



Allied Health Professions



Dentistry



Medicine



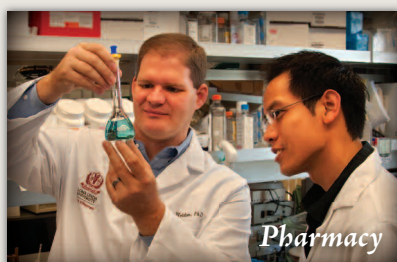
Nursing



LOMA LINDA UNIVERSITY



Religion



Pharmacy



Public Health



Behavioral Health

Adventist Accrediting Association Mid-term Report *November, 2015*

L O M A L I N D A U N I V E R S I T Y

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AAA Administrative Review Visit
Loma Linda University Mid-Term Report
December 16 - 17, 2015

PREFACE

We welcome members of the AAA visiting team to our campus for the mid-term visit, and we deeply appreciate your willingness to devote significant time as peer reviewers to enriching our campus. We recognize the importance of your assignment to focus on the recommendations provided by the 2010 AAA visiting team report.

This document responds to the visiting team's recommendations, as we have considered them seriously. In addition, we wish to organize our report by placing the responses to the AAA recommendations at the end of our report. We do so to emphasize the importance we place on what we believe is of central important to the Seventh-day Adventist Church, to AAA, and to our campus. Therefore, we place primary focus on our new enterprise-wide Spiritual Master Plan, along with related strategies and documents demonstrating our deep commitment to the spiritual life of Loma Linda University Health (formerly LLUAHSC). We believe that the developments in our Spiritual Master Plan are of highest importance to our future and provide the context in which responses to the AAA 2010 recommendations are most meaningful.

This report is embedded in our campus transformation plans—plans encapsulated in our Vision 2020¹ Philanthropy initiative, that supports the construction of two new hospitals on our campus, a new research building, and many academic support projects. Growing out of Vision 2020 is a renewed spirit of integration spawning a movement we call “One Loma Linda.” This movement has fostered an unprecedented opportunity to develop a corporation-wide, unifying Spiritual Master Plan (SMP). This SMP has become integral in and consonant with our 2015-2020 Corporate Strategic Plan.

We begin our report by expressing appreciation for the overwhelming number of commendations (63) made by the last AAA visiting team. We were delighted and yet humbled by these comments of affirmation. We pledge to continue the work identified by those recognitions.

¹ LLUH Vision 2020: <https://lluhvision2020.org/>

² Center for Spiritual Life and Wholeness: <http://religion.llu.edu/wholeness/>

CONTEXT

“Wholeness”– Foundational and Aspirational

Our mission to make mankind “whole” is deeply rooted in the culture of Loma Linda University Health. The concept of Wholeness on our campus has typically been a philosophy of a balanced life—one in which the spiritual–physical–social dimensions of life are integrated and cherished. Recently, efforts have been made to further clarify and enrich our understanding of Wholeness. The Director of the Center for Spiritual life and Wholeness, has led an emerging amplification of our wholeness. Our new definition promotes wholeness as an attribute of one who knows they are **“Loved by God, growing in health, living with purpose in community.”** Love is the context of wholeness since God loves all whether or not we love Him back. Growth refers to the constant changes in life and true wholeness embraces all aspects of our health. Rooted in LLUH’s commitment to *Mission-focused Learning* is our belief that for life to be whole we must serve others—we need community for our journey of wholeness to be meaningful. Further insights into the expanded new definition and the process that led our community to it are found in Appendix 1, “Wholeness Definition Development.”

Our focus on a maturing LLUH understanding of wholeness has inspired the Center for Spiritual Life and Wholeness² to develop the Whole Person Care™ Model, known as CLEAR: **Connect, Listen, Explore, Acknowledge, Respond**. The CLEAR Whole Person Care™ Model briefly introduced here has already proven to be memorable and helpful in training health care workers in aspects of whole person care that brings hope, happiness and healing into the lives of patients and care givers. In brief, the CLEAR Whole Person Care™ Model is defined and outlined in Appendix 2.

² Center for Spiritual Life and Wholeness: <http://religion.llu.edu/wholeness/>

THE “ONE LOMA LINDA” MOVEMENT

As Loma Linda University completes 110 years of service in health care ministry, we remain faithful to our past and dedicated to our mission to further the teaching and healing ministry of Jesus Christ. The “One Loma Linda” movement emanates from a renewed sense of Mission purpose. Our Mission, Vision and Values link the various entities of Loma Linda University Health into one integrated corporation at a level not remembered for decades, if ever. As we face the challenges of constructing two new hospitals (new adult and extended Children’s hospital), as well as a new research building (Discovery Center), and many funded research and educational projects, we are freshly aware of our dependence on God’s mercy and His miraculous works in the past for Loma Linda University enterprise.

Emerging from the “One Loma Linda” movement, which is rooted in Vision 2020 and a renewed dedication among LLUH leadership to operate from the strength of synergy by integrating the various entities within the corporation, is a new working environment that has resulted in the first system-wide Spiritual Master Plan. The plan will be presented to the December Board of Trustees and therefore is only presented here in a draft form and awaits official review and Board approval. The following is a synopsis of the Spiritual Master Plan (The full and final plan will be available at LLU in the team room).

DRAFT

To Be Approved by the December 2015 Board of Trustees

LOMA LINDA UNIVERSITY Health

Spiritual Master Plan (SMP)

"To continue the teaching and healing ministry of Jesus Christ"

Message from Dr. Hart

President of Loma Linda University Health

Careful and effective planning is difficult. Trying to do it for a diverse and complex campus like Loma Linda is even more difficult. Trying to do spiritual planning for both our personal and community lives in this context would seem impossible, even arrogant. Yet we believe that is exactly what Loma Linda is about and why we exist.

As a campus community dedicated to both teaching and healing after the manner of Christ Himself, we feel it is entirely appropriate that we dedicate time and effort to the development of deep spirituality. We want this to be at a level that springs naturally from within each of us and is transformative in how we treat others. True spirituality comes from a secure sense that we are all children of God, objects of His personal interest. It manifests itself in thoughts and behaviors that demonstrate our core values and confirm our commitment "To Make Man Whole."

This plan has been conceptualized by a broad group from across our campus, coming from many perspectives. It is meant to guide the clinicians in their interactions with patients, the faculty mentoring students, and perhaps most importantly, all of us who share a collective desire to model Christ-likeness on this earth. It contains some broad concepts as well as specific steps that we can follow. It is a "living" document, meant to be shared, discussed, updated, and implemented.

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Spiritual growth does not just happen by planting seeds, or even watering and cultivating our hopes and desires. It requires an intentional commitment to humble oneself, connect personally with God, and seek His will in our lives. It is not dictated by doctrinal beliefs or cultural backgrounds, but rather can grow in any soil. The diversity on our campus provides all of us an opportunity to learn and interact with each other in this growth process.

We invite you to join with us in this quest for spiritual growth as part of developing professional competence and service. It is a natural outgrowth of our commitment to Mission-focused Learning on this campus. It is a lifelong process that can guide us through the wanderings and vicissitudes of life. And it is the best way to live a life of meaning and deep satisfaction, of joy and happiness. May our walk on this path be one of compassion and caring for each other as we seek to emulate Christ and His methods.”

SPIRITUAL MASTER PLAN INTRODUCTION

In the spring of 2015, the senior leaders of Loma Linda University Health (LLUH) decided to embark on a process that would lead to something new in our history – a single spiritual plan for the entire organization. In the past, we have created plans for the University, other plans for our healthcare system, and yet more plans for the many other entities that are now unified under the banner of LLUH. Through the work of thousands of dedicated colleagues, these plans have borne wonderful fruit. We believe the time has come to generate a unified spiritual plan that will guide LLUH’s mission-focused endeavors during the years leading to 2020. Our prayer is that this plan will be blessed by the Creator’s Spirit to help us achieve the mission we have been given “to continue the teaching and healing ministry of Jesus Christ.”

The document you hold is the result of intense efforts to gather the most creative and compelling proposals for inclusion in the plan. This plan is built on a foundation of faithfulness created over 110 years ago. As the LLUH story has unfolded, we have been blessed with a clear sense of mission and vision. Our leaders understood, from the beginning, that we were called by God to achieve the highest levels of excellence in preparing people for Christian service around the planet. We have known that this means combining path-breaking science with ever-maturing faith. It also means cheerfully accepting responsibility for serving those in need, with special concern for the most vulnerable. The current spiritual plan builds on this legacy of faithfulness.

We have sought to produce a plan that people will actually read and implement. To this end, we tried to make the plan as brief and engaging as possible. For example, we deliberately avoided including a comprehensive catalogue of already established spiritual initiatives that we intend to maintain or enhance going forward. Because there may be merit in describing some of the more salient of these established programs, a list of exemplars is offered in the appendix. The plan is devoted to those aims and accompanying initiatives deemed most likely to take

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LLUH to new depths of foundational faithfulness and new heights of shared spiritual experience.

We believe that people will support what they have helped to build. So we have sought input from all members of the LLUH family, including our students.

In addition to repeated, organization-wide invitations to offer proposals for the plan, numerous meetings with leaders throughout all sectors of LLUH were held. The process was given broad guidance by LLUH's Spiritual Leadership Committee with well over a decade of experience in generating spiritual plans. A smaller steering committee gave specific direction for our planning process and its product. All major executive groups throughout LLUH then vetted the proposed plan, with final approval by our Board of Trustees.

The plan is organized under the four Mission Priorities that LLUH has chosen for all of its current strategic planning: Wholeness, Experience, Integration, and Growth. Our purpose in using these four strategic priorities is to make it clear to ourselves and all of our constituencies that spiritual planning is integral to the strategic direction of the entire organization. We believe that the spiritual plan is what brings central coherence and enduring purpose to the rest of LLUH's strategies.

Each of the four Mission Priorities is given a brief definition. Under each of the four we have set forth the Mission Aims that describe the preferred future states we are planning to achieve and the specific Initiatives chosen to accomplish the Aims. We have also included the offices or departments responsible for implementing the initiatives, establishing the metrics for successful achievement of the initiatives, and renewing the plan over time in response to informative feedback. In the conclusion of this document, we say more about accountability for achievement of the plan.

We believe that this spiritual plan should be a living document, ever open to growth and improvement. So we have chosen the image of a trellis to illustrate the plan's framework, metrics, and renewals. A trellis provides support for living plants so they can be more generously productive. Our hope is that the organizational concepts and the specific content of this plan will grow new fruit each year.

We imagine that there will be a harvest of successful results from many of the initiatives. We also imagine that there will be some necessary pruning of initiatives that were less effective. Finally, we imagine that new initiatives will be planted, grown, and harvested in order to greet new opportunities as yet unknown. In this way, the plan will be life-giving throughout its duration and throughout LLUH.

MISSION PRIORITIES

For both LLUH Strategic Planning and the Corporate-wide SMP
*High-level areas of the strategic plan feature are Wholeness, Integration,
Experience and Growth.*

WHOLENESS

Loved by God, Growing in Health, Living with Purpose in Community
*Developing all dimensions of human life,
integrated through a spiritual core and expressed in service to others*

1. Mission Aim

Wholeness will be integrated in all aspects of the organization's endeavors.

Initiative

LLUH will develop policies that ensure the inclusion of wholeness principles throughout the organization.

These policies will focus on emphasizing a healthy work/life balance, providing incentives for personal wellness, creating opportunities for spiritual development, and ensuring the creation of an organization-wide culture of wholeness.

Lead office:

- Vice President for Mission and Culture

Collaborating with:

- LLUH Executive Leadership Council

Initiative

LLUH will develop a wholeness curriculum that provides the basis for faculty development, student education, clinical practice and administrative leadership.

This curriculum will be integrated by a rich theological understanding of God's love, a dynamic understanding of health as a continuum of growth, and an abiding commitment to service.

Lead office:

- Center for Spiritual Life and Wholeness

Collaborating with:

- University Provost
- LLUH Spiritual Executive Leadership Committee

Initiative

LLUH will integrate spirituality in the leadership development curriculum in order to aid the growth of servant leaders who understand and implement the organization's mission.

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Leaders will participate in a curriculum that emphasizes the faith-inspired heritage and mission commitments of LLUH.

Lead office:

- Employee Spiritual Care and Wholeness

Collaborating with:

- University Provost, LLUH Spiritual Executive Leadership Committee, Talent Management Services and Staff Development

2. Mission Aim

New knowledge about human wholeness will be generated and shared.

Initiative

LLUH will generate new research projects exploring the relationship of faith, health, and service and the way these three areas connect to personal life and professional practice.

LLUH will advance research on lifestyle and faith as they relate to human health, and on whole person care in clinical practice thus positioning LLUH as an international leader in this field of knowledge.

Lead office:

- Center for Spiritual Life and Wholeness

Collaborating with:

- Wholeness Institute, LLU School of Religion, LLU School of Public Health, LLU School of Medicine, LLUH Office of Sponsored Research

3. Mission Aim

Whole community health will be fostered throughout our region.

Initiative

LLUH will collaborate with communities of faith throughout our region in creative efforts for whole community health development.

A network of engaged congregations will join in generating new forms of collaboration with LLUH to ensure improved health outcomes in communities throughout Inland Southern California.

Lead office:

- Institute for Community Partnerships

Collaborating with:

- Community Health Development, School of Public Health, Institute for Health Policy and Leadership and other community health organizations

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EXPERIENCE

Positive engagement with the faith-inspired education and health care offered by Loma Linda University Health

Providing excellent, spiritually nurturing experiences for every person within the various entities of LLUH

1. Mission Aim

Prospective members of the LLUH community will understand the mission and unique faith history of the organization.

Initiative

LLUH will produce new media, including video and web content, which explain to prospective students, staff and faculty, the distinctive values of Adventist education and healthcare.

These new media will be used to ensure that all who contemplate joining LLUH will be introduced to our mission and the Adventist approach to education, healthcare and research.

Lead office:

- LLUH Advancement

Collaborating with:

- LLUH Spiritual Executive Leadership Committee, Loma Linda University Church, the School of Religion

2. Mission Aim

Spiritual fellowship and worship experiences will be core features of the LLUH community.

Initiative

LLUH will develop a repository of spiritual resource materials, including brief devotionals, guides for worship, and video presentations to be shared across the various entities of LLUH.

These spiritual resources will be adapted to the distinctive context of LLUH life and made accessible via an online library.

Lead office:

- LLUH Spiritual Executive Leadership Committee

Collaborating with:

- Advancement Films

Initiative

LLUH will encourage faculty, administration and staff to attend University at Worship each week.

We will continue to promote an enhanced sense of community by maintaining the mid-week University at Worship as a spiritual anchor for the whole organization.

Lead office:

- LLU Campus Ministries

Collaborating with:

- LLU President

3. Mission Aim

Spiritual leadership will be engaged with and attentive to the spiritual needs of the LLUH community.

Initiative

LLUH chaplains, pastors and religion professors will serve as spiritual mentors through an intentional plan serving all departments.

As stewards of our mission, these spiritual leaders will seek to engender trust and develop new ways to meet the spiritual needs of the entire organization.

Lead office:

- LLUH Spiritual Executive Leadership Committee

INTEGRATION

Alignment of all LLUH's entities to develop a unified, mission-driven educational and healthcare ministry

Creating a thoroughly cohesive organization in which all entities work collaboratively to achieve our mission

1. Mission Aim

Spiritual leadership for LLUH will be strategically collaborative.

Initiative

LLUH will appoint a Spiritual Executive Leadership Committee with the purpose of ongoing spiritual planning and the creation of a unified spiritual experience on the campus.

Chaired by the LLUH Vice President for Mission & Culture, this committee will consist of the Provost and leaders of LLUMC Chaplain Services, LLUMC Employee Spiritual Care, the School of Religion, the Center for Spiritual Life and Wholeness, LLU Campus Ministries, and the LLU Church.

Lead office:

- LLUH VP for Mission and Culture

2. Mission Aim

The spiritual messaging at LLUH will be inspiring and cohesive.

Initiative

LLUH will coordinate spiritual themes, so that the messages will have a recognizable coherence throughout the entire organization.

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The development of these spiritual themes will consider the ministry and worship content of the LLU Church.

Lead office:

- LLUH Spiritual Executive Leadership Committee

Initiative

LLUH will develop a distinctive Wholeness Portal App.

This App will be a technologically appropriate tool for spiritual event organizers to spread event information, while also allowing another personal avenue for spiritual messaging.

Lead office:

- Center for Spiritual Life and Wholeness

Collaborating with:

- LLU Campus Ministries, LLU Information Services

3. Mission Aim

Prospective organizational partnerships will be made with a thorough understanding of LLUH mission, faith history and culture.

Initiative

LLUH will produce a variety of presentations specifically designed to help inform all prospective enterprise partners about LLUH's faith-inspired history, spiritual mission and core values.

As the organizational profile of LLUH continues to grow through various business partnerships, LLUH will ensure that prospective partners understand our Mission, Vision and Values.

Lead office:

- LLUH President

Collaborating with:

- LLUH Advancement, LLUH Spiritual Executive Leadership Committee

GROWTH

*Expansion of LLUH's educational and healthcare services
to reach new regional, national, and global communities*

Advancing our mission by extending our ability to provide education and healthcare in new areas, both near and far, while strengthening our organization's mission identity

1. Mission Aim

Future leaders and faculty members will be selected, recruited, and placed with careful attention to their support of LLUH's mission.

Initiative

LLUH will select leaders based on clear evidence of willingness to support our spiritual mission as well as demonstrated talents for organizational leadership.

Mission-based selection will be given high priority in order to ensure that spiritually vibrant leaders who are committed to advancing our mission will serve the organization.

Lead office:

- LLUH President

Collaborating with:

- LLUH Executive Leadership Council, LLUH Spiritual Executive Leadership Committee, LLUH Talent Management Services

Initiative

LLUH will develop comprehensive succession planning for leadership positions throughout the organization.

Succession planning will be linked to leadership development so as to ensure effective transitions when leadership changes occur.

Lead office:

- LLUH President

Collaborating with:

- Talent Management Services

Initiative

LLUH will develop a comprehensive plan to recruit, retain, and to develop qualified Adventist faculty members, with special emphasis on aiding young scholars in their academic preparation.

LLUH will establish an achievable goal for increasing the percentage of Adventist faculty members and a clear set of actions to reach the goal.

Lead office:

- LLU Provost

Collaborating with:

- LLU School Deans

2. Mission Aim

LLUH will assist our global network of collaborating institutions in their efforts to achieve mission effectiveness.

Initiative

LLUH will seek to be of assistance to other Adventist health-related institutions throughout the world in an effort to combine Adventist mission with scholarly excellence.

LLUH will share resources, including personnel time, to aid fellow Adventist educational and healthcare institutions.

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Lead office:

- Global Health Institute

Collaborating with:

- LLU Health System, LLU Schools

3. Mission Aim

Mission faithfulness and servant leadership will be features of all LLUH educational sites.

Initiative

LLUH will integrate a variety of opportunities for spiritual and ethical growth for all extended education programs.

The LLUH mission will be integrated wherever LLUH educational or healthcare programs are offered.

Lead office:

- University Provost

Collaborating with:

- LLUH Spiritual Executive Leadership Committee

4. Mission Aim

Student applicants will be selected on the basis of their academic qualifications and their expressed commitment to LLUH's faith-based educational programs.

Initiative

LLUH will ensure that the processes of student recruitment and selection give priority to those who can derive the most benefit from education in an Adventist Christian environment.

Student recruitment and selection will be firmly mission-based, with the goal of producing spiritually mature servant leaders.

Lead office:

- LLU Provost

Collaboration with:

- LLU Vice President for Student Services and Enrollment, LLU Schools Admissions Committees

Implementation

We have chosen the image of a trellis to enliven our imagination for developing this plan. In doing so, we have had the words of Jesus in mind: *“Abide in me as I abide in you. Just as the branch cannot bear fruit by itself unless it abides in the vine, neither can you unless you abide in me. I am the vine, you are the branches. Those who abide in me, and I in them bear much fruit.”* (John 15:4-5)

We expect this plan to bear rich fruits of the Spirit. We know this will only happen when people, who are connected to Jesus and empowered by the Spirit, put their hearts and souls into the implementation of the plan. So we conclude the plan with a design for accountability for achieving the aims set forth here.

Lead offices: Each of the initiatives is assigned to a lead office. Achievement of the plan will require the collaboration of thousands of colleagues led by hundreds of leaders. To achieve a high level of accountability, the lead offices will ensure that the initiatives are implemented.

Metrics: The lead offices, in consultation with executive leadership, will establish appropriate metrics to assess the relative effectiveness of the initiatives. The application of these metrics will require collaboration with various LLUH departments capable of conducting outcomes research. The goal of this work is to assess the usefulness of the initiatives, thus preparing the way for determining whether the initiative has accomplished its intended goal or needs revision.

Renewal: Annually, the newly established Spiritual Executive Leadership Committee will review progress on the initiatives and prepare a proposal for renewing or revising the initiatives.

Reporting: Each year, in preparation for the Board of Trustees meeting in December, the Vice President for Mission and Culture will prepare a report on the Spiritual Plan’s implementation to be delivered to the LLUH Executive Leadership Council and subsequently to the Board. The report will include recommendations for renewing or revising aims and initiatives, as well as proposals for new initiatives.

Propagation: The LLUH Spiritual Plan includes only those few initiatives that have organization-wide application. It is the intent of this plan that all the various entities within LLUH, using this framework, will develop specific plans appropriate for their particular purpose.

We conclude with words of promise given by the Creator to His people many centuries ago: *“For surely I know the plans I have for you, says the LORD, plans for your welfare and not for harm, to give you a future with hope.”* (Jeremiah 29:11) We believe that the One who called us to our ministry of teaching and healing continues to reassure those who are faithful with this same promise.

CONTEXT SUMMARY

It is within the context of Loma Linda University Health's commitment to Wholeness, Mission, Vision, Values, and Mission-focused Learning (MFL) that we enter a new five-year corporate strategic plan. Central to our corporate strategic plan is the Spiritual Master Plan and promises to drive important campus culture change. The foregoing description of Loma Linda University's passion for spiritual growth provides the context in which we respond to the 2010 AAA Site Visit Team's 17 recommendations. Our responses follow in the next section.

2010 AAA Site Visit Recommendations LOMA LINDA UNIVERSITY RESPONSES

Loma Linda University has reflected on the 2010 AAA site visit recommendations and has made significant progress in addressing each issue. Many recommendations have been fulfilled; others are in various stages of completion or maturity (See Appendix 3, 2010 AAA Team Recommendations Summary).

The two “Major Recommendations” are addressed within the criterion section as defined in the AAA Accreditation Handbook and numbered accordingly. Each of the two “Major” recommendations are identified in the text with asterisk (*) and are found on pages (Criterion 3-1, p. 20; Criterion 5-3, p. 26)

Criterion 1: Philosophy, Mission and Objectives

No team recommendations

Criterion 2: Spiritual Development, Service and Witnessing

The team recommended:

2. *That the School of Religion include in the curriculum or religious experiences a witnessing component (observation).*

Response: Recommendation—**Fulfilled**

School of Religion Response to Criterion 2 on Spiritual Development, Service, and Witnessing

At the 2010 site visit of the Adventist Accrediting Association (AAA) to Loma Linda University, the team recommended that the School of Religion (SR) “include in the curriculum or religious experiences a witnessing component.” SR responded to that recommendation by developing five goals for every course, one of which explicitly included a witnessing component. In many and various ways every course should include (1) the use of Scripture, (2) references to the Adventist heritage, (3) the ethical component of religious belief, (4) exploration of the roles of wholeness and witness in professional practice, and (5) encouragement to moral advocacy. So while there have been SR courses that focus more directly on witnessing (see below), SR is committed to making witnessing an emphasis in every course.

As we approach this topic, it may be helpful to consider the meaning of the biblical words for “witness.” The concept of witness arises from the legal sphere in ancient times. The witness at a legal proceeding knows something by recollection and experience and can tell accurately what he or she knows. This legal meaning can be found in Old Testament texts like Numbers 5:13,

35:30 and Deuteronomy 17:6-7; 19:15-19. Witness had an extended meaning of confirming facts, events and assertions, as in Genesis 21:30, 31:44 and Joshua 22:26-28, 34. In Isaiah, however, this legal connotation took on religious and cosmic purposes. Worshipers of idols were challenged to produce “witnesses” that could disprove the identity and character of Yahweh (Isa 43:9-13). Such witnesses were put to shame, as the idols proved impotent (Isa 44:8-11). In the period between the Testaments, Judaism developed the further concept of witness unto death, from which we have gained the term “martyrs.”

The New Testament reflects all of the above nuances. It also uses the language of witness in straightforward legal terms (Matt 26:59, 62; 27:13 and parallels). But much more frequently, the language of witness is used with its extended meaning of confirming facts, events and assertions (John 3:11, 26, 28; Acts 1:22; 4:33; Titus 1:12-13). And in Revelation the Jewish concept of witness unto death is brought out in the context of Jesus’ death and resurrection (Rev 1:5; 3:14), as well as the death of those who bore witness in behalf of Jesus (Rev 2:13; 11:3-10; 17:6; 20:4).

In the New Testament “witness” is particularly related to confirming the facts about Jesus life, death and resurrection (Luke 24:46-48; John 15:27; Acts 1:21-22) or His post-resurrection appearances (Acts 22:14-15). The apostles bore witness of what they themselves had experienced of the life, death, resurrection and appearances of Jesus (Acts 1:8). But the concept of witness was further extended to the written gospels themselves, when they became the primary repositories of the Jesus story (John 20:30-31; 21:24). The biblical witness to Jesus was not, however, limited to the gospels, it included also the Old Testament (John 5:39-40).

When it comes to today, however, we must keep in mind that the ultimate witness is the Holy Spirit (John 15:26). Without the Holy Spirit, even the apostles would have been ineffective witnesses (Acts 1:8). Through the Holy Spirit, witness is as much what a person becomes as what a person does or says. The Holy Spirit first of all transforms the person (Acts 2:4, 22-24, 32-33; Rom 7:6; 8:11; Gal 5:16), then provides what the person is to do or say (Mark 13:10-11; John 16:13-14; 1 Cor 12:3; Gal 5:25). So in preparing people to be witnesses today, the teacher does not just give students information to share, but seeks transformation of their lives in Christ. Such genuine transformation is a work of God; the teacher can only provide a context in which the Spirit can work.

At SR we are committed to witness in the fullest extent of the term, confirming the facts, events and assertions related to the gospel of Jesus Christ. But such witness is much more than simply applying “the Four Laws” or seeking dramatic conversions to Christ, it is concerned with transformation of the whole person for the whole of life. People come to SR at various levels on a scale running from a vague awareness of a Supreme Being to fully devoted followers of Christ. If the first condition could be called -10 and the latter +10, the point of conversion and

baptism would be the move from -1 to +1.³ But witness also helps people move from -10 to -9 or +8 to +9. Understood in this way, every encounter with every person is a witnessing opportunity. No matter how far from God or how close to the church, each person is on a journey that can be encouraged by the right word at the right time. At every stage of spiritual development, people need a deeper walk with Christ in the power of the Spirit. But the witnessing encounter should rarely be pre-planned; it must flow from a knowledge of the witnessee and where upon the above continuum they may be at a given time. This knowledge requires listening deeply (in the awareness of the Spirit) so that the witness may be appropriate to the time and place.

With the above in mind, the Center for Spiritual Life and Wholeness (SR) has taken the lead in developing the CLEAR model to guide health care workers in how to approach each patient (Connect, Listen, Explore, Acknowledge, Respond) in such a way that the witnessing encounter can be fruitful even though the encounter may be brief. In the “Explore” part of the encounter, health care workers are trained to take a spiritual inventory as part of the patient’s chart. The health care context becomes a laboratory in which each student, graduate and faculty member learns how to listen to both patients and the Spirit to provide “a word in season to whoever is weary” (Isa 50:4). This is core to the mission of SR, which is to train the laity for ministry.

While witness is to be included in every course, there are many relational courses at SR, which particularly focus on this theme and practice. In the Medicine program, for example, the class *Art of Integrative Care* (RELX 775, for other programs RELX 475 and 575) focuses on the patient encounter and its potential for witness. A related course is *Clinical Training in Spiritual Care* (RELX 520). *Wholeness for Physicians* (RELX 725) recognizes that witness is a sub-category of wholeness. In developing his or her own wholeness, the physician is becoming the kind of person the Spirit can use to enhance the wholeness of others. Related courses include *Wholeness Portfolio* (RELX 540) and *Personal and Family Wholeness* (RELX 549, 588, 749). Perhaps the most powerful witnessing program of all is reserved mostly for chaplaincy students, *Clinical Pastoral Education* (CPE - RELX 524). In this course witnessing happens in real-time with 400 hours of patient encounters. One day a week in CPE is reserved for rigorous self- and group- analysis of as many of these encounters as time allows.

In the theological area SR has a number of courses that focus on mission and witness: *Cross-Cultural Ministry* (RELX 447), *Anthropology of Mission* (RELX 534, 734), and *Christian Mission* (RELX 444). Students are also prepared for witnessing by courses such as *Adventist Beliefs and Life* (RELX 406, 706), *The Adventist Experience* (RELX 555), *World Religions and Human Health* (RELX 740), *Spirituality and the Christian Health Professional* (RELX 775), and *Spirituality and the Contemporary Christian* (RELX 475). In the Medicine curriculum, we have just introduced a section where *Adventist Heritage of Health* (RELX 718) is focused directly on the book *Ministry of Healing*, requiring each student to thoroughly study the book and develop strategies for

³This is indebted to the “Engel Model” of Spiritual Decision. See James F. Engel, *Contemporary Christian Communications: Its Theory and Practice* (Nashville: Thomas Nelson Publishers, 1979), 63-87.

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implementing its recommendations. And in our MS in Chaplaincy program, one of the learning outcomes is how to be fully present in each encounter with someone in the midst of a life crisis.

Courses in the Ethics area do not address the concept of witness as readily or naturally as many courses in the Relational and Theological areas do. But the Ethics faculty would argue that they witness with their lives, their attitudes in the classroom and the way that they advise students. One-on-one encounters with students are rarely limited to academic progress or research, but quickly explore a student's spiritual or faith journey. Two ethical classes that have treated aspects of witness recently are *Christian Ethics in Dentistry* (RELE 734) and *Bioethics and Society* (RELE 524).

SR's engagement in training for witness is not limited to the classroom. For example, faculty recently began mentoring medical students who lead Bible studies with their fellow students, seeking to bring them a clearer perspective on Adventist belief and its value in the real world. In the last year SR has also provided co-curricular programs on topics such as the challenges the younger generation faces in embracing faith and spirituality, how to address witnessing challenges (Revelation 13 and the Papacy, Stages of Faith), issues of faith and science (Einstein and Faith), the dangers of the "hook up" culture, and plays that explore the intersection of faith and healing. In April of 2016 we plan to present a full evangelistic series in the University Church, focused on the Adventist roots of Loma Linda University and particularly its prophetic heritage. We are also exploring deeper involvement with patients and staff at the Social Action Community Health System (SACHS) Clinic⁴ in San Bernardino.

It is a deep privilege to serve God at the Loma Linda University School of Religion. We believe and practice the integration of faith and learning. Had we been asked, we could have said a great deal about the role of spiritual development and service at SR. We hope that this quick summary of the witnessing component of our School is helpful. The School of Religion has produced a rubric evaluation form for each course it teaches and will provide summary data in the team room during the site visit.

Criterion 3 – Governance, Organization, and Administration

The team recommended (Considered a Major* recommendation):

1. **That the administration, while ensuring appropriate autonomy for the schools, continue to explore ways, including the role and function of the provost, to sustain the success of the university community in addressing mission, core values, and outcomes assessment (Site Team Resource Packet p. 12; interviews).*

Response: Recommendation—Fulfilled

The role of the Provost has evolved over the years to further clarify the responsibility of the office and its leadership functions for the purpose of furthering the University's Mission-focused Learning (MFL) that intentionally integrate faith and reason through service and reflection.

⁴ SACHS Clinic in San Bernardino - <http://www.sachealthsystem.org/>

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The Office of the Provost has developed over the past 20 years from a role that was primarily viewed as an academic support staff position to the President of the University, and in many ways such is the duty of all vice presidents. However, the LLU published organizational chart was ambiguous enough to accreditation 2010 site visiting teams from WSCUC and AAA. The responsibilities and identity of the office of Provost (as currently named) were not fully understood on campus and by the visiting accrediting teams for AAA and WSCUC. The Provost was previously titled Vice President for Academics and Research. Later, the position was titled Vice Chancellor for Academic Affairs.

Since the 2010 visit, the Provost position has been designated as a Senior Vice President for Education within Loma Linda University Health (previously referred to as LLUAHSC) and is a member of the corporation-wide Executive Leadership Council.

Under the proposed “One Loma Linda” structural redesign, to be approved at the 2016 Constituency meeting, the Provost will be designated as Executive VP for the University, and therefore providing additional responsibility for developing and maintaining the Mission, Vision and Values, and greater clarity of the role and function.

To assist in the maturation of MFL on campus the Provost is active in the spiritual life of the University as well as in academic and accreditation leadership. The following are examples of the Provost’s integrative responsibilities in faith and reason and spirituality on campus:

- Chairs the University Chapel Committee
- Commissioned the Co-curricular Strategic Plan to ensure that LLU integrates spiritual life into the curricular life of the campus (MFL)
- Initiated the campus Spiritual Strategic Planning Committee which formed part of the foundation to the new corporation-wide Spiritual Master plan
- The Provost oversees and guides the Office of Educational Effectiveness⁵, which includes institutional research, assessment, program review, and a network of Educational Effectiveness committees led by faculty across the schools.
- Further, the Provost also oversees and guides the new Division of Extended Education that includes distance education, extended campuses, and digital education professional development (for both face-to-face and online faculty). LLU’s commitment is integrate MFL throughout both distance education and extended campus programs.

The capacity of the office of the Provost has been significantly enhanced by the creation of the Office of Educational Effectiveness (OEE) and hiring of the Director of OEE who leads in regional accreditation and has recently been designated Associate Provost for the University.

⁵ Office of Educational Effectiveness: <http://www.llu.edu/assessment>

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Mission⁶ & Core Values⁷ – The Provost led the university to develop its Mission Focused Learning Outcomes (MFLOs) – Wholeness⁸ and Values⁹ – to be separate from the Institutional Learning Outcomes (ILOs)¹⁰ that must be assessed in traditional ways. The MFLOs are not traditional learning outcomes, so may need to be assessed in more creative and perhaps nontraditional methods. Further, these unique MFLOs will not only be for students but will be learning outcomes also for faculty, staff, and administrators. Thus, everyone at LLU will be on a common journey together of living wholeness and values. LLU believes this will become an important part of our MFL transformative learning experience for our students, and also for our faculty, staff, and administrators.

The implementation and assessment processes of the Mission Focused Learning Outcomes is currently in development and are expected to be implemented in fall 2016. The Co-curricular Committee was recently renamed the Mission Focused Learning Committee¹¹ and is working to develop MFL implementation strategies, while the Learning Outcomes Committee¹² is working to create wholeness and values rubrics as well as gathering resources to be shared across campus. One form of MFL assessment on wholeness has been in place for six years; students complete the Wholeness Survey annually. The results of the first automated series of wholeness questions (about six per registration each quarter and takes two years to complete) were shared in 2014 spring quarter (See Appendix 5, Climate Survey Data).

Institutional Learning Outcomes Assessment – The Office of Educational Effectiveness, directed by the Associate Provost, guides the assessment of LLU’s Institutional Learning Outcomes (ILOs). In 2014 an analysis was done on the results of the four-year pilot of eight institutional learning outcomes, and it was decided to reduce the number to five¹³. Multiple committees work on various aspects of developing and guiding outcomes assessment across the University including: University Assessment Committee¹⁴, Learning Outcomes Committee, and the newly revised Mission Focused Learning Committee.

After struggling with manual assessment—scoring paper rubrics and calculating rubric scores to put into Excel or SPSS for analysis—for five years with poor results, exploration for an electronic service began. After a review of available online assessment tools, LiveText was selected to pilot. LiveText enables faculty to score electronic rubrics and as soon as they are

⁶ LLU’s Mission: <http://www.llu.edu/central/mission.page>

⁷ LLU’s Core Values: Compassion, integrity, excellence, freedom, justice, purity/self-control, humility – See definitions at <http://www.llu.edu/central/values.page>

⁸ Wholeness Definition: Loved by God, growing in health, living with purpose in community

⁹ LLU’s Values Videos: <https://itunes.apple.com/us/itunes-u/llu-values-series-i-am-loma/id410401337?mt=10>

¹⁰ LLU’s ILOs - <http://www.llu.edu/central/assessment/ilo.page>

¹¹ Mission Focused Learning Committee: <http://www.llu.edu/central/assessment/cccharge.page>

¹² Learning Outcomes Committee: <http://www.llu.edu/central/assessment/loccharge.page>

¹³ LLU ILOs: <http://www.llu.edu/central/assessment/ilo.page>

¹⁴ University Assessment Committee: <http://www.llu.edu/central/assessment/uaccharge.page>

done, full data analytics are available that empowers faculty to evaluate the data faster and more effectively, and to address any gaps, if found. Further, assessment data and reports can easily be kept and evaluated over time. LiveText also has ePortfolios, a type of authentic learning assessment, in addition to the Field Experience Module (FEM) that can be used to manage practicums and clinicals more efficiently.

The School of Dentistry (SD) initially committed to pilot LiveText with the collaboration of the Office of Educational Effectiveness. Within a year and a half the School of Behavioral Health (SBH) and the School of Medicine (SM) joined SD in the pilot. These schools' success with LiveText ultimately led the Deans Council to vote in August 2014 to adopt LiveText for all students across the university starting in fall 2015. This gave the schools one full year to conduct their own unique pilot projects and to get LiveText set up for ILO assessment but also for many other assessments and accreditation purposes as well.

Consequently, LLU is now moving forward with LiveText for assessment, program review, and accreditation. Further, many schools are finding all kinds of additional uses for LiveText. The LiveText Administrators Committee (LAC)¹⁵ is guiding the implementation of LiveText across the university; LAC also maintains an information resource page to support the schools and faculty across the university¹⁶.

Criterion 4: Finances, Financial Structure, and Industries

The team recommended:

1. *That the administration increase the operating endowment so as to reduce tuition dependency (interview).*

Response: Recommendation— **Partially fulfilled**

It has been the practice of LLU since 2010 to add all unrestricted trust maturities to the operating endowment. This practice has been amended due to our Vision 2020 campaign which the unrestricted trust maturities have been re-directed to support. Growing the operating endowment continues to be an operational priority for LLU as evidenced by a 6.4% annual growth rate over a 5 year period:

• 12/31/2009	\$48,497,996
• 12/31/2014	<u>\$66,139,231</u>
	\$17,641,235

Significant progress was made in achieving our goal of \$100m. When Vision 2020 priorities have been accomplished, unrestricted trust maturities will once again be directed to our operating endowment.

¹⁵ **LiveText Administrators Committee:** <http://www.llu.edu/central/assessment/lacmembership.page>

¹⁶ **LLU LiveText Resources and Support:** <http://www.llu.edu/central/assessment/livetextintro.page>

2. *That the administration continue to strive for full funding of depreciation (1999 AAA Report; interview).*

Response: Recommendation — **Partially fulfilled**

We have a stated goal of fully funding depreciation and have had operating gains including depreciation since 2010. We have not fully funded depreciation through our budgeting process, but favorable results from operations have allowed us to do so. One of our operational priorities is to implement a process that will make funding depreciation a visible priority to each school and department.

3. *That the administration continue to aggressively reduce the debt load as funds become available (LLU Financial Administration Report to the Board of Trustees, August 2010; interview).*

Response: Recommendation — **No longer relevant**

Organizational initiatives are currently aligned to use the optimal amount of leverage to acquire the facilities needed for institutional growth and enhancement.

Although debt has increased in the past year as a result of new capital projects, LLU continues to make regular amortizing principal payments on its debt. Our debt burden ratio is also a manageable 4.3% (FYE 6/15) of expenditure base and the returns on our invested funds exceed our debt service costs creating positive arbitrage.

Criterion 5: Programs of Study

The team recommended:

1. *That other clinical departments follow the example of the School of Pharmacy by making good use of the Learning Assessment Center for experiential learning opportunities (interviews).*

Response: Recommendation — **Fulfilled**

We are pleased that the 2010 visiting team was able to observe students from the School of Pharmacy fully utilizing the Learning Assessment Center (LAC)¹⁷ in the Centennial Complex. Additionally, we are pleased to report that nearly all schools have been using the LAC since the building first opened. In addition to LAC, the eight schools are actively using the Medical Simulation Center¹⁸, as well as, the interprofessional lab (IPL) to actively engage in learning activities that provide rigorous student feedback from faculty observers and fellow students who are often from other disciplines working together to problem solve and to enhance team building skills.

A recent development (August 2014) has been the creation of the Center for Interprofessional Education. IPE projects are fostered by the IPE Center and provide opportunities for students from multiple schools, disciplines and professions to develop team building skills, problem

¹⁷ **Learning Assessment Center:** <http://medicine.llu.edu/education/clinical-skills-education-center>

¹⁸ **Medical Simulation Center:** <http://medicine.llu.edu/education/medical-simulation-center>

solving, and respect for each other's competencies. The Interprofessional labs and simulations are recorded and playback opportunities are regularly part of the training. Students are able to review and reflect on their participation and skills during the debriefing sessions.

2. *That administration hires additional staff for institutional research so that the university might better manage outcomes assessment for its many initiatives (interview, observation).*

Response: Recommendation — Fulfilled

The University has maintained institutional research staff for a number of years, but program-level demands, and personnel changes necessitated the expansion of University institutional research (IR) capacity. In October 2013, a new institutional researcher was commissioned with the responsibility of canvassing available data sources as well as presenting and analyzing data for strategic planning.

Initial activities focused on involvement of the University data consumers. This resulted in a better understanding of issues at the program level as well as the need for readily available and archivable data. Building trust in the data by removing inconsistencies among databases was another IR goal. Collaborations between IR and University programmers have resulted in standardized tables that are more effective across programs.

Additional priority concerns for IR included government reporting, accreditation needs, and stakeholder reports. Creation of dashboards was initiated. Initially mPower® was deployed in early 2013. While useful for financial reporting, its flexibility for academic reporting was limited and required considerable programming in order to generate reports.

The relatively high price of academic interpretation and presentation software necessitated looking for alternate solutions. IR selected Excel for University reporting needs. Excel is widely used and can easily integrate with SharePoint collaboration software already deployed on campus at a reasonable price.

IR has spent considerable time with each of the school's data specialists to formulate principles for generating standardized reports such as applications, enrollment, retention, and graduation rates to assist in outcomes assessment for various initiatives (See Appendix 4; *IR Reporting*). As LLU is not a traditional four-year institution, LLU developed its own definitions for certain metrics. For example, the University (1) does not accept first-year students, and (2) requires many General Education courses prior to matriculation; hence the need for reports that take these factors into consideration. Concurrently IR has expanded the release of analytics to key individuals across the institution for policy development and strategic planning purposes.

IR will continue to expand its data capabilities to ensure an improved student learning experience as well as both faculty and staff support. Increasing the use of data to formulate recommendations for policies is another IR priority. IR aims to encourage programs to utilize

data generated from program review at the school level in order to enhance the strategic planning process.

3. **That the administration consider hiring or training someone in CQI who is capable of leading out in methods and tools of continuous quality improvement e.g. 90 day plans, rapid cycle improvement, plan-do-study-act (PDSA), lean methodologies, six sigma, approach-deployment-learning-integration (ADLI) and so forth (interviews).*

Response: Recommendation — Fulfilled

Continuous quality improvement is a critical component of the academic assessment cycle. It is generally recognized that CQI, as a methodology, focuses on the organization and systems, with an emphasis on ways to analyze and improve processes. Most, if not all, of the elements of CQI are inherent in the academic assessment activities as found in each of LLU's eight Schools as they strive to meet and exceed professional and University accreditation expectations¹⁹. All programs including those that are professionally accredited (over 60 programs accredited by more than 20 professional accreditors) must satisfy internal program review processes. Further, they each must ensure that they have examined (i.e., assessed) student, programmatic, and institutional outcomes, and have identified deficiencies along with developing a proactive plan to address areas for improvement²⁰. Only when outcomes are reassessed is the cycle completed—and then it starts all over again.

In most business settings, CQI focuses on processes, not people; however, our experience informs us that academic assessment is inclusive of the key concepts of CQI: a team that has knowledge of the system needing improvement; improvement goals are clearly defined and responsive to stakeholders; measures of success are identified/defined; strategic plans formulated; analytics are collected, analyzed and undergird decisions; and then CQI is again used to determine the success of changes. Examples of areas where change has been documented include: (1) establishing prerequisites that promote not only preparation for chosen health profession, but also prerequisites that are efficient/cost effective as related to undergraduate majors; (2) refined admissions processes that facilitate SDA applicants by providing career counseling and interview sessions on SDA college and university campuses; and (3) streamlined curricula that are attentive to 'wholeness.'

In addition to a focus on processes, is the need to assess personnel—faculty, staff and administration. Each School performs not only course evaluations, but also faculty evaluations, wherein students are encouraged, and in some cases, required to reflect on their experiences. All staff are systematically evaluated by supervisors, and, when necessary, required performance improvement plans are formulated. Administration including program directors,

¹⁹ LLU Program Review Guide for all programs including those that are professionally accredited - <http://www.llu.edu/central/assessment/programreview.page>

²⁰ LLU Assessment Guide - <http://www.llu.edu/central/assessment/assessment.page>

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chairs, associate deans and deans are systematically evaluated by direct reports, peer colleagues, those with whom the administrator routinely interacts, and senior administration.

Criterion 6: Faculty and Staff

The team recommended:

1. That further efforts be made to retain SDA workforce and increase the percentage of SDA employees. A strategic plan of how to achieve five per cent increment per quinquennium can be developed (employee denominational affiliation document).

Response: Recommendation — **Not fulfilled**

While efforts in retaining SDA faculty have largely been successful, increasing the percentage of SDA faculty has been more elusive. In the recent quinquennium Loma Linda University (LLU) has retained 85% of their faculty and 87% of their Adventist faculty. Table 1 below illustrates the trend.

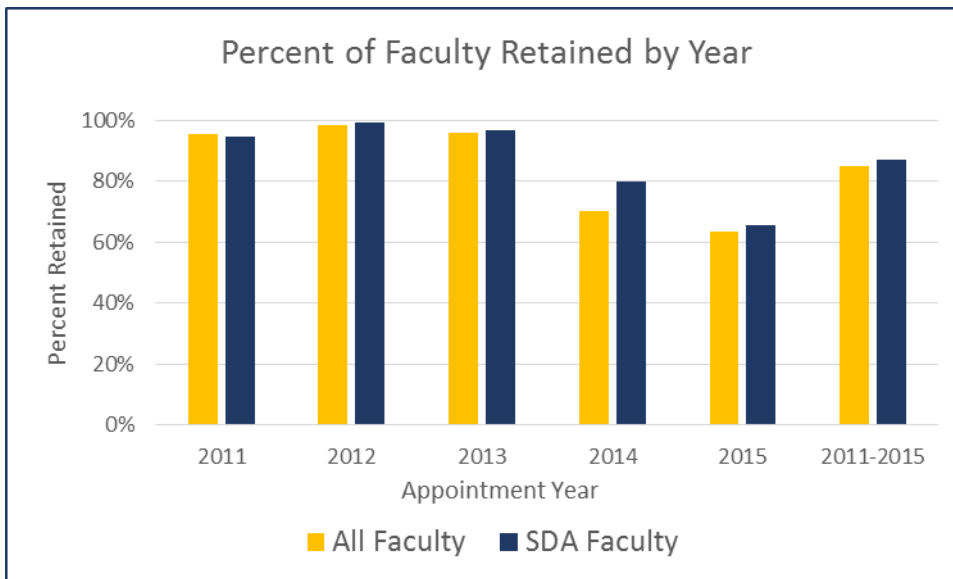


Table 1: Yearly faculty retention plus 5 year retention rate – LLU Paid FT

As a health sciences institution LLU responds to professional accreditors, the regional accreditor WSCUC, and the Adventist Accrediting Association to ensure that LLU is not only compliant with current regulations but that it is maintaining the level of quality and expertise expected from a leading Adventist University. This is regarded as a priority that will allow LLU to remain both competitive and relevant in the rapidly growing healthcare field, a field that is expanding both in the terms of technology and in the number of training institutions. Realizing that qualified individuals enable LLU to reach this standard is crucial towards understanding the difficulties in finding Adventist faculty to support the effort. With healthcare being a highly skilled field, those qualified to be both clinicians and teachers are in demand and, understandably so, require appropriate compensation. As a non-profit, faith-based institution,

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LLU shares in the difficulty of being competitive in faculty compensation. Through the last accreditation cycle, Adventist faculty were placed in 55% of new full-time positions.

LLU strives to place every one of its 100-plus programs in a position to promote excellence in not only the technological aspects of the program, but in sharing the mission and goals of the University. Administrative faculty are key to making this happen, and those of the Adventist faith fill the Dean positions in all of LLU's 8 schools and in a majority of administrative positions, see Table 2 below. All assistant and associate deans of admissions are Adventists.

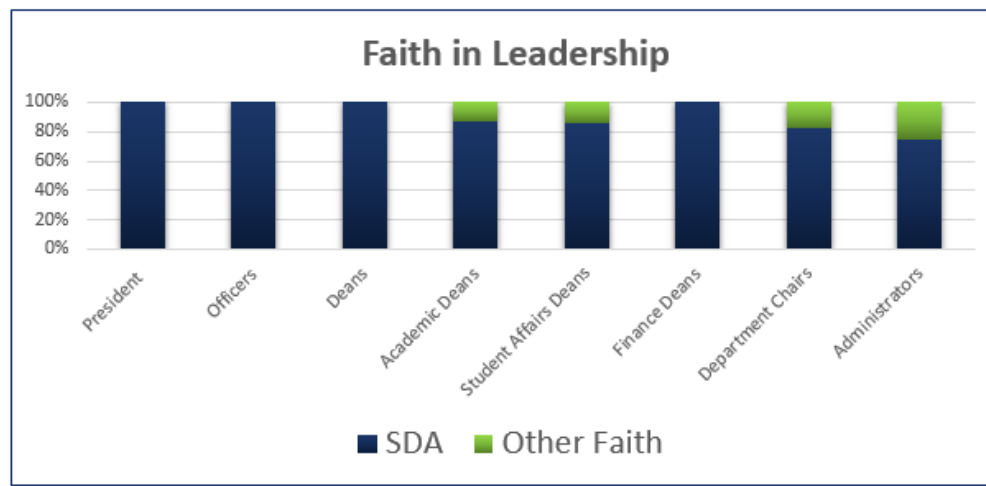


Table 2: Adventist leadership by administrative category

Maintaining and growing Adventist faculty numbers is a goal LLU takes seriously. With the establishment of a new research center, opportunities to attract top SDA faculty will be enhanced. The Center for Health Discovery, a \$60,000,000 structure with 90,000 ft², is focused on high impact, mission-aligned, interdisciplinary translational research. State of the art laboratories together with clinical trials facilities, will be highlights in a center that leads biomedical research while simultaneously supporting the core mission and values of LLU. It will host the Center for Wholeness that will be dedicated to the creation of wellness solutions in partnership with private enterprise and the communities LLU serves.

LLU is also working towards increasing its SDA faculty numbers through a pipeline initiative in each school that includes a financial plan that provides for and promotes SDA student education. The individual schools will have an opportunity to present their plans to LLU's Board in December of 2015.

To further strengthen LLU's commitment the Provost will take on an enhanced role in encouraging schools to assure that they have provided ample opportunity to offer any new faculty positions to qualified SDA applicants. This policy will require each non-SDA faculty appointment to be evaluated by the Provost's office in regards to the efforts that were made towards hiring an SDA for the proposed position.

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As a further step towards accountability, this quarter's LLU governing Academic Board will devote a whole session in reviewing both the challenges LLU faces and the efforts that are being made to meet desired SDA faculty numbers.

With the Lord's guidance and our faith that He has a special work for LLU, please pray with us that He will continue to lead in the training of future healthcare leaders the way He sees best.

2. *That the Board and administration proceed expeditiously to fill the vacant vice president positions (LLU Organizational Chart; interviews).*

Response: Recommendation — **Not fulfilled**

Significant time and effort have been devoted to filling the Vice President for Research Affairs position. The history and challenge will be discussed in private at the time of the December 2015 AAA visit as the remaining unfilled Vice President positions are being reviewed along with discussions related to corporate restructuring motivated by the "One Loma Linda" movement.

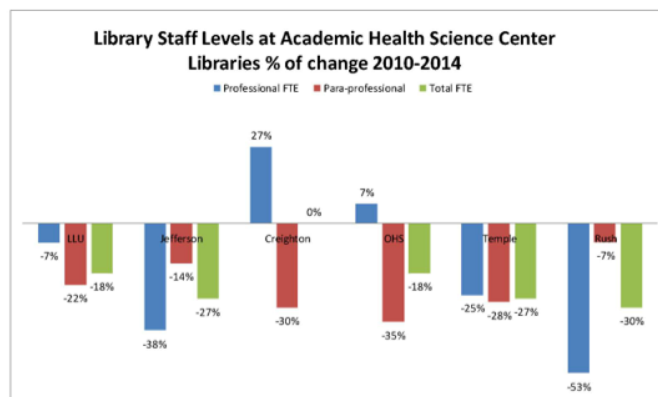
Criterion 7: Library and Resource Centers

The team recommended:

1. *That the administration review staffing levels in the library, benchmarked against similar institutions, so as to meet the needs for on-campus and extension programs (interviews).*

Response: Recommendation — **Partially fulfilled**

Library faculty continue to design and implement the health science library for LLUH's future. Student usage of the library is at an all time high. Recent remodeling of the two floors in the library has drawn students to study individually and in groups. Our electronic journal collection is superior and student evaluations of the library are highly positive. As the role of library staff and faculty evolve and our renovation continues floor-by-floor we will continue to study our staffing and faculty size needs. We believe we are adequately staffed currently.



Data from Annual Statistics of Medical School Libraries in the United States and Canada, 2009-2010, 33rd edition and the 2013-2014, 37th edition.

2. *That the library in general and the liaison with the School of Religion in particular, continue to work with the university administration and with other entities on campus in the direction of strengthening the participation and role of the library in future versions of the Spiritual Master Plan (observation).*

Response: Recommendation — **Fulfilled**

The librarians have reviewed and discussed the campus draft Spiritual Master Plan. The liaison librarian works closely with the School of Religion faculty to order books and materials that are needed to support the curriculum. The liaison librarian also works with School of Religion faculty to ensure that the students have instruction in the use of library materials and resources. The library director encourages all staff to attend chapel services. Campus chaplains and other spiritual leaders on campus are invited to speak at the library staff meetings.

Criterion 8: Student Services

The team recommended:

1. *That all schools utilize or incorporate the general on-line application process features which help match prospective students to university mission and culture (Self-study pp. 31-32; interview).*

Response: Recommendation — **Fulfilled**

For several years since the AAA 2010 visit all LLU schools utilize the general online application process. The 2014 Climate Survey Results showed that 68.5% of the students Strongly agreed and Agreed (3.84 mean on a 5-point Likert scale) that this online application process was hassle-free (See Appendix 5). The major benefit of the online application system is that each student seeking admissions or prospective faculty member applies through a microsite called Explore. In order to be able to click the application button, they are guided through essential information about Loma Linda University, its culture, and policies. The Explore site provides important information about LLLU and our Mission, Vision and Values and the student who pursues the application process has had the opportunity to be very self-selecting, and we believe those who are applying fit better on our campus than in years in the past.

A number of our LLUH Schools are experimenting with a goodness-of-fit approach to admissions. Each student answers a series of questions that deal with their reasons for wanting to attend a faith-based institution and questions about their own spiritual life. On the basis of a student's answers to these questions, the admissions committee derives a goodness-of-fit score and only after the students are ranked on fit does the committee look at grades and entrance scores. This process is being experimented with, and we look forward to a similar adoption of practice throughout the institution.

2. *That the university intentionally develops and promotes university-wide social and outreach activities to enrich the student learning experiences (interviews).*

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Response: Recommendation — **Fulfilled**

The University provides highly successful intramural—men only—and co-educational athletic events. Sunday through Thursday evenings the Drayson Center sports fields are teaming with hundreds of students engaged in recreational team sports. Additionally, scores of students utilize the pools, exercise and weight rooms as well as ratchet ball, volleyball, tennis courts and tracks.

The University provides financial support for clubs and class activities on the condition that two or more entities (classes, schools, clubs, etc.) go together for the activity. This policy purposely supports our campus Interprofessional initiatives. Some of the famous social activities are the annual fall Welcome Back Bash in which attendance has increased from 2,000 students a few years ago and now exceeds 3,500 students. The annual campus Christmas party brings students, faculty and staff together in a very engaging evening of imported snow, horse drawn carriages, a visit from Santa, great photo opportunities, and plenty of goodies to eat.

A recent social activity is worthy of note. It is called the Bucket List Trips for students, especially for international students who wish to travel to the places like Zion National Park and the Grand Canyon.

The social life of our campus is considered to be part of Wholeness; and, therefore, we approach co-curricular and extra-curricular as part of our campus learning experience where we seek to integrate the traditional academic life with co-curricular activities. The following list consists of important integrated spiritual and social activities on campus:

University@Worship²¹ – A mid-week campus-wide worship event where values, concepts of wholeness, and mission-focused service are expressed²²

School Chapels - Many schools use the special school-specific chapels to highlight local and global mission outreach.

Religion in All Programs including Graduate Programs – Religion courses integrated in all graduate level and professional programs

Student Service Opportunities – a wide variety of mission opportunities for students to serve locally (CAPS²³) and internationally (SIMS²⁴)

Week of Renewal – A week of special worship opportunities for employees and students throughout all LLUH entities at the beginning of each year

²¹ **University@Worship:** <http://www.llu.edu/central/chaplain/live.page>

²² **University@Worship ChapelCasts:** <http://www.llu.edu/central/chaplain/chapelcasts.page>

²³ **CAPS:** <http://caps.llu.edu/>

²⁴ **SIMS:** <http://www.llu.edu/llu/sims/>

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Values in Practice (VIP) Program – A group of dedicated healthcare employees committed to champion our core values in their work areas

Cornerstones Leadership Retreats – Classes that focus on how to lead in a Seventh-day Adventist institution and explain how Adventist beliefs shape the way we provide healthcare and operate the organization

SOMA – A Friday night relational community worship event for students that follows the theme of University@Worship

CLEAR Whole Person Care Model – Development and implementation of educational systems to promote the model: Connect, Listen, Explore, Acknowledge, Respond

SOUL Spiritual History Tool – Sources of strength, Outlook on religion, Underlying life events, Links to care

Spiritual Leadership Renewal – A two day retreat for leaders of spiritual life and wholeness committees across LLUH to pray and worship together, to build community and to hear the spiritual vision of our LLUH executives

Spiritual Life and Wholeness Leadership Banquet – An annual opportunity for recognizing employees from all LLUH entities who receive Spiritual Life Service Awards and the Spiritual Leadership Award

Spiritual Life and Wholeness Conference²⁵ – An annual conference on interdisciplinary issues related to faith health and whole person care

Clergy Appreciation Breakfast – An annual outreach to community pastors to build a framework for the Faith and Health network

“I AM...” Hallway²⁶ – A collection of photographs of remarkable employees and patients, each one described by an “I am. . .” statement. In the center of the Medical Center hallway, the I Am statements of Jesus are displayed

Spiritual Messaging – Scripture verses and messages of hope displayed on digital signs and other media throughout campus

Spiritual Rounds – A partnership of an administrator with a spiritual care team member to conduct rounds for hospital staff, concluding with prayer

²⁵ **Spiritual Life and Wholeness Conference:** <https://myllu.llu.edu/newsoftheweek/story/?id=19926>

²⁶ **“I Am...” Hallway:** <http://rachelsjourney.blogspot.com/2012/01/i-am-hallway.html>

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LOV Stories²⁷ – Uplifting, true stories of “living our values” gathered from LLUH patients, caregivers, and staff showing how our core values are being lived out

Lunch Power – An inspirational half-hour when students eat lunch prepared by nutrition students and receive power from thought-provoking spiritual messages

Wil Alexander Wholeness Series²⁸ – A series of workshops in the areas of spiritual values, professional development, personal enrichment, and public awareness

Monthly Residence Hall Sponsored Meals – Free food and fellowship to provide physical and spiritual nourishment

Spiritual Life and Wholeness Research – CLEAR model validation study, School of Medicine longitudinal study, School of Dentistry Spirituality Perception study, Wholeness Climate Survey, Religion at the Bedside, SOUL spiritual history research

Spiritual Audiovisual Resources – Examples include “A Certain Kind of Light²⁹” documentary film on whole person care, “Values” video³⁰, “Spiritual Care at Work” video³¹

Mission Leader Scholarship Program – Specialized residency that prepares gifted chaplains to provide leadership in the organizations where they serve

Fourth-Year Medical Elective – An opportunity for students in the final year of their medical education to mature their skills in whole person care

Staff Support Programs – Staff Support Teams providing support in times of crisis and special needs

Serenity Square(s) – outdoor spaces for employees to be refreshed and renewed during their workday

²⁷ **LOV Stories:** <https://myllu.llu.edu/newsoftheweek/story/?id=20540>

²⁸ **Wil Alexander Wholeness Series:** <http://religion.llu.edu/wholeness/education-and-events/wil-alexander-wholeness-series-sahp>

²⁹ **“A Certain Kind of Light” video:** <https://vimeo.com/136564676>

³⁰ **“Values” video:** <https://www.youtube.com/watch?v=rseTpRXLbjY>

³¹ **“Spiritual Care at Work” video:** <https://www.youtube.com/watch?v=DZIHXXKWiArE>

Criterion 9: Public Relations and External Constituencies

The team recommended:

2. *That the Vice President for Enrollment Management and Student Services office develop a multi-year enrollment/recruiting plan which supports the institutional strategy and mission of the institution and respects other Seventh-day Adventist colleges/universities (interview).*

Response: Recommendation — **Partially fulfilled**

The Vice President for Enrollment Management works with University and School specific student recruiters. The Schools send University representatives go to each SDA College and University annually. Some schools make multiple trips each year to our feeder schools to advise, interview and recruit qualified SDA students. In addition to visiting our sister schools, recruiters from LLU visit faith-based schools in Southern California where students are typically highly motivated to attend graduate programs that share their values and provide a Christian learning environment.

Unfortunately, it is not likely that a five-year plan for enrollment can be established. The rapid development of new competing health science program in the region along with the reality that our most competitive and sought after degree programs are capped by their programmatic accreditors. Areas of potential growth in student numbers are often not advised since many of these programs have few after-graduation placement opportunities.

Growth at Loma Linda University will likely take place within online programs. The University has asked our Associate Provost to head up our extended campus initiative that will depend in part on developing policies and procedures that will enhance the quantity and quality of online programs. Additionally, growth in enrollment as well as program numbers will be led by affiliating with partner institutions coordinated through the new Division of Extended Education.

2. *That the Public Relations Office of Loma Linda University develop 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 (interview).*

Response: Recommendation — **Fulfilled**

Life at Loma Linda University Health changed dramatically when the institution realized it had to organize an aggressive campaign to raise the necessary funds to build two hospitals that must be in operation by 2020. Thus, all of LLUH's resources for branding, publications, advertising, publicity, and community relations have been necessarily centered on the subsequent Vision 2020 campaign. Although LLU has not been able to fulfill this 2010 AAA recommendation in the exact way it was originally intended, we believe we have actually exceeded the original intention. The Vision 2020 campaign, in fact, is sharing Loma Linda University Health's compelling story with a far wider public audience than ever before.

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This challenging campaign has used all of LLU's philanthropy, marketing, and public relations departments, led by the Senior Vice President for Advancement, to develop the LLUH brand that is based on our mission, vision, and values. There are multiple campaign materials including a series of "Vision 2020: The Campaign for a WHOLE Tomorrow" booklets each with its own theme. Together they create a compelling picture of Loma Linda University Health. Whole-person care is integrated throughout; however, one of the three campaign booklets is specifically dedicated to "The Future of Mission-Focused Education." The booklet is filled with testimonials, pithy comments, and inspiring photos all centered around LLU's Mission Focused Learning (MFL) concept in Figure 1:

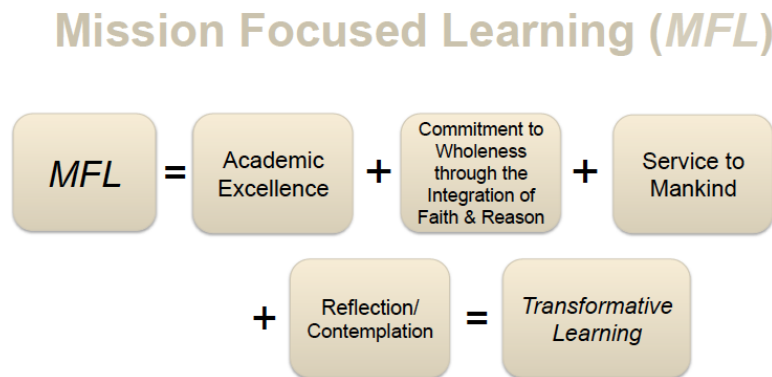


Figure 1: Mission Focused Learning

It could have been tempting for marketing and PR to try to make the university look more like others in order to reach a wider pool of potential funders. After all, LLUH needs to raise \$360 million out of a total \$1.4 billion. Nevertheless, LLUH did not take the expedient low road. Instead, we have done our best to be transparent about who we are, and, in addition to being committed to academic excellence, research, innovation, and more, we are earnest about living our mission that includes our faith. Dr. Richard Hart, LLUH President, said, "We stand on the shoulders of faith and science. We believe they are compatible and we are committed to both facets of our work" (Vision 202: The Campaign for a WHOLE Tomorrow – The Future of Mission-Focused Education, p. 1.).

Students' testimonies verify LLUH's goal to teach both faith and science as part of whole person care. One student noted, "Loma Linda University School of Nursing graduates nurses with a heart. When you get to pray with your instructor before giving your first injection – that makes you a different nurse" (Ibid, p. 15). Another student agreed, "In all my classes I see 'making man whole' a priority. The professors pray for us and teach us the importance of helping people. As a pharmacist, I'll be on the first line of health care and will let people see Christ through me. This is where I need to be" (Ibid, p. 17). Chaplains are also needed for whole person care: "I didn't start growing in my self-development until I got into the hospital. As the hospital adds new programs, it gives students more opportunities for that one-on-one interaction with patients. Your life changes when you see God work that way; to use you as an

empty vessel and let your love shine through. I can't wait for Vision 2020 to make more opportunities like that possible" (Ibid, a chaplain student, p. 21).

The AAA review team will be provided with a wide sample of marketing materials that will document how LLU's branding, publications, advertising, publicity, and community relations truly foster an understanding of the spiritual values of the institution and the commitment to living our mission: "Continue the teaching and healing ministry of Jesus Christ."

3. *That the Public Relations (PR) Office of Loma Linda University and the Web Committee work together in maximizing the online communication in sharing web-based PR materials (interview; observation).*

Response: Recommendation — **Partially fulfilled**

Loma Linda University Health has been challenged by the diversified web needs of our complex organization. The requirements of the healthcare side of our enterprise are often different from the needs of our eight schools on the University campus. The Web Center was recently restructured and is now in the midst of completely redesigning the all LLUH web sites through a series of releases and is working on the fourth release. Public Relations has played a major role in guiding the direction of Web Center's work with the schools, departments, and offices through membership on the many web steering and operations committees across the institution. In addition, many schools have a social media position that actively manages/leverages social media (web, Twitter, Facebook etc.)

CONCLUSION

It is our privilege to share how God has been blessing our efforts during the past five years since the AAA Site Visit of 2010.

This report has updated you on the progress made regarding the AAA team's recommendations concluding their last visit, and we are pleased to share the significant changes that have occurred in the life of Loma Linda University Health in the last five years.

Our report is embedded in our campus transformation plans that we call Vision 2020. Growing out of it is a renewed corporation-wide spirit of coming together in a movement called "One Loma Linda." Such a movement has fostered an unprecedented (at least in memory) opportunity to develop a corporation-wide single Spiritual Master Plan.

We look forward to your arrival and anticipate meaningful dialog during your visit. Please contact the Office of the Provost for additional materials needed at rcarter@llu.edu or 909-558-7616.

APPENDICES

WHOLENESS DEFINITION DEVELOPMENT

Process

Carla Gober, Chair of the Committee

Background: Currently three definitions are in use on the campus. The goal is to develop a campus-wide definition to be used in all entities within the corporation. Over the past two years, the Wholeness definition has been discussed through the process of the development of the Whole Person Care Model. In 2014, the Wholeness Definition Committee was formalized. Following is an account of the process over the last three months:

1. [01/2014] Invited various groups throughout the campus to submit definitions. Those definitions were analyzed.
2. Several definitions emerged, one of which was taken to focus groups (Wholeness is connecting head, heart and hand....")
3. Because of the negative feedback received from focus groups, the data were re-analyzed and the committee was divided into three working groups, out of which three definitions emerged and were ranked: Wholeness is...
 - a. Living well through a spiritual core and strengthened in community
 - b. Integration in the midst of fragmentation that touches all aspects of being
 - c. The harmonious interaction of all dimensions of life, integrated through a spiritual core and expressed in service
4. DECISION: To send the three definitions to Marketing with highest ranked first and the other two following.
 - a. GOAL: Marketing to consider all three along with comments provided by the corporation. Marketing to make suggested edits.
5. [05/05/14]Marketing group (Tony Yang, Danny Fontoura, Carla Gober, and Ray Tetz) considered the submitted information against the following categories provided by Ray: Roots (Where we came from); Culture (Who we are); Reputation (What we want to be known for); Promise (What others can expect)
6. SUGGESTIONS from Marketing
 - a. Tagline: *Optimal health in every aspect of life*
 - b. Definition: Loved by God. Whole in mind, body and spirit. Strengthened in community

7. Wholeness Definition Committee discussed pros/cons of “Optimal health in every aspect of life” and agreed on three themes to include in definition: *God, health, community*
8. DECISION:
 - a. Tagline: *Your Life. Transformed.*
 - b. Definition: Two definitions to consider
 - i. Loved by God, growing in health, strengthened in community
 - ii. Loved by God, growing in health, living with purpose in community
9. [06/14] Taken to ELC (Executive Leadership Council) Decision:
 - a. No need to move further with the tagline (marketing will take it from here)
 - b. Marketing to run the suggested definitions through focus groups
 - c. Take the suggested definitions to the following groups for feedback and **then return to ELC:**
 - i. Deans’ Council
 - ii. LLUMC Department Head Meeting
 - iii. LLUSS Department Head Meeting
 - iv. LLU Leadership Council
 - v. Spiritual Life and Wholeness Leadership Committee
 - vi. School of Religion
10. LLUH Community feedback needed on THREE definitions:
 - a. Loved by God, growing in health, strengthened in community
 - b. Loved by God, growing in health, living with purpose in community
 - c. Loved by God, growing in health, connecting in community
11. Deans’ Council – feedback obtained
12. [06/19/14] LLUMC Department Heads – feedback obtained through discussions with the group
13. LLUSS – feedback obtained – feedback obtained through discussions with the group
14. LLU Leadership Council – feedback obtained (online)
15. School of Religion – feedback obtained through discussion with the faculty group
16. Spiritual Life and Wholeness Leadership Committee – feedback obtained (online)
17. [02/02/14] Wholeness Definition Committee - voted to submit following to ELC for approval as final definition:

Loved by God, growing in health, living with purpose in community

Love=Context (We are all loved, whether we love back or not)

Grow=Movement (We all have some aspect of health and are growing)

Connect=Type of Movement (We need community for a journey of wholeness)

18. [10/21/14] Returned to ELC –

a. Final approval obtained for the following definition for wholeness: Loved by God, growing in health, living with purpose in community

b. Decisions:

i. To develop an accompanying academic version of the definition (School of Religion offered to do this – approved by ELC)

ii. To develop an accompanying paragraph for the definition (School of Religion to do this as well)

19. [12/2014] Definition shared with SR with the instructions to develop a *“Webster definition that includes familiar and particular LLUH SDA language and that unpacks (to some degree) what we mean by the three phrases of the definition.”* From here the following will take place:

FUTURE PLAN

20. Conference (01/16/15): To present the short version of the wholeness definition at the Spiritual Life and Wholeness conference. The definition will be “preached” at 10:30am on Sabbath morning January 17, 2015

21. All schools and other identified groups (to craft their own versions)

22. Definitions Committee to combine all versions

23. Following committees to review the combined version:

i. Deans’ Council

ii. LLUMC Department Head Meeting

iii. LLUSS Department Head Meeting

iv. LLU Leadership Council

v. Spiritual Life and Wholeness Leadership Committee

24. Return to ELC

25. May Board to approve both definitions (small and large)



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Whole Person Care Model, Spiritual History and Wholeness Definition History of Development

What is the background?

Throughout the history of Loma Linda wholeness, whole person care and spiritual assessment have been important. Various schools, disciplines and schools have integrated all three (wholeness, whole person care and spiritual assessment) into educational and clinical activities. Up to 2012 there was no corporate-wide understanding of wholeness, whole-person care, or a model or tool to guide teaching and practice. In addition, there have been questions of whether spiritual care and whole person care were similar or different concepts. Assessment of all three became challenging.

Who authorized the process?

In his role as Vice-President for Spiritual Life, Dr. Gerald Winslow encouraged the Center for Spiritual Life and Wholeness (a LLUH Center directed by Dr. Carla Gober) to: 1) the develop a spiritual history/assessment tool, 2) develop a definition for whole person care, and to 3) revisit the wholeness definition since there were several being used on the campus. The current document reflected the history of the development of all three projects (development of a definition for whole person care, a spiritual history tool, and the third (revisiting of the wholeness definition) continues throughout the next month, with an identified completion date of July, 2014.

What projects do the current documents represent?

- 1) Whole Person Care Model
- 2) Spiritual History Tool
- 3) Wholeness definition (to be completed by this summer)

Following is the process behind the development of the above three items

1. 2012 (Spring)
 - a. Discussion of all three projects and the similarities and differences between the terms.
 - b. Wholeness definition discussed.
2. 2012 (March) *First draft* of the whole person care model developed (CLEAR WPC Model)
3. 2012 (April – December). The model was refined and went through multiple revisions
 - a. Through open forums, online communities and focus groups, hundreds of employees throughout LLUH provided input.
4. 2013 (Sept – June of the next year) The CLEAR WPC Model was:
 - a. Incorporated into selected religion courses to assess how well the model worked in the educational setting.
 - b. Integrated into the orientation process of new employees (LLUHS)
5. 2013 The Spiritual History was:
 - a. Developed as a history tool, along with differentiating “history” and “assessment” (history being the shorter version that applies to all disciplines and “assessment” being larger and more discipline-specific).
 - b. Several acronyms were seriously considered for the Spiritual History Tool and all of them were integrated into teaching for the purposes of knowing which one was easier to teach and memorable for the students. The acronym SOUL was selected.
6. 2013 The four questions from the Spiritual History Tool were included in the emerging electronic medical record at LLUH (required documentation for new patients and optional documentation for physicians in Family Medicine)
7. 2014 (March) The process of development and testing (in the classroom and orientation of new employees) of both the Whole Person Care model and the Spiritual History Tool was complete.
8. 2014 (March) The CLEAR Whole Person Care Model and the SOUL Spiritual History Tool were approved by ELC for use throughout the corporation
9. 2014 Wholeness definition revisited
 - a. Various groups throughout the campus were invited to submit definitions.
 - b. Submissions analyzed through a qualitative method (for recurring themes)
 - c. Three potential definitions sent to Marketing for feedback – input integrated
 - d. DECISION: to form a definition around three themes: God, health and community
10. 2014 Two definitions emerged for consideration:

- a. Loved by God, growing in health, strengthened in community
 - b. Loved by God, growing in health, living with purpose in community
- 11. 2014 (May) The above two definitions taken to ELC for approval of the process
 - a. DECISION: to take the definitions through the following groups for comment: Deans Council, LLUMC Department Head, LLUSS Department Head, LLU Leadership Council, Spiritual Life and Wholeness Leadership Committee (feedback obtained from all May – July, 2014)
- 12. 2014 (June/July): One definition added through LLUH community feedback
 - a. **Loved by God, growing in health, living with purpose in community**
- 13. 2014 (October 21): Returned to ELC
 - a. Final approval obtained for the following definition for wholeness: Loved by God, growing in health, living with purpose in community
 - b. Decisions:
 - i. To develop an accompanying academic version of the definition (School of Religion offered to do this – approved by ELC)
 - ii. To develop an accompanying paragraph for the definition (School of Religion to do this as well)
- 2. [12/2014] Definition shared with SR with the instructions to develop a *“Webster definition that includes familiar and particular LLUH SDA language and that unpacks (to some degree) what we mean by the three phrases of the definition.”* From here the following will take place:

FUTURE PLAN

- 3. Conference (01/16/15): To present the wholeness definition and the SR academic version of it at the Spiritual Life and Wholeness conference. The definition will be “preached” at 10:30am on Sabbath morning January 17, 2015
- 4. All schools and other identified groups will then craft their own versions of the academic definition
- 5. Definitions Committee to combine all versions
- 6. Following committees to review the combined version:
 - i. Deans’ Council
 - ii. LLUMC Department Head Meeting
 - iii. LLUSS Department Head Meeting
 - iv. LLU Leadership Council
 - v. Spiritual Life and Wholeness Leadership Committee
- 7. Return to ELC
- 8. Board to approve both definitions (small and large)

Were there guidelines for the development of the projects?

Both the Whole Person Care Model and the Spiritual History Tool had to meet the following criteria:

- 1) measurable: assessable and researchable
- 2) memorable: easily remembered and identified by an acronym if possible
- 3) practical: usable in both educational and clinical settings
- 4) flexible: able to accommodate discipline-specific issues
- 5) teachable: easily used in the curriculum and educational venues

The Wholeness definition had to meet the following criteria:

- 1) Short and memorable
- 2) Useful for both marketing and research (wide usefulness)
- 3) Capture the breadth of what we mean by wholeness
- 4) Refer to “God” rather than simply “spirituality”
- 5) Reflect wholeness as a *process* rather than a static end point
- 6) Include a community aspect

Who developed the projects?

The development process incorporated the following people and groups:

1. *Online community*: Over 300 people throughout LLUH continually gave feedback on the various versions of the model
2. *Forum*: all of the above were invited, along with any others who wanted to give feedback, to a forum where there was open discussions around the projects
3. *Focus groups*: led by individuals within the working group
4. *Several student groups*: There was ongoing collaboration with students in the RELR 775 Art of Integrative Care Classes for medical students throughout several quarters (over 300 students over the time period)
5. *Consultants* (individuals): Elizabeth Johnston Taylor, Judy Storfjell, Adam Arechiga, Danny Fontoura, Olivia Moses, Barbara Hernandez, Don Sease, Tony Yang, Dora Barilla, Jerry Winslow, Wil Alexander, Harvey Elder, Ron Carter, Marilyn Eggers, Chintan Somaiya, Helen Staples-Evans, Nancy Testerman, Keith Wakefield (and many others)
6. *Consultants* (groups): deans, staff development, academic deans and educators, OWL Council, spiritual leadership group, administrative committee of the CSLW, LLUMC Department Heads, LLUSS Leadership group, LLU Leadership Group, LLU Deans Council, Executive Leadership Committee (ELC)

7. *Consultants* (outside LLUH): varied

8. *Working Group (Whole Person Care Model and Spiritual History Tool)*: A smaller group from throughout the corporation distilled all the input received from the larger groups (representing administration, clinicians, faculty, schools): Carla Gober (chair), Aly Benitez (Murrieta), Hazel Curtis (Murrieta), Vaughan Grant (CPE supervisor), Jim Greek (chaplain), Kris Lozano (CSLW), Fred Kasischke (dentistry), Iris Mamier (nursing), Kathy McMillan (employee spiritual life and wholeness), Renae Reiswig (staff development) Kelly Rolle (nurse educator), Terry Swenson (campus chaplain), John Testerman (medicine), Lance Tyler (chaplain)

9. *Working Group (Wholeness Definition)*: Carla Gober (chair), Aly Benitez (Murrieta), Hazel Curtis (Murrieta), Danny Fontoura (Wholeness Institute), Vaughan Grant (CPE supervisor), Jim Greek (chaplain), Kris Lozano (CSLW), Fred Kasischke (dentistry), Iris Mamier (nursing), Kathy McMillan (employee spiritual life and wholeness), Olivia Moses (Employee Health), Renae Reiswig (staff development) Kelly Rolle (nurse educator), Terry Swenson (campus chaplain), John Testerman (medicine), Lance Tyler (chaplain), Tony Yang (Public Affairs)

Has there been any publications or research regarding the two projects?

Carla Gober (accompanied by Kris Lozano) gave a poster presentation on the ongoing development of the Whole Person Care Model (McGill University in Montreal Canada in October, 2013). The Center has collected data for two research studies around the CLEAR WPC Model: 1) a validation study, and 2) a longitudinal reflective writing/whole person care study (in association with the School of Medicine). The following are in process: several articles, a book and a research project around collecting data from the four questions used in the SOUL Spiritual History included in the electronic medical record at LLUH.

Note: Eerdman's Publishing has just accepted a proposal by Carla Gober to write a book on the CLEAR Whole Person Care Model

What are the current and future activities regarding the two projects?

- Conference on Whole Person Care (January, 2015) – incorporating the model (this took place, with students and faculty from every school giving presentations on how they incorporate (or plan to incorporate) the model into their curriculum
- Orientation of all new employees using the WPC model – currently taking place for all new LLUHS employees; planned for all new LLU employees

- Grand Rounds around Whole Person Care (using the CLEAR model) 2014-2015 and 2015-2016.
- Simulation labs using the Whole Person Care Model – in all School of Medicine Art of Integrative Care courses and Wholeness for Physician courses
- Incorporation of the WPC model (and SOUL Spiritual History Tool) into all education (schools and health care) and clinical areas
- Development of workbooks and toolkits for individual (personal and patient), professional (healthcare givers in all disciplines) and entity use (healthcare and educational institutions)



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HEALTH

CLEAR Whole Person Care™ MODEL

LOMA LINDA UNIVERSITY HEALTH

CLEAR Whole Person Care™ model (short version)

*Creating an atmosphere of compassion exemplified by the
teaching and
healing ministry of Jesus Christ*

C: Connect

*Connecting intentionally with God, self, and
others*

L: Listen

*Being fully present in a sacred time of
sharing*

E: Explore

Inviting whole person conversations

A: Acknowledge

*Empathizing and communicating
understanding*

R: Respond

*Sharing resources that affirm strength and
offer hope*

(In order to encourage compassionate encounters that reflect the teaching and healing ministry of Jesus Christ, Loma Linda University health (LLUH) developed the *CLEAR Whole Person Care™* to guide healthcare conversations that engage the whole person.)

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CLEAR Whole Person Care™ model (expanded version)

C: Connect

Connecting intentionally with God, self and others

- Connect with:
 - God
 - Yourself
 - Patient* (personal and chart information)
 - Family members and others present (and helping them connect with each other)
 - Environment

L: Listen

Being fully present in a sacred time of sharing

- Listen without interrupting for at least one minute
- Listen with your eyes, ears, heart, and mind to the patient's story

E: Explore

Inviting whole person conversations

- Wellness & Lifestyle
- Context (Environment, culture, aesthetics)
- Resources (strengths, personal resources)
- Main concern(s)

A: Acknowledge

Empathizing and communicating understanding

- Validate patient (and the story/concern)

R: Respond

Sharing resources that affirm strength and offer hope

- Patient resources (integrate patient resources and strengths)
- Professional resources (treatment and referral)
- Caregiver resources (personal stories, prayer, etc.)
- Reflect (reflect on conversation, need for follow-up, and personal impact)

*refers to patient, client, or other term, as applicable

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AAA Recommendations for LLU 2010: 2015 Mid-term Status

Recommendation	Status	Report Page
Criterion 1: Philosophy, Mission and Objectives		
No recommendations	NA	p. 17
Criterion 2: Spiritual Development, Service and Witnessing		
2. <i>That the School of Religion include in the curriculum or religious experiences a witnessing component (observation).</i>	Fulfilled	p. 17
Criterion 3 – Governance, Organization, and Administration		
1. <i>*That the administration, while ensuring appropriate autonomy for the schools, continue to explore ways, including the role and function of the provost, to sustain the success of the university community in addressing mission, core values, and outcomes assessment (Site Team Resource Packet p. 12; interviews)</i> ¹	Fulfilled	p. 20
Criterion 4: Finances, Financial Structure, and Industries		
1. <i>That the administration increase the operating endowment so as to reduce tuition dependency (interview).</i>	Partially fulfilled	p. 23
2. <i>That the administration continue to strive for full funding of depreciation (1999 AAA Report; interview).</i>	Partially fulfilled	p. 24
3. <i>That the administration continue to aggressively reduce the debt load as funds become available (LLU Financial Administration Report to the Board of Trustees, August 2010; interview).</i>	No longer relevant	p. 24

¹ Major recommendation

Recommendation	Status	Report Page
Criterion 5: Programs of Study		
1. <i>That other clinical departments follow the example of the School of Pharmacy by making good use of the Learning Assessment Center for experiential learning opportunities (interviews).</i>	Fulfilled	p. 24
2. <i>That administration hires additional staff for institutional research so that the university might better manage outcomes assessment for it's many initiatives (interview, observation).</i>	Fulfilled	p. 25
3. <i>*That the administration consider hiring or training someone in CQI who is capable of leading out in methods and tools of continuous quality improvement e.g. 90 day plans, rapid cycle improvement, plan-do-study-act (PDSA), lean methodologies, six sigma, approach-deployment-learning-integration (ADLI) and so forth (interviews).</i>	Fulfilled	p. 26
Criterion 6: Faculty and Staff		
1. <i>That further efforts be made to retain SDA workforce and increase the percentage of SDA employees. A strategic plan of how to achieve five per cent increment per quinquennium can be developed (employee denominational affiliation document).</i>	Not fulfilled	p. 27
2. <i>That the Board and administration proceed expeditiously to fill the vacant vice president positions (LLU Organizational Chart; interviews).</i>	Not fulfilled	p. 29
Criterion 7: Library and Resource Centers		
1. <i>That the administration review staffing levels in the library, benchmarked against similar institutions, so as to meet the needs for on-campus and extension programs (interviews).</i>	Partially fulfilled	p. 29
2. <i>That the library in general and the liaison with the School of Religion in particular, continue to work with the university administration and with other entities on campus in the direction of strengthening the participation and role of the library in future versions of the Spiritual Master Plan (observation).</i>	Fulfilled	p. 30

Recommendation	Status	Report Page
Criterion 8: Student Services		
1. <i>That all schools utilize or incorporate the general on-line application process features which help match prospective students to university mission and culture (Self-study pp. 31-32; interview).</i>	Fulfilled	p. 30
2. <i>That the university intentionally develops and promotes university-wide social and outreach activities to enrich the student learning experiences (interviews).</i>	Fulfilled	p. 30
Criterion 9: Public Relations and External Constituencies		
1. <i>That the Vice President for Enrollment Management and Student Services office develop a multi-year enrollment/recruiting plan which supports the institutional strategy and mission of the institution and respects other Seventh-day Adventist colleges/universities (interview).</i>	Partially fulfilled	p. 34
2. <i>That the Public Relations Office of Loma Linda University develop 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 (interview).</i>	Fulfilled	p. 34
3. <i>That the Public Relations (PR) Office of Loma Linda University and the Web Committee work together in maximizing the online communication in sharing web-based PR materials (interview; observation).</i>	Partially fulfilled	p. 36

Sample Categories of IR Reporting

The following are some of the reports that have been developed and currently available online (password protected).

Student Status

- ◆ Entering cohort by year
- ◆ Current status of the student
- ◆ Credits completed
- ◆ Time to graduation
- ◆ Retention rate
- ◆ Attrition
- ◆ Race
- ◆ Gender
- ◆ Ethnicity
- ◆ Campus

Day 10 Census

- ◆ Academic Year
- ◆ Term
- ◆ Campus
- ◆ School
- ◆ Department
- ◆ Program Degree
- ◆ Credit Hours
- ◆ Residency
- ◆ Citizenship
- ◆ Academic Level
- ◆ First term in program
- ◆ Status
- ◆ Religion
- ◆ Age
- ◆ Gender
- ◆ 10 year trend

LLU Faculty

- ◆ School
- ◆ Department
- ◆ Tenure Status
- ◆ Appointment Type
- ◆ Employer
- ◆ Pay Status
- ◆ Age
- ◆ Gender
- ◆ Ethnicity
- ◆ Faith
- ◆ Rank

Program Length

- ◆ FOS
- ◆ CIP
- ◆ Level
- ◆ School
- ◆ Program
- ◆ Parameter Code

Applications, Acceptance and Enrollment

- ◆ Year
- ◆ Academic quarter
- ◆ School
- ◆ Degree
- ◆ Department
- ◆ Academic Level
- ◆ Citizenship
- ◆ Concentration
- ◆ Faith

Non-Matriculants

- ◆ School
- ◆ Degree
- ◆ Program
- ◆ Concentration
- ◆ Citizenship
- ◆ Faith

Acceptances

- ◆ Race
- ◆ Undergraduate GPA
- ◆ School
- ◆ Gender
- ◆ Age Group
- ◆ Ethnicity

LLU Teaching Load

- ◆ Instructor
- ◆ Academic Year
- ◆ Term
- ◆ Campus
- ◆ School
- ◆ Department
- ◆ Course ID

Graduation Rates

- ◆ Degree
- ◆ Department
- ◆ Cohort
- ◆ Religion
- ◆ Citizenship
- ◆ Country of Birth
- ◆ Race/Ethnicity
- ◆ Gender
- ◆ Marital Status
- ◆ Age Group

Time to Degree

- ◆ School
- ◆ Level
- ◆ Year Graduated
- ◆ Degree
- ◆ Department
- ◆ Religion
- ◆ Citizenship
- ◆ Country of Birth
- ◆ Race
- ◆ Ethnicity
- ◆ Gender
- ◆ Marital Status
- ◆ Age Group

Financial Aid

- ◆ Academic Year
- ◆ Term
- ◆ Program
- ◆ School
- ◆ Class
- ◆ Academic Level Code
- ◆ Total Aid

Grades by Course or Instructor

- ◆ Instructor
- ◆ Academic Level
- ◆ Academic Year
- ◆ Term
- ◆ Academic Load

LLU Catalog Course List

- ◆ Subject
- ◆ School
- ◆ Course ID
- ◆ Academic Year
- ◆ Academic Year
- ◆ Course Status
- ◆ Course Title

LLU Applicant Test Scores

- ◆ Academic Year
- ◆ School
- ◆ Test Taken

Student Type Classification

- ◆ Academic Year
- ◆ Campus
- ◆ Student Type
- ◆ Level
- ◆ Program
- ◆ Concentration
- ◆ School
- ◆ First Term
- ◆ Student Type Code
- ◆ Degree

Acceptance Ratios

- ◆ Year
- ◆ Academic quarter
- ◆ Age Group
- ◆ Degree
- ◆ Department
- ◆ Academic Level
- ◆ Citizenship
- ◆ Concentration
- ◆ Student Type
- ◆ Faith
- ◆ Country of Birth
- ◆ Race
- ◆ Ethnicity
- ◆ Gender
- ◆ Marital Status

Degrees Awarded

- ◆ Degree title
- ◆ School
- ◆ Program
- ◆ Academic Year

Degrees by Criteria

- ◆ Academic Year
- ◆ School
- ◆ Program
- ◆ Degree
- ◆ Race – LLU
- ◆ Ethnicity
- ◆ Gender
- ◆ Race – Fed
- ◆ Campus
- ◆ State

Alumni by Year Graduated

- ◆ Name of Graduate
- ◆ Degree Title
- ◆ School
- ◆ Program
- ◆ Academic Year

Wholeness Survey

- ◆ School
- ◆ Department
- ◆ Academic Year

Grade Trends

- ◆ School
- ◆ Level
- ◆ Year Graduated
- ◆ Degree
- ◆ Department
- ◆ Religion
- ◆ Citizenship
- ◆ Country of Birth
- ◆ Race
- ◆ Ethnicity
- ◆ Gender
- ◆ Marital Status
- ◆ Age Group

Grades by Race

- ◆ Ethnicity
- ◆ Religion
- ◆ Instructor
- ◆ Term
- ◆ Degree
- ◆ School
- ◆ Program
- ◆ Course ID
- ◆ Level
- ◆ Gender
- ◆ Course Registration Status

LLU Financial Trends

- ◆ Fund
- ◆ Organization
- ◆ Account
- ◆ Category
- ◆ Budget

Distance Education

- ◆ Metric
- ◆ School
- ◆ Program
- ◆ Course ID

LMS: Canvas Interaction Logs

- ◆ Designer
- ◆ Observer
- ◆ Student
- ◆ TA
- ◆ Teacher
- ◆ Course ID

WSCUC Redemption Rates





















- ◆ 2008-2015

CLIMATE SURVEY

School:

All Results

Survey #	#	Question	Num Of Responses	Non N/A Responses	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Ave	Total Negative	Total Positive	Total Not Negative
Students 1st Term	1	I easily found needed information about LLU on the LLU website (llu.edu).	1450	1449	1	11	96	212	671	459		4.02	7.4%	78%	92.6%
Students 1st Term	2	Communication with LLU prior to enrollment was personal, timely and focused on my needs and interests.	1446	1432	14	10	39	165	555	663		4.27	3.4%	85.1%	96.6%
Students 1st Term	3	Applying online was easy.	1445	1433	12	6	36	143	609	639		4.28	2.9%	87.1%	97.1%
Students 1st Term	4	After I submitted my application, I was well informed of my application checklist status.	1448	1439	9	11	65	153	552	658		4.24	5.3%	84.1%	94.7%
Students 1st Term	5	My registration holds were clearly defined.	1447	1440	7	11	49	193	616	571		4.17	4.2%	82.4%	95.8%
Students 2nd Term	6	My transferred documents (transcripts, etc.) were received and processed without incident.	876	796	80	14	34	68	252	428		4.31	6%	85.4%	94%
Students 2nd Term	7	LLU provides timely documents and processing for international students. (International)	856	316	540	2	4	49	98	163		4.32	1.9%	82.6%	98.1%
Students 2nd Term	8	The LLU Financial Aid application process was straightforward.	875	779	96	18	60	137	322	242		3.91	10%	72.4%	90%
Students 2nd Term	9	The online registration process was hassle-free.	878	868	10	20	87	166	332	263		3.84	12.3%	68.5%	87.7%
Students 2nd Term	10	I was able to process financial aid online without needing to request special assistance.	877	771	106	24	101	162	295	189		3.68	16.2%	62.8%	83.8%
Students 3rd Term	11	Enrolling in the student health plan is clear and convenient.	1058	970	88	34	80	232	358	266		3.76	11.8%	64.3%	88.2%
Students 3rd Term	12	My experience at the Student Health Center (Evan's Hall) was positive.	1054	833	221	10	35	185	326	277		3.99	5.4%	72.4%	94.6%
Students 3rd Term	13	When I had a problem, I felt I was treated fairly and with due process.	1052	810	242	10	21	182	340	257		4.00	3.8%	73.7%	96.2%
Students 3rd Term	14	If/When I have a problem, I know an administrative person that I can go to for help.	1057	964	93	31	76	202	358	297		3.84	11.1%	67.9%	88.9%
Students 3rd Term	15	Food is available to me on campus if I need it.	1059	1008	51	38	81	165	416	308		3.87	11.8%	71.8%	88.2%
Students 4th Term	16	University residence halls provide a safe and enjoyable living environment.	1163	525	638	6	10	97	192	220		4.16	3%	78.5%	97%
Students 4th Term	17	The LLU intranet site (myllu.edu) is easy to use and provides needed information.	1165	1139	26	27	94	212	520	286		3.83	10.6%	70.8%	89.4%
Students 4th Term	18	Questions on my bill were answered helpfully.	1158	943	215	11	55	208	423	246		3.89	7%	70.9%	93%

Students 4th Term	19	The staff, professors and administrators show respect for cultural diversity.	1162	1132	30	5	12	96	497	522		4.34	1.5%	90%	98.5%
Students 4th Term	20	Student personal counseling assistance is available to me if I need it.	1165	994	171	4	19	147	438	386		4.19	2.3%	82.9%	97.7%
Students 5th Term	21	The registration personnel were respectful and helpful.	1082	961	121	3	17	128	416	397		4.24	2.1%	84.6%	97.9%
Students 5th Term	22	LLU provides adequate available parking.	1082	1039	43	278	268	182	183	128		2.63	52.6%	29.9%	47.4%
Students 5th Term	23	LLU offers quality dining experiences.	1078	996	82	44	109	271	390	182		3.56	15.4%	57.4%	84.6%
Students 5th Term	24	The prospective student website accurately reflects the spiritual life and values that I have experienced at LLU.	1084	1021	63	11	22	208	477	303		4.02	3.2%	76.4%	96.8%
Students 5th Term	25	LLU enforces parking violations with respect and courtesy.	1084	934	150	63	104	292	284	191		3.47	17.9%	50.9%	82.1%
Students 6th Term	26	The living expense budget of the financial aid package was adequate for my needs.	802	666	136	61	105	183	227	90		3.27	24.9%	47.6%	75.1%
Students 6th Term	27	University billing policies seem reasonable.	798	764	34	38	83	288	274	81		3.36	15.8%	46.5%	84.2%
Students 6th Term	28	LLU provides quality small group study space.	803	763	40	38	91	184	322	128		3.54	16.9%	59%	83.1%
Students 6th Term	29	LLU keeps me adequately informed of campus events and activities.	801	793	8	7	18	114	430	224		4.07	3.2%	82.5%	96.8%
Students 6th Term	30	The University administration is sensitive to student life concerns.	801	776	25	22	35	208	366	145		3.74	7.3%	65.9%	92.7%
Students 7th Term	31	The University Libraries support my learning and research needs.	931	889	42	12	34	159	388	296		4.04	5.2%	76.9%	94.8%
Students 7th Term	32	LLU provides quality athletic and physical exercise facilities and programs.	930	900	30	8	29	130	373	360		4.16	4.1%	81.4%	95.9%
Students 7th Term	33	Library space for group learning is adequate.	932	876	56	45	103	180	332	216		3.65	16.9%	62.6%	83.1%
Students 7th Term	34	Academic tutoring and assistance are available to me if I need them.	929	844	85	13	57	217	332	225		3.83	8.3%	66%	91.7%
Students 7th Term	35	LLU encourages my involvement in community service.	933	918	15	5	17	117	407	372		4.22	2.4%	84.9%	97.6%
Students 8th Term	36	LLU encourages my involvement in international service.	2408	2350	58	32	74	400	1009	835		4.08	4.5%	78.5%	95.5%
Students 8th Term	37	LLU provides places to hang out.	2398	2340	58	131	292	637	855	425		3.49	18.1%	54.7%	81.9%
Students 8th Term	38	I feel physically safe when on the LLU campus.	2409	2387	22	28	67	339	1070	883		4.14	4%	81.8%	96%