



**Adventist
Accrediting
Association**

Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities

ACCREDITATION HANDBOOK

Part IV

INSTITUTION OF EXCELLENCE AND THE SELF-STUDY (Form B)

2013

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An Institution of Excellence

An institution accredited under the terms of Form B will have already demonstrated a continuous commitment to excellence. Its ongoing quality will be monitored and evidenced both externally and internally in a variety of ways. (Part I of the *Accreditation Handbook* identifies examples of the criteria used by the Adventist Accrediting Association (AAA) for deciding to accredit institutions under Form B.)

With this in mind, AAA will focus its visit on the way the college/university operation and life are in harmony with institutional and Seventh-day Adventist mission and denominational Working Policy. Within these parameters, a leading institution of excellence will be defined as an institution that meets the following standards:

1. The institution has a clear sense of Seventh-day Adventist mission and identity, encapsulated in statements of philosophy, worldview, vision, mission, objectives, core values, and/or ethics, and evidenced in the life of the institution.
2. 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.
3. The institution has a coherent governance structure, organization, and administrative leadership that provide strong mission-driven direction to the institution.
4. The institution provides a curriculum congruent with the mission of the institution and of the Church.
5. Faculty and staff are supportive of the mission of the institution and of the Church, and are effective in the transmission of Seventh-day Adventist beliefs and biblical values.
6. The elements of the educational setting, including finance, facilities, library, and student services, among others, support institutional mission and Adventist identity.
7. The pastoral and theological education program results in graduates who have the practical skills, the theoretical/theological understanding, and the commitment to the message and mission of the church that are necessary for employment as a pastor, religion teacher and/or for graduate pastoral/theological education.

These standards of excellence and their corresponding indicators will be used as the benchmarks for evaluation by AAA, and the basis for the institutional Self-Study.

Institutional Self-Study Functions

The development of an institutional Self-Study is a significant part of the accreditation process. In particular, it serves the following vital functions:

1. For an educational institution, it provides an opportunity for a formal review and evaluation of its mission, objectives, resources, and outcomes, and the relationships among them.
2. For the Adventist Accrediting Association evaluation team, it provides the detailed information that enables them to familiarize themselves with the institution and its direction, and draft relevant commendations and recommendations.

3. For the Adventist Accrediting Association and the institution, it reveals the strengths and weaknesses of an institution in relation to how well it meets the accreditation standards. Thus, the Self-Study indicates the areas where the institution must grow and improve, of its own volition, as a means of achieving or reaffirming accredited status.

Self-Study Processes

An institution is advised to start the Self-Study process as soon as it has received notification of an AAA visit one year in advance of scheduled visit. The Self-Study should be developed with wide input across the campus. A steering committee (and, if appropriate, subordinate task forces) should be appointed to prepare the document. The completed Self-Study shall be approved by the administrative committee of the institution and will be sent to AAA liaison for the institution at least one month prior to the accreditation visit. The AAA liaison will distribute copies of the Self-Study to team members upon receiving the institutional report.

The Self-Study should demonstrate accomplishment of each standard and should provide a reflective analysis and evaluation of institutional processes. The AAA expects to find an institution that is self-reflective and proactive in development of its spiritual mission and identity.

Self-Study Instrument

There are three sections to a Form B Self-Study.

Self-Study Section A

Section A of the Self-Study will respond to the recommendations from the prior regular accreditation visit and to any additional recommendations from any interim or administrative review report.

The institution will identify:

1. Those recommendations that have been fully implemented and the means by which the implementation was accomplished.
2. Those recommendations that have not been implemented or have only been partially implemented and the reason for this circumstance.

In its response to Section A, the accreditation team considers institutional evidence of the degree to which recommendations have been met.

Self-Study Section B

Section B of the Self-Study will provide evidence of meeting the seven Areas/Standards and corresponding Criteria for Review (CFR) identified by AAA for Form B institutions. Responses to Section B should show evidence of institutional use of surveys and feedback in institutional self-evaluation and planning.

In the tables that follow, each Area with its corresponding Standard is identified. This is followed in the left hand column by a list of the CFRs that are indicators of excellence to which the institution will respond in its Self-Study.

Next to each CFR is/are preferred evidence(s) institutions could provide to document compliance. Where germane, institutions may provide alternate evidence highlighting strengths of a particular CFR. In some instances, examples for clarity are also provided.

While the Self-Study and the Site Visit focus on outcomes, it is acknowledged that some of the most important outcomes, such as spiritual commitment and ethical behavior evidenced throughout the life of a graduate, are difficult to measure, and, furthermore, difficult to attribute to a specific part of the student's educational experience due to the influence of intervening variables. Consequently, inputs and processes are utilized as proxies for such outcomes.¹

A Self-Study will therefore include and a Visiting Team will consider a variety of both direct and indirect indicators to evidence progress and results. These indicators may include quantitative measures (such as an attendance rate or student/teacher ratio) and qualitative evidences (such as individuals' judgments or perceptions regarding a topic), as well as performance indicators at various stages of the results chain, including inputs, processes, outputs, and impacts. Together, these provide a platform for evidence-based decisions regarding priorities, strategies, activities, and outcomes.²

Self-Study Section C

In harmony with the designation of Form B institutions as leaders of excellence within Seventh-day Adventist education, Section C of the Self-Study provides opportunity for the institution to showcase an aspect of its work that the institution has initiated or continued to develop within the period of accreditation that highlights the institution's commitment to the mission of the Seventh-day Adventist Church and/or the philosophy of Adventist education, particularly as its relates to student learning. Examples of best practice that an institution might wish to showcase include integrating service-learning, high-level thinking, or a healthy lifestyle throughout the curriculum, or developing a "green campus" or physical spaces for social interaction or for spiritual reflection, among other possibilities.

In Section C, the institution will present a report on its chosen area of best practice, utilizing a format of its own choosing, while incorporating reflection based on results and analysis of its impact on student experience. It is anticipated these reports, developed by leading Seventh-day Adventist educational institutions, may serve as models of best practice in Adventist education.

¹ "Indicators: Definitions and Distinctions." UNICEF Training Resources.
http://www.ceecis.org/remf/Service3/unicef_eng/module2/docs/2-3-1_indicators.doc

² At various junctures through Section B, reference is made to the mission and beliefs of the Seventh-day Adventist church and to the philosophy of Adventist education. The mission and beliefs of the Seventh-day Adventist church may be found online at www.adventist.org, as well as in various denominational publications. A document summarizing the philosophy of Adventist education may be found at <http://education.gc.adventist.org>, at <http://adventistaccreditingassociation.org/>, as well as in various theme issues of *The Journal of Adventist Education* (available online at <http://www.jae.adventist.org>).

Area 1: Mission and Identity

Standard: The institution has a clear sense of Seventh-day Adventist mission and identity, encapsulated in statements of philosophy, worldview, vision, mission, objectives, core values, and/or ethics, and evidenced in the life of the institution.

Criteria for Review	Preferred Evidence
<p>1.1 The institution has clear and current Board-approved statements of philosophy and/or worldview, vision and/or mission, objectives and/or core values, and ethics that are congruent with Seventh-day Adventist mission and values as well as with the Adventist philosophy of education and are published and readily available to constituents and prospective students.</p>	<ul style="list-style-type: none"> • Published institutional statements of philosophy and/or worldview, vision and/or mission, and objectives and/or core values • A profile of desired attributes for all graduates • Institutional codes of ethics for institutional employees and for students • A description of the processes of development or revision and approval of the corresponding statements • The most recent Board action approving the institutional mission and core values statements and student learning goals • An explanation of how these institutional statements share the mission and values of the Church as well as its philosophy of education^{1a}
<p>1.2 The institutional statements of Seventh-day Adventist philosophy and/or worldview, vision and/or mission, objectives and/or core values, and ethics are reflected in the policies and procedures of the institution, and various aspects of institutional life.</p>	<ul style="list-style-type: none"> • A description of the alignment between institutional statements and the corresponding statements of institutional units • Examples of the application of these statements in institutional life,^{1b} including a representative sample of institutional policies and procedures that seek to operationalize institutional statements
<p>1.3 The institution is actively and broadly involved in supporting the mission of the Seventh-day Adventist Church.</p>	<ul style="list-style-type: none"> • A description of institutional involvement in and support of the mission of the Church^{1c} • Examples of how the institution's educational and co-curricular programs prepare students 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 • An explanation with examples of how the institution is cooperating with other Adventist educational institutions

<p>1.4 The institution is responsive to the needs of its constituencies, to denominational and national/regional developments, and to societal and educational trends</p>	<ul style="list-style-type: none"> • Results from surveys of the needs and expectations of institutional constituencies • An analysis of key developments within Adventist Higher Education. • Denominational and local demographics • The institution’s perceived role and place in denominational and societal contexts • The perceived impact of educational issues and trends • A sample of committee minutes of discussions of current issues and trends
<p>1.5 Student experiences and outcomes are congruent with the institutional statements of philosophy and/or worldview, vision and/or mission, objectives and/or core values, and ethics.</p>	<ul style="list-style-type: none"> • Results of student and alumni surveys that seek to assess the congruence of experiences while at the institution with the values, beliefs, and priorities embedded in the official statements of the institution • Results of assessments that endeavor to determine the extent to which the values, beliefs, and priorities of the institution are reflected in the lives of its graduates and/or alumni^{1d}
<p>1.6 Any plans for development and improvement within this area.</p>	

Explanatory notes:

- ^{1a} Concepts that can contribute toward a clear Seventh-day Adventist identity may include:
- The nature of God (e.g., as Creator, Sustainer, and Redeemer) and the nature of humankind (e.g., human value and God-given potential)
 - The nature of learning (e.g., God as the ultimate Source of knowledge and wisdom)
 - The great conflict between good and evil, including the fall, redemption, and restoration
 - Whole-person development, including character formation
 - The integration of faith, learning, and life
 - The role of ethics and aesthetics
 - Respect for the environment and for diverse cultures
 - Education for this life and for eternity
 - Other fundamental beliefs of the Church, including the Sabbath and the Second Coming

- ^{1b} Examples of institutional mission/ethos in action may include:
- Programs that reflect the priority of salvation for the students
 - Evidences of student commitment to a life of witness and service
 - Incorporation of a healthy lifestyle
 - Active support of the ministry of the church and its ideals by administration, faculty, staff, and students
 - Compliance of administration, faculty, staff, and students with the corresponding institutional statements of ethics (e.g., signed conflict of interest and ethics statements)

^{1c} Examples of institution involvement and support may include:

- Membership and participation of institutional staff in Church organizations
- Staff and student involvement in outreach and evangelistic activities of the Church
- Formalized collaborative relationships with other Church entities, particularly with its institutions of higher education

^{1d} Examples of assessment elements include:

- The experience of a whole-person formation, including physical, intellectual, spiritual, and social dimensions
- The participation of students, graduates, and/or alumni in the mission and activities of the Seventh-day Adventist Church

Area 2: Spiritual Development, Witness, and Service

Standard: 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.

Criteria for Review	Preferred Evidence
<p>2.1 The institution has an intentional, coherent, detailed, and current Board-approved Spiritual Master Plan which serves as the basis for the effective spiritual development of faculty, staff, and students.</p>	<ul style="list-style-type: none"> • The current Spiritual Master Plan of the institution^{2a} • A listing of key performance indicators and a description of the process to assess the outcomes of the Spiritual Master Plan and of the procedure for updating the plan • Evidence that the Spiritual Master Plan has been approved by the Board of Trustees/Council • Evidence of the implementation to date 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 formal assessment^{2b} • Recent annual reports to the Board of Trustees/Council regarding the implementation of the Spiritual Master Plan • A description of how the spiritual master plan includes the spiritual nurture of all student populations (residential, commuter, face-to-face, online, hybrid, undergraduate, graduate, full-time, or part-time)
<p>2.2 Administration, faculty, and staff are actively involved in the spiritual development of students and of one another.</p>	<ul style="list-style-type: none"> • Administration, faculty, and staff involvement in formal student and new faculty/staff mentoring programs that include spiritual nurture^{2c} • Examples of administration, faculty, and staff involvement in specific Spiritual Life programs and activities • Examples of groups and/or programs for service and/or witness led or sponsored by administration, faculty, or staff • Participation of administration, faculty, and staff in devotional and worship meetings • Intentional work of administration, faculty, and staff on behalf of non-Adventist and off-campus students

<p>2.3 Students are actively involved in a variety of nurture, service, and witnessing programs.</p>	<ul style="list-style-type: none"> • Involvement of students in developing and implementing the Spiritual Master Plan, as well as in planning nurture, service, and witnessing activities^{2d} • Breadth of possibilities for student involvement in spiritual activities as participants and as leaders • Number of students actively involved in various in-reach or outreach activities, some of which should be student-initiated and developed • Curricular programs and/or requirements for student involvement in service learning as well as training and opportunity for witness, including distance education and non-traditional programs • Strength of the student mission program, including short-term evangelistic and outreach experiences, as well as a formal student missionary program • Student survey responses on the outcomes of spiritual program opportunities
<p>2.4 Campus chaplains and/or the pastor(s) of the campus church exert a significant role in the spiritual formation and life of the students.</p>	<ul style="list-style-type: none"> • Job descriptions of the campus chaplains and/or pastor(s) of the campus church^{2e} • Description of the manner in which the chaplaincy ministry of the institution is organized and of the student services provided • Description of the relationship between the campus church(es) and the institution, with evidence provided of collaborative planning and involvement • Results of formal evaluations of services provided by the chaplain(s) and/or campus church pastor(s)
<p>2.5 Students experience spiritual development, and a deeper commitment to service and witness as a result of their educational experience at the institution.</p>	<ul style="list-style-type: none"> • Results of assessments that endeavor to determine 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^{2f} • 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 • Results of student and alumni surveys that seek to 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
<p>2.6 Any plans for development and improvement within this area.</p>	

Explanatory notes:

^{2a} The institutional Spiritual Master Plan should be in harmony with "A Guidebook for Creating and Implementing a Spiritual Master Plan on Seventh-day Adventist Campuses of Higher Education" (available online at <http://adventistaccreditingassociation.org/images/stories/docs/SpiritualMasterPlanGuidebookGC1.pdf>). At minimum, the Spiritual Master Plan should incorporate:

- A list of beliefs, values, and behavioral outcomes to be conveyed to faculty, staff, and students, based on institutional philosophy, mission, objectives, and/or core values
- A summary of the results from surveys of current status as well as of the spiritual needs of faculty, staff, and students
- A listing of specific objectives for the intentional transmission of Seventh-day Adventist beliefs, principles, values, and lifestyle
- A description of corresponding curricular and co-curricular programs and activities
- A presentation of corresponding action plans, including budget requirements, timelines, and responsibilities

^{2b} Examples of additional supporting evidence which may be included:

- Samples of minutes of the Spiritual Life Committee and other committees that deal with spiritual development
- Samples of survey instruments utilized with faculty, staff, and students
- The plan of spiritual events for the current semester/quarter. This may include devotional and worship opportunities, campus ministry activities, outreach and mission programs, small group interactions, residence hall programming, etc.
- Samples of evaluation instruments used in assessing the effectiveness of the Spiritual Master Plan

^{2c} Examples of the primacy of spiritual development could include:

- Time and physical space set aside for prayer and reflection
- Time dedicated to corporate worship without the imposition of other conflicting events

^{2d} Examples of student nurture, service, and witnessing programs may include devotional meetings, study groups, drug and alcohol prevention, evangelism, campus ministry retreats, periods of spiritual emphasis, chapels, vespers, church services, Sabbath School, and personal witness.

^{2e} Examples of elements in the corresponding job descriptions may include (a) line of authority and responsibility; (b) purpose of the position; (c) role in the involvement in the development and implementation of the Spiritual Master Plan; and (d) relationships with administration, faculty, staff, students, and denomination.

^{2f} Examples of elements that may be incorporated in the assessments of spiritual development include a sense of a deeper relationship with God, of the assurance of salvation, of a Spirit-filled life, of growth in faith, of the need of Bible study and prayer, of the formation of a biblical worldview to guide one's life, and of a better understanding of and commitment to the beliefs and practices of the Seventh-day Adventist Church.

Area 3: Governance, Organization, and Administration

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

Criteria for Review	Preferred Evidence
<p>3.1 The 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.</p>	<ul style="list-style-type: none"> • Board/Council Bylaws including matters of authority and responsibility as well as member qualifications • Board/Council handbook • Board/Council minutes and records of implementation of actions • Board/Council membership, including expertise and representation • Board/Council process of induction for new members, particularly in matters pertaining to institutional philosophy, mission, objectives, and/or core values • Board/Council self-evaluation instruments and results
<p>3.2 The Board of Trustees/ Council establishes policies that safeguard the Seventh-day Adventist identity and mission of the institution.</p>	<ul style="list-style-type: none"> • Board/Council policies regarding the hiring of administration and Board/Council accepted performance indicators of the same • Board/Council policies regarding faculty and staff hiring practices and Board/Council accepted performance indicators of the same • Board/Council policies regarding instruction that is in harmony with the vision, mission, and values of the institution and Board/Council accepted performance indicators of the same • Board/Council approved goals related to spiritual mission and Board/Council accepted performance indicators of the same
<p>3.3 The institution's administrative team provides leadership to achieve the institutional mission and a clear Adventist identity.</p>	<ul style="list-style-type: none"> • Job descriptions for top-level administrators • A description of the process for performance appraisals and self-evaluations of top-level administrators, especially relating to the mission of the institution and of the Church • Examples of the support of institutional mission and Adventist identity by top-level administrators

<p>3.4 The organizational structure of the institution facilitates the fulfillment of mission.</p>	<ul style="list-style-type: none"> • Organizational and committee charts • Terms of reference for and description of the relationships among key committees involved in the overall planning processes of the institution • Terms of reference for and description of the relationships among key committees in the institution and how these relate to the planning processes of the institution, including spiritual life • A description of how organizational structure facilitates the fulfillment of institutional mission
<p>3.5 The administration develops a Board-approved strategic plan that furthers institutional mission and is responsive to the constituent needs in the context of societal and educational trends.</p>	<ul style="list-style-type: none"> • A long-range strategic plan for the institution^{3a} • A description of how the institutional strategic plan is guided by institutional mission, is based on an analysis of constituent needs, as well as institutional strengths, weaknesses, opportunities, and threats, and is developed within the framework of institutional philosophy and values • A representative sample of detailed, mid-range plans for institutional development and improvement, particularly those which directly contribute to mission • A description of the continuous quality improvement of educational and management processes as evidenced through outcomes • Recent reports of administration to the Board of Trustees/Council regarding implementation of the strategic plan
<p>3.6 The Board/Council and the administration evaluate the success of the institution in fulfilling its identity and mission as a Seventh-day Adventist institution.</p>	<ul style="list-style-type: none"> • A description of the processes in place for outcomes assessment on the success of the institution in fulfilling its mission as an Adventist institution as well examples of how this feedback is used in institutional planning • Examples of Board/Council evaluation of the institution's Church-related mission, including the results of the most recent assessment • 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 • Samples of institutional reports provided to internal and external stakeholders, particularly those relating to institutional identity and mission
<p>3.7 Any plans for development and improvement within this area.</p>	

Explanatory notes:

^{3a} The strategic plan of the institution should be the result of campus-wide conversations involving faculty and staff, first in selecting the core values that the institution wishes to convey, and then in identifying strategic means of attaining these institutional values.

Area 4: Programs of Study	
Standard: The institution provides a curriculum congruent with the mission of the institution and of the Church.	
Criteria for Review	Preferred Evidence
4.1 The institution is able to demonstrate how its mission, objectives, and core values are reflected in its programs of study including those offered through non-traditional delivery methods.	<ul style="list-style-type: none"> • A description of institutional curricular development and evaluation procedures that ensure program and course alignment with institutional mission, objectives, and core values • A representative sample of program outcome statements or graduate profiles linked to institutional mission, objectives, and/or core values • A representative sample of course objectives linked to institutional objectives and/or core values • A description of how any non-traditional programs and delivery methods, including web-based technology, fulfill institutional mission and integrate its core values • Results from student and alumni evaluations of programs of study that assess effectiveness in transmitting institutional mission, objectives, and values
4.2 The institution is able to demonstrate how the mission and beliefs of the Seventh-day Adventist Church are supported through the curriculum.	<ul style="list-style-type: none"> • A description of institutional curricular development and evaluation procedures that focus on ensuring the congruence of programs and courses with the mission and beliefs of the Church • A representative sample of the mission and/or philosophy statements of programs of study that illustrate how these support the mission of the Church • A description of ways in which the beliefs, values, and lifestyle practices of the Church are conveyed through the programs of study • A description of ways in which the institution proactively prepares individuals for service in the Church, both as professionals directly serving the denomination and as lay members • A description of how any non-traditional

	<p>programs and delivery methods, including web-based technology, contribute to fulfill the mission of the Church and integrate its beliefs and values</p> <ul style="list-style-type: none"> • Results from student and/or alumni evaluations of programs of study that assess effectiveness in transmitting the mission and beliefs of the Church, and evidence that results inform curriculum development and revision • Results from denominational employers that assess institutional effectiveness in meeting the needs of the Church, and evidence that results inform curriculum development and revision
<p>4.3 The institution is able to demonstrate the integration of faith and learning throughout all disciplines and all course delivery modalities.</p>	<ul style="list-style-type: none"> • A description of institutional curricular development and evaluation procedures that focus on the integration of faith and learning • A description of procedures that encourage faculty members to approach their discipline from a biblical perspective, including all teaching modalities in use at the time the self-study is prepared • A representative sample of course syllabi, required readings, teaching materials, learning activities, and evaluations that illustrate the integration of a biblical worldview, including all teaching modalities in use at the time the self-study is prepared • Results from student evaluations of courses that assess effectiveness in the integration of faith and learning

<p>4.4 The institution implements the Seventh-day Adventist philosophy of education throughout the curriculum.</p>	<ul style="list-style-type: none"> • A description of ways in which the curriculum seeks the salvation of the student • A description of ways in which the curriculum promotes whole-person development, including physical, mental, spiritual, social, emotional, and vocational dimensions • Examples of ways in which the curriculum prepares the student for a life of witness and service • Examples of ways in which the curriculum contributes toward character formation • Examples of ways in which the curriculum emphasizes high-level thinking, including application of knowledge, analysis, decision-making, and creative thought and innovation • Results from student and alumni evaluations of programs of study that assess effectiveness in achieving aspects of the Adventist philosophy of education
<p>4.5 The institution fulfills IBE/IBMTE processes regarding new programs of study and substantive changes to existing programs of study.</p>	<ul style="list-style-type: none"> • Documentation of institutional fulfillment of IBE/IBMTE processes regarding new programs of study and substantive changes to existing programs of study.
<p>4.6 The institution fulfills the AAA expectation regarding the inclusion of religion courses in the various programs of study.</p>	<ul style="list-style-type: none"> • Documentation that students have met the stated religion requirement in all programs of study, in all modalities offered^{4b} • Course descriptions for the religion courses utilized in the various programs of study
<p>4.6 Any plans for development and improvement within this area.</p>	

Explanatory notes:

^{4a} Examples of integrational elements include an understanding of:

- God as the Source of all truth
- The role of revelation, reason, research, and reflection in the understanding of divine truth
- The foundational role of Scripture in each discipline
- The great controversy between good and evil and how this affects each aspect of life
- The elements and formation of a Christian life and worldview
- The moral ethical dimensions of issues within each discipline and the role of biblical principles and values

Other integrational elements may be found in the “2001 Statement of Philosophy,” available online at <http://adventistaccreditingassociation.org>, as well in essays provided by the Institute of Christian Teaching (<http://ict.adventist.org>) and articles on the topic published by *The Journal of Adventist Education* (<http://jae.adventist.org>).

^{4b} The AAA expectation for religion courses in all programs is as follows:

- Undergraduate: Every teacher is encouraged to integrate faith with the discipline in all courses. Three semester (four quarter) credits of religion courses are required for each year of full-time study for a minimum of 12 semester (18 quarter) credits for a four-year degree or 3 semester (4.5 quarter credits) for every 32 semester (48 quarter) credits. Half of the credits must be based on study of the Bible.
- Graduate: Every teacher is encouraged to integrate faith with the discipline in all courses. Two semester (three quarter) credits of graduate-level religion/theology courses are required for each year of full-time study (or the equivalent). At least one course must be based on study of the Bible. These required courses may introduce new material at a graduate level or examine previous knowledge and attitudes so that understanding is reconsidered and synthesized in light of new learning and accepted practices undergo the rigor of the thoughtful analysis. Team-taught courses in which disciplinary knowledge is combined with religion/theology are acceptable (e.g., business ethics, religion and medicine) but the prefix and primary oversight must come from the religion/theology department. Institution may adopt variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework.

Area 5: Faculty and Staff

Standard: Faculty and staff are supportive of the mission of the institution and of the Church, and are effective in the transmission of Seventh-day Adventist beliefs and biblical values.

Criteria for Review	Preferred Evidence
<p>5.1 The institutional policies and procedures that pertain to faculty and staff identification/recruitment and hiring/contracting are aligned with the mission of the institution and of the Church.</p>	<ul style="list-style-type: none"> • The institutional statement of academic freedom and responsibility • Institutional policies and procedures for identifying/recruiting and hiring/contracting of faculty and staff • A description of how the institution has integrated mission expectations, both of the institution and Church, into its policies and procedures on recruiting and hiring faculty and staff • A description of the criteria and supporting documentation used in the decision-making process for faculty/staff acquisitions • A statistical table providing religious affiliation of administrators, faculty, and staff, identifying full-time/salary and part-time/temporary contract status, including analysis of trends over time • Examples of employment contracts redacted to maintain confidentiality • Institutional policies and procedures for re-appointment/contract renewal and for promotion • A description of how the institution has integrated mission expectations, both of the institution and Church, into its policies and procedures for faculty and staff reappointment/contract renewal and promotion • A sample of documentation utilized in the decision-making process for recent faculty and staff reappointments/contract renewals and promotions • The institutional grievance policy^{5a}

<p>5.2 The institution’s policies and procedures for faculty and staff orientation and development encourage and strengthen faculty support for the mission of the institution and of the Seventh-day Adventist church.</p>	<ul style="list-style-type: none"> • The institution’s policies and procedures for faculty and staff orientation • 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 • The institution’s policies and procedures for faculty and staff development, including distance education faculty/staff • 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 • Results from faculty and staff assessments of institution-initiated professional development
<p>5.3 Faculty and staff are effective in their roles as professionals in a Seventh-day Adventist educational institution.</p>	<ul style="list-style-type: none"> • The institution’s policies and procedures for evaluation of faculty and staff, including distance education faculty/staff^{5b} • A description of ways in which the institution integrates institutional and Seventh-day Adventist mission expectations as a part of faculty and staff evaluation • A description of how results from faculty and staff assessments by students are used to enhance their effectiveness as professionals in an Adventist educational institution • A description of how results from faculty and staff assessments by peers and/or supervisors are used to enhance their effectiveness as professionals in a Seventh-day Adventist educational institution • A description of how faculty service and research activities support institutional and Church mission, accompanied by a representative sample of these activities
<p>5.4 The institution fulfills the AAA expectation regarding the qualifications of faculty who teach religion courses in the various programs of study.</p>	<ul style="list-style-type: none"> • A table identifying qualifications of faculty who teach religion courses in the various programs of study^{5c}
<p>5.4 Any plans for development and improvement within this area.</p>	

Explanatory notes:

^{5a} Examples of related documents that may be provided include:

- The institutional statement of professional conduct
- Institutional policies and criteria regarding termination of employment
- Samples of faculty and staff statements of philosophy and/or worldview

^{5b} Examples of aspects that may be incorporated in student assessments of faculty and staff include:

- Showing positive faculty/staff to student relationships, including mentor and role models
- Taking a personal interest in each student
- Taking into account the student's background, interests, needs, and dreams
- Communicating appreciation for the value and potential of the student
- Communicating confidence in divine revelation through the Bible
- Demonstrating biblical norms of conduct and an Adventist lifestyle
- Seeking opportunities to converse about spiritual matters and to guide the student to a personal encounter with Christ
- Helping the student develop a personal sense of mission

^{5c} The AAA expectation is as follows:

- Undergraduate: All courses must be taught by a member of the religion/theology department who has a minimum of a master's degree in the discipline or a master's degree and 12 semester (18 quarter) graduate credits in theology/ religion. Institutions may adopt variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework. Institutions are responsible for justifying and documenting the qualifications of its faculty, including adjunct faculty.
- Graduate: All courses must be taught by a member of the religion/ theology department who preferably has an earned doctoral degree in the discipline or a master's degree and 18 semester (27 quarter) graduate credits in theology/ religion. Team-taught courses in which disciplinary knowledge is combined with religion/ theology are acceptable (e.g., business ethics, religion and medicine) but the prefix and primary oversight must come from the religion/theology department. Institution may adopt variable structures and provide evidence of attainment of student learning outcomes and content mastery otherwise covered through the inclusion of specific religion/theology coursework. Institutions are responsible for justifying and documenting the qualifications of its faculty, including adjunct faculty.

Area 6: Educational Context	
Standard: The elements of the educational setting, including finance, facilities, library, and student services, among others, support institutional mission and Adventist identity.	
Criteria for Review	Preferred Evidence
6.1 The financial operation of the institution is effective and prioritized to support institutional mission and Adventist identity.	<ul style="list-style-type: none"> • Audited financial statements and letters to management for the prior three years • A report on the financial health of the institution, including indices identified in denominational policy^{6a} • A report on the support of the sponsoring church organizations, including subsidies and appropriations as a percentage of total budget and instructional budget • A report on government funds received, including the percentage of total budget and instructional budget that these represent, as well as institutional policies that govern their receipt • A report on institutional debt, if any, and how this is managed • A description of the budgeting process, identifying how priorities are decided • A description of how the institutional budget reflects institutional mission^{6b}
6.2 The facilities of the institution support institutional mission and Adventist identity.	<ul style="list-style-type: none"> • The campus master plan • A description of how the Adventist philosophy of education is reflected throughout the campus^{6c}
6.3 The library and its resources support institutional mission and Adventist identity.	<ul style="list-style-type: none"> • A description of how the library helps students to distinguish truth from error and to engage in the ethical use of information • Policies for acquiring new library materials, accompanied by an explanation of how these support the Seventh-day Adventist ethos of the institution • A description of the implications of the institutional stand on academic freedom and responsibility on library operations • A description of resources that assist students

	<p>and faculty in their study of the Bible and maturation of faith</p> <ul style="list-style-type: none"> • A description of intentional processes to identify resources that contribute to a biblical worldview for the various disciplines, accompanied by examples of resources acquired • A description of special collections that contribute to institutional mission and faith (e.g., Adventist heritage, Adventist mission, fundamental beliefs, White Estate resources) • An explanation of how the library supports institution-wide faith activities and community outreach and upholds the institution's faith-based policies
<p>6.4 Student services clearly support Adventist identity and the core values of the institution.</p>	<ul style="list-style-type: none"> • 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 analysis 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 • The philosophy and/or mission statements of the various student services offered by the institution with an explanation of how these align with institutional mission and core values • An analysis of the manner in which each student service area assists in the transmission of Seventh-day Adventist beliefs and values, models and nurtures an Adventist lifestyle, provides for the personal and spiritual needs of students, including those enrolled in non-traditional programs of study, and encourages whole-person development^{6d}

<p>6.5 Relationships with external entities affirm Adventist identity and the core values of the institution.</p>	<ul style="list-style-type: none"> • Multi-year enrollment and recruiting plan which supports institutional strategy and mission • Demonstration of how branding, publications, advertising, publicity, and community relations, foster an understanding of the spiritual values of the institution^{6c} • A description of ethics and respect demonstrated toward other Adventist educational institutions, especially in terms of student recruitment • Evidence that the institution maintains positive and on-going relations with its constituencies, including processes for feedback • A description of how the institution engages its alumni in support of institutional mission • A description of how development and fundraising supports the mission of the institution
<p>6.6 Institutional policies clearly reflect Adventist identity and the core values of the institution.</p>	<ul style="list-style-type: none"> • Demonstration of how the institution's policies exemplify and communicate biblical principles and values across the following policy areas: <ul style="list-style-type: none"> – Lifestyle-related policies – Student discipline policies – Appeals policies and procedures – Grading and other academic policies – Residential life and worship attendance policies – Service learning requirements
<p>6.7 Any plans for development and improvement within this area.</p>	

Explanatory notes:

^{6a} Examples of financial GC Working Policies include:

- Working capital (i.e., current assets above the total of current liabilities) should equal or exceed 20 percent of the operating expense, or, for interim statements, the latest 12 month actual operating expense of the latest complete fiscal year
- Liquidity-cash and bank plus securities and investments divided by total current liabilities and gross/certain allocated funds (see GC/NAD Working Policy S 25/73)

- ^{6b} Examples of ways in which financial priorities reflect mission may include:
- Financial structure promotes a responsible stewardship of resources
 - Financial programs and policies provide opportunity for a greater proportion of Seventh-day Adventist young people who desire to receive an Adventist education to attend the institution
 - Financial programs and policies provide the means for a whole-person educational perspective, by means of a funded work-study program
 - Service, witness, and spiritual life programs are adequately funded

- ^{6c} Aspects which might be presented include the following:
- Examples of spaces for worship, for reflection, for physical activity, for collaborative learning, etc.
 - Examples of how the physical plant reflects the stewardship of resources (e.g., ecological facilities, recycling efforts)
 - Examples of aesthetic elements and décor throughout the campus that contribute to a sense of mission and/or Adventist identity
 - Examples of the use of natural settings as educational contexts

- ^{6d} Examples of student services which would typically be addressed include, among others:
- Residence halls
 - Cafeteria
 - Health/wellness services
 - Student counseling programs (e.g., career, spiritual, therapeutic, substance abuse)
 - Placement services
 - Student clubs and activities

^{6e} It may be helpful to include a representative sample of materials utilized in advertising and student recruitment, accompanied by an explanation of how these convey the institution's philosophy and core values.

- ^{6f} Specific policies that could be discussed may include the following:
- Policies regarding intellectual property with an explanation of how these reflect the core values of the institution
 - Policies regarding a student's right to privacy with an explanation of how these reflect the biblical view of human beings
 - Policies and procedures that promote student self-governance with an explanation of how this concept operates within the Adventist ethos of the institution
 - Policies for accessing electronic media, including procedures in the case of an abuse of policies, accompanied by an explanation of how these reflect Adventist identity and the mission of the institution
 - Policies that relate to student misconduct with an explanation of how these reflect a redemptive and transformational approach

Area 7: Pastoral and Theological Education

Standard: The pastoral and theological education program results in graduates who have the practical skills, the theoretical/theological understanding, and the commitment to the message and mission of the church that are necessary for employment as a pastor, religion teacher and/or for graduate pastoral/theological education.

Criteria for Review	Preferred Evidence
<p>7.1 The institution has a published statement of mission for the pastoral and theological education programs.</p>	<ul style="list-style-type: none"> • The mission statement(s) for pastoral/theological programs, including all distance education and/or non-traditional programs • A description of how the mission statement was developed and is periodically reviewed and revised • An explanation of how the mission statement is intentionally linked with that of the institution and of the Seventh-day Adventist Church
<p>7.2 The programs of study are congruent with institutional and Church mission and are aligned with IBMTE/BMTE requirements.</p>	<ul style="list-style-type: none"> • The curricula and graduation requirements for the various pastoral and theological programs, including all distance education and/or non-traditional programs • An explanation of how the programs of study are congruent with institutional mission and of the Seventh-day Adventist Church • A table comparing the pastoral and theological curricula to those courses identified as essential by IBMTE/ BMTE • Dates on which the various programs were recognized by the IBMTE
<p>7.3 The faculty is involved in the spiritual development and the professional formation of pastoral and theology students.</p>	<ul style="list-style-type: none"> • A description of the nature and level of faculty involvement in the spiritual development of pastoral and theology students, including those enrolled in distance education and/or non-traditional programs • Results from evaluations of current students and of recent graduates regarding the quality of the overall spiritual development and pastoral formation program and of the involvement of the theology faculty in the program

<p>7.4 The faculty members are involved in the life of the Church at various levels.</p>	<ul style="list-style-type: none"> • A description of the breadth of faculty involvement in the life of the Church at various levels, and an explanation of how this affects their classroom effectiveness • Examples of faculty annual reports
<p>7.5 Pastoral and theological students are involved in evangelistic and nurturing activities connected with their educational experience.</p>	<ul style="list-style-type: none"> • A description of the involvement of pastoral and theological students in evangelistic and nurturing activities, including those enrolled in distance education and/or non-traditional programs, with an explanation of how these activities are linked with the academic program • Results from student program evaluations and graduate surveys of involvement in evangelistic and nurturing activities as a part of the academic program
<p>7.6 The Board of Trustees/Council holds the administration accountable to ensure pastoral and ministerial programs and faculty are focused on and supportive of the message and mission of the Seventh-day Adventist church.</p>	<ul style="list-style-type: none"> • Board/Council approved goals related to pastoral and ministerial graduate success and Board/Council accepted performance indicators • A description of program review policies and procedures established by the Board of Trustees/Council and utilized by the administration to ensure that the pastoral and ministerial programs are focused on the message and mission of the Church • Reports of the program reviews • A description of faculty appraisal policies and procedures established by the Board of Trustees/Council and utilized by the administration to ensure that pastoral and ministerial program faculty are supportive of the message and mission of the Church • Reports of the faculty appraisals
<p>7.7 The dean/department chair and the other faculty in the department/school are selected to ensure that they understand the needs of the Church and are fully supportive of its mission and beliefs.</p>	<ul style="list-style-type: none"> • A description of the policies and procedures by which the pastoral and theological faculty and the dean/chair are selected • Compliance of the institutional process with IBMTE requirements.

<p>7.8 The institution has a formal system for evaluating faculty performance in the pastoral and theological programs.</p>	<ul style="list-style-type: none"> • A description of the policies and procedures for evaluating pastoral and theological faculty performance, including support of mission • A description of the policies and procedures for selecting, developing, and evaluating supervisors for pastoral interns • An explanation of how the evaluation system provides for fair treatment of faculty, while ensuring that the institution will transparently uphold Adventist beliefs^{7a} • A sample of evaluation instruments
<p>7.9 The program includes the evaluation of progression and placement procedures.</p>	<ul style="list-style-type: none"> • Policies and procedures regarding student progression • A description of placement procedures • Statistics regarding the successful placement of graduates • Results from field evaluations of the effective formation of graduates, including assessments of ministerial interns by supervising pastors
<p>7.10 Effective communication is sustained between the department/school and the wider Church constituency.</p>	<ul style="list-style-type: none"> • A description of communication processes between the department/school and the Church constituency, particularly in terms of matters such as program content and the specific needs of the immediate constituency • Results from evaluations by the Church constituency of the effectiveness of these communication processes
<p>7.11 The institution has in place means to assess and improve the effectiveness of the pastoral and theological education program.</p>	<ul style="list-style-type: none"> • A description of the means in place to assess and improve the effectiveness of the pastoral and theological education program, including all distance education and/or non-traditional programs, in meeting its stated mission • Results of program assessments from recent graduates, employers, and Church leadership • Examples of the use of evaluations for making program improvements
<p>7.12 -Any plans for development and improvement within this area.</p>	

Explanatory notes:

^{7a} Examples of evaluation system components:

- Self-assessment tools
- Student assessments
- Feedback from peers and from leadership
- Measures of graduate satisfaction/success
- Assessment of mentoring pastors
- Faculty plans for improvement