteer task force positions. An average of 43 students choose to serve per year based on the last three years of data. These students serve in the USA and in several foreign countries, including countries in Africa, South and Central America, Southeast Asia, Middle East, and Europe. Figures for the past three years are presented in Table 1.

**Table 1: Placements of Student Missionaries and Taskforce Workers, 2019-2022**

Destination	2019/2020	2020/2021	2021/2022
Student Missionary	6	10	7
Taskforce	28	28	49
<b>Total</b>	<b>34</b>	<b>38</b>	<b>56</b>

**Vision Trips:** An average of 60 students choose to serve as volunteers on a Vision Trip. Students serve in the USA and in several foreign countries, including Peru, Bangladesh, and Morocco. Figures for the past four years are presented in Table 2.

**Table 2: Placements of Vision Trip Volunteers, 2018-2022**

Destination	2018/2019	2019/2020 <i>Travel cancelled due to pandemic</i>	2020/2021 <i>Only domestic trips</i>	2021/2022
Vision Trip Volunteers	180	0	8	49

**ERC Trips:** An average of 130 students choose to serve on an ERC trip. Students preach a full evangelistic series and invite attendees to accept Jesus through baptism. Student volunteers in the USA and in several foreign countries, including the Dominican Republic, Kenya, and Ecuador. Figures for the past three four are presented in Table 3.

**Table 3: Placements of ERC Trip Volunteers, 2018-2022**

Destination	2018/2019	2019/2020 <i>Travel cancelled due to pandemic</i>	2020/2021	2021/2022
ERC Trips	112	21	41	106
Baptisms	1,662	200	266	1,665

### Student Survey Responses on the Outcomes of Spiritual Program Opportunities

Results from the Spiritual Life Survey conducted in January 2022 and completed by 988 students are presented below in Table 4. The table highlights that in all five areas of faith in action, students

responded as Southern performance being high. The results for the Spiritual Life Survey: Faith in Action are attached.

#### **CFR 2.4**

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

The directors for student missions and Christian service are part of the Office of Ministry and Missions staff. The Office of Ministry and Missions 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 provide various premarital inventories and spiritual counseling programs to aid in the establishment of healthy Christian relationships.

The Vice President for Spiritual Life oversees all areas of spirituality on the campus of Southern Adventist University in conjunction with the mission of the university and the Seventh-day Adventist Church. He helps provide spiritual mentoring and programming for students, spiritual support for employees, and spiritual guidance for administration and campus decision-making. As a chaplain, the vice president for spiritual life fosters faith development and spiritual care for students and employees while collaborating with the pastoral staff of the Collegedale Church of Seventh-day Adventists to coordinate Christian growth and fellowship between the campus and church.

One of the primary and growing roles of the university vice president for spiritual life is to actively oversee the development and implementation of a campus-wide Spiritual Master Plan. To facilitate this process the vice president for spiritual life serves on the President's Cabinet to ensure spiritual focus and accountability. He also maintains a high level of visibility on campus and accessibility to students and employees. Provides confidential pastoral care for the campus family. Partners with Student Development to plan and schedule all spiritual event programming additions to the university calendar. Provides strategic guidance on issues related to the spiritual growth and personal development of the campus family. He also chairs the Spiritual Life Committee, serves as secretary to the board of the trustees Spiritual Life Committee, is a member of the Student Missions and Evangelism Committee, and serves as a board member of the Collegedale Church Board.

The Associate Chaplain serves a vital role in providing spiritual care for students and employees of the university and assists the vice president for spiritual life in the implementation of the Spiritual Master Plan. She provides spiritual care for university students, including preparation for baptism, spiritual coaching and other resources that foster spiritual development and discipleship such as retreats. Initiating activities and programs which cultivate personal spiritual development within students through intentional mentorship with university employees and church members is a key ministry function. The associate chaplain also facilitates the LifeGroup (small groups) ministry that currently serves over 80 student groups that meet each week on campus. The associate chaplain also serves on the Diversity Committee on campus.

The Student Missions Director is responsible for directing all aspects of the student missions program including the recruitment, screening, training, finances, and processing of approximately 50 outgoing student missionaries. He also maintains communication and pastoral care for current student missionaries while also supporting recently returned student missionaries.

The Director for Christian Service manages the Christian Service Program by increasing the awareness of the program, developing and nurturing community partnerships, partnering with faculty and community organizations to create new opportunities for students to serve, and facilitating the data and tracking system. The director also coordinates the continuation and expansion Vision Trips (short-term mission trips) in various academic disciplines. The director plans and executes major community service events annually including M.L. King Service Day, Freshman Service Day, and Christian service emphasis week. The director serves as chair of the Christian Service Committee and is a member of the Student Missions and Evangelism Committee.

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, ministry expo, afterglow, and the winter Student Week of Prayer.

The Office of Ministry and Missions and related staff offices are located on the second floor of Bietz Center for Student Life.

### **Description of the Selection Process for the Campus Chaplain(s), indicating Institutional Involvement**

In 2019, the role of VP for Spiritual Life and Chaplain was created under the spiritual vision of the then president, Dr. David Smith, and the board of trustees. The interview process included wide institutional involvement with applicants meeting numerous representatives over a two-day period. The list of campus representatives is provided below:

- Associate Vice President for Human Resources
- Senior Vice President for Financial Administration
- Members of president's cabinet
- Deans and Chairs
- Vice President for Student Development
- Senior Pastor of the Collegedale Seventh-day Adventist Church
- Student group
- Senior Vice President for Academic Administration
- Associate Chaplain and the chaplain's team
- President of Southern Adventist University, and
- Search committee members.

### **Description of the way the Chaplaincy Ministry of the Institution is Organized and of Student Services Provided**

The Office of Ministry and Missions is a hierarchical structure where there is a clear chain of command that includes the vice president, chaplains, directors, part-time employees, and student leaders. The chaplains and directors delegate tasks to members of their ministry teams. The organization chart for the office of ministry and missions is attached.

Student services provided for each ministry function of the Office of Ministry and Missions has been listed below.

Position	Student Services Provided
VP for Spiritual Life and Chaplain	Premarital counseling, preaching at various student events, bible studies, baptisms, discipleship training, hiring student leaders, and biblical counseling
Associate Chaplain	Premarital counseling, preaching at various student events, bible studies, baptisms, discipleship training, hiring student leaders, and biblical counseling and supporting over 80 student-led LifeGroups
Director for Student Missions	Provides students with long-term, domestic, and international student missions opportunities that transform communities across the world while putting students' faith into action
Director for Christian Service	Provides students with local community service and short-term mission trip opportunities across the world by putting students' faith into action
Assistant Chaplain	Plans and executes students-led Vespers worship services, ministry expos, and afterglow experiences. Biblical counseling and support.

### **Description of the Relationship Between the Campus Church(es) and the Institution, with Evidence Provided of Collaborative Planning and Involvement.**

Close collaboration exists between the campus church pastoral staff and the university in the spiritual life of the students. The senior and associate pastors of the campus church meet weekly in pastoral staff meetings with the university chaplains on Tuesdays at 8:15 a.m. There are two student led worship services at 11:45 a.m. provided by the church, the services are called Renewal and Merge. Each week, the respective associate pastors assigned to oversee the details of the Renewal and Merge services meet with 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, invitations to speak at Vespers and colloquium, involvement of faculty in Sabbath School, outreach/evangelism activities, and church sponsorship of university-led musical presentations, student missions care packages, connections café, and a collegiate sabbath school called *The Experience*.

The Senior Pastor of the Senior Pastor of the Collegedale Seventh-day Adventist Church is a member of the Board of Trustees and various university standing committees, including the Spiritual Life Committee and Facilities 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. An associate pastor also leads an employee LifeGroup every Thursday at 12:00 p.m. in the Presidential Banquet Room.

## Results of Formal Evaluations of Services Provided by the Chaplain(s) and/or Campus Church Pastor(s).

Please see the attached documents.

### CFR 2.5

## Results of assessments that document the extent to which students experience and graduates/alumni attain spiritual development while at the institution, as well as the factors that may have contributed to or detracted from this development

Southern Adventist University regularly conducts surveys to assess the extent of graduate/alumni spiritual development. These surveys include the National Survey of Student Engagement (NSSE), Senior Exit surveys, alumni year one surveys, and alumni year five surveys. Tables 4 and 5 below compare assessment results to measure the spiritual development of first-year student class (FY) to the senior class (SR) based on the NSSE survey.

**Table 4. NSSE Comparative of 2019 First-Year Students with 2019 Senior Students**

<b>Description</b>	<b>2019 FY (Agree and Strongly Agree)</b>	<b>2019 SR (Agree and Strongly Agree)</b>	<b>Spiritual Development Increase/(Decrease)</b>
(3b) The Bible has become more relevant to my life	63%	73%	10% Increase
(3d) I have a more mature faith	66%	79%	13% Increase
(3f) I am more committed to understanding the will of God in my life	80%	86%	6% Increase
(4) As a result of my experience at my college/university, I am more committed to the beliefs and values of the Seventh-day Adventist Church	69%	68%	(1%) Decrease
(5b) Spend time in personal, individual devotions (prayer, reflection, Bible study, etc.)	53%	61%	8% Increase



**Table 5. NSSE Comparative of 2017 First-Year Students with 2017 Senior Students**

<b>Description</b>	<b>2017 FY (Agree and Strongly Agree)</b>	<b>2017 SR (Agree and Strongly Agree)</b>	<b>Spiritual Development Increase/(Decrease)</b>
(3b) The Bible has become more relevant to my life	65%	76%	11% Increase
(3d) I have a more mature faith	69%	78%	9% Increase
(3f) I am more committed to understanding the will of God in my life	77%	83%	6% Increase
(4) As a result of my experience at my college/university, I am more committed to the beliefs and values of the Seventh-day Adventist Church	64%	70%	6% Increase
(5b) Spend time in personal, individual devotions (prayer, reflection, Bible study, etc.)	52%	59%	7% Increase

In 2022, Southern conducted a five-year alumni survey. 96 respondents (approximately one quarter of the graduate class) completed the survey. Question nine in the survey asked, “How much did your education at Southern contribute to your personal growth in the following areas?” Two of the areas measured included spiritual development while at Southern. Below are the results of each spiritual area. The alumni results appear to reveal a positive level of spiritual consistency five years later.

#### **2022 Five Year Alumni Survey**

<b>Description: How much did your education at Southern contribute to your personal growth in the following areas?</b>	<b>Percentage that responded in the affirmative with “Quite a bit” and “Somewhat”</b>
Understanding the Bible	89%
Growing spiritually	88%

**Results of Student and Alumni Surveys That Seek to Assess the Level of Participation in Service, Both While at the Institution and After Graduation, as Well as the Development of a Personal Service Ethic**

The 2022 five-year alumni survey accesses the level of alumni participation in service after graduation. Based on 96 respondents (approximately one quarter of the graduate class), 88% affirmed that they are participating in community service. Although the survey did not specifically ask alumni what their level of participation was while matriculating at Southern, it does reveal a positive level of spiritual stickiness five years later.

**Results of Student and Alumni Surveys That Assess the Level of Participation in Witness, Both While at the Institution and After Graduation, as Well as the Development of a Worldview in Which They See Themselves as Active Witnesses for God**

This question of participation in witness is not directly asked in current Alumni surveys. Study will be given to questions regarding witness and worldview can be applicably added to future alumni surveys.

**CFR 2.6**

Although Southern Adventist University has a vibrant spiritual life program, the university is committed to further developing and improving this area. The office of Ministry and Missions has identified six benchmarks for further development and improvement. They are as follows.

**Spiritual Growth:** Students continue to grow spiritually

**Character Development:** Implement five outside-the-class curriculum (OCC) modules that utilize the transformation process to aid students in developing character reflecting the fruit of the Spirit along with assessment instruments to determine the modules' effectiveness and appropriate badging for students who complete the program

**Small Group Ministries:** Increase student Life-Groups for further student engagement in spiritual activities and character development

**Student Missionaries:** Increase the number of students participating as student missionaries

**Vision Trips:** Increase the number of students participating in vision trips

**Spiritual Culture:** Increase the number of students who indicate they agree on the Spiritual Life Survey that Southern's campus culture and environment have a positive impact on their spiritual life

A comprehensive document is attached.

### **Area 3: Governance, Organization, and Administration**

*The institution has a coherent governance structure, organization, and administrative leadership that provide strong mission-driven direction to the institution.*

#### **CFR 3.1**

##### **Governance, Organization, and Administration**

Southern Adventist University "has a coherent governance structure, organization, and administrative leadership that provide strong mission-driven direction to the institution" and its "Board of Trustees/Council supports the mission of the institution as a reflection of the mission of the Church and seeks to ensure its own commitment to the philosophy of Adventist education." The university's 2020-2021 Board of Trustees is composed of 33 members (See attached).. It is the legal body with specific authority over the institution. The University's Charter, Item 9 states that "the Board of Trustees shall have the ordering of all affairs of the corporation and the management and disposal of its property and funds and the execution of all trusts confided to it" (see attached). Additionally, the University's Bylaws, Article 4.6 states that "The primary role of the Board of Trustees is to provide oversight to the development and fulfillment of the university mission, vision, values, and strategic plans. In this primary role, the Board of Trustees must continually evaluate the educational, occupational, moral, spiritual and social needs of the Seventh-day Adventist Church and the community so as to guide the University wisely to meet these needs" (See attached). This authority includes the legal authority and control of the institution's mission, fiscal stability, policies, and related foundations. Article 11 of the Bylaws provides that the Bylaws may be amended only by a vote of two-thirds of the membership" (see attached).

Per Article 2 of the Bylaws of Southern Adventist University, membership "shall be comprised and made up of (a) the persons duly and regularly elected, appointed or selected as delegates to any regularly called session of the Southern Union Conference, according to the adopted and established rules and regulations thereof, and (b) the current Board of Trustees," Members include ex-officio members and lay persons who are "not on the denominational payroll."

In keeping with the conflict-of-interest policy in the University's Bylaws, Article 9.4, all members of the Board of Trustees must annually disclose any potential conflicts of interest on the University's conflict of interest form provided on page 43 of the *Board of Trustees Handbook* (see attachment).

The signed conflict of interest forms from the 2020-2021 Board of Trustees (see attached) demonstrate that both Dr. Ron Smith, chair of the Board of Trustees, and a majority of Board of Trustees members are free of any contractual, employment, personal, or familial financial interest in Southern Adventist University. The signed statements are filed in the President's Office. (Note: The new Board of Trustees members will sign COI statement at the Board meeting scheduled for October 2, 2022.)

**Supporting the institution as a reflection of the mission of the Church and seeks to ensure its own commitment to the philosophy of Adventist education**

Southern Adventist University's Board of Trustees reviews and approves the university's strategic plan and spiritual master plan. Additionally, the Board has an MTEC Committee that reviews the School of Religion's faculty for alignment with the church's mission and message. The attached minutes include MTEC approvals, approval of strategic plan, and approval of the spiritual master plan.

### **Board of Evaluation**

Board members are elected at the university's constituency sessions, which regularly occur in years ending in 1 and 6 (2011, 2016, 2021, etc.). In addition to the self-evaluations completed in 2013 and 2020, Southern Adventist University's Board of Trustees completed a self-evaluation process in Fall 2021 facilitated by the Association of Governing Boards of Universities and Colleges (AGB). Board members individually completed a survey prepared by AGB prior to the board's Fall 2021 meeting. Dr. Joe Burke from AGB analyzed the survey results and presented them to the Board of Trustees on October 10, 2021 (see attachment). In addition, Dr. Burke and new University President Ken Shaw led board members in a discussion of the strengths and challenges identified and a discussion of steps the board and senior administration can take to address challenges identified by board members and improve the board's effectiveness.

In addition, a policy statement has been drafted defining the expectations and timeline for future board self-evaluations that will be included in the Board of Trustees' Handbook:

### **Board of Trustees Self-Evaluation**

In keeping with the requirements for accreditation by the Southern Association of Colleges and Schools' Commission on Colleges, the Board of Trustees shall engage in a self-evaluation process at least once in every five-year board term. Typically, the self-evaluation will occur in the second year following the meeting of the members during which the Board of Trustees members' are elected. The Board of Trustees' self-evaluation should include, but not be limited to, a review of the Board of Trustees Handbook and policies, as well as, a self-reflective examination of the board's structure, effectiveness, and relationship with the president. The Board of Trustees, in consultation with the president, may select an external consultant to facilitate the self-evaluation process.

The policy statement specifies an appropriate maximum period between self-evaluations and the required minimum elements of a self-evaluation. The Board of Trustees' Governance Committee reviewed the policy statement and recommended it to the full Board of Trustees for adoption at the board's February 27, 2022 meeting. Results of the action from are evidenced in the attached minutes (see attached).

## CFR 3.2

**Documents that define the relationship of the institution to other entities (e.g., the Church, government, accrediting bodies, and educational institutions, including affiliations and extensions), with an evaluation of each to institutional mission**

Southern Adventist University currently maintains two contractual agreements where the University directly transcripts credits earned through the cooperative academic arrangement.

### **School of Business Memorandum of Understanding**

To enhance the educational experience of students in the international business program, Southern Adventist University maintains a contractual relationship with a Seventh-day Adventist College housed outside of the United States: Hong Kong Adventist College (see attached). This contract allows Southern students the opportunity to study abroad for one semester while earning Southern Adventist University credits. The contract requires the college to provide syllabi and faculty credentialing information so that the courses can be approved by the School of Business at Southern Adventist University and faculty can be treated as adjunct faculty of Southern Adventist University and subjected to the same credentialing process as all on-campus adjunct faculty (including submission of CV and transcripts for review and approval by the Associate Vice President for Academic Administration). The contract stipulates a five-year term and regular review of the terms of the contract by both parties.

Although the memorandum of understanding between Southern Adventist University and Hong Kong Adventist College was signed in November 2016, **no Southern Adventist University students** have attended Hong Kong Adventist College (HKAC) as a part of this agreement. Because no students have participated in this program, no example student transcripts or faculty evaluations are available.

In anticipation of students attending HKAC, Southern Adventist University received and reviewed HKAC faculty credentialing information (CVs and transcripts). Faculty qualifications were reviewed and approved/not approved by the Associate Vice President for Academic Administration per Southern Adventist University's standard procedure for approving faculty qualifications for all full-time and adjunct faculty. Examples of the faculty qualification data reviewed is provided.

### **Consortium of Adventist Higher Education Online (CAREonline)**

The Consortium of Adventist Higher Education Online (CAREonline) is a denominational consortium involving Southern Adventist University and Seventh-day Adventist colleges and universities in North America. The consortium was started to facilitate online course sharing between participating institutions. Consortium institutions have agreed to use Acadeum, an independent educational services provider, as the platform through which courses can be offered by teaching institutions and purchased by home institutions. Receiving/home institutions agree to transcript the courses they approve for their own students, and therefore, take the responsibility to verify the qualifications of the faculty, the quality of the course, and the equivalency of the course content to its own course prior to offering a CAREonline/Acadeum course to their students. The

CAREonline consortium agreement stipulates an annual auto-renewal term and the University has the right to withdraw 90 days prior to any academic term.

Southern Adventist University has operated as a teaching institution under this agreement, offering seats in our online courses to consortium institutions. **To date, no CAREonline/Acadeum courses have been offered to Southern Adventist University students.** Because no Southern Adventist University students have participated in this program, no example student transcripts, faculty qualifications, or faculty evaluations are available. In the event that a CAREonline/Acadeum course is offered to Southern Adventist University students, the course syllabus will be reviewed and approved by the relevant academic department faculty. Additionally, the course instructor will be treated as an adjunct faculty member of Southern Adventist University and will be subjected to the same credentialing process as all on-campus adjunct faculty (including review and approval by the Associate Vice President for Academic Administration).

### **Adventist Educational Alliance**

The Adventist Educational Alliance (AEA) is a denominational consortium involving Southern Adventist University, Union College (in Lincoln, NE), and Southwestern Adventist University (in Keene, TX). The consortium was started to explore ways in which the three institutions could be more efficient by sharing academic and back-office resources. On the academic side, distance education classrooms have been created on each campus with compatible technology to facilitate classroom-to-classroom video conferencing between the three institutions.

Distance education courses received by Southern Adventist University from the other institutions are treated as our own courses. Syllabi are approved by the relevant academic department chair / school dean. Courses are placed on Southern Adventist University's course schedule, and students register for them through Southern Adventist University's registration system. Remote faculty are treated as Southern adjunct faculty and are subject to the same credentialing process that all Southern adjunct faculty must satisfy (including submission of CV and transcripts for review and approval by the Associate Vice President for Academic Administration). Other than a general understanding that the three institutions are interested in pursuing mutually beneficial resource-sharing arrangements, there is not a formal agreement to share specific courses. As such, course/faculty sharing is handled on a case-by-case basis with no financial exchange occurring. Each course and remote faculty member is subjected to the same level of scrutiny as that of local classes taught by adjunct faculty.

The AEA concept was developed by the presidents of the three institutions at a joint meeting in 2013. Since then, all three presidents have retired or transitioned to different positions. It appears that although the presidents reached a "gentlemen's agreement" on the alliance, the subsequent work on a formal agreement between the three institutions was never completed. Despite the lack of a formal agreement, the three institutions have made steady progress on sharing resources to the mutual benefit of all parties. The policies and procedures governing the relationship have been set forth (and regularly reviewed and revised) in the AEA Policy Handbook. The AEA Policy Handbook is formally agreed upon and approved by the Senior Vice President for Academic Administration at each institution.

Only one course has been offered to Southern Adventist University students through the AEA consortium between Fall 2018 and Winter 2021, with Winter 2018 being the last semester in which multiple courses were offered to Southern Adventist University students through this agreement. Evidence of the policies and procedures governing the AEA can best be seen by the following:

- Faculty from Union College or Southwestern Adventist University teaching Southern Adventist University students are treated as adjunct faculty members and must pass our standard faculty qualification approval processes. Approval for faculty teaching courses in the Winter 2018 semester can be seen in the Request for Adjunct Faculty forms signed/initialed by the Associate Vice President for Academic Administration along with accompanying CVs and transcripts.
- Adjunct faculty members (including those teaching under the alliance) are evaluated by the respective school dean/department chair using our Adjunct Evaluation Form. Examples of completed evaluation forms for Union College or Southwestern Adventist University faculty teaching within the alliance are available upon request.

**Board/Council policies regarding the hiring and evaluation of administration, and Board/Council accepted performance indicators of the same**

Per Article 6 of the Bylaws, as the chief executive office of the university, the President's functions include "appointing vice presidents and appointing, promoting, reassigning, disciplining or discontinuing other administrators, faculty, and staff within the guidelines of the University faculty and staff handbook, North American Division and General Conference Working Policies" (see attachment). Furthermore, in support of the institution's mission, vision, and goals, the Board of Trustee approved the goals "related to spiritual mission and Board/Council accepted performance indicators of the same"

Southern Adventist University's Bylaws, Article 4.6, the Board of Trustees has the authority to appoint or remove officers (see attached). Dr. Ken Shaw was voted president of the University by the Board of Trustees on February 28, 2021 (see attached document), and took office on June 1, 2021. Having served for just over a year at the time of this report, it is too early for the board to have formally evaluated Dr. Shaw's performance. However, it is anticipated that the Board of Trustees will evaluate him within the first three years of his tenure as president in keeping with its historical practice.

Southern Adventist University's Board of Trustees has regularly evaluated the University President. In 2014, the Board of Trustees performed its last evaluation of Dr. Gordon Bietz (president from 1997-2016) two years prior to his retirement. In 2016, the Board selected Dr. David Smith to serve as president. Three years later, the Board of Trustees evaluated Dr. David Smith in his role as president at its October 6, 2019 board meeting.

The following table provides a timeline of the Board of Trustees' most recent presidential evaluations. Links are provided to the evaluation survey results and minutes documenting the Board of Trustees' evaluations.

Date	Event
May 2014	Last evaluation of Dr. Gordon Bietz (president from 1997 - 2016) (see attached)
June 2016	Dr. David Smith begins service as president
October 2019	Board of Trustees' Presidential 360 Evaluation
June 2021	Dr. Ken Shaw begins service as president

In the fall of 2019, university personnel administered a 21-question survey titled "2019 Board of Trustees Presidential 360 Evaluation" (see attachment) to all members of the Board of Trustees. The survey included both Likert-scale and open-ended questions and gave board members the opportunity to anonymously rate the president in the areas of leadership, administrative and organizational skills, organizational climate, and communication. The survey results were compiled by the Executive Director of Institutional Research and Planning and provided to the Board of Trustees. As recorded in the board minutes, board members discussed the presidential evaluation results in executive session at the October 6, 2019 Board of Trustees meeting (see attached).

As indicated earlier, Dr. Ken Shaw, the current university president, was appointed by the Board of Trustees at its February 28, 2021 meeting. Having served for just over one year at the time of this report, it is too early for the board to have formally evaluated Dr. Shaw's performance. However, it is anticipated that the Board of Trustees will evaluate him within the first three years of his tenure as president in keeping with its historical practice.

### CFR 3.3

The job descriptions for Southern Adventist University's top administrators are attached. The university president performs appraisals of the top-level administrators by engaging in conversations that address performance, and current and future goals. The outcomes of these conversations are documented and filed with Human Resources.

Senior Vice Presidents and Vice Presidents conduct evaluations of their personnel. These appraisals are conducted one-on-one and allow for dialogue regarding achievement, goals, needs, and opportunities for growth--in the context of the university's mission, vision, goals, and values.

The policies for employee evaluation are published in the *Employee Handbook, Section 4060 relates to* salaried staff (see attached). Non-faculty personnel are evaluated by their supervisors annually. Human Resources sends out the announcement and evaluation forms early in the year, and the completed evaluations are returned to Human Resources. A sample form is attached.

Completed supervisor evaluations for non-faculty employees are archived in the Human Resources office and can be reviewed by the AAA evaluators upon request.



**CFR 3.4****Response**

Southern Adventist University has qualified academic and administrative officers with the experience, competence, and capacity to lead the institution. The University's organizational chart [Attachment: 2021\_Organizational\_Chart.pdf] clearly identifies the cabinet-level administrators and their titles as well as listing the associate vice presidents and departments that report to each vice president.

As provided in Table 1, Curriculum Vitae (CVs) and transcripts of the administrative officers support their credentials and experience. Job descriptions for the president and vice presidents are published in the *Employee Handbook*, Section 1010, and job descriptions for the other administrative officers are housed in the Office of Human Resources (see attached).

Job titles, highest earned degree, and years of relevant experience are summarized for cabinet-level administrators in Table 1. Full job descriptions are attached for each position. The same information is provided for expanded cabinet-level administrators in Table 2. Job descriptions for the other administrative officers are housed in the Office of Human Resources.

**Table 1. Summary of Qualifications for Cabinet-Level Administrators**

Position	Name	Highest Degree	Years of Relevant Experience
President	Ken Shaw	Ed.D.	<ul style="list-style-type: none"> <li>• 34 years experience in higher education including:               <ul style="list-style-type: none"> <li>○ President of Southern Adventist University for &lt;2 years</li> <li>○ Professor of Mathematics for 10 years</li> <li>○ Associate Dean of the Florida State University Panama City campus for 8 years</li> <li>○ Interim Dean of the Florida State University Panama City campus for 2 years</li> <li>○ Dean of the Florida State University Panama City campus for 5 years</li> <li>○ President of Southwestern Adventist University for 7 years</li> </ul> </li> </ul>

Senior Vice President for Academic Administration	Robert Young	Ph.D.	<ul style="list-style-type: none"> <li>41 years experience in higher education including:                             <ul style="list-style-type: none"> <li>Senior Vice President for Academic Administration at Southern for 15 years</li> <li>Vice President at Columbia Union College for 5 years</li> <li>Associate academic Vice President at Columbia Union College for 4 years</li> <li>Division chair at Columbia Union College for 1 year</li> <li>Faculty member at Columbia Union College for 17 years</li> </ul> </li> </ul>
Senior Vice President for Financial Administration	Tom Verrill	M.B.A.	<ul style="list-style-type: none"> <li>34 years experience in nonprofit financial services/administration including:                             <ul style="list-style-type: none"> <li>Senior Vice President for Financial Administration at Southern for 14 years</li> <li>Treasurer for two church denomination conferences for 12 years</li> <li>Associate treasurer for conference for 8 years</li> </ul> </li> </ul>
Vice President for Advancement	Ellen Hostetler	M.S.	<ul style="list-style-type: none"> <li>12 years of development and management experience                             <ul style="list-style-type: none"> <li>Vice President for Advancement for &lt;2 years</li> <li>Executive Director at skilled nursing facility for 5 years</li> <li>Director of Development at non-profit ministry for 6 years</li> </ul> </li> </ul>
Vice President for Marketing and University Relations	Ingrid Skantz	M.S.	<ul style="list-style-type: none"> <li>29 years experience in communications, marketing and public relations including:                             <ul style="list-style-type: none"> <li>Vice President for Marketing and University Relations at Southern for 8 years</li> <li>Assistant Director of Publications and Media Relations at Southern for 8 years</li> <li>Associate Director of Marketing and University Relations at Southern for 8 years</li> <li>Director of Marketing and University Relations at Southern for 5 years</li> </ul> </li> </ul>
Vice President for Enrollment Management	Jason Merryman	M.A.	<ul style="list-style-type: none"> <li>16 years experience in student finance and enrollment services including:                             <ul style="list-style-type: none"> <li>Vice President for Enrollment Management at Southern for 2 years</li> <li>Assistant Director of Enrollment at University of Phoenix for 4 years</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Admission Counselor/Recruiter at Washington Adventist University for 1 year</li> <li>○ Director of Financial Aid and Enrollment Services at Southern for 7 years</li> <li>○ Admissions Consultant for Independence University for 2 years</li> </ul>
Vice President for Student Development	Dennis Negron	Ph.D.	<ul style="list-style-type: none"> <li>• 29 years experience in higher education including:               <ul style="list-style-type: none"> <li>○ Vice President for Student Development at Southern for 8 years</li> <li>○ Associate Dean of Men at Southern for 14 years</li> <li>○ Professor of English at Southern for 7 years</li> </ul> </li> </ul>
Vice President for Spiritual Life & Chaplain	Joseph Khabbaz	M.Div.	<ul style="list-style-type: none"> <li>• 15 years of ministry experience in the Seventh-day Adventist Church including:               <ul style="list-style-type: none"> <li>○ Vice President for Spiritual Life &amp; Chaplain at Southern for 3 years</li> <li>○ Church pastor for 8 years</li> <li>○ Director of Young Adults for church denomination conference for 4 years</li> </ul> </li> </ul>

**Table 2. Summary of Qualifications for Expanded Cabinet-Level Administrators**

<b>Position</b>	<b>Name</b>	<b>Highest Degree</b>	<b>Years of Experience in Higher Education</b>
Associate Vice President for Academic Admin. & Dean of Student Success & Retention	Dionne Felix	Ph.D.	<ul style="list-style-type: none"> <li>• 23 years experience in higher education including:               <ul style="list-style-type: none"> <li>○ AVP and Dean of Student Success &amp; Retention at Southern for 4 years</li> <li>○ Assistant Professor of English at Oakwood University for 10 years</li> <li>○ Instructor of English at Calhoun Community College for 7 years</li> </ul> </li> </ul>
Associate Vice President for Academic Admin. & Dean of Graduate & Professional Studies	Tyson Hall	Ph.D.	<ul style="list-style-type: none"> <li>• 17 years experience in higher education including:               <ul style="list-style-type: none"> <li>○ AVP and Dean of Graduate &amp; Professional Studies for 3 years</li> <li>○ Professor of Computing at Southern for 14 years</li> <li>○ Interim Associate Vice President for Academic Administration at Southern for 1 year (part-time)</li> </ul> </li> </ul>
Associate Vice President for	Martin Hamilton	B.A.	<ul style="list-style-type: none"> <li>• 36 years experience in management including:</li> </ul>

Financial Administration			<ul style="list-style-type: none"> <li>○ Associate Vice President for Financial Administration at Southern for 17 years</li> <li>○ Senior management positions in the for-profit sector for 11 years</li> <li>○ Director of Property and Industry at Southern for 7 years</li> </ul>
Associate Vice President for Budgeting & Financial Analysis	Doug Frood	M.S.	<ul style="list-style-type: none"> <li>• 34 years experience in financial management and higher education including:               <ul style="list-style-type: none"> <li>○ Associate Vice President for Budgeting &amp; Financial Analysis at Southern for 9 years</li> <li>○ Executive Director of Budgeting at Southern for 3 years</li> <li>○ Controller at Southern for 3 years</li> <li>○ Director of budgeting and investments for 2 years</li> <li>○ Senior Accountant at Southern for 3 years</li> <li>○ Interim Vice President of Finance at Atlantic Union College for 1 year</li> <li>○ Business/accounting faculty member for 8 years</li> </ul> </li> </ul>
Associate Vice President for Human Resources	Brenda Flores-Lopez	B.S.	<ul style="list-style-type: none"> <li>• 20 years experience in human resources including:               <ul style="list-style-type: none"> <li>○ Associate Vice President for Human Resources at Southern for 8 years</li> <li>○ Human Resources Manager in the for-profit sector for 3 years</li> </ul> </li> </ul>
Associate Vice President for Information Technology	Gary Sewell	B.A.	<ul style="list-style-type: none"> <li>• 28 years experience in IT and IT management including:               <ul style="list-style-type: none"> <li>○ Associate Vice President for Information Systems at Southern for 10 years</li> <li>○ IT manager in the for-profit sector for 8 years</li> </ul> </li> </ul>

To ensure alignment with the mission and values of the University, all candidates for open full-time faculty and staff positions, including administrative positions, are screened for regular standing in the Seventh-day Adventist church. Job postings, for instance, include the following special requirement: *An expressed commitment to Jesus Christ, the teachings and mission of the Seventh-day Adventist Church, an SDA church member in regular standing.* This can be found on the [Human Resources website](#) as well in the example attached. [Attachment: Sample Salaried Employee Job Posting.pdf]

### Committee Structure

University committees fall broadly into two classes, Academic and Administrative, and are organized to report through the various vice presidents. The committee organizational structure, and the descriptions of each committee, including membership, authority to act, and reporting path,

are detailed in the *Employee Handbook*. [Attachment: Handbook21-22 1070 Committee Structure.pdf]

### **CFR 3.5**

As discussed elsewhere in this report, Southern Adventist University engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes. These processes include a systematic review of institutional goals and outcomes consistent with the institutional mission, and they focus on institutional quality and effectiveness. The University conducts an integrated planning and evaluation process with a linked, two-tiered planning structure and a multi-faceted evaluation process in which appropriateness of mission and goals as well as success in achieving outcomes are regularly reviewed and evaluated. The evaluations, then, provide the impetus for changes in mission, goals, strategic initiatives, and operational improvement measures.

The University's effectiveness model that is guiding the process of continuous improvement under the 2020-2025 Strategic Plan. The process begins with planning, then cycles through implementation, assessment, use-of-results and back to planning. A description of the main activities (defining Strategic Priorities, determining Resource Alignment, effecting Evaluation, and implementing Improvements) related to the basic effectiveness process are presented in the outer portions of the model. The mission, located at the center, drives all components of the model (see attached model).

### **Planning**

Institutional planning occurs at both the “macro” institutional level and the “micro” unit level with clear alignment between the mission and desired outcomes at each level. Planning at the institutional level includes regular review of the institutional mission, goals, and student learning outcomes conducted by senior administration, representatives from internal and external constituents, and the Board of Trustees. These components are then used to guide the periodic and systematic development of a multi-year strategic plan.

The institutional mission, vision and core values have been reviewed and revised periodically in the past 10 years and documented in minutes of the Board of Trustees from October 2015 (see attached) and October 2019 (see attached). They were most recently reviewed and revised in 2019 prior to the development of the University strategic plan for 2020–2025. The mission statement and core values were reviewed in a series of employee workshops, revised and winnowed in an iterative process involving senior administration and employee representatives along with the broader campus body (through surveys), then presented to the Board of Trustees for final review and vote on October 6, 2019.

The University's 2020-2025 Strategic Plan was developed within the framework of the mission, values, and defined student learning outcomes and informed by a combination of institutional data and surveys of internal and external constituents. A taskforce comprising a representative cross-section of campus compiled themes that arose out of the review of data to provide a framework for defining the strategic goals for the next institutional planning and evaluation cycle (see attached strategic plan development timeline). The four themes are:

- Exceptional Learning Experience
- Authentic Christianity
- Student-Focused Community, and
- Responsible Stewardship

Once the taskforce developed strategic goals for each theme and defined preliminary success metrics, the oversight of the strategic plan implementation was transferred to the Strategic Plan Steering Committee.

Vice presidents are responsible for ensuring the departments in their respective areas have unit-level missions and goals that align with the institutional mission and goals and that support the strategic plan. The unit-level missions and outcomes are explicitly linked to institutional mission and goals in the Unit Planning and Assessment Report (UPAR) system. Each unit annually makes plans guided by their own mission and outcomes and informed by the previous year's data. UPARs address strengths and opportunities for growth.

### **Resource Alignment**

Aligning University resources in a way that best supports achieving institutional goals requires oversight by the Board of Trustees, the President's Cabinet, and the Strategic Plan Steering committee, and coordination between the budgeting office and heads of individual units.

The President's Cabinet and the Strategic Plan Steering committee provide primary oversight to ensure the University's 2020-2025 Strategic Plan is implemented. The Strategic Plan Steering Committee comprises all vice presidents, co-chairs of the Strategic Plan Development Taskforce, and the University Senate Chair and Chair-elect to serve as faculty representatives. Thus, the committee has the breadth of knowledge and the level of authority required to effectively prioritize resource needs, ensure requests are routed through the appropriate University-approval structures. For instance, the University Strategic Planning and Budget Committee would be responsible for allocating resources to fund additional personnel or initiatives, and the Undergraduate and Graduate Councils would be responsible for approval of new academic programs.

Heads of individual units, as part of the annual planning process, create action plans and indicate what resources are needed to implement those plans. The Financial Administration office then develops a budget that is informed by the needs of individual units. The Strategic Planning and Budget committee is responsible for approving a budget that aligns resources in a way that supports the institutional mission and goals (sample Strategic Planning and Budget Committee minutes).

### **Evaluation**

Ongoing and systematic evaluation of effectiveness and quality is conducted at the institutional level as well as in individual units. Institution-wide evaluation includes surveys of students, employees, alumni, and other external constituents, analysis of institutional data, and guidance from the Board of Trustees and external accrediting bodies. Evaluation at the individual unit level is built into the annual UPAR cycle, and includes evaluation of student outcomes in courses and exit exams, responses to department-specific surveys and success in efficiently and effectively

providing services to the university. The narrative in this present section summarizes the *institutional* evaluation of effectiveness and quality.

### **Educational Program Review**

The Academic Program Review committee conducts periodic program reviews for all educational programs. The process includes a self-study, an analysis and findings by the review committee, and a review by an academically qualified external content expert who provides an independent analysis of the academic unit's strengths and weaknesses. In accordance with the University's program review process, program reviews are carried out on a five-year cycle and provide an opportunity to:

- look at alignment of program and institutional goals
- analyze present practices
- review achievement of planned goals and objectives
- document accomplishments
- identify shortcomings, and
- implement recommendations of the review committee.

### **Reporting**

Top-level administrators prepare and present reports to the Board of Trustees. These reports include (but are not limited to) strengths, opportunities for growth, analysis of critical indicators relative to the goal achievement, and strategies for improvement (see attached examples: Senior Vice President for Academic Administration reports).

### **Continuous Improvement**

The process of comprehensive and integrated planning and evaluation culminates in process improvements, better student outcomes, enhanced living environments, enhanced learning opportunities, and more efficient financial operation, among other items.

### **Summary**

Both planning and evaluation are systematic, ongoing, and comprehensive, covering everything from the University's mission statement to institutional strategic initiatives to unit-level and operational goals. Data from all levels of the University are integrated to inform planning and future actions in alignment with the institutions mission, vision, values, and goals.

### **CFR 3.6**

As previously discussed, Southern Adventist University conducts ongoing and systematic evaluation of effectiveness and quality at the institutional level as well as in individual units. Institution-wide evaluation includes surveys of students, employees, alumni, and other external constituents, analysis of institutional data, and guidance from the Board of Trustees and external accrediting bodies. Evaluation at the individual unit level is built into the annual UPAR cycle, and includes evaluation of student outcomes in courses and exit exams, responses to department-specific surveys and success in efficiently and effectively providing services to the university. Samples are attached. UPAR goals and 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, values, vision, and goals.

**Results from institutional research assessing the fulfillment of institutional identity and mission, including internal and external constituencies as well as current students and recent graduates**

During Strategic Planning process we asked internal and external constituents, including students and alumni, questions about mission and identity. Alumni survey asks several questions about fulfillment of mission. See attached result documents (instruments and results):

- 2022 1 Year Alumni Survey Results (PDF)
- 2022 5 Year Alumni Survey Results (PDF)
- 2022 Alumni Survey (PDF)
- Alumni Survey Results (xlsx)
- Strategic Planning Constituent-Survey-Questions (PDF)

**A description of the continuous quality improvement and assurance of educational and management processes as evidenced through outcomes**

Southern Adventist 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.

**Use of Results**

Each student learning outcome is related to one or more measures, and for each measure, academic units report results for the current reporting year. The reported results are then reviewed by the unit, and a statement of analysis is written. This analysis forms the basis for proposed actions or action plans. Action plans are then implemented and the consequences of the implementation are recorded in the column "Completed Actions." The completed actions represent the changes or improvements that proceed from the assessment process and may show progress in implementation over more than one year.

In May 2021, the University hosted its first U-Assess Day for all academic and student support unit heads. The half-day meeting provided each academic and student support unit head five minutes to highlight the top strengths of their department and programs, one area that needs improvement, and one example of the continuous improvement cycle within their department. Academic unit heads, student and academic support unit heads, and senior administration were present, and this new process provided a valuable opportunity to close the unit-level assessment loop. In theory, all of these items were directly pulled from the department's recent UPAR reports. However, some departments did include information that was not present on their UPAR reports, but they were still valuable examples of the ongoing assessment and effectiveness processes that occur in units across the University.

Because of the "rapid-fire" presentation format, all departments contributed their information to a standardized slide deck and each unit followed the provided template as follows:



1. Top Strengths
2. Area(s) for Improvement
3. Continuous Improvement Example(s)

The slide deck for the academic units used at U-Assess Day 2021 (see attached) is provided as evidence of the University's use of results within the continuous improvement processes happening at the academic unit level. In addition, a sampling of the continuous improvement process examples is provided in Table 3 below.

**Table 3. Selected Examples of the Use of Results for 2020 Unit Plan Assessment Reports (UPAR)**

<b>Academic Unit</b>	<b>Baseline/trend data</b>	<b>Action Taken</b>	<b>Outcome of Action (analysis of impact)</b>
Biology	Decided to monitor FR to SR change in MFT score with Goal of 75% increasing their score. FR take as part of an exam in Gen Bio. 2015 SR: 50%	Continued monitoring for four freshmen terms. <ul style="list-style-type: none"> <li>Monetary incentive given to senior with high achievement on MFT</li> </ul>	2020: 80% of student improved Determined the MFT to be an effective measure of outcomes.
Computing	Student success in CPTR 488 Senior Project lower than desired (Goal 3.0/4.0) 2017: 2.3/4.0	<ul style="list-style-type: none"> <li>Refocus assignments and modify grading scale to emphasize student ownership and successful project completion</li> <li>Require individual project instead of team-based project</li> </ul>	Scores improved 2019: 3.3/4.0 2020: 3.3/4.0

Psychology	Students not performing as well as desired on MFT (mean cohort percentile) 2016: P27	<ul style="list-style-type: none"> <li>Continued curricular measures, review sessions, and individual encouragement (2016)</li> <li>Require a minimum passing score as part of a capstone course (2017)</li> </ul>	2018: P74 2019: P81 2020: P50 (COVID) 2021: P56  Requirement will remain in capstone course
Mathematics	Ripple effect... Senior mean MFT Scores lower than desired 2018: P6	<ul style="list-style-type: none"> <li>Added MFT as part of the requirement for the capstone course</li> </ul>	2019: P44 2020: P53
Mathematics	Seniors' ability to construct well-written proofs lower than desired and not consistent. (Rated by all professors using a rubric) 2017: 60% 2018: 17%	<ul style="list-style-type: none"> <li>Required attendance at faculty office hours for individualized instruction</li> </ul>	2019: 75% 2020: 67% 2021: 100%  Consistently higher, even if not always at the goal of 100%. Continue the action.
Visual Art and Design	Fewer students than desired participating in film festival. 2012: 6 2013: 4 2014:5	<ul style="list-style-type: none"> <li>Try different film festivals</li> <li>Develop collaborative film festival with other institutions (SONscreen Film Festival)</li> <li>Provide travel subsidies</li> </ul>	2016: 13 2017: 11 2018: 17 2019: 13  Student engagement more than doubled.

Through the UPAR process, all university activities are examined for alignment to the university's mission, goals, values, and vision. The development of action plans for adjustments, additions, and changes to existing university programs and activities is an important result of this process. The Assessment and Effectiveness Review Committee periodically evaluates all assessment instruments and processes. 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.

**Examples of Board/Council evaluation of the institution's Church-related mission, including the results of the most recent assessment**

The power given to the Board of Trustees by the Charter and Bylaws is explained on pages 12-13 of the Board of Trustees Handbook (see attached). Establishing and approving the mission of the University is a responsibility of the Board of Trustees. The following table documents the Board of Trustees' work related to the mission statement since 2004.

**Table 1. History of Mission Statement Review by the Board of Trustees**

<b>Year</b>	<b>Event</b>
October 3, 2004	Revised mission statement
November 5, 2006	Reviewed & reaffirmed mission statement
February 20, 2011	Reviewed & reaffirmed mission statement
February 19, 2012	Reviewed & reaffirmed mission statement
February 24, 2013	Reviewed & reaffirmed mission statement
February 23, 2014	Reviewed & reaffirmed mission statement
October 4, 2015	Revised mission statement
February 24, 2019	Revised mission statement
February 23, 2020	Reviewed & reaffirmed mission statement

**Board minutes are attached.**

The current mission statement was approved by the Board of Trustees at its regular meeting held on February 24, 2019 (see attached). The Board of Trustees reaffirmed the mission statement at its regular meeting on February 23, 2020 (see attached).

**CFR 3.7**

**Continuous Improvement**

The process of comprehensive and integrated planning and evaluation culminates in process improvements, better student outcomes, enhanced living environments, enhanced learning opportunities, and more efficient financial operation, among other areas. Both planning and evaluation are systematic, ongoing, and comprehensive, covering everything from the University's mission statement to institutional strategic initiatives to unit-level and operational goals. Data from all levels of the University are integrated to inform planning, future actions, and improved outcomes. The university's Strategic Plan and Academic Master Plan will inform the path forward to improvement in this and other areas.

## **Area 4: Programs of Study**

*The institution provides a curriculum that meets the mission and objectives of the institution and church, preparing students for service in the church and in the broader society.*

### **CFR 4.1**

Educational programs at Southern Adventist University embody a coherent course of study and, are aligned with the stated mission and goals of the institution, are based upon fields of study appropriate to higher education.

### **Coherent Course of Study**

Southern Adventist University offers four levels of degrees: Associate, Baccalaureate, Master's, and Doctoral as well as one-year certificates and post-graduate certificates. Program and course goals and outcomes are identified in either the course catalog or the course syllabus in each program area.

A student wishing to obtain a bachelor's degree must complete at least 124 semester hours with a cumulative GPA of 2.00 or above including 40 upper-division credit hours, as shown in the *2022-2023 Undergraduate Catalog (see attachment)*. Each BA degree must include at least 14 upper-division credit hours, and all other baccalaureate degrees must include at least 18 upper-division credit hours. The 2-year associate degree requires a minimum of 64 semester hours with a cumulative GPA of 2.00 or above. One-year certificate programs require a minimum of 32 semester hours with a cumulative GPA of 2.00.

Master's degrees require at least one additional year of course work beyond the bachelor's degree, an area of concentration, and some programs require a major project/thesis, as shown in the *2022-2023 Graduate Catalog (see attachment)*. The School of Nursing offers the Doctor of Nursing Practice (DNP), which can be completed in at least five semesters of course work beyond the master's degree. In addition, two concentrations and a scholarly project are required for the DNP degree (see attachment). Requirements for the Post-Masters and DNP Specialist certificates are program specific. Requirements for these certificates are provided in the individual School sections of the 2022-2023 Graduate Catalog (see attached).

Beyond these basic programs, Southern Adventist University offers a number of professional bachelor's degrees (e.g., Bachelor of Business Administration, Bachelor of Fine Art, Bachelor of Technology, and Bachelor of Music with teaching certification). Professional bachelor's degrees may require more than 124 semester credit hours to complete. Two-year associate programs lead to an Associate of Arts (AA), Associate of Science (AS) or an Associate of Technology (AT) degree in a variety of disciplines (e.g., pre-Dental Hygiene, pre-Speech Language Pathology and Audiology, Automotive Service and General Studies). A one-year certificate may be obtained in Automotive Service Technician and Bible Worker Certification.

The levels of courses offered at the University are indicated by the first digit of the course number:

<b>First Digit of Course Number</b>	<b>Example Course</b>
0 – Developmental (no credit)	MATH 081: Introduction to Algebra and Statistics
1 – Freshman level (lower division)	ITAL 101: Elementary Italian 1
2 – Sophomore level (lower division)	HIST 280: Technology and Power
3 – Junior level (upper division)	ARTF 391: Film Production Practicum-1
4 – Senior level (upper division)	BRDC 442: Television and News Production
5 – Master's level	CPTR 555: Advanced Computer Architecture
6 – Master's level	SOCW 609: Advanced Social Policy
7 – Doctoral level	NURS 722: Genetics and Environment in Disease
8 – Doctoral level	NURS 812: DNP Project Development

Each degree/major requires an appropriate mix of different course levels that allow students to grow in their mastery of subject matter at the appropriate level for certificate, associate, baccalaureate, master's, and doctoral degrees. Courses within each major program have a pre-requisite structure that guarantees students take courses in the appropriate sequence and allows information in higher level courses to build on material covered in prior courses.

Undergraduate Council and Graduate Council approve the course level of each new and redesigned course in undergraduate or graduate programs respectively. New courses and course revisions are proposed by faculty, developed within the academic units, and then proposed to the Undergraduate or Graduate Councils for approval. As noted on the course approval form (see attachment), academic departments/schools must provide a detailed course description and rationale, which are used to determine the appropriate course level.

The rate at which a student progresses through a course of study is guided by a faculty advisor in close consultation with that student. This ensures that the student enrolls in courses that are appropriate in sequence and level of difficulty. In addition to faculty advising, the Records and Advisement office publishes an online *Guide to Academic Advising* that comprises sample course schedules for all programs and their related courses. The courses for each degree are arranged by semester and year. The listings in the guide include courses from the major, cognates, electives and general education requirements for each undergraduate major.

### **Compatible with Mission**

Southern Adventist University is a co-educational institution established by the Seventh-day Adventist Church, offering doctoral, master's, baccalaureate, associate degrees, and one-year certificates. Various delivery modalities (face-to-face, online, hybrid and other) are employed in order to effectively support learners enrolled in the university's classes and programs. Within this context, the University's mission is: *Grounded in Jesus Christ and dedicated to the beliefs of the Seventh-day Adventist Church, we equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service.*

Adventist higher education is built on the philosophy that education should address the total development of the student. At Southern Adventist University, this emphasis on mental, spiritual, physical, and social is encompassed in the mission statement and implemented through a variety of required General Education courses that focus on spiritual/moral development, academic excellence and physical well-being, and service. Within Adventist higher education, service is broadly defined and viewed as something that can be accomplished through many disciplines. Thus, Southern Adventist University offers students a wide array of University-appropriate majors and educational programs. The educational programs prepare students to serve God and humanity in many different career paths.

Some majors offered at Southern are relatively unique, but are closely aligned with the University's mission within the context of the global Seventh-day Adventist Church and service to local communities. These programs include:

- One-Year Bible Worker Certification
- Religion, A.A.
- Outdoor Leadership, B.S.
- Outdoor Emergency Services, A.S., and
- Vegetarian Culinary Arts, A.S..

The Seventh-day Adventist denomination continues with its historical tradition of promoting Christian evangelism and health principles related to diet and physical exercise. The Bible Worker Certification and Religion, A.A. degree program prepare students to support the church as Bible instructors and lay evangelists, and the last three programs equip students to utilize health principles in service to their communities.

### **Appropriate to Higher Education**

Southern Adventist University offers a wide array of majors and degrees that are appropriate for higher education and typical of degrees and majors offered by peer institutions. In addition to institutional accreditation, many degree programs are also accredited through specialized programmatic accrediting agencies. As shown in Table 1, Southern Adventist University's longstanding tradition of establishing and maintaining strong accredited programs further supports the appropriateness of the University's programs to higher education.

**Table 1. Academic Programs Holding Specialized/Programmatic Accreditations**

<b>Name</b>	<b>Programs</b>	<b>Current Status</b>	<b>Date First Accredited</b>	<b>Current Term</b>
ABET ( <i>formerly Accreditation Board for Engineering and Technology</i> )	BS Computer Science	Accredited	2006	2026
Accreditation Commission for Education in Nursing (ACEN)	Nursing: AS, BS, MS, DNP	Accredited	AS: 1967 BS: 1962 MS: 2002 DNP: 2014	2026
Council for Accreditation of Counseling & Related Educational Programs (CACREP)	MS Counseling	2-Year Accredited	2015	2023
Council for the Accreditation of Educator Preparation (CAEP)	Teacher Education Programs	Accredited	2002	2024
Council on Social Work Education (CSWE)	BSW, MSW	Accredited	BSW: 1998 MSW: 2010	2025
International Accreditation Council for Business Education (IACBE)	Business: BBA, BS, MBA	Accredited	2007	2024
National Association of Long-Term Care Administrator Boards	BS Long-Term Care Admin.	Accredited	1995	2026
National Association of Schools of Music (NASM)	Music: BS, B.Mus.	Accredited	1968	2025
National Wellness Institute (NWI) – <i>Note this accreditation type is no longer available from NWI as of 2022.</i>	BS Corporate/Community Wellness Management	Accredited	2012	2022

## Distance Learning

Faculty teaching distance learning courses are either full-time or adjunct faculty of the University. As such, they are included in the data provided throughout this narrative within the academic discipline in which they teach. Instructors of distance learning courses have access to training in the technologies and techniques unique to distance education pedagogy. The Online Campus office maintains its [website \(live link\)](#) that includes video tutorials, descriptions of best practices for distance learning, examples of online course content, and additional resources for faculty who teach 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. Online Campus also assigns coaches to each online course to support both faculty and students in the online learning environment, and provides its service in the context of the university's mission, vision, values, and goals.

At its core, educational programs at Southern Adventist University meets the mission and objectives of the institution and church, preparing students for service in the church and in the broader society.

#### **CFR 4.2**

As noted in an earlier response, The Center for Teaching Excellence and Biblical Foundations of Faith and Learning (CTE-BFFL) plays a pivotal role in implementing of the Seventh-day Adventist philosophy of education and the meaningful integration of faith and learning throughout all disciplines and all course delivery modalities. The CTE-BFFL's mission is as follows:

#### **Mission Statement:**

The Center for Teaching Excellence and Biblical Foundations of Faith and Learning (CTE-BFFL) offers professional development for Southern's faculty with a focus on the incorporation of Biblical Foundations of Faith and Learning and an Adventist Biblical Christian worldview. The Center supports excellence in teaching, research, and service, which enhances student learning. We collaborate with faculty respecting a wide variety of instructional approaches and recognizing the need for individual differences among faculty and disciplines.

To this end, the CTE-BFFL offers professional development for Southern's faculty with a focus on the incorporation of Biblical Foundations of Faith and Learning and an Adventist Biblical Christian worldview. The Center supports excellence in teaching, research, and service, which enhances student learning. CTE-BFFL also collaborate. with faculty respecting a wide variety of instructional approaches and recognizing the need for individual differences among faculty and disciplines.

The Student Learning Goals and the goals of each academic unit are aligned with the goals of the university. These goals indicate what students should know, be able to do, and how they should behave or think as result of completing the particular course of study. To this end, faculty approach their discipline from a biblical perspective, throughout all teaching modalities, which is evident in the course syllabus. Biblical Course Content Maps are included in course syllabi to intentionally integrate concepts of Biblical foundation in learning. Sample syllabi are attached.

The unit goals are also aligned with it its stated mission (see attached "Unit to University Goal Mapping Summary") and the specific university goals (see attached "University Goal Map"), that promote whole-person development, including physical, mental, spiritual, social, emotional, and vocational dimensions, as well as the academic and non-academic (campus-wide) support to realize these stated goals.

Adventist higher education is built on the philosophy that education should address the total development of the student. At Southern Adventist University, this emphasis on mental, spiritual, physical, and social is encompassed in the mission statement and implemented through a variety of required General Education courses that focus on spiritual/moral development, academic excellence and physical well-being, and service. Within Adventist higher education, service is broadly defined and viewed as something that can be accomplished through many disciplines. Thus, Southern Adventist University offers students a wide array of University-appropriate majors



and educational programs. The educational programs prepare students to serve God and humanity in many different career paths.

Some majors offered at Southern are relatively unique, but are closely aligned with the University's mission within the context of the global Seventh-day Adventist Church and service to local communities. These programs include:

- One-Year Bible Worker Certification
- Religion, A.A.
- Outdoor Leadership, B.S.
- Outdoor Emergency Services, A.S., and
- Vegetarian Culinary Arts, A.S..

In aligning with the values of the Seventh-day Adventist Church, Southern Adventist University continues with its historical tradition of promoting Christian evangelism and health principles related to diet and physical exercise. The Bible Worker Certification and Religion, A.A. degree programs prepare students to support the church as Bible instructors and lay evangelists, and the last three programs equip students to utilize health principles in service to their communities.

#### **CFR 4.3**

The following documentation illustrates "fulfillment of IBE/IBMTE processes regarding new programs of study and substantive changes to existing programs of study."

"Southern Adventist University is in agreement with the process and guidelines of the BMTE document, *North American Division Higher Education Institutions Religion Faculty Endorsement Process*." The university follows the specific requirements of the BMTE document regarding of the endorsement of School of Religion faculty.

#### **"New Religion Faculty**

Applications will include curriculum vitae, written philosophy of Christian education, and references.

During the application and interview process, applicants will receive copies of and affirm their support for, and agreement with, the following documents:

- a. 28 Fundamental Beliefs of Seventh-day Adventists
- b. Pastoral Ethics
- c. Code of Ethics for Seventh-day Adventist Educators
- d. Academic and Theological Freedom and Accountability
- e. Methods of Bible Study

Failure to affirm support for, and agreement with, these documents will disqualify a candidate for further consideration."

Furthermore, in accordance with the IMBTE requirements, "the search committee for all faculty members hired in the School of Religion ... consists of the Dean of the School, the Senior VP for

Academic Administration, the current chair of the General Education Committee, the Executive Secretary of the Southern Union Conference of Seventh-day Adventists, the President of the Georgia Cumberland Conference of Seventh-day Adventists, and selected faculty members of the School of Religion."

Administration recommends the names of newly hired faculty members in the School of Religion "to the University's Ministerial and Theological Education Committee (MTEC) [a subcommittee of the Board of Trustees] for their consideration for endorsement. The MTEC will then submit their recommendation to the University Board of Trustees for an appropriate action."

The university adheres to the evaluation requirements (annual and five-year) of all religion faculty to ensure "harmony with the official beliefs and practices of the Seventh-day Adventist Church," and to ascertain "faculty member's beliefs and assumptions about the purpose of teaching and learning at a Seventh-day Adventist Christian university including the faculty member's alignment with the 28 Fundamental Beliefs of the Seventh-day Adventist Church, Pastoral Ethics, Code of Ethics for Seventh-day Adventist Educators, Academic and Theological Freedom and Accountability statement, and the Methods of Bible Study document."

This procedure has been approved by action of the North American Division Board of Ministerial and Theological Education (NAD BMTE).

### **Substantive Changes**

Southern Adventist University adheres (and will adhere to) all processes for new programs as well as substantive changes to existing programs in the School of Religion. These processes include completing and submitting the following:

- A feasibility study, and
- A formal proposal

### **CFR 4.4**

Southern Adventist University defines and publishes the requirements for all undergraduate degree programs (see attached) and general education (see attached) components annually in its Undergraduate Catalog. The requirements are approved, which include required religion classes, by the faculty as described in Requirement 4.10 and conform to commonly accepted standards and practices for degree programs. Faculty are encouraged and expected to integrate faith in their context of their courses. One way that this is done is through the mapping presented in the course syllabus (See sample syllabi). Advisers are integral to guiding students through the requirements for their program of studies, which include required religion courses.

Southern Adventist University also defines and publishes the requirements for all graduate degree programs in its annual Graduate Catalog. General information pertaining to all graduate programs is also published on the Graduate Studies website (<https://www.southern.edu/graduatestudies/>). This website includes links to School websites which articulate requirements specific to the respective programs.

Curriculum for each program is developed by School faculty and approved by the Graduate Council and conforms to commonly accepted standards and practices for degree programs. Discipline-specific accreditations and on-campus program reviews constitute further scrutiny assuring that each program conforms to commonly accepted standards and practices appropriate to each graduate degree program

## Religion Courses

Course descriptions for religion courses used in various programs are highlighted in the attached "Course Descriptions" document. The university catalog specifies that student completing undergraduate degrees complete religion requirements congruent with CFR4.4. The table below describes the requirement:

**Requirements:** Bachelor's degree students must take a minimum of 12 hours of Religion courses, at least 3 hours of which must be upper division. These hours must be distributed as follows:

<b>1) Spiritual Development</b>	<b>3</b>	<b>3</b>
Students will		
1. assess their personal spiritual experience and evaluate areas of growth		
2. demonstrate that they know how to carefully study the Bible in a way that brings out the truth of the text and meaningfully applies it to their lives		
3. demonstrate what it means to have a personal devotional experience and to live out their faith		
4. show an understanding of Christ likeness and be able to reflect on practical ways in which they can make positive changes in their personal lives		
Complete: RELB 125 or RELT 177		
<b>2) Seventh-day Adventist Teachings</b>	<b>3</b>	<b>0-3</b>
Students will demonstrate an understanding of the Seventh-day Adventist theological identity while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist Church.		
Complete: RELT 138, RELT 225, or RELT 255		
<b>3) Biblical Studies</b>	<b>3</b>	<b>0-3</b>
Students 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.		
Complete: Any Biblical studies class (RELB) except RELB 125, RELB 255, RELB 455, and RELB 497		
<b>4) Required Elective:</b>	<b>3</b>	<b>0</b>
Students are required to complete one additional religion elective from the following options:		
<ul style="list-style-type: none"> <li>• RELB classes</li> <li>• RELT classes</li> <li>• RELP 240/RELP 340, RELP 251, RELP 252, RELP 264, RELP 363, RELP 405, or RELP 467</li> </ul>		

Associate degree students are required to take 6 credits, 3 of which must come from Area R-1 above and the other 3 credits which must come from either Area R-2 or Area R-3 above.

Transfer students must take 3 hours at an accredited Seventh-day Adventist college or university for each year or part thereof in attendance at an SDA college or university, with a minimum of 6 hours. Transfer students who are required to take only 9 credits or fewer in Religion at Southern may take their remaining Religion courses from either Area R-1, R-2, or R-3, but may not take more than one class from any single sub-area.

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.

Each graduate program exhibits a mission with an intentional focus to assist students in developing a Seventh-day Adventist Christian worldview. 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 are formally educated within their disciplines and equipped to deal with issues of religion in their academic discipline, based on life experience as a Seventh-day Adventist Christian professional.

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.

#### **CFR 4.5**

##### **Quality and Effectiveness of Curriculum**

Quality and effectiveness of curriculum are assessed by the faculty within each academic unit as part of the annual planning process. For academic units, the annual assessment and planning process has a strong focus on student learning and uses internal and external measures of quality selected by the faculty in each academic unit.

A second, periodic assessment is the on-campus program review that is conducted every five years by a committee with a majority of members being faculty (see attached Program Review Guidelines; note pages one and nine). In the case of externally accredited schools or departments, faculty prepare a self-study that is subsequently reviewed by the visiting team.

Southern Adventist University will engage in an ongoing and systematic evaluation of effectiveness at the institutional level and individual units. Institution-wide evaluation (i.e.,

surveys of students, employees, alumni, and other external constituents), analysis of institutional data, and guidance from the Board of Trustees and external accrediting bodies will guide the improvement process. These, along with evaluation at the individual unit level (built into the annual UPAR cycle), including evaluation of student outcomes in courses and exit exams, and responses to department-specific surveys, will also frame and support continual improvement.

## **Area 5: Faculty and Staff**

*The institution has a faculty and staff personally supportive of the institutional mission, effective in their transmission of Seventh-day Adventist beliefs and biblical values in the classroom, along with administrative processes to ensure adequate faculty and staff development, and evaluation procedures that include mission-focused elements.*

### **CFR 5.1**

#### **Institutional policies and procedures for identifying/ recruiting and hiring/contracting of faculty and staff**

In support of its institutional mission, vision, and goals, Southern Adventist University employs competent faculty members qualified to accomplish the mission and goals of the university. Southern Adventist University defines, publishes, and implements policies in the *Employee Handbook* (see attached) regarding appointment and employment of faculty and staff. The hiring process is discussed in Section 2060 (general) (see attached), Section 3010 (non-salaried staff) (see attached), Section 4010 (salaried staff) (see attached), and Section 5000 (faculty) (see attached). All policies pertaining to the selection, hiring, and conduct of faculty and staff are articulated in the *Employee Handbook*, Section 2000 (see attached). Moreover the policies are directly aligned with and support the institutional mission, vision, goals, and missional expectations. The *Employee Handbook* is available through and published on the University's public-facing website ([live link](#)).

#### **A description and sample of the criteria and supporting documentation used in the decision-making process for recent faculty/staff acquisitions, including interview questions and the weighting of criteria**

##### **Appointment, Employment, and Evaluation Policies**

The selection of full-time faculty members (see Section 5000) 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 and interviews each prospective faculty member. The interview and selection process for faculty members is detailed in the [Interview & Employment Guidelines for Deans and Chairs](#). Part of the interview process explores candidates' commitment to and involvement with the Seventh-day Adventist Church and whether or not candidates hold views that are divergent with main-stream Adventism.

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 school Dean or department Chair with consideration given to academic credentials and documentation pertaining to teaching effectiveness.

Employment policies are periodically reviewed and revised as needed. Starting in 2013, the last revised date has been included at the end of policy statements in the *Employee Handbook* (see attached). A cursory review of the *Employee Handbook* will provide evidence that appropriate review and revision of employment policies has occurred over time. General employment policies are approved by the Administrative Council. Selected minutes from the 2018-2021 academic years (see attached) are provided demonstrating the approval process for new and revised policies. Faculty-specific policies are approved by the University Senate. Selected minutes from the 2018-2021 (see attached) academic years are provided demonstrating the approval process for new and revised policies.

### **Regular Evaluation of Faculty Members**

The University regularly evaluates the effectiveness of its faculty, with the focus being on teaching effectiveness. The process includes annual review by supervisor (school dean/department chair), student course evaluations, and periodic portfolio review by peers and academic administration.

#### ***Annual Faculty Evaluations***

Evaluations of full-time and part-time faculty are conducted annually by the school dean/department chair within which the faculty member teaches as detailed in Employee Handbook, Section 5170 (see attached). Evaluations are structured so as to provide faculty with strong feedback on the quality of their teaching enabling a faculty member to grow in his or her chosen profession. Faculty evaluations are based on supervisor evaluations as well as student evaluations that are completed at the conclusion of each course. A major focus of faculty evaluations is teaching effectiveness. Annual faculty evaluations are stored in the Academic Administration office. For the 2020-2021 academic year, 100% of full-time faculty and 98.56% of adjunct faculty evaluations have been submitted to the Academic Administration office as of August 2021.

At least one faculty evaluation per school/department (randomly selected) (see attached) is included here from the 2020-2021 evaluation cycle. When available, both a full-time and adjunct faculty evaluation are provided for each school/department. In addition to other things, the annual faculty evaluation form [FPC-1](#) evaluates each faculty member's contribution to the university, the community and the church. This includes support of the institutional mission, contribution to community service, and service to the local congregation, conference, union, division, and world church.

#### ***Student Course Evaluations***

Students complete online evaluations of faculty at the conclusion of each course. These evaluations provide an opportunity for students to render anonymous opinions to their faculty about the quality of instruction they are receiving; faculty are encouraged to use this information constructively to improve their teaching effectiveness. Additionally, the student course evaluations are reviewed by the school dean/department chair as a part of the annual review process and by the Senior Vice President for Academic Administration and Faculty Promotions committee as a part of the

portfolio review. Course evaluations ask students to evaluate if the professor helped them see the subject matter from a biblical perspective. For the university overall, students rate this item at 4.45 on a 5-point Likert scale.

### ***Portfolio Review Evaluations***

Full-time faculty's effectiveness and contribution to accomplishing the University's mission are further evaluated through a portfolio process required at specified points in the promotion process as detailed in Employee Handbook, Sections 5110 and 5120 (see attached). Level 3 faculty who have reached their highest rank are required to complete the portfolio process every five years. Faculty portfolios are reviewed by the Faculty Promotions committee and the Senior Vice President for Academic Administration. Results of these reviews for the last academic year are shown in this committee's minutes from 2020-2021(see attached). The names of faculty under evaluation have been redacted. Part of this review includes an evaluation of the faculty member's support of the institutional mission, contribution to community service, and service to the local congregation, conference, union, division, and world church.

### **Distance 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. 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 evaluations, full-time faculty teaching in the distance learning program undergo portfolio review evaluations at least every five years.

### **A statistical table providing religious affiliation of administrators, faculty, and staff, disaggregated by full-time/salary and part-time/temporary contract status, and including an analysis of trends over time**

A statistical table is attached. Denomination affiliation for administration and staff is completely stable, with about 72% Seventh-Day Adventists. One-hundred percent of FT teaching faculty are Seventh-Day Adventists. More than 50% of the adjunct s/ PT faculty are Seventh-Day Adventists. (PT are from 1 – 4 faculty each term).

### **CFR 5.2**

The institutional statement of academic freedom and responsibility are addressed in the following:

### **The institutional statement of academic freedom and responsibility**

- The institutional grievance policy<sup>5a</sup> (see attached documents) are as follows:
  - Section 3060 Grievance Procedure for non-exempt employees:
  - Section 4040 for exempt employees, and
  - Section 5080 for faculty



## **The institution's policies and procedures for faculty and staff orientation**

The policy for faculty and staff orientation are located in Section 3020 of the Orientation Period policy (see attached document). In addition to the routine new employee orientation program, new faculty members participate in a three-day orientation program that helps them better understand teaching from a biblical worldview, the biblical foundations of faith and learning, and how to best use university support systems for their teaching practice. The policy for faculty and staff orientation are located in Section 3020 of the Orientation Period policy (see attached document).

• **Evidence that orientation content contributes to a better understanding of the mission and values of the institution and of the mission and beliefs of the Church:** (See attached is the agenda for our New Employee Orientation Program (Orientation occurs four times per year: January, May, October, and August.)

• **The institution's policies and procedures for faculty and staff development, including faculty/staff in any alternative learning modalities –**

Southern Adventist University is committed to providing means for professional development of faculty as teachers, scholars, and practitioners. This commitment is expressed in several ways. All full-time faculty are given an annual professional growth allowance (see attached Faculty Personal Growth, Employee Handbook, Section 5380) ranging from \$1,235 for instructors to \$3,096 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 an educator and 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.

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 6-11 faculty members being on fully-supported doctoral studies at any given time.

**Table 1. Doctoral Studies Support by Year**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Faculty receiving support</b>	11	10	6	7
<b>Number completing degrees</b>	0	2	3	2
<b>Expenditure</b>	\$143,510	\$172,000	\$145,000	\$105,000

Faculty development initiatives also consist of special presentations with varying foci that are presented for the university 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. Of note,

sessions and topics presented at the colloquium are also geared toward supporting the growth of non-faculty employees.

Faculty can engage in sabbaticals and research leaves to engage in academic scholarship and a long-term research or scholarly writing project. Additionally, the University funds internal academic research grants. The Academic Research Committee (ARC) oversees the internal grant process and reviews and approves grant applications to be funded through this budgeted initiative. Other faculty development incentives include the Presidential awards, which are given to selected faculty at the May commencement to recognize excellence in teaching (see attachment), academic research (see attachment), and scholarship (see attachment). Each of these awards comes with a financial honorarium.

### **Notification of Faculty Development Opportunities**

Faculty members are made aware of faculty development opportunities through multiple avenues. Individual faculty development workshops, luncheons, and meetings are advertised to all full-time and adjunct faculty through email to the University's faculty listserv. The Academic Administration website ([live link](#)) also serves as a resource for information related to faculty development. Each faculty member's Professional Growth allowance is included on his or her annual contract provided by Human Resources and Academic Administration. New faculty members are required to attend New Faculty Orientation hosted by the Center for Teaching Excellence and Biblical Foundations of Faith and Learning (CTE-BFFL), where faculty development opportunities are discussed and encouraged. Faculty are also encouraged to be presenters at Faculty Showcase to share their expertise with peers.

### **Distance Learning**

In addition to the faculty development opportunities provided to all faculty, instructors of distance learning courses have access to training in the technologies and techniques unique to distance education pedagogy. The Online Campus office maintains its website ([live link](#)) that includes video tutorials, descriptions of best practices for distance learning, examples of online course content, and additional resources for faculty who teach 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. Online Campus also assigns coaches to each online course to support both faculty and students in the online learning environment.

### **• Recent examples of ways in which the professional development experiences have contributed to a better understanding of the philosophy of Adventist education and the integration of faith and learning**

Mission Statement for the Center for Teaching Excellence and Biblical Foundations of Faith and Learning (CTE-BFFL) is as follows:

"The Center for Teaching Excellence and Biblical Foundations of Faith and Learning (CTE-BFFL) offers professional development for Southern's faculty with a focus on the incorporation of Biblical Foundations of Faith and Learning and an Adventist Biblical Christian worldview. The Center supports excellence in teaching, research, and service, which enhances student learning. We

collaborate with faculty respecting a wide variety of instructional approaches and recognizing the need for individual differences among faculty and disciplines."

To this end, the Center for Teaching Excellence and Biblical Foundations of Faith and Learning (CTE-BFFL) plans ongoing programming designed to facilitate faculty development. The CTE-BFFL offers professional development for Southern's faculty with a focus on the incorporation of Biblical Foundations of Faith and Learning and an Adventist Biblical Christian worldview. The Center supports excellence in teaching, research, and service, which enhances student learning, and collaborates with faculty to present a wide variety of instructional approaches, and recognizing the need for individual differences among faculty and disciplines.

Throughout the year, faculty development luncheons and short workshops are held at which topics that provide instruction in using technology and teaching processes, faith and learning, and other pertinent topics are presented to the attendees. Professional development opportunities available to all full-time and adjunct faculty include:

- [Faculty Showcase](#)
- [Leadership Development](#)
- [TechBytes](#)
- [Summer Institute for Curriculum Design](#), and other requested workshops

Results from faculty and staff assessments of institution-initiated professional development – Any survey results on this would be available from Chris Hansen. The latest survey employees may not have asked this specifically but patterns of thought may be deduced about this.

### **CFR 5.3**

The faculty and staff of Southern Adventist University are intentional about being effective as professionals and role models. This is evident in the manner in which they engage students

Dedicated faculty and staff, working within an intentional curricular framework and supported by high-quality professional development resources, effectively convey to students the mission, beliefs, and values of Southern Adventist University and the Seventh-Day Adventist Church. The primary curricular component of conveying beliefs, values, and lifestyle practices of the Seventh-day Adventist church is accomplished through general education requirements. All graduating students must meet these requirements. Fundamental 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.

Additionally, courses across the academic disciplines have been designed or re-designed based on a Biblical foundation supported [Attachment: BF-Course-Design-Model.pdf] by the University Center for Teaching Excellence and Biblical Foundations of Faith and Learning (CTE). Each summer (beginning in 2016), the CTE holds a workshop for this purpose. Typically, approximately 30 faculty participate.

A Biblical Foundation component is included on the syllabus checklist for both on-campus and online [Attachments: Course Syllabus Checklist.pdf, Course Syllabus Checklist online.pdf]. The CTE also hosts weekly faculty development events with an average attendance of about 50. One of these events each month focuses on examples of incorporating biblical foundations of faith and learning and an Adventist Biblical Christian worldview.

### Assessment

Faculty and staff are evaluated annually by supervisors. Additionally, faculty incorporate student and peer evaluations in their portfolios. Faculty submit portfolios every five years or when considered for promotion. Each of the evaluations includes a component assessing the degree to which the employee supports of the spiritual mission of the University in conveying biblical beliefs and values.

Upon graduating, students are asked to evaluate the impact the University has had on their spiritual growth and faith. Examples of evaluation forms attached, and the relevant questions from these instruments are summarized in the table below.

**Table 5.3.1.** Select statements/questions from evaluation forms and surveys.

<b>Evaluation Instrument</b>	<b>Select statements/questions.</b>
Chair's or Dean's Evaluation of the Professor (annual, for FT and adjunct)	D.1. Provides an atmosphere of Christian nurture inside and outside the classroom. D.2. Appropriately presents class material from an Adventist Biblical Christian worldview. D.3. Advises students in the context of seeking Christ's will in their lives (not on adjunct form) D.R. Commitment to Seventh-day Adventist Fundamental Beliefs and unique prophetic mission (Religion faculty-specific)
Student Course Evaluation	7. The professor helped me see the subject matter from a Biblical perspective.
Peer Evaluation Form (portfolio)	7. Integration of faith and learning (Peer evaluators rate and comment on this as part of direct classroom observations.)
Professional Portfolio Evaluation System	Faculty are required to include the following in a teaching philosophy essay: Beliefs and assumptions about the purpose of teaching and learning in Christian IHE
Peer Evaluation Form for Director/Associate Director	4. Demonstrates Biblical Foundations/Adventist Biblical Christian-Worldview within areas of professional responsibilities
Annual Employee Evaluation	2.B. Demonstrates support for the mission of Southern Adventist University and works to promote the success of the university.

Students are asked to evaluate the impact the University has had on their spiritual development and faith in two broader surveys. The first is the Spiritual Life Inventory [Attachment: Spiritual Life Survey p 31.pdf] administered annually. In this survey, students evaluate both the impact and University performance in the following areas:

- A1 Helps me develop a personal relationship with Christ
- A2 Challenges me to grow and take next steps spiritually
- A3 Has teachers/faculty that model and consistently reinforce how to grow spiritually
- A4 Encourages me to take personal responsibility for my own spiritual growth
- A5 Provides opportunities to build meaningful relationships with adults who support my spiritual journey specific The second is the Senior Exit Survey administered to graduating seniors.

The second instrument is the Senior Exit Survey [Attachment: Senior Exit May 2022 Results.pdf], where graduating seniors are asked to indicate the degree to which they agree or disagree with the following three statements.

- 4.3 My experience at Southern nurtured my spiritual growth.
- 4.4 My faith in God was strengthened through campus experiences outside the classroom.
- 4.5 My classroom experiences strengthened my faith in God.

The assessment results are reviewed by direct supervisors in also by the promotions committee and help to guide the performance review conversations.

### **Other Supporting Activities**

Faculty also support the mission of the university through service to community and research. These activities are documented in the Semester Activity Form and on the University [Achieve website](#), where faculty research and scholarly publications are cataloged. The attached small sample of Semester Activity forms shows that faculty are involved in volunteer services in churches and the community.

### **Distance 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. 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 evaluations, full-time faculty teaching in the distance learning program undergo portfolio review evaluations at least every five years.

### **CFR 5.4**

As noted in **Area 7: 7.2**, the faculty in the pastoral and theological programs in the School of Religion are qualified to teach in the various programs of study.

All the full-time faculty teaching in the School of Religion have an earned doctoral degree in the discipline of religion. Two faculty members have two doctoral degrees, as can be seen in the below list of faculty with the degrees that they have earned. The full-time faculty teach all of the required courses in the theology program except for one (Introduction to Biblical Counseling and Conflict Resolution). This class is taught by an adjunct faculty who has a master's degree from the Seventh-day Adventist Theological Seminary and who also specializes in the area of biblical counseling. A table identifying qualifications is attached.

Attached is a table that identifies the qualifications of faculty who teach religion courses. These faculty are IMBTE endorsed (see attached minutes).

## **CFR 5.5**

### **Continuous Improvement**

As noted in response to previous areas, Southern Adventist University is committed to continuous improvement in all aspects of its operation and service. The process of comprehensive and integrated planning and evaluation culminates in process improvements, better student outcomes, enhanced living environments, enhanced learning opportunities, and more efficient financial operation, among other areas. Both planning and evaluation are systematic, ongoing, and comprehensive, covering everything from the University's mission statement to institutional strategic initiatives to unit-level and operational goals. Data from all levels of the University are integrated to inform planning, future actions, and improved outcomes. The university's Strategic Plan and Academic Master Plan will inform the path forward to improvement in this and other areas.

## Area 6: Educational Context

*Elements of the educational setting, including finance, facilities, library, and student services, among others, support institutional mission and Adventist identity.*

### CFR 6.1

#### Institutional Financial Health

Southern Adventist University's mission to "equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service" is supported by a sound financial base, with demonstrated financial stability and adequate physical resources. The university has experienced operating net increases (without donor restrictions) for 16 consecutive years up through the fiscal year 2021-22. In addition, the university has generated overall organizational net increases for 12 consecutive years until the fiscal year 2021-22, which showed a slight decrease due to unrealized market losses in the Endowment. Finally, the university has had increasing cash balances and days cash, increasing working capital and liquidity and decreasing debt over the past five years. All of this illustrates the financial health of Southern.

#### Audit Results

Southern Adventist University operates on a sound financial basis. The recent financial history of Southern Adventist University, as reflected in its annual audited financial statements (FY2018, FY2019, FY2020, FY2021, FY2022) audited by Brown, Edwards & Company, L.L.P., demonstrates the financial stability of the University.

The University has received the following audit results:

1. The opinion expressed in the independent certified public accountants' report was unmodified.
2. The University has consistently received an unmodified opinion for many years. The independent auditors' report on [Financial Analysis, Comments & Suggestions, and Required Communications](#), in the section on internal control over financial reporting underscored that they "did not identify any deficiencies in internal control that we consider to be material weaknesses." In addition, there were no comments and suggestions resulting from the current year audit.
3. The opinion expressed in the independent certified public accountants' report in relation to the University's awarding of federal funds was unmodified.

#### Key Financial Indicators

Following are some key indicators from the past five years of audited financial statements, supplemental financial analysis supplied by the auditors, and additional data provided by the University that further demonstrate the University's financial soundness and stability.

Table 1 shows the operating and non-operating increases in Net Assets Without Donor Restrictions for each of the most recent five fiscal years, as reported in the audited financial statements. Table 2 shows this same information for total net assets. During this five-year period, the Net Assets

Without Donor Restriction increased \$23,220,805 (from \$83,516,017 to \$106,736,822), or 28%, and the Total Net Assets increased \$30,504,953 (from \$138,417,455 to \$168,922,408), or 22%.

**Table 1. Operating and Non-operating Changes in Net Assets Without Donor Restriction**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Total</b>
<b>Operating</b>	\$481,378	\$1,614,303	\$435,987	\$1,025,640	\$157,729	\$3,715,037
<b>Non-Operating</b>	\$2,301,936	\$1,658,760	\$1,061,524	\$1,829,972	\$12,653,576	\$19,505,768
<b>Total Inc/(Dec)</b>	\$2,783,314	\$3,273,063	\$1,497,511	\$2,855,612	\$12,811,305	\$23,220,805

**Table 2. Operating and Non-operating Changes in Total Net Assets**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Total</b>
<b>Operating</b>	\$143,162	\$1,521,116	\$670,040	\$2,149,466	\$781,189	\$5,264,973
<b>Non-Operating</b>	\$7,231,814	\$1,884,945	\$4,196,009	\$13,740,042	\$(1,812,830)	\$25,239,980
<b>Total Inc/(Dec)</b>	\$7,374,976	\$3,406,061	\$4,866,049	\$15,889,508	\$(1,031,641)	\$30,504,953

The University's Composite Financial Index (CFI), an index commonly used in higher education made up of four key ratios, has stayed between 5.29 and 6.91 over the past five years. This is above the advisable range of 3.00-4.00 for a financially healthy university, and is at the level Seven where the recommended action is "Focus resources to compete in the future."

Table 3 lists the Composite Financial Index (CFI) for each of the most recent five years.

**Table 3. Composite Financial Index (CFI)**

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
<b>CFI</b>	5.29	5.67	5.63	6.91	5.42

According to the [Executive Summary in the Financial Analysis, Comments & Suggestions, and Required Communications](#) for the year ending May 31, 2022 from independent auditors Brown, Edwards & Company, L.L.P., "The University's overall level of financial health, as measured by the Composite Financial Index (CFI), as of year-end was above the minimum advisable level and totaled 5.42 on a scale of 1-10. Theoretically, this means that the University should focus resources to compete in the future."

The university has been intentional about preserving and building its Undesignated Cash & Short-term Investments (liquidity) position. As noted in Table 4 below, these balances have grown by



almost \$5 million (23%) in five years to a balance of \$26,879,750. With daily cash expenses amounting to almost \$203,000 per day, this represents Undesignated Days Cash of 132 days. This is an increase of over 17 days cash in five years, or a 15.5% increase. Since the beginning of this five-year period, restricted balances have dropped from over \$18 million to \$9.75 million, or 46%. The major factor in this drop is the use of donor restricted funds for the building of a new student center, which was completed in the summer of 2021.

**Table 4. Cash and Short-term Investments and Days Cash**

	<b>FY 2017 (Beg. Bal.)</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>% Inc/ (Dec)</b>
<b>Total Cash &amp; Short-term Inv.</b>	\$40,103,486	\$38,180,868	\$42,787,091	437,184,975	\$36,876,892	\$36,629,500	-8.7%
<b>Less: Restrictions</b>	\$(18,192,452)	\$(17,166,842)	\$(18,892,162)	\$(11,504,326)	\$(9,001,036)	\$(9,749,750)	-46.4%
<b>Undesignated Cash &amp; Short-term Inv.</b>	\$21,911,034	\$21,014,026	\$23,894,929	\$25,680,649	\$27,875,856	\$26,879,750	22.7%
<b>Increase/ (Decrease)</b>		\$(897,008)	\$2,880,903	\$1,785,720	\$2,195,207	\$(996,106)	4,968,716
<b>Days Undesignated Cash &amp; Short-term Inv.</b>	115	107	123	135	149	132	15.5%

**Table 5. Current Ratio, Liquidity and Working Capital**

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
<b>Current Ratio</b>	3.4	3.0	3.3	3.4	3.5	3.5
<b>Liquidity</b>	3.6 mos.	3.1 mos.	3.7 mos.	3.1 mos.	3.3 mos.	3.0 mos.
<b>Working Capital (Old formula)</b>	148%	131%	148%	162%	178%	160%
<b>Working Capital (New formula)</b>	4.2 mos.	3.7 mos.	4.2 mos.	4.5 mos.	5.0 mos.	4.7 mos.

As Table 5 above shows, the university has sufficient liquidity (dollars in current assets for every dollar of current liabilities) and working capital, being over 100% of the amount recommended by the North American Division.

### Long-term Debt

The university has reduced its long-term debt from \$16,156,071 to \$6,815,000 (a 58% decrease) over the past five years. During the past several years, the University has maintained sufficient cash flow from operations so as not to need to utilize lines of credit or other types of borrowing for operating purposes.

## Endowment

As noted in Table 6 below, the university's endowment has grown almost \$19.7 million over the past five years and is now over 50% larger than it was at the beginning of FY 2018. The endowment experienced over \$15 million in market returns, and we received over \$11 million in contributions during this time. Operations and student scholarships were benefited by almost \$9 million in appropriations for expenditures, and this annual amount has almost doubled over this period and is now about \$2 million per year. The university uses a 4.5% annual distribution amount of a five-year rolling average of the balances, and has not raised this amount or considered tapping into the endowment corpus to address financial challenges.

**Table 6. Endowment Balance, Returns, Contributions & Appropriations**

	<b>FY 2017 (Beg. Bal.)</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>% Inc/ (Dec)</b>
<b>Total Investments</b>	\$38,140,233	\$43,159,512	\$44,822,092	\$48,089,353	\$60,719,730	\$57,796,566	51.5%
							<b>Total</b>
<b>Total Investment Return</b>		\$3,029,265	\$519,483	\$1,424,978	\$12,344,799	\$(1,962,385)	\$15,356,140
<b>Contributions</b>		\$3,501,159	\$1,160,646	\$3,357,534	\$2,282,769	\$1,018,771	\$11,320,879
<b>Appropriation for Expenditure</b>		\$1,371,182	\$1,586,580	\$1,917,635	\$2,027,085	\$1,997,613	\$8,900,095

## How Institutional Budget and Expenditures Support Institutional Mission

As noted above, Southern Adventist University has had positive financial results and trends in all the following areas:

- Change in Net Assets Without Donor Restriction
- Change in Total Net Assets
- Composite Financial Index (CFI)
- Undesignated Cash and Short-term Investments
- Undesignated Days Cash
- Long-term Debt
- Endowment

At the same time the University has:

- Ensured its buildings and facilities remain well maintained,
- Maintained sufficient faculty to support academic programming
- Provided appropriate student support services,
- Provided quality spiritual programming, and
- Delivered quality academic programs for our students in support of our mission.

The above evidence demonstrates that the University operates on a sound financial basis and a stable financial base to support the mission of the University and the scope of its programs and services.

### **Appropriations from Supporting Church Organizations**

The Southern Union Conference and the conferences that comprise the Southern Union are very supportive of Southern Adventist University. All of the state conferences within the Southern Union contribute 3% (3.5% for the host conference Georgia-Cumberland Conference) of the average tithe for the previous three years to the university as an operating subsidy. In addition, the Southern Union Conference contributes 3.75% of the average tithe it receives for the previous three years to the university as an operating subsidy, as well as an additional \$325,000 as a regular capital appropriation. Because Southern has been in a solid financial position for many years we have not needed to look to the Southern Union Conference or the conferences within its territory for any special or additional appropriations beyond the operating subsidies.

The following table (Table 7) shows the appropriations by institution to the university for the calendar years 2021 and 2020.

**Table 7. Appropriations from conferences and Southern Union**

<b>Institution</b>	<b>Percentage</b>	<b>2020</b>	<b>2021</b>
Carolina Conference	3.00%	\$739,368	\$761,676
Florida Conference	3.00%	\$1,783,620	\$1,840,260
Georgia-Cumberland Conference	3.50%	\$1,801,596	\$1,875,288
Gulf States Conference	3.00%	\$323,592	\$325,512
Kentucky-Tennessee Conference	3.00%	\$498,036	\$505,644
Southern Union Conference Operating	3.75%	\$787,092	\$810,996
Southern Union Conference Reg. Capital		\$325,008	\$325,008
Southern Union Conference - Other		\$76,020	\$76,020
<b>Total</b>		<b>\$6,334,332</b>	<b>\$6,520,404</b>

Table 8 below 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 and Net Tuition and Fees Revenue this represents in accordance with the audited financial statements for that year.

**Table 8. Appropriations received as percent of income**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>5 Year Total</b>
<b>Appropriations</b>	\$6,089,298	\$6,199,372	\$6,459,183	\$6,666,829	\$6,991,487	\$32,406,169
<b>% of Total Inc</b>	8.0%	8.2%	8.8%	9.2%	9.1%	
<b>% of Instruct. Income</b>	15.2%	16.0%	17.1%	17.9%	19.8%	

**Government Grants Received**

Table 9 shows the amount and nature of government grants received by the university for the fiscal years 2019-20 to 2021-2022 as reflected in the audited financial statements for those years, as well as the percentage of the total university Unrestricted Operating Revenues those amounts represent.

**Table 9. Government Grants Received**

<b>Type of Funds</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Federal ACA (Funding for administering programs)</b>	\$4,400	\$4,200	\$4,020
<b>Federal Work Study</b>	\$388,035	\$388,035	\$388,035
<b>Federal Supplemental Education Opportunity Grant Program (SEOG)</b>	\$189,863	\$189,863	\$189,863
<b>Teacher Education Assistance for College and Higher Education Grant</b>			\$1,888
<b>Total Ongoing Government Grants</b>	\$582,298	\$582,098	\$583,806
<b>Higher Education Emergency Relief Funds (HEERF)</b>	\$2,153,177	\$3,083,342	\$7,632,224
<b>Total Government Grants</b>	\$2,735,475	\$3,665,440	\$8,216,030
<b>Percent Ongoing Government Grants of Total Unrestricted Operating Revenues</b>	.8%	.8%	.8%
<b>Percent Ongoing Government Grants of Tuition and Fees</b>	1.5%	1.6%	1.7%
<b>Percent Total Government Grants of Total Unrestricted Operating Revenues</b>	3.7%	5.0%	10.6%
<b>Percent Total Government Grants of Tuition and Fees</b>	7.2%	9.8%	23.3%

As the chart above indicates, government grants comprise a very small percentage of the overall operating revenue of the university, particularly if the extraordinary HEERF funds received during these three years due to the COVID-19 pandemic are excluded (i.e. if one looks only at the “Ongoing” Government Grants).

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 10 shows the amounts of these funds awarded for the 2019-20 to 2021-22 fiscal years.

**Table 10. Federal Pell Grant and Federal Loans awarded to students**

<b>Type of Grant/Loan</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Federal Pell Grant Program	\$3,908,512	\$3,955,190	\$3,638,154
Federal Direct Loan Program	\$14,973,711	\$12,593,118	\$10,148,741
Nursing Student Loans	\$92,150	\$59,500	\$10,750
<b>Total Pell Grant and Federal Loans Awarded</b>	<b>\$18,974,373</b>	<b>\$16,607,808</b>	<b>\$13,797,645</b>
Higher Education Emergency Relief Funds (HEERF) Distributed to Students	\$1,131,273	\$1,634,491	\$3,807,991
<b>Total Federal Grants and Loans Awarded</b>	<b>\$20,105,646</b>	<b>\$18,242,299</b>	<b>\$17,605,636</b>

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. do perform an annual audit of the university’s financial statements and the federal awards program in accordance with the requirements of the federal government, and have issued an unmodified opinion, with no instances of significant deficiencies or noncompliance being noted (please note the attach opinions and schedule of findings and questioned costs from 2020-21).

Following are the procedures the university follows for the receipt and disbursement of federal grants and loans.

- Once Student Finance approves the federal funds disbursement, the Accounting Department posts this amount to the general ledger.
- Student Finance then posts this information to COD (a government agency).
- Once confirmation is received from COD, the Associate Vice President for Finance and Budgeting draws down the approved funds from the government using the G5 (Department of Education Grants Management System) website.

## CFR 6.2

The McKee library and its resources support the institutional mission, the transmission of Adventist beliefs and values, and the spiritual development of students. Additionally, the library supports the University's educational, research, and service mission by providing students, faculty, and staff with lending, reference, instruction, interlibrary loan, access to electronic databases and resources, and collaboration and study space. The library houses print and digital collections, periodicals in all formats, microform resources, media materials, government documents, and special collections. Its holdings include the following:

- 181,098 print books
- 108,225 digital books
- 7,982 physical media items
- 321,931 digital media items
- 270 current print periodical titles
- 1,506 non-current print periodical titles
- 304 digital journals/magazines that are not part of database packages
- 205 databases

### **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 an extensive collection of teaching resources such as STEM equipment, curriculum guides, textbooks, literature for children and young adults, DVDs, and educational games and activities. Additionally, the TMC houses a makerspace where visitors can make use of 3D printers, Cricut cutting and pressing machines, die cuts, paper cutters, and other creativity tools for making bulletin boards, poster projects, and other creativity-fostering resources.

The TMC also provides access to a current collection of education journals and magazines in both print and digital formats. Designed to foster imaginative teaching, the TMC supports Southern's education and service mission through service to undergraduate and graduate education students, private and public school teachers, home schooling parents, and Sabbath/Sunday School teachers.

The [Lynn H. Wood Archaeological Museum](#) in Hackman Hall, maintained by the [School of Religion](#), provides the basis for a stunning visual display of more than two hundred objects from Egypt, Babylonia, Persia, Syria-Palestine, Greece, Cyprus, and Anatolia. Illustrated through hundreds of photographs, drawings, and original art, the exhibit is designed to introduce artifacts in their ancient life-setting. Highlights include an ancient Babylonian brick stamped with Nebuchadnezzar's name, a complete series of lamps from the Chalcolithic to the early Arabic periods, a rare Syrian clay model of a chariot complete with wheels, handwritten cuneiform tablets from ancient Ur in Mesopotamia, and a series of Syrian toggle pins from the Middle Bronze Age.

Through teaching, exhibition, conservation, and the annual Museum Lecture Series, the museum provides educational opportunities for university students and the community at large. The William G. Dever Research Library located adjacent to the Lynn H. Wood Archaeological Museum in Hackman Hall contains three major collections that comprise nearly 3,000 volumes and 20 different journal titles in the areas of archaeology, biblical studies, ancient Near Eastern languages, and Egyptology.

The collections are fully integrated with the university library system for searching and research.

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, periodicals, DVDs, CDs, video tapes, and records. The School of Music also maintains 24 practice rooms furnished with 17 upright studio pianos, three six-foot grand pianos, a two-manual Keith Hill harpsichord, and a two-manual three-stop Brombaugh tracker organ. Several practice rooms contain only a music stand and chair for instrumental practice. The School of Music also features two electronic music labs, a 258-seat recital hall, with two nine-foot Steinway grands and two Brombaugh tracker organs (Ackerman Auditorium), and a 70-stop Brombaugh tracker organ available for lessons, practice, and concerts.

As an All-Steinway school, over 90% of the pianos in the School of Music are manufactured by Steinway & Sons. 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 journals, streaming media, and 200 electronic databases. Distance learners have access to all library resources and online services including assistance via chat, individualized virtual research coaching sessions, and virtual tutoring through the Writing Center and the Tutoring Center. Interlibrary loan requests of electronic articles are also available for distance learners. 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 professor and classmates through live video-conferencing sessions.

### **Support for Teaching Mission**

McKee Library makes every effort to ensure its resources and services are available to all faculty members and enrolled students. Faculty are directly involved in maintaining library collections that are adequate for and relevant to each curricular area and the degrees offered. 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. Librarians work closely with instructional faculty in the acquisition process of learning resources to ensure that holdings are current and appropriate for the needs of the programs offered.

### **How the Library Helps Students Distinguish Truth from error and Engage in the use of Information**

McKee Library is committed to helping students use quality information that helps them distinguish truth from error in their studies and daily lives. Library instruction sessions covering a wide variety of topics, from developing information literacy to using databases to identifying types of sources, are available upon request. Such instruction sessions are available both in-person and online to reach the students who take online courses, and those who attend classes on campus.

Furthermore, the library provides research coaching sessions which are one-on-one sessions students can sign up for to discuss with a reference librarian any questions the students may have regarding conducting library research, finding resources, and using the library databases. Online tutorials are also available through the library's website. These tutorials instruct students on various topics, such as visual and quantitative literacy or finding empirical articles. Furthermore, the library has created 217 research guides that fall within four guide types:

- course guides
- general purpose guides
- subject guides, and
- topic guides.

These librarian-curated pathways provide a starting point for research where trustworthy resources are recommended. Included in the topic guides is the guide entitled *Fake News, Misinformation, and Propaganda*. This guide provides students with tools to help them identify fake news, stop misinformation and learn how to check facts provided to them.

### **Policies for Acquiring new Library materials and how These Policies support the Seventh-day Adventist Ethos of the Institution.**

McKee Library has developed a robust collection development policy that guides librarians through curating our resources. Books, periodicals, and media materials are chosen with the criteria to support the university's Christian standards, Seventh-day Adventist beliefs, curriculum, student and faculty research, local history, and community and student body interests. Librarians work closely with professors and deans to develop the collection and ensure the library has the available materials for each department's area of expertise. Having a balanced resource collection enhances student learning and works toward the promotion of higher-level thinking.

We are responsible as librarians for developing a resource collection conducive to student inquiry and learning. We want students to have access to resources that not only support and enhance what they are being taught but also provide alternate points of view, allowing them to analyze the information before them and come to their own conclusions. We take pride in crafting a well-rounded collection. The complete collection development policy is available on <https://www.southern.edu/mckee-library/about-us/library-policies/collect-dev-pol.html>. A PDF version is attached.



## **Implications of the Institution's Stand on Academic Freedom and Responsibility on Library Operations**

Southern Adventist University's stand on academic freedom is as follows: "The administration seeks to foster a climate favorable to freedom of teaching and research," and that "faculty members are expected to exercise their right of academic freedom within a framework of commitment and dedication to the Seventh-day Adventist Church" [1]. A PDF is attached.

As such, McKee Library strives to curate physical and digital resource collections that foster freedom for teaching and research while upholding the church's standards. The library is responsible for ensuring that faculty has access to resources that not only support and enhance what they are teaching, but also provide alternate points of view. With the support of SAU's administration, we take pride in crafting a collection that supports the curriculum and endorses the Christian viewpoint of the university.

## **Resources that Assist Students and Faculty in Their Study of the Bible and Faith Maturity**

McKee Library's collections, research guides, and reading and viewing lists are the primary tools that assist students and faculty in their study of the Bible and faith maturity. McKee Library's reference collection houses numerous commentaries, dictionaries, and encyclopedias that cover a wide array of biblical topics and themes to help clarify Biblical content. Our general collection contains devotionals, Bible study guides, and religious works from SDA pioneers and modern authors.

Several course-specific and topic-specific research guides fall within the "religion" subject area, including *History of the Christian Church*, *Seventh-day Adventist History and Beliefs*, and *World Religions and Beliefs*, to name a few. These guides comprehensively introduce a specific topic and recommend trustworthy resources. A complete list of the library's guides are available through the [Research Guides page](#). A PDF version is attached.

McKee Library's reading and streaming lists are comprised of books and streaming films on a specific topic. These lists are created with input from librarians, campus departments, and faculty members. Topics that cover the Bible and faith maturity include Biblical Foundations of Faith and Learning, Faith and Doubt, Sexual Integrity, SDA Pioneers, and more. The library's [Reading and Viewing Lists](#) page contains a complete listing.

## **Processes Used to Identify Resources that Contribute to a Biblical Worldview for the Various Disciplines, With Examples of Resources Acquired.**

To identify resources that contribute to a biblical worldview for the various disciplines, we solicit requests from teaching faculty and supplement them with other resources based on librarian expertise. The collection development process is as follows:

- Librarians reach out to the departments whose collections are in their scope of curation.
- Faculty from each department request books, journals, films, and recommend databases.
- Librarians refer to book reviews, participate in database trials, and, if necessary, analyze their collection based on the holdings of SAU's sister universities.

Some examples of resources acquired include *The Journal of Adventist Education*, *Encyclopedia of the Bible and Its Reception Online*, and various books for SAU's Sexual Integrity Week.

### **Special Collections that Contribute to Institutional Mission and Faith (Adventist heritage, mission, fundamental beliefs, White Estate resources)**

The Center for the Study of 19th Century America is housed in the library. Its mission is to acquire, preserve, and provide access to a wide range of primary and secondary materials in support of presenting researchers with a context to understand the times in which the Seventh-day Adventist Church began. Out of the six collections included in the Center, two are directly connected to the SDA church:

#### **Domestic Science and Cookery Collection**

The Domestic Science and Cookery Collection houses rare books on household management, etiquette, nutrition, and cooking. For a well-rounded 19th-century context, publication dates range from 1800 to 1950. Included in this collection are rare and first-edition books on the topics of domestic science and cookery. Several books by J. Harvey Kellogg are part of the collection, including a first edition of *A Household Manual* (1877). Also in the collection are cookbooks that emphasize vegetarian food. The collection includes:

- *Novel Dishes for Vegetarian Households: A Complete and Trustworthy Guide* by Mary Pope (1893) and,
- *A Few Simple Recipes: Madison Rural Sanitarium and Nashville Vegetarian Cafeteria* (1900).

#### **Seventh-day Adventist Heritage and Apocalyptic Studies Collection**

The Seventh-day Adventist Heritage and Apocalyptic Studies Collection houses books on Adventist heritage, specifically those that pertain to the study of the books of Daniel and Revelation. The collection also features works by prominent non-Adventist authors, including Sir Isaac Newton, who did significant scholarship in this area. The collection includes several first-edition books written by Ellen G. White and a copy of *A New Concordance of the Holy Scriptures* by John Butterworth that belonged to Joseph Bates. Additions to this collection come from librarian acquisitions, deaccessioned items from the library's general collection, or patron donations.

### **How the Library Supports institution-wide Faith Activities and Community Outreach, and Upholds the Institution's Faith-Based Policies**

McKee Library collaborates with departments, promotes scholarly research, and participates in volunteer opportunities to support institution-wide faith activities and community outreach. Librarians have partnered with multiple departments, including the Office of Ministry and Missions, to create custom reading lists for campus outreach events. In partnership with the Student Development office, the library collects works by Convocation speakers featured throughout the academic year. Furthermore, the library consistently highlights book and film displays focusing on important faith-based topics. McKee Library faculty and staff routinely

participate in volunteer opportunities on campus and off and are active in their local church communities.

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[1] Southern Adventist University (2022) *Southern Adventist University Employee Handbook*. Retrieved from <https://www.southern.edu/administration/hr/docs/Handbook22-23revisedAUG22.pdf>.

### CFR 6.3

#### Campus Master Plan

The university has recently completed a new vision for the Campus Master Plan. The Master Plan is a dynamic document that continues to be updated to coincide with the campus academic master plan as well as the strategic goals of the university. The Campus Master Plan depicts the key projects and the necessary funding strategies required. Based on history, the funding will, to a large degree, come from donors through a Capital Campaign, which the Advancement office administers. The most recent Capital Campaign was completed in 2021 and reached an institutional high watermark of \$53 million. A new campaign of \$20 million (\$5 million for an operating endowment and \$15 million for a new building) for the School of Business was voted by the Board of Trustees on February 27, 2022. After proper research and planning have identified additional university priorities, future campaigns will be crafted, planned, and implemented.

#### Capital Additions

Over the last five years, the institution has invested over \$18 million into the physical plant of the campus. That would include new buildings like the Bietz Center for Student Life (2021), current improvements to the McKee Library (2022), as well as other smaller capital improvements.

**Table 1 – Annual Capital Building Additions**

ANNUAL BUILDING CAPITAL ADDITIONS (\$)				
FY2018	FY2019	FY2020	FY2021	FY2022
\$256,463	\$1,083,559	\$269,442	\$962,931	\$15,684,336
<b>5 YEAR TOTAL:</b>		<b>\$18,256,731</b>		

#### Capital Campaign

The university has a strong history of running capital campaigns for capital improvements and funding a growing Endowment. The last capital campaign had a challenging goal of raising \$50 million. That campaign closed in 2020 and raised over \$54 million. A new president was installed in June 2021. He has demonstrated strong fundraising skills leading the university into a new campaign with funds already raised for the new School of Business and other smaller projects.

**Table 2 – Campus Building Projects****CAMPUS MASTER PLAN – 5 YEAR PROJECTION**

<b>PROJECT</b>	<b>YEAR</b>	<b>CONSTRUCTION TYPE</b>	<b>FUNDING SOURCE</b>	<b>BUDGET</b>	<b>STATUS</b>
Lynn Wood – Modern Language	2022-23	Renovation	OMP	\$10,000	Done
McKee Library – Front	2022-23	New Addition	Donations	\$750,000	IP
McKee Library – 3 <sup>rd</sup> Floor	2022-23	New Addition	Donations	\$350,000	IP
Wright Hall – Advancement	2022-23	Renovation	OMP	\$200,000	IP
Wright Hall – Human Resources	2022-23	Renovation	OMP	\$300,000	Design
Wright Hall – 1 <sup>st</sup> & 2 <sup>nd</sup> Restrooms	2022-23	Renovation	OMP	\$250,000	IP
Talge Hall – J. Erhard Patio	2022-23	New Addition	Donations	\$40,000	IP
Lynn Wood Hall - Engineering	2023-24	Renovation	OMP	\$350,000	Design
Southern Village – 3 Buildings	2023-24	NEW	CAPITAL	\$6,750,000	Design
Wright Hall – Dining Hall	2023-24	Renovation	OMP	\$250,000	Design
Miller Hall – Nursing SIM Labs	2024-25	Renovation	CAPITAL	\$1,000,000	Design
School of Business(New)	2024-25	NEW	CAPITAL	\$15,000,000	Design
Spanish Church – Computing	2024-25	Renovation	CAPITAL	\$1,000,000	Design
Wright Hall – Graduate Studies	2024-25	Renovation	OMP	\$150,000	Design
Talge Hall – Dorm Rooms	2025-26	Renovation	CAPITAL	\$350,000	Plan
Campus – Retaining Walls Replaced	2025-26	Renovation	OMP	\$150,000	Plan
Thatcher Hall – Dorm Rooms	2026-27	Renovation	CAPITAL	\$350,000	Plan
Campus – Retaining Walls Replaced	2026-27	Renovation	OMP	\$150,000	Plan

Outdoor Amphitheater - Music	2026-27	NEW	OMP	\$250,000	Map
			<b>TOTAL:</b>	<b>\$27,650,000</b>	

OMP = Operations & Maintenance of Plant; Annual Budget

IP = In Process

Design = In CAD drawing phase

Plan = Planning Project

**Table 3 – Campus Building Projects, 10 Years**

**CAMPUS MASTER PLAN – 10 YEAR  
PROJECTION**

PROJECT	YEAR	CONSTRUCTION FUNDING			
		TYPE	SOURCE	BUDGET	STATUS
Collegedale Academy – Elementary	2028	Renovation	CAPITAL	\$8,000,000	Map
Student Housing - Apartments	2029	NEW	CAPITAL	\$5,000,000	Map
Welcome Center	2030	TBD	CAPITAL	\$7,000,000	Map
Performing Arts Center	2033	TBD	CAPITAL	\$25,000,000	Map

**TOTAL: \$45,000,000**

Map = Location Noted on Campus Master Plan

The university takes pride in maintaining the campus facilities with regular budgeting, allocating capital for new projects, and funding annual maintenance and repairs. Table #4 shows annual spending for the past five years.

**Operating and Maintenance of Plant**

***Table 4 – Annual Operating & Maintenance of Plant***

ANNUAL OPERATING & MAINTENANCE OF PLANT (\$)				
FY2018	FY2019	FY2020	FY2021	FY2022
\$6,946,726	\$7,026,513	\$6,332,436	\$6,060,007	\$6,143,394

**5 YEAR TOTAL: \$32,509,076**

**Adventist Philosophy and Spiritual Impact**

The university has been developing and implementing a strong presence of inspirational and spiritual messaging throughout our buildings. Scripture and other favorite quotes have been placed in buildings to demonstrate that God is a central part of the campus and is reflected nicely in

multiple buildings across campus. That work continues as building renovations, and other opportunities occur where we can share further spiritual messaging and branding of our biblical and Seventh-day Adventist philosophy.

During late 2021, the National Association of University Interior Designers (AUID) held its annual conference in Chattanooga. This professional organization visited the campus. One member later shared that “the campus and buildings reflected a faith-based institution where God was evident.” The university won a design award based on the wall artwork created with a biblical message. It included embedded manuscripts from the author, Dr. Jack Blanco, and his paraphrasing of the entire Bible called the Clear Word. (See attached **Bietz Center – Jack Blanco Chapel Artwork (AUID “Best of Show”)**)

The Collegedale Seventh-day Adventist (University) Church is central to our campus. It provides a place of worship for Friday night vespers and weekly church services. It also provides various other student-oriented programs. These programs encourage student participation and spiritual engagement.

The pastoral staff and the Office of Ministry and Mission regularly work together. This close collaboration enhances the care and ministry to all university students. The passion for sharing the love of Christ at every opportunity is evident in these ministries and staff commitments.

The intentional design and depiction of Christ serving and showing compassion is evident on the campus. Several special places reflect this imagery:

- Hackman Hall, School of Religion – Archaeology Museum
- Hickman Science Center - Origins Museum on Creation, 2<sup>nd</sup> Floor
- Summerour Hall - Jesus Statue “I AM THE WAY,” sculpture outside of front entrance
- Wright Hall, President’s Suite – Jesus Washing Disciples Feet (sculpture)

These locations and different mediums of art all reflect Christ and the commitment of the university to show Jesus’ love to all of our students, constituents, and guests that visit the campus.

### **Natural Settings and Physical Spaces**

The university provides a variety of natural settings that our students can enjoy, relax in, and engage in the natural outdoors. These include:

- Student Park and Goliath Wall
- Campus Cave — Regular Tours
- White Oak Mountain — Hiking and Mountain Biking
- Bauxite Ridge — Hiking and Mountain Biking
- Outdoor Education Center — Ropes & Training Course
- Summerour Hall — Outdoor Amphitheatre Classroom
- Garden of Prayer — Promenade
- Outdoor Patio Seating Areas — Promenade

One of the treasures located on Southern's Bauxite Ridge trail system is a dedicated one-mile loop trail called the "Sabbath Trail." It nicely depicts the history of the Sabbath on brass plaques and displays a large stone tablet of the Ten Commandments. The Sabbath Trail was developed and created through collaboration with a caring donor and our university staff. Construction was handled internally. A professional trail-builder was also part of the project. Collectively, the university maintains 40 miles of trails for outdoor excursions.

### **Stewardship of Resources**

The university has long-held and supported recycling and is committed to being good stewards of our environment and resources. The addition of water filling stations across campus has helped reduce the use of plastic bottles. Students can regularly be seen carrying their refillable water containers.

For the past 20 years, the university has practiced "single-stream" recycling. Recycling containers are found throughout the campus, where paper, cardboard, aluminum cans, and plastic bottles are collected. They are picked up, sorted, and shipped to a local recycler. Even assorted metals are collected from remodeling and other construction activities.

The loss of trees from storms and regular tree trimming are collected and ground into wood mulch; the mulch is used in landscape beds on campus. The recent completion of the Bietz Center for Student Life in 2021 demonstrates this well. Trees that were removed from the construction site were saved and milled into lumber. Many of the conference tables, tablet arms on chairs, the grand staircase, and the bocce ball course all used this recycled lumber. Even the wood artwork found in many places throughout the building was built in-house using harvested tree lumber. Even the elevator shaft was clad with lumber from those same trees.

### **CFR 6.4**

6.4 Student services clearly promote and support Adventist identity and the core values of the institution

- *A description of how the institution identifies the unique needs among student groups and develops plans to respond to these needs, particularly in the context of the mission of the institution, based on a demographic trend analysis (since the prior accreditation visit) of students, disaggregated by age ranges, gender, nationality, off-campus and residence hall status, marital status, denominational affiliation, part-time vs. full-time status, undergraduate vs. graduate status, traditional vs non-traditional status*

In 2015 Southern renamed its Student Services area to Student Development to reflect the reality that student services on most campuses of higher education is a subset of what is known more popularly as Student Affairs. The nomenclature *student development*, however, better reflects what Southern perceives as the role of this area of the university. The personnel of various departments that fall under Student Development meet the nonacademic needs of Southern's students in order to assist in the development of their social, behavioral, and physical spheres. It should also be emphasized that while the office of Campus Ministries—now known as the Office of Ministry and Missions (OMM)—no longer falls under the purview of Student Development, Southern does not

use a silo approach to spiritual development. Thus, in partnership with OMM, Student Development has developed programming that is directly tied to the spiritual development of Southern's students.

Southern identifies the unique needs of its various student groups through a number of methods. The primary method is the use of Southern's Institutional Research and Planning office. During odd-numbered years, Southern administers, through this office, the ACUHO Resident Satisfaction Survey and the National Survey of Student Engagement (NSSE) inventory. During even-numbered years, Southern surveys its students using the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI). Other methods to accomplish needs-assessment is the use of focus groups and direct interviews. The information gathered from these inventories and interviews have informed the decisions that will be discussed in more detail below.

Arguably, the most significant issues impacting changes in Southern's Student Development are two demographic realities in Seventh-day Adventist higher education: the dwindling of the number of students from Adventist homes pursuing a college education at an Adventist college or university and the greater racial and ethnic diversity in Adventism. Still another non-academic reality that Student Development has had to address is the mental health crisis among college-eligible students. Southern's campus has seen a significant rise in students' requesting intervention for their behavioral health needs.

#### The Enrollment Picture During the Last Decade

In Fall 2013, the year after the last AAA report, Southern's total undergraduate enrollment was 2823 students. Although enrollment has increased the last two academic years (2021-22 and 2022-23), the trend has been a consistent decrease in enrolled students:

	Collegedale			Remote		Totals
Term	Off Campus	On Campus	Totals	Off Campus	Totals	
Fall 2013	685	1860	2545	278	278	2823
Fall 2014	630	1859	2489	239	239	2728
Fall 2015	577	1820	2397	276	276	2673
Fall 2016	557	1740	2297	247	247	2544
Fall 2017	618	1735	2353	247	247	2600
Fall 2018	625	1678	2303	228	228	2531
Fall 2019	570	1650	2220	228	228	2448
Fall 2020	531	1675	2206	163	163	2369

This year, total undergraduate enrollment on census day was 2571. As a campus, we praise the Lord for this significant increase (over 200 students); however, as part of the narrative of the ten years since the last AAA report, it bears noting that before this increase, Southern had seen a decrease of 359 students from 2013 to 2020. However, despite this decrease in overall students, one other phenomena bears noting. The percentage of the overall undergraduate population that lived on campus has increased despite no changes having been made to housing policies during the same period.



<b>Term</b>	<b>Collegedale Enrollment</b>	<b>On-Campus Enrollment</b>	<b>% of Total Enrollment</b>
Fall 2012	2657	1894	71%
Fall 2013	2545	1860	73%
Fall 2014	2489	1859	75%
Fall 2015	2397	1820	76%
Fall 2016	2297	1740	76%
Fall 2017	2353	1735	74%
Fall 2018	2303	1678	73%
Fall 2019	2220	1650	74%
Fall 2020	2212	1675	76%
Fall 2021	2246	1682	75%
Fall 2022	2327	1803	77%

### **The Racial Shifts on Southern's Campus During the Last Decade**

During the same period the racial makeup has begun to reflect more closely demographics in the Seventh-day Adventist church in North America.

<b>Term</b>	<b>White %</b>	<b>Hispanic %</b>	<b>Black %</b>	<b>Hawaii/PI %</b>	<b>Asian %</b>	<b>Multiple %</b>	<b>Other %</b>
Fall 2012	54.4	21.5	12.9	0.4	8.1	2.2	0.5
Fall 2013	53.7	20.8	12.1	0.6	9.1	3.2	0.5
Fall 2014	50.9	21.9	11.7	0.7	10.2	4.1	0.5
Fall 2015	49.6	21.9	12.0	0.7	10.7	4.7	0.4
Fall 2016	47.8	22.6	11.8	0.8	11.7	5.1	0.2
Fall 2017	46.4	23.3	10.9	0.6	12.5	6.3	0.0
Fall 2018	42.5	25.7	10.4	0.8	13.4	7.1	0.1
Fall 2019	42.1	25.6	9.8	0.8	14.3	7.4	0.0
Fall 2020	41.7	26.3	9.2	0.8	14.6	7.2	0.2
Fall 2021	41.2	28.6	7.6	0.5	14.9	7.0	0.2
Fall 2022	41.5	28.6	7.2	0.3	15.1	6.9	0.4

This shift the racial and ethnic makeup of the student body has had subtle impact on Student Development, which also will be highlighted below.

### **Residential Life**

The mission of Residential Life reads as follows: "Empowered by God, we are dedicated to love and serve one another and our community. We desire to provide a comfortable, peaceful and safe environment for residents that will aid in their learning experience, foster their relationship with God, and encourage a spirit of community with others." Consistent with this mission is the financial commitment Southern has made to renovate rooms every summer. Those renovations were placed on pause during the last three years because of COVID; however, the plan is to restart renovations during summer 2023. The plan is to have every room renovated within a ten-year cycle. When the cycle is completed, those rooms that were renovated in Year 1 will be addressed again.

During the last ten years, the number of beds available to students who are required to live on campus or choose to live on campus has changed little. Traditional, single, undergraduate student housing consists of two residence halls and 12 apartment buildings. Non-traditional housing for undergraduates consists of 20 apartment buildings and miscellaneous attics, basements and rooms.

Talge Hall serves as Southern's primary men's residence hall. Thatcher Hall/Thatcher South serves as its primary women's residence hall. Southern Village is the primary residence of upper classmen. Residents who have reached junior status may apply to live in Southern Village. Unfortunately, the demand to live in Southern Village is greater than its capacity. Thus, approximately 25% of our upper classmen live in Talge and Thatcher Halls.

The housing area known as Upper Stateside Apartments, which originally served as family housing before Southern purchased Winding Creek Apartments in June 2012, has allowed Residential Life to adjust to changes in enrollment without resorting to changing housing policies or other contingency measures. When Winding Creek Apartments became Southern's new family housing subdivision, Upper Stateside Apartments served as both an extension campus to Southern Village and as Guest Lodging.

In more recent years, as enrollments declined, Guest Lodging used all four units of Upper Stateside Apartments. During the 2020-21 academic year, because the COVID pandemic made it necessary to identify a part of the residence halls as quarantine halls, two of the four buildings that make up Upper Stateside Apartments were returned to Residential Life (The other two buildings served as isolation for COVID students). This year the significant enrollment increase has necessitated using three buildings for Residential Life and one building for COVID isolation. What this narrative highlights is the ability for Residential Life to navigate the highs and lows of enrollment over the last decade because of the number of housing units Southern has. Those units break down as follows:

**Talge Hall** houses male students up to and including students age 23.

Talge has 386 rooms:

- 182 of the rooms are double-occupancy units, with a sink in the room and access to community bathrooms.
- Twelve of the above rooms are referred on a hall referred to as Talge Annex. These rooms are reserved for male, undergraduate or graduate students, over the age of 23. They have a sink and access to community bathrooms.
- 204 of the room are two-room suites with a sink in each room and a bathroom/shower in between the rooms.
- These rooms total 696 beds.
- There are seven community bathrooms, seven laundry rooms, five kitchenettes, various lobby areas, a weight room, a rec room with a ping-pong table, pool table, and a TV room with two large screen TVs and stadium seating.
- The chapel has an occupancy of 224.

**Thatcher Hall/South** houses female students up to and including age 23.

Thatcher/South has 386 rooms:

- They total 774 beds.
- All rooms follow the same floor plan: two-room suites with a sink in each room and a bathroom/shower in between the rooms.
- There are two TV rooms, a weight room, a cardio room, 10 laundry rooms combined with kitchenettes, eight study rooms, and eight lobbies.
- There is one multipurpose room with capacity for 75 people, which has an adjoining kitchen.
- The chapel has a capacity for 584 people.

**Southern Village** – houses students, 19-23 years old, who have reached junior status

Southern Village comprises 12 buildings, with eight apartments in each building for a total of 96 units.

- Twenty of the apartments have three bedrooms; the remaining 76 apartments have two bedrooms.
- Each apartment has a full kitchen, living room and laundry room.
- Sixteen of the 96 apartments have one bathroom; each of the remaining 80 apartments have two bathrooms.
- The apartments total 380 beds.

**Spalding Cove** – houses nontraditional, single students age 23 years of age, undergraduate and graduate

- Spalding Cove comprises seven buildings and a total of 28 apartments.
- Each unit has two bedrooms, 1.5 baths, a single-car garage, living room, and kitchen.
- The apartments total 56 beds.

**Winding Creek** – houses students age 23, undergraduate and graduate, single and married/families

Winding Creek comprises 7 buildings and a total of 52 apartments.

- Sixteen of the apartments are one bedroom, one bath units.
- 34 apartments are two bedrooms, 1.5 baths units.
- Each apartment has a kitchen and a living room.
- The apartments total 50 beds.

**Lower Stateside Apartments** – houses students age 23 , undergraduate and graduate, single and married/families

- Lower Stateside comprises 4 buildings and a total of 17 apartments.
- Five apartments are one bedroom, one bath units.
- 12 apartments are 2 bedrooms, 1 bath units.
- Each apartment has a kitchen, living room.
- The apartments total 29 beds.

**Virginia Apartments** – houses students age 23 , undergraduate and graduate, single and married/families

- Virginia Apartments is a one-building complex with 10 apartments.
- Six apartments are 2 bedroom, 1 bath units.
- Four apartments are 3 bedroom, 2 bath units.
- Each apartment has a kitchen, living room.
- The complex totals 24 beds.

**Miscellaneous housing** — Southern also rents to nontraditional various apartments that are attached to lease holdings the university owns. These units total 11 beds.

### **Student Deans and RAs**

Student Development has made a conscious effort to make sure that student leadership reflects as closely as possible the racial diversity on campus. Racial diversity is a distinct characteristic of the student dean and RA leadership in the residence halls. The following chart reveals how the 2022-23 group of student leaders in our residence halls self identify racially:

Non-Hispanic/White	19
Hispanic/White	12
Hispanic	6
Hispanic/Black or African American	1
Hispanic/Asian	2
Hispanic/2 or more races	1
Non-Hispanic/Black or African American	6
Non-Hispanic/2 or more races	8
Non-Hispanic/Asian	5
Non-Hispanic/Pacific Islander	1

Though the vetting, interviewing, and selecting of residence hall student leadership prioritizes choosing the best candidates for the jobs, residence hall deans understand the importance of student leaders mirroring their residents.

### **Addressing Mental Health in the Residence Halls**

All student deans and RA's—Student Association officers and Office of Ministry and Mission student leaders do so as well—go through mental health training during their leadership retreat immediately prior to each school year. This training emphasizes recognizing the signs of anxiety, stress, and depression in hall residents, peer counseling, and self-care. Student deans and RA's

work as liaisons between residents and Counseling Services, making referrals of students who need professional care.

### **Student Support Services**

Student Support Services is comprised of the following departments: Counseling and Testing Services, First Year Experience, Life Calling and Career Services, and Disability Services. At the time of the last AAA visit, Student Support Services also housed Tutoring Services and Retention Services. In 2016 Tutoring Services was moved under the umbrella of the McKee Library, which runs Southern's Writing Center. The move was a marriage of both Tutoring Services and the Writing Center. In 2021, Retention Services was moved under the umbrella of Academic Administration. The transfer was considered a logical change as one of the primary tasks of the Associate Vice President for Academic Administration is student success.

Changes to Student Support Services have as their primary motivation the belief that every student at Southern is a child of God who deserves a fair opportunity to succeed in the university setting. Enrollment decreases, diversity changes, and student mental health challenges have impacted those decisions as well.

Student Support Services has as its Statement of Purpose the following mission and vision:

Student Support Services facilitates the mission of Southern Adventist University by providing an encouraging environment that assists students in developing and achieving their educational and personal goals. Located in The Bietz Center for Student Life, the staff of professionally trained counselors and advisers is available to serve in a supportive, caring, and confidential space.

Our Vision is to:

- Foster a welcoming student-centered environment that is accessible and easy to use;
- Promote diversity, inclusivity, and student self-advocacy;
- Engage students in success-and-goal oriented support services;
- Collaborate with campus and community partners to integrate services and enhance opportunities for Southern Students;
- Empower students to discover and celebrate their life calling while using their talents and creativity to pursue Spirit-filled lives of service.

### **Counseling Services**

Counseling Services identifies its mission and goal as follows: Providing a caring, culturally accepting and confidential environment for counseling, consultations, and referrals.

Students often find that issues arise that interfere with the pursuit of their academic goals. Personal and life counseling offers students an opportunity to talk to a counselor on an individual or group basis in a confidential environment to sort through their concerns. The professional counseling staff:

- Conduct individual and/or group counseling sessions;

- Serve as a resource and support agency for college faculty dealing with student concerns;
- Serve as a referral agency for students seeking or needing off-campus assistance; and
- Provide programming focused on developmental needs of students that will maximize their potential to benefit from an academic experience.

Over the last ten years, despite the decreases in enrollment Southern saw an increase in demand for the services offered by its counseling staff. In the academic year 2012-13 Counseling Services saw 2,590 student appointments. By academic year 2016-17 student appointments had risen to 3,077, a 19% increase in demand—this despite Southern’s on-site enrollment decreasing by 13.5% in the same time frame. The demand for counseling services has looks as follows in more recent years:

Indicators	Annual Measurements and Trends				
	2017-18	2018-19	2019-2020	2020-21	2021-22
Counseling Appointments	2,122	2,356	2,010*	2,157	2,117
Mental Health Facility Referrals	4	5	1	14	11
University Health Center Referrals for Mental Health	27	17	17	23	33

\*Counseling Services were down a ½ time counselor during the Fall semester and Winter semester was shortened as a result of COVID. Moreover, appointments were at times disrupted by quarantine/isolation if telehealth was not desired.

Southern has responded to this crisis in a number of ways:

1. Southern’s Quality Enhancement Plan (QEP) for the ten-year period 2022-2032 focuses on mental wellness, a logical progression from its previous QEP, which focused on physical wellness. During Fall 2022 Southern launched the pilot program of the QEP. Some of the highlights of the pilot program:

- Enhancing Southern’s Mental Wellness Week, which occurs annually during the second week of the Fall semester. This year featured a seminar on dealing with grief, which occurred on 4 of the five school days;
- Partnering with community partners who specialize in mental wellness. These partners sat at tables in the Bietz Center and welcomed visitors throughout the day;
- Highlighting our own Counseling Services at tables as well;
- Designating tables at which students could learn tips for facilitating their mental wellness;
- Modules introduced in general education classes that address mental wellness. The specific classes are Southern Connections, Fitness for Collegiate Life, and Development Psychology;
- A regular column on mental wellness in the student newspaper, *The Southern Accent*.

In future semesters and years, seminars on specific topics of mental wellness will occur on a regular basis. Moreover, employee wellness will become an integral part of the plan.

2. Southern expanded the number of behavioral health counselors on campus. Counseling Services now has 3 full-time counselors and 3 part-time counselors. In 2020-21, those numbers were 2 full-time counselors and 2 part-time counselors.

3. Counseling Services expanded the access to behavioral health counselors by making them available outside of business hours. Now students may access a counselor from 5:00 – 9:00 pm Monday through Thursday.

4. Placed greater emphasis on telehealth by making Uline, the online counseling platform Southern uses, more accessible to our students.

### **Counseling and Diversity**

Southern recognizes that there are mental-health challenges that are unique to minority groups. As a result, Student Support Services has made a conscious effort in recent years to diversify its counseling staff. Presently, the full-time staff has one white, one Hispanic, and one Asian counselor. The part-time staff has two white and one Black counselor. Southern accomplished this level of diversity among its behavioral counselors in Winter 2022.

The following chart reveals how students who meet with Southern’s behavioral counselor self-report ethnically.

<b>Indicators</b>	<b>Annual Measurement and Trends</b>				
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2012-22</b>
Asian	10%	14%	13%	15%	15.8%
Black/African American	15%	16%	15%	13%	12.1%
Hispanic/Latino	26%	24%	24%	25%	25.6%
White/Caucasian	43%	41%	40.5%	42%	44.%
Other	6%	4%	7.6%	5%	2.4%

### **Testing Services**

Testing Services identifies its mission and goal as follows: Testing Services is committed to treating examinees in a fair, courteous, professional, and nondiscriminatory manner.

Testing and appraisal services are designed to help students better understand themselves and plan appropriate academic, career, and life goals. While adhering to the National College Testing Association (NCTA) Professional Standards and Guidelines, Southern’s Testing Services facilitates the administration of testing and assessment programs according to institutional needs (see attached document).

### **First Year Experience**

The mission of the First Year Experience department is “to inform, connect, and guide first-year students to help them adjust academically, spiritually, and emotionally toward a successful college

career.” Areas including New Student Orientation, the Mentor Program, and Advising are the channels through which the First Year Experience team assist new students.

Southern Adventist University holds the core value "Offer an Exceptional, Wholistic Learning Experience." While viewing student' needs through the lenses of academics, spirituality, and emotional wellness, the First Year Experience team offers wholistic supports when supporting students. The First Year Experience (FYE) department produces intentional connections targeted towards tracking mental health, social satisfaction, academic progress, and access to resources while connecting with students during their first two semesters on campus. Our staff follows the Bio-Psycho-Social-Spiritual model of wellness and checks in with students according to their needs including healthy diet and sleep, mental health status and self-care, social engagement and connection, as well as spiritual needs. When students express a concern with one of these areas, we support them by finding appropriate solutions as well as connecting them to resources.

One of the significant ways that the First Year Experience Department supports incoming students is through New Student Orientation. This program is prior to the students' first semester on campus and assists them with adjusting to campus life. New Student Orientation includes opportunities for students to connect with resources, learn study skills, experience wellness, and connect socially. The orientation includes worship opportunities as well as community service in order to provide students with experiences to increase their involvement and inspire their connection with God.

The Mentor program facilitates connection between incoming students and experienced students in order to generously serve new students. The mentors connect with the new students during New Student Orientation and begin to build relationships. Through sharing their knowledge about campus and resources, the mentors become a tool for new students to navigate student life. New students have regular access to their mentors through their Southern Connections class. Additionally, the mentors reach out to their students on a weekly basis to check in and offer support.

FYE's advising team works with students in their first year on campus to assist them with registration and transitioning to life as a college student. These advisors offer help with study skills, time management, and balancing wellness, social life, spirituality, and academics. Students can connect with these advisors and set up regular meetings to improve their experience at Southern.

### **Disability Services**

Disability Support Services (DSS) identifies its mission and goal as reaching out to each student who has identified having a disability in a Christ-like, non-discriminatory fashion.

DSS uses the model of Christ-like inclusiveness, facilitates equal access to Southern's learning community for students with disabilities and learning differences, promotes student responsibility and self-advocacy, and provides relevant information to faculty and staff.

DSS reaches out to each academic department for the opportunity to share the services it provides along with the manner in which those services are offered. Furthermore, DSS routinely sends out emails to professors with disability specific information.



Because DSS provides service to a group of students who are often marginalized, its work is consistent with the commitment Southern has to a diverse student population. The following chart reveals how Southern students who are clients of the DSS office self-identify racially.

Clients by Ethnicity	Percent
Abstain from sharing	1%
Asian	5%
Black	10%
Hispanic	26%
Native American	
Other	4%
White	54%

The following chart is a snapshot of DSS's student clients for the 2021-22 academic year. It reveals that besides being sensitive to the needs of various races and ethnicities on campus, it also meets the needs of students of vast age differences:

Age	Percent
15-20	38
21-25	51
26-30	6
31-35	3
36-40	1
41-45	2
46-50	3
Other	4

A further analysis of the student clients of DSS reveals that a greater number of those it serves are female. Southern's female-male ratio is approximately 56:44. At DSS, the female-male ratio was 63:37. Further study is needed to determine whether or not this is a trend.

### Life Calling and Career Services

The mission of Life Calling and Career Services reads as follows: "Life Calling and Career Services is dedicated to providing guidance to students regarding their career development path, including assisting students with choosing a major, preparing to excel in the workforce, and serving in a career while discovering and following one's life calling."

The department's vision is to "Empower all Southern Adventist University students to discern their life calling in order to realize their full career potential and thrive in a fluid, global job market.

The Life Calling and Career Services office encourages students to look at what a "life calling" means to them and to reflect on how their interests, skills, values, and personality play a role in this life-long process of growth and development while embracing biblical truth and being open to God's will and a willingness to surrender their will to His. Career discernment requires self-understanding and we guide students to connect their God-given gifts and passions to their own career potential while discerning their life calling. Students will be able to gain skills through professional excellence through services we offer in order to thrive in a fluid, global job market.

As part of the Student Support Services at Southern Adventist University, the role of Life Calling & Career Services is to provide information, thoughtful dialogue, and assistance in a Southern student's career development, whether that student is an in-coming freshman or transfer, a returning student, or graduate. Services it offers are as follows:

- Individual Career Counseling
- Career Exploration and Assessments
- Resume Reviews
- Cover Letter Building
- Job & Graduate School Search Techniques
- Interview Preparation
- Experiential Learning Opportunities, and
- Career and Graduate School Fairs.

The following chart reveals the number of students Life Calling and Career Services has helped in the last five years:

Indicators	Annual Measurement and Trends						
	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Career Counseling Appointments	534	597	567	441	429	471	405
Resume Help	114	71	50	71	66	71	51
Interview Appointments	30	16	41	16	29	16	6
CAGS (Career Cruising)	157	539	0	0	0	0	0
JIST/VCS	21	3	8	18	44	4	0
MBTI	73	130	102	92	101	34	0
SII	125	186	171	115	136	121	10
CAPS	43	64	70	37	34	4	0
JobZology/PathwayU Accounts created			229	71	199	159	331
JobZology/PathwayU Completed all assessments			188	150	134	113	251
Big Interview Accounts created			24	38	43	94	110

In Winter 2022 Southern committed to adding another FTE to Life Calling and Career Services. This position, entitled the Employee Relations and Internship Coordinator, is tasked with making sure all students at Southern complete an internship before they graduate.

This position is part of Five-Year Strategic Plan in Student Development. Because of its newness to campus, we have set the following benchmark and five-year goals for the department:

Benchmark: Complete the revamping of career services, transitioning it fully to a life-calling center

2022-23

- Hire an Employee Relations and Internship Specialist (completed)
- Meet with all academic schools and departments to determine internship gaps on campus (in progress)
- Develop a scaffolding approach to life calling/vocational counseling (in progress)
- Relaunch the Sophomore Success Program (completed)
- Promote the use of Handshake among all academic schools and departments (in progress)

#### 2023-24

- Evaluate the information learned regarding internship gaps to begin filling them
- Insert the CliftonStrengths Inventory into the sophomore curriculum as part of the Sophomore Success Program
- Develop the life-calling initiative (to be decided in 2022-23) for juniors
- Integrate Handshake fully among all academic schools and departments

#### 2024-25

- 90% of Southern juniors and seniors perceiving their internships, externships, or clinical training as a valuable part of their education experience as reflected in their exit surveys
- Life-calling initiative for juniors launched

#### 2025-26

- 100% of Southern juniors and seniors participate in an internship, externship, or clinical training during the education experience at the institution
- Life-calling initiatives fully operational

### **Student Life and Activities**

One obvious result of decreasing enrollments over the last ten years is that the budget for student government and student activities has gone down as well. Student Association of Southern Adventist University (SASAU) receives \$170 per full-time undergraduate student. These funds are part of the General Fee undergrads pay. Despite decreasing enrollments, Southern has always been committed to remaining at this level of financial support, affirming the importance of providing wholesome entertainment to its student body.

During the 2020-21 academic year, the Student Senate voted to address the greater diversity of the student body by creating a SASAU officer position whose primary responsibility would be to work with Southern's Special Advisor to the President on Strategic Planning and Diversity. The student officer, the Multicultural Liaison, is tasked with coordinating the various ethnic student organizations while also planning Southern's annual Diversity Education Exchange Program (DEEP) Retreat, a weekend event that occurs during Winter semester. Oakwood University is an equal partner and participant of DEEP Retreat.

Student Life and Activities reveals its commitment to diversity by hosting 3 of the most well attended events of the calendar: Latin American Club (LAC) Night in October, Black Christian Union (BCU) Night in February, and Asian Night in April. Dedicated to introducing the greater

student body to cultural history of each racial group, these evenings are traditionally standing-room-only events.

One student group that is not represented by SASAU is Southern graduate student population. The reason is that graduate students do not pay a General Fee. In various years, a graduate student suggests the need for representation in student government; however, the effort quickly ends once graduate students understand the financial commitment needed to make this happen.

### **University Health Center**

#### **Mission Statement:**

The University Health Center is committed to the delivery of high-quality health care and programs which prevent illness, support health and provide education for the students, faculty and staff.

The efforts of the University Health Center promote healthy students who are more successful in their academic objectives, contribute to the core values of Southern Adventist University and are more prepared to assume responsibility for their future health decisions.

#### **Services:**

The UHC provides medical services for primary, acute, sub-acute conditions, illnesses, and injuries to Southern students, employees, and dependents, ages 10 and older, if they are covered by the university student health insurance or their own private health insurance plans. Students with chronic-health conditions should continue to have their condition managed by their primary-care physician, and the UHC will work closely with the primary-care physician while the student is at Southern. The UHC is available to make referrals to area health-care providers in the event a student's condition needs the attention of a medical provider that specializes in the medical condition presented to them. The University Health Center (UHC) is under the supervision of a physician. Two nurse practitioners work regular office hours, and the physician sees students at pre-arranged times one day a week. A Psychiatrist works one day a week, seeing patients by appointment only. Registered nurses work regular office hours.

After-hours Emergencies (evenings, nights, and weekends): For any perceived life-or limb threatening emergency, on or off-campus, please call 911. Emergency care should NEVER be delayed due to being unable to reach the UHC or the on-call nurse.

Medical charges: All charges incurred at the UHC are applied to the student's account. The UHC does submit claims for those students with the health insurance purchased through the university. The insurance reimbursement is posted on the student's account when it is received. The UHC is unable to process claims for students with private insurance, so students should plan to file their own insurance. A walk-out statement summarizing fees for services provided is available by request.

Throughout the academic year, the UHC will provide on campus vaccines events and educational opportunities. Monthly health information talks are done in the women's residence halls. There is also access to the support nurse in the dormitories. She is available to assist students with

transportation, health information and education, in dorm visits and assistance with scheduling mental health care.

Visit numbers (both students and employees):

Year	Number of Visits
2017-18	4,255
2018-19	4,790
2019-20	4,298
2020-21	7,566
2021-22	8,235

It should not come as a surprise that the last three years have visitation numbers that significantly skew downwards or upwards. The reason, of course, is those three years were impacted by the COVID pandemic. During the 2019-20 academic year, Southern decided to move to remote education one day before Spring Break began in March 2020. Already the UHC had exceeded the visitation number of 2017-18 by that point; consequently, it was likely going to have numbers that mirrored those of 2018-19. The exceptional numbers of the last two academic years are a reflection of the impact COVID had on this campus.

Fortunately, Southern's administration committed to hiring extra part-time nurses, to employing another full-time nurse practitioner, and to making the part-time position of UHC receptionist full time in order to meet the demands of COVID patients. Of course, HEERF funds contributed to the university's ability to make this financial commitment.

In its efforts to mitigate the impact of mental health issues among our students, Southern also contracts with a local Adventist psychiatrist who is on campus one day a week to meet patients and to review charts. His role on the team is consistent with the mission of the department and with Student Development as a whole—the University Health Center is dedicated to making Southern students and employees physically and emotionally well so that they can succeed in the classroom.

## **CFR 6.5**

### **Multi-Year Enrollment and Recruiting Plan Which Supports Institutional Strategy and Mission**

Southern's recruitment efforts focus on the areas of undergraduate, graduate, and adult degree completion.

#### **Undergraduate Recruiting Plan**

Our undergraduate recruitment plan is updated annually (see attached "2021-2022 Recruitment Plan"). Training for Admissions Counselors is primarily guided by our Admissions Counselor Guide Book (see attached "Admissions Counselor Guide Book 2021") that contains our key messaging for in person, phone, and email communications. Looking forward, enrollment is also a key component of the university's Strategic Plan (see attached "Our\_Students\_Strategic\_Plan").

Also provided are scripts for phone and email dialog (see attached "Inquiries Script NEW\_2022" and "Inquiry Email Template").

### **Adult Degree Completion Recruiting Plan**

The new online [Adult Degree Completion](#) (ADC) program is primarily promoted via the [website](#) and inbound marketing through contract with DD Agency. The Agency combined the 2022-2024 inbound marketing plans for Graduate Studies and ADC (see attached "ADC Inbound Marketing Plan, 2022-2024").

The ADC director builds networks within the greater Chattanooga community. Recruiting endeavors include community colleges in the region, community centers, larger corporations in town, Chamber of Commerce events, and anywhere she identifies as a prime location to meet and talk with adult students (see attached "ADC Recruiting Events for 2021 and 2022"). As the “one-stop-shop” for ADC students, she invests countless hours in advising and walking prospective students through returning to the classroom after a hiatus.

### **Graduate Recruiting Plan**

In 2016, we moved from a five-year recruiting plan (see attached "Graduate Marketing Plan, 2016") to a plan updated annually (see attached "Graduate Marketing Action Plan, 2019-2020" and "Graduate Recruiting Events, 2019-2020"). With the COVID pandemic and in-person recruiting events cancelled in 2020, we now have a contract with third-party DD Agency through May 2024 (see attached "Graduate Studies Inbound Marketing Plan, 2022-2024").

### ***Demonstration of How Branding, Publications, Advertising, Publicity, and Community Relations Foster an Understanding of the institution's Spiritual Values***

#### **Branding: Key Messages and Value Proposition**

Since 2005, the university has conducted research into the institution's image and brand. Southern's current value proposition and key selling points were finalized in March 2022 using research from the study completed in 2021. The study was conducted with six audiences: undergraduate prospective students, parents of undergraduate prospective students, current students, parents of current students, young alumni, and current employees (see attached "Daily Visit Survey Results" and "2021 Price Sensitivity Analysis").

Marketing and University Relations works to regularly incorporate the following brand messages into communications with our external audiences in regards to the traditional undergraduate population:

**Unique Value Proposition:** With the largest Adventist undergraduate enrollment in North America, we provide Adventist young people with the most opportunities to establish future career contacts and build life-long friendships with fellow believers within an intentionally Christ-focused environment.

**Key Selling Points:** Southern provides opportunities for a powerful, life-changing experience through:

- An intentionally Christ-focused, Adventist environment.
- Engaged learning and personal relationships with faculty and staff, offering outstanding career preparation.
- Opportunities to establish future career contacts and build life-long friendships with fellow believers.
- Robust options for worship and service.
- A beautiful campus setting with a diverse student body.

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 (see attached "identityGuideFINALtopress"). A new guide is in process that will reflect the new value proposition and selling points.

### **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. Southern's deep holistic philosophy can be symbolized by the word "soul," which encompasses the balance of spiritual, social, occupational, physical, cultural, and charitable. In essence, the tagline summarizes the vast number of powerful life-changing experiences that Southern provides to its constituents. The university communicates the tagline most often, but not solely, in a position of prominence below the university logo.

### **Publications**

The university designs many 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, Seventh-day Adventist university. The unique value proposition and/or key selling points are intentionally incorporated into our publication copy and design. Special attention is given to church members of our Southern Union who receive an informative brochure about Southern when they become members of the Union and receive other materials periodically, such as a lite version of our magazine twice a year that is comprised of news and stories that support Southern's mission, vision, and values.

### **Advertising**

Marketing and University Relations selects advertising outlets that are in accordance with the values and standards held by the university. Advertising is primarily with church-sponsored publications such as Adventist Journey, Ministry, or Tidings. Advertising is also placed in many Adventist academy yearbooks (or other academy advertising opportunities that are made available). Again, the value proposition and key selling points are frequently the theme of these ads. Home schooling and regional secular media advertising opportunities are also pursued with

ads that typically focus on inviting the audience to enjoy an offering that is unique to our Adventist campus (e.g. vegetarian eatery, archeology museum, origins exhibit, nature trails, streamed concerts and lectures, etc.) The most recent fiscal year print advertising schedule is attached as well as some sample ads.

(See attached "Ad schedule 21-22 and 22-23", "TakeAdvantage\_CityScope\_AD\_F", "ReviewVisitYourWay1-21\_F", and "ReviewSmartStart\_AD18\_F").

Social media advertising is also pursued and incorporates the same content principles.

### **Publicity and community relations**

Regular contacts are made with the local news media. The university's standards are readily apparent through the stories told through our 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, or retreats held on campus, lodging that is open to the public, 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. Every student is also required to obtain service-learning credits as a requirement to graduate; this brings our students into regular engagement with the local community in a variety of ways.

### ***A description of Ethics and Respect Demonstrated Toward Other Adventist Educational institutions, Especially in Terms of Student Recruitment***

We believe strongly in the uplifting of Adventist education as a whole. In fact, we recommended that the AEA advertise the importance of Adventist education to Adventist pastors attending the 2022 CALLED convention. Not only did we suggest the promotion, but we also silently supported its creation by providing the copywriting and design for the piece (see attached "43.213 AACU Brochure '22\_F"). In its advertising, Southern regularly promotes the 100 reason to attend Adventist education based on an Association of Adventist Colleges and Universities research study (<https://www.southern.edu/connect/100reasons.html>). (A PDF version is also attached.)

We also work to honor the AEA Constitution and Bylaws (see attached "2017\_05\_17 AEA Constitution and Bylaws"). An excerpt follows:

### **Code of Ethics**

As professionals we are committed to advancing Adventist Christian education on behalf of the colleges and universities of the North American Division of Seventh-day Adventists. We recognize the significance of our professional conduct and our responsibilities to society, the church, our own institutions, and to other members of our profession:



- By pledging our efforts to assure that all representations are made honestly and clearly.
- By pledging to use the highest professional standards in our work, including professional dress and conduct.
- By striving to improve marketing and enrollment knowledge and best practices in order to better serve those who desire an Adventist educational experience.
- By encouraging and upholding sound, honest practices in order to keep Adventist college and university marketing on a high ethical plane.
- By working in a spirit of cooperation, and open communication with sister institutions, and to not knowingly do harm.

***Evidence That the Institution Maintains Positive and Ongoing Relations with its Constituencies, Including Processes for Feedback***

The institution publicizes our resources with a number of groups (see attached "Resource\_Guide\_web") and regularly invites constituents to our campus through direct emails, news releases, advertisements, and printed invitations, as well as monthly coverage in our Southern Union magazine, Southern Tidings.

We listen to constituent feedback through a variety of surveys. Examples of various listening tools follow:

- Campus visitors survey (see attached "Daily Visit Survey Results.pdf")
- Prospective student and prospective parent study (primary focus on price sensitivity) (see attached "2021 Price Sensitivity Analysis.pdf")
- Current students, parents of current students, employees, and recently graduated alumni Image Study (see attached "2021 Image Study RNL.pdf" and "2021 Additional Image Study RNL.pdf")
- Board of Trustees self-assessment study (see attached "Southern Adventist University Assessment Report\_AGB 9-27-21.pdf" )
- Federal Complaint process: <https://www.southern.edu/administration/student-development/complaints.html> (A PDF version is attached.)
- Anonymous reporting mechanism for concerns: <https://www.southern.edu/administration/campus-safety/report/> (A PDF version is attached.)
- Audience study for strategic planning. (see attached "Strategic Planning Quantitative LM." )
- Survey of undergraduate alumni five years out from graduation. (see attached "Alumni 5-yr 2022 Results." )
- Newly graduated graduate student satisfaction survey (see attached "Alumni GR 2022.")

***A Description of How the Institution Engages its Alumni in Support of Institutional Mission***

Southern Adventist University intentionally pursues connections with its alumni for three distinct purposes:

- 1) To continue to offer educational, relational, and spiritual growth opportunities to alumni, even after they leave our campus. This occurs through inviting alumni to campus events and regional alumni gatherings, communicating electronically and through traditional mail about the university, as well as providing networking opportunities with other alumni and current and former faculty.
- 2) To give alumni the opportunity to live out the values gained at Southern through volunteer engagement at the university itself. To accomplish this, the university offers a formal volunteer program on campus. Alumni also are invited to serve as alumni chapter leaders and guest lecturers and speakers. Alumni are also given opportunities to serve as mentors, Board of Trustee members, and on various campus advisory committees.
- 3) To provide a meaningful avenue for alumni to financially support their alma mater, especially in their area of affinity interest. Alumni give back to the university through planned or estate gifts, annual support, or major gifts to special projects. The university's Advancement office partners with academic departments and makes specific asks of alumni through mailed and emailed appeals, a student-staffed call center, a campus-wide Giving Day emphasis, and personal solicitations.

### ***A Description of How Development and Fundraising Support the Mission of the Institution***

The Advancement office oversees development and fundraising initiatives, and the funds it raises each year are used exclusively to support the mission of the institution. While student tuition covers annual operating costs, donated funds assist with growth initiatives that enable Southern to maintain academic and professional excellence and help students remain grounded in Jesus Christ and the beliefs of the Seventh-day Adventist Church – key elements of the university's mission. Funds raised from philanthropic gifts result in new academic programs; new equipment for departments; scholarships for student research, tuition, and mission trips; as well as funding for new buildings or building renovations for program growth. Projects funded tie directly to the university's strategic plan as well as the parallel interests of alumni. Gifts in the millions of dollars each year are reflective of donors' continued passion for and identification with the mission and vision of the university. The support of alumni and donors comes through non-financial means as well, such as the campus volunteer program and their recommendations of Southern to prospective students that is an invaluable resource for furthering the mission of the university.

### **CFR 6.6**

As addressed in Area 1: 1.1, Southern Adventist University's mission statement is published in the following form:

Southern Adventist University is a co-educational institution established by the Seventh-day Adventist Church, offering doctoral, master's, baccalaureate, associate degrees, and one-year certificates. Various delivery modalities (face-to-face, online, hybrid and other) are employed in order to effectively support learners enrolled in the university's classes and programs.

### **The Mission**

Grounded in Jesus Christ and dedicated to the beliefs of the Seventh-day Adventist Church, we

equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service.

The Southern Adventist University mission statement, vision, core values, institutional goals, and educational philosophy are available to constituents employees, current, and prospective students.

They (the mission statement, vision, core values, institutional goals, and educational philosophy) are published and accessible in the [\*Undergraduate\*](#) and [\*Graduate\*](#) catalogs and on the website (<https://www.southern.edu/about/history-and-mission/index.html>). These statements are also published in the Employee Handbook.

Southern Adventist University's mission statement defines the institution as a primarily teaching and learning institution. Furthermore, it comprehensively identifies all levels of education offered by Southern (doctoral, master's, baccalaureate, associate degrees, and one-year certificates) and all delivery modalities employed (face-to-face, online, hybrid and other). While students and faculty at the University engage in research and public service activities, these functions are not primary to the University's mission, and therefore, are not specifically addressed in the mission statement.

The institutional statements addressed above share the mission and values of the Church. 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. 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.

### **School- and Department-Specific Mission Statements**

The specific school and department mission statements integrate concepts that clearly articulate a Seventh-Day Adventist identity. The school- and department-specific mission statements, published in the graduate and undergraduate academic catalogs, are available to constituents employees, current, and prospective students. Academic catalogs are also accessible on Southern's [undergraduate catalog website](#) and [graduate catalog website](#).

### **Vision and Core Values**

In the context of its mission, Southern Adventist University strives for and promotes excellence all facets of life. In response to its mission, the university strives to be mindful of and responsive to the needs of its employees, students, and constituents. Moreover, the university is committed to providing affordable, meaningful education to students from diverse backgrounds. Additionally, in promoting a uniquely Seventh-Day Adventist identity, the university intentionally integrates faith and learning through its emphasis on scholarship and service, and leadership and servanthood. The following vision statement and core values encapsulate these concepts.

### **Vision Statement**

Southern Adventist University's vision is to:

Model the love of Jesus in every interaction.

Invite each student into a saving relationship with Jesus.

Inspire each student to engage with God's Church and the world through service and witness.

Provide each student with an exceptional learning experience that equips them to thrive in a fluid, global job market.

### **Core Values**

As Southern Adventist University employees, we:

Embrace the Seventh-day Adventist Church's Worldview and Fundamental Beliefs

Love Others as God Loves Them

Act with Integrity

Live Prayerfully

Serve Others Generously

Follow God's Calling

Pursue Excellence

Exercise Responsible Stewardship

Offer an Exceptional, Wholistic Learning Experience

The vision statement and core values are published on Southern's [website](#), and are available to constituents, employees, and current and prospective students.

These statements are the foundations of the institution's "policies [that] exemplify and communicate biblical principles and values across the following policy areas: 6f Lifestyle-related policies, Student discipline policies, Appeals policies and procedures, Grading and other academic policies, Residential life and worship attendance policies, Service learning requirements." These have been addressed in their respective areas.

### **Distance Learning: Online Campus**

The university's mission statement does not explicitly address distance education because Online Campus is an integrated part of the university's total operations. This department contributes to Southern Adventist University's vision and mission by being responsive to its diverse constituencies and meeting the needs of diverse learners seeking affordable education through alternative delivery methods. Southern Online Campus assists schools and departments in developing high-quality distance education courses and programs.

## **CFR 6.7**

### ***A List and Brief Description of Institutional Publications and Media Productions Since the Prior Accreditation Visit, and of the Policies and Procedures Governing Their Development and Production***

All promotional communications that go to external audiences are required to come through the Marketing and University Relations office, whether originated by the office or not (See excerpt from Employee Handbook of the policy below). This ensures that communications going to various publics are of high-quality content and design, use the institution's visual identity where applicable, and incorporate Southern's mission, vision, and values whenever possible. A Visual Identity Guide covers much of the brand messaging and design (see attached "identityGuideFinaltopress.pdf"), although is in the process of being updated with new mission statement and other timely changes.

#### **Employee Handbook Policy 1260**

##### **ADVERTISING, MARKETING, AND RECRUITMENT**

In order to provide an integrated marketing and branding approach, all advertising, marketing, and recruitment plans and materials shall be developed in consultation and collaboration with Marketing and University Relations. If additional resources are needed, such as outsourcing of research, marketing and collateral material, or the hiring of contract marketers, the arrangements must be made by Marketing and University Relations.

We estimate that the number of communications produced in the last decade is well into the thousands. Following is a list of some of the most significant communications that have been disseminated, by primary audience (i.e., some communications cross over to other audiences as well):

#### **Campus guests and/or Community Groups**

- *Map*. Practical wayfinding piece with explanations of key sites on campus (see attached "43149\_CampusMapReprint\_F.")
- *Origins institute brochure*. Publication that orients guest to our creation exhibit. (see attached "17003\_OriginsBRO\_Pspreads\_F.")
- *Ads and news releases*. Invitations to visit campus to attend events or utilize our resources are regularly provided.
- *Digital sign*. Located strategically to welcome the community to campus and invite them to attend special events.
- *Well Kids in the Wild*. Promotion to recruit young people to take advantage of Southern's adventure programming.

#### **Southern Union and/or Church Constituency**

- *President's Report*. A significant piece shared at the Southern Union Constituency meeting. It focuses on the strategic plan and on progress and change over the previous 5 years as well as a look ahead at upcoming goals. (See attached "President\_s Report\_Caleb Cook\_Content\_Small.")

- *Columns*. Lite version of university magazine sent to all Adventist church members in the Southern Union.
- *Resource Guide*. Tool sent to Adventist church pastors, schools, and conferences in the Southern Union providing a list of speakers, touring groups, and free resources available to constituent groups. (See attached "Resource\_Guide\_web.")
- *Annual video for Awareness Sabbath*. A specific Sabbath date in Spring is selected and the Southern Union president asks all churches to show a video from Southern during the worship service. The videos focus on storytelling that is spiritually uplifting and worship service appropriate.
- *Church Bulletin Insert/Postcard*. Another part of Southern's "Awareness Sabbath" effort, this piece connects and informs readers about Southern.
- *New member brochure*. This brochure goes out annually to all new members in the Southern Union. It tells them about Southern Adventist University and gives an overview of who we are. (See attached "NewMemberBrochure'22\_F.")
- *CALLED Pastor's convention flyer*. This piece was given at the convention. It highlighted how pastor's can help students connect with Southern and resources that Southern has available to assist Adventist pastors. (See attached "43.242\_FlyerAdvPastors\_F2.")
- *Fenton Forest book*. A collection of stories written by the president at that time, Gordon Bietz and provided free to all visitors to Southern's booth at the General Conference Session in 2015.
- *Magnet mailing*. Promoted benefits of Adventist higher education and shared magnet with Ellen White quote. (See attached "AwarenessMagnet\_'21\_F.")
- *Southern Tidings*. Provide monthly content for the Southern Union's magazine; share cover stories as opportunity allows; and advertise regularly.

### **Parents of current undergraduate students**

- *Panorama newsletter*. Content for this piece is created especially for parents of current students, and is distributed two times a year in print and two times a year by email. (See attached "NovPanorama21/22\_F.")
- *Parent information book*. A booklet provided to all parents of current undergraduate students that provides useful and practical information such as contact information for key departments, addresses for mailing to residence halls, etc. (See attached "ParentBooklet\_inside\_22-23\_F\_web." )

### **Current students**

- *Commencement program*. The publication used at graduation ceremonies. (See attached "2022\_SpringGradProgram22\_MUR\_F2.")
- *University Calendar and Handbook*. A publication that was used to provide students and employees with the university calendar for the academic year, the Student Handbook policies, and other useful information.
- *The Weekender*. Sent to student every week by email to let them know what's happening on campus.
- *Mission banners*. Banners that are on the light poles around campus year round to uplift the mission, vision, and values on campus (See attached "43.231\_MVVBanners\_F").

- *Heritage banners.* These banners are up for a month around campus to highlight prominent figures in the relevant groups for Black History Month, Asian History Month, and Latin American History Month

### **Board of Trustees**

- *Mission, Vision, and Values book* (will be provided Fall 2022). This publication provides in-depth coverage of our new mission and vision statements as well as our values, ethics, etc. Also provided to all employees digitally.  
(See attached "43219\_MVVBookLayout\_IJ\_2022 Update.")
- *Presidential Inauguration.* Materials surrounding the inauguration event of our most recent presidents.
- *Strategic Plan.* A book that covers the rolling institutional Strategic Plan.
- *Shaw's Snapshot.* A regular email from the president highlighting his thoughts and activities. (See attached "BOT Shaw's Snapshot.")

### **Alumni**

- *QuickNotes newsletter.* Emailed to all alumni with email addresses on file. The newsletter covers campus news, upcoming events of interest, pertinent personnel changes, etc., with the purpose of building connections with alumni and donors.
- *Homecoming materials.* Save the date and promotional communications, as well as the program for the annual Alumni Homecoming Weekend.  
(See attached "03.441\_HomecomingSTD19\_F." )
- *Columns magazine.* The university's official magazine is sent twice a year to all alumni with mailing addresses. Also available online.  
(See attached "COLUMNS\_Spring22\_Alumni.")
- *Alumni chapter meetings.* Invitations sent to alumni located in the region of chapter meetings being held across the country.
- *Coloring book.* Provided as a gift to alumni parents for the children encouraging connection to Southern and future alumni.  
(See attached "03.432\_FutureAlumColoringBook\_F.")
- *Academic newsletters.* Many departments connect with their alumni through newsletters that share updates about people and events and department news.

### **Donors**

- *Annual Giving Day.* Campaign to garner financial support from alumni, employees, and university friends. (See attached "03.475\_FallAppealPCRD\_'21\_F." )
- *Annual Report.* A publication for donors covering key financials and events of the previous fiscal year. (See attached "AnnualReport-22Burgundy-Web\_F." )
- *Campaign newsletter.* Communication to contributors or potential donors to the latest campaign.
- *Campaign brochure.* Announces the latest School of Business capitol campaign.
- *Planned Giving brochure.* Explains and requests future estate gifts assigned to Southern Adventist University. (See attached "03.472\_PlannedGivingGiftsBrochure\_F." )

### Parents of prospective undergraduate students

- *Academic Outcomes postcard.*  
(See attached " 02467\_JRSRParentAcademicOutcomes\_2\_F.")
- *Scholarship postcard.* (See attached "02.513\_ParentScholarshipPostcard\_F." )
- *Letter from the president that includes next steps*
- *Southern experience*
- *Junior viewbook pdf by email*
- *Parents Guide brochure.*  
(See attached "02.466\_ParentBRO\_20-Master\_F." )
- *Why choose us postcard.* Specific reasons why a prospective student should choose Southern Adventist University.

### Prospective Undergraduate Students

- *Academic summer camps.* Promotes a special program that offers high schoolers the opportunity to study an offered academic program for a few days on campus. (See attached "02.527\_AcademicSummerCampPostCard\_22\_F.")
- *Junior brochure.* Overview of Southern provided during the junior year.
- *Senior viewbook.* Main recruitment publication providing the most complete overview of the university experience and useful information.  
(See attached "02500\_Viewbook'21\_F." )
- *Finance booklet.* Gives an overview of how to afford Southern and financing options. (See attached "02.479\_Financial Booklet '20-21\_LOW.")
- *Academic Information cards.* Overview of individual academic program offerings.
- *Campus Visit postcards.* Invitations to visit and explore our campus in person.
- *Campus Life booklet.* Overview of what life on campus looks like outside of the classroom.  
(See attached "02525\_CampusLifeBook'21\_NewSpreadsFIX." )
- *SmartStart postcard.* Promotes the free summer session for new students.

### Prospective Graduate Students

- *Graduate flyers.* Information cards giving overview of individual graduate programs. (See attached "47.204\_ReligionInfoCard\_F.pdf.")
- *Financial brochure.* Discusses the affordability and financing options for a obtaining a graduate degree. (See attached "47.205 – Financial Brochure\_22\_F.pdf.")
- *Alumni videos.* Testimonial pieces from alumni about their experience with the graduate program.



### **Prospective Adult Degree Completion Students**

- *Info sheet.* Flyer describing the program. (See attached "47.203\_ADCInforSheet\_F.pdf.")
- *Pennant.* Pennant shaped publication driving to website via QR code. (See attached "47.203\_ADCPennant\_F.pdf.")
- *Event banner.* Retractable banner used at recruiting events. (See attached "47.203\_ADCRetractable\_F.pdf")
- *A list and brief description of student publications, including frequency and circulation*

The student newspaper, *The Southern Accent*, prints 22 issues with last year making up Volume 77. Circulation is 1,000 with a new issue traditionally arriving on campus on Thursdays of each academic semester. An additional online version allows for the publication of breaking news in between printed issues. Students access the online version via an Instagram account, which has just under 2,000 followers, not all of whom are students. The budget for publication, including the salaries of its student staff, is an expenditure of the Student Association which is funded by receiving \$170 per undergraduate student from the General Fee.

The student yearbook is *Southern Memories*, a publication that arrives in hard copy annually in April. Like the student newspaper, the yearbook and its student staff are also financed through the Student Association's budget.

*Strawberry Festival* has existed for decades and is a multi-media end-of-the-year review of the past year's events and people.

### ***A Description of the Policies and Procedures Regarding Institutional Advisement and Supervision of Student-Sponsored or Coordinated Publications***

Southern's Student Media Board is composed of the vice president for Student Development; the dean of the School of Journalism and Communication; the dean of the School of Visual Art and Design; faculty advisors of the *Southern Accent*, *Memories*, and *Strawberry Festival*; all current student media editors and directors, and the current Student Association president. There are two area in which the Student Media Board has the authority to act: in the selection of student media editors and directors and in the approving of equipment requests by editors and directors. With regards to selecting student media editors and directors, the Student Media Board vets and interviews student candidates and, using a simple majority vote, selects the candidates who will hold the student media positions in subsequent years. With regards to new equipment procurements, the Student Media Board, because of its expertise, evaluates requests to upgrade equipment, determining whether such upgrades are necessary or making recommendations about best options for replacements.

Faculty advisors are tasked with meeting with their respective student editor or director regularly, determined by the student leader and sponsor. During meetings between the *Southern Accent* and its faculty advisor, which occur weekly, the following issues are discussed: the contents of a weekly issue, the merits of pursuing a specific story, and issues of corroboration and confidentiality. At all times, the editor and advisor are expected to keep the university's values at the forefront of their decision-making. In like manner, the editor of *Memories* and the director

of *Strawberry Festival* meet with their respective advisors for the same types of collaboration. They meet more infrequently, however, because their products do not reach the student population until the end of the Winter semester. The office of Student Development assigns the advisors who are paid the equivalent of one adjunct teaching hour for their services. This pay is a line item in each of the student media budgets. The current advisor for *The Southern Accent* is a professor in the School of Journalism and Communication. The advisor of *Southern Memories* is a professor in the School of Visual Arts and Design.

At the beginning of every academic year, the Vice President for Student Development holds an orientation for student media advisors, during which expectations are reviewed. Advisors are expected to guide student media leadership in making decisions about content that are consistent with the university's mission and vision while remaining faithful to the ethics of journalism and graphic design. Advisors are expected to keep tabs on student media leaders' academics to ensure that students do not fall behind on their goals of graduating. Advisors are informed that the Vice President for Student Development is a resource for helping to make difficult decisions but that they are in positions of trust; therefore, they do not have to consult with the office of student development on every decision.

Because student media editors and directors are Southern's Student Association members, there is another level of supervision of their work. The Student Association currently has three advisors: the Vice President for Student Development, the Director for Student Life and Activities, and an employee from Southern's accounting office who serves as a finance advisor.

Biweekly, the Student Association holds cabinet meetings at which updates from the various departments, including student media, are given. Moreover, the Senior Vice President for Financial Administrator and the finance advisor are tasked with meeting with student media groups to discuss budget requests and expenditures.

## **CFR 6.8**

### **Continuous Improvement**

As noted in response to previous areas, Southern Adventist University is committed to continuous improvement in all aspects of its operation and service. The process of comprehensive and integrated planning and evaluation culminates in process improvements, better student outcomes, enhanced living environments, enhanced learning opportunities, and more efficient financial operation, among other areas. Both planning and evaluation are systematic, ongoing, and comprehensive, covering everything from the University's mission statement to institutional strategic initiatives to unit-level and operational goals. Data from all levels of the University are integrated to inform planning, future actions, and improved outcomes. The university's Strategic Plan, Campus Plan, and Academic Master Plan will inform the path forward to improvement in this and other areas.

## **Area 7: Pastoral and Theological Education**

*The institution has pastoral and theological education with a curriculum that is of an equivalent standard to other tertiary institutions offering pastoral and theological education within the Seventh-day Adventist college/university sector, and that meets the mission and objectives of the institution and church, particularly in the preparation of students for denominational service.*

### **CFR 7.1**

**The programs of study are congruent with institutional and Church mission and are aligned with IBMTE/BMTE requirements.**

The mission statement of Southern Adventist University reads as follows:

“Grounded in Jesus Christ and dedicated to the beliefs of the Seventh-day Adventist Church, we equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service.”

The mission statement of the Seventh-day Adventist Church reads as follows:

“Make disciples of [Jesus Christ](#) who live as His loving witnesses and proclaim to all people the everlasting gospel of the Three Angels’ Messages in preparation for [His soon return](#) (Matt 28:18-20, Acts 1:8, Rev 14:6-12).”

The mission statement of the School of Religion at Southern Adventist University reads as follows:

“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.”

The ministerial training program at Southern Adventist University is congruent with and helps fulfill all three of these mission statements. It also aligns nicely with the IBMTE/BMTE expectations regarding what is expected of SDA ministers. Evidence for these statements is found in the list of course requirements for the theology major, which will be given below. It is obvious from looking at the list that there are robust and meaningful requirements in the areas of biblical studies, Adventist studies, biblical languages, and applied theology. None of the major areas identified as important in the training of Seventh-day Adventist ministers is omitted.

The requirements for the theology major are as follows:

### **Core Requirements (35 credits)**

- RELB125 -- Life and Teachings of Jesus (3 credits)
- RELB245 -- Old Testament Studies I (3 credits)

- RELB246 -- Old Testament Studies II (3 credits)
- RELB425 -- Studies in Daniel (3 credits)
- RELB426 -- Studies in Revelation (3 credits)
- RELB435 -- New Testament Studies I (3 credits)
- RELB436 -- New Testament Studies II (3 credits)
- RELT138 -- Adventist Heritage (3 credits)
- RELT177 -- Christian Spirituality (3 credits)
- RELT439 -- Prophetic Ministry of Ellen G. White (2 credits)
- RELT484 -- Christian Theology I (3 credits)
- RELT485 -- Christian Theology II (3 credits)

#### **Requirements for Certification in Biblical Languages (20 credits)**

- RELL181 -- Biblical Hebrew I (3 credits)
- RELL182 -- Biblical Hebrew II (3 credits)
- RELL191 -- New Testament Greek I (3 credits)
- RELL192 -- New Testament Greek II (3 credits)
- RELL221 -- Introduction to Biblical Exegesis (2 credits)
- RELL330 -- Intermediate Hebrew (3 credits)
- RELL331 -- Intermediate Greek (3 credits)

#### **Requirements for Certification in Ministry (24 credits)**

- RELP150 -- Introduction to Ministry (2 credits)
- RELP321 -- Introduction to Biblical Preaching (2 credits)
- RELP322 -- Intermediate Biblical Preaching (2 credits)
- RELP354 -- Introduction to Biblical Counseling and Conflict Resolution (3 credits)
- RELP363 -- Personal Evangelism (3 credits)
- RELP370 -- Interpersonal Ministry (2 credits)
- RELP405 -- Evangelistic Preaching (1 credit)
- RELP450 -- Church Ministry I (3 credit)
- RELP452 -- Church Ministry II (3 credit)
- RELP466 -- Public Evangelism (3 credit)

As stated above, these requirements for the theology major also align well with the expectations regarding SDA ministers as set forth in the IBMTE/BMTE guidelines. The below paragraphs will quote from the *Handbook of Seventh-day Adventist Ministerial and Theological Education* with respect to the qualities, commitments, and skills expected of SDA pastors, and will then identify one or more classes (**listed in bold**) in the required theology curriculum that is intended to provide knowledge and/or training with respect to that particular quality, commitment, or skill.

#### **A Seventh-day Adventist minister evidences the following personal qualities:**

1. An Experience of Conversion lived out in a transformed and whole-hearted following of Christ, a humble rejoicing in the forgiveness and love of God, and a life of obedience, witness and consecration of the whole being through the Holy Spirit's power.

(Classes That Support This Quality: **Christian Spirituality, Personal Evangelism**)

2. An Adventist Identity grounded in a biblically-informed worldview and centered in a clear biblically-based understanding of the gospel of Jesus Christ in the framework of the story of the great controversy from Eden lost to Eden soon to be restored. Such an identity will be evident in personal life, service, and mission.

(Classes That Support This Quality: **Adventist Heritage, Christian Theology I and II**)

3. An Active Love for People, flowing out of the unconditional love of God, and resulting in a life of respect, compassion, service and witness to others, regardless of age, gender, ethnicity, religion, nationality, or personality. An important aspect of this love is the exemplary care and faithfulness given to one's own family and living a virtuous life.

(Classes That Support This Quality: **Interpersonal Ministry, Introduction to Biblical Counseling and Conflict Resolution**)

4. Emotional, Spiritual and Social Stability and Maturity grounded in the wholeness of one's mind, body and spirit, and evidenced in humility, balanced judgment, personal conduct, integrity and professional ethics guided by Biblical principles, and personal financial stewardship in tithes and offerings.

(Classes That Support This Quality: **Introduction to Ministry, Christian Theology I and II, Church Ministry I and II**)

5. A Sense of Divine Calling to Lifelong Gospel Ministry, affirmed by the Church, and resulting in a passion to save the lost which orients one's life for diligent service and mission in the context of the three angels' messages of Revelation 14.

(Classes That Support This Quality: **Introduction to Ministry, Personal Evangelism, Studies in Revelation**)

**A Seventh-day Adventist Minister Is Knowledgeable of and Committed to:**

1. God—Father, Son and Holy Spirit—as Creator and Redeemer and as the initiator of the personal and primary relationship with Him around which one's life and ministry unfolds.

(Classes That Support This Commitment: **Christian Spirituality, Christian Theology I and II**)

2. God's Word as the essential authoritative source and guide for gospel teaching, life, and ministry.

(Classes That Support This Commitment: **Introduction to Biblical Exegesis, Introduction to Biblical Preaching, Old Testament Studies I and II, New Testament Studies I and II**)

3. The Message, Organization and Fellowship of the Seventh-day Adventist Church expressed in the Seventh-day Adventist fundamental beliefs, the Church Manual, the Ministers Handbook and

borne out in the active support of the Seventh-day Adventist church and its institutions worldwide.

(Classes That Support This Commitment: **Church Ministry I and II, Christian Theology I and II**)

4. Participation in God's Redemptive Mission of reconciling the world to Himself, by embodying and proclaiming the saving gospel of Jesus Christ through the cultivation of the fruits and the gifts of the Spirit.

(Classes That Support This Commitment: **Christian Spirituality, Personal Evangelism, Public Evangelism**)

5. Church Principles as voted in the *Church Manual*.

(Classes That Support This Commitment: **Church Ministry I and II**)

**A Seventh-day Adventist Minister Is Skilled in:**

1. Studying and Faithfully Interpreting Scripture in order to discern God's message.

(Classes That Support This Skill: **Introduction to Biblical Exegesis, Introduction to Biblical Preaching**)

2. Imparting a Thorough and Practical Understanding of the Eternal Gospel and the hope of salvation, and all the teachings of Scripture by preaching, teaching, healing and preparing people for the soon coming of Jesus Christ.

(Classes That Support This Skill: **Personal Evangelism, Public Evangelism**)

3. Leading People to Christ in Baptism and Discipling Individuals into a Growing Relationship with Jesus Christ by nurturing, training and mentoring into active membership in the Seventh-day Adventist Church.

(Classes That Support This Skill: **Personal Evangelism, Public Evangelism**)

4. Leading Churches in Becoming Healthy, Growing Faith and Worship Communities through effective servant leadership that models and nurtures love and respect for every individual, cares for the diverse families and groups within the community of believers, and manages resources wisely in order to offer joyful and honoring lives and witness for God.

(Classes That Support This Skill: **Interpersonal Ministry, Church Ministry I and II**)

5. Training and Involving Members in God's Mission, by helping them recognize God's call and gifting in their lives for particular areas of service, and by fostering the development of these gifts for ministry in the church and in the community according to the model of Jesus.

(Classes That Support This Skill: **Personal Evangelism, Church Ministry I and II**)

## CFR 7.2

**The faculty members in the pastoral and theological programs are qualified to teach in the various disciplines.**

All the full-time faculty teaching in the School of Religion have an earned doctoral degree in the discipline of religion. A couple of faculty members have two doctoral degrees, as can be seen in the below list of faculty with the degrees that they have earned. The full-time faculty teach all of the required courses in the theology program except for one (Introduction to Biblical Counseling and Conflict Resolution). This class is taught by an adjunct faculty who has a master's degree from the Seventh-day Adventist Theological Seminary and who also specializes in the area of biblical counseling.

Below is a list of faculty, including their academic preparation, area(s) of specialty, and courses taught:

**Stephen Bauer-Ph.D., Professor of Religion**

B.A., Atlantic Union College; M.Div. and Ph.D., Andrews University

Areas of Specialization: Theology, Ethics

Courses Taught: Christian Ethics, Christian Theology I, Christian Theology II, Epistle to the Romans, Issues in Physical Science and Religion (co-taught with Ken Caviness)

**Hyunsok (John) Doh-Ph.D., Professor of Religion**

B.A. and M.A., Sahmyook University; Ph.D., Andrews University

Area of Specialization: New Testament

Courses Taught: Greek I, Greek II, Adventist Heritage, Revelation, Life and Teachings of Jesus

**Eliezer A. Graterol-D.Min., Professor of Religion**

B.A., Venezuelan Adventist University; M.A., Fuller Theological Seminary; M.Div and D.Min, Andrews University

Areas of Specialization: Missions, Evangelism

Courses Taught: Life and Teachings of Jesus, Christian Beliefs, World Religions, World Missions, Evangelistic Preaching, Theology of Missions and Evangelism

**David Hartman-D.Min., Professor of Religion**

B.A., Southern Adventist University; M.Div. and D.Min., Andrews University

Areas of Specialization: Church Ministry, Evangelism

Courses Taught: Christian Spirituality, Christian Beliefs, Christian Witnessing, Personal Evangelism, Evangelistic Preaching, Public Evangelism, Interpersonal Ministry, Church Ministry II

**Michael G. Hasel-Ph.D., Professor of Religion, Director, Institute of Archaeology**

B.A. and M.A., Andrews University; M.A and Ph.D., University of Arizona

Areas of Specialization: Archaeology, Old Testament

Courses Taught: Archaeology and the Old Testament, Archaeology and the New Testament, Museum Education, Exodus, Egyptian Warfare and Archaeology, David, Solomon, and the Archaeology of State Formation

**Greg A. King-Ph.D., Dean and Professor of Religion**

B.A., Southern Adventist University; M.Div., Andrews University; Ph.D., Union Theological Seminary

Area of Specialization: Old Testament

Courses Taught: Old Testament Studies I, Old Testament Studies II

**Martin G. Klingbeil-D.Litt., Professor of Religion**

B.A., Andrews University; D.Litt., Stellenbosch University

Areas of Specialization: Archaeology, Old Testament

Courses Taught: Studies in Daniel, Biblical Hebrew I, Biblical Hebrew II, Intermediate Hebrew, Christian Spirituality, Thesis Proposal & Literature Review

**Judson Lake-Th.D., Professor of Religion**

B.A., Southern Adventist University; M.Div., Andrews University; D.Min., Reformed Theological Seminary; Th.D., University of South Africa

Areas of Specialization: Preaching, Adventist Studies

Courses Taught: Introduction to Preaching, Intermediate Preaching, Philosophy and Worldviews, Adventist Heritage, Life and Teachings of Jesus, Prophetic Ministry of Ellen G. White

**Alan Parker-D.Th., Professor of Religion**

B.A., Andrews University; M.Th. And D.Th., Stellenbosch University

Areas of Specialization: Church Ministry, Evangelism

Courses Taught: Christian Spirituality, Church Ministry I, Sexuality and Scripture, Christian Beliefs



**Nicole Parker-M.A., Adjunct Professor of Religion**

B.A., Hartland College; M.A., Andrews University

Area of Specialization: Biblical Counseling

Courses Taught: Introduction to Biblical Counseling and Conflict Resolution, Sexuality and Scripture

**Wilson Paroschi-Ph.D., Professor of Religion**

B.Th. and M.Th., Latin American Adventist Theological Seminary; Ph.D., Andrews University

Area of Specialization: New Testament

Courses Taught: Life & Teachings of Jesus, Acts of the Apostles, New Testament Studies I, New Testament Studies II, New Testament Greek I, New Testament Greek II, Intermediate Greek, Introduction to Biblical Exegesis

**Barry J. Tryon-Ph.D., Professor of Religion**

B.A., Southern Adventist University; M.Div., D.Min. and Ph.D., Andrews University

Areas of Specialization: Church Ministry, Christian Spirituality

Courses Taught: Life and Teachings of Jesus, Adventist Heritage, Christian Spirituality, Introduction to Ministry, Introduction to Christian Leadership

**CFR 7.3**

**The faculty is involved in the spiritual development and the professional formation of pastoral and theology students.**

The faculty are involved in the spiritual development and the professional formation of the ministerial students at Southern Adventist University in a number of ways. First, there is a required class in Christian Spirituality, taught by a full-time member of the faculty. This enables this particular faculty member to learn something about the personal spiritual history of those who are preparing for pastoral ministry. The class is intended to inspire and foster spiritual growth in the lives of the students by encouraging them to have a regular prayer and devotional life and to deepen their relationship with God. Another required class, Life and Teachings of Jesus, also has a primary focus of helping the students in their daily walk by highlighting the importance of a close friendship with Jesus Christ.

As for faculty involvement in the professional development of ministerial students, one of the most prominent examples of this type of involvement is through the training and implementation of the evangelism field school. During the second semester of their junior year, the theology students take the class Evangelistic Preaching. The instructor is the professor who will be accompanying them to the field school of evangelism during the coming summer. So not only does the professor interact with the students during the semester of this class, he has even more interaction when he

supervises the students as they preach evangelistic sermons during the coming summer. This experience involves an extended amount of time together off campus, either in the United States or in an international setting, thus allowing for significant conversations between faculty and students.

Additionally, each pastoral student is assigned a faculty advisor to not only provide sound academic advice but to offer friendship and give spiritual counsel as well. A number of faculty members go out of their way to be approachable and available for interactions with students outside the classroom setting.

Moreover, faculty seek to maintain a vibrant spiritual life for themselves so they will have a reservoir from which to draw when they minister to their students. Also, they try to stay active in the life of their local church (see **CFR 7.4**) and thus set a positive example for the students in this regard.

#### **CFR 7.4**

##### **The faculty members are involved in the life of the Church at various levels.**

As will be evident in the below list, the School of Religion faculty are involved in the life and mission of the Seventh-day Adventist Church in numerous ways that exert a significant influence on the church. Their involvement includes holding leadership and ministry roles at the local church level, but they also serve in ways extending beyond the local setting by accepting speaking appointments at camp meetings and ministerial meetings, writing for church publications that have a broad distribution, and serving on committees at the General Conference level, thereby impacting the worldwide Adventist family.

This involvement sets a positive example for the ministerial students by letting them know that the faculty are dedicated to using their spiritual gifts and abilities to further the mission of the Seventh-day Adventist Church. It also keeps the faculty aware of and connected with the spiritual needs and concerns of the average Adventist church member, so that the faculty do not conduct their teaching ministry in an ivory tower, or engage in scholarship in a way that is detached from the church and its membership.

The list (below) of church activities represents only a partial extent of this faculty involvement. It is worth noting that this list would be even more extensive were it not for the covid-pandemic, which caused the cancellation of some speaking appointments and curtailed travel in recent years.

##### **Stephen Bauer**

- \*Member of Biblical Research Ethics Committee (BRIEC)

- \*Completed various writing assignments, including a draft chapter on surrogate motherhood for BRIEC

- \*Wrote two articles for the *Adventist Review*

- \*Preached on Zoom for a weekend on righteousness by faith at an Adventist church in Wisconsin

- \*Local church elder at McDonald Road SDA Church

### **John Doh**

- \*Completion of commentary on Jude for *Seventh-day Adventist International Bible Commentary*
- \*Wrote articles for the Korean Publishing House
- \*Preached one night per month for the Collegedale Korean SDA Church
- \*Sabbath School teacher for Collegedale Korean SDA Church
- \*Preached at other local Adventist churches

### **Eliezer Graterol**

- \*Spoke for Adventist youth rally in Argentina
- \*Spoke for pastors and elders from the Kentucky-Tennessee Conference of SDA
- \*Spoke for pastors from the Venezuelan Central Conference of SDA
- \*Spoke for pastors from the East Venezuelan Union Conference of SDA
- \*Spoke for the EC3 Southern Union Evangelism Conference
- \*Preached at various local SDA churches

### **David Hartman**

- \*Wrote article for *Ministry* (“Charging Your Spiritual Device: The Power of Biblical Journaling,” January 2021)
- \*Wrote article for *Adventist Review* (“Pen Therapy: Discovering the Power of Biblical Journaling,” May 6, 2020)
- \*Elder for evangelism at Ooltewah SDA Church
- \*Sabbath School teacher at Ooltewah SDA Church
- \*Church board member at Ooltewah SDA Church
- \*Spoke for Knoxville First SDA Church at the Ignite for Mission rally weekend
- \*Worked with 14 students at the Greensboro, NC Triad SDA Churches to prepare for the field school of evangelism
- \*Preached at various local SDA churches

### **Michael Hasel**

- \*Primary Contributor, *How to Interpret Scripture*. Adult Bible Study Guide, 2020
- \*Primary Contributor, *How to Interpret Scripture*. Adult Bible Study Guide, Teacher’s Edition, 2020
- \*Co-authored *How to Interpret Scripture*. Pacific Press, 2019
- \*Contributed Chapter 4, “History, the Bible and Hermeneutics,” and Chapter 11, “The Genesis Account as a Test Case for Biblical Hermeneutics,” to *Biblical Hermeneutics: An Adventist Approach*, Biblical Research Institute, 2020
- \*Wrote article for *Adventist Review* (“Rediscovering Lachish and Sennacherib’s Assyrian Campaign: How Archaeology Illuminates the Biblical Text.” August 2, 2021.)
- \*Recorded 13 Sabbath School studies for It Is Written on “How to Interpret Scripture”
- \*Gave 60 national and international Zoom Sabbath School classes and sermons, including at the Loma Linda University Church, CA; Azure Hills SDA Church, CA; Fallbrook SDA Church, CA; South Louisville SDA Church, KY; Brunswick SDA Church, ME; etc.

### **Greg King**

- \*Member of the Biblical Research Institute Ethics Committee
- \*Sabbath School teacher at Good News class for Collegedale SDA Church
- \*Contributed articles to the online *Adventist Review*
- \*Presented seminar at Alaska Conference Camp Meeting
- \*Recorded two Sabbath School lessons for broadcast by It Is Written

### **Martin Klingbeil**

- \*Wrote article “Introduction to Hebrew Poetry and Wisdom Books” and commentary section on Psalms for *Andrews Bible Commentary*
- \*Wrote article for *Adventist World* (“Perseverance.” May 2021)
- \*Sabbath School teacher for Collegedale SDA Church
- \*Preached at various international locations, including Germany and South Africa
- \*Local church elder at McDonald Road SDA Church
- \*Graduation speaker at the Helderberg College commencement service

### **Jud Lake**

- \*Preparation of paper on “Adventism as a Worldview” for academic conference
- \*Preparation of paper on “Ellen White and Exotheology” for academic conference
- \*Preparation of paper on “Philosophical Analysis of Ellen White’s Writings” for academic conference

### **Alan Parker**

- \*Sabbath School youth leader at McDonald Road SDA Church
- \*Local elder at McDonald Road SDA Church
- \*Presented “How to Give a Bible Study” to Springfield SDA Church, North Carolina
- \*Presented “Engaging Millennials and Gen Z in Evangelism” to the South New England Conference
- \*Presented “Life with God: Season 1 – God is Love” for the Adventist Theological Society
- \*Presented “Dealing with Abuse in the Church” for ARISE Online Vespers

### **Wilson Paroschi**

- \*Contributed the chapter, “Intentional Design and Innate Morality: Creation in Romans 1-2,” to the volume *Creation in the New Testament*, Andrews University Press
- \*Contributed the chapter, “The Sabbath in Colossians 2:16-17: Identity, Meaning, and Theological Implications,” to the volume *The Sabbath in the New Testament*, Biblical Research Institute
- \*Contributed the chapter, “The Holy Spirit in John’s Gospel,” to *The Holy Spirit in Scriptures and Christian Tradition*, Inter-American Division Publishing Association & Adventist Theological Society
- \*Wrote the article “Jesus’ Eschatological Legacy: The Tension Between the Nearness of the Second Coming and the Mission of the Church,” for the *Journal of the Adventist Theological Society*
- \*Gave various online sermons and presentations for churches in the United States and Brazil

## **Barry Tryon**

\*Sabbath School teacher for Ooltewah SDA Church

\*Local church elder for Ooltewah SDA Church

\*Secretary/Parliamentarian for Adventist Theological Society, Southeast Chapter

\*Sermons and presentations in various locations

## **CFR 7.5**

### **Pastoral and theological students are involved in evangelistic and nurturing activities connected with their educational experience.**

There are two significant ways that students are involved in evangelistic and nurturing activities as part of their ministerial training. First, there is the ministerial externship program. This program is designed to enhance professional development by acquainting ministerial students with the multi-faceted responsibilities of ministry. It provides a laboratory setting in membership care, evangelism, church leadership, worship, and preaching.

The basics of the program work like this. Beginning with his or her junior year, each student in the ministerial studies program is required to work with an experienced mentoring pastor in a local church. The student is expected to attend worship services at the externship church eight times during the semester. Also, the student must have eight one-hour mentoring sessions with the supervising pastor over the course of the semester. The School of Religion uses some funds that come from one of the local conferences to assist students with the travel expenses that they incur in driving to their externship churches. This field education is expected to take place over four semesters of the student's education experience, and it is intertwined with the following classes: Personal Evangelism, Interpersonal Ministry, Church Ministry I, and Church Ministry II. Participation in this program is required before the student can be recommended by the School of Religion for church employment as a pastor.

The other significant way that students are involved in evangelistic and nurturing activities is through the required evangelistic field school. Ministerial students fulfill this requirement by taking the Evangelistic Preaching class during the second semester of their junior year and then participating in one of the two field schools of evangelism that take place each summer. Their participation in the field school earns them credit for the academic class Public Evangelism.

The domestic field school, financially sponsored by the Southern Union Conference of Seventh-day Adventists, takes place at some location within the southeastern United States. Each student who attends this field school either preaches a full series of evangelistic meetings on his or her own or works in tandem with a partner and alternates the preaching assignment.

Students also have the option of participating in the international field school. For this field school experience students fly to an international destination and, under the supervision of a faculty member and in collaboration with church leadership in that location, preach a full series of meetings. The travel and lodging expenses are financially subsidized for the ministerial students, to lessen the chance that students will forgo this international training experience solely due to financial reasons. Both field schools are strongly supported by the religion faculty and have proven to be extremely positive training experiences for the students.

## CFR 7.6

**The Board of Trustees/Council holds the administration accountable to ensure pastoral and theological programs and faculty are focused on and supportive of the message and mission of the Seventh-day Adventist Church, including current ecclesiastical endorsement of all religion/theology faculty.**

Southern Adventist University has expressed its agreement with the process and guidelines of the BMTE document, *North American Division Higher Education Institutions Religion Faculty Endorsement Process*. In harmony with this document, the following specific elements of the endorsement process will be followed at Southern Adventist University.

### Annual Evaluation of Religion Faculty

The senior vice president for academic administration will annually evaluate the dean of the School of Religion. This normally would include review of course evaluations, peer evaluations, productivity of academic, professional and service components of their annual assignment of responsibility. The dean of the School of Religion will annually review all faculty members who teach in the school. During the annual review process, harmony with the official beliefs and practices of the Seventh-day Adventist Church will be assessed. A report, including the faculty member's service productivity, will be shared with the MTEC on an annual basis.

### Five-Year Review of Religion Faculty

Every five years, each member of the full-time teaching faculty of the School of Religion will undergo periodic review by portfolio. This periodic review includes an essay that includes the faculty member's beliefs and assumptions about the purpose of teaching and learning at a Seventh-day Adventist Christian university including the faculty member's alignment with the 28 Fundamental Beliefs of the Seventh-day Adventist Church, Pastoral Ethics, Code of Ethics for Seventh-day Adventist Educators, Academic and Theological Freedom and Accountability statement, and the Methods of Bible Study document. On completion of the portfolio review, the senior vice president for Academic Administration will report the name of the religion faculty who successfully completed portfolio review for re-endorsement to the MTEC for continuous endorsement approval. The MTEC will then submit their recommendation to the University Board of Trustees.

### Ministerial and Theological Education Committee (MTEC)

The MTEC is a subcommittee of the Board of Trustees. Its membership consists of the Executive Secretary of the Southern Union Conference of Seventh-day Adventists, chair, the Senior Vice President of Academic Administration, secretary, two Presidents of constituent conferences of the Southern Union Conference of Seventh-day Adventists, and two lay members of the Board of Trustees, Dean of the School of Religion, invitee.

Below is a list of all faculty who teach at least half-time in the School of Religion. Each of them has been endorsed by the aforementioned Ministerial and Theological Education Committee, which is a subcommittee of the Board of Trustees. These endorsements took place in 2022.

- Stephen Bauer-Ph.D., Professor of Religion
- Hyunsok (John) Doh-Ph.D., Professor of Religion
- Eliezer A. Graterol-D.Min., Professor of Religion
- David Hartman-D.Min., Professor of Religion
- Michael G. Hasel-Ph.D., Professor of Religion
- Greg A. King-Ph.D., Dean and Professor of Religion
- Martin G. Klingbeil-D.Litt., Professor of Religion
- Judson Lake-Th.D., Professor of Religion
- Alan Parker-D.Th., Professor of Religion
- Wilson Paroschi-Ph.D., Professor of Religion
- Barry J. Tryon-Ph.D., Professor of Religion

#### **CFR 7.7**

**The dean/department chair and the other faculty in the school/department are selected to ensure that they understand the needs of the Church and are fully supportive of its mission and beliefs.**

Southern Adventist University has set forth the following procedure for hiring faculty in the School of Religion. Applications for faculty openings will include curriculum vitae, written philosophy of Christian education, and references. During the application and interview process, applicants will receive copies of and affirm their support for and agreement with the following documents:

- a. 28 Fundamental Beliefs of Seventh-day Adventists
- b. Pastoral Ethics
- c. Code of Ethics for Seventh-day Adventist Educators
- d. Academic and Theological Freedom and Accountability
- e. Methods of Bible Study

Failure to affirm support for and agreement with these documents will disqualify a candidate for further consideration.

The search committee for all faculty members hired in the School of Religion will consist of the Dean of the School, who will chair the committee, the Senior VP for Academic Administration, the current chair of the General Education Committee, the Executive Secretary of the Southern Union Conference of Seventh-day Adventists, the President of the Georgia Cumberland Conference of Seventh-day Adventists, and selected faculty members of the School of Religion. When the opening is for the dean of the School of Religion, the Senior VP for Academic Administration will chair the search committee and will engage in careful consultation with conference and union leadership to ensure that the candidate chosen will be one who has the confidence of these leaders.

Upon hiring the faculty member, administration will recommend the new faculty member's name to the University's Ministerial and Theological Education Committee (MTEC) for their consideration for endorsement. The MTEC will then submit their recommendation to the University Board of Trustees for an appropriate action.

#### **CFR 7.8**

##### **The institution has a formal system for evaluating faculty and supervisor performance in the pastoral and theological programs.**

The institutional evaluation procedures for the dean and faculty of the School of Religion include both annual evaluations as well as those that occur less frequently. The senior vice president for academic administration will annually evaluate the dean of the School of Religion. This normally will include review of course evaluations, peer evaluations, productivity of academic, professional and service components of their annual assignment of responsibility. The dean of the School of Religion will annually review all faculty members who teach in the school. During the annual review process, harmony with the official beliefs and practices of the Seventh-day Adventist Church will be assessed. A report, including the faculty member's service productivity, will be shared with the MTEC on an annual basis.

Every five years, each member of the full-time teaching faculty of the School of Religion will undergo periodic review by portfolio. This periodic review includes an essay that includes the faculty member's beliefs and assumptions about the purpose of teaching and learning at a Seventh-day Adventist Christian university including the faculty member's alignment with the 28 Fundamental Beliefs of the Seventh-day Adventist Church, Pastoral Ethics, Code of Ethics for Seventh-day Adventist Educators, Academic and Theological Freedom and Accountability statement, and the Methods of Bible Study document. On completion of the portfolio review, the senior vice president for Academic Administration will report the name of the religion faculty who successfully completed portfolio review for re-endorsement to the MTEC for continuous endorsement approval. The MTEC will then submit their recommendation to the University Board of Trustees.

#### **CFR 7.9**

##### **The program includes the evaluation of progression and placement procedures.**

The following paragraphs describe the process of admission to the ministerial studies program and the progression that takes place within the program. Students who are taking a major in theology are required to make formal application to the ministerial program to become a trainee, normally during the first semester of their sophomore year. Transfer students must have completed at least one semester in residence and have sophomore status before applying. The application process should be completed during the fall semester. In evaluating applications, the religion faculty will consider the student's spiritual and theological commitment, moral character, integrity, emotional stability, grade point average, and social and professional skills in order to determine the applicant's fitness for the program and overall potential for success in ministry. Students will be notified of the faculty's decision, and those whose applications are accepted will become ministerial trainees. If at any time after being admitted to the program, trainees give evidence of



failure to maintain commitment to the criteria of the ministerial program, including its expectations about spiritual commitment, moral character, or grade point average, they forfeit their standing as trainees and the privilege of being recognized as ministerial candidates in their senior year. Those who have already been accepted as ministerial candidates and then manifest a lack of commitment to the aforementioned criteria of the program will have their candidacy rescinded. Acceptance into the ministerial program as a trainee and approval as a candidate are both required for the completion of either a theology or a pastoral care major. Students not accepted into the program as trainees and/or candidates and those students whose trainee or candidate status is rescinded are not eligible to receive a theology or pastoral care major. However, they may apply to the School of Religion faculty to be allowed to complete a major in religious studies.

### Trainees

Students may apply to the ministerial program for trainee status by mid-term of the first semester of their sophomore year. These applications will be considered during the last half of the first semester and announced by the start of the second semester.

### *Qualifications for Trainees*

1. Successful completion of 40 hours of academic credit by the time of the trainee induction service, including ENGL 101, ENGL 102; COMM 135; RELB 125; RELL 181 or RELL 191; RELP 150; RELT 138, RELT 177.
2. An overall grade point average of at least 2.50 and a grade point average of 2.50 in all religion classes (including certification classes) completed at the time of application.
3. Completion of at least two semesters in residence at Southern.
4. A record of regular attendance at required activities of the School of Religion.
5. Successful completion of the School of Religion Test of Elementary Biblical Knowledge.
6. Successful completion of the School of Religion Test of Elementary Doctrinal Knowledge or RELT 255 - Christian Beliefs (R-2).
7. Submission of four references, including at least one from each of the following:
  - A local pastor.
  - A local church elder or church officer.
  - An employer OR work supervisor, OR supervisor of volunteer ministries.
8. Completion of a prescribed semi-structured interview with the student's adviser.
9. Development and submission of a ministry experience portfolio, including the following:
  - A statement of call (similar, though not necessarily identical to the one written for RELP 150 - Introduction to Ministry).
  - Description of church and ministry activity.
  - Description of any volunteer or employment experience in any setting.
  - A statement of personal goals and values.
  - A growth plan based on self-evaluation, the results of standardized tests, and the interview with the adviser.
10. Approval by the School of Religion Faculty Committee based on the following factors:
  - Evaluation of the ministry experience portfolio.
  - Consideration of written recommendations and the recommendation of the adviser.
  - Consideration of academic performance.
  - Consideration of standardized test results.

- Consideration of the student's reputation in the university, church, and community.

### *Procedure for Trainee Application*

The process of application and admission is as follows:

1. Complete the trainee application form (available from the resource secretary) during the Fall semester.
2. Applications for admission as trainees will be considered by the faculty in December. This will allow time for evaluation and additional consultation with students, if necessary.
3. Trainees will be officially inducted into the program at the time of the annual trainee induction weekend.

### *Candidates*

Students will be considered for approval as ministerial candidates at the beginning of the first semester of their senior year. These applications will be considered during the early part of the first semester and announced about the end of September.

### *Qualifications for Candidates*

Prior to admission to candidate status, the student should complete the following requirements:

1. Be in the process of completing (within one academic year) the 35-hour major in theology or the 35-hour major in pastoral care.
2. Be in the process of completing (within one academic year) the 20-hour minor in biblical languages.
3. Be in the process of completing (within one academic year) the 24 hours required for certification for ministry or the 17 hours required for certification for pastoral care, whichever may apply.
4. Be in the process of completing (within one academic year) the general education requirements and the required cognates for the B.A. in theology or pastoral care.
5. Maintain an overall grade point average (GPA) of 2.50, and a GPA in all religion classes (including certification classes) of 2.50.
6. Complete the ministerial candidate requirements.
7. Maintain a record of regular attendance at required activities of the School of Religion.
8. Complete the first ministerial externship year with the assigned local congregation.
9. Submit the student's ministerial experience portfolio, including all items required for trainee status (updated to the time of the candidature interview), as well as the following:
  - A current resume.
  - A description of goals for ministry and plans for further education.
  - A recommendation by the mentoring pastor.
  - A recommendation by a member of the board from the mentoring church or from the Summer in Ministry internship pastor.
10. Go through the candidature interview.
11. Be approved by the School of Religion Faculty Committee based on the following factors:
  - Evaluation of the ministry experience portfolio.

- Consideration of the recommendations and the recommendation of the adviser.
- Consideration of the student's performance in ministry activities.
- Consideration of academic performance.
- Consideration of the student's reputation in the university, church, and community.

### *Procedure for Candidate Application*

The process of admission is as follows:

1. Ministerial candidates will be considered by the faculty in September. This will allow time for evaluation and additional consultation with students, if necessary.
2. A list of candidates approved in this program will be posted, and the individuals admitted as candidates will be notified by email.
3. Candidates will be considered officially approved at the time the list is posted and will be honored in the ministerial candidate recognition service.
4. Students will be eligible to sign up for conference interviews for graduating seniors only following their approval as candidates. If interviews for juniors are requested, students will be eligible only if they have been admitted as trainees.

Placement records are well maintained on an annual basis, and they show that most of the ministerial students have received placement even prior to their time of graduation. This occurs because a number of conferences, especially those in the Southern Union Conference but outside of its boundaries as well, regularly come to the Southern Adventist University campus in order to interview the ministerial candidates. The interview process begins in the fall, soon after the Ministerial Candidate Recognition Weekend. Several of these conferences regularly offer positions in pastoral ministry to one or more students.

Placement records for the School of Religion in recent years reveal the following:

\*For the year 2018-2019, 16 of the 19 students who graduated from the ministerial studies program found placement in the field of ministry

\*For the year 2019-2020, 10 of the 13 students who graduated from the ministerial studies program found placement in the field of ministry

\*For the year 2020-2021, 17 of the 19 students who graduated from the ministerial studies program found placement in the field of ministry

We are grateful for this strong track record in the area of placement, and we hope to see this pattern continue as we look to the future.

### **CFR 7.10**

**Effective communication is sustained between the department/school and the wider Church constituency.**

School of Religion leadership and faculty have a healthy and positive relationship with church leadership and membership. This relationship is cultivated in a variety of ways. One way is by the debriefing conversations that take place following the candidate interviews. The School of Religion dean makes it a practice to dialogue with conference leadership regarding what they discovered during their interviews. Did they note areas of weakness? Do there seem to be gaps in the ministerial training curriculum? What would they like to share?

Also, a number of faculty are also involved in furthering a good relationship with church leaders. The faculty regularly accept speaking invitations to ministerial meetings, camp meetings, and other occasions when their services are desired. These gatherings provide further opportunity for dialogue and discussion.

Moreover, when the School of Religion was recently engaging in discussion about modifying the curriculum of required classes, a number of conference leaders were asked for their input. Such consultations tend to build relationships of trust between church leaders and the theology faculty.

Finally, the faculty regularly minister at occasions involving the broader church family. This helps to keep the faculty attentive and attuned to the needs of the church membership as a whole. These occasions provide the opportunity for relationships to be formed and deepened.

#### **CFR 7.11**

##### **The institution has in place means to assess and improve the effectiveness of the pastoral and theological education programs.**

The School of Religion has conducted some surveys of both seniors and graduates so that they might assess the effectiveness of the training which they received. For example, the statements on the following survey were given to 16 ministerial students in the Church Ministry II class in May 2022. (This is a class which is taken by ministerial students during the last semester of their time in residence.) They were asked to respond on a 1 to 5 scale, with 5 expressing strong agreement and 1 expressing strong disagreement. Responses were as follows.

<b>Question</b>	<b>Scale: 1-5</b>
My religion courses have deepened my relationship with Jesus Christ.	4.63
My religion courses have given me a greater confidence in the inspiration of the Bible and have increased my understanding of Scripture.	4.81
My religion courses have strengthened my commitment to the Adventist message and mission.	4.81
My preaching courses have prepared me for the task of understanding a Bible text and preaching from that passage.	4.75
The Externship Program played a helpful role in my preparation for ministry.	3.94
The applied theology classes that I took (Intro to Ministry, Interpersonal Ministry, Personal Evangelism, and Church Ministry I & II) have given me a good foundation for beginning ministry.	4.69
The classes Personal Evangelism and Public Evangelism have helped me to understand that evangelism is an important aspect of ministry.	4.75

The School of Religion faculty have encouraged me in my personal relationship with Jesus.	4.75
The School of Religion faculty have modeled a commitment to Jesus both inside and outside the classroom.	4.81
The School of Religion faculty have upheld the Bible as the inspired and authoritative Word of God.	4.81
The School of Religion faculty are supportive of the mission and message of the Seventh-day Adventist Church.	4.94
If I had it to do over again, I would take my ministerial training at Southern.	4.94
I would recommend the ministerial training program at Southern to others interested in this calling.	4.88
NOTE: Survey given to Church Ministry class in May, 2022	N = 16

It is evidence from the results that this group of students has a great deal of appreciation for the training that they have received. It is planned to continue this survey each year with the seniors in order that the faculty might benefit from their considered input on the matter.

As for surveying graduates of the School of Religion, a research study was conducted to evaluate the perceived effectiveness of five required courses taught in the undergraduate ministerial educational program at Southern Adventist University for ministerial job preparedness.

1. Church Ministry I & II
2. Interpersonal Ministry
3. Personal Evangelism I & II
4. Evangelistic Preaching & Public Evangelism
5. Ministerial Externship Program

In the survey, participants were asked an open-ended question asking them to indicate what was MOST and LEAST HELPFUL about each of the 5 professional classes. Participants were also asked an open-ended question asking them to indicate what they would ADD or ELIMINATE from each of the 5 professional classes.

For this research there were 223 alumni who were sent the survey, to which there were 76 responses to the emailed survey, resulting in a 34% response rate. Among the respondents:

\*81% of respondents indicated that the education received from Southern equipped them for pastoral ministry

\*80% said they would repeat their training at Southern again

As for their evaluation of specific classes:

\*Interpersonal Ministry was *rated* and *ranked* highest of the five professional classes

\*Personal Evangelism I & II were *rated* and *ranked* lowest of the five professional classes

The qualitative component of the research asked respondents to indicate what was MOST and LEAST helpful EACH of the 5 professional classes. The qualitative data revealed the following:

As for MOST HELPFUL--

\*Ministerial skills learned in the Church Ministries class (baptism, communion service, mock board meetings, etc.) were helpful

\*The preaching and hands-on experience of the Evangelistic Preaching and Field School Class

\*Respondents indicated that the externship program (in a local church for 4 semesters) was helpful because of their exposure to the various aspects of church life

As for LEAST HELPFUL--

\*Respondents indicated that some of the course content was not helpful. \*Responses such as outdated or irrelevant material were the most common answers

\*Some of the respondents indicated that their EXTERNSHIP program experience was poor

Suggestions for improvement included changing Personal Evangelism to one semester and including a class in pastoral counseling and conflict resolution in the curriculum. The faculty has responded to both of these suggestions by changing the curriculum accordingly. Additionally, the faculty will be designing a plan to solicit regular feedback from alumni in the future.

## **CFR 7.12**

### **Plans for development and improvement within this area.**

A few years ago the faculty engaged in a review of the curriculum for the ministerial studies program. As a result, some minor changes were made, including the addition of a required class, Introduction to Biblical Counseling and Conflict Resolution.

In the near future the School of Religion will be required to engage in a complete program review. This will provide further opportunity to evaluate the ministerial studies program and tweak or modify it.