

Loma Linda University Self-Study



*Submitted to:
The Accrediting Association of
Seventh-day Adventist Schools, Colleges, and Universities*



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Introduction

A Vision of Healing and Faith

When Merritt Kellogg and his family joined the wagon train to the West in 1859, he symbolized what was to come. As the first Adventist family in California, he immediately set about sharing his faith, and two years later he had fourteen converts. Soon after, he sent an appeal on behalf of the group to the General Conference, appealing for a minister. His request was accompanied by a donation of \$133 in gold, a considerable amount for the time. The GC responded that sadly they had no one to send, but they did keep the gold...

Undeterred, Merritt returned back east in 1867 to plead his case to the General Conference in session. Sadly, he arrived too late, so he stayed on until the following session the next year. Significantly during this time, he took the opportunity to gain medical training—at the time a six-month course qualified him as a doctor! But the vision is there—healing and faith must go hand in hand. He put his vision into practice, helping to stem a smallpox epidemic with the use of natural remedies and the promotion of a healthy lifestyle. He was successful in persuading the GC to send help, and in 1868 John Loughborough and Daniel Bourdeau began their successful evangelistic work in the San Francisco area.

In 1877 Merritt was instrumental in starting the Rural Health Retreat, later to become the St. Helena Sanitarium, and then in 1893 he accepted a call from the GC to work as a medical missionary in the South Sea Islands.

Why is all this important to us today? Because in this intrepid adventurer who started his career as a carpenter, we see a visionary who wanted to share his faith and heal his fellow human beings. He worked as a medical missionary, held evangelistic meetings, and designed the plans for a healthcare institution.

This is the background of the Loma Linda experience. The early pioneers saw the links between physical health and spiritual health. As far back as 1892 Ellen White was writing, “I am deeply interested in the subject of medical missionary work and the education of men and women for that work.” She went on to say, “I have been surprised at being asked by physicians if I did not think it would be more pleasing to God for them to give up their medical practice and enter the ministry. I am prepared to answer such an inquirer: If you are a Christian and a competent physician, you are qualified to do tenfold more good as a missionary for God than if you were to go forth merely as a preacher of the word.” {CH 503-4}. Such an answer probably surprised and alarmed the brethren at the time.

So much so did she see the importance of the vision of healing and faith that she even went out on a limb in terms of securing the Loma Linda property, previously known as “Mound City.” She countermanded the order by telegram from the General Conference not to make a deposit on the property, instructing John Burden, the local agent, “Your letter has just been read. I had no sooner finished reading it than I said, ‘I will consult no one; for I have no

question at all about the matter.' I advised Willie to send you a telegram without spending time to ask the advice of the brethren. Secure the property by all means, so that it can be held..." {PH061 2-3}.

Such clear forward thinking not only secured the property, but also secured the vision. Loma Linda was to be the place where physicians and ministers trained together. "With the possession of this place comes the weighty responsibility of making the work of the institution educational in character. Loma Linda is to be not only a sanitarium, but an educational center. A school is to be established here for the training of gospel medical missionary evangelists..." {LS 406.1}.

In 1925, a leader in the influential Association of American Medical Colleges (AAMC), Dr. Fred Zapffe, had visited the forerunner of Loma Linda University and send an amazingly affirming letter stating: "In my travels I have come across many a medical school operated by a Christian denomination; but never have I come across such a one as you are operating here along the highest scientific and professional lines, and yet motivated and characterized by the religious ideals you hold as a people." (Fred Zapffe, Letter from Association of American Medical Colleges to the College of Medical Evangelists, quoted in *The Medical Evangelist*, December 31, 1925.) This journal is archived in the special collections of Loma Linda University's Webb Library. And this was truly a vision that founders of this health-care institution had in mind as they visioned "the medical school at Loma Linda is to be of the highest order." White continued that the school is "properly qualifying young men and young women to do the work of a physician". (Ellen G. White, "A Medical School at Loma Linda," *Advent Review and Sabbath Herald*, May 19, 1910, pp. 17-18.)

This is our continuing vision—a place where healing and faith come together as we share the good news of our gracious God who heals us.

As former LLU Vice President for Mission and Culture expressed it recently:

"Today, in a world with unusual challenges to human health and the human spirit, Loma Linda University's mission to "continue the teaching and healing ministry of Jesus Christ" takes on new meaning. The need to prepare health care professionals and scientists dedicated to service has never been greater. The reasons to provide such education in ways that bring together the best of science and the best of faith have never been more compelling. In the decades since Adventists' health and education ministry began in Loma Linda, the science and technology of health care has changed dramatically. There is far greater emphasis now on the prevention of disease and the promotion of healthful ways to live. During these same decades, the Adventist understanding of faith has also matured, becoming less sectarian, more inclusive, and more willing to learn from the rich insights of faith in other traditions. What has remained constant, however, is the conviction that authentic faith of Adventist Christians should result in practical benefits for all dimensions of human health. Loma Linda University continues to be a place where this conviction can be tested in the crucible of the world's needs for health and for

meaning.” (Gerald Winslow, “Loma Linda University’ Culture of Faith and Healing”, (Unpublished Paper, 2020). ([Culture of Faith and Healing, Appendix 1.1](#))

Loma Linda University’s (LLU) self-study for the Adventist Accrediting Association (AAA) is organized into three sections beginning with LLU’s history and institutional responses to the 2015 AAA recommendations. The second section provides a response to the AAA areas of review. The third section highlights the work LLU has embarked on to strengthen the impact of the mission, vision, and values through the One Loma Linda theme. The theme – One Loma Linda (OLL) – recognizes the extreme challenges facing higher education and healthcare both nationally and worldwide. To be true to the Mission, Vision, and Values, and realize our motto “To make man whole,” all entities of the institution must work together with grit, passion, perseverance, and innovation to meet the forces that normally drive entities towards siloes and reduced effectiveness.

The One Loma Linda theme was selected for its focus on student success, but recognizes that success must extend to all employees, patients, and to the institution. Simply stated, the goal of OLL is to create enhanced institutional synergy. It speaks to the increasing need for profound cooperation across the numerous, complex, and dynamic components of Loma Linda University Health (LLUH). We are dedicated to being united in Christian purpose, providing corporate structures that allow appropriate autonomy for corporate members, while creating alignment that allows new levels of systems cooperation.



Loma Linda University – New hospital opened in summer 2021

Much of the primary content of our AAA self-study report is found in the documents prepared for our institutional accrediting body, WSCUC. We are delighted to offer these documents ([“Thematic Pathway to Reaffirmation of Accreditation” WSCUC 2020](#)) with our AAA self-study material to make the point that we have openly and enthusiastically shared with WSCUC our Christ-centeredness and Seventh-day Adventist commitment to the journey of integrating faith, reason, and spirituality with health science professionalism.

Section A: Institutional Response to the 2015 AAA Recommendations

Loma Linda University is pleased that the visiting committee in 2015 found that LLU had made substantial progress in addressing the recommendations from the 2010 site visit. Overall, in 2015, just two of 17 recommendations from 2010 remained partially fulfilled and none were unfulfilled. Following is LLU's response to the two remaining partially fulfilled recommendations.

Recommendation No. 1:

"That the Vice President for Enrollment Management and Student Services office develop a dynamic multi-year enrollment/recruiting plan which would support the institutional strategy and mission of the institution and would be updated every year."

Response:

For decades LLU has focused student recruitment on SDA students attending Adventist Colleges. Representatives from LLU were sent to each NAD college and university campus to meet with prospective students to describe academic opportunities at LLU.

All large Adventist campuses and smaller colleges with many health-science-oriented students have received LLU representatives annually and often multiple in-person visits per year. LLU's eight schools, working semi-autonomously within LLU, have sent their school-specific recruiters repeatedly to each sister campus yearly. Twenty or more years ago, larger Adventist campuses would see up to seven LLU school recruiters per year coming to encourage students to apply to Loma Linda.

Some LLU schools would send recruiters multiple times per year. Too often though, trips were not coordinated, and LLU school representatives would arrive on campus and be unaware that other LLU Schools were recruiting at the same campus. The former VP for Enrollment Management and Student Services hired and trained recruiters out of his office to represent multiple LLU Schools for visits to sister campuses and attempted to coordinate who was visiting the various campuses at any one time. Our practice of focused in-person recruitment of Adventist students on Adventist campuses continues (with Covid-era modifications). Recruitment of Adventist students not attending Adventist schools has been challenging.

The number of SDA applicants to LLU has dropped over the past decade as the number of students in our Adventist educational system has dropped. More sister SDA schools have grown their health-science degree offerings. For the past two decades, LLU has increasingly visited other than Adventist regional faith-based schools, providing them with marketing materials about our academic programs and Spiritual commitments. LLU recruiters from

central administration and schools have recruited at faith-based schools and have participated in admissions fairs on many campuses of other faiths.

Loma Linda University's commitment to training qualified Adventist students is unwavering. We also believe that the particular message of healing and whole-person care is a unique ministry that we want to share with the world and welcome all people of faith to participate in our educational and lifestyle training.

The Office of Student Experience (OSE), which has replaced Enrollment Management and Student Services, plays a key role in fulfilling the mission of Loma Linda University Health “to continue the teaching and healing ministry of Jesus.” In our shared quest “to make man whole,” we seek to recruit, train, and inspire students to live the LLUH values of compassion, wholeness, humility, integrity, justice, teamwork, and excellence within the framework of the Seventh-day Adventist Church.

The crucial role the OSE plays can only be understood within the broader context of LLU’s parent organization, the Seventh-day Adventist Church. By responding to the need for skilled Christian health professionals and scholars, we strive to embrace and embody the values of the SDA Church and its commitment to awakening inquiry. Furthermore, we are compelled by a prophetic calling to proclaim “the eternal gospel” as heralded by the three angels in Revelation 14:6–12. These messages are given to prepare the world for the Second Coming of Jesus, and as such, remain central to our calling and mission.

The narrative provided in Area 6 of this self-study is to tell the LLU story of the student’s experience of being recruited, trained, and finally, inspired to fulfill their sacred calling to advance the teaching and healing ministry of Jesus. In each section we will consider LLU’s dream, the challenges, and our plan moving forward.

Central to our enrollment strategy is our commitment to the Pipeline and Pathways Programs and our preferred feeder system of the SDA colleges and universities. LLU recruiters regularly visit the campuses of our sister schools to nurture close ties with the local faculty advisors and perspective students. Furthermore, LLU gives preference to all SDA students. This priority given to SDAs is strategic and significant—particularly in competitive programs like medicine and dentistry where capacity is limited.

To realize our goal of increasing enrollment, we anticipate the primary growth will be online. The potential for doubling enrollment using a virtual modality is exponentially greater than LLU’s capacity to create the necessary infrastructure to support twice as many on-campus students. Thus, the OSE continues to work closely with both the president and the provost in supporting “The Pivot.” The OSE is specifically focused on addressing the inherent challenge of providing every online learner with the unique “LLU experience.” ([OSE Plan, Appendix 1.2](#))

Recommendation No. 2:

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.

Response:

For decades the functions of recruitment and marketing were combined under the VP for Enrollment Management and Student Services. Progress towards developing marketing materials and a university centric website was made despite the rapid evolving advances in web design, social media and internet marketing science. During the past decade a team of experts in marketing was hired and developed to focus on the very successful Vision 2020 philanthropy campaign that raised more than four hundred seventy million dollars for Campus Transformation. The primary marketing target was to build the new hospital with its two towers for adult and children services. With God's blessings and tremendous support from the community and alumni the new facilities are providing quality whole-person care. It became clear that the new Marketing and Communications (Marcom) team had the marketing expertise that the University needed. A restructuring of many support systems ranging from grounds to auditing and including Philanthropy and Marcom were placed into an expanding enterprise called Shared Services.

Shared Services-based Marcom in the last few years has begun adding university web-design and a marketing campaign to their portfolio. The first phase was to set standards for university webpages, while developing a campaign to inform the community that LLUH was a comprehensive Academic Health Sciences institution, that we were a thriving university. The resulting "Heroes Made Here" campaign appears successful and is well appreciated. The next Marcom initiative is to market specific academic programs within the eight university schools. Key growth areas have been carefully identified and various marketing materials are currently in the production phase.

Shared Services has hired an additional marketing expert to be dedicated to the University and works closely with the OSE. This individual is trained in Lean Six Sigma processes and has guided the University through projects that are studying our recruitment and marketing challenges. Furthermore, we have contracted an outside consulting group, Simpler, that is currently analyzing our marketing, recruitment, admissions, and records processes for the purpose of increased efficiency and for a positive Christ-centered student experience.

Section B: Response to the Seven Standards

Area 1: Mission and Identity

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

The Loma Linda University (LLU) motto, mission, and vision statements are often referred to in verbal and written communications about the campus and its programs. They have been consistent for decades and are known by faculty, staff, and students. Our motto - "To Make Man Whole" has been copied and modified by many other institutions. ([Mission, Vision and Values | Loma Linda University Health](#))

In preparation for the AAA visit and in cooperation upon a request from the Spiritual Executive Leadership Committee, the School of Religion has developed the following expansion of LLU's mission statement during Autumn 2021 quarter:

Loma Linda University exists to continue the teaching and healing ministry of Jesus to a hurting and broken world. As a Seventh-day Adventist Christian health sciences institution, this mission is motivated, animated, and sustained by key theological convictions.

The God who is misrepresented and misunderstood has been revealed by Jesus. Love is central to God's will and God's ways, and that love for others cannot be separated from love for God. The expression and experience of this love is a dynamic and growing reality in the world and will one day, when he returns, be a way of life for everyone. This anticipation nourishes hope in a day when all things will be renewed, and needless suffering and death will be eliminated.

Jesus' healing ministry was a demonstration of God's love and healing power. In the tradition of the Hebrew prophets who proclaimed God's justice as care for the poor, the widow, the fatherless, and the migrant, and resistance to the social conditions that produce inequity, Jesus welcomed and extended healing to all who had need, especially to "the least of these." God's love and care extends deeply into all aspects of creation; Jesus drew many of his teachings from nature and taught that God notices even the sparrow that falls.

Jesus' ministry was empowered by rhythms of rest and work, as well as prayer and action. He continues to invite his busy followers to "come rest awhile" and experience true Sabbath rejuvenation. Jesus chose to heal on the Sabbath to demonstrate God's presence to those who feel it the least.

Jesus' teaching and healing ministry stood in contrast to much of the social and religious norms of his day, and the reaction and opposition to it, which led to Jesus' death, demonstrates that humans are often at odds with his distinct understanding of God's love and justice. Jesus' resurrection, however, affirms this understanding to be the ultimate revelation and

demonstration of God’s love and justice. In Jesus, God the Creator, Sustainer, and Redeemer of all things, has, in a permanent embrace, become intimately involved with humanity and all that has been created.

And as Jesus promised, through the work of the Spirit, God continues to be at work in the world in many ways. In and through the diverse communities that have been called into Jesus’ way, the Spirit continues to invite individuals to freely respond to God’s love in faith and to express it more fully and consistently in their lives. As they experience personal healing and wholeness, they extend physical, psychological, social, and spiritual restoration to those around them, while also working to prevent, when possible, illness and suffering before it begins.

The Spirit leads to the renewed expression of these convictions in new contexts and enables new and deeper understanding of present truths, both timeless and timely, in all domains of inquiry.

Results of surveys of current students, faculty and staff, Board members, and alumni regarding perceptions of the effectiveness of the institution in meeting its mission and objectives Questions 1-15 of the Wholeness Climate Survey (2016-2020) provide evidence of LLU’s commitment to all students (current and former) knowing and embodying our motto to “Make Man Whole” and our mission to “Continue the teaching and healing ministry of Jesus.” ([Survey Results, Appendix A1.1](#))

LLU continues to support and collaborate with many SDA institutions worldwide through hosting off-campus programs, shared faculty and courses, accreditation visits, and faculty development efforts.

Students for International Mission Service (SIMS) exemplifies LLUH’s commitment to global service, incorporating international service opportunities into academic curriculum to prepare health professions students for a career of effective global service and to promote the health of global communities. SIMS’s mission is to provide students with high-quality service-learning opportunities empower them to become caring, competent, and socially responsible health professionals who value service as a lifelong process. Throughout the year, SIMS organizes short-term mission service trips around the globe for groups of students and health professionals. SIMS teams are interdisciplinary and composed primarily of LLU students from various schools and programs. Other LLUH volunteers may participate in a trip depending on available space. ([SIMS Dashboard, Appendix A1.2](#))

Through its publications and faculty teachings, LLU is often the leader in social trends and understanding. Its community and global activities are

SN Argentina 2018 TRIP PROJECTS & ACTIVITIES

I had an experience of a life time! Blessed to go to a school with such genuine faculty and opportunities such as this one to help us grow in our career but our cultural awareness & diversity!

SIMS Mission Trip - student response

exemplary for other institutions. Students incorporate these commitments and share with their future places of employment.

The continued decline in SDA higher education enrollment in the US is of great concern to LLU, as our preferred "pipeline" of Adventist students continues to shrink. We are making efforts to identify and recruit mission consistent students from other sources while also working to strengthen our SDA educational network through our EXSEED program.

The University's view of institutional integrity is influenced by traditional doctrines and social practices of the Seventh-day Adventist church. Fundamental to these beliefs is the view that God created persons for whom the spiritual, emotional/relational, intellectual, and physical characteristics of life are constitutive of a multidimensional unity. The University's articulation of this multidimensional unity with the belief that God is the creator and sustainer of the universe, and that man's highest development includes an understanding of each individual in his/her relationship to God and society. As such, appreciation for the interactive effects of organizational behavior and individuals' personal learning has guided the University to place high priority on establishing an environment favorable to educating competent, ethical, and compassionate professionals and scholars--capable of respecting and addressing the needs of diverse populations. This dedication to "wholeness" provides a conceptual framework underpinning the University's operationalization of integrity and fairness by guiding the development and continuous renewal of policies and practices.

[AAA CFR Evidence Dashboard](#)

SN BS Nursing SN

202103

I have never been to school or university with such high regard for my wholeness. I feel the support, concern, and love from the staff, professors, and my cohort. This establishment shows true wholeness through Jesus Christ with a wonderful diverse and love for each one of its students.

Wholeness Survey - student response

Area 2: Spiritual Development, Service, and Witness

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

Spiritual Plan

The Spiritual Plan (2021–2025) of Loma Linda University Health (LLUH) is the result of a sustained and collaborative effort on the part of spiritual leaders from across the entire LLUH organization. These spiritual leaders are deeply committed to the LLUH mission, strongly support the Seventh-day Adventist identity of LLUH and have given themselves to the work of keeping LLUH mission true.

The current Spiritual Plan is the third iteration of spiritual planning done by LLUH spiritual leaders. Each quinquennium, LLUH spiritual leaders have and will continue to assess the most pressing spiritual needs the organization has and then outline a plan to address those needs in the coming years. LLUH leaders share the realization that, left to its natural course, an organization such as ours will drift from its mission. In education—and certainly in higher education—the drift toward secularization has been documented. As such, a clear plan to remain “mission true” is vital. The LLUH Spiritual Plan strives to address that need.

The Spiritual Plan is designed to spread responsibility for its implementation throughout the organization. Its structure of high-level Mission Priorities fleshed out in Mission Aims and finally implemented by the specifics of Mission Initiatives helps to make the work clear, attainable, and measurable.

Through the work of the Spiritual Plan, LLUH will continue to stay true to its identity, its mission, and its values. ([Spiritual Plan, Appendix A2.1](#))

Vice President, Spiritual Life and Mission

In 2016, LLUH administration created a (somewhat) new role entitled, Vice President of Spiritual Life and Mission (VPSLM). This role was based in part on the previous Vice President for Mission and Culture, a role in which Gerald Winslow, PhD had provided exceptional service.

A unique element of the current structure is that the VPSLM serves the Loma Linda community in a dual capacity: senior pastor of the Loma Linda University Church (LLUC) along with serving the LLUH entity as VPSLM. This has provided the ability to directly influence and lead in the integration of spiritual work of all three key entities of the Loma Linda



LLU Spiritual Plan 2021-2025

endeavor: the University, the hospitals, and the church. This structure is consistent with and an expression of the One Loma Linda concept.

The duties of the VPSLM bring four elements into focus. First, this person convenes the spiritual leaders on campus on a consistent basis. This has included the development (or, in certain cases, the enlargement) of three key committees guiding the spiritual work of LLUH. Representatives from all the entities on campus are members of each of these three committees.

First, the Spiritual Executive Leadership Committee (SELC) meets (generally) on a weekly basis. This group executes the day-to-day/week-to-week spiritual work of LLUH. It is composed of a representative from each of the key spiritual entities on campus: School of Religion, Office of Student Experience, University Spiritual Care (academic); Chaplain Services and Employee Spiritual Care (clinical); the Center for Whole Person Care (academic *and* clinical); as well as LLUC.

A second committee, the Spiritual Oversight Committee (SOS) meets monthly. Its membership includes all the members of SELC, as well as other key leaders on campus: the LLU Provost; the Senior Vice President for Loma Linda University Medical Center (LLUMC); the Assistant University Chaplain; and the Senior Pastor of the Campus Hill Church. This committee provides administrative direction and oversight, as well as a broader perspective to the work of SELC.

The final and largest of the three committees is the Spiritual Leadership Committee (SLC). This committee is made up of over 30 spiritual leaders on campus. The membership consists of the chairs of the Spiritual Life and Wholeness Committees throughout LLUH, on both sides of the campus, as well as certain persons in key administrative capacities. This committee meets on a quarterly basis. This committee's purpose is two-fold: 1) To cross-pollinate spiritual work across the organization by creating a forum in which spiritual leaders across the entire organization regularly participate in conversations regarding the spiritual work that is taking place throughout the entire organization. 2) To provide an opportunity for the Office of Spiritual Life and Mission to announce and process key items on the spiritual life agenda with representatives across the entire entity.

The VPSLM convenes, chairs, and coordinates the work of each of these three committees.

A second area of the VPSLM's responsibility is the development and implementation of the LLUH Spiritual Plan. The ground-level work of developing the Spiritual Plan comes out of the Office of Spiritual Life and Mission but is carefully developed in SELC over a period of months. This Plan is then processed at SOS for broader input but especially for administrative guidance. Finally, SELC/SLW has an opportunity to read, provide input into and further suggestions for the Plan to be the most comprehensive plan possible.

On an ongoing basis, the VPSLM processes the development of the plan with the President of LLUH, making certain that the Plan aligns with the overall vision for LLUH.

Once the Plan has received LLUH Board approval, it is the task of the VPSLM to implement the Plan by coordinating the work of the campus spiritual leaders, as well as the work of the three committees, and then leading in the creation of processes by which it can be implemented and the metrics by which its implementation can be measured.

A third area for which the VPSLM is responsible is administrative in nature. This primarily involves committee memberships across the organization. The VPSLM is a member of the Joint Officers/Deans' Council (JODC) on the academic side, and the Hospital Executive Leadership Meeting (HELM) on the clinical side (because of schedule conflicts, attendance at HELM is limited).

In addition, the VPSLM oversees the work of the Center for Whole Person Care, supervising and regularly meeting with the Center leadership and staff.

Finally, there are various and sundry other events, tasks, and ad hoc committees in which the VPSLM participates at the behest of LLUH administrative leadership.

Center for Whole Person Care

The Center for Whole Person Care (the Center)—is the new name (reflecting a new focus)—of the Center for Spiritual Life and Wholeness (CSLW). The CSLW functioned very capably for many years, leaving an indelible imprint on LLUH. In recent times, however, the center has adopted a new focus, a new name, a new structure, and a new director and manager.

The new focus for the Center rests on and builds from its previous emphasis and work. Historically, the CSLW focused on developing resources, on education, on research, and on drawing together different campus entities around the understanding and practice of wholeness and whole person care. Over the years, the CSLW produced resources such as the Wil Alexander film on whole person care, the CLEAR Whole Person Care® model, and a variety of shorter films to be used as educational materials for whole person care. In addition, the Center sponsored conferences, actively raised funds for the work of the Center, and engaged in the life of the campus as far as it relates to wholeness and whole person care.

Building on these emphases, the Center has now refined its purpose away from an emphasis on *wholeness* to a more specific focus on *whole person care*. This refined focus centers on three main targets: research, education, and the development of materials specifically related to the teaching and practice of whole person care. As such, rather than emphasizing the larger concept of wholeness—a concept which often overlaps with wellness—the Center will focus on the more specific endeavor of helping students and healthcare providers to research, learn, understand, practice, and teach whole person care in the patient and community setting.

Historically, the Center's strongest partners have been the School of Religion and the School of Medicine. Now, however, the Center is pursuing and developing partnerships with the other six schools of LLU. The Center's director is in the process of identifying faculty scholars in each of the schools who will encourage and help guide the work of integrating

research and teaching into the curriculums of their individual schools. This will place the Center directly at the *center* of whole person care research, education, and practice on the LLU campus.

A refinement in the name of the Center flows quite naturally out of the more specific focus on whole person care. Thus, the new name: *Center for Whole Person Care*. However, the concept of whole person care is quite common in health care (and healthcare education) these days. In most iterations, it does not include a specific faith element. However, at LLU, addressing spiritual realities is integral to authentic whole person care.

As such, while the simplicity of the above title is appealing, there is concern at the prospect of leaving a reference to the spiritual nature of this work at LLU out of the title. This is especially true because the current concept and definition of whole person care often lacks any reference to the spiritual component. The clarity of the faith-based nature of LLU's mission and work must be maintained, especially in the work of the Center. This will be accomplished, and the simplicity of the title new title has been maintained, by including a subtitle. Thus, the title is: *Center for Whole Person Care: Integrating Faith and Healing*.

Additionally, in printed material, on the website, and in publications of the Center, four emphases graphically highlight the work of the Center. Thus, these graphics include four words: *Research. Education. Practice. Faith.*

Thus, through both the subtitle and the description, the faith component of the Center is made clear.

Structure

The VPSLM supervises the work of the Center and its director and chairs the Center's Administrative Committee. The dean of the School of Religion serves as vice-chair of the Center's Administrative Committee.

The Center and its director is in the School of Religion, from which a budget allocation provides for the director's part-time teaching load. This part-time load includes significant clinical work (e.g., whole person care rounds). The funding for the remainder of the salary comes from the budget of the Office of Spiritual Life and Mission (SLM). The director is responsible for the overall leadership of the Center, including its day-to-day operation, and oversees the development and management of resources, helping to plan and implement rounds and conferences on whole person care, leading the fund-raising efforts of the Center, and being the point person in coordinating work such as the preparation of agenda and materials for the Center's Administrative Committee. The encouragement of research endeavors, which have not received adequate attention, support, and encouragement in the past, are a key focus for the director. As such, the director is a scholar who oversees and promotes research activities in the field of whole person care. Loma Linda University needs to be a *leader* in this field and yet has lagged. The director has the role of identifying, nurturing, collaborating with and supporting research across LLU in this field.

Sabbath Policy

The weekly practice of Sabbath rest from sundown on Friday till sundown on Saturday has its challenges on a health sciences campus. In this healthcare setting, the care of the sick continues unabated, while the presence of many students of other faiths (or no faith at all) is an ongoing reminder for LLUH to remain anchored to conviction, on the one hand, and to humility and grace, on the other. Crafting a policy which honors both of those realities is a challenging proposition. However, LLUH staff and leaders accomplished such in a notable fashion.

The task was to develop a Sabbath policy which encompassed both the academic and clinicals sides of the campus. (Former approaches had not brought both together in one cohesive document). The goal was that the policy would explain the reasons for Sabbath observance and would then proceed to delineate ways in which Sabbath can be observed in both an educational and a healthcare context. To accomplish this task, two separate committees were formed which would provide representation to both sides of the campus. The committee from the academic side was chaired by the SR associate dean, while the committee from the clinical side was chaired by the director of Employee Spiritual Care. The work of the two committees, when completed, was forwarded to SELC, which drew together, combined, and finalized the work of the two committees into a cohesive document.

The final version of the policy included an introductory section which offered a theological rationale for the Sabbath; it then delineated organization-wide principles of Sabbath practice and observance; and, finally, it included entity-specific applications.

A governing principle permeated the entire process: the task of featuring the positive and life-giving elements of Sabbath observance, and stating the boundaries around Sabbath observance, in winsome and attractive language. The completed document bears witness to the fact that such was accomplished. ([Sabbath Policy, Appendix A 2.2](#))

School of Religion Taskforce | School of Religion Response

For many years, a certain tension existed in the School of Religion (SR)—a tension between scholarly pursuits, on the one hand, and service to the unique needs of health sciences schools, on the other. Both are obviously legitimate endeavors, and both need to be part of the life of the SR. However, one has often suffered in the service of the other. In more recent years, the SR had leaned in the direction of scholarly pursuits, including the development of and focus on graduate degree programs offered by the SR. As more faculty members focused on the SR's graduate programs, the school experienced a greater need for adjunct faculty. Over time, the number of adjunct faculty teaching core courses for the healthcare students of LLU created dissatisfaction in the leadership of different schools across the University.

This issue—along with certain others—created the need to carefully review the structure and work of the school. Thus, the President and Provost convened a taskforce—chaired by the Provost—to address these concerns. Over a period of months, much time and energy was given

to this process. The SR responded in thoughtful, intentional, and willing ways. ([SR Taskforce Request, Appendix A2.2](#), [SR Taskforce Report, Appendix A2.3](#))

In response to the work of the taskforce, three changes will be noted here. First, Leo Ranzolin, ThD was named as the new dean of the SR. Dean Ranzolin is fully supportive of focusing on the needs of the schools as a significant priority, while, at the same time, supporting the SR faculty in their scholarly endeavors.

To comment more fully on that priority is to address the second change: that of making the needs of healthcare students the key priority of the classwork offered by the school. SR faculty have naturally desired the opportunity to teach students whose major field of study is religion. Such teaching allows faculty an outlet for the field to which they have devoted their lives, an understandably satisfying experience. However, LLU students (as a whole) have not given their professional lives over to the study of religion. As such, their needs are quite different from a graduate student studying religion. Themes for classes in religion, then, include such things as spiritual care of patients, whole person care, God and human suffering, bioethical issues, science and religion, the role of faith in the clinician's life, and so forth. In fact, along their educational journey, students need to be exposed to those issues, and even to things as specific as praying with patients, the ethics and means of sharing faith with patients, what it means to care spiritually for a patient.

A third change is the development of a deeper integration of the school with the other spiritual entities on campus. As such, the SR dean is an active member of and participant in the three different committees of spiritual leaders on campus: SELC, SOS, and SLC.

Chaplains, Loma Linda University Church (LLUC) Pastoral Staff, and School of Religion Relationships

The relationship between Loma Linda University Health and the Loma Linda University Church has grown increasingly healthy and connected over the last ten or so years. As previously referenced, the work of the VSLM/Senior Pastor dual role has served to draw the two entities more closely together. There are, however, other ways in which this relationship continues to be strengthened. Three are noted here.



Praxis Ministry – Thanksgiving 2021

First, LLUC's young adult pastor works collaboratively with the Campus Chaplains on several projects. One of the most visible ones is the weekly *Praxis* (the young adult ministry of LLUC) *Night Church* worship service. Rather than working competitively on two different Friday evening programs for students and young adults, the two offices collaboratively decided that *Praxis* would sponsor the weekly Friday evening worship. The auditorium of the new LLUC ministry building normally fills up with students and young adults every Friday evening. Ministry projects, Bible study life groups, and social events grow out of this gathering. It has become an important element in both the church's and the campus's ministry.

Another ministry that draws together campus and church is LLUC's Sabbath morning modern worship service named *Anthem*. Currently, two *Anthem* services meet on Sabbaths. The largest percentage of attendees come from the student and young adult demographic. On certain occasions, *Anthem's* worship leadership team also leads worship at University@Worship, LLU's weekly chapel service.

Finally, service opportunities through UReach ([LLUC's outreach ministry](#)) are regularly provided not only for members, but for student involvement, as well.

While many other points of crossover exist, these are examples of the connections that nurture the relationship between LLUH and LLUC.

New Family Ministry Building, LLUC

In November of 2020, LLUC completed the construction of a new Family Ministry Building. For many years, the church has sorely needed this kind of space. At the same time, a recognition of some of the needs it could help meet on the LLUH side led to a deepening and formalizing of the relationship between LLUC and LLUH. A memorandum of understanding was created in which LLUH has and continues to participate financially to a certain degree, and in which LLUC makes available consistent space to be used for classes, meetings, and other endeavors by LLUH.



*Praxis - a collective movement of students and young professionals
– Worship Service, December 2021*

The building was opened during the COVID pandemic. This meant that initially the use of the building was not extensive. However, as time has passed, and as the campus has opened up more fully, the building's use has significantly increased. Every day of the week, students can be seen in the building. In particular, the outdoor amphitheater—and the café that opens onto it—is a favorite spot for students to connect, eat, study, play, and rest. This is one of the key reasons it was built. It is gratifying to see it fulfilling its purpose in such a clear and visible manner.

In addition to this, several other spaces in the new building create options for work with young adults (students) that have not existed before. Classes meet in different rooms most days of the week. Since the building has opened, LLUH has and continues to use it in many ways. The connection between the church and the University represents the best of Loma Linda! It furthers the work of both spirit and mind and does so in the context of the Seventh-day Adventist Church.

[AAA CFR Evidence Dashboard](#)



LLU Prayer Vigil – June 2020

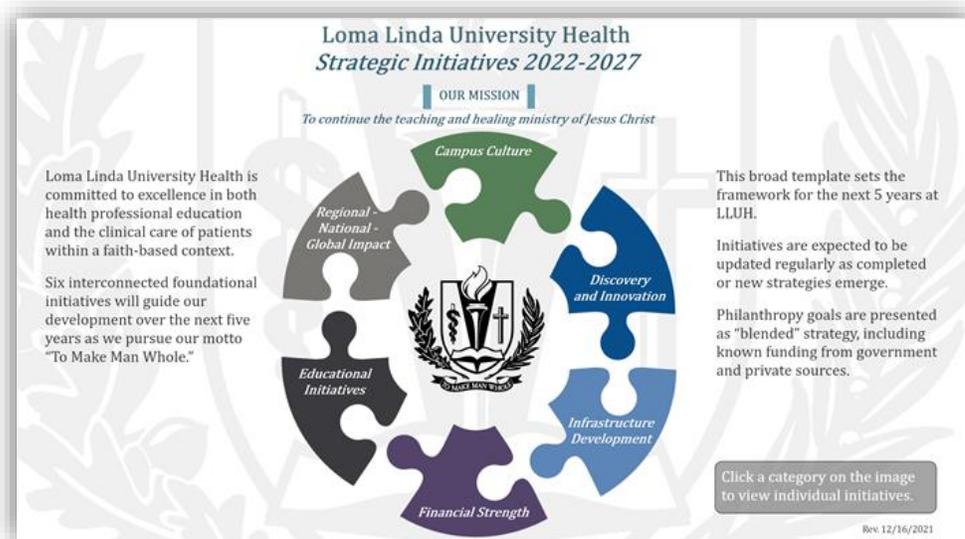
Area 3: Governance, Organization, and Administration

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

Academic Health Centers (AHC) face unique financial and governance distress that have been exacerbated by the novel coronavirus pandemic (COVID-19). The three-fold focus of an AHC makes those emphases highly vulnerable fiscally, as they respond to the rising costs of education, research, and patient care. These challenges are potentiated by the moral and societal contract AHCs have with the public—to serve the underserved and underinsured. LLUH sees this as a high calling as it is an honor to serve, despite the substantial fiscal challenges. Most AHCs see a high percentage of their caseload coming from Medicaid, Medicare, and other government programs. Often, based in urban areas they are the primary providers for the uninsured and the homeless; such is the case with LLUH. A question often asked is will AHCs survive current and foreseen crises? The cost structures of many AHCs are simply unsustainable in a healthcare system built around accountable care and pay-for-performance. An additional challenge to LLUH was California’s unfunded mandate to build two new hospitals, and the debt

management that this required. LLU along with LLUH entities, through strategic initiatives, continue to explore ways to maintain fiscal strength and address infrastructure development.

[\(LLUH Strategic Initiatives 2022-2027\)](#)



LLUH Strategic Initiatives 2022-2027

There is no standard model for AHC governance, and range from a university-centric model, in which the university owns and runs a hospital, to the inverse, in which a hospital operates a medical school and related allied health programs. Maturing LLUH’s AHC governance concept has and will continue to require analysis of our assumptions regarding control, ownership, business processes, and culture.

Supporting administration goals of LLU, standard policy is that all leaders of the university at department chair and above are active members of the Adventist church. When

this is impossible to achieve, the recruit is aware that this goal remains and will be followed as soon as possible. This has led to an active program of leadership development at LLU that produces individuals for our own institution as well as others.

Every Vice President of LLU has been personally involved in support of church activities and supporting our global institutions. Many are desired speakers at church events and actively promote Adventist objectives.

Loma Linda follows the practice of having a "rolling" 5-year strategic plan that includes all aspects of the entire enterprise, including our hospitals and faculty practice groups. This is updated annually, with board approval, and continues to guide major decisions and institutional growth. Our strategic plan has incorporated input from the various constituents of the university, including students, alumni, and staff. Shared institutional goals across the entire campus attempts to keep all members of the institution aware and supportive of future directions.

Loma Linda University Health bylaws include matters of authority and responsibility, trustee qualifications and selection.

“The Board shall be composed of up to thirty-six (36) persons. Each individual who is a Trustee of the Board of Trustees of Loma Linda University Health (LLUH) shall automatically be appointed as a Trustee of this Corporation and shall serve as a Trustee until such time as that person is no longer a member of the Board of LLUH or is removed or resigned pursuant to these bylaws.”

Because the members of the Member Board of LLUH are automatically members of the LLU Board, the Bylaws of LLUH stipulate how the Board is selected. ([Selection of Board, Appendix 3.1a](#), [How LLU Bylaws safeguard Adventist identity and mission, Appendix 3.1b](#))

All entities and areas of LLUH engage in strategic planning. Through the enhanced institutional synergy created and continuously matured by the One Loma Linda theme, sustainability, growth, and innovation of the tripartite mission of the faith-based academic health center have continued to be driven by this integrated and collaborative strategic planning process. This strategic planning process is heavily guided by internal and external data analysis, review, and validation, including an assessment of the institution’s strengths, weaknesses, opportunities, and threats with various campus groups, including faculty and standing university and system leadership committees. Under the leadership of LLUH President/CEO, this plan is updated annually and vetted through various leadership councils and planning and management committees. Upon obtaining Board approval, the strategic plan is communicated campus-wide through various forums and continues to guide major decisions and institutional growth.

Individual projects (capital and otherwise) in the various schools, departments, health system service lines, that support the strategic plan include business and financial plans that utilizes as the foundation and integrates the teaching, healing, and research mission of LLUH.

These individual subsets of the strategic plan are also vetted with campus leadership and with the Board as per policy threshold levels. ([Loma Linda University Health Strategic Commitments for 2021-2025 \(“LLUH SP”\), Appendix 3.2](#))

A strategic plan is a roadmap for the future. The opening statement of the LLUH SP states: Loma Linda University Health is committed to excellence in both health professional education and the clinical care of patients, within a faith-based context. These foundational commitments will guide our development over the next five years as we pursue our motto “To Make Man Whole.”

LLU is fortunate because its foundational strategic plan was memorialized over 100 years ago, when Mrs. White identified Loma Linda, California, a small railroad stop on the way to Los Angeles, as the site where “the sick could be taken, where they could be taught how to live so as to preserve health.” She further instructed that LLU was to be a medical school “of the highest order.” In the 116 years since Mrs. White first initiated the strategic plan, we are committed to the foundational strategic plan elements of excellence, education, clinical care and a place to Make Man Whole or as Mrs. White eloquently stated a place where the sick can be taken and taught how to live to preserve health.

Founded on Mrs. White’s vision and guided by a strong history of fulfilling the teaching and healing ministry of Jesus Christ, sustainability of the Loma Linda mission has been further solidified by the revision of our values earlier this year. This change has been communicated through various internal communication channels, written and in-person rounding by leadership. These core values are now shared across all Loma Linda entities:

- Compassion
- Wholeness
- Integrity
- Teamwork
- Humility
- Justice
- Excellence

Expanded definitions are available at LLU’s website [here](#).

In the current strategic plan, Loma Linda has committed to accomplishing the vision and fulfilling the mission of teaching, healing, and research through these six commitments:

1. Build the One LLUH Campus Culture
2. Enhance Academic Programs
3. Maintain Regional, National and Global Impact
4. Foster Discovery and Innovation
5. Further Development of Infrastructure
6. Maintain Financial Strength

Within each Commitment, there are key initiatives which are the specific focus areas to achieve the Commitment. A sample of how these some of these initiatives will be addressed is discussed below. ([LLUH Strategic Initiatives 2022-2027, Appendix 3.3](#))

1. Build One LLUH Campus Culture

One Loma Linda is a collaborative effort of all the entities under the LLUH corporate umbrella to find common ground and to the extent possible integrate initiatives, management and governance. The first initiative under the One Loma Linda commitment is “Spiritual Foundation.” LLU continues to infuse the spiritual life into its students and staff. It provides ample time for classroom education as well as spiritual nurturing. This could include a prayer before a meeting, weekly chapel, or a spiritual emphasis week.

During the COVID-19 pandemic and recent social and racial tensions, our cultural differences were laid bare. The discussion of how different we are or how differently we treated each other highlighted some painful realities. In response to the heightened awareness, LLU created a Diversity Task Force. The Diversity Task Force is tasked with developing a Diversity Strategic plan for the University. Initially, the Diversity Task Force collected data and analyzed the data to see what our LLU family thought about Diversity, Equity, and Inclusion. A timeline for completion of its assigned task is one to three years. In addition to creating the Diversity Strategic Plan, a series of educational videos, required diversity courses and conferences, bias training, podcast and webinars and a review of curriculum will be developed.

Organizational Synergy - LLU continues to collaborate with other LLUH entities in implementing a shared services model. The recent transition to one finance team that serves all the LLUH entities is a prime example of how synergy and costs savings can be achieved.

2. Enhance Academic Programs

Higher education experienced a major shift during the COVID-19 pandemic from didactic learning to distance learning. The seamless transition to distance learning by LLU during the pandemic was in part because distance learning had been part of the LLU educational platform for some time. However, in recognition that in the future, students will expect alternative ways to achieve a meaningful education, the LLUH President envisioned “Pivot” as a strategic focus on student enrollment growth. As an AHC, LLU must grow in many ways, such as in knowledge through research, advancement of teaching and learning skills and techniques, and its quest to fulfill its Mission, Motto, Vision, and Values. All eight schools will work closely with the LLU Provost, utilizing the Pivot to incorporate many of these goals focusing on student enrollment.

The Pivot is an accelerated commitment to the 2021-2025 LLUH's rolling [Strategic Plan](#). Enrollment growth initiatives will be viewed through what students look for in an ideal University. Many LLU applicants also indicate that their choice for our University includes LLU's many opportunities to serve local and international communities.

They particularly indicate the desire to serve in the context of our faith-based and whole-person care philosophy. Applicants value our world-class clinicians, state-of-the-art six hospitals, and advanced clinical training opportunities. They sincerely appreciate our didactic and clinical instructors, who are well known for caring for student and patient success. Students report the importance of our faculty and staff who are dedicated to assisting them in achieving their professional and personal spiritual goals. Students want to attend a university that communicates clear and transparent policies and procedures. They want accurate information that is easy to access. They want their interactions with the University to be smooth and uncomplicated. They want application, admissions, records, graduation processes, and financial exchanges that are unambiguous and easy to navigate to reduce stress and frustration. Today's students look for marketing material that reflects campus reality. They seek a campus that is inviting and friendly, one with a positive atmosphere for learning, friendship building, and supportive faculty.

The Pivot is a centrally funded and LLUH supported strategic initiative to increase enrollment, share the vision and values of LLU, and provide a Christian Seventh-day Adventist educational experience that transforms lives for service to men and women throughout the world.

The key priorities include developing new enrollment strategies, enhancing academic and clinical program content, improving information delivery systems (modalities and infrastructure support), faculty development initiatives focused on neuroscience insights into teaching and learning, and developing new academic and clinical collaborations partnerships and Innovation. As such, the Associate Provost for Extended Education and the Vice President for Information Systems provide additional key leadership in the Pivot development.

The Pivot will expand the availability of the Loma Linda University Mission-focused learning and Whole-person Care experience to increased numbers of students through distance and hybrid learning modalities.

This project provides substantial university funding for three to five years. A business plan for five to seven years is being developed. The Pivot expects enrollment increases to be self-sustaining within five years.

The University-wide Steering Committee will start in January 2022 to establish priorities and develop a five to seven-year business plan for the Pivot. ([LLU Pivot, Appendix 3.4](#))

LLU has also begun a pilot program with Simpler Consulting, an IBM Watson Health solution. Simpler is assisting the School of Pharmacy by performing an end-to-end analysis of the School of Pharmacy's Value Stream (Value Stream = set of actions that take place to add value to a student from the initial request through the realization of value by the student). Upon completion of the analysis, Simpler will provide recommendations for the implementation of process improvement utilizing the Lean and SAFe/Agile methodologies. If the pilot program is successful, the program will be expanded to other schools and central services.

3. Maintain Regional, National and Global Impact

LLU has long maintained a global view. LLU enrolls students from 80+ different countries. In addition to educating students, LLU has a mission orientation. LLU sends its staff and students on international clinical and educational missions through its Global Health Institute, Students for International Mission Service and Adventist Health International. Also, its world renown Heart and Orthopedic Surgical teams travel the world to provide care or assist in times of crisis.

LLU seeks to utilize technology to expand its ability to interact regionally, nationally, and globally. Virtual technology has opened doors so that a physical presence in Loma Linda is not necessary for the exchange of ideas and knowledge.

4. Foster Discovery and Innovation

One of the hallmarks of a health sciences educational institution is research and innovation. LLU is embarking on many pathways to expand research and innovation from increasing clinical trials and building more grant support. LLU is seeking to become a National Institute of Health (NIH) Cancer Site, with a National Cancer Institute (NCI) designation. As an NIH cancer site, LLU will have enhanced resources to conduct cutting edge research in cancer diagnostics and treatments. In addition to seeking the NIH designation, LLU is currently partnering with BAMF (Bold Advanced Medical Future) Health. BAMF Health is a pioneer in a new diagnostic and treatment regimen. The regimen utilizes artificial intelligence, molecular imaging and a technology called Theranostics to create a person specific diagnostic and treatment regimen.

5. Further the Development of Infrastructure

LLU has embarked on a new project named University Village. University Village is the next generation of campus transformation projects. The vision is to provide a campus center with a blending of campus housing, community housing, instructional areas, retail, parking, and gathering sites for students. It is our intent that University Village will bring together the differing architectural styles of the buildings on campus, linking them with pathways and landscaping. The new project will utilize interior and exterior spaces to provide quiet places for reflection and gathering spaces for interaction. The project is estimated to take two years to gain the necessary approvals for construction and another two years to complete construction. An initial financing structure and general partner have already been identified. LLU will use its expertise in multifamily projects to complete University Village.

6. Maintain Financial Strength

LLU's financial profile has remained very strong as reflected in the recent credit rating by Fitch where LLU received an A+ bond rating and holds an A rating from S&P Global. This strength is attributed to LLU's strong demand profile with "national student draw and selective admissions as a provider of healthcare education and associated research" and steady enrollment despite the pandemic. LLU's liquidity has remained robust and the goal in the plan

is to further build on the LLU's unrestricted reserves. As stated above, the shared services initiative and Simpler pilot program seek to increase operational efficiencies which will result in better service and scope and financial yield.

Tuition Stabilization is a key focus area. LLU has completed the first year of an initiative entitled the Performance Improvement Plan (PIP). The PIP is a two-year initiative which seeks to create a \$30 million-dollar positive delta through revenue increases and cost reduction and optimization measures. The first year of PIP resulted in \$14.1m in savings and improved LLU's unrestricted reserves.

To be able to continue to preserve its mission by making tuition affordable enough to maintain a diverse student population while continuing to be the choice for Seventh-day Adventist applicants, and to prevent decline in enrollment. LLU seeks to create alternative revenue streams which will alleviate the need to increase tuition. LLU is completing due diligence on venture capital endeavors which will partner with current research incubators on campus. It is the hope that future innovation will provide additional revenue to LLU. However, this revenue stream is dependent on several variables yet to be determined. A more concrete project is the development of LLU owned real property.

LLU's Banning Bench project seeks to develop 600 acres located about 30 miles east of Loma Linda and 25 miles west of Palm Springs. The area has experienced major growth in single-family homes in the last decade and population and job growth are forecasted to increase with the influx of new jobs. Thus, the Banning Bench project would provide additional single-family homes, townhomes, and multifamily units to meet the new demand. LLU is currently working to complete entitlements and is in discussion with companies who would develop the land.

LLU has a long history of philanthropic support from its alumni, grateful patients, and the local community. LLU's completed Vision 2020 was the largest denominational campaign ever conducted and raised over \$476 m dollars for LLUH with \$208m dollars for LLU-specific goals.

In 2022, a new five-year campaign will commence. The new campaign has just completed its feasibility study and is in the final stages of determining the new campaign's priorities. ([Facilities Master Plan, Appendix A3.5](#))

New structures as required will be built to LLU standards and continue to further the mission. It is always the intent that the new structures enhance student education and life. Furthermore, as with the other buildings on campus, any new building will incorporate the rich LLU Adventist history.

LLU actively seeks to maintain and demonstrate strong academic leadership centrally, in schools, and in the administration of all academic programs. The leadership capacity of central administration and deans is supported through mentoring by both the President and the Provost as well as through consultation/development services provided to each of the Vice

Presidents and Deans. In academic programs leadership ability is clearly demonstrated through teaching, scholarship, curriculum development, administrative experience, and other academic and/or other professional activities in individuals' designated fields of study. Schools and programs within the University provide ongoing continuing education for administrators in scientific, managerial, and educational matters through seminars and meetings conducted on and off campus.

LLU's administrative leadership is structured so the school deans report directly to the President. The University Board of Trustee members have extensive leadership expertise to appropriately support the purposes of the University. LLU bylaws require the LLU Board of Trustees to both review University policies and thus ensure compliance. At each meeting of the Board, Trustees are provided with data and evidence that supports their ability to make decisions on behalf of the University. Senior LLU leadership has expertise in the administration of health sciences education and related clinical areas. ([Organizational Chart, Appendix A3.6](#))

The annual University Leadership Retreat brings together leaders from central administration, schools, and departments. It serves as a forum to update all administrative and academic leaders across campus, including all service areas. Administrative workload assignments in schools and programs are designed to allocate sufficient time to educational and administrative responsibilities. Schools and departments are supported in designing their own administrative systems to meet their unique needs. All administrators—including the President, and Vice Presidents, Deans, Associate Deans, Assistant Deans, and Department Chairs—are systematically evaluated. The Chief Executive Officer (CEO) is evaluated annually, with other top administrators and deans reviewed every three years or so. The online evaluation system used in this process measures the degree to which the individual being reviewed supports LLU's mission through their administrative role, including activities that support mission-focused learning and assessment within the respective academic unit/s. During an evaluation process the online instrument is distributed to the administrator's peers, superiors, and those directly within the sphere of the administrator's influence. The responses to the survey are then analyzed, and a formal evaluation is prepared and used for counsel and further professional development.

The President, Richard Hart, MD, DrPH, the Executive Vice President and Provost, Ronald Carter, PhD, and the Senior Vice President for Financial Affairs, Rodney Neal, MBA, have primary responsibility to the University. Dr. Hart was appointed president by the Board in 2008 and remains in this capacity. With his reappointment for a third five-year term, the Board affirmed Dr. Hart's ability to articulate the distinctiveness of the institution's mission and to incorporate it into the everyday operations of the University. . The President has asked the Provost to lead the University's overall strategic planning process, and leads the LLUH Pivot strategic planning. The Senior Vice President for Financial Affairs is responsible for the overall management of the University's finances, with oversight and support from Angela Lalas, the Executive Vice President for Finance for LLUH. Additionally, he leads the physical master planning activities.

LLU has an independent governing board that has authority to exercise appropriate oversight to the institution's policies and on-going operations. The LLU Bylaws instruct the LLU Board of Trustees to approve an organizational structure which serves University purposes. Trustees approve the academic and administrative organization of the institution, the appointment of faculty and administrators, and the University strategic plan and planning process. The LLU Board of Trustees understands its role as that of governance and does not attempt to administer programs. LLU Bylaws authorize the LLU Board of Trustees to provide authority and oversight, including the hiring and evaluation of the Chief Executive Officer of the University.

[AAA CFR Evidence Dashboard](#)



Centennial Pathway - Mission Globe

Area 4: Programs and Curriculum

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

Schools and programs at LLU are expected to utilize and respond to established (and changing) institutional processes that are designed to support quality assurance. Processes are in place to assure that new programs and substantive curriculum modifications utilize standardized LLU templates, along with a required approval process. Schools and programs are also required to participate in the systematic program review processes, including reflection on comparative or benchmark data from external sources, such as professional accreditation agencies, and regional and national peer institutions as part of the institution's commitment to excellence and continuous quality improvement.

LLU's traditionally strong emphasis on service activities, both locally and globally, have set an inspiring example for our students and faculty to experience and emulate. As our alumni graduate and move into their own areas of expertise, many have started and supported similar efforts. ([Service Learning Examples – Students and Alumni](#)) Most mission hospitals of the Adventist church today have been started by LLU alumni and our Deferred Mission programs continue to provide staff support to many of these institutions. Adventist Health International and SAC Health are but two examples of our commitment to service.

LLU has historically relied on the data collected, stored, and mined by schools and programs with professional accreditation to assess the educational effectiveness of many of its programs. Data related to these purposes has included national exam/test pass rates, licensure and additionally prescribed requirements as defined by professional accreditation organizations. Schools and programs have and continue to maintain, to varying degrees, detailed data regarding the reasons for variations in retention and completion rates by programs. With the University's increased understanding of the benefit of University-wide assessments, the Office of Educational Effectiveness (OEE), with guidance and oversight from the Office of the Provost, analyzes and disseminates University-wide information on student retention and completion, works with the appropriate departments to test and review the quality of institutional data, and monitors institutional learning outcomes (ILOs).

Through the OEE, the University now has online dashboards that cover key aspects of academic process in the University. The OEE has spent considerable time with each of the school's data specialists to formulate principles for generating standard reports, including those for applications, enrollment, retention, and graduation rates. Understanding both institutional and contextual intelligence has been at the forefront as OEE expands the availability of analytics to key individuals for policy development and strategic planning purposes. ([Climate Survey: Wholeness Climate Survey Results 2016-2020](#); [LLU Graduating Exit Survey 2016-2020](#))

Leadership at all levels of the University have engaged in and furthered the implementation of a university-wide system of program review and assessment. This transition

provides the mechanisms for gathering and analyzing information in support of a sustainable culture of evidence and quality improvement. Policies, process documents, and the minutes of meetings, e.g., LLU Board of Trustees, Officers Meeting, Dean's Council, University Academic Affairs Committee, Educational Effectiveness Committee, Assessment Committee, University Chapel Committee, as well as meetings at the school and department levels, provide evidence of the campus-wide involvement of leadership at all levels in assessment.

LLU carefully keeps its records up to date on its academic programs and submits any changes to IBE on a regular basis. It also brings all changes to its School of Religion faculty to the Ministerial and Theological Educational Committee for approval.

Faculty are regularly involved in assessment across the university including analyzing and using the results to improve student learning and success. In addition to the many faculty-led university committees ([Committees | Loma Linda University](#)) that address assessment, faculty are also involved at the program level with assessment. Every year each program assesses the ILOs and their Program Learning Outcomes (PLOs). The programs' curriculum maps designate in which class each outcome is taught at different levels along with formative and summative assessments. A program's Assessment Matrix outlines how the assessment will be done and tracks the results. After the assessment is completed, faculty complete the university report form in the Assessment Management System (AMS), an LLU-developed assessment tool. Program faculty analyze the assessment data, and if the findings meet the predetermined level of success, then no changes are necessary. However, if the assessment does not meet that level of success, then the faculty must analyze the data, the actual assessment situation, curriculum, and other factors to see where the problem resides, decide what needs to be done to improve the student learning appropriately, and then implement the solution. The following year, they evaluate the data to see if improvement was made or not, and if not, why not. All these faculty processes and assessment activities lead to improved student success. ([LLU Assessment Guide](#))

The development and dissemination of expectations for students' learning and attainment have historically occurred within school and programs. Requirements for this type of engagement is frequently governed by professional accreditation and involves faculty, students, staff, and where appropriate, external stakeholders. As part of this, faculty assume collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations. Additional attention has been given to broadening the dissemination of shared institutional learning. The processes established by Educational Effectiveness Committee (EEC) and Program Review Committee (PRC) serve to review and disseminate institutional learning generated through systematic program review as well as the results of the professional accreditations. Supporting these processes are the Office of Educational Effectiveness (OEE), University Academic Affairs Committee, University Faculty Council (UFC), and University Leadership Council (ULC) which provide institutional venues to heighten the collective appreciation of the educational effectiveness of programs.

As a Seventh-day Adventist health sciences institution, LLU seeks to exemplify a life of service and sensitivity beyond the requirements of academic excellence within a professional discipline. With its rich spiritual heritage, the University places special emphasis on educating its students for a life of service in a global community. General education at LLU consists of courses, lectures, programs, and activities coordinated with the intent to integrate faith and learning. In addition to the basics of cultural heritage and diversity, scientific inquiry and analysis, communication, and wellness, the curriculum emphasizes the University's spiritual heritage; as well as moral and ethical decision making that is grounded in Christian principles.

The LLU philosophy of general education creates a unique learning environment committed to the concept of human wholeness. Faculty are selected who embrace the spirit as well as the specifics of general education and who purpose to extend its goals into all aspects of university life—from the residence hall programs to the core of professional studies—thus adding an invisible curriculum to the required course offerings. It is this spirit in tandem with the specifics their education that inspires students to achieve academic excellence, value diversity, pursue lifelong learning, and live to bless others. The increase in mission service participants is very significant evidence to illustrate this point. Additionally, the following few videos a further opportunity to see the impact and the importance of these mission outreach trips: [SIMS Spring Break, Service Learning at LLU](#), [China Mission Project](#).

All LLU students have an individualized degree audit (Degree Compliance Report (DCR) or LLUonTrack Worksheet) based on curriculum requirements outlined in the University Catalog. According to LLU policy all certificate and degree programs have religion requirements that are incorporated into every student's degree audit. For certificates and degrees to be awarded, the religion requirement must be completed. This commitment for each undergraduate, graduate, professional and postgraduate program to have religion requirement is essential to continue as it will secure the Seventh-day Adventist Christian faith to be a significant catalyst of faith and science that has been at the center of the LLU mission and vision from its beginnings to today.

Course descriptions are housed in the [University Catalog](#). Religion course descriptions can be found at the following links for religion course sections.

[Religion/Ethical Studies \(RELE\)](#)

[Religion/General Studies \(RELG\)](#)

[Religion/Relational Studies \(RELR\)](#)

[Religion/Theological Studies \(RELT\)](#)

[Policy - Religion Requirements for Degrees and Certificates](#)

Academic programs at LLU are expected to involve appropriate stakeholders including alumni, employers, practitioners, and others as defined by specific disciplines in the assessment of educational programs. Historically, this expectation was driven by professional accreditation,

however the University's revised processes for systematic program review make this an expectation for all programs regardless of professional accreditation. Because of this, special attention is being given to assist programs that do not have professional accreditation with the assessment components that will support demonstration of their educational effectiveness.

The institution, schools, and programs annually engage with multiple constituencies--including faculty--in the reflection and planning processes which assess the strategic plan. School and program strategic plans articulate priorities and inform the University and subsequently the LLUH strategic plans. Guided by overarching LLUH strategic initiatives, school and program strategic plans are examined for their alignment of purpose, core functions and resources. Strategic plans define the future direction of the institution, schools, and programs. Strategic plans are annually evaluated and revised as appropriate. Both the component school and comprehensive composite University plan are presented to the University Board of Trustees. As part of this WSCUC process, substantial engagement in the review of the institution has occurred involving administration, faculty, staff, and students. A commitment has been made to continue to utilize these engagement processes for reflection, interpretation and contextualizing of data

Academic, personnel, fiscal, physical, and the technological needs of academic programs inform and are strategically aligned with planning processes at all levels. Planning at the program level informs school and ultimately University planning, priorities, and expenditures. School and program planning processes are informed by quantitative and qualitative data and reflect on mission-focused learning and the infusion of the LLU core values. The action plans completed on an annual basis by all programs permit the tracking of identified issues. These have been used to inform planning and closing gaps that may have emerged. The revision of University-wide program review processes and the implementation of campus-wide assessment have strengthened the role of assessment in academic planning. School and University strategic plans provide evidence of the alignment of planning and expenditures. The composite strategic plan for the University (which includes the plans developed by schools) is available online. The online [Program Review Guide](#) provides a comprehensive orientation to the integration of assessment and academic planning. Professional accreditation materials provide additional evidence of the continuous renewal that results from assessment. The most recent professional accreditation materials for all programs are available online [here](#).

Furthermore, alumni evaluations illustrate how LLU alumni are engaged and represent the institution in different ways. For example, alumni are engaged in ministry via SIMS, CAPS, and GHI. Furthermore, many alumni participate in global ministry, as well as in participating in student mentorship. Extraordinary contributions that our graduates are making throughout the world are acknowledged during the Alumni Weekend. LLU alumni support the mission of this institution by donating time and generous financial gifts to continue the teaching and healing ministry of Jesus Christ.

The following is an example from an independent survey that illustrate how the values, beliefs, and priorities of LLU are reflected in the lives of its graduates and alumni:

Which Colleges Produce Grads Who Find Meaning in Their Work?

“Elite private universities are not even close to the top in a study of whose alumni believe their jobs are making the world a better place.”

“according to PayScale's data. Counting down the top schools in the job meaning category are: **Loma Linda University (91 percent saying that their job makes the world a better place)**, University of Texas Medical Branch (88 percent), and Thomas Jefferson University (86 percent)—all with a strong prevalence of nursing majors.”

“So where do the top schools rank? Just above average: Harvard comes in at 66 percent, Yale at 65 percent, and Princeton—currently ranked at number one by U.S. News—at 57 percent.” [The Atlantic](#)

Schools and programs utilize data to assess students’ enrollment, progression, and completion through degree programs. The data are also used to regularly assess students’ preparation, needs, and experiences. In support of this University Records sends out automated advisor updates to each school. University climate surveys are periodically utilized to track student, faculty, and staff perceptions regarding the learning environment and related support systems.

Historically programs with professional accreditation have been more inclined to analyze disaggregated data on student retention, graduation, performance, as well as other categories, for studying and understanding the needs and promoting the success of students. With the availability of university-wide dashboards, all programs now have access to data for analysis of student achievement

Several activities have been identified to support the University’s requirement that all programs engage in the systematic program review and assessment process. These include the:

- 1) revision of University policies regarding program review and assessment;
- 2) revision of systematic program review processes and review cycles;
- 3) implementation of a Program Review Guide (which includes a program review elements, assessment matrices, and curriculum maps); and
- 4) continuing development of capacity infrastructures.

The University and its schools, as well as departments within schools perform ongoing comparative analyses to assure proper monitoring.

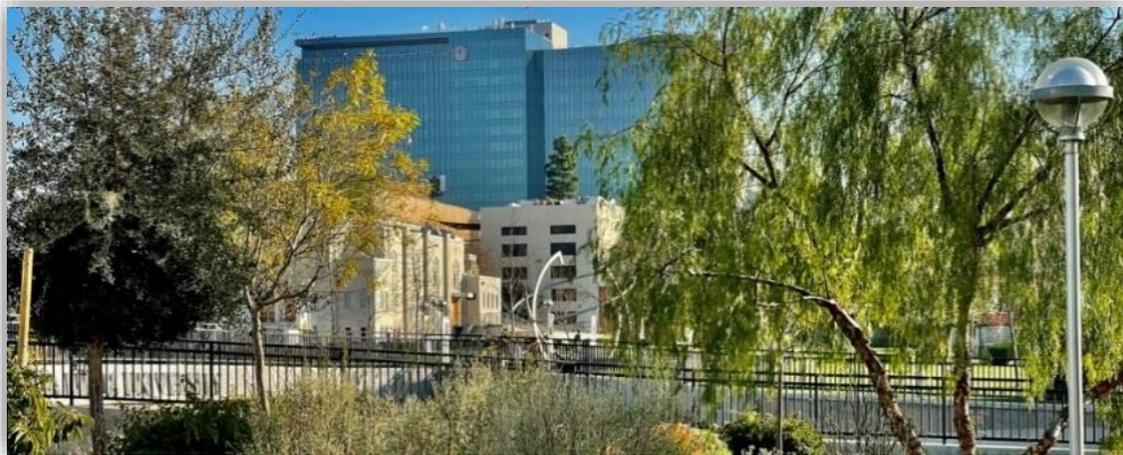
Schools and programs work to ensure that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements. Students have been assigned University email addresses. Students are made aware during University orientation that official communication from all student services is provided through this source. Deans, department chairs, and faculty, with the assistance of support staff, have primary responsibility for communication

with students. Through regular contact, faculty advisors gain meaningful insights into students' academic, social, and personal experiences. Advisors use these insights to help students experience the academic community and develop sound academic and professional goals. Advising procedures are subsequently designed to support students and reflect a commitment to the University's mission of "wholeness." Faculty advisors are involved in curriculum planning and revisions which support their advisement responsibilities.

Central support services assist schools and programs in meeting students' needs. A revised [LLU Faculty Handbook](#) is available to support faculty. University Records and the Library provide periodic training to apprise faculty of changes in policies and procedures.

LLU provides comprehensive support services for students, including financial aid, registration, advising, personal counseling, computer labs, and library and information services. These services are designed to meet the needs of health professional students. Schools and programs augment central support services with services that recognize the unique needs of students in specialized programs. Given the nature of LLU as a health sciences institution, career counseling at LLU is framed as professional mentoring to assist students in narrowing their professional pathways.

[AAA CFR Evidence Dashboard](#)



Loma Linda University Campus - 2021

Area 5: Faculty and Staff

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

Every effort is made to ensure that administration, faculty, staff, and students are informed of appropriate policies and grievance procedures. Dissemination of grievance policies and procedures occurs at the University, school, department, and program levels. Policies are disseminated through online, print materials and through workshops, varieties of training programs, and through orientations for administration, faculty, staff, and students.

The University missional expectations are integrated into the evaluation processes. Expectations are made clear at the time of initial appointment and hiring, thus avoiding any misinterpretation at evaluation time. Every faculty and staff member wears a badge stating the University Mission and Values; definitions which create a shared understanding between supervisor and supervisee of what it means to be an LLU employee.

An example of faculty reappointments / renewals is in the School of Nursing where this is done on a biyearly basis, in line with the biyearly step increase option. The review includes peer review of teaching, student evaluations and supervisor/administration review. The faculty evaluation process is under revision this year at the University level; by spring the SN expects to be using a new electronic process involving updated questions and data collection. Questions related to the core values of the University and how well they have communicated the mission, beliefs, and values of the institution will be incorporated.

Faculty rank promotion is based on the SN criteria for rank promotion. This is found in the SN Faculty Handbook, available to all SN faculty on the school's private website, SharePoint West. The SN Rank and Tenure Committee considers this criterion, along with the others in determining the recommendation for promotion. If the faculty member overtly lives and works in line with the mission, then the rest of the criteria are carefully reviewed for readiness for promotion.

Staff reappointments are based on the standard 2-page LLU Performance Evaluation form that has been used for many years. The mission is woven into the questions on character

SAHP BS Communication Sciences and Disorders

AH

201803

The integration of education and spirituality has enriched my life in so many ways! I love this University and the staff is definitely the hidden gem of the institution. They have inspired me and have made such a positive impact in my life. I consider myself extremely fortunate.

Wholeness Survey response

and interpersonal skills and is evaluated on a 5-point scale. Promotion for staff is a step increase. As with the faculty evaluation, the staff evaluation procedure is also in the process of being updated. The SN expects the staff to use an electronic process like the faculty form, although it will be modified to suit staff expectations.

Faculty convey the mission, beliefs, and values through:

- Personal example.
- Worship at the beginning of class.
- Inclusion of whole person care in the curriculum from PLOs through course assignments.
- Inclusion in the Association of Student Nurses the office of Spiritual Vice President.
- Wednesday evening “Well-being Wednesdays,” an online weekly offering of various topics related to well-being and wholeness. This is coordinated by the Undergraduate administration and a faculty member. Topics have included the Blue Zone, stress management, etc.
- Friday Devotionals via zoom is a 15-minute offering open by invitation to all students, staff, and faculty. It is led by the Undergraduate office and a faculty, student or alumni provides a devotional. Attendance is open to all.
- Chapel attendance encouraged for all students.
- Sensitive meetings with students may include prayer as appropriate.
- Participation in SN Mission trips: Undergraduate – Mexico and potentially Honduras, participation in immunization clinics and other local outreach. Graduate – Mission trips to Honduras and Malawi, and participation in immunization clinics.
- Commitment to the School of Nursing Mission and Philosophy.
 - Mission: The education of nurses dedicated to professional excellence and compassion in clinical practice, education, and research. Loma Linda University – educated nurses will further the healing and teaching ministry of Jesus Christ through commitment to whole person care and Christian values.
 - Philosophy: Loma Linda University School of Nursing is founded on a legacy of global Christian service. We seek to touch lives in the context of a world in need. Loma Linda University nursing education centers on whole person care. Our spiritual core and vibrant faith experience are expressed in authentic connections and genuine caring for humanity in all its diversity. Through research and scholarship informed practice we aim to promote healing, empowerment, and transformation across the lifespan in individual lives, families, and communities. We strive to create an environment in which all learners reach their highest potential, achieve academic excellence, and experience personal and spiritual growth. We see the development of intellect and character as preparation for lifelong learning and ministry through the nursing profession.
- Participation in the School of Nursing Spiritual Life and Wholeness Standing Committee that organizes an annual Spiritual Life Retreat, Day of Prayer activities, and selected events to promote the spiritual life of the school.

Faculty report involvement in local and wider church activities on annual faculty evaluation documents. Over 80% of active faculty and staff list service participation. The following list of activities were reported on the most recent evaluations.

- Board/Organization Service
 - AAA (Site Visitor)
 - Adventist Health International
 - Nightingale Nurses
 - China Project Manager, Global Health Institute
 - Christian Hospital Mungeli, IRB
 - County Emergency Response Team
 - County Ethics Board
 - Doctor's Abroad
 - WHO-GCHM-LLU Upscaling Midwifery Education Project
- Church Service
 - Elder
 - Choir and/or Orchestra or Brass Ensemble
 - Deacon
 - Literature Ministries
 - Teacher
 - Welcome Ministries
 - Worship leader
- Volunteer Service
 - Local community development organizations
 - Local food pantries
 - Local gangs taskforce
 - Local high school career mentoring
 - Meals for neighbors/meals for homeless
 - Summer camp

Schools place a priority on hiring Seventh-day Adventist staff and faculty. In particular, 100% of the staff in the School of Pharmacy (SP) are SDA. Among the faculty, the lack of Adventist pharmacists and pharmaceutical scientists means that we must hire faculty who are non-Adventist Christians. In the rare event that a Christian is not available for a particular position, we have hired non-Christians if we have confidence that the individuals are fully supportive of the mission of the institution and will work towards our vision and mission.

Pharmacy has historically not been promoted widely as a career option for young Adventist students in middle or high school, and the SP is the youngest school on the LLU campus. Thus, there are challenges with awareness of the possibilities afforded to individuals who seek a career in pharmacy versus medicine, dentistry, or nursing which are more established. The school has one full-time recruiter and is headed by an associate dean with strong ties to the Church. The school invests heavily in outreach to undergraduate Adventist

institutions, as well as local academies, to grow our numbers of Adventists in the program. However, at present time, there is insufficient interest among Adventist students to fill a class. Therefore, we must spend significant resources on recruiting strong Christian students of other denominations who are supportive of our mission and represent a good fit to our institution.

The curriculum of the SP includes four courses taught by faculty in the School of Religion. These include Adventist Beliefs and Life, Christian Perspectives on Death and Dying, Ethics in Pharmacy Practice, and Advanced Ethics in Pharmacy Practice. The Adventist Beliefs and Life course particularly aims to provide intersection on foundational and contemporary topics in healthcare ethics and ethical decision-making. Whole-person care is a hallmark of our curriculum and is interwoven throughout the entire curriculum in nearly every course.

Student evaluations are used to enhance faculty review. An example of this process from the School of Allied Health Professions, Department of Physical Therapy is described as follows: Part of the Curriculum Review and Faculty Review processes within the entry-level Doctor of Physical Therapy program is the use of student course evaluations. The program has set a policy that a Course is “compliant” if the average score received from the eight standard questions is 80% “Satisfied” or “Very Satisfied.” It is a goal of the program that each question receives a score of 80% “Satisfied” or “Very Satisfied.” Following the completion of each course, the associate program director meets with each instructor of record and reviews the scores and comments from the course evaluations. Based on the course evaluations, and comments from the instructor of record, a plan is developed to improve the course the next time it is taught. The plan is then emailed to the instructor of record for their records and a copy is sent to the track coordinator and the program director.

If a course does not have an average score of 80% over all eight questions, then the course is considered to be “non-compliant.” When this is the case, it is expected that the instructor of record will make significant gains the next time the course is taught and should bring the course in to “compliance” by the second time the course is taught. If the course remains “non-compliant” then a change will be made in the instructor of record for the course.

The program has found that the use of the course evaluations, along with minimum expected standards, has improved the satisfaction of the students with courses taught in the curriculum. In the 2018-2019 and 2019-2020 academic years approximately 80% of all courses met the standard. In the 2020-2021 academic year, 91% of courses met the standard. The change is attributed to the development of action plans based on course evaluations and in some cases, changes in instructor of record.

The program will continue to monitor individual course evaluations on a quarter-by-quarter basis, as well as the overall number of courses meeting the expected standard during the Annual Curriculum Review.

In the case of SAHP, for example, the decisions for renewal of faculty appointments are made by the department chairs in consultation with the dean. The criteria for faculty promotion are based on the faculty promotion guidelines and a portfolio the faculty prepared based on the faculty guidelines. ([SAHP Faculty Promotional Guidelines, Appendix A5.1](#))

- The portfolio is submitted to the dean for review before passed along to the Rank and Promotion Committee.
- The Committee then evaluates the portfolio according to the faculty promotion guidelines, then makes a recommendation to the dean.
- The dean confirms the recommendation and conveys her/his decision to the faculty member and department chair

The faculty workload document is reviewed prior to reappointments / renewals / promotions; course evaluations for faculty to determine missional alignment within course instruction and community and University committee activities. Results from faculty and staff assessments of institution-initiated professional development.

There are various ways faculty in the SAHP orient students to the mission, beliefs, and values of the institution and the SDA Church. Below is a brief summary of the most common ways these are practiced.

- Praying with students during classes and opening classes with devotionals
- Demonstrating compassion and kindness in treatment of students that reflect the values of the Seventh-day Adventist faith
- Promoting whole-person care through lectures and encouraging Christian messages and time for reflection
- Student orientations include review of the core values of the University and LLUH
- One department has installed a prayer box in their lecture/lab room
- Living the mission and values of the university and of Adventist faith daily as role models

Furthermore, nearly all faculty have identified multiple activities in their local church communities and in the wider church community.

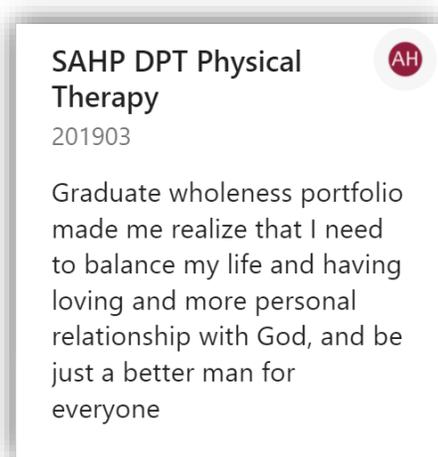
- Involvement in local church children and youth programs
- Engagement in church outreach programs, such as feeding the homeless, compiling and distributing food boxes
- Leading out in young professionals' Sabbath School groups
- Involvement in mission services
- Create and lead a community outreach family support group
- Serving in roles of elders, deacons, Sabbath School teachers

Lunch Power: This is a weekly event every quarter except summer term, under the leadership of Dr Julia Hollister, chair of our Spiritual Life and Wholeness Committee in SAHP. It is an activity in which we provide lunch and guest speakers who provide inspirational and encouraging presentations to encourage our students' personal and spiritual development.

Portfolio: This is an integral part of each student's curriculum in SAHP, and supports the Mission-Focused Learning objectives established by the university. In these courses students engage in volunteer missional projects and complete reflection papers about the impact of their activities on their spiritual, personal, and professional growth and development. It is designed to introduce students to life-long learning; to the importance and impact of volunteerism not only on their community, but within their own lives.

The School of Religion conducts its annual faculty evaluation in the summer months. Every faculty member writes several pages on the aspects described below and then has a one on one 60-90-minute interview with the Dean (and at times, the Associate Dean) discussing these issues and evaluations as well as plans for the following year. The purpose of this exercise is self-reflection and insight for improvement in teaching, research and service/advising. The faculty members are asked to respond to four questions: (1) Their goals for teaching, research, and service/advising at LLU over the last year; (2) The outcomes of their teaching, research, and service/advising at LLU over the last year; (3) How the five goals of the School of Religion affected their teaching; and (4) Their goals and plans for teaching, research, and service/advising for the upcoming academic school year. The written evaluation and face to face interviews typically conclude by the faculty members being given an opportunity to share with the Dean any concerns they may have. ([SR Faculty Qualification and Teaching Schedule, Appendix A5.2](#))

[AAA CFR Evidence Dashboard](#)



Wholeness Survey - student response

Area 6: Educational Context

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

The University has approximately a twenty-year history of impressive financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.

There has been substantial expansion in the University's information and library resources since the last reaccreditation. Additional expansion continues to be developed as part of the development of the Centennial Complex - the institution's global gateway. Advanced technologies available through the institution's extensive clinical training sites, as well as expanded simulation and tele-medicine resources further the educational resources that support academic programs.

Educational priorities, salaries, and benefits comprise most of LLU budgeted expenses. The major expense categories are salaries and benefits (57%); purchased services (16.7%) (these include shared service allocations); Supplies and printing (7.2%) and general expenditures (9.8%). ([2020-2021 Audited Financial Statement, Appendix, 6.1, The First Quarter Financial Report to the Board of Trustees, Appendix 6.2](#))

The [facilities master plan](#) states that any new structure will be built to LLU standards and continue the further the mission. It is always the intent that the new structures enhance student education and life. Furthermore, as with the other buildings on campus, any new building will incorporate the rich LLU Adventist history.

Del E. Webb Memorial Library

The Del E. Webb Memorial Library aims to provide a well curated collection of resources that allow students to engage in discovery. The differing opinions and points of view represented within the library collections provide the opportunity for students to conduct research and come to informed opinions. In guest lectures and individual appointments with students, librarians educate on the ethical use of information by discussing concepts such as plagiarism, copyright, credibility, reliability, and bias in information. Based on LLU's core values, the Christian approach we apply to our teaching supports an environment that provides our students, faculty, and staff the ability to serve the community in an ethical manner.

The library's primary objective is to collect materials to support the teaching, learning, research, and discovery needs of the institution. Acquisition of resources is data-driven. Our heritage is important to us. The library has a policy-based approach to collect and preserve materials related to the history and development of the Adventist Church through Archives & Special Collections. Seventh-day Adventist materials are actively being digitized and uploaded into the Adventist Digital Library (ADL) which provides easy access not just for the LLU campus and

community, but also for the worldwide church and anyone interested in accessing Adventist material. Del Webb Library is also a funding partner of ADL and has plans to accelerate our production of our heritage collections into a digital format.

Academic freedom is core to the higher education learning process; but, as we have learned in the last decade as a country, with freedom comes responsibility. Freedom of thought is core to our Protestant heritage as a country and is reflected in the freedom people enjoy to hold beliefs without pressure from external forces. The library is a microcosm of these lofty ideals and as such does not restrict collection development practices to conform or reflect a particular point of view. Rather, we provide an array of sources that allow individuals to research questions and develop informed answers to those questions.

While the core of provided library resources is clinical, there is an appreciation and need to infuse Seventh-day Adventist beliefs and faith throughout it. The library supports these efforts by maintaining a commitment to continue to acquire appropriate religious scholarship; providing space and support for religion classes taught to LLU students on Adventist history and beliefs; and working closely through our librarian liaison program with the Faculty of Religion to continue to acquire relevant materials. The Heritage Research Center (HRC) and the Ellen G. White Estate Branch Office housed in the Del E. Webb library provide a world class collection of modern and rare resources for Adventist and Biblical study: biographies of faithful individuals, mission stories, historical resources showing the development of Adventist beliefs, Bible commentaries, Bible encyclopedias, and other scholarship by both prominent and lay individuals. The Heritage Research Center exposes students to wonderful displays of artifacts, documents, and photos about our institutional history and connection to the Seventh-day Adventist Church.

Quality resources are procured through a variety of channels. Participation in professional groups such as the Association of Seventh-day Adventist Librarians help staff stay current on best practices, collections held by other libraries, and new resources. Other newly published resources are identified on recommendation by faculty, constituency, reviews, advertisements, Adventist bookstores, browsing etc. For many years, the Del E Webb library has served as a repository for all of the published material of the Pacific Press Publishing Association.

Rare and other historical sources are often identified through bibliographies, references, and recommendations, and are acquired through rare book dealers, donations, and online retailers such as eBay and Abe books. Some recently purchased items include a large collection of rare monographs from the Ellen G. White library list as well as other books written by the authors found in the Ellen G. White Library; a lithograph of "Our Home on the Hill," where James and Ellen White stayed prior to the first Adventist Sanitarium; the spectacles belonging to Dr. Kellogg's associate, Charles Stewart; and multiple rare volumes on Biblical Prophecy discussed in the bibliographies of Charles Froom's "Prophetic Faith of Our Fathers."

The Del E. Webb Memorial Library is home to the Heritage Research Center (HRC) and the Southern California White Estate Branch Office. The Heritage Research Center exists to capture, preserve, document, and promote research into the history and legacy of Loma Linda

University Health, Ellen G. White, Adventism, and the Seventh-day Adventist Church, and the health sciences with particular attention to where health and Adventism intersect. Furthermore, the White Estate Branch Office seeks to guide and facilitate an understanding of Ellen G. White's life, writings, and role in the Seventh-day Adventist church, and Loma Linda University in particular. The Department of Archives and Special Collections houses over 59,000 monographic volumes. Among the collection strengths are Millerite publications; writings of early Adventists; a complete collection of the writings of Ellen G. White; books, tracts and pamphlets by, about, and against Seventh-day Adventists; nearly all titles published by the Adventist publishing houses in North America; Biblical prophecy; and the Sabbath dating back to the 17th century. The collection also includes 19th century medicine and the health reform movement; vegetarianism; hydrotherapy; Adventist hospitals and sanitariums; Adventist mission including medical missionaries, and History of the Health Sciences.

As a recent focus, Heritage Research Center staff have paid particular attention to making these resources more available to our constituency, as well as to the general public, through digitization. Thousands of records (photographs, periodicals, church publications, ephemera, and more) have been digitized and made available on the [Heritage Research Center's digital repository](#). Furthermore, the Center has entered into a significant partnership with the Adventist Digital Library and has begun digitizing and adding valuable and rare Adventist works to that organization's online repository.

The library continues to support institution-wide faith activities and community outreach through participation, attendance, and support of staff that often volunteer to support faith activities. Library administration supports the use of the library auditorium for weekly Sabbath services. The library, HRC, and White Estate provide resources to other SDA churches and institutions, locally and abroad. Our hours of operation reflect Sabbath observance. The Heritage Research Center documents the institution's roots in Adventism. The library and Heritage Research Center regularly provide tours of our heritage areas and the HRC documents the University's activities and outreach. Archives and Special Collections staff development and install displays and exhibits in the library and other places on campus that reflect beliefs and mission outreach.

Office of Student Experience

The OSE plays a key role in fulfilling the mission of Loma Linda University Health "to continue the teaching and healing ministry of Jesus." In our shared quest "to make man whole," we seek to *recruit, train, and inspire* students to live the LLUH values of compassion, wholeness, humility, integrity, justice, teamwork, and excellence within the framework of the Seventh-day Adventist Church.

The crucial role the OSE plays can only be understood within the broader context of LLU's parent organization, the Seventh-day Adventist Church. By responding to the need for skilled Christian health professionals and scholars, we strive to embrace and embody the values of the SDA Church and its commitment to awakening inquiry. Furthermore, we are compelled by a prophetic calling to proclaim "the eternal gospel" as heralded by the three angels in

Revelation 14:6–12. These messages are given to prepare the world for the Second Coming of Jesus, and as such, remain central to our calling and mission.

The purpose of this report is to tell the LLU story of the student’s experience of being recruited, trained, and finally, inspired to fulfill their sacred calling to advance the teaching and healing ministry of Jesus. In each section we will consider LLU’s dream, the challenges, and our plan moving forward.

RECRUIT

The Dream

Relative to enrollment, our goal is to grow annually over the next five years. Leaders have discussed a dream of having 10,000 students (half being online). Given our current enrollment of 4,434 students, however, this is an ambitious stretch goal that will require creative planning, coordinated execution, and prayerful persistence to stay the course and achieve such a lofty objective.

The Challenges

Enrollment data in SDA higher education continue to trend downward. Over the last nine years (2012-2021), the total enrollment in Adventist Colleges and Universities has declined an average of 2.6% annually. At LLU, enrollment has plateaued over the past decade, ranging from 4,434 to 4,729. The current academic year shows a slight decline in enrollment (students and FTEs) with a slight increase in tuition and fees.

Specific to graduate schools, Encoura.org reports, “Between 2013 and 2019, the graduate enrollment rate fell by 15%. It then cratered in the early weeks of the pandemic to 23% below the 2013 baseline, before recovering.” Despite the current uptick in graduate school enrollments, the trend is troubling.

Considering the enrollment decline in SDA schools (LLU’s preferred feeder system), coupled with the challenges that confront graduate schools across the country, it is a difficult environment to annually increase enrollment. Achieving this goal will require visionary leadership, strategic thinking, and assiduous execution.

Our Plan

The preferred feeder system for LLU has always been and remains the SDA colleges and universities. To this end, LLU recruiters regularly visit the campuses of our sister schools to nurture close ties with the local faculty advisors and perspective students. Furthermore, LLU gives preference to all SDA students. This priority given to SDAs is strategic and significant—particularly in competitive programs like medicine and dentistry where capacity is limited. The OSE continues to coordinate with the provost to monitor all eight Schools and address the programs that do not give priority to SDA applicants.

To nurture close ties with the SDA colleges and universities, the Vice President for Student Experience (along with other LLU faculty and staff) is an active participant in meetings comprised of administrators and leaders from other SDA schools. Examples include:

- Adventist Enrollment Association (AEA)
- Adventist Intercollegiate Association (AIA)
- The association of North American Division of Student Life Vice Presidents
- Adventist Student Personnel Association (ASPA)

In addition to LLU's commitment to working with the colleges and universities, we also have a designated full-time University recruiter responsible for maintaining a presence on the SDA academy campuses to nurture relationships with both administrators/teachers and high school students attending Adventist schools. By intentionally investing in these strategic relationships with SDA leaders and students, we continue to build collegial partnerships and forge strong alliances that enable us to continue to lean into sister institutions as our preferred feeder system.

A key partnership that factors into the LLU strategic plan for enrollment is the symbiotic relationship that exists between the OSE and MarCom. Through regular meetings (Student Communication Committee, Recruiters Meetings, Enrollment Management Committee, Web Committee, etc.) and timely communication, we continue to work together toward increasing enrollment. This includes initiatives such as using SLATE, our Customer Relationship Management (CRM) software, to its full potential. Through this IT solution, LLU seeks to maintain timely and personal contact with every potential student from inquiry to matriculation. Another example of MarCom playing an indispensable role in Enrollment/Recruitment is the LLU Marketing Matrix, an algorithm for prioritization and decision-making. This tool allows Enrollment/Recruitment to make data-informed decisions about where to invest our marketing dollars for maximum return. One final example of "One Loma Linda" and the collaboration between MarCom and OSE would be the LEAN Process Improvement Events (to date, the departments have worked together with School of Public Health and School of Pharmacy) to address enrollment challenges such as melt rate (the difference between the number of students accepted and those who matriculate into a program), flat or declining enrollment, financial challenges, housing issues, etc. Through continued cooperation between MarCom and Student Experience, LLU intends to increase enrollment.

Central to our enrollment strategy is the LLUH commitment to our Pipeline and Pathways Programs that was prepared for the Chief Academic Officers of the Association of Academic Health Centers. This material demonstrates the unwavering commitment at LLUH to prepare future healthcare providers to serve in the name and tradition of Jesus.

If LLU is to realize our goal of increasing enrollment, we anticipate the primary growth will be online. The potential for doubling enrollment using a virtual modality is exponentially greater than LLU's capacity to create the necessary infrastructure to support twice as many on-

campus students. Thus, the OSE continues to work closely with the Provost in supporting the Pivot. ([Pivot Presentation, Appendix 6.3](#)) Our Office is specifically focused on addressing the inherent challenge of providing *every* online learner with the unique “LLU experience.” This is a work-in-progress as we endeavor to get clarity on pertinent questions, such as:

- What is the unique “LLU experience”?
- Does the value-added “LLU experience” offset the savings a student would get from a highly discounted online school such as Touro University Worldwide or University of Phoenix?
- How can we train and inspire online students to fulfill the LLUH mission “to continue the teaching and healing ministry of Jesus”?
- How can we facilitate lifelong relationships (which naturally develop on campus) between students and faculty when online learners have limited or no in-person contact with one another?
- What makes the online experience uniquely Seventh-day Adventist? How can the doctrines and values of the SDA Church be embedded in the online curriculum? How do we differentiate an SDA online degree from any other program?

The competitive environment in higher education demands that we aggressively market, recruit, and enroll students into a program that delivers the highest quality education in the world. Our anticipated growth in enrollment, however, is sustainable only to the extent that the LLU student experience is world class. In the next section, we consider the dream, the challenges, and our plan relative to student experience.



SM Student-led 8:46 Minute Silent Prayer during Solidarity Vigil, LLU Lawn, June 5, 2020

TRAIN

The Dream

Upon matriculation, the OSE strives to equip every student with the skills necessary to succeed. Our interest and investment in every student, however, involves more than just academic success. Embracing the model of Whole Person Care, our dream is to develop healthcare professionals who excel in every dimension of life—physically, mentally, emotionally, socially, and spiritually. In short, we want every student’s experience to prepare them well in leading a balanced, fulfilling life as they continue the teaching and healing ministry of Jesus.

The Challenges

Students face numerous challenges in their educational pursuits at LLU. The OSE is committed to understanding and addressing all obstacles that threaten student success. Given LLU’s commitment to the integration of values through a Christocentric-bio-psycho-social-spiritual model, we will use this construct to illustrate some of the pressing issues currently confronting our students.

1. Physical Challenges

Fundamental to the well-being of students is the challenge to meet their basic physical needs. For example, studies show that food and housing insecurity has numerous detrimental impacts on students such as obesity, higher BMI, poor sleep, depression, anxiety, stress, social stigma, and poor academic results—to name a few. According to research conducted by three MS Nutrition and Dietetic students at LLU, “The prevalence of food insecurity (FI) on college campuses in the United States was 41% in 2018.” Their conclusion: “The findings our research highlight both the prevalence of food insecurity and the awareness of food resources in the LLU student population, which reveals the need to address FI to maximize whole person care.” ([Food Insecurity Prevalence on Loma Linda University Campus, Appendix 6.4](#))

Given our emphasis on the “whole person care” of students, the OSE is spearheading efforts to address the physical needs and safety of all students. This is especially challenging given the reduction in workforce at Student Activities (the primary office addressing the food/housing insecurity issue) from three employees down to one.

2. Academic/Psychological/Emotional Challenges

Compounding the challenges many students face relative to meeting their basic physical needs are the frustrations associated with their academic pursuits. This includes issues such as complaints about the numerous “holds” that slow the registration process, enrollment glitches, inadequate staffing at the library, an unsatisfying experience in online education (during the pandemic), etc. Along with the academic hurdles, unprecedented numbers of students face mental health challenges. The current demands on our counseling and student assistance resources remain at an all-time high.

3. Social Challenges

A significant part of any student's experience in college/grad school involves the comradery of friends and teachers; that is, belonging to a community. To discover and grow together with fellow learners is what makes for a life-defining educational experience.

Providing a rich social environment for LLU students, however, has been difficult over the past 18 months due to a couple of major factors. First, the pandemic, with all the physical distancing and social restrictions, has dramatically altered the social scene on campus. Secondly, LLU's financial challenges have resulted in personnel cuts. LLU Student Activities—the office primarily charged with creating a robust social life on campus—was hit especially hard by the reductions. What used to be the role of three full-time employees (Student Activities Director, Student Development Coordinator, and Facilities Coordinator) was reduced to one role serving as Student Activities Manager. Given the pivotal role of social activities in the overall student experience at LLU, this gap must be addressed. Part of the Student Experience plan will be to carefully analyze its staffing demands.

4. Spiritual Challenges

Like any faith-based organization, LLU is threatened by Mission Drift. According to authors Peter Greer and Chris Horst, "Mission Drift is a crisis facing all faith-based organizations. Without careful attention, faith-based organizations will inevitably drift from their founding mission. It's that simple. It will happen" (*Mission Drift: The Unspoken Crisis Facing Leaders, Charities, and Churches* by Peter Greer, Chris Horst, et al., 2015, p.15). Thus, it is imperative that we carefully guard against this ever-present challenge to the long-term health and sustainability of our institution.

Our Plan

Given the multi-faceted challenges that confront our institution and impact a student's experience while attending LLU, it is imperative that we intentionally address these threats with a clear, strategic plan. Foundational to this plan is a clear understanding of what constitutes "student success." Thus, at the monthly Student Success Committee meetings, we routinely discuss questions such as:

- What does student success look like?
- How is student success uniquely understood at LLU, and how—if at all—does this differ from the way other universities evaluate success?
- What metrics will we use to measure student success?

Clarity on these questions will propel us toward fulfilling the LLU mission.

A construct that has proven helpful in thinking about the student experience is the LLU Staircase of Student Success. Like Abraham Maslow's Hierarchy of Needs, this model starts with the most fundamental measure (cf. Maslow's physiological needs) and ascends to the pinnacle of assessing success (cf. Maslow's self-actualization). As is the case with Maslow's theory, this becomes increasingly difficult to measure as one climbs toward the top of the structure.

In the Staircase model, the first and most basic step is "Competency." Every university aspires to graduate students who are competent in their respective careers. In other words, the most basic assessment of success for students would be competency questions such as "Do they pass their state boards?" and "Do they obtain the required licensure(s) to practice in their chosen healthcare field?" The next step measures success in terms of a career. Any evaluation of a student's success should consider if they were able to find a job in their area of study. This is a relatively easy metric to evaluate in terms of the numbers of students who find employment, their compensation, the impact of their work, how high they ascend in an organization, etc. The third level of assessing a student's success centers on the sense of calling. Our objective at LLU is to recruit, train, and inspire people to continue the teaching and healing ministry of Jesus. Inherent in this mission is the work of instilling in every student a sense of purpose to this sacred calling. Our purpose is to help students find their purpose. Success, then, is proportional to the extent that we can facilitate every student's calling. Again, this is not unique to LLU. For example, the branding and marketing at Cal Baptist University centers on a student confirming his/her purpose in life while attending their school. It is only in the final step of this Staircase model that LLU asserts its unique understanding of student success. In LLU nomenclature, the highest pinnacle of student success is found in graduates who commit to our mission. Ultimately, this is how we think about student success: Does the graduate live out the mission of advancing the teaching and healing ministry of Jesus?

Our plan to assist every student in achieving success at each step of our Staircase model consists of many parts—each piece in place to enhance the experience while the student is enrolled at LLU. From chapels to the quarterly resource letter to student government and clubs, providing a solid structure to support our students in their academic pursuits will lead to alumni who will inspire and change the world by living the LLU mission.

INSPIRE

The Dream

Ideally, every LLU student would graduate, parlay their degree into a successful career and fulfill their sacred calling to continue the teaching and healing ministry of Jesus. While this dream may be unattainable, it remains the standard by which we measure success. Simply put, our dream is to inspire 100% of students to finish their studies at LLU and then effect healing around the world through service, compassion, and Christ-like love.

The Challenges

Although the dream is to see every student commit to a life of service in the tradition of the teaching and healing ministry of Jesus, we are cognoscente of challenges in this endeavor. One such challenge is the difficulty in objectively measuring and tracking progress. Through the Graduating Student Exit Survey, we get a window into students' attitudes and intentions relative to the LLU mission. For example, exiting students responded to the statement, "I was positively influenced by LLU's mission, purpose and values." Tracking the responses from academic years 2016-2020, the students who replied "agree" or "strongly agree" were as follows: 84% in 2016-2018, 83% in 2019, and 86% in 2020. By working in close alliance with the Office of Spiritual Life and Mission and the Office of University Spiritual Care, we continue to monitor, evaluate, and respond accordingly to these data. ([Graduating Student Exit Survey, Appendix 6.5](#))

Another key alliance in working toward continued improvement in developing graduates who are inspired to carry on the teaching and healing ministry of Jesus would be the Office of Alumni and Donor Relations. Again, the challenge is to compile and assess trustworthy data that allows us to accurately measure and evaluate what percentage of students are "inspired" by the LLU mission and to what extent they "live" it.

Finally, another vital partnership in working toward this dream of inspiring students to carry out the LLU mission would be with MarCom. One of the Criteria for Review from the last AAA visit was to work with MarCom to compile "Results from student and alumni evaluations of programs of study that assess effectiveness in achieving aspects of the Adventist philosophy of education." Compiling accurate data and consistently evaluating and improving upon the results presents another challenge.

Our Plan

Foundational to our strategy for increasing the percentage of students who live out the LLU mission is a shared commitment to our "Thematic Pathway for Reaffirmation," namely One Loma Linda. The OSE does not operate in isolation; rather, as referenced earlier, it is imperative that we partner with key campus entities and work together toward achieving our mission. Consider these examples of strategic alliances that will build up One Loma Linda:

1. Administration

The VP for Student Experience has a regular one-on-one meeting with both the President and the Provost. These meetings offer an ideal time for accountability and assessment of how we are doing regarding recruitment, student experience, and then maintaining positive relationships with alumni. To fully support all major initiatives such as The Pivot, University

Village, The Spiritual Master Plan, etc., these meetings are critical to the overall goal of One Loma Linda.

2. MarCom

One Loma Linda will only work if there is a strong connection between the OSE and Marcom. Because the OSE is responsible for recruitment and enrollment, all things related to communication with prospective students, branding, advertising, social media, web presence and follow-up require our two departments work seamlessly together. Any division between departments will negatively affect potential students. After all, students assume the messaging from LLU will be consistent. Should we be a fractured LLU—functioning internally as silos—the whole experience for perspective students would be both confusing and negative.

3. Spiritual Life and Mission

Because the OSE exists to help LLU fulfill its God-ordained mission, the connection between our Office and the Department of Spiritual Life and Mission must be strong. In many respects, the office of Spiritual Life and Mission serves as a guardian of the LLU mission. Thus, weekly meetings between our departments focus on issues such as the alignment of LLU mission and the programming presented in chapels, the spiritual master plan, the collaboration between the University and the Center for Whole Person Care, etc.

These examples are but a few of the parts of the LLUH system that comprise One Loma Linda. It is the continued focus of everyone in the OSE to collaborate with our colleagues throughout the organization to continue to build a mission-true enterprise that changes the world through the teaching and healing ministry of Jesus.

LLU has for decades respected the relationship with other Seventh-day Adventist sister schools. While four-year Adventist colleges, as well as SDA Universities have for decades developed health-science degree programs with apparent no regard to competing with LLU's academic programs, we have resisted expanding our undergraduate degree programs so as not to draw potential students from sister institutions. More directly, LLU does not accept first time/full-time students and we do not take students from high schools and church's academies. During LLU interactions with high school students in pathway programs, and with high school teachers during our EXSEED program, LLU always encourages students to attend our SDA Colleges before joining our academic programs.)

Loma Linda University, as a General Conference Institution, has direct contact with World Church Leadership. General Conference and Union leaders are members or invitees and hold significant positions on our Board of Trustees. LLU funds regional and global medical services that provide hope, healing, and the SDA health message.

The University's Alumni are significantly engaged in ministry via [SIMS](#), [CAPS](#), and [GHI](#). Many alumni participate in global ministry and in student mentorship. Alumni weekend is a time for acknowledging the extraordinary contributions that our graduates are making throughout the world. LLU alumni support the mission of this institution by donating time and generous financial gifts to continue the teaching and healing ministry of Jesus Christ.

[AAA CFR Evidence Dashboard](#)



Loma Linda University Students

Area 7: Pastoral and Theological Education

Standard: The institution has pastoral and theological education with a curriculum that is of an equivalent standard to other tertiary institutions offering pastoral and theological education within the Seventh-day Adventist college/university sector, and that meets the mission and objectives of the institution and church, particularly in the preparation of students for denominational service.

School of Religion Mission:

“To continue the teaching and healing ministry of Jesus Christ by integrating Adventist faith with the world’s changing need.”

On May 24, 2014, under the trees atop the Nichol Hall hill – the very mound from which Loma Linda takes its name meaning “Beautiful Hill” – a crowd gathered in anticipation of the moment when a new sculpture called “This is the Very Place” would be unveiled.



Sculpture of Ellen White, 'This is the Very Place'

The sculpture recalls the moment Ellen White visited Loma Linda on June 12, 1905 and knew it to be the location she had seen in a vision.

White traveled with her son Willie and was met by John Burden, who had made the property purchase. Upon arriving on the Beautiful Hill, Ellen White said, “Willie, I have been here before.”

He responded, “No Mother. You have never been here.”

“Then this is the very place the Lord has shown me, for it is all familiar,” she answered.

Emphasizing the need to move forward with the purchase of the land, she told the group, “We must have this place. The Lord has not given us this property for any common purpose.”

The amazing story of the purchase of the Loma Linda property underscores from the very beginning, God’s remarkable providential leading of the Sanitarium and of the educational center, the College of Medical Evangelists.

Today, Loma Linda University’s fundamental purpose as an institution of higher education is to provide – through the faculty, staff, administration, and curricula – an

environment for learning that emphasizes individual commitment to Christ, personal integrity, intellectual development, and generous service to humankind and the church.

Particular attention is given to selecting curricula that educate students for Christian service; and the curricula is molded by an educational philosophy grounded in the beliefs, practices, and values of the Seventh-day Adventist church.

The study of religion has been a central feature of Loma Linda University since its beginning with the School of Nursing in 1905, and with what eventually became the School of Medicine in 1909. Between 1918 and 1962, when the university functioned on two campuses—at Loma Linda and at Los Angeles—pastors and chaplains in the area assisted the religion faculty.

The University consolidated all of its activities on the Loma Linda campus in 1962. In 1967 La Sierra College in nearby Riverside became part of Loma Linda University. Through all these years the teaching of religion was administered through, initially, a Division of Religion and then in 1987, a School of Religion.

After 1990, when the two campuses became independent of each other again, teaching at Loma Linda was administered by a Faculty of Religion. This is when the Centers for Christian Bioethics and Spiritual Life and Wholeness began, and when the religion faculty launched its three M.A. programs. In 2008 the Board of Trustees gave formal approval for a new School of Religion.

Through the years the school has had many gifted and influential faculty members. Of particular note are:

- Jack W. Provonsha, MD, PhD, a minister and physician who was a specialist in philosophy of religion and philosophical ethics as well as the founder and first director of the Center for Christian Bioethics; through his teaching and popular sabbath school classes and books he emphasized human freedom, epistemology, the unity of the body, soul, and spirit (wholism) and bioethics – how ethics impacts the practice of medicine.
- Graham Maxwell, PhD, a minister, New Testament scholar, and the Division of Religion's first Dean (1961 – 1976); through his teaching, popular sabbath school classes, and books he emphasized the larger biblical story of the Great Controversy and the truth of the gracious character of God.
- Wil Alexander, PhD, a minister, theologian, founder and director of the Center for Spiritual Life and Wholeness and one of the Deans of the Division of Religion (1990 – 1993); he maintained a strong relationship with the clinical faculty of the University by developing the art and science of whole person care, regularly attending rounds with clinicians and students; his life and work was documented in a film called *A Certain Kind of Light*.

The School of Religion coordinates teaching, research, and service in religion on the Loma Linda campus and its satellites around the world. Through these various configurations, the study of religion has always been in the vanguard of Loma Linda University's effort To

Make Man Whole (motto), to continue the teaching and healing ministry of Jesus Christ (mission), and to transform lives through education, healthcare, and research (vision).

The primary mission of the School of Religion is to enrich programs in the eight schools of the University as well as San Manuel Gateway College with a faith-based, wholistic approach to the health sciences. Religion courses required of students – both graduate and undergraduate – provide core knowledge of ethical, theological, and spiritual issues that confront today’s health care professionals; teaching these religion courses is the largest and most substantial work of the faculty of the School of Religion for it exceeds more than 90% of its teaching, engagement, and involvement with the students from the University’s eight schools.

The Mission of the SR faculty, after solid and vigorous conversations over the period of several months and through all of its internal committees, was adopted on April 10, 2018. The School of Religion’s Mission is “to continue the teaching and healing ministry of Jesus Christ by integrating Adventist faith with the world’s changing need.” As Leo Ranzolin, SR Dean, explains it: “Loma Linda University School of Religion has been entrusted with the mission of articulating the story of God’s gracious plan to redeem a lost and broken world through the life, death and resurrection of Jesus Christ within the context of Loma Linda University, a health science Seventh-day Adventist university. The school’s mission of articulating this story of redemption is particularly focused on the teaching and healing ministry of Jesus Christ and the role it plays in equipping health care practitioners with the training to integrate Adventist faith, health, and science. The school contributes to the mission, vision and values of Loma Linda University by giving priority to the sacred task of serving students in all eight schools with mission-focused learning, through scholarship that expands knowledge and addresses the challenges health care professionals face in today’s complex world, and by its service to the university and world-wide Adventist church.” ([SR Dean’s Welcome](#))

Religion Taskforce

In the winter quarter of the 2018 – 2019 academic school year, President Richard Hart established a Religion Taskforce to help the School of Religion prioritize anew “the important pastoral and teaching role of the Religion faculty within each of the university’s schools.”

The members of the Taskforce committee asked the school to renew its mission and vision statements; craft initiatives that contribute to the spiritual growth across the campus; hire faculty who would reflect more fully the theological diversity of the Adventist church at-large as well as the ethnic diversity of LLU; ensure faculty loads appropriately delineate the responsibilities of teaching, scholarship, and service; strive to integrate more effectively the religion curricula into LLU’s academic programs; and create a professional working environment within the school in response to HR’s Climate Assessment report. ([Taskforce Request, Appendix A7.1](#))

The School of Religion faculty carefully considered the concerns of the Taskforce and submitted a response that underscored its commitment to:

- *LLU's mission, vision, and values.* This commitment is seen by giving priority to the sacred task of serving students in all eight schools with excellent Christ-centered teaching applied toward the unique clinical settings of LLU's programs, through scholarship that expands knowledge and addresses the challenges health care professionals face in today's complex world, and by its service to the university and world-wide Adventist church.
- *Establish a ministry of presence.* We will keep ourselves connected to God so that we can encourage student-initiated conversations and mentoring outside of the classroom.
- *Implement best practices for diverse classrooms and student body.* One of these practices involves articulating the SR's distinctive expression of the Adventist faith by teaching and serving a diverse student body in a Christ-centered, inclusive, and winsome way. Another practice concerns our desire to hire a diverse range of new faculty who represent the very best of Adventism.
- *Maximize efficiency in Administration.* We intend to create an organizational structure that is clear and efficient so that the positions of leadership are clearly delineated; the course scheduling is streamlined with clear procedures; administrative duties are carried out appropriately; and the SR graduate programs are discharged with excellence, recognizing the priority of the teaching role.
- *Foster intentional partnerships with sister schools.* We will effectively partner with our sister schools to revisit and refine the religion curricula that is required of LLU's 100+ programs, accounting for their unique ways of continuing the teaching and healing ministry Jesus Christ; we will appoint a faculty liaison for each school to facilitate communication in this task of revising the religion curricula of programs. We will also invest more heavily in developing online courses, incorporate service learning in religion course offerings, and serve as co-creators of IPE-approved courses to meet the needs of individual programs.
- *Renew community.* We are committed to growing together as a community of teachers, scholars, and pastors to create a culture of trust and accountability in a community characterized by Christ-likeness.

The foregoing demonstrated the School of Religion's commitment to address the themes of the Religion Taskforce as well as its desire to renew its mission and vision at Loma Linda University. ([SR Taskforce Response, Appendix A7.2](#))

Strategic Plan

The work of the Religion Taskforce occasioned the creation of an SR Strategic Planning committee. Having worked through numerous drafts of a strategic plan, the committee has formulated four mission priorities which flow directly out of the work of the Taskforce:

- *Practicing the Ministry of Presence*: faculty members will be collegial and engaged leaders in the spiritual life of LLUH.
- *Curriculum Integration*: the religion curriculum for all LLU's academic programs will be effectively integrated in ways that make evident the added value.
- *Teaching and Scholarly Excellence*: the school will have a faculty capable of excellence in the study and teaching of religion in a health science university context.
- *Service in Mission*: the school will be a significant resource for mission-related services of the University.

Clearly, the renewed commitments on the part of the School of Religion demonstrated that the conversations the school had with the Religion Taskforce have been beneficial for SR, the University, and LLUH. Indeed, the work of the Taskforce made evident in many ways the possibilities of distinctive collaborative endeavors across LLU, revealing yet another wonderful expression of One Loma Linda.

Ecclesiastical Endorsement of SR Faculty

In the wake of the 2015 mid-term review of the Adventist Accrediting Association, the School of Religion faculty at Loma Linda University were invited to seek ecclesiastical endorsement from IBMTE. The normal process at the time was for a faculty member to go on the IBMTE website and check a box indicating agreement with five voted documents of the SDA church, including the 28 Fundamental Beliefs. Faculty members were uncomfortable with that system and agreed to a more robust response instead.

The SR Dean invited each faculty member to read the five documents and write a response to them that could be anywhere from a long paragraph to fifty pages, as they chose. Most chose to write a response of 2-4 single-spaced pages. These responses demonstrated serious engagement with the five voted documents and a strong commitment to the beliefs and mission of the SDA church. The Dean spent an hour with each faculty member, sharing his own response document and inviting conversation about the issues. The one-on-one conversations were cordial, enlightening, and, in the Dean's mind, a strong affirmation of why each of them had been hired in the first place.

The Dean then brought the list of nineteen names that had gone through this process to the MTEC Committee of the Board, probably in early 2017, recommending that the entire list be endorsed by the committee to teach religion at LLU. The agreement of the committee was unanimous, and they recommended the entire board do the same. The representative of IBMTE that was present then asked if these names were going to be submitted to IBMTE for recording. The Dean responded that there were two issues with that request: 1) a number of the SR faculty strongly felt that LLU's Board of Trustees ought to be the definitive governing body that

endorses the faculty; and 2) LLU's General Counsel advised that the laws of California made that a questionable action. California institutions must be subject to their governing boards, not outside influence. Consequently, the decision was made for SR faculty to obtain their ecclesiastical endorsement by LLU's Board of Trustees.

Ongoing cooperation and adaptation to the needs of LLU Schools

Revision of Religion Curricula for the School of Medicine

The SR continues to serve its sister schools as they update their program and curricula to meet the needs of a new generation of students. Recent efforts have included working closely with the School of Medicine in the development of a new 3-year longitudinal course, Christian Physician Formation, which integrates spiritual and theological formation with professional development. This course is co-directed and co-taught by faculty from both schools, coordinating with an extensive small-group mentoring program led by physicians.

The sequencing of religion courses has also been updated to provide students with more consistent contact with SR faculty throughout their training. The two schools also partner to offer dual-degrees to medical students—the MD/MA in Bioethics and the MD/MA in Religion & Society.

Revision of Religion Curricula for the School of Dentistry

During the first quarter of 2021 the faculty and administration of the SR began ongoing discussions with the faculty and administration of the School of Dentistry (SD) regarding the twelve units of religion courses for the DDS program. The discussions pertained to the following areas of concern: (1) the alignment of religion courses with the SD's academic calendar; (2) reflecting on how teaching religion courses for dental students may be reimagined for the future — from best teaching modalities (e.g., synchronous, asynchronous, or hybrid courses) to the content; and (3) the nature of the courses themselves.

The SR Dean appointed Dr. Jeffrey Gang, D.Min, to serve as the school's liaison to the School of Dentistry. A SR working committee was also established, chaired by Dr. Gang, to address specific issues that arose from the discussions. While the outcomes of this work are ongoing, one of the most significant changes involved re-establishing ongoing, productive meetings between the schools. Another significant outcome has been the transition of RELR 776 Spirituality and the Christian Healthcare Professional from face to face to entirely online — a result of positive student feedback and learning outcomes experienced while teaching the course during the COVID-19 pandemic in the 2021 fall quarter.

School of Allied Health Professions

In addition to the collaborative work done with the Schools of Medicine and Dentistry, the SR has also done some significant work with other schools. For example, the School of Allied Health Professions (SAHP) asked the SR to create three online courses in each of the SR's three areas (ethical, relational, and theological) to meet the needs of several of their newly established online programs.

Several SR faculty proceeded to meet, on numerous occasions, with different SAHP leaders to listen carefully to their concerns and desires. The conversation led to the creation of three courses which have been taught successfully in several of their undergraduate programs; since then, other schools have utilized these well-designed courses for their programs (e.g., the School of Nursing).

Such collaborative work with other LLU schools is common and is often ongoing as the SR serves the needs and cooperates with the development of certain programs, adding a distinctive Seventh-day Adventist Christian perspective.

School of Nursing

As the university's programs transition to offer more online options and opportunities, the SR remains committed to supporting mission-focused learning through high-quality, Christ-focused, and relevant courses. An illustrative example is the SR's work with the School of Nursing.

Prior to the pandemic, the School of Nursing (SN) developed an online RN-BS program in Nursing. SR faculty worked to develop an online version of course in each of its areas that would provide a continuity of experience with the rest of the nursing curriculum both visually and pedagogically. This involved the development of high-quality online version of the following courses: "Loma Linda Perspectives", "Ethics", and "Whole-person Care."

The SR continues to support developments in the face-to-face nursing degree, which has recently transitioned to rolling enrollment, requiring more frequently taught religion courses for incoming students. Conversations about updates to the religion curriculum and greater standardization of offerings have begun and continue.

SR faculty and SN faculty also collaborate at the graduate level. For example, a faculty member from each school co-teaches a course for PhD students entitled "Philosophy and Nursing Science."

San Manuel Gateway College

The School of Religion has also partnered with the San Manuel Gateway College to develop and offer new religion courses for its certificate programs. The three 1-unit courses provide college credits that can be transferred into future degree programs and opportunities for students to explore faith each quarter of their studies. "Jesus, Health, and Wholeness" introduces students to the unique mission of Loma Linda University through an examination of

Jesus' teaching and ministry. "Introduction to Whole-Person Care" helps students understand the biological, psychological, social, and spiritual needs of their future patients and to develop communication and interpersonal skills. By enrolling in "Introduction to World Religions" students increase their cultural awareness and competency.

Centers of the School of Religion

[Center for Christian Bioethics](#)

The Center for Christian Bioethics is committed to advancing scholarship and service in biomedical and clinical ethics. The Center is especially focused on connecting academic study of bioethics with practical applications in the clinical setting.

Located in the SR, the Center brings together ethics scholars from LLUH's eight schools and six hospitals. The Center sponsors programs focused on ethical and social issues from the perspective of Christian faith. The Center also serves the various Adventist health systems by continuing to develop a highly effective network of bioethics resources and being in the leadership of the international [Adventist Bioethics Consortium](#).

Made possible by the generosity of the Ralph and Carolyn Thompson Foundation the Center's library houses a major collection of books and materials on bioethics. The Thompson Library serves the University's students and faculty as well as healthcare professionals in the region. It is equipped to be an engaging space for active scholarship. ([Center Description, Appendix A7.3](#))

[Center for Understanding World Religions](#)

In the wake of the San Bernardino shooting in December of 2015, LLU recognized the need for deeper understanding of other faiths in order to accomplish its mission. Thus, the LLUH Board of Trustees approved the establishment of The Center for Understanding World Religions in August 2016. The Center is primarily the responsibility of the SR; its Director and Associate Director are both members of the school's faculty.

The mission and purpose of the Center is grounded in three concepts:

1. *Seventh-day Adventist beliefs and principles.* Adventists believe all truth is God's truth, regardless of the source. So, the Center is a place for listening and responding to the faith of others at their best.
2. *Continuing the teaching and healing ministry of Jesus Christ.* The surest way to the heart of another is that person's faith. The more students and employees of LLUH can understand the faith of others, the better it can accomplish its mission of teaching and healing.
3. *LLUH is a place to which God calls people.* When people from other religions see LLUH as their calling, they acknowledge the work of God in bringing them to us. Thus, a major purpose of the Center is listening and learning for the sake of LLUH's mission and God's purposes for the Seventh-day Adventist Church.

With all the religious conflict in the world today, the Center's primary mission is to encourage LLUH and its communities to be places of understanding, reconciliation, and healing. Through education, research, and service the Center seeks to foster the "healing of the nations" (Rev 22:2). This is accomplished through library development, research projects, lectures, seminars, conferences, publications, and contributions to the church and the community. ([Center Resources, Appendix A7.4](#))

Center for Whole Person Care

Dr. Wil Alexander founded the Center for Spirituality and Wholeness in 1996 with the aim of developing the art and science of whole person care, a concept he introduced to Loma Linda University campus in 1973. The Center exists in connection with LLUH and the School of Religion.

The Center seeks to develop cutting-edge opportunities for exploring whole person care and spiritual health, both academically and personally, in the lives of those involved in providing healthcare. Using various media such as internet television, web-based educational opportunities, and the genre of narrative found in many disciplines, the Center pursues various avenues to communicate the study and experience of whole person care and spiritual health to a variety of interest groups. ([CWPC Brochure, Appendix A7.5](#))

The Center offers the CLEAR Whole Person Care program, a film-based educational program. This program provides health caregivers, clinicians, educators, students, and individuals seeking practical tools in the delivery of healthcare with a framework for having whole care conversations in healthcare and organizational settings.

Humanities Program

The LLU Humanities Program, housed in the SR, seeks to integrate humanities in the health professional programs on campus and to educate the community on the intersecting issues on law, medicine, art, health, religion, and the various aspects of society and culture.

LLU's mission and culture revolve around whole person care. In all our educational and clinical programs, we aspire to teach the integration of treating the physical, emotional, and spiritual needs of patients as we continue the teaching and healing ministry of Jesus. We further believe the humanities – literature, history, ethics, religion, philosophy, and the arts – help provide insight into the human condition. So, it is fitting that we offer interdisciplinary and professional curricula as well as cultural activities that integrate the humanities and health sciences.

Health care professionals who graduate from Loma Linda University will influence and be influenced by a complex society. Engagement of the humanities, in a dynamic healthcare environment, will aid LLU graduates to be leaders in making humanity whole.

Programs of the School of Religion

MA Bioethics

The purpose of the Bioethics Program – an interdisciplinary course of graduate study leading to a Master of Arts degree – is to prepare qualified persons to engage in education, research, and service pertinent to the ethical issues in health care, biotechnology, and bioethics.

This degree is designed primarily for two types of students: those who desire the MA degree as a step toward graduate work at the doctoral level; and those who wish to acquire the degree to complement their careers in healthcare or another field.

This academic program is enhanced by its close association with the Center for Christian Bioethics and its 4,000-volume library as well as close proximity to the LLU Medical Center and numerous physicians involved in clinical and research ethics.

Graduates of the Bioethics program will be able to demonstrate:

- A broad knowledge of the field of bioethics;
- Mastery of at least one area of bioethical inquiry;
- Research and writing skills of a caliber to contribute to bioethical literature;
- An understanding of the relationship among personal, professional, and social ethics.

MS Chaplaincy

The Master of Science in Chaplaincy program is a theological and clinically based program focused on chaplaincy education at LLU. It was developed using guidelines established by the Association of Professional Chaplains (APC), which oversees the practice standards for the chaplaincy profession.

The MS Chaplaincy program is a professional degree that blends theological study with clinical experience. Graduates of the program receive excellent academic training enhanced by professional, clinical, and ministerial experience. The goals of the program are to prepare chaplains who can model the teaching and healing ministry of Jesus Christ and who are trained at the highest level of Christian professionalism in preparation for board certification by the APC.

As a premier teaching and research medical complex, LLUH is an excellent setting to experience clinical aspects of this program and is an accredited Clinical Pastoral Education



MD-MA Bioethics dual degree students in the Ralph and Carolyn Thompson Foundation Bioethics Library, School of Religion

Center. The professors bring expertise in the school's three areas: ethics, relational, and theology; in addition, clinical faculty members from across many healthcare professions are involved in the program. This diversity of specialists provides students with a rich and balanced program of study.

The program draws upon resources from across the entire LLU campus. These include the Chaplain Services of LLUH and the Center for Whole Person Care. The Chaplain Services provides opportunities for clinical experience and the Center provides tools for healthcare professionals to offer whole person care to patients. The Center also sponsors programs to minister to the spiritual and intellectual needs of students, staff, and patients.

Graduates of the MS Chaplaincy program will be able to demonstrate:

- The integration of theory and practice competencies in chaplaincy;
- The professional identity and conduct of a chaplain;
- Professional practice skills;
- Effective leadership within an organization.

MA Religion and Society

The Master of Arts degree in Religion and Society is designed for those seeking to serve the church and world in the 21st century in a variety of capacities. The program is ideal for individuals seeking deeper biblical, ethical, theological, philosophical insight, spiritual growth, practical competency, and cultural literacy in the context of a range of vocational settings – healthcare, the local church, non-profit organizations, secondary education, and further graduate study.

The curriculum covers the basic areas of biblical studies, ethics, theology, and Christian spirituality, customized to a particular area of interest. Using the resources of all eight schools of LLU – Institutes, Centers, programs, conferences, lectureships – each student and their advisor will formulate and acquire faculty approval for a personalized area of emphasis that matches his or her interests and qualifications.

Professors in the program bring areas of expertise across many disciplines in the field of religion, providing students with a rich and balanced program of study. A mutual and shared respect for various cultures and beliefs is emphasized on the campus and in the classroom. Small class sizes allow for personalized and engaged participation.

Graduates of the MA Religion and Society program will be able to demonstrate:

- Responsible interpretation of the Bible in an increasingly scientific, globalized, and pluralistic society;
- Relevant Christian reflection and praxis as it engages with culture;
- A broad, basic knowledge of the field of ethics;
- Growth in spiritual maturity.

Conclusion

The COVID-19 pandemic occasioned significant challenges for faculty and students. Many higher education leaders identified the mental health of faculty and students as a significant challenge, which was exacerbated by the stress of the pandemic and the numerous ways they were asked to adjust to new learning modalities. SR faculty have responded to the mental and spiritual needs of students and fellow faculty members by seriously taking on their pastoral and shepherding role on the campus. They thus sought to provide caring, gracious, and spiritual support to countless members of the LLU community who reached out to them.

The SR faculty are deeply involved in the life of LLUH as well as the Adventist church. For example, in addition to their teaching responsibilities at LLU, the faculty regularly participate in various committees, taskforces, forums, school retreats, lectureships of the university, etc.; they offer devotionals either in person or in written form on the university's website; they regularly speak at the weekly university chapels, etc.

Regarding their service to the Adventist Church, they preach in local churches; teach Sabbath schools; speak at campmeetings and pastor's retreats; participate and give presentations at the Adventist Society for Religious Studies and the Society of Adventist Philosophers; participate in the programs of the Loma Linda Broadcasting Network (LLBN); author articles that are published in magazines and in peer reviewed journals, etc. Notwithstanding the school's current involvement in the Adventist church, the school desires to extend its presence even further. One of the Strategic Plan's Mission Aims seeks to make the faculty "available for service to Adventist organizations in the North America Division and abroad" (*Mission Aim 4.b*).

The SR has undergone major changes in its faculty personnel since the last Self-Study 2010. Three of the school's distinguished faculty who had lengthy terms of teaching and service have retired – David Larson, Richard Rice, and Jim Walters. Additionally, many have accepted attractive positions at other Adventist and health care institutions – Mark Carr, Carla Gober, Andy Lampkin, Angela Li, and Siroj Sorajjakool.

The retirements and loss of faculty have led the school to hire many new faculty – Saul Barcelo, Whitney Braun, Erik Carter, Janice De-Whyte, Jeffrey Gang, Marina Garner, Yi-Shen Ma, Zack Plantak, Leo Ranzolin, Jeffrey Rosario, Calvin Thomsen, and Zane Yi. Currently, the school is privileged to have three notable Research Professors – Bernard Taylor, Sigve Tonstad, Gerald Winslow and one visiting professor, Moise Isaac.

The major changes to the school's faculty membership as well as its leadership – Leo Ranzolin is now the Dean and Zane Yi the Associate Dean – mark a time of significant transition and provide the school with the opportunity to set forth a new mission and vision. The new Strategic Plan encapsulates the mission priorities and initiatives the school will undertake through 2025.

The above SR narrative clearly reveals that the school is at a critical juncture in its history. When we look at the past, we can be justifiably proud of the school’s legacy and contributions to LLU and the Adventist church. Nonetheless, as we look toward the future, we believe our best days are yet to come. As we seek to proclaim and teach the story of God’s redemptive project to rescue a lost and broken world through the life, death, and resurrection of Jesus Christ within the context of a Seventh-day Adventist health science university, we embrace the wonderful, hopeful promise – “For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future” (Jer 29:11).

[AAA CFR Evidence Dashboard](#)



New Spiritual Life Center

Section C: Showcase of LLU’s Theme “One Loma Linda”

Facing constant change in a world of uncertainty requires complex organizations to regularly reevaluate who they are, know their unique purpose, and effectively prioritize the most important problems to resolve. Future success for LLU and its LLUH entity partners depends on fully understanding the nature of being *One*, both corporately and in purpose. ([One LL - Getting Back to the Mission of Teaching and Healing, Appendix C 1.1](#))

Synergy is the operational goal of being *One Loma Linda* (OLL). Conceptually, there are five concepts or ways of being *One* birthed by the Mission and campus culture. We use these concepts to frame the reporting of our OLL accomplishments. Institutionally, LLU is committed to being *One*: one corporately (aligned in actions and purpose); one in commitment to a Christocentric-bio-psycho-social-spiritual model of wholeness; one in culture of inclusion; one in service locally and globally; and one in dedication to academic and clinical excellence.

Vital Nature of OLL

The OLL theme is vital to the future of the University and its mission, as LLUH faces increasing threats to its sustainability. New models of governance, financing, and organizational interdependency must be periodically evaluated. Even when recommitments to OLL are reviewed, renewed, and formalized, they must guide strategic planning. And they must be reviewed and promoted to meet the reality of the constant onboarding of new employees (a growing workforce of 17,000+ employees), addressing leadership changes, along with the need to train new students. This requires a clear message of LLUH’s AHC identity. This message must be unambiguous, inspiring, and guide policies, strategic priorities, assessment, and financial decisions.

By integrating science and faith, graduates, staff, and faculty members experience their professions as *callings*, not careers. The heart of this calling is LLU’s mission: *to follow the ministry of Jesus Christ by bringing hope, healing and happiness to a world in need*. The Mission-Focused Learning (MFL) model frames education at LLU. This model includes five core elements: 1) *evidence-based practice*, 2) *bible-informed spiritual growth*, 3) *service*, 4) *reflection*, and 5) *transformation*. MFL provides the framework that advances LLU’s mission and vision. The aspirational concept of *wholeness* drives the University’s focus on whole-person care.

Baseline SWOT Analysis

At the start of the OLL self-study, the executive committee solicited input from various campus sources, including faculty groups and standing university committees, to develop a baseline SWOT analysis regarding our institution’s readiness to become more integrated as a corporation. Insights from perceived weaknesses and threats were especially informative in designing next steps. A brief summary of the SWOT analysis follows:

Strengths - A faith-based Christian service-focused university with dedicated students, staff, and faculty from eight schools and one college with strong, successful academic programs dedicated to the Mission, Vision, and Values.

Weaknesses - Fiscal uncertainties, addressing enrollment forecasts, federal research funding, strong independent schools, and specializations causing silos.

Opportunities - New levels of program collaboration with hospital clinical leadership, two new hospitals designed to be teaching hospitals, new blended modalities for teaching and learning.

Threats - Competition from the array of new health science degree programs in the region, fiscal challenges, healthcare and higher education economics.

Accomplishments of OLL

At the heart of this report is the description of achievements resulting from our focus on and investment in system-wide cooperation and integration. The achievements reported here are significant and numerous, and were often difficult to develop, negotiate, and operationalize. Many required years of careful planning, political will, and entity-wide negotiations. Achievements are supported by survey responses of 600+ faculty, staff and administrators and are summarized in the following table.



The Good Samaritan

Survey-Identified Achievements of the One Loma Linda Initiative

Organizational Integration

- LLUH Values (newly combined/integrated)
- Integrated Committees:
 - Spiritual Master Planning
 - Sabbath Policy Committee
 - Campus Master Planning Committee
 - University Leadership Council (ULC) – representatives from LLUH
- Integration of Services:
 - Advancement (Philanthropy, Marketing/Communications, Public Relations)
 - Decision Support (budget processing)
 - Human Resources (working on consistency of the benefits across entities)
 - LLIFT and Concur (financial systems)
 - Risk Management (combining employee and student health services)
 - Staff Development
- Fiscal Year/Audit Team alignment
- PolicyTech (coordination of policies)
- Wayfinding and integrated campus signage
- IT Services (new levels of cooperation)

Institution-wide Events

- One Homecoming (alumni weekend); replacing 8 separate events
- One Summit (annual meeting bringing all LLUH department heads together)
- New Employee Orientation (all new LLUH employees)
- Combined Employee Service Recognition Banquets
- Philanthropy Campaign: Vision 2020

Enterprise-wide Communication

- President's News Notes - A clear and consistent monthly message from the President
- Centralized Intranet Page: one.LLUH.org
- President's Forums
- News of the Week

Coordinated Opportunities/Projects

- Clinical Training Committee (CTC) (coordinates student clinical/experiential rotations)
- Clinical Trials Center (academic/research, clinical opportunities)
- International mission trips/service (number of student/employee participants have doubled)
- LLUH Winter Quarter Week of Renewal with events for the full enterprise
- Chaplain Services. Regular interaction, strategic planning, professional enrichment opportunities.
- Center for Spiritual Life and Wholeness. Developed Whole Person Care model and engaged MC and several schools.
- Community Engagement in the Inland Empire Region and beyond, reflects a LLUH-wide value to improve the lives of those we serve
- Drayson Center – serves all students, employees, and community.
- Campus Transformation Project
- Magnet Status – two hospitals (MC and CH) during COVID-19
- International Opportunities for education and affiliation, Clinical Field Stations

Structure-Function-Product

OLL's major achievements are presented through five categories of being *One*. Conceptually, the *OLL* initiative has been guided by a *structure-function-product* design. Achievements have followed, imperfectly, in three steps: 1) Change bylaws and create Boards that meet simultaneously to support collaboration, and by giving the Faculty Medical Group (FMG) representative seats on the LLUH Board, 2) Create coordinating and decision-making bodies focused on system-wide integration, and 3) Implement changes to bring the corporation closer together.

Five Categories of Being One

1. Corporate Structural Change: Bylaw and Board Structure and Composition

In April 2015, a special constituency meeting approved LLUH bylaw changes to pave the way for *OLL*. The University and each of the six hospitals within the LLUH system (University Hospital, Children's Hospital, East Campus Hospital, Surgical Hospital, Behavioral Medicine Center, LLUMC-Murrieta) have realigned their governing board such that each respective board is similarly structured to the governing board of LLUH. Next, operating boards have been formed for the Children's Hospital, Behavioral Medicine Center, and LLUMC-Murrieta. The intent of this process is to align the board of each respective hospital under LLUH. The University and hospitals are membered to LLUH to bring their strategic and operational decision-making into alignment. Each entity has an independent Board with overlapping membership for coordination. The University has its own financial officer and separate audited financials.

A major and significant accomplishment was the consolidation of the physician practice plans. Previously, there were 20+ independent clinical faculty medical groups; these have now been integrated into the FMG and are faculty within the School of Medicine. The implications of this consolidation are profound and positive, resulting in a successful placement of faculty practice plan representatives on the LLUH Board.

Leadership and Governance Committees

Under the new board governance model, University Deans have been designated Vice Presidents of their respective areas in the corporate structure of LLUH. Three Executive Vice President (EVP) positions were established (Hospital Affairs, Medical Affairs [School of Medicine Faculty and Faculty Medical Group], and University Affairs). The Provost serves as the EVP for University Affairs, a position that helps address issues raised in the 2010 WASC visit (i.e., responsibilities of the Provost).

Changes in board structure and bylaws paved the way for new leadership and governance committees. A significant new committee is the Executive Leadership Council (ELC), a weekly meeting chaired by the President with senior leadership from the

University, Medical Center, FMG, Advancement, Risk Management and General Counsel.
([ELC Membership, Appendix C1.2](#))

2. Integration of Values: Christocentric-bio-psycho-social-spiritual

In 2019, an important decision was made to bolster the corporation-wide integration of spiritual life and wholeness. LLUH appointed a Vice President for Spiritual Life and Mission. As a corporate administrator in conjunction with his Senior Pastor role in our largest campus church, he convenes individuals and departments involved in spiritual leadership, significantly this includes the collaboration of university and hospital chaplains; school-specific spiritual life committees; Whole Person Care leaders; School of Religion faculty; and University @ Worship leadership in order to guide a coordinated effort and support a deeper spiritual integration of our values. Faculty identified the newly revised LLUH Spiritual Plan as a significant contribution to our Christ-centered philosophy.

An additional achievement is the recent School of Religion Taskforce that reevaluated the purpose, influence, and practices of the School of Religion (SR). This review was particularly relevant since the SR has the unique and integral responsibility of teaching all LLU's students the required courses in ethics, relational studies, and theology as it applies to an understanding of spirituality in healthcare service. The taskforce resulted in new insight and direction for SR's teaching priorities, methods of delivery, and strategic plan.

Another notable achievement was the School of Medicine's curricular redesign and the creative new ways in which SR courses are integrated into the new SM curriculum. LLU celebrates the ongoing work of the OEE Mission Focused Learning Co-Curricular Committee, and the weekly University @ Worship (chapel).

3. Culture of Inclusion

LLUH is committed to being *One* with humanity in its fullest capacity, as an essential understanding of *OLL* is to respect diversity, equity, and inclusion (DEI). LLU accepts students and hires employees of all faiths, nationalities, and gender orientation in support of LLU's mission, vision, and values. LLUH serves all patients that seek its services. LLU is proud of its campus diversity, within any given year, has students representing more than 70 nations and 80 Christian denominations and world religions. The Health Disparities Campus Center is recognized for its regularly funded research and its industry-leading publications and pipeline programs that work with diverse and at-risk populations.

LLU's commitment to equity, diversity and inclusion is also demonstrated by the President who has chosen to create and personally chair the LLUH Diversity Council. For the past few years, this novel campus approach has dealt with difficult issues for the SDA Church, such as OK2BME biology, lifestyle, and acceptance. Recent race-related nationwide events have heightened LLU's attention to forms of discrimination (microaggression and

unconscious/subconscious bias) that must be addressed more directly. To that end, the LLUH Diversity Council and HR department have developed a new plan that involves education and a zero-tolerance anti-discrimination policy.

4. Local and Global Community

LLU's mission of healthcare education and healthcare delivery serves the local region and the world. LLU is famous for its international service; much has been written about its open-heart surgery teams that have saved hundreds of lives internationally and in education of surgeons on heart transplant protocols. The University along with LLUH hospital personnel have advanced healthcare education through medical field stations that are affiliated with hospitals throughout the world. Highly sought-after volunteer mission trips send approximately 800 students and staff per year (pre-COVID-19) who participate on short-term and extended international service trips.

Community pipeline programs are not only a way to promote diversity in higher education but also a tool to ensure equity to information and resources to access higher education. LLUH has a myriad of pipeline programs focused on marginalized populations and includes the Minority Introduction to the Health Sciences, the Apprenticeship Bridge to College, the Undergraduate Training Program, Medical Training Program, Discovery Program, My Campus, Robotics Surgery Simulation Event, and Behavioral Health Summer Academy. ([Service Learning and Pipeline Summary, Appendix C 1.3](#))

LLU is *One* with the local community. All students are required to take at least one service-learning class that meets the high standards for interacting with the community with reciprocity. LLU has decided upon four principles to guide our service-learning practice that are: 1) sufficient duration and intensity; 2) instructional strategy to meet learning goals of the course and to enrich what is taking place in the classroom; 3) collaborative, mutually beneficial, and address community needs; 4) challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Drayson Center is one of the Inland Empire's top fitness centers in the region and is the University's center dedicated to health and fitness—and having fun. It focuses on the whole person—body, mind, and spirit—and offers patrons a wide range of exercise, sports, recreation, and social activities to renew your spirit and empower you to meet life's challenges as well as enjoy life to its fullest. ([Drayson Center Report, Appendix C 1.4](#))

In addition to course activities the University offers several co-curricular community engagement programs for students, faculty, and staff. Innovative programs include San Manuel Gateway College (SMGC), SACHS clinics, street ministries, that been in existence for many years and impact community health and student success.

Students for International Mission Service (SIMS) exemplifies LLU's commitment to global service, incorporating international service opportunities into academic curriculum to prepare health professions students for a career of effective global service and to promote the health of global communities. The SIMS mission is to provide students with high-quality service-learning opportunities which empowers them to become caring, competent, and socially responsible health professionals who value service as a lifelong process. Schools also provide international professional practice trips for their students, faculty, alumni, and LLUH clinicians.

LLU EXSEED—EXcellence in STEM Experiential EDucation—began in 2011 to energize and inspire K-12 educators with STEM and project-based learning (PBL). Each summer EXSEED gives a one-week conference for 100 teachers. This conference begins a year-long journey of learning and applying what is learned with their students in the classroom. EXSEED has over 1,000 alumni across the country and around the world. When the COVID-19 pandemic hit the decision was made to provide an experimental virtual conference via Zoom. Over 700 educators from the U.S. and 20 countries including Papua New Guinea, India, and the Philippines. Participants asked to have a virtual EXSEED Conference every summer which is now planned. ([EXSEED 2020, Appendix C 1.5a, JAE forthcoming article on EXSEED, Appendix C1.5b](#))

5. Excellence in Academic and Healthcare Delivery

LLUH is a rare AHC that is private, not-for-profit, unequivocally faith-based, and is a comprehensive health science center represented on one campus that is committed to academic student success. The behavior of LLU graduates are making a difference in the world and have been recognized in a national survey ([Graduates Who Make the World a Better Place](#)). The following are exciting examples of *OLL* at work on campus:

- Center for Interprofessional Education and Practice (CIPEP)
- Vision 2020 Campaign (a real success story)
- A leader in preparing health care professionals
- Meeting University budget challenges
- Major provider of health professionals for LLUH and regional health care and academic organizations
- Online Program Transformation – Emergency Remote Teaching (OPT-ERT) to Quality Matters; go-forward plan
- COVID-19 response and enterprise cooperation
- San Manuel Gateway College
- LLU academic marketing plan
- Clinical Training Committee successes and commitments
- *OLL* Taskforce
- Survey of faculty concerns and responses of how we are addressing them.

Five selected examples from the preceding list exemplify outcomes of *OLL*:

1) *Center for Interprofessional Education and Practice (CIPEP)*

The focus on integrating expertise and collaboration across LLUH is exemplified by the CIPEP. For a number of the years, located within the Medical Simulation Center, CIPEP has brought together the eight schools and college with hospital personnel to share expertise, develop team skills, break down professional barriers, and value the expertise, training, and skills of each health care profession. ([CIPEP, Appendix C 1.6](#))

The *OLL* theme facilitated taking a deeper look at LLU's commitment to IPE. The result of this deeper examination is now a better understanding of the vital role of IPE in supporting both improved health professional education and patient care. This commitment to expanding and sustaining IPE has led to the creation of the LLU Center for Interprofessional Education and Practice (CIPEP), which acts to further the goal of interprofessional competency by creating vision, inspiring value, and facilitating strategic planning to support the implementation of the interprofessional activities and curricula on campus. Supported by faculty and clinicians from across the LLUH enterprise, IPE is now a multifaceted approach to weaving interprofessional collaborative experiences throughout LLUH's culture. As such, CIPEP supports the development and implementation of IPE by contributing to five collaborating domains—curricular, extracurricular, faculty development, health care simulation, and translational research—each of which capture and benefit from an IPE component.

Complimentary to CIPEP are interdisciplinary programs that encourage collaborative and translational research across LLUH through campus seed grants. A growing number of LLU research interdisciplinary projects connect hospital and University employees to address translational research questions important to the Medical Center.

2) *Vision 2020 Campaign*

The story of Vision 2020 is one of tremendous success. The philanthropic goal to raise funds for two new hospitals and campus and school initiatives was \$366M, the largest fundraising project in the history of Loma Linda and within the Seventh-day Adventist Church worldwide. To date LLUH Philanthropy has raised funds in excess of the goal. At the beginning of the project, all LLU schools were asked to share their alumni lists, stop their individual school fundraising efforts, and work within one centrally organized campaign. The approach was difficult for most Deans to accept, but for the LLUH greater good, the project was voted, and the hospital goals were reached and the schools at the same time, received more academic philanthropic gifts than any time previously.

3) *COVID-19 Response and Enterprise Cooperation*

The pandemic has caused enormous worldwide loss and has challenged LLUH as an AHC in so many obvious ways. It has demonstrated the extreme dedication of LLUH's employees, faculty, and students to the Mission. Our culture of selfless service to humankind has been in evidence during the pandemic struggles.

Operating as *One* with a shared understanding of the challenges and emergent needs faced by different entities within LLUH created unique opportunities to give and receive essential resources. As the impact of COVID-19 spread throughout the country, LLUH faced challenges in procuring Personal Protective Equipment (PPE) like most organizations. Essential supplies such as hand sanitizer and face shields were extremely limited. In response, the School of Pharmacy began compounding hand sanitizer as soon as the supplies were procured. The Drayson Center was closed in line with public health guidelines but made a point to loan their hand sanitizer stations to Nutritional Services so the hospital cafeterias could remain operational. LLU Campus Engineering supported needs across campus – from donating their entire stock of N-95 respirators for clinical use, to helping set up and equip patient surge tents.

Intentional system-wide steps were taken to continue essential operations, including but not limited to, educating students effectively, health safety precautions, and a transition to telehealth, which resulted in lower infection rate reported at LLUH that continues to remain lower than the infection rate of the community. LLU's students, given their contribution to healthcare, have been classified as essential workers by the county of San Bernardino, thus enabling them to not only support health care needs but to continue their clinical work and complete their programs on time. LLU has made a concerted effort to protect students, and this has been appreciated.

An unexpected consequence of COVID-19 is that it has accelerated LLUH's strategic plan for more online program development. Efforts to improve LLU's online programs has been a long and slow process. COVID-19 thrust the University into hyperactivity just before the start of Spring Quarter, 2020. The campus is moving rapidly from ERT to true quality online and hybrid coursework. Student response to the move for all classes to online was recorded and mostly cooperative and appreciative. The campus has developed an aggressive plan to upgrade emergency remote teaching by utilizing specialized tools (e.g., Quality Matters, Ellucian, iDesign), as well as providing training and special assistance to faculty teaching online and in hybrid modality fall quarter.

4) *Loma Linda University Health – San Manuel Gateway College*

A rewarding and excellent example of OLL is San Manuel Gateway College (SMGC). This is a successful collaboration of LLU schools, LLUMC Medical Residents, the Social Action Community Health System, a Federally Qualified Health Center,

community agencies, and workforce development partners. The San Manuel Band of Mission Indians provided the founding gift of \$10M in recognition of LLU being the sole provider of medical care to their nation in the early to mid-20th century.

This collaboration is part of a new era of service to individuals and families in the Inland Empire and provides a unique educational model for the nation. It demonstrates an ideal relationship between traditional higher education and career/vocational training. LLU and SMGC are testing a model that is rarely attempted by universities – a partnership between community workforce development and university scholars. This model exposes SMGC students to a multi-faceted, interprofessional structure of career training in which all levels of healthcare practice (seasoned practitioners, residents, university students, and SMGC students) are participants in both teaching and learning. Their training is embedded in a higher education atmosphere, therefore, SMGC students are required to take a small number of transferrable credits to build competency and confidence, while also encouraging them to consider academic degree programs in the future.

Programs admitted their first class in 2016. They now offer certificates in Medical Assistant, Certified Nurse Assistant, Pharmacy Technician, Surgical Technician, and Community Health Worker (CHW). The CHW program is the largest program, as they offer both basic and advanced educational and clinical training. Students are generally from low-income families. Most receive supplemental funding, which allows tuition costs to remain low in comparison to career colleges. Upon acceptance into their respective programs, they often feel unprepared or lack confidence for education beyond high school. However, because of the learning environment and skilled faculty mentoring and tutoring provided at SMGC, students are encouraged and have achieved success. SMGC has graduated 317 students with a 98.8% completion rate. Approximately 80% of the graduates gained employment in their area of study upon graduation, while 15% continued advanced studies after graduation.

5) *Clinical Training Committee Successes and Commitments*

LLUH hospitals are highly sought after for their clinical training positions. Although LLUH values clinical ties with area institutions it has become increasingly difficult for LLU to find adequate clinical training opportunities. As such, the Clinical Training Committee (CTC) has changed institutional policies to give preference to LLU students for clinical rotations. In support of this change there is now increased mutual agreement that embedding health professional education and clinical rotations within LLUH's health delivery system is part of providing the highest standards of clinical care to patients and their families. However, to fully realize this impact, further development of CTC will require more cooperation in the spirit of *OLL*, given that not all clinical training opportunities are under the oversight and management of CTC.

Strategic Planning

All areas of LLUH regularly and actively engage in planning. The University's academic degree programs interact with more than 20 professional accrediting bodies, and LLU's own University program review process. Preparing and responding to accreditation guidelines successfully requires extensive planning and strategic processes. The University's history of professional/programmatic accreditation is stellar. ([Review of Program Specific Accreditation Findings and Recommendations, Appendix C 1.7](#)) LLUH's six hospitals and their service lines prepare for reports and visits from licensing and accrediting bodies frequently. Both LLU and the hospitals achieve high marks, resulting from performance improvement initiatives to receive high-quality service and education.

Success in academic program accreditation, program development, facilities expansion, endowment and investment growth, and major changes in operations and management structures give evidence that planning at LLU is based on data-rich information and is a part of LLUH culture. Strategic plans across the enterprise are numerous and are often highly detailed and area-specific. ([LLUH Strategic Commitments, Appendix C 1.8](#))

Shifts in Planning

COVID-19 has dictated a rethinking of the priorities for the next five-year strategic plan and how the focus on the following commitments will be impacted:

- To be the premier global faith-based AHC
- To be nationally ranked as a top AHC for clinical care instruction and delivery
- To be research leaders in the study of spirituality and health (WPC and MFL)
- To excel in healthcare educational methodologies
- To achieve National Cancer Institute designation
- To meet fiscal/debt payment goals (increase investment portfolio, endowments; stabilize tuition rates)
- To increase diversity and equity support funding
- To develop curricular changes to address racial bias
- To implement university branding and market strategies for academic programs

The *OLL* theme strategic planning processes and dialogue have continued and support the shared institutional purpose of increased planning alignment where appropriate. Although a fully integrated plan may not be realistic, planning that intentionally links and maximizes LLU's understanding of mutual opportunities and challenges remains the ultimate target. With the emergence of critical societal altering events (including COVID-19 and the burgeoning realities of unresolved systemic racism), our institution has purposefully halted the progression of the prior planning documents to address these issues and rethink priorities. As a comprehensive AHC, responsible for supporting the highest quality learning and healing environment, it is believed that LLU would be remiss in its service to members (students, staff, patients, and community) if it did not take this step back so that LLU's strategic way forward is

responsive to the new and deeper needs of those LLU serves. The *One Loma Linda (OLL)* theme has been a natural continuation of goals which emphasized the furthering of the interschool collaboration of the eight university schools.

Moving forward, the selection of the *OLL* theme was influenced by the desire to enhance synergy across the entire LLUH institutional enterprise to support shared institutional aims as a Christian academic health sciences center. Prior to selecting this theme there was acknowledgement that collaboration and good-will have been present throughout the history of LLU. However, it was also recognized that the uncompromising requirements and expectations of delivering high quality education and high-quality health care have at times pushed the education and health care components of the institution toward bifurcated resolves—despite LLU’s wishes to the contrary. In contrast, the intentionality of pursuing the theme of *OLL* provided focus, process, and has enabled LLU to identify the shared resolutions that continue to be underpinned by the strength of LLU’s collaborative perseverance and commitment to its unifying mission and Christian values.



Loma Linda University Mall