

## INSTITUTION OF EXCELLENCE

An institution accredited under the terms of Form B will have already shown an ongoing 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 AAA for deciding to accredit institutions under Form B.)

With this in mind the Adventist Accrediting Association will focus its visit on 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 has:

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 on 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 quality management processes.
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, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.
6. A faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and administrative processes to ensure that faculty and staff development and evaluation procedures include mission-focused elements.
7. Resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.
8. Student services that provide strong support for the personal and spiritual needs of students, and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.
9. 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.

<b>Criterion 1: History, Philosophy, Mission, and Objectives</b>	
<i>The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.</i>	
<b><i>The institution will include information on and analysis of at least the following items in its Self-study.</i></b>	
1.1	A copy of the institutional mission and objectives, indicating the bodies that approved the statements and the date. Where departments/schools have mission statements these should also be included, or made available to the visiting team. In larger institutions, these mission statements and objectives will be expected.
1.2	A copy of the statement of professional ethics, approved by the board and the administration, compliance with which is required of all employees of the institution (such as adopted by the World Directors of Education, March 1997).
1.3	A detailed description of the institutional involvement in and support of the mission of the Seventh-day Adventist Church.
1.4	A description with examples and evaluation of how the institution is cooperating with other Seventh-day Adventist colleges/universities in helping the church achieve its mission.
1.5	An analysis of long range higher educational trends in the country and the Seventh-day Adventist Church with a description of how the institution is making plans to meet upcoming challenges.

<b>Criterion 2: Spiritual Development, Service, and Witnessing</b>	
<i>The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan that widely involves and impacts on both the institution and communities beyond.</i>	
<i>The institution will include information on and analysis of at least the following items in the Self-study:</i>	
2.1	A detailed description of the spiritual master plan of the institution, including a chart of responsibilities, a list of beliefs and values to be conveyed to the students, the process to evaluate the achievements of the plan, and the procedure for implementing changes in the plan.
2.2	A description and evaluation of the involvement of administration, faculty, and staff in the spiritual development of the students, including in-reach, nurture, service, and witnessing activities.
2.3	A description and evaluation of student involvement in nurture, service, and witnessing programs such as devotional meetings, study groups, drug and alcohol prevention, evangelism, campus ministry outings, periods of spiritual emphasis, chapels, vespers, church services, Sabbath School, and personal witness.
2.4	A job description and outline of the role carried by the campus chaplain and associates in the spiritual formation and life of the students.
2.5	An outline of the role carried by the pastor of the campus church in the spiritual formation and life of the students.
2.6	Reports on the institution's spiritual life presented to the Board of Trustees during the last three years prior to the accreditation visit.

<b>Criterion 3: Governance, Organization, and Administration</b>	
<i>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 quality management processes.</i>	
<b><i>The institution will include information on and analysis of at least the following items in the Self-study:</i></b>	
3.1	The role and operating parameters of the Board of Trustees.
3.2	A description and evaluation of the procedures used by the administration and Board of Trustees to determine how successful the institution is in achieving its church-related mission, including the results of the most recent assessment.
3.3	A report that identifies and evaluates the work of all the committees that focus on campus spiritual life. This should include an identification of membership, terms of reference, and frequency of meetings, and a self-reflection on the effectiveness of these processes.
3.4	A description and analysis of how administration is evaluated on issues relating to the mission of the institution and the church.
3.5	A description and analysis of the processes in place for quality assurance and outcomes assessment, with particular reference to how feedback on the success of the institution in fulfilling its mission as an SDA 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.
3.6	A description of the way in which the college/university co-operates with its division BMTE in implementing IBMTE expectations regarding pastoral training and the faculty employed in such programs. The process for endorsing faculty should be completed prior to the AAA visit.

<b>Criterion 4: Finances, Financial Structure, and Industries</b>	
<i>The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and the administration selects budget priorities to support institutional mission.</i>	
<i>The institution will include information on and analysis of at least the following items in its Self-study:</i>	
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.
4.2	An account of total government funds received with a copy of institutional policies that govern the receipt of such funds.
4.3	A description of the budgeting process, identifying how priorities are decided, and how this process reflects the institutional mission.
4.4	An identification of the reason for and amount of any institutional debts, and the planned process to meet these obligations.
4.5	A table identifying operating losses and gains for the last five years, and the working capital/liquidity ratios at the end of each of those years. If working capital and liquidity percentages are not at policy level, the report should identify what timed plans are in place to ensure that policy expectations are met.

<b>Criterion 5: Programs of Study</b>	
<i>The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.</i>	
<i>The institution will include information on and analysis of at least the following items in its Self-study:</i>	
5.1	A description and evaluation of how the institutional procedures for curricular development focus on the church mission of the institution and the integration of faith and learning. Identify changes made in curriculum since the last AAA visit that reflect this focus, and dates when new programs were approved by the International Board of Education (IBE) or International Board of Ministerial and Theological Education (IBMTE).
5.2	A description and evaluation of (a) the way the beliefs, values, and lifestyle practices of the Seventh-day Adventist Church are conveyed through the curriculum offered by the institution, and (b) the programs and procedures that encourage and ensure the faculty integrate their faith with their teaching and have a positive effect on student learning of Christian values.
5.3	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) 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.
5.4	A description of non-traditional programs/courses, and delivery methods, including use of web-based technology. A description and evaluation of the way that institutional mission and Christian values are embedded into these courses and programs must be included.

<b>Criterion 6: Faculty and Staff</b>
<i>Faculty and staff will be personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and the administrative processes of the institution will ensure that faculty and staff development and evaluation procedures include mission-focused elements.</i>
<i>The institution will include information on and analysis of at least the following items in its Self-study.</i>
6.1 Policies pertaining to the religious affiliation of the institution's faculty and staff and to their support of the values of the Seventh-day Adventist Church including: hiring criteria, terms of employment contracts, grievance procedures, orientation to the institution's mission, and academic freedom and responsibility for faculty in the context of the institution's mission. The percentage of faculty and staff that are SDA should be identified.
6.2 A description and evaluation of the processes and plans for faculty development, scholarly research and performance evaluation (instruction, research and service) that assist in ensuring and encouraging faculty support for the mission of the institution and the Seventh-day Adventist church.

<b>Criterion 7: Library and Resource Centers</b>	
<i>The institution will provide resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.</i>	
<b><i>The institution will include information on and analysis of at least the following items in its Self-study:</i></b>	
7.1	Policies and procedures used for accessioning new materials that support the Seventh-day Adventist ethos of the institution.
7.2	Policies and procedures for computer use and internet access that reflect the mission of the institution.

<b>Criterion 8: Student Services</b>	
<i>The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.</i>	
<b><i>The institution will include information on and analysis of at least the following items in its Self-study:</i></b>	
8.1	The institution's philosophy and mission statement for student services.
8.2	An analysis of how student services' plans for student activities, clubs, etc. support the spiritual plans for the institution, encourage the holistic development of the students, and assist in the transmission of Seventh-day Adventist beliefs and values.
8.3	An identification of the objectives for carrying out student counseling programs (i.e. therapeutic, career, spiritual, substance abuse), and placement counseling programs as they relate to the church mission of the institution. An evaluation of the success of these programs should be included.
8.4	A plan/description of how the residence hall deans promote spiritual life within the dormitories, and a self-evaluation of the effectiveness of the present program.
8.5	A demographic analysis of students, which may include age ranges, gender, nationality, off-campus and residence hall status, marital status, denominational affiliation, etc. The report should identify how the college/university identifies the unique needs among these groups, and the plans in place to address these, particularly in relation to the spiritual mission of the institution. It should also identify the percentage of SDA students enrolled.

<b>Criterion 9: Public Relations and External Constituencies</b>
<i>The institution's public relations program will provide 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.</i>
<b><i>The institution will include information on and analysis of at least the following items in its Self-study:</i></b>
9.1 A multi-year enrollment/recruiting plan, which supports the institutional strategy and mission of the institution and respects other SDA colleges/universities.
9.2 A multi-year public relations plan which includes a description of how branding, publications, advertising, publicity, and community relations foster an understanding of the spiritual values of the institution.
9.3A description of how the college/university maintains a positive and on-going relationship with its external constituencies, including planned processes for communication and encouragement of feedback.