



**Adventist
Accrediting
Association**

Report of the Visiting Committee

to

Loma Linda University

Loma Linda
California, 92350

Prepared for the

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

May 10 - 12, 2022

**Report of the Visiting Committee
Regarding
Loma Linda University**

Accreditation Review Recommendation

To: The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities,
General Conference of Seventh-day Adventists, Silver Spring, MD, USA

From: The AAA Visiting Committee

Date: May 10 - 12, 2022

The visiting committee appointed to review the function of Loma Linda University met on its campus May 10-12, 2022, reviewed the documents submitted by the University, interviewed the administration, faculty, staff, students, and alumni, conducted on-site observations, and makes the recommendation that:

Loma Linda University be granted a 5-year continued accreditation through December 31, 2027.

Note: Major recommendations in this report are preceded with an * or ** sign. The ** sign indicated unfulfilled or partially unfulfilled recommendations from a prior visit.

Members of the Visiting Committee

Andrea Luxton, PhD, Chair
President
Andrews University

Volker Henning, PhD, Secretary
Vice-president for Academic
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Historical Background

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.

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.

Institutional Profile

Structure of the Institution

Number of academic entities: Eight schools and one college
 Listing of academic entities: Schools: Allied Health Professions, Behavioral Health, Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Religion. College: San Manuel Gateway College (SMGC)
 Type of programs offered: Certificates, Undergraduate, Graduate, and Professional

Enrollment Statistics: [Fall Quarter - Current Year]

Metric	Female	Male	SDA	Other Faith/Blank	Total
Allied Health Professions	798	355	247	906	1,153
Behavioral Health	369	82	93	358	451
Dentistry	283	302	268	317	585
Medicine	451	416	641	226	867
Nursing	622	170	272	520	792
Pharmacy	172	80	67	185	252
Public Health	206	68	86	188	274
Religion	11	18	22	7	29
SMGC	50	10	5	55	60
Total	2,962	1,501	1,701	2,762	4,463

Enrollment Trends: [Last 5 years]

School	AY	2018 Students	2019 Students	2020 Students	2021 Students	2022 Students
Allied Health Professions		1,294	1,285	1,307	1,194	1,153
Behavioral Health		360	366	356	374	451
Dentistry		608	620	631	608	585
Medicine		841	839	832	869	867
Nursing		754	795	752	828	792
Pharmacy		294	281	275	288	252
Public Health		278	265	272	291	274
Religion		22	31	29	20	29
SMGC		64	100	125	60	61
Total		4,515	4,582	4,579	4,532	4,464

Faculty Statistics: [Current counts are distinct counts so school sum may not equal, LLU paid]

School	FT	PT	Male	Female	Not Reported	SDA	Other Faith	Total
Allied Health Professions	104	6	52	58		67	43	110
Behavioral Health	43	0	18	25		16	27	43
Dentistry	123	116	143	96		113	126	239
Medicine	128	6	89	45		75	59	134
Nursing	89	3	12	79	1	57	35	92
Pharmacy	28	1	15	14		12	17	29
Public Health	53	1	27	27		47	7	54
Religion	19	4	20	3		23	0	23
SMGC	12	5	4	13		5	12	17
Total	599	142	380	1,121	1	415	326	741

Listing of Degree Programs

As reported by the institution, the degree programs currently offered are housed in eight schools as follows:

School of Allied Health Professions	AH
School of Behavioral Health	BH
School of Dentistry	SD
School of Medicine	SM
School of Nursing	SN
School of Pharmacy	SP
School of Public Health	PH
School of Religion	SR

Anatomy	SM	M.S., Ph.D.
Biology	SM	M.S., Ph.D.
Bioethics	SR	M.A., PB certificate
Biomedical Sciences	SM	M.M.S.
Cancer, Developmental and Regenerative Biology	SM	M.S., Ph.D.
Cardiac Electrophysiology Technology	AH	A.S. (online)
Chaplaincy	SR	M.S.Chap.
Child Life Specialist	BH	M.S.
Clinical Leadership	BH	D.S.W. (online)
Clinical Laboratory Science	AH	B.S. (formerly: Medical Technology)
Coding Specialist	AH	Certificate (online)
Communication Sciences and Disorders	AH	B.S., M.S., Transitional M.S.
Counseling	BH	M.S.

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Counseling, School	BH	PM certificate (See: School Counseling)
Criminal Justice	BH	M.S.
Denominational Studies for Chaplains	SR	Certificate (online)
Dental Hygiene	SD	B.S.
Dentistry, General	SD	D.D.S.
Dentist Program, International	SD	D.D.S.
Diagnostic Cardiac Sonography	AH	Certificate
Diagnostic Medical Sonography	AH	B.S.
Drug and Alcohol Counseling	BH	PB certificate (online)
Earth Science	SM	Ph.D.
Endodontics	SD	M.S., M.S.D., PD certificate
Environmental Sciences	SM	B.S.
Epidemiology	PH	M.P.H. (on campus and online), Ph.D.
Geology	SM	B.S., M.S.
Gerontology	BH	M.S.
Global Health	PH	M.P.H.
Health-Care Administration	AH	B.S. (online)
Health-Care Administration	PH	M.H.A. (on campus and online)
Health Education	PH	Dr.P.H. (on campus and online)
Health Education and Wellness Coaching	PH	M.P.H. (on campus and online)

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Health Geoinformatics	PH	PB certificate (online)
Health Informatics	AH	M.S. (on campus and online)
Health Information Management	AH	B.S. (on campus and online), PB certificate (on campus and online)
Health Policy and Leadership	PH	Dr.P.H. (on campus and online)
Health Professions Education	AH	M.S. (on campus and online), PB certificate (on campus and online)
Implant Dentistry, Advanced	SD	M.S., M.S.D., PD certificate
Infection, Immunity, and Inflammation	SM	M.S., Ph.D.
International Dentist Program	SD	(See: Dentist Program, International)
Marital and Family Therapy	BH	M.S. (on campus and online), D.M.F.T. (online)
Maternal and Child Health	PH	PB certificate
Medical Dosimetry	AH	Certificate
Medical Radiography	AH	A.S.
Medical Scientist	SM	M.D./Ph.D.
Medicine	SM	M.D.
Natural Sciences	SM	M.S.
Neuroscience, Systems Biology, and BioEngineering	SM	M.S., Ph.D.
Nuclear Medicine Technology	AH	B.S.
Nursing	SN	B.S. (RN to B.S. online), M.S. (on campus and off-campus Thailand), D.N.P. (online), Ph.D.
Nutrition	PH	M.P.H., Ph.D. (See: Plant-Based Nutrition)

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Nutrition and Dietetics	AH	B.S., M.S.
Occupational Therapy	AH	M.O.T., O.T.D. (online)
Oral and Maxillofacial Surgery, Advanced	SD	PD certificate
Orthodontics and Dentofacial Orthopedics	SD	M.S., PD certificate
Orthotics and Prosthetics	AH	M.S.O.P. (on campus, hybrid)
Pathologists' Assistant	SM	M.H.S.
Pediatric Dentistry, Advanced	SD	M.S., M.S.D., PD certificate
Periodontics, Advanced	SD	M.S., M.S.D., PD certificate
Pharmacy	SP	Pharm.D.
Physical Therapist Assistant	AH	A.S.
Physical Therapy	AH	D.P.T. (entry-level and postprofessional), Ph.D.
Physician Assistant	AH	M.P.A.
Plant-Based Nutrition	PH	M.S. (online)
Play Therapy	BH	PM certificate (online)
Polysomnography	AH	Certificate
Population Medicine	PH	M.P.H. (on campus and online)
Preventive Care	PH	Dr.P.H. (on campus and online)
Prosthodontics, Advanced	SD	M.S., M.S.D., PD certificate
Psychology	BH	M.A.
Psychology, Clinical	BH	Psy.D., Ph.D.

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Radiation Sciences	AH	B.S. (online), M.S.R.S. (online)
Radiation Therapy Technology	AH	B.S.
Radiologist Assistant	AH	M.S.R.S. (online)
Rehabilitation Science	AH	Ph.D.
Religion and Society	SR	M.A.
Respiratory Care	AH	B.S. traditional (on campus), B.S. postprofessional (online), M.S.R.C. (on campus and online)
School Counseling	BH	PM certificate, PPS credential
Social Policy and Social Research	BH	Ph.D.
Social Work	BH	M.S.W. (on campus and online)
Special Imaging: CT	AH	Certificate (on campus and online)
Special Imaging: CVI	AH	Certificate
Special Imaging: MRI	AH	Certificate
Speech-Language Pathology	AH	S.L.P.D. (online)
Systems, Families, and Couples	BH	Ph.D.

List of Institutional and Program Accreditations

Institutional Accreditations

Accredited by the WASC Senior College and University Commission extending through 2030.

Accredited by the Adventist Accrediting Association through 2022.

Program Accreditations

Programmatic accreditations are numerous and attached to individual programs in each of the eight schools. Terms of accreditation vary by program.

Institutional Officers

Chair, Board of Trustees:	Thomas Lemon, M.Div.
President/CEO:	Richard H. Hart, M.D., Dr.P.H.
CFO:	Angela Lalas, M.B. A.
Provost:	Ronald L. Carter, Ph.D.
Sr. Vice President, Financial Affairs:	Rodney Neal, M.B.A.
VP for Student Experience::	Karl Haffner, Ph.D.

The Visit

During the time spent on campus, the Visiting Committee met collectively with representatives from the Board of Trustees, with central administration, and with representatives of the faculty, staff, students, and alumni. The Visiting Committee also conducted interviews with various individuals.

Members of the Visiting Committee had an opportunity to tour the campus, including faculty offices, classrooms, library, simulation center, and other major buildings.

In addition to the Institutional Self-Study and supporting evidences, the Visiting Committee reviewed the following documents:

- The *Board Handbook* or *Manual*
- The latest edition of the college or university *Catalog*
- The *Faculty/Staff Handbook*, including job descriptions for administrators, faculty, and staff
- The *Student Handbook*
- Minutes of the Board and the Administrative Committee for the last three years
- All audited annual financial statements since the last regular accreditation visit (or three years in the case of Form B institutions)
- The current institutional budget
- A year-to-date financial operating statement
- Report of the Financial Oversight committees (Audit and Compensation Review).
- Annual report of the treasurer/chief financial officer that is provided to the Board. This report must include the financial statement, all schedules—including loans receivable or loans guaranteed or cosigned for subsidiary organizations, assets pledged as collateral, and any off-balance-sheet obligations of the organization concerned
- A copy of the class schedule and the academic calendar
- Campus map
- Institutional master plan(s), including spiritual master plan(s) if not integrated in a detailed manner into the full master plan
- Documents on affiliations and extensions
- Representative sample of course syllabi, organized by schools and departments, with information on how the integration of faith and learning takes place in classes
- Listing of church affiliation of each administrator, faculty, and staff member by department
- Church affiliation percentages for the student body, for traditional and non-traditional students

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- Institutional publications, including news releases and PR materials used with the university/college constituency
- Records of faculty research/publication. Access shall also be provided to faculty files/portfolios
- Administrative/faculty/staff pay scales as related to the approved denominational scales or approved by Board action
- A list of recommendations for endorsement of relevant faculty teaching in the seminary/department of religion and a copy of any alternative International Board of Ministerial and Theological Education (IBMTE) process approved for the institution
- Copies of any national/regional accreditation/validation material (annual reports, self-studies, government accreditation/validation notifications, any correspondence changing accreditation/validation status, etc.)

An exit report was given on May 12, 2022 at 3:00 p.m. to the representatives from the Board of Trustees, and to members of central administration, faculty, and staff.

Responses to Recommendations from the Prior Visit

The visiting committee reviewed the institutional responses to the recommendations made in the prior visit report and conducted confirmation of these responses during the time of the visit.

It is evident to the visiting committee that there were only 2 recommendations in the area of the Educational Context and none in any of the other areas. Of the two recommendations one was fully fulfilled and the other partially fulfilled.

Table Summarizing the Fulfillment of Prior Recommendations

Area	Total Number	Fulfilled	Partially Fulfilled	Unfulfilled
1. Mission and Identity	0	0	0	0
2. Spiritual Dev., Witness, and Service	0	0	0	0
3. Governance, Organ., Administration	0	0	0	0
4. Programs of Study	0	0	0	0
5. Faculty and Staff	0	0	0	0
6. Educational Context	2	1	1	0
7. Pastoral and Theological Education	0	0	0	0
Grand Total	2	1	1	0
Percentage		50%	50%	0%

The Areas for Review

Area 1: Mission and Identity

Observations and findings

Loma Linda University (LLU) has clear and current, Board-approved vision, mission, and values that are congruent with the Seventh-day Adventist mission, values, and philosophy of education. They are readily available in the *Bylaws of Loma Linda University*. These principles are reflected across the 304-page current *Student Handbook*, the *Employee Handbook*, and LLU website. The university is carrying out its mission and vision not only supporting the surrounding community, but also globally, as evidenced by the multiple collaborative projects with many Adventist institutions worldwide by hosting programs, sharing faculty, participating in program reviews, accreditation visits, and faculty development efforts at international sites. The Students for International Mission Service (SIMS) offers solid opportunities for students (also open to faculty, although unclear if the invitation is also to staff members) to participate in short-mission projects thus developing competencies to equip compassionate and socially responsible health professionals.

The visiting committee was particularly impressed with the ample support that the University is providing to Adventist mission hospitals in the world, taking these institutions to a higher level.

Students completing programs at LLU are regularly surveyed at the time of completion of their degrees and results show that more than 80% agree with the statement: “I was positively influenced by LLU’s mission, purpose and values.” Qualitative data also show that they appreciate prayer, devotionals, and the spiritual atmosphere in classrooms and clinical environments.

Prior recommendations

No recommendations pertaining to this area remain following the 2015 administrative visit.

The Visiting Committee commends:

1. The Administration for the global support extended to numerous Adventist mission hospitals and their health professionals on several continents and for adding the PhD in Global Nursing that is resulting in quality training to extend the health message in many regions of the world (interviews, documentation).
2. The University Accreditation Steering Committee and the administrative and academic departments involved in the development of the Self-study for designing a clear, complete, and easy-to-navigate document that facilitated the work of the AAA visiting committee. (Self-study).

The Visiting Committee recommends:

1. That the Administration design and implement a plan to facilitate exchange of ideas among the eight University schools to strengthen ways of accomplishing the University’s mission of continuing the teaching and healing ministry of Jesus Christ (Self-study, LLU webpage, interviews).

2. That the Board and Administration focus on program expansion/delivery methods and recruiting strategies that preserve and deepen the mature graduate culture that has made LLU strong over the years (Interviews; the PIVOT).

Comment: In the view of the team, a move into more traditional undergraduate degrees would require a missional shift in a range of student experience and learning delivery areas that would change and add additional complexity to the mission position of the University.

Area 2: Spiritual Development, Service, and Witness

Observations and findings

The visiting committee observed that the mission and values of the University were foundational in making strategic decisions. They are embedded in the practical daily interactions of leadership, faculty, staff and students as evidenced by leadership's commitment to continue the teaching and healing ministry of Jesus Christ. The president stated, "If I can keep the teaching mission front and center, that benefits everyone." And a senior vice president for Loma Linda University Health (LLUH), stated that they are "overt about connecting to Adventist mission/vision during the onboarding process."

When the religion faculty were asked about the special challenges of teaching students of various faiths, a School of Religion professor stated that "God has placed within Adventism a way to relate to all religions." The weekly faculty meetings in the School of Religion demonstrate a commitment to preserving a sense of community and academic integrity through the sharing of ideas and mutual support.

Faculty report that "students come here because it's faith based" and "making time for students" is one of the many things that drives the LLU mission. When asked how they see the mission lived out everyday where they work, a staff member responded, "We get grace from administrators and when students come in, we show the grace that was given to us."

When the committee met with current students, ranging from undergraduates to doctoral candidates, they stated that the faith-based, whole person care world-view helped them to become better students and future professionals. One student stated that "faculty walk the walk" while another student stated that "I see whole-person care differently now because the professors demonstrate it on a daily basis."

An alumna, who identified as Catholic, echoed the sentiments on campus by stating, "I enjoyed how my religion courses tied everything together; they gave me a sense of community and family." Another alumna stated that she is returning in the fall to enroll in another program because she hasn't "found anywhere else where wholistic care is emphasized." A nursing alumna stated that the class devotions and prayer are now part of her daily routine because "it makes it feel like God is present." A social work alumna stated that "a lot of what I learned at LLU is showing love and compassion when they (the patients) don't feel the love for themselves."

The committee observed the support of mission and values throughout the cross-section of campus interviews and has seen evidence of its embodiment in the campus constituents.

Prior recommendations

No recommendations pertaining to this area remain following the 2015 administrative visit.

The Visiting Committee commends:

1. Loma Linda University Church and LLU Administration for constructing the Family Ministry Building which provides an inviting multi-purpose/ multi-use space for students, faculty, staff and church family to commune, learn and serve one another (direct observation, interviews).

2. The School of Religion for providing relevant and practical courses rooted in Adventist doctrines to diverse students from associate to doctoral degrees. These courses help students understand how Christ-centered service is relevant in the modern age and creating experiences that have a lasting impact on alumni who apply concepts learned in class to their current professions (interviews, Self-study).
3. To the president and LLUH Administration for restructuring the spiritual life and care of all LLUH entities under the Vice president of Spiritual Life and Mission (Self-study, interviews).

The Visiting Committee recommends:

1. That the Administration create timelines and metrics to monitor the development of the five mission priorities identified in Loma Linda University Health 2021 – 2025 Spiritual Plan. This commendable and aspirational plan needs clearly stated quantifiable goals to help identify progress (interviews, LLUH 2021-25 Spiritual Plan, Self-study).

The Visiting Committee suggests:

1. That LLU Administration enhance opportunities for staff to actively participate in local and international mission opportunities. Possibilities include donating work hours towards mission opportunities and providing funds for staff to join mission trips (interviews).

Area 3: Governance, Organization, and Administration

Observations and findings

LLU is part of LLUH and a coherent though understandably complex structure keeps the organizations under LLUH working together with a unified strategy and mission. Within this structure the President of the University is also the President of LLUH. This structure provides an excellent framework for the continued movement towards *One Loma Linda*. The intentional emphasis on placing the University central to the plans for *One Loma Linda* is in turn a vital piece in the strategy to ensure that the University remains core to LLUH's total mission.

LLUH has a five-year rolling strategic plan that is regularly updated. This has resulted in the adoption of the core values of compassion, wholeness, integrity, teamwork, humility, justice and excellence, and a deep understanding and commitment to those values is evidenced throughout the organization. The current strategic plan has six strategies, all of which are core to the mission and future of the University. The Pivot is one example of a project that looks to the future of the University, particularly identifying the opportunities that may be available through on-line education. While goals and the impact on mission of this initiative are still in the early stages of development, the process for adopting this plan speaks to the proactive engagement of the campus in planning. The strategic planning process has also identified needs in the area of diversity, and this in turn has led to a Diversity Taskforce and several strategic initiatives that will be critical to the health of University culture in this area. Finally the plan continues to identify the critical nature of the global impact of the University. This remains a vital part of the DNA of the University.

The structure of LLUH and LLU does heavily rely on the President. There is ample evidence of his outstanding leadership both administratively and in mission. However, his ability to embrace such a breadth of responsibilities and issues is not a model that can be easily duplicated. The large number of individuals (15) reporting to the President including eight University Deans increases that challenge. In that context, succession planning the potential need to rethink structure and reporting lines may be important for the Board of Trustees as it works to ensure the future health of the University within the wider context of LLUH.

Prior recommendations:

No recommendations pertaining to this area remain following the 2015 administrative visit.

The Visiting Committee commends:

1. The Board of Trustees, the President and the Executive Leadership Committee for their continued progress in implementing *One Loma Linda*, that provides some excellent opportunities for synergy and mission cohesion between all of the entities that make up LLUH and that places an important central emphasis on the role of the University (Self-study, interviews).
2. The President and the members of the University senior administrative team for their strong leadership by example in living the mission of the University, especially in the areas of service and mission, and for their commitment to ensuring the global engagement of LLU in support of the mission of the world church (interviews).

3. The Board of Trustees, the President and LLUH administration for the strong and unified strategic planning process, including review of mission and its implementation as evidenced in the 2021-2025 LLUH's rolling Strategic Plan. The introduction of values for LLUH and focus on the Pivot are two of the many positive outcomes from this engagement (Self-study, interviews).

The Visiting Committee recommends:

1. That the administration remains committed to the development and implementation of diversity initiatives as a University priority, taking particular note of hiring balance at all levels of the organization, pedagogical training that deepens the diversity, equity and inclusion lens of faculty in their approach to their teaching, and the total student experience from point of admission to graduation. (Self-study, diversity strategic documents, LLUH Spiritual Plan, interviews).

Comment: The team recognizes that the University has already created a Diversity Taskforce that has documented plans and that the LLUH Spiritual Plan has identified diversity, equity and inclusion as one of its mission priorities. Our recommendation is to continue and deepen commitment in this area.

2. That the Board of Trustees and the Administration create a taskforce to consider how to ensure the future stability of senior leadership at the University, particularly taking into account the breadth of administrative load and reporting lines that fall under the responsibility of the President (Self-study, interviews).

Comment: This conversation should likely include intentional succession planning; a consideration of some of the reporting lines, such as the Deans reporting directly to the President, and thoughtful consideration of how the current One Loma Linda plan (which the team supports) centralizes a lot of organizational authority.

Area 4: Programs of Study

Observations and findings

Within the University there are eight schools that offer over 100 academic programs ranging from certificate to post-doctoral programs in varied disciplines. A majority of these programs are accredited by professional accrediting bodies in addition to institutional WASC accreditation. The University has gained expertise and an excellent reputation for offering both graduate programs and undergraduate programs. A common theme that is prevalent across the University is the emphasis on mission and service. This theme is emphasized by the faculty, evident in the curriculum, reiterated through the spiritual programs and present in the extracurricular activities of the University. Many service learning opportunities are provided intentionally for students and the University also supports and collaborates with other Adventist institutions in many areas of their operations thus contributing to the worldwide church. The institution has a robust system of gathering academic data on various aspects of the educational processes, mission and service through the Office of Educational Effectiveness (OEE).

Prior recommendations

No recommendations pertaining to this area remain following the 2015 administrative visit.

The Visiting Committee commends:

1. The Administration for intentionally emphasizing educating its students for a life of service and mission engagement beyond the requirements of academic excellence within a professional discipline. In addition, the curriculum emphasizes the University's spiritual heritage, as well as moral and ethical decision-making that is grounded in Christian principles (self-study and interviews).
2. The Administration and the School of Religion for their commitment to developing discipline-specific religion courses in all of their programs that has resulted in positive feedback from the students enrolled in those courses (interviews).
3. The Administration and the OEE for initiating and systematically conducting University-wide assessment in multiple areas that has improved the integration of mission with policy development and strategic planning purposes, in addition to quality improvements in teaching and learning (Self-study, interviews).
4. The Administration for its continued support and collaboration with many Adventist institutions worldwide through hosting off-campus programs, shared faculty and courses, and faculty development efforts as part of mission and service to the worldwide church under the aegis of Global Health Institute (Self-study).

The Visiting Committee recommends:

1. That the University and its schools, as well as departments within schools create a University-wide forum to perform ongoing comparative analyses of the data and reports that come from the OEE for cross-fertilization of ideas and insights within their educational context, including the area of mission integration (Self-study, interviews).

Area 5: Faculty and Staff

Observations and findings

The visiting team had meetings with the President and University Officers, the Executive Leadership Committee, School of Religion Faculty, School Deans, Faculty, Staff and students. Procedures and policies are in place to assure that new members of the Faculty and Staff are aligned with the mission and values of the institution. The team observed that the faculty and staff are good role models of Seventh-day Adventist church values. Furthermore, the team observed that knowledge of and commitment to the mission of the University was high and a motivating factor for coming to and remaining at LLU.

Policies are disseminated through online, print materials, workshops, various training programs, and 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.

Prior recommendations

No recommendations pertaining to this area remain following the 2015 administrative visit.

The Visiting Committee commends:

1. The Administration for identifying, recruiting and hiring faculty and staff that are members of the Adventist church and for assuring that all hires, whether Adventist or members of other faith traditions understand and support the University and Church's mission and values (Self-study, interviews).
2. The Administration for developing a strategy to identify promising Seventh-day Adventist students and raising a large sum of donated monies to help develop them into the next generation of core faculty (interview with Board chair).
3. The School of Religion for initiating conversations with the other schools that they serve in the University to assure that their teaching is fulfilling the needs of the schools and to encourage inter school conversations concerning educational effectiveness which has built community over the entire University in reaching the goal of *One Loma Linda* (interviews).
4. The staff for embracing University mission and values including perceiving their work for LLU/LLUH to be both a job and community service. (interviews).

Comment: In many cases staff could be working elsewhere for additional pay but choose to work at LLU because they are supportive of the institutional mission. This is true for staff regardless of church affiliation.

The Visiting Committee recommends:

1. That, in light of a trend of declining Adventist faculty and staff, Administration continue with an intentional focus on hiring Adventist faculty and staff who are fully committed to the LLU core values, with the goal of assuring that LLU is able to maintain a strong identity as a Seventh-day Adventist institution (interviews).

2. That the Office of the Provost develop a consistent process to equip faculty with pedagogical knowledge and skills including concepts such as curriculum development, DEI training, assessment, and program review to enable them to teach more effectively within LLU values and mission (interviews).

Comment: Considering that the University is a self-defined “Teaching University” it would be helpful to provide the didactic faculty who teach clinicians in classrooms, special education focused on their unique teaching challenges.

The Visiting Committee suggests:

1. That the Administration design and implement strategies to boost staff morale that appears to have declined as a result of staff hours being reduced from 40 to 38 per week; the resulting loss in remuneration appears to have had a negative effect on job satisfaction (interviews).
2. That the Administration that onboarding strategies for faculty across all schools adequately meets their needs as new faculty (interviews).

Area 6: Educational Context

Observations and findings

LLU has a beautiful physical campus that clearly demonstrates its Adventist identity. The artwork and architectural structures throughout the campus give evidence to the culture LLU represents. Environments have been created to help promote rest, meditation, and physical activity, all of which align with the concept of wholeness.

The dedication of resources to obtain, preserve, and archive materials related to the Adventist church also demonstrates its denominational alignment. In addition, providing resources for the Adventist Digital Library is evidence of the University's commitment to promote Adventist history. LLU also lives and promotes its mission through significant investment in local and foreign service projects.

The University is developing an aggressive growth strategy known as the Pivot. This plan is designed to significantly grow the student body locally and online. Even though this growth will significantly increase LLU's tuition base it will require large investment in supporting structures, faculty and staff and other upfront costs.

Prior recommendations

In the AAA administrative visit of 2015, there were two partially unfulfilled recommendations pertaining to this area.

The institution has fully complied with one of these recommendations, which focused on maximizing online communication in sharing web-based PR materials. Through the engagement in a shared services marketing model the University has been able to significantly improve its digital presence.

The institution has partially fulfilled the other recommendation. The recommendation focused on preparing a multi-year enrollment and recruiting plan to support the institutional strategy. This recommendation has partially been fulfilled by the creation of The Office of Student Engagement (OSE). The OSE has set an aspirational goal of having 10,000 students with half being online. The details of how this recruitment will happen still need to be developed.

The Visiting Committee commends:

1. The Administration for its commitment to serving the local community through the Pathways Program (interview, tour).

Comment: Interview with the Director of the Center and tour of the facility revealed an incredible program that helps provide growth opportunities for the underserved local community.

2. The University Administration, library staff, and School of Religion Faculty for their commitment to preserving and making available Adventist history material through the Adventist Digital Library (self study document, observation).

3. The Administration for its stewardship in managing the institution's financial resources (financial audit, interviews).

Comment: Evaluation of the audit report as well an interview with Financial Administration reveals good long term financial management that has positioned the institution for long term sustainability.

The Visiting Committee recommends:

1. ** That the Vice President for Enrollment Management and Student Services office (now known as the OSE) 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.
2. That the Administration develop a detailed proforma that outlines and considers all the support costs that will be associated with the Pivot plan. This analysis should be completed prior to implementation of the plan (Self-study, interviews).

Comment: Through reports in the self study and interviews with support areas it is evident that further resources are needed to manage current student loads. Given the extensive projected growth of the Pivot plan, understanding the required resources will be critical to the success of the plan.

Area 7: Pastoral and Theological Education

Observations and findings

Due to the unique nature of the LLU School of Religion (SR), this section will speak to the full spectrum of responsibilities of SR at LLU.

SR demonstrates a dedication to both the mission of the Seventh-day Adventist church as well as the mission of LLU. The work of the School of Religion to develop religious curriculum within the various schools at LLU provides a unique avenue for integration between the eight schools as well as the clinical system. The religion faculty are fully dedicated to this process of integration and spend the majority of their effort and time in service of these programs.

The various centers (Christian Bioethics, Whole Person Care, and Understanding World Religions) offer significant research-based resources to the LLUH as well as the global Adventist church. Graduate degree programs have been birthed and raised from these centers. These graduate programs serve two significant missional purposes.

First, the Adventist mission of empowering the local churches and the LLU mission of training medical missionaries is significantly served by the theological training of physicians and other professionals that become part of local communities across the globe. These individuals often become leaders in their local hospitals and churches and need to be prepared to do so. The graduate degrees offer the continued growth in mission that empowers alumni to be leaders in wholistic care within hospital settings whether this is an OT that brings spiritual care to their rehabilitation practice or a chaplain who brings bioethics to a hospital that cannot afford a specialist in ethics.

Second, in affirmation of LLU's motto to "make man whole," continuing these graduate programs in religion provides opportunities for meaningful employment for the School of Religion faculty. LLU has a strong commitment to training students in whole person care for patients and themselves in resiliency. This must also be provided for faculty so that they can model what they are teaching.

Offering these graduate degrees benefits the missional development of alumni and also supports the spiritual health and well being of the religion faculty.

Prior recommendations

No recommendations pertaining to this area remain following the 2015 administrative visit.

The Visiting Committee commends:

1. The School of Religion at LLU for their dedicated work to the integration of religious curriculum for the specific needs of each School. Connecting to each school through the representation of a SR faculty allows for the religion curriculum to adapt to the ever-changing needs of the healthcare programs (Self-study, interviews).
2. The centers of the School of Religion for offering educational and policy resources to the Adventist church and healthcare ministry at large. For example - the Adventist bio-ethics consortium, online workshops/forums on spiritual care and world religions. These events

encourage the production and sharing of current research in ever-changing areas like bioethics (Self-study, presentations).

The Visiting Committee recommends:

1. That the University Administration and the School of Religion partner together to continue and strengthen the three degree programs of the School of Religion (Interviews, *MAB & MARS Program Review supporting document*).

Comment: Measurable steps could include but are not limited to: 1) financial and workload distribution support from University Administration to School of Religion Faculty; and 2) the development and/or implementation of strategic plans by SR for recruitment, marketing, growth, and follow-up.

The Visiting Committee suggests:

1. That the SR program directors develop measurable assessments for missional impact in the lives of alumni. This could be done through developing measurable missional outcomes for each program (some already have these: MS in Chaplaincy, MA in Religion Studies) and potentially survey projects in areas of resilience of graduates compared to the national statistics, engagement in ethical processes in their current places of employment, engagement in church leadership, etc. (interviews).
2. That the SR continues its work in DEI through the hiring process (including women faculty) and in its theological education. World religions is one avenue for this that is robust in the curriculum. Diversity in the Adventist theological interpretation of minority schools of theology as well as the historical experience of Adventist minorities could also be a significant point of representation for the students in the religious classes (Self-study, Interviews).

Expression of Appreciation

The Visiting Committee wishes to express sincere thanks to the Board of Trustees, the Central Administration, faculty, staff, and students of Loma Linda University for the excellent hospitality extended during the time of this visit, and for all the efforts made to facilitate the visit and to help the team's work proceed smoothly and efficiently.