Adventist Accrediting Association

ACCREDITATION HANDBOOK

Part III:

Institution of Excellence and the *Self-Study* (Form A)

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INSTITUTION OF EXCELLENCE

When the Adventist Accrediting Association accredits an institution under the terms of Form A, it will be considering both the overall quality of the institution as a tertiary college/university and the way the college/university operation and life fully identifies with institutional and Seventh-day Adventist mission. Within these parameters an institution of excellence will be defined as an institution that meets the following standards:

1. A clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.
2. A strong and vibrant spiritual life program, encapsulated in a spiritual master plan that widely involves and impacts both the institution and communities beyond.
3. Governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met, and nurtures a campus environment characterized by good communication, inclusive decision-making, and strong internal continuous quality improvement of educational and management processes *as evidenced through outcomes*.
4. A financial operation that has a strong financial base (including support from the church), is managed efficiently, and selects budget priorities to support institutional mission.
5. A curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions both in the country and within the Seventh-day Adventist college/university sector, and (b) meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church.
6. A faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, along with administrative processes to ensure adequate faculty and staff development and evaluation procedures that include mission-focused elements.
7. Resource centers (library and computer services, in particular) that provide adequate resources to support the academic program and policies to ensure ethical and mission concerns are involved in the resourcing choices that are made.
8. Academic policy and records procedures that are efficient and secure and which reflect best practice in tertiary institutions.
9. Student services that provide strong support for the personal and spiritual needs of students and which model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.
10. A physical plant, including laboratories, that provides adequate, well-maintained facilities for the development of a quality education program and plans for development that are supportive of the total institution strategic plan.
11. A public relations program that provides an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institutions and that positions the college/university and its mission positively in the minds of the various constituent groups.
12. Pastoral and theological education with a curriculum that, evidenced by appropriate outcomes, is (a) of an equivalent standard to other tertiary institutions offering pastoral and theological education in the country and within the Seventh-day Adventist

college/university sector, and (b) meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church.

These indicators of excellence will be used as the standards for evaluation by AAA and are 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 maintaining eligibility as an accredited institution.
4. For other colleges, universities, and accrediting bodies, it provides a mechanism with which to determine the value of the courses, credits, and degrees offered by the institution.

SELF-STUDY PROCESS

An institution is advised to start the Self-Study process as soon as they have notification of an AAA 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 all team members from the President's office. The team members should receive the material at least one month prior to the time of the accreditation visit.

While the Self-Study should provide essential information, its focus should be on 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 will be three sections to a Form A Self-Study.

Self-Study Section A

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

The institution will identify:

1. Those items that have been fully implemented and the means by which the implementation was accomplished.
2. Those items that have not been implemented and the reason for non-compliance.

In their response to Section A the team will consider what percentage of recommendations have been met, if there is **evidence** they have been met, and if the reasons for not meeting recommendations are acceptable.

Self-Study Section B

Section B of the Self-Study will provide the results of anonymous surveys conducted with the following groups within one year prior to the date scheduled for the visit: (1) current students, (2) members of the board, (3) faculty and staff, and (4) alumni and constituents.

These surveys should ask questions regarding perceptions of the effectiveness of the institution in meeting its mission and objectives. Where possible, results from the surveys should be used as evidences in Section C of the Self-Study.

Self-Study Section C

Section C of the Self-Study will provide documentation (evidence) in response to the twelve standards identified by AAA as indications of excellence in Form A institutions.

In the table that follows, each standard will be identified. This will be followed in the left hand column by a list of the documentation that an institution will be expected to include in its Self-Study. While an institution may include other information it considers relevant evidence, this is a guide to the minimum expectation.

In the right hand column are examples of what the accreditation team might consider in evaluating the evidence provided by the institution. These lists are given to assist the institution in knowing what types of issues will be considered relevant. It is not meant to be an exhaustive list and team members will use this table only as a guide.

Area 1: History, Philosophy, Mission, and Objectives

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

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team will consider the following:*
1.1 A brief history of the institution	
1.2 Official copies of the mission statement, vision, and core values, with an indication of the bodies that approved the statements and the date. Where departments/schools have mission statements, these should also be included or made available to the visiting team. In larger institutions, these mission statements/objectives will be expected.	*Precision and relevance of statement(s); relation to constituency expectation and the mission of the Seventh-day Adventist Church; procedure followed in its development, approval, and latest revision; evidences of its application in the real life of the institution; clear relationship between institutional and department/school statements.*
1.3 A statement of educational philosophy and objectives, with an indication of the bodies that approved these statements and the date, and evidence of their implementation.	*Clarity and specificity of statement; congruence with Adventist educational philosophy; evidences of implementation in the life of the institution.*
1.4 Relevant constitutional statements	*Congruence with Adventist church policies*
1.5 A copy of the statement of professional ethics, approved by the board and the administration, compliance with which is required of all employees of the institution.	*Scope and specificity of statement; procedure for approval; congruence with Adventist church expectation; compliance by administration, faculty, and staff.*
1.6 A detailed description of the institutional involvement in and support of the mission of the Seventh-day Adventist Church.	*The relationship between the college/university and its local church, conference, union, and division; the active support of church standards, ideals, and mission by the administration, faculty, and staff; their personal commitment to biblical/Christian values and lifestyle.*

1.7	An analysis of long range higher education trends in the country/region, with a description of how the college/university maintains its ethos as a Seventh-day Adventist institution, while relating and responding to local trends.	*The institution's understanding of the higher education issues in the country; the institution's role and place in the local higher education environment; its success in maintaining both local credibility and denominational focus.*
1.8	Plans for development and improvement within this area.	

Area 2: Spiritual Development, Service, and Witnessing

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

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
2. 1 A detailed description of the spiritual master plan of the institution including a chart of responsibilities, a list of the beliefs and values to be conveyed to the students, the process to evaluate the achievements of the plan, and the procedure for implementing changes in the plan.	*Procedure for the plan's development with administration and faculty/staff involvement; scope and organization of the plan; specific objectives for the intentional transmission of Seventh-day Adventist beliefs, principles, values, and lifestyle through curricular and co-curricular activities; action plan with identified responsibilities, assessment instrument; frequency of reporting to the board.*
2.2 A description and evaluation of the involvement of administration, faculty, and staff in the spiritual development, nurture, service, and witnessing activities of students, including distance education, and/or other nontraditional programs.	*Quality of the overall program; devotional and worship meetings; work on behalf of non-Adventist and off-campus students; programs or requirements for student service; outreach programs; relationship with Global Mission; level of involvement by administration, faculty, and staff, in specific activities.*
2.3 A description and evaluation of student involvement in in-reach, service, and witnessing programs such as devotional meetings, drug and alcohol prevention, evangelism, Youth Ministry outings, periods of spiritual emphasis, personal witness, etc.	*Selection of student spiritual leaders; involvement of students in planning for in-reach and mission activities; breadth of possibilities for student involvement in spiritual activities; strength of student missionary program; number of students actively involved in in-reach or outreach activities; student survey responses on strength of spiritual program opportunities.*

2.4	A description of the role that the campus church pastor and/or the chaplain and their associates play in the spiritual formation and life of the students.	*Job descriptions; line of authority and responsibility; involvement in the development and implementation of spiritual master plan; relationships with administration, faculty, staff, students, and denominational structure, including the Division Chaplaincy Endorsing Department; evaluation of services.*
2.5	Reports on the institution's spiritual life presented to the Board of Trustees during the last three years prior to the accreditation visit.	*Review and assessment of a recent report on the institution's spiritual life and outcomes presented to the board.*
2.6	A description of the institution's involvement in and support of any off-campus service organizations.	*Breadth of involvement; consistency of support; attitudes of supported organizations; numbers involved from institution; impact on institution.*
2.7	Plans for development and improvement within this area.	

Area 3: Governance, Organization, and Administration

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

The institution will include information on and analysis of at least the following items in its **Self-Study***:*	*The visiting team may consider the following:*
3.1 Documents that define the relationship of the institution to other entities and organizations (the church, government, other educational institutions, etc.). This should include information on accreditation/validation arrangements, and affiliation and extensions, and an evaluation of each to the mission of the institution.	*Clarity of defined relationship; maintenance of a Seventh-day Adventist ethos; value of relationships to institution; level of recognition and accreditation by local region/government; collaborative relationships; networking of the institution.*
3.2 A description and analysis of the operation of the Board of Trustees: membership representation of the constituency, election process, initiation of new members, board committees (including Audit and Compensation Review Committees), procedures for receiving input from the constituency, relationship of the board members to the college/university administration and the faculty, frequency of meetings, implementation of its actions, etc.	*Level of board representation of the constituency; election process; adequacy of size; handbook outlining authority and responsibilities (the board governs and the administration administers); process of induction of new board members; frequency of meetings; work of board committees (e.g., the Academic Affairs Committee is typically chaired by the Union/Division Education Director); quality of contacts with the institutional community (administrators, faculty, staff, students, alumni); procedures for receiving input from the constituency; minutes; implementation of actions; attitude of board members toward the institution and scope of their support.*

3.3	A description and analysis of the procedures used by the Board of Trustees to evaluate its own performance, to assess the performance of the institution's president, and to determine how successful the institution is in achieving its mission, including the results of the most recent assessment.	*Evaluation of and support for the president's performance; process for, results, and follow-up of board self-evaluation; means and effectiveness of board evaluation of institutional mission.*
3.4	A description of the process by which decisions of the Board of Trustees and the administrative committee, etc. are communicated to the faculty, staff, constituency, and students.	*Effectiveness of communication of board actions to members of the institutional community and to stakeholders; effectiveness of communication of administrative committee actions to relevant constituent groups.*
3.5	An administrative flow-chart of the institution with a listing of all administrative staff and their responsibilities.	*Listing of duties; delegation of authority and responsibility; quality of relationships and efficiency in operation; fluidity of two-way communication between administrators and faculty, staff, and students; effectiveness of procedures for improving administrative operation.*
3.6	A listing of all on-campus committees, giving their membership, terms of reference, frequency of meetings, and inter-relationships.	*Effectiveness and efficiency of committee operation; broad involvement of faculty and staff; communication of committee actions; appropriateness of operational parameters.*
3.7	A description of the procedure used by the administration and the board for selecting administrative personnel, faculty, and staff who are committed to the Seventh-day Adventist message and mission, and for initiating them into the life of the institution.	*Clarity and openness of processes; transparency to applicants of institutional mission, expectation, etc.; effectiveness of orientation/mentorship programs for new employees; processes for advertising and interviewing prospective candidates; staff/faculty input into employment process.*
3.8	A list of policies regarding hiring, employment conditions and benefits, and dismissal of administrative officers.	*Fairness; specificity; contracts; grievance processes; perception among staff of effectiveness and justness of employment conditions.*

3.9 A description of the arrangements that the board and the administration have in place to receive legal advice on institutional matters, including copies of the documents on conflict of interest and policies on ethical issues.	*Availability of legal counsel to board and administration; documents on conflict of interest; policies on harassment, equal opportunities; compliance with relevant government and accreditation regulations.*
3.10 A description of the institutional procedures for the evaluation and improvement of administrative effectiveness.	*Clarity and effectiveness of evaluation processes; impact on improving administrative effectiveness; evidences of regular evaluation process in operation.*
3.11 A description of the faculty organization and administration and the procedure used to convey their recommendations to the administration, along with an evaluation of the effectiveness of the communication process.	*Role and voice of faculty in administrative operations; support of processes to institutional mission; means and effectiveness of communication processes; faculty perceptions of being heard by administration.*
3.12 A description and analysis of the processes in place for institutional continuous quality improvement and assurance and outcomes assessment, with particular reference to how feedback on the success of the institution in fulfilling its mission as a Seventh-day Adventist institution is collected, evaluated, and used in planning. This should include reference to internal and external constituencies, including graduates, and the results of recent surveys.	*The choice of areas for institutional research; effectiveness and efficiency of processes to receive feedback; evaluation of feedback; relationship between evaluation and institutional planning; communication of information; relationship between research tools and institutional mission.*

3.13 A description of the way in which the college/university co-operates with its division Board of Ministerial and Theological Education (BMTE) in implementing International Board of Ministerial and Theological Education (IBMTE) expectations regarding pastoral training and the faculty employed in such programs. The process for endorsing faculty should be completed prior to the AAA visit. (See the IBMTE Guidelines for further information on the process.)	*Cooperation of institution with IBMTE processes; effectiveness of internal processes to monitor the mission-focus of pastoral education; completion of pre-visit procedures for endorsement of faculty.*
3.14 An outline of the policies and procedures the institution has in place to respond and relate to unexpected events and institutional crises, including press relations.	*Policy clarity; awareness of policies and procedures by relevant personnel; meeting of government requirements on health and safety, etc., effectiveness of processes if used.*
3.15 The institutional master plan/strategic plan (at least 5 years), with supporting documents for the physical plant, faculty and staff, future academic programs (including distance education and/or other nontraditional offerings), resource centers, student enrollment projections, financial resources, etc.	*Involvement of relevant groups in preparing the plan; link to institutional mission; clarity of direction; feasibility of plan; financial backing for plan; communication of plan; support of plan by different constituent groups.*
3.16 Plans for development and improvement within this area.	

April 9, 2013

Area 4: Finances, Financial Structure, and Industries

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

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
4.1 A report on the commitment of the sponsoring church organizations to the institution's financial viability including annual church subsidies and appropriations from conferences, union, division, and General Conference, expressed in local currency amounts and as a percentage of total income, given to the institution since the last accreditation visit.	*Adequacy of level of church support; stability of institutional finances; dependency on church for crisis financial support; impact of institutional finances on financial stability of supporting church organization(s).*
4.2 A copy of the most recent audited financial statements, reports of the Financial Oversight Committees (Audit and Compensation Review) as well as the annual report of the treasurer/chief financial officer to the board or executive committee with a copy to the next higher organization that enumerates all outstanding loans, a year-to-date operating statement and the commitment of the college or university to any long-term debt, including a statement on the plans to meet any outstanding debt obligations.	*Effectiveness and timeliness of financial processes; level and reasons for institutional debt; realism of plans to meet outstanding debt obligations. Evidence that the minimum compensation and allowances/benefits paid to all elected or board-appointed officers are reviewed during the previous year to determine its reasonableness and compliance with compensation policies of the denomination.*
4.3 A description of the organization and staffing of the business and accounting offices, and the respective responsibilities.	*Adequacy of staffing; effectiveness of organization; description of responsibilities; line of authority; quality of accounting.*

4.4	A list of policies and procedures for budget preparation, financial control, receipt and expenditure of cash, and audit. A description of how institutional mission is considered in budget priorities.	*Involvement of cost centers in budgeting; level of accounts payable; effectiveness of financial control procedures; consideration of institutional mission in setting budget priorities.*
4.5	A description of the institution's fund-raising programs, policies, procedures, and controls.	*Ethical nature of policies and procedures; controls on expenditure of restricted funds and endowments; fund-raising strategy; level of funds raised.*
4.6	A list of policies regarding student fees, including policies to keep accounts current.	*Policies and procedures for determination of fee levels; appropriateness of fee level for constituency; effectiveness of processes to keep fees current.*
4.7	An outline of the institutional industries, including flow chart, managerial responsibilities, staff, operations in relation to the institutional goals, impact on institutional finances, involvement of students, etc.	*Efficiency and effectiveness of operation; congruence of operations with institutional goals; support of financial needs of institution; level of provision of work for students.*
4.8	A description of the risk management program and insurance coverage for the institution, personnel, and students.	*Adequacy of insurance coverage for institution, personnel, and students according to Union/Division guidelines.*
4.9	A three-year plan regarding future operating finances of the institution	*Relationship of plan with master-plan of institution; realism of plan; relationship between income and expenditure of previous years, and projections for the future.*

4.10 A table identifying operating losses and gains for the last five years, and the working capital/liquidity ratios at the end of each of those years. If working capital and liquidity percentages are not at policy level, the report should identify what timed plans are in place to ensure that policy expectations are met.	*Pattern of institutional financial health; effectiveness of institutional processes to ensure ongoing financial stability. Working capital (i.e. Current assets above the total of current liabilities)-20 percent of the operating expense, or for interim statements, the latest 12 month actual operating expense, of the latest complete fiscal year, plus allocated net worth (reserves). Liquidity-cash and bank plus securities and investments divided by total current liabilities and gross allocated funds. See GC Working Policy S 25 Financial Ratios.*
4.11 A specific plan and budget for capital improvements and expenditures for the last, current, and following year.	*Process for approving plans for capital expenditures; institutional capital needs and ability of institution to adequately fund needs.*
4.12 A description of the funding and use of depreciation funds.	*Congruence of processes with church policies.*
4.13 A copy of endowments, endowed earnings, and endowment appropriations.	*Appropriate and ethical use of endowments; investment policies.*
4.14 A description of funding for the institution's technology resources over (at least) three years.	*Evidence of a three-year financial provision for technology resources.*
4.15 Plans for development and improvement within this area.	

Area 5: Programs of Study

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

The institution will include information on and analysis of at least the following items in its Self-Study:	**The visiting team may consider the following:**
5.1 A list of the programs currently offered, including degree requirements, course sequences, course descriptions, and credit definitions. (These may be provided through an institution's *Bulletin*, if it is up-to-date. Degree programs launched after the last accreditation visit must include the date on which they were recognized by the Seventh-day Adventist International Board of Education [IBE] or the International Board of Ministerial and Theological Education [IBMTE].) A description of distance education, and/or other nontraditional programs.	*Relationship of courses and content with institutional mission; marketability; quality in relation to other courses in the country and other Seventh-day Adventist colleges/universities; other possible areas of development to meet market and church needs; whether church processes for program approval have been followed. Congruence of distance education and/or other nontraditional programs with the institution's goals and mission.*
5.2 A description and evaluation of the programs and procedures that encourage and ensure that the faculty integrate their faith with their teaching and that, in turn, have a positive effect on student learning of subject matter and Christian values.	*Adequacy of procedures to encourage and ensure that each course is approached from a biblical-Christian perspective, conveys Christian values, and fosters the transmission of Adventist beliefs; evidences of this integration in course syllabi and student response.*
5.3 A description and evaluation of the institutional procedures for curricular development, implementation, and change, identifying how the church and institutional mission inform these decisions.	*Clarity of process; involvement of faculty, administration, constituency and students; consideration of market potential; process for ensuring adequacy of funding for new programs.*

5.4. A description and evaluation of how programs with a focus on preparing students for professional positions in the Seventh-day Adventist church (e.g. pastoral training, education, etc.) provide an environment and curriculum that encourages a positive and committed attitude by graduates to the church, and how the college/university ensures graduates are meeting the needs of the church.	*Process for evaluating professional programs; input from church leadership and constituency; ongoing interface between faculty in professional departments and the church; outcomes expected from programs; congruence between department objectives and outcomes evidenced in graduates.*
5.5 A description of the class-size analysis and instructor-student ratios.	*Adequacy of ratio; appropriateness of class size to particular subjects; equitable faculty loading.*
5.6 Procedures for the evaluation and improvement of instruction.	*Effectiveness, thoroughness of evaluation process; inclusion of evaluation in support of institutional mission; intentionality of planning for improvement.*
5.7 A copy of the academic master plan, identifying priorities regarding new degree programs (including distance education and non-traditional programs), curricula, and instruction.	*Relationship between academic master plan and whole institutional plan; priorities regarding new programs (including distance education and non-traditional programs); consideration of student enrollment trends in planning; financial support for plans.*
5.8 A description of the programs that accommodate the unique needs of special students.	*Identification of unique needs; process for meeting needs; effectiveness of processes as experienced by students and seen in student outcomes.*
5.9 A description of core curriculum/general education requirements, and an evaluation of their success in supporting the total academic program and the institutional mission.	*Relationship of curriculum to mission and objectives; approach and consistency of content and delivery, adequacy of evaluation processes,*
5.10 A description of the ways in which every teacher is encouraged to integrate faith with the discipline in all courses (including distance/online) and in which the institution fulfills the religion course requirement in all programs.	*Identification of means through which faith is meaningfully integrated in the various courses and programs (including distance/online) and the institution fulfills the religion course requirement in all programs.*

	Undergraduate: Ensure that 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 three semester (four quarter credits) for every 32 semester (48 quarter) credits. Half of the credits must be based on study of the Bible. *Graduate: Ensure that 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 the 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.*
5.11 A description of distance education curricula – including online, hybrid and/or blended learning, and an evaluation of how this supports the total academic program and the institutional mission. Courses offered via distance education are specifically designed for the modality.	*Relationship of curriculum to mission, and the provision of the widest offering of various modes of delivery of curricula.*
5.12 Plans for development and improvement within this area.	

Area 6: Faculty and Staff

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

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
6.1 A listing of all faculty members by school and department, with their academic qualifications, rank, religious affiliation, teaching experience, denominational service, age, gender, and salary.	*Faculty training and fitness for the courses they teach and the programs in which they are involved; religious affiliation and commitment; ratio of Adventist to non-Adventist teachers; number of contract (part-time) teachers in relation to full-time and impact of numbers on operation of program; retention and stability of faculty.*
6.2 A list of policies and practices regarding teaching load, including committee work and administrative duties, student advisement, faculty involvement in research and publication, etc.	*Appropriateness of policies and procedures in connection with committee work, administrative duties, student advisement, and research.*
6.3 A list of policies regarding hiring, initiation, promotion, academic freedom and responsibility, employment conditions and benefits, grievance procedures, including the disciplining or dismissal of faculty members.	*Appropriateness and effectiveness of: procedures for selection (professional and spiritual qualifications), hiring, initiation of faculty; policy on academic freedom and responsibility; promotion processes; employment conditions and benefits; grievance procedures; discipline and/or dismissal policies.*
6.4 A description of communication procedures regarding faculty responsibilities, employment conditions, and benefits.	*Effectiveness of communication processes on employment issues; clarity of contracts, especially on expectation of support of the institutional mission; currency of service files for the denomination and the government.*

6.5	A description and assessment of the procedures and follow-up regarding the evaluation of faculty, especially with respect to their involvement in conveying to the students the beliefs and values selected by the institution and their support of the church's mission.	*Effectiveness of procedures for and results of the periodic evaluation of faculty by supervisors, colleagues, and students; faculty portfolios; quality and currency of course syllabi; assessment of faculty involvement in conveying to the students the beliefs and values selected by the institution and affirmed by the Church.*
6.6	A description of the plans for faculty upgrading, including opportunities and support for professional development and improvement.	*Program and budget assigned for in-service training, attendance at workshops and seminars; sponsorship for further studies and release time; procedure for selection.*
6.7	A description and evaluation of the institutional involvement in and support of scholarly research and publication, including planning, coordination, incentives, and evaluation.	*Administrative support and encouragement; time allowances; sabbaticals; and incentives; research profile of faculty; research output compared with regional/government expectations.*
6.8	Church responsibilities and involvement of faculty members and staff.	*Level of faculty and staff involvement in the local and wider church; recognition of involvement by administration in evaluation processes.*
6.9	A description of institutional implementation of qualified faculty for religion courses.	*Verify compliance with the following requirement of qualified faculty for religion courses: 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. Institutions are responsible for justifying and documenting the qualifications of its faculty, including adjunct faculty.*
6.10	A list of policies and practices regarding the training, technical and/or curricular support, and assessment and workload of faculty staff engaged in the teaching and supervision of distance education.	*Effectiveness of training, technical and/or curricular support, and assessment of distance education faculty and staff. Workload policy.*
6.11	Plans for development and improvement within this area.	

Area 7: Library and Resource Centers and Technology

Standard: *The institution will have resource centers (library and computer services, in particular) that provide adequate resources to support the academic program, and policies to ensure ethical and mission concerns are involved in the resourcing choices that are made.*

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
7.1 A list of the library and resource staff, their qualifications, job descriptions, and flow chart.	*Adequacy of staff qualifications; job descriptions, organizational structure; quality of cataloguing and service. Adequacy of staff training for the support of distance education and/or nontraditional programs.*
7.2 An outline of the library policy, criteria, and procedures for the recommendation and acquisition of printed and audio-visual materials and electronic resources.	*Effectiveness and appropriateness of policies, criteria, and procedures for the recommendation, review, and purchase of printed and audio-visual materials and electronic resources; involvement of the faculty.*
7.3 A table identifying the funds available and spent annually (3-10% of the instructional budget) during the last three years for new book acquisitions, journal subscriptions, audio-visual materials, electronic resources, and library operations, by areas. Percentage of the academic budget devoted to the acquisition and operation of the library.	*Adequacy of funds designated and spent for new book acquisitions, journal subscriptions, audio-visual materials, electronic resources, and library operations; percentage of the institutional budget devoted to the operation of the library and acquisitions.*
7.4 Summary of book holdings, journal subscriptions, audio-visual materials, and electronic resources, by subject areas.	*Adequacy of the book holdings, journals, audio-visual materials, and electronic resources to support the degree programs currently offered; procedures for discarding outdated or obsolete books and materials.*
7.5 A description of the usage by faculty, staff, and students of the library resources. Describe how distance education and/or nontraditional students obtain library and technology support services.	*Availability; space; processes to encourage a high level of usage.*

7.6	A description of the availability and usage of inter-library resources, loans, internet, etc. by faculty, staff, and students. Include data to show online library usage.	*Availability and use of inter-library loans and electronic access or relevant materials; usage by faculty, staff, and students.*
7.7	A description of the computer center, its staff, annual budget, equipment, services, and plans.	*Adequacy of staff, budget, equipment, programs, adequacy of services in support of the activities of faculty and students; usage by students, faculty and staff.*
7.8	Policies and procedures for computer use and internet access that reflect the mission of the institution.	*Appropriateness of policies and procedures; communication of policies; procedures in case of abuse of policies.*
7.9	A description of technology available to faculty for classroom use, policies on acquisition and use.	*Adequacy and availability; faculty input into prioritizing needs.*
7.10	An outline of the plans and priorities regarding the library and the resource center(s).	*Planning process; integration of plans into institutional plans; financial support for plans.*
7.11	A description and an assessment of the way in which the Library and Resource Centers and Technology promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Ethical policies for acquisition of materials and use of library and resource center(s); special displays, etc.*
7.12	The institution will have a technology support and resources plan designed to meet the needs of learning, teaching, college/university-wide communications, research and operational systems, and technology systems such as course management systems, authentication software, server security, etc. and the in-service given to instructional personnel and orientation to these systems given to students.	*Adequacy of the technology support and resources plan, research, operational and technology systems.*

7.13 The institutional technology resources plan with details of how technology services, professional support, facilities, hardware and software enhance the operation and effectiveness of the institution.	*Review the technology resources plan in relation to four basic principles: access, online services, green technology, and comprehensive planning and support.*
7.14 Policies and procedures of quality training in the effective application of information technology to students and personnel.	*Review training and support provisions for students, staff, and faculty.*
7.15 A description of how the institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional goals.	*Evaluate funding, management, maintenance, and operation of the institution's technology infrastructure and equipment.*
7.16 A rationale explaining how technology planning is integrated with institutional planning.	*Ensure the institution systematically assess the effective use of technology resources and uses the results of evaluation as the basis of improvement.*
7.17 Plans for development and improvement within this area.	

Area 8: Academic Policies and Records

Standard: The institution will have academic policy and records procedures that are efficient and secure and which reflect best practice in tertiary institutions.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
8.1 Reference to policies and procedures regarding : • student recruitment, including financial aid • admission and registration • class schedules and length of academic terms • student records, with notation of any off campus sites • academic conduct (including plagiarism) • assessment procedures and processes • advancement to candidacy, academic probation, and honors • residence requirements, transfer credits, and graduation requirements • alumni records • differentiation between undergraduate, graduate, and professional students.	*Clarity of policies, availability to students, expectations compared with other tertiary institutions, communication of policies; consistency of application.*
8.2 A summary of grade distribution by department for the past two academic years.	*Spread of grades; consistency in approach to grading.*
8.3 A description and assessment of the way in which the academic policies and records and its staff promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Department attitude towards students; ethical policies; involvement of staff in church and institutional activities that support the mission of the institution.*

8.4 Plans for development and improvement within this area.	

Area 9: Student Services

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

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
9.1 An outline of the student services staff, flow-chart, and job descriptions, including students enrolled in distance education programs.	*Organizational flow-chart, job descriptions, budget; contacts with parents/guardians: whether they are adequate and effective; support for students enrolled in distance education programs.*
9.2 A description and assessment of the way in which the student services promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Expectations of staff attitudes; focus of programs and planning; pastoral support for students in residence halls, etc.*
9.3 A comprehensive demographic portrayal of the student body, including major shifts since the last accreditation visit and an identification of the percentage of Seventh-day Adventist students enrolled. Other statistics may include age ranges, gender, nationality, off-campus and residence hall status, marital status, denominational affiliation, etc.	*Balance of students; non-Seventh-day Adventist numbers; groups that may need particular attention.*
9.4 A description and assessment of the student counseling, career planning, guidance, and placement programs, including provision for distance education students).	*Quality of staff and services for academic and career planning; personal guidance; programs and facilities for contacts with faculty outside the classroom; training of staff for distance education students.*

9.5	A description of the residence facilities for single and married students, residence supervisory staff, and their qualifications.	*Single students: adequacy of rooms and facilities; cost; quality of supervisory staff; training of deans and assistants; cleanliness, noise, decorum, atmosphere.* *Married students: number of units, comfort, services, cost, supervision, relationship to institutional mission.*
9.6	Policies and guidelines for student food services, including cafeteria supervision, kitchen equipment, nutritional aspects of diet, student input, etc.	*Cafeteria supervision and staff; kitchen equipment; hygiene; nutritional value of the meals; opportunity for student input in the menu; atmosphere.*
9.7	Policies, guidelines, and opportunities for student labor including supervision, performance evaluation, etc.	*Opportunities available in institutional industries and services, including sale of Adventist literature off-campus; quality of supervision and evaluation of student performance; adequacy of pay.*
9.8	A description and evaluation of the programs, objectives, and resources provided to support student cultural activities, recreation, athletics, government, clubs, and other co-curricular activities.	*Associations and clubs: supervision, coordination, and support; type of cultural programs offered, concerts, lectures, recitals; involvement of students in planning.* *Sports and recreation: adequacy of sport fields and equipment; opportunities for students of both sexes to use them; budget; supervision; a Christian approach to competition versus cooperation within the Adventist philosophy of education; overall congruence with Adventist educational objectives and institutional mission.*
9.9	A description of the policies and procedures regarding student discipline, including the line of responsibility for their implementation.	*Policies and practice; adequacy of standards for an Adventist institution and in connection with age of students; information provided to incoming students and commitment expected; personnel responsible; effectiveness of implementation and compliance; procedures for suspension, dismissal, and re-admission of students.*

9.10 A description of procedures in place to identify the unique needs of particular student groups (e.g. community, international, and distance education students) and the plans and services in place to address these needs, particularly in relation to the spiritual mission of the institution.	*Personnel responsible; effectiveness of processes to identify needs; quality of services provided; mission-focus of services provided. Evaluation of how effective these services are for distance education students.*
9.11 A description of the services provided by the campus store, bookstore, and book bank, including staffing and operations.	*Adequacy of products to campus needs; availability of textbooks; staffing and supervision; budget and financial operation.*
9.12 A description of the student health care and campus security services.	*Personnel responsible; availability of services on- and off-campus; quality of equipment; cost.*
9.13 A description of student government policies and processes and the way students can communicate ideas and concerns to administration.	*Policy and procedures that foster leadership abilities; election process; frequency of meetings; involvement of faculty and staff; contacts and communication with administration; overall value for institutional objectives.*
9.14 An outline of future plans and priorities regarding student services, including distance education programs.	*Relation of plan to total institutional master plan; involvement of faculty, staff and students into planning.*
9.15 Plans for development and improvement within this area.	

Area 10: Physical Plant and Facilities

Standard: The institution will have a physical plant, including laboratories, that provides adequate and well-maintained facilities for the development of a quality education program and plans for development that are supportive of the total institution strategic plan.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
10.1 The institutional master plan (5- and 10-year), with supporting documents for the physical plant, faculty and staff housing, student residences, library, church building, etc. Schedules for building development should be included.	*Review of the institutional master plan in relation to the physical plant; financial backing for plans; realism of plans.*
10.2 A description of the maintenance responsibilities and procedures for campus buildings and facilities, gardens and landscape, including the budget assignment.	*Cleanliness; conditions of buildings; aesthetics of grounds; regularity of maintenance; adequacy of budget allocation.*
10.3 Personnel and procedures regulating utilization and maintenance of roads, sanitation, lighting, and water supply.	*Upkeep standard; cost control; availability of necessary utilities.*
10.4 A description of the laboratory facilities that support academic programs and an evaluation of their adequacy.	*Size and number of facilities; amount and adequacy of equipment for courses taught; accessibility.*
10.5 A description of the way in which the physical plant and campus facilities promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Aesthetic quality of grounds; focal points that encourage reflection/spiritual growth (e.g. prayer garden, etc.)*
10.6 Description of facilities, equipment and other resources essential to the viability and effectiveness of distance education programs.	*Process by which distance education facilities, equipment, and resources are evaluated and upgraded.*

10.7 Plans for development and improvement within this area.	

Area 11: Public Relations and External Constituencies

Standard: Public relations activities of the university/college will provide an opportunity for dialogue with external constituencies that provides useful and accurate feedback to the institution and positions the school/university positively in the minds of the various constituent groups.

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
11.1 A list and a brief description of all institutional publications and media productions, the policies and procedures regarding their development and production.	*Breadth and quality of publications and productions; cost effectiveness; currency; adequacy.*
11.2 A description of the policies and procedures regarding institutional advisement and supervision of student-sponsored or coordinated publications.	*Adequacy and effectiveness; quality of student productions; circulation; evaluation.*
11.3 A description of the processes involved in development of the institutional web-site or other institutional information available through the internet.	*Personnel; attractiveness of the site; accessibility; accuracy of presentation; mission-focus; effectiveness as a PR and recruitment tool.*
11.4 Future plans regarding institutional publications.	*Need and focus of new proposed publications; link with overall institutional plans.*
11.5 A description and assessment of the way in which the institution presents its unique mission and promotes its academic programs, services, and plans to its constituency and other publics.	*Personnel involved; communication processes; focus of communication; evidence of response from constituency and other publics.*
11.6 A description of the current marketing strategy and recruitment program and plans for the next five years, including the involvement of the board, administration, faculty, and staff.	*Link of strategy with total institutional plan; active support of plan by board, administration, faculty, and staff; main markets; potential new markets.*

11.7 A description of academic programs targeted at helping the local community	*Means of identifying community needs; nature of programs; community feedback; impact on institutional mission and objectives.*
11.8 A description and assessment of the institution's activities designed to cultivate a positive image in the community, its constituency, and other publics.	*Link of public relations strategy with total institutional plan; perception of the institution in the eyes of the local and church communities.*
11.9 A description of the institutional programs and processes relating to alumni and former students, their organization and their opportunities to give input on and support to institutional programs and plans. The *Self-Study* should include details on processes assessing the continuing commitment of graduates to the Church's message and message, including the results of the most recent survey.	*Link of strategy with total institutional plan; numbers of alumni actively involved in the institution; instruments used to gather information from alumni; results of surveys taken; effectiveness of organizational structure; personnel involved in maintaining contact with graduates.*
11.10 A description of the way in which all public relations functions of the institution promote and support the transmission of Seventh-day Adventist beliefs and values and the spiritual development of students.	*Intentionality of linking public relations plans with institutional mission; success in providing a clear and attractive image of the institution as a Seventh-day Adventist institution to the various public.*
11.11 Plans for development and improvement within this area.	

Area 12: Pastoral and Theological Education

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

The institution will include information on and analysis of at least the following items in its Self-Study:	*The visiting team may consider the following:*
12.1 A statement of mission for the pastoral and theological education programs, indicating how the statement is developed, revised and implemented. Include all distance education and/or non-traditional programs.	*Printed mission statements; process of making revisions; evidence that various constituents consider the process effective.* *Intentionality of linking pastoral and theological education mission with institutional mission and evidenced in the program of studies. This statement of pastoral and theological education mission is periodically and collaboratively reviewed.*
12.2 A description of all programs leading to qualifications in theology and pastoral education, including requirements for graduation, and or Endorsement Certification in specialized ministries such as chaplaincy (These may be provided through an institution's *Bulletin*, if it is up-to-date. Degree programs launched after the last accreditation visit must include the date on which they were recognized by the Seventh-day Adventist International Board of Ministerial and Theological Education [IBMTE].)	*Academic bulletin; program bulletins; curriculum in comparison to peer institutions; curriculum in comparison to courses identified as essential by BMTE/IBMTE. Relationship of courses and content with institutional mission, marketability, and quality in relation to other courses in the country and other* Seventh-day Adventist *colleges and universities. Consideration has been given to other possible areas of development to meet market and church needs. Whether church processes for program approval have been followed.*
12.3 A description and assessment of the involvement of faculty in the spiritual development (formation) program of pastoral and theology students, including all distance education and/or non-traditional programs.	*Quality of the overall spiritual development (formation) program and of the involvement of the theology faculty in it. Level and nature of involvement; evaluation of program by students and graduates.*

12.4 A description and evaluation of how faculty remain involved in the life of the church at all levels (for example, evangelism and training of lay members) and how this impacts their classroom effectiveness.	*Faculty self-assessment; annual reports; student assessment of classroom effectiveness. Breadth of faculty involvement in the life of the church at all levels and evidence of its relationship to their classroom effectiveness.*
12.5 A description and assessment of the involvement of pastoral and theological students in evangelistic and nurturing activities and how these experiences relate to their total education experience.	*Comments in student interviews; student program evaluations; graduate satisfaction surveys. Quality of the involvement of pastoral and theological students in evangelistic and nurturing activities and evidence of how these relate to their total education experience.*
12.6 A description and evaluation of the procedures of the Board and administration for ensuring that the academic programs and faculty are focused on and supportive of the message and mission of the church.	*Policies and procedures used; program review processes; appraisal processes; comments in interviews with Board, administration and faculty. Adequate procedures in place so that the Board and administration can ensure that* Seventh-day Adventist *ethos and support of processes to institutional mission as demonstrated in the academic programs and faculty focus on and support of the message and mission of the church.*
12.7 A description of how (a) the faculty dean/department chair and (b) other faculty in the department/school are selected to ensure they understand the needs of the church and are fully supportive of church mission.	*Selection processes (policy and practice), including nature and effectiveness of input from the Board/church. Appropriateness, adequacy, and effectiveness of selection procedures, as specified by the IBMTE, that ensure all administrators and faculty members understand the needs of the church and are fully supportive of church mission.*
12.8 A description and evaluation of the procedures for receiving feedback and evaluating faculty performance (including support of mission). This should include an assessment of how processes that respond to perceived problems ensure (a) fair treatment of faculty and (b) that the institution will transparently uphold Adventist uniqueness.	*Evaluation tools; evidence of effective use of feedback loops; self-assessment of faculty and department; outputs (as evidenced in graduate success; graduate satisfaction, etc.). Effectiveness, thoroughness, and fairness of the evaluation process of teacher performance; inclusion of evaluation on the support of institutional and church mission; intentionality of planning for improvement.*

12.9 A description and evaluation of candidacy, progression, and placement procedures.	*Academic/department bulletins; written policies and procedures; evidence of effective formation and successful placement of graduates.*
12.10 Identify and evaluate the processes that ensure effective communication is sustained between the department/school and the wider church constituency on issues such as program content, the specific needs of the immediate constituency, etc.	*Processes in place; feedback from church, constituency and department/school. Evidence of the effectiveness of the communication processes between the department/school and the wider church constituency.*
12.11 Identify and evaluate the means used to assess and improve the effectiveness of the pastoral and theological education program in meeting its stated mission. This should include evidence of regular input from recent and past graduates, as well as employers.	*Outcomes assessments by department; evidence of use of evaluations for making improvements, etc. Well-defined process for evaluating pastoral and theological education program in meeting its stated mission with input from church leadership and alumni.*
12.12 Plans for development and improvement within this area.	