



Allied Health Professions



Dentistry



Medicine



Nursing



LOMA LINDA UNIVERSITY



Religion



Pharmacy



Public Health



Science and Technology

Adventist Accrediting Association Self-study November, 2010

LOMA LINDA UNIVERSITY

Loma Linda University Self-Study for the Adventist Accrediting Association Self-Study 2010

INTRODUCTION

Loma Linda University's Self-study for the Adventist Accrediting Association (AAA) is organized into five sections and begins with Institutional responses to the 2005 AAA recommendations. We begin with the response to highlight the significant changes that have occurred on the Loma Linda University campus over the past five years in response to AAA recommendations. Section Two provides a table that responds to the nine AAA Criteria for review. The table provides responses in two forms—either page references indicating where within the Western Association of Schools and Colleges (WASC) Capacity Preparatory Report (CPR) or the Educational Effectiveness Report (EER) documents the Institutional address the AAA criteria or in a few instances there is a reply the AAA criteria with narrative. Section Three provides a short overview of the WASC CPR and EER documents. An overview of the educational philosophy of Loma Linda University expressed through the development of our concept of Mission Focused Learning is presented in Section Four. The Fifth and final section describes key observations that form the foundation to the maturation of LLU's spiritual life master plan.

The primary content of our AAA self-study report is found in the documents prepared for our regional accrediting body, WASC. We are delighted to offer these documents as our primary AAA self-study material to make the point that we have openly and enthusiastically shared with WASC our Christ-centeredness and commitment to the journey of integrating faith, reason and spirituality with health science professionalism.

PART ONE

Response to the 2004 AAA Administrative Review Committee's Recommendations for Loma Linda University

AAA Recommendation No. 1: *“That the administration and Board of Trustees maintain an ongoing dialogue, in consultation with the General Conference, on the factors that help ensure LLU's continued uniqueness and status as a 'religious organization', including the level of appropriation received and the important “mission” focus of LLU in supporting projects of the world church and its divisions.”*

Recommendation No. 1 has stimulated significant introspection and action by the University and has profoundly impacted our campus focus during the past five years. In response, the University elected to prepare its 2010 reaccreditation self-study for WASC and for AAA around the theme of understanding our “Normative Culture.” This theme allowed us to review our institution's first 100 years, celebrate its achievements, preserve its distinctiveness, and gather lessons learned to better prepare the institution for the challenges of the next centennial, should time last. This self-study has led us to renew our campus-wide commitment to the centrality of Christ in our mission and to mature our understanding of our vision to transform lives. The results of this study have empowered the University to be more explicit in advertising and recruitment material to develop admissions processes that value transparency of purpose and an applicant's alignment with our university goals and purposes.

By selecting our reaccreditation theme (understanding our normative culture and educational effectiveness environment) we have engaged in an ongoing dialogue regarding the sustainability of our mission. During the past five years we have chosen to review that which we deeply care about and to learn how to preserve and improve upon what we cherish as an Adventist health science institution. Faculty-led focus groups were conducted throughout the University involving faculty and staff and explored the commitment to our mission, aspects of our culture, and the theme of Bible-based, Christ-centeredness. The findings were reported to our Board of Trustees, on-campus faculty, and administrative councils (Interschool Faculty Advisory Council/University Faculty Council, Deans Council, University Leadership Council) and these findings were the focus in both the WASC CPR and EER documents. It is clear from this study that there is strong campus-wide commitment to a Christ-centered education and a validation that faculty and staff chose to join LLU because they want to live a Biblically-informed, Christ-centered life, and be employed by a University that values the integration of faith and professional practice.

The study of LLU's culture has led us to refine our understanding of mission, vision, and values. As a result we have introduced a mid-week worship service (required of all students). It includes a series of videos and presentations that over a three-year cycle emphasize aspects of LLU's uniqueness and the importance of worship and praise to God in the lives of all professionals. Our commitment to the past and our unique culture has led us to further mature our concept of mission by identifying and defining *Mission Focused Learning* (MFL) as LLU's special contribution to higher education. Furthermore, we have placed MFL as a strategic initiative in our LLUAHSC¹-guided, five-year University strategic plan.

Recommendation No. 1 also referenced financial commitment from the General Conference of Seventh-day Adventists. In this regard we have not been fully successful in addressing this recommendation. In fact, the General Conference subsidy for LLU will be significantly reduced over the next four years. The Appropriations Review Commission is proposing a reduction in annual appropriations to be phased in over a period of four years beginning in 2011. The amount of reduction would be \$1 million per year for each of the four years. This means that the appropriation after four years of the phase-in would be \$4 million less than in 2010. The remaining subsidy for LLU from the General Conference comes with the requirement that a portion of the appropriation be used specifically in LLU's global activities. Beginning in 2011 an amount of \$250,000 of the appropriated funds to LLU would be reserved for use in LLU's global activities. An additional amount of \$250,000 per year for each of the next three years would be reserved until such time as the total reserved reaches \$1 million. This amount, treated as a restricted fund, would be held by LLU and utilized for international engagement. This would enable both LLU and the GC to track more specifically the application of GC appropriations.

Indicated in the recommendation was also a desire to have the University Board fully engage with the General Conference and the University to ensure that the mission of the University is fulfilled. In response, the University Board of Trustees continues to receive frequent and regular reports on assessment of our Student Learning Outcomes (SLOs), our learning environment, and progress towards WASC and AAA reaccreditation

Evidence Room

- ♦ Board of Trustees agendas and minutes for past five years that demonstrate regular reports about Student Learning and faith and reason, and assessment.

In many ways the first 2005 AAA recommendation has resulted in the single most clarifying activity that the University has been engaged in during the past five years, since it has thematically informed and directed the WASC Institutional Proposal (May 2006), Capacity and Preparatory Review (Spring 2008), and the Educational

¹Loma Linda University Adventist Health Sciences Center, a nonprofit religious corporation in Loma Linda, California, is the umbrella organization for its core and affiliate organizations. <www.llu.edu/central/lluahsc.page>

Effectiveness Report (October 2010). Recognizing the AAA influence, these aforementioned reports are presented as the primary evidence for the AAA Self-study report/documents.

Recommendation No. 1 Response Summary:

- ♦ Theme of WASC/AAA Re-accreditation (to know our culture, how to preserve the past and make CQI in the future)
- ♦ Self-study on Normative Culture
- ♦ Identification of MFL
- ♦ University strategic plan to achieve world class status in the understanding of MFL and service (a Christ-centered view of “deep learning”)—seeking true wisdom

Recommendation No. 2: “That the administration continue to develop a process and structure to support the policy ‘Assessment Process for Global Partnerships’ (Self-study, pp. 27-28) in order to (a) streamline processes for overseas involvement of LLU and (b) ensure that expectations and requests from the world church do not over-extend LLU and its schools.”

In August of 2007, The University responded to this recommendation by creating a new LLUAHSC institute, the Global Health Institute (GHI). GHI was created to provide international service opportunities for staff, faculty and students, and to provide focus, coordination, and logistical support for the many international initiatives arising from Loma Linda University schools and hospitals. It is tasked with maintaining our Global commitment for the University in a coordinated and balanced manner. The Global Health Institute works strategically to improve health around the world by sending staff, students, and other volunteer professionals on medical teams and consultation assignments. They also provide opportunities for international health care professionals to learn in Loma Linda through the following three programs: Student Outreach, Staff and Volunteer, and Onsite Observer Mentorships Opportunities.

Student Outreach. The Global Health Institute facilitates many programs that help students realize their international service goals.

Students for International Missions Service (SIMS)—its mission is to provide LLU students with high-quality service-learning opportunities that empower them to become caring, competent, and socially responsible health professionals who value service as a lifelong process.

Deferred Mission Appointee Program (DMA)—The DMA Program was developed as a way to enable medical and dental students who are committed to overseas mission service to pursue their professional education with financial stability and to give focus and direction to this commitment.

Global Service Scholarship Program (GSS)—The GSS program has been established to provide educational loan payments for non-medical and dental alumni who wish to serve as volunteers in an international setting upon completion of their studies at LLU.

Staff and Volunteer Opportunities. GHI serves as a coordination point to match qualified staff and volunteers with specific needs and requests received from around the world. Once a match has been made, GHI staff works with the volunteer to organize for Global Outreach Administrative Committee (GOAC) approval process, to prepare for the assignment, and to provide guidance related to visa and travel logistics.

Some of the service opportunities available for LLU staff, employees, residents, and volunteers include: Clinical Care, Community Health Assessment, Consultation, Lecturing, Needs Assessment and Recommendations, and Project Planning.

Onsite Observer Mentorships. The mission of LLU is to continue the healing ministry of Jesus Christ, “to make man whole,” in a setting of advancing medical science and to provide a stimulating clinical and research environment for the education of physicians, nurses, administrators, and other health professionals. The mentorship program provides those health care professionals who have an interest in furthering their knowledge of medicine by allowing them to observe techniques and procedures related to their field of expertise.

The Global Health Institute is an example of our University’s emphasis to improve coordination and assessment throughout the campus. GHI is part of our growing campus culture of assessment and is directly involved in the professional and academic life of the University via its connection with academic program approval and review. GHI bridges into the academic processes by having membership on the University Academic Affairs subcommittee called ORAC (Off-campus Review and Assessment Committee). This committee reviews and approves all off-campus academic programs and places special emphasis on international programs. ORAC is the first University committee to begin the process of program approval for international programs. Directors of all proposed international programs are encouraged to make presentations about programs to ORAC at the very early stages of program design and development. Such early involvements in program planning allow GHI to have coordination influence and to participate in program priority setting for the University.

In the past five years, the University Academic Affairs Committee (UAAC) has increased its level of concern about the possibility of the University over-reaching its capacity to grow its international services. New UAAC program approval processes explore in detail a school’s ability to demonstrate that new programs have adequately evaluated the full cost to faculty, school, and LLU corporate for all international programs. The evaluation of costs is not just fiscal—attention is also given to faculty workloads and wholeness.

As MFL is increasingly the guiding principle in our academic lives, community-engaged scholarship and service learning generate more opportunities for service. Service is advocated through coursework, worship services, and student organizations. Service to God and man is a primary focus of the University’s mid-week worship (chapel) and advocated in classes, student organizations, and through media, such as LLU 360 and the web.

As mentioned in a previous response section, the GC subsidy has a fixed line item for international services. It is important to know that the amount of funds traditionally devoted to LLU’s international service exceeds the new line item contribution for service recently voted by the GC. However, this new line item will help to track, budget, and document our contribution to the world church.

Evidence Room

- ♦ Board of Trustees agendas and minutes for past five years showing support for global partnerships and guidance for requests from the world church.

Recommendation No. 2 Response Summary:

- ♦ GHI—August 2007
- ♦ Assessment movement on campus includes
- ♦ New Office of Educational Effectiveness leading a culture of assessment
- ♦ New SLOs that include service
- ♦ Growing attention is given by UAAC and ORAC to ensure that programs do not work off the margin but a sustainable fiscally and for faculty wholeness.
- ♦ LLU 360 and Chapel series focus on global service
- ♦ GC funding item

Recommendation No. 3: *“That the administration and Religion faculty carefully explore the opportunity and implications of changing the Faculty of Religion to a School of Religion. In particular, will the benefits of giving the Faculty of Religion more autonomy and responsibility be beneficial to the furtherance of institutional mission, and can this shift be made without lessening the important pastoral and teaching role of the Religion faculty within each of the university’s schools?”*

Loma Linda University’s response to recommendation No. 3 resulted in the formal approval of the new School of Religion (SR) by the Board of Trustees in 2008. Faculty of the School of Religion working closely with its leadership team have devoted substantial time in the past two years to formal LLU’s program review process, have developed program-level assessment outcomes, and are establishing a clear academic strategic plan. Housed within the new School of Religion is the University’s new Division of Humanities. The combination of Religion and Humanities ensures the Christ-centeredness of all new programs and courses in the Humanities. The Division of Humanities offerings are designed to enrich our campus with arts and culture that relate to the health sciences and the desire for a balanced life.

The School of Religion is integral to the mission of Loma Linda University. It plays a significant role in furthering the institution’s mission. Religion courses required of students—both graduate and undergraduate—provide core knowledge and discussion of ethical, theological, and spiritual issues that confront today’s health-care professionals. Recently the School of Religion faculty developed Student Learning Outcomes that will be addressed in each religion course. These outcomes are directly related to the University’s mission, vision, and values.

Because Loma Linda University is a health-science university, the role of religion is integrative in each of the programs of the University as mandated and regularly affirmed by University administration and the Board of Trustees. The School of Religion was established to provide teaching, research, and service in the area of religion for all the schools of the University.

The School of Religion is committed to the following four tasks as informed by the teachings and practice of the Seventh-day Adventist heritage and mission.

- ♦ To promote Christian wholeness and faith development for faculty and students in their personal and professional lives and witness.
- ♦ To provide a religion curriculum with the following emphases:
 - o Theological studies (biblical/theological, historical, and missions),
 - o Ethical studies (personal, professional, and social),
 - o Relational studies (personal and professional).
- ♦ To foster and support research in the foundational, ethical, and relational disciplines.
- ♦ To serve the University, the church, and the larger world community by personal involvement in fostering deeper spirituality, theological integrity, and social justice.

In addition to offering three graduate degree programs and two post-baccalaureate certificate programs, the primary mission of the School of Religion is to enrich programs in the other seven schools of the University with a faith-based, wholistic approach to the health sciences.

To signify the central importance of religion to the campus of Loma Linda University, the School of Religion is the only school to have its offices, centers, libraries, and classrooms located in the Centennial Complex. This symbolism is intentional and meaningful to the campus since the Centennial Complex is designed to serve all University programs.

Recommendation No. 3 Response Summary:

- ♦ New School of Religion formed
- ♦ Fully functioning in the academic arena (exposure and voice now that they didn’t have before in assessment and strategic planning)

- ♦ Now they have programmatic SLOs
- ♦ Renewed commitment to (five goals)

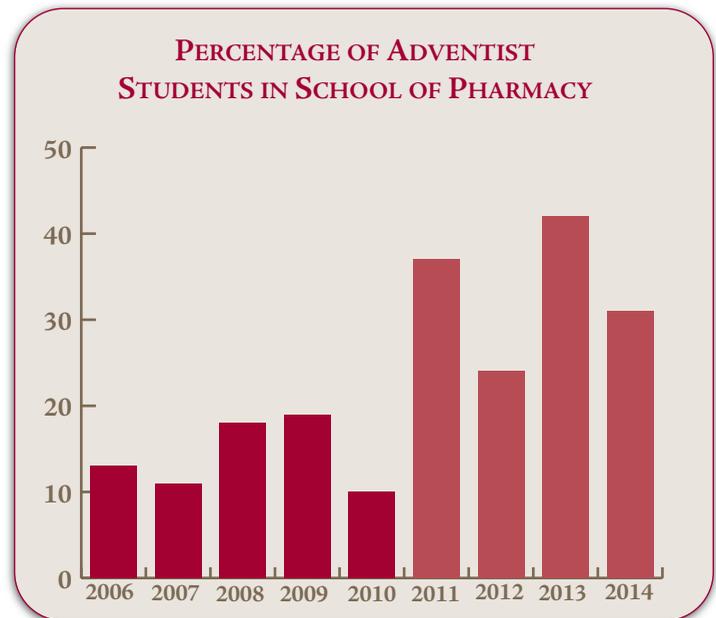
Evidence Room

- ♦ School of Religion:
 - o Program Review self-study report that includes all three MA programs, team report, and Continuous Quality Improvement (CQI) Plan
 - o Proposed Student Learning Outcomes for all religion courses and their new assessment processes

Recommendation No. 4: *That the administration and deans continue to develop centralized university and individual school strategies that will ensure (a) intentional growth of ethnic and gender diversity among faculty and administrators and (b) an increase in the percentage of qualified Seventh-day Adventist faculty.*

Recommendation No. 4 is the most challenging of the 2005 AAA recommendations. Progress in increasing the number of Adventist students attending LLU has been measureable and significant in some schools, i.e., the School of Pharmacy (SP) has risen from 13.7% Adventist students in graduating classes of 2006-10, to 34.1% for the four classes currently enrolled.*

Other schools continue to maintain or slightly increase their percentage of Adventist students (see Evidence Room). However, the focus of No. 4 is that of faculty not students. Slight gains have been seen in the new School of Pharmacy²; however, gains in Adventist faculty across the campus have not been realized in spite of succession planning efforts. The School of Medicine has been most active in investing in Adventist faculty for the future (see Evidence Room for SM faculty development activities). Faculty specialization needs, faculty salaries, and a depressed California financial climate are challenges when attempting to recruit new Adventist faculty. The issue of increasing the percentage of Adventist faculty weighs heavy on the minds of LLU administration and realized success is far from complete.



The Office of Community Partnerships and Diversity assists in the fulfillment of the University’s mission by preparing students for the wider world of service within and beyond our communities of origin and equipping our employees with skills necessary to deliver culturally competent health care to our diverse patient base. Loma Linda University has a commitment to inclusion of all peoples within the scope of our mission.

Students. Student Affairs has developed a standardized application process across seven of the schools (and soon to be all eight) that share the University’s mission, vision, and values and ensures that all applicants understand them and are supportive of them.

²In the past 3 years, School of Pharmacy has interviewed seven Adventist applicants for faculty positions, one was hired, two were offered positions but declined, and four were not deemed qualified and hence not offered faculty positions.

Evidence Room

- ♦ All eight Schools' Strategic Plans
- ♦ Data reports showing increase/decrease of diverse faculty and administrator since 2004 and of Adventist faculty since 2004 [asked Doris—Oct. 19]
- ♦ Leadership materials that include a focus on mentoring Adventist minority leadership

Recommendation No. 4 Response Summary:

- ♦ Leadership training program under the Office of Diversity
- ♦ Succession planning discussion at the level of Deans and University leadership (Officers) discussion continues as to how to encourage diversity in leadership development among ethnic and gender groups
- ♦ Continue to uphold the policy that only allows for Adventist University administrators at the Dean and above level. Schools use various methods to grow leadership from within their own alumni and faculty who are Adventist.

Recommendation No. 5: *That the administration carefully monitor the impact of the decision to upgrade the position of Dean of Students to Assistant Vice Chancellor for Student Services, to ensure that the appointed individual has time for quality personal interaction with students and is able to adequately fulfill the important role of student advocate.*

During the past five years, LLU has undergone major senior leadership change, both in personnel, structure, and functional expectations. At the time of the last AAA visit, LLU had a Chancellor and several Vice Chancellor positions in its structure. Today the University no longer has the position of Chancellor surrounded by a series of Vice-Chancellors. At the top of the current organizational chart is one President over all the Loma Linda University corporations. The President, Richard Hart, is the former Chancellor of LLU and as President of LLUAHSC retains the CAO and COO functions of the University. Assisting the President with the operations of the University are the Provost and seven Vice Presidents (currently two unfilled VP positions). The Vice President for Enrollment Management and Student Services is a new VP level position that has occurred since 2005. This new VP position brings student services to the attention of the President and the Officers in an effective manner.

The Vice President for Enrollment Management and Student Services is a high level administrative position that coordinates the many University student services and is assisted by managers who provide leadership for student activities and student organizations. Two University Chaplains and a social life coordinator work closely with the Vice President for Enrollment Management and Student Services and the Associate Deans for Student Affairs from each of the schools. The VP for Enrollment Management and Student Services along with his assistants and the School-specific Deans of Students are engaged continuously with our students. They also encourage the faculty to fully engage with student development since student surveys indicate that faculty are often most effective in providing the most meaningful personal interaction with students.

Recommendation No. 5 Response Summary:

- ♦ The University has been timely and diligent in responding to AAA recommendations.
- ♦ Considerable efforts continue to be directed at filling the two open VP vacancies, including discussions related to structure and functional expectations for the positions.
- ♦ Executive Leadership Council has assessed leadership succession with input from senior leadership (i.e., VP's, Deans) on strategic initiatives aimed at identifying and maturing qualified individuals for School-specific and University-wide leadership positions.

Recommendation No. 6: *That the administration and deans continue to dialogue on the best balance between autonomy of schools and centralization, particularly in areas such as funding, technology infrastructure and other issues*

significantly impacting the whole university. The overriding bases for any conclusions should be efficiency of operation, value of collaboration, and what best helps LLU fulfill its mission.

This recommendation is and has been at the center of campus planning for decades. Our immediate past University President brought focus to the ‘silo’ nature of our campus. University silos became a concern in our WASC CPR self-study with the goal of moving silos to a more cohesive University—from isolated schools to academic community. For several years growth in university-wide functions and identity was identified as needed and possibly seen as the ideal. Our Educational Effectiveness self-study lead us to an understanding that appreciates the necessity of various degrees of professional academic autonomy including distributed fiscal responsibility. At the same time we recognize the increasing need to function as a single university body when making many decisions, especially decisions that can result in benefits from economies of scale when performing particular functions, i.e., admissions, records, security department, and library, that are for all schools (campus-wide) or when the University as a whole responds to issues of compliance. In recent months financial issues have tested the balance between centralization and school semi-autonomy. Throughout this difficult time the balance between schools and all-schools decision-making was tried and found to be effective. Through the weekly deans meetings with the Officers the tension between central and de-centralization proved to provide evidence that a major descriptor of our normative culture is one in which the university is held together by its commitment to a well-understood mission, vision, and values.

The University organizational structure provides an effective tension between centralized and decentralized (the schools) leadership and decision-making. Having one President who is the CEO of the University and who is also the President of the corporation that governs the entire Loma Linda enterprise (LLUAHSC) ensures that the University campus, hospitals, and physician practice groups are all working together to further the teaching and healing ministry of Jesus Christ.

Recommendation No. 6 Response Summary:

- ♦ Changed campus structure to more fully develop LLUAHSC and the university’s relation to it
 - o The Chancellor became President
 - o The position of Chancellor (and all Vice Chancellor positions) was eliminated.
 - o A Provost position was created
 - o Executive Leadership Council (ELC) was expanded to include the Provost and a number of other positions including the LLLUAHSC VP for Spiritual Life and Wholeness

**PART TWO
AAA CRITERIA**

Loma Linda University: AAA Criteria and WASC Reports Table

Loma Linda University has integrated the Mission-focused Learningⁱ throughout its “Capacity and Preparedness Report” (CPR) and “Educational Effectiveness Report” (EER); it is the very core of our institution along with our Visionⁱⁱ, Missionⁱⁱⁱ, and Values^{iv} including Wholeness^v. This document makes the connection between each of the nine AAA Criteria and where they are addressed in LLU’s WASC CPR and EER reports.

Number	Criterion	WASC CPR & EER Evidence
1.	A clear sense of mission and identity , encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.	WASC EER: pp. 2-5: “University at a Glance” pp. 10-12: “Institutional WASC Reaccreditation Research Themes” – normative culture and MFL pp. 13-14: “LLUAHSC Strategic Planning” – MFL

Number	Criterion	WASC CPR & EER Evidence
	<p>1) A clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution. (<i>continued</i>)</p>	<p>WASC EER (continued): pp. 18-19: “Co-curricular Committee” – MFL for the future p. 25: “SLO: Wholeness” – MFL p. 27 Footnote #2 – LLU’s co-curricular offerings pp. 28-31: “Assessment of Co-curricular MFL” pp. 31-32: Featured Collaboration MFL Exemplar – ProTECTOR p. 33: Students Services – Enrollment Management – MFL pp. 34-35: Community Engagement – MFL pp. 45-48: Commitment – MFL, etc.</p> <p>WASC CPR Report: pp. 2-3: “University Mission” p. 3: “Institutional Core Values” pp. 9-22: “Reflective Essay: CFR Foci,” which includes:</p> <ul style="list-style-type: none"> ♦ “CFR 1.2: The Educational Effectiveness Committee (EEC) will engage faculty to refine the component parts of the University mission and stated student learning outcomes (SLOs)” ♦ “CFR 1.5a: Strategic planning to strengthen the linkage between mission-focused learning and institutional progress towards globalization (Interschool Faculty Advisory Council, Deans Council, Officers Committee, Learning & Technology Subcommittee, Strategic Planning in Schools and University, University Leadership Council)” ♦ “CFR 2.9; 2.11: All programs will be reviewed for inclusion of mission-focused learning, student outcomes, and indicators of educational effectiveness” ♦ “CFR 2.13: Integration of strategic planning and development of the new Centennial Complex will continue to advance opportunities for mission-focused learning within the ‘Global Gateway’” ♦ “CFR 3.1-3.3; 3.5: The Educational Effectiveness Committee and the Office of Assessment and Institutional Research are tasked to review and monitor respectively the instructional staffing of all programs. Selected new programs are also <i>reviewed</i> by the Graduate Council of the Faculty of Graduate Studies and the University Academic Affairs Committee.” ♦ “CFR 3.3: Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are Capacity & Preparatory Review 18 aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction”

Number	Criterion	WASC CPR & EER Evidence
	<p>1) A clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution. (<i>continued</i>)</p>	<p>WASC CPR Report (continued):</p> <ul style="list-style-type: none"> ♦ “CFR 4.1; 4.2: Strategic planning processes will continue to emphasize infusion of mission-focused learning and efforts to sustain LLU’s normative culture in the midst of virtual globalization.” <p>pp. 22-29: “Research Themes”</p> <ul style="list-style-type: none"> ♦ Achieving Mission-Focused Learning (MFL).” ♦ Theme 1: Understanding LLU’s Normative Culture. ♦ Theme 2: Bible-based Faith
<p>2.</p>	<p>A strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.</p>	<p>WASC EER Report:</p> <p>p. 20: “Co-curricular Committee” report</p> <p>p. 25: “SLO: Wholeness” – MFL</p> <p>pp. 28-31: “Assessment of Co-curricular MFL”</p> <p>p. 37: “Faith & Film”</p> <p>WASC CPR Report:</p> <p>p. 21: “CFR 4.3: Selected themes for the self-study process will be used to identify qualitative data sources that can be integrated into the University’s and LLUAHSC’s decision-making systems which facilitate measuring, sustaining, and improving educational effectiveness”</p>
<p>3.</p>	<p>Governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution’s educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal quality management processes.</p>	<p>WASC EER Report:</p> <p>p. 6: “1) development of the central University’s functions in support of strategic planning and the use of data in strategic planning by individual Schools”</p> <p>p. 7: “b) The Provost commissioned the IR Committee to identify database management and institutional reporting needs. The Committee was charged with examining existing data sets and processes, and making recommendations for system improvements.”</p> <p>pp. 8-9: “3) Support and enhancement of the Office of Assessment in efforts related to assessment training, integration (aggregation) of assessment data from across the Schools, and evidence that assessment data is being used to drive continuous quality improvement of programs within the Schools”</p> <p>p. 13-22: “Engagement and Sustainability”</p> <p>p. 33: “University Faculty Council”</p> <p>p. 43: “Policy CQI”</p> <p>p. 44: “Research”</p> <p>p. 48: “In Summary”</p>

Number	Criterion	WASC CPR & EER Evidence
	<p>3) Governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal quality management processes. (continued)</p>	<p>WASC CPR Report: pp. 4-5: "Response to 1999 WASC Recommendations" pp. 7-8: "An Example of Capacity Building in Graduate Research Programs" pp. 10-11: "CFR 1.4: The University will continue to provide for faculty input through existing Interschool Faculty Advisory Council and the newly formed Faculty of Graduate Studies (FGS)"</p>
4.	<p>A financial operation that has a strong financial base (including support from the church), is managed efficiently, and selects budget priorities to support institutional mission.</p>	<p>WASC EER Report: p. 4: "Financial Status" Appendix G: WASC EER Exhibits pp. pp. 338-346 "WASC Tables 5.1-5.5" and "6.1-6.3"</p> <p>WASC CPR Report: [the citations below address the financial base but not how the budget is managed, etc.] p. 9: "Fiscal Resources (CFRs 5.3, 5.4, 5.5, 5.6, 5.7)" Tab: "Required Data" ♦ "Section 5 Information, Physical, and Fiscal Resources" ♦ "Section 6 Institutional and Operating Efficiency"</p>
5.	<p>A curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.</p>	<p>WASC EER Report: pp. 8-9: "Response to WASC: 3) Support and enhancement of the Office of Assessment in efforts related to assessment training, integration (aggregation) of assessment data from across the Schools, and evidence that assessment data is being used to drive continuous quality improvement of programs within the Schools" pp. 22-37: "Evidence of Educational Effectiveness University-wide," which includes the following: ♦ "Systematic Program Review Overview" ♦ "University Student Learning Outcomes" o "SLO: Critical Thinking" o "SLO: Effective Communication" o "SLO: Wholeness" ♦ "Wholeness Climate Surveys" ♦ "The Wholeness Portal" ♦ "Collaboration Exemplars"</p>

Number	Criterion	WASC CPR & EER Evidence
	<p>5) A curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines. (continued)</p>	<p>WASC EER Report (continued): pp. 37-45: “Evidence of Educational Effectiveness within Academic Programs,” which includes the following: ♦ “Summary of the School Educational Effectiveness Reports” o “Academic Success” o “Curricular CQI” o “Enhanced Learning” ♦ “Table 8.1 Highlights” ♦ “School Case Studies” pp. 45: “Commitment,” which includes: ♦ “Integrative Essay” – lessons learned and next steps for the future</p> <p>WASC CPR Report: pp. 5-7: “Capacity Building through Assessment” pp. 9-10: “CFR 1.2: The Educational Effectiveness Committee (EEC) will engage faculty to refine the component parts of the University mission and stated student learning outcomes (SLOs)” pp. 13-14: “CFR 2.1-2.14: Educational Effectiveness Committee and Faculty of Graduate Studies will exercise oversight responsibilities to prioritize and review all academic programs for compliance with CFRs” pp. 20-21: “CFR 4.1; 4.2: Strategic planning processes will continue to emphasize infusion of mission-focused learning and efforts to sustain LLU’s normative culture in the midst of virtual globalization” pp. 22-29: “Research Themes” ♦ Achieving Mission-Focused Learning (MFL). ♦ Theme 1: Understanding LLU’s Normative Culture.</p>

<p>6.</p>	<p>A faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and administrative processes to ensure that faculty and staff development and evaluation procedures include mission-focused elements.</p>	<p>WASC EER Report: p. 26: “Comparison of the Wholeness Climate Surveys (Faculty 2010, Staff 2010, and Student 2009)” pp. 26-27: “Wholeness Portal” p. 33: “University Faculty Council” p. 34: “Global Health Institute (GHI)” pp. 34-35: “Community Engagement,” which includes: ♦ “Community Partnerships” ♦ “Educational Outreach Diversity Initiative of the Center for Health disparities and Molecular Medicine” pp. 36-37: “Inter-professional Education,” which includes the following for faculty and students: ♦ “Medical Simulation Center” ♦ “Clinical Skills education Center”</p>
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Number	Criterion	WASC CPR & EER Evidence
	<p>6) A faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and administrative processes to ensure that faculty and staff development and evaluation procedures include mission-focused elements. <i>(continued)</i></p>	<p>WASC EER Report (continued):</p> <ul style="list-style-type: none"> ♦ “Swatek Anatomy Laboratory” ♦ “Humanities” ♦ “Faith & Film” <p>p. 43: “School Case Studies: Faculty Development” p. 45: “School Case Studies: Strategic Planning”</p> <p>WASC CPR Report:</p> <p>p. 9: “Faculty (CFR 4.1)” p. 9-10: “CFR 1.2: The Educational Effectiveness Committee (EEC) will engage faculty to refine the component parts of the University mission and stated student learning outcomes (SLOs)” p. 10: “CFR 1.4: The University will continue to provide for faculty input through existing Interschool Faculty Advisory Council and the newly formed Faculty of Graduate Studies (FGS)” pp. 11-12: “CFR 1.5a: Strategic planning to strengthen the linkage between mission-focused learning and institutional progress towards globalization (Interschool Faculty Advisory Council, Deans Council, Officers Committee, Learning & Technology Subcommittee, Strategic Planning in Schools and University, University Leadership Council)” pp. 13-14: “CFR 2.1-2.14: Educational Effectiveness Committee and Faculty of Graduate Studies will exercise oversight responsibilities to prioritize and review all academic programs for compliance with CFRs” pp. 15-16: “CFR 2.2: General Studies and Transfer Education Subcommittee (GE) of UAAC will give attention to resolving issues surrounding the increased numbers of general education/undergraduate academic variances at the time of degree completion” p. 17: “CFR 3.1-3.3; 3.5: The Educational Effectiveness Committee and the Office of Assessment and Institutional Research are tasked to review and monitor respectively the instructional staffing of all programs. Selected new programs are also reviewed by the Graduate Council of the Faculty of Graduate Studies and the University Academic Affairs Committee” pp. 17-18: “CFR 3.3: Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction”</p>

Number	Criterion	WASC CPR & EER Evidence
	6) A faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and administrative processes to ensure that faculty and staff development and evaluation procedures include mission-focused elements. <i>(continued)</i>	<p>WASC CPR Report (continued):</p> <p>p. 18: “CFR 3.4; 3.6; 3.7: University Faculty Development Committee and Educational Support Services provide faculty development resources and instructional technology resources”</p> <p>p. 22: “CFR 4.5-4.8: University and school administration, faculty, and appropriate stakeholders will continue to develop and disseminate information regarding institutional policies and practices which facilitate the review and improvement of the institution’s capacity for institutional research and the systematic utilization of both quantitative and qualitative data for assessing and improving the educational effectiveness”</p> <p>pp. 22-29: “Research Themes”</p> <ul style="list-style-type: none"> ♦ Achieving Mission-Focused Learning (MFL).” ♦ Theme 1: Understanding LLU’s Normative Culture.

ⁱ**Mission-focused Learning Environment (MFL):**

- ♦ **Fosters** the highest commitment to analytical and critical thinking
- ♦ **Advocates** the highest ethical and professional standards of practice and care
- ♦ **Values** the creation of new knowledge and the faithful transmission of best practices within professional and scientific disciplines
- ♦ **Provides a learner-centered educational environment** that facilitates the absorption of knowledge; perfection of skills, blending of evidenced based decision making with transformative learning events (“teachable moments”)
- ♦ **Sustains a culture of service**, to all others (especially the underserved)
- ♦ **Transforms lives** through service and the pursuit of wisdom

ⁱⁱ**Vision:** Transforming Lives

ⁱⁱⁱ**Mission:** LLU seeks to further the healing and teaching ministry of Jesus Christ “to make man whole” by:

- ♦ **Educating:** ethical and proficient Christian health professionals and scholars through instruction, example, and the pursuit of truth.
- ♦ **Expanding:** knowledge through research in the biological, behavioral, physical, and environmental sciences; and applying this knowledge to health and disease.
- ♦ **Providing:** comprehensive, competent, and compassionate health care for the whole person through faculty, students, and alumni.

^{iv}Loma Linda University has identified the following core values as central to its educational ideals.

- ♦ **Compassion**—The sympathetic willingness to be engaged with the needs and suffering of others.
- ♦ **Integrity**—The quality of living a unified life in which one’s convictions are well-considered and match one’s actions. Integrity encompasses honesty, authenticity, and trustworthiness.
- ♦ **Excellence**—The commitment to exceed minimum standards and expectations.
- ♦ **Freedom**—The competency and privilege to make informed and accountable choices and to respect the freedom of others. God has called us...to freedom.
- ♦ **Justice**—The commitment to equality and to treat others fairly, renouncing all forms of unfair discrimination.
- ♦ **Purity/Self-control**—Morally upright and moderate in all things with complete control over one’s emotions, desires, and actions.
- ♦ **Humility**—The willingness to serve others in a sacrificial manner; the self-respect that renounces haughtiness or arrogance.

^v**Wholeness** is like concentric rings that form in the water in response to a dropped pebble. It begins with the individual and spreads out to include the whole period of existence possible to humans. Wholeness exists through integrating mind/body/spirit, strengthening relationships, caring for creation, and healing the nations. It includes the lifelong, harmonious development of various aspects of the person (physical, intellectual, emotional, relational, cultural, and spiritual) as they are unified through a loving relationship with God. <www.explorewholeness.com>

Number	Criterion	WASC CPR & EER Evidence
7.	Resource centers (library and computer services , in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.	<p>WASC EER Report:</p> <p>WASC CPR Report: p. 9: “Information and Computing Resources (5.2)” pp. 18-20: “CFR 3.7: Learning and Technology Subcommittee facilitates global access using appropriate technology-based infrastructures to support learning”</p> <p>See additional AAA Criterion 7 report in Appendix A</p>
8.	Student services that provide strong support for the personal and spiritual needs of students, and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.	<p>WASC EER Report: p. 33: “Student Services”</p> <p>WASC CPR Report: pp. 4-5: “Response to 1999 WASC Recommendations”</p> <p>See additional AAA Criterion 8 report in Appendix A</p>
9.	A public relations program that provides an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institutions and that positions the college/university and its mission positively in the minds of the various constituent groups.	<p>WASC EER Report: NA</p> <p>WASC CPR Report: NA</p> <p>See additional AAA Criterion 9 report in Appendix A</p>

PART THREE

**WASC trilogy
(Proposal, CPR, EER)**

WASC reaccreditation is a three step process which starts with the option to write the self-study from a compliance view point in which each of the WASC criteria for review (CFRs) are analyzed for the institution or a well established university may elect to conduct their self-study guided by a theme. The thematic approach can help a university focus on issues that are of high priority to them while addressing the major CFRs of WASC. The proposal once accepted by WASC establishes the framework upon which the CPR and EER self-study will be constructed. Loma Linda University enthusiastically selected the themes approach as we approach our Centennial celebration and wanted to focus on our past and those aspects of our culture that wanted to preserve for the future (see LLU WASC proposal).

The second step in the WASC reaccreditation process is the Capacity and Preparatory Review (CPR) and its focus is on an institutions capacity to carry out it purposes with integrity, stability, resources, structures, processes, and with

policies. During the CPR phase the four WASC standards are primarily concerned with the following issues (Modified from the WASC website: Standard One—Provide a clear sense of who the institution is and where it is going; its commitment to integrity and to diversity. Standard Two—places high value on the necessary infrastructure to support learning outcomes and clear levels of achievement for graduates. It evaluates structure for program review, the support for scholarship and support for student learning. Standard Three evaluates core resources (faculty, staff, finances, library, technology) and the organizational structures and decision-making processes of the university. Standard Four—devotes attention to an institutions planning, use of data and evidence systems to assist in continuous quality improvement (see LLU CPR report).

The third and final stage of a WASC re-accreditation process is the Educational Effectiveness Review, which has as its primary purpose a focus on learning and the learning environment of an institution. Educational objectives and design, processes of review, educational results are evaluated in depth. During the EER the standards are reviewed through a different lens than that of the CPR. Standard One for the EER reviews the Institutional learning objectives, indicators of effectiveness and Diversity results. Standard Two for the EER places emphasis on educational results, program review results, co-curricular results, and ownership by faculty and discussion of academic standards and student achievement. The EER focus on Standard Three asks whether there is appropriate alignment and commitment of resources to support learning, results from planning and for providing an appropriate environment for learning.

The EER emphasis for Standard Four evaluates the engagement of leadership at all levels, looks for quality assurance and quality improvement systems to be in place and functioning and a campus attitude for Learning about learning—creating a learning organization.

We offer the WASC trilogy as evidence of Loma Linda University's commitment to its heritage and appreciation for God's leading in the past and full desire of the Lord's leading in the future and we are pleased that the faculty who have participated along with administrators in the preparation of these documents have done so with transparency and enthusiasm to share with the world and our regional and church accrediting bodies our mission, vision and values.

PART FOUR

Wholeness and Mission Focused Learning

Loma Linda University (LLU) was founded on the Biblical principles of faith and service. From its inception the University has sought to combine the highest quality health science education with a deep commitment to Christ-like service. We seek academic excellence, spiritual growth and service to mankind.

Faithful to the visionary leadership of Ellen G. White, LLU is dedicated to providing health science education that prepares graduates to meet the highest standards required or practice and licensure and to share the Gospel of Jesus Christ.

Our self-study asks the questions, are we providing a learning environment that fulfills its mission, vision and values? Are we training faculty, staff and students to live lives that are filled with hope, happiness and healing? Are we providing an environment where academic excellence is promoted and modeled within a faith-based relationship with our God, Redeemer and Creator?

Loma Linda University aspires to be world class in blending faith and reason and professionalism with spirituality. To this end, the campus has conducted a multi-year self-study of its spiritual roots, its normative culture, and its capacity

to provide the highest quality of learning environment for the purpose of fulfilling its mission to make man whole. In our desire to let the world know who we are and what we wish to accomplish, the faculty and administration elected to study its “normative culture” as the organizing theme for its 10 year reaccreditation self-study for the Western Association of Schools and Colleges (WASC), and for the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities (AAA).

For more than 105 years Loma Linda University has sought to fulfill the vision initiated by its founders. Approximately 50 years ago, LLU adopted the motto “To Make Man Whole.” The motto gave rise to our mission statement, which in turn led to a growing acceptance of the bio-psycho-social-spiritual model for our understanding of wholeness. Over the decades our concept of wholeness has matured and has become foundational to LLU’s educational philosophy and philosophical framework. Wholeness means the lifelong, harmonious development of the physical, intellectual, cultural, and spiritual dimensions of a person’s life through a loving relationship with God and expressed in generous service to others.

Wholeness is understood by many as aspirational and is often spoken of in metaphysical terms. The concept of Wholeness becomes practical when it is rooted in the concept of living a balanced life that is centered in Christ. It embodies the concept of temperance and acknowledges that we are fearfully and wonderfully made by a loving creator, redeemer and father God—A God who wants his children to live healthy lives full of hope, happiness, and healing. We advocate healthful lifestyle choices that include, rest, exercise, balanced diet, positive interpersonal relationships, care for the environment and trusting relationship with God.

LLU’s concept of Wholeness is best understood academically through its emphasis on coursework in whole-person care, and in general, through our standards of care. We affirm the Christian view of wholeness—which recognizes that the needs of patients and health care providers go beyond the healing of the body, and that the development of students involves more than the training of the mind; promoting physical, intellectual, social, and spiritual growth in our faculty and our students. It is the transforming of our lives for service to God.

Our university Center for Spiritual Life & Wholeness describes wholeness in the following way: “Wholeness is like concentric rings that form in the water in response to a dropped pebble. It begins with the individual and spreads out to include the whole period of existence possible to humans. Wholeness exists through integrating mind/body/spirit, strengthening relationships, caring for creation, and healing the nations. It includes the lifelong, harmonious development of various aspects of the person (physical, intellectual, emotional, relational, cultural, and spiritual) as they are unified through a loving relationship with God.”

Our re-accreditation self-study encouraged us to develop a campus understanding of our “normative culture,” and to more fully frame the learning environment that best fulfills our mission, vision and values.

We believe our ideal learning environment to be one that enhances “Mission-focused Learning” (MFL). We define MFL as a way of learning that combines the best traditions of an outcomes based education with an emphasis on learning by doing, and serving others. MFL combines the goals of “service-learning” with those of selfless volunteerism; it is motivated by the example of Jesus Christ who lived and died and was resurrected to bring hope, healing and happiness to the earth (and/or mankind). LLU’s commitment to MFL derives from its belief that learning transforms lives. The greatest transformation comes through selfless service to others and commitment to God. This reinforces our core values and encourages civic responsibility within communities. We, therefore, are committed to further involvement in community-engaged scholarship and service learning. We wish to will enhance experiences that cause professional and spiritual growth that result from one’s contemplation and study of meaning of experienced events; clinical approaches; the needs of others; and the development of skills and knowledge to create a healthier society and

world. MFL is a learning approach that looks for, and plans for “teachable or learning moments”—where theory and practical reality come together in “ah-ha” moments. LLU is committed to providing an approach to higher education that blends the professional with the personal and where graduates approach their health care profession not as a mere job, but as a calling to service. Such learning promotes a truer understanding of our core values, builds character, and brings meaning to the saying “who you are is more important than what you know.” Through MFL we prepare students for a dedicated life-long journey of service to all mankind.

MFL is aligned with many of the concepts found in modern educational literature on the theories of “Transformative Learning” (TL) and “Deep Learning” (DL). MFL, TL and DP all focus on the traditions of higher education outcome of having students evaluate their preconceptions, understand their biases and to understand why they believe what they believe. Both TL and DL are secular constructs and believe that one’s views of right and wrong are relative and humanistic. MFL acknowledges that there are absolutes and virtues that are God given, centered in scripture and point humanity away from self through service to others – a service sustained by the power of the Holy Spirit.

As LLU has grown in size and complexity of its academic programs, and hosts students, staff and faculty from many different countries, and religious traditions, our self-study has become especially important to the life of our campus and to our future. We have reviewed our history and have seen the Lord’s leading in the past and are rededicated to ensuring that our founding principles will be sustained into the future. Therefore, we wish to present our AAA self-study in the format of our three WASC documents (WASC Proposal, CPR and EER). In addition to the WASC self-study documents we provide a table that aligns the key AAA assessment criteria with the WASC documents. With submit our WASC self-study document to AAA with a deep sense of satisfaction that our dedication to a Christ-centered education is boldly shared with our regional accrediting body.

The primary focus of our AAA and WASC self-study is to more fully clarify how our learning environment furthers our mission. It is LLU’s desire to create an educational environment that thoroughly integrates faith and professionalism. We openly share our view that spirituality is not merely value added or relegated to extra or co-curricular status. We believe spirituality is to be integral to LLU’s normative culture—a culture that permeates coursework; is modeled in the clinics and work place; and is modeled by faculty, staff and students. Therefore our WASC self-study documents deeply acknowledge our Christ-centered values, mission and vision and reflect the commitment of our whole person and society oriented academic normative culture. Through an extensive focus group process we asked questions about our nature, purpose and our values. Most important to our self-study was the question of our centeredness. The results were unambiguous and strong. Our Loma Linda University normative culture is thoroughly committed to a Biblical informed Christ-centeredness. This is a position that we proudly and

MISSION-FOCUSED LEARNING ENVIRONMENT (MFL)

Fosters the highest commitment to analytical and critical thinking

Advocates the highest ethical and professional standards of practice and care

Values the creation of new knowledge and the faithful transmission of best practices within professional and scientific disciplines

Provides a learner-centered educational environment that facilitates the absorption of knowledge; perfection of skills, blending of evidenced based decision-making with transformative learning events (“teachable moments”)

Sustains a culture of service, to all others (especially the underserved)

Transforms lives through service and the pursuit of wisdom (CFR 1.1, 1.7)

boldly make known publically via a variety of publications, websites and in our WASC reaccreditation documents. We have reaffirmed our heritage and are rededicated to building the future on the principles of our past. Therefore we have placed our Christ-centered service oriented learning focus (MFL) in the center of our University Strategic Plan and in our SLOs.

Summary Description of our Campus Learning Environment

The primary purpose of LLU's learning environment is to provide a Christ-centered learning environment—one that attends to the needs of the whole-person. Our focus is to provide an educational environment that integrates the physical (bio), psycho (mental) social (relationships with others) and the spiritual (commitment to God and a high value placed on scripture). This philosophical framework blends our campus activities into the LLU concept of transformative learning, which is the fulfillment of MFL in lives change for God's work. While seamless interaction of body-mind and spirit is our goal we began our spiritual-life self-study by surveying the current learning environment. After self-assessment the first stages of a Spiritual-life master plan have begun. The following paragraphs summarize major activities and structures that give example of descriptors of LLU's learning environment. The environments are placed into five categories, body, mind, spirit and social. These categories are somewhat arbitrary since we attempt to integrate the activities under our concept of the integration of spirituality and professionalism. Hence the following inventory is merely illustrative. The evidence room will provide full description and assessment.

Body-physical. We advocate healthy living and preventive care that starts with a focus on the body as the temple of the Lord. The Drayson Center provides a wide variety of activities, equipment, classes, and coaching that invite students to attend to their need for exercise (evidence of activities, use and outcomes available in the evidence room and on site). Baccalaureate students as part of their General Education requirements engage in physical activity. Nutrition lectures, workshops, and courses are available to students and general healthy living diet and nutrition materials are available in the wholeness portal.

Multiple campus cafeterias and food services provide well-balanced meals for students and visitors to the campus. A new Institute for Lifestyle Medicine is working with the local city officials in San Bernardino and with the campus to provide Blue Zone education and is targeting adolescent obesity issues that is a crisis in our neighborhood.

Mind-Intellectual. LLU continues to place high value on academic excellence. It selects students who are well prepared, score well on national admissions exams, have high GPAs and provide outstanding recommendations. In recent years selectivity has increased and through enhanced recruitment materials and processes have made clear our desire to accept only those students who seek our same mission, vision and values. Many on campus believe these efforts have raised the quality of student applying and have changed the nature of the student body. We will be following up this perception with assessment in the coming months. Our students score well on state and national tests and more than 20 national professional accrediting bodies recognize LLU as meeting and exceeding academic standards and thereby affirm our high academic standards. Loma Linda University, as a health sciences institute has a long history of teaching analytic and critical thinking skills as part of its focus on evidence based practice. The very core of our educational environment is that of applying knowledge in a data rich decision-making process.

We provide a rich educational environment that includes state of the art research, well equipped clinical and educational laboratories, skills assessment facilities, a new and large simulation center to develop competencies, internet access to our health sciences library in which more than 98% of our journals are available any time any where digitally, the Centennial complex, and newly remodeled councilor student pavilion (student center), numerous program specific student lounges and computer labs throughout the campus, and a rich array of affiliated sites for student lounges and computer centers throughout the schools and a rich array of regional clinical training sites.

Spiritual-Religious. At the heart of LLU's focus on religion and spirituality is our School of Religion. They provide continuity and an anchor for regular conversations on campus about spirituality and the health sciences professions. We require religion courses at the graduate and baccalaureate levels. Student must select religion course that deal with ethics, theology and biblical studies. Students in many schools who have not attended Adventist Colleges are required to take introduction of Adventist beliefs. This class receives high student praise. The newly formed School of Religion (until recently organized as a faculty of religion) is in the process of developing student learning outcomes with direct and indirect measures. Faculty in the School of Religion are developing their School Strategic Plan to include the following five principles that will occur at some level in each religion class and will be developed with assessment measures over the next two years: 1) Engagement with Scripture, 2) Exposure to Adventist heritage and history, 3) Interaction between ethics and religious belief, 4) How faith relates to wholeness, professional practice and witness, and 5) How moral advocacy can shape society. The School of Religion working with the Officers, Deans, Campus Chapels and the Center for Spiritual Life and Wholeness will continue to develop as master plan and with strategic initiatives that will be presented to the February 2011 Board of Trustees. Through all aspects of our educational environment we wish to integrate faith and reason.

The School of Religion, supported by faculty in the masters degree in Religion and Science offer coursework, lectures and special events to focus on issues of creation and evolution, methodological science and naturalism, and promote the value of scripture in our secular world. Religions classes also focus on bioethics, Christian apologetics, salvation, Adventist Church history, Theodicy and the health message. As mentioned our focus on integration does not result in our academic community simply leaving the education of MFL to the religion classes. Our mid-week worship service (held 11 am each Wednesday morning in the church) our outreach programs, on campus social events and our academic lectures all emphasize the need to depend upon the true healer, Jesus Christ. The focus on many lecture and sermon is how to remain close to Christ in the midst of overloaded work schedules and soul draining situations involving death and dying. A major effort to provide students with spiritual and health resources is our Wholeness Portal initiative (see web address) developed by the School of Religion's Center for Spiritual Life and Wholeness. The portal is bringing together social groups, providing significant life-long learning support and provides an opportunity for growth that is growing at rapid pace.

Our Midweek Worship Service is an example of LLU's desire to make decision based on data so as to make improve the spiritual atmosphere on campus. Various student wholeness and climate surveys over the years indicated that chapel was not well appreciated. The leadership of LLU wanted to ensure that corporate worship continues to be central to the campus environment. It was determined about 4 or 5 years ago that we would place chapel in the center of our week. Programming was changed to clearly focus on worship and devotional talks that would encourage a personal relationship with God in the student's everyday life and in their health-sciences profession. The response to this approach changed student satisfaction scores from the bottom of the scale to a high level of appreciation. The Mid-Week Worship steering committee plans programs that emphasize all aspects of MFL. The service is required and is broadcasted live via the Internet. A new thrust for the coming year is to provide programming that addresses the various stages of faith formation and will provide spiritual nourishment for individuals who find themselves at all the various stages of faith maturity.

Several large Adventist and many small congregations provide leadership and worship options for the students surround the campus. The newly remodeled student center has begun Friday worship programming and is well attended. Many of the schools provide weekday options where students can meet together to pray and or for Bible study. In addition, LLU provides other opportunities for spiritual and religion-nurturing:

- ♦ Wide variety of SS and Church options
- ♦ Friday night programming
- ♦ Lunch power

- ♦ Bible study groups
- ♦ Outreach programs
- ♦ Religion classes that focus on the five goals
- ♦ School Weekend Retreats emphasizing Spiritual Growth
- ♦ Mid-week University@Worship (AKA, Chapel) focus on core values, Christ as the great healer
- ♦ White Estate

Social. The social life of our campus is shaped by the type of student we accept. Significant improvements in our marking and admissions approaches of changed the type of student who applies and is accepted at LLU. We are transparent and unambiguous about the type of student who wants to join us at LLU. Much of the social life of our campus is focused on small groups of students working together in-group learning settings. Attempts to bring students together from different schools and programs meets little success outside religions functions on the weekend and some athletic events physical fitness in the Drayson Center. Efforts to have more religion classes provide inter-professional and social exchange are under re-evaluation. Through programs like our Friday night BOND bring culturally and ethnically diverse groups together to better understand diversity and the family of God. International clubs, special events, like Sabbath trips to the mountains; beach and desert help to provide social-spiritual exchange especially for the singles on campus. In addition, counseling services are also provided.

Service. One of the most used and most effective ways to engage students in MFL and at the same time developing partnerships and relationships with others are the many on and off campus opportunities for service (see evidence room and key collaboration exemplar by Buckles on service).

PART FIVE

Strategic Initiatives

Key Campus Spiritual Life and Wholeness Objectives Derived for Our Self-study

1. Advocate a personal and vibrant relationship with our Creator and Redeemer God
2. Emulate the life and teachings of Jesus Christ
3. Integrate faith and reason and to see spirituality as part of our health care professionalism
4. Blend curricular and co-curricular activities via our wholeness philosophy (reducing the difference between academic and student affairs issues. A student agrees to live by the principles that we value and nonalignment with those values is a matter of lack of professional integrity)
5. Learning at Loma Linda University is to be more than facts and skills—it is to be life transforming (a deep learning that results in life changing wisdom).
6. To create teachable moments that promote
7. To be responsible, as stewards, in care for God’s creation (His children of all races, religions and gender and for the great biodiversity of life and ecosystems)
8. To provide faith affirming and intellectually rich learning environments that attend to the nourishment and development of all aspects of the human experience (mind, body and soul or the bio-psycho-social-spiritual model)
9. To select leadership across the university is dedicated to the teachings of the Seventh-day Adventist Church and values the integration of spirituality into professionalism (academics and practice). Seek Adventist faculty who are dedicated to the mission and who are highly skilled professionally.
10. To seek a student body that selected for their alignment (commitment) to our mission, vision and values
 - a. Recruit with transparent material that describes our goals and encourages only those who agree to apply.
 - b. Application process ensures the students know and agree with our learning environment values and goals.

- c. Seventh-day Adventists applicants are given preference and non-Adventist applicants are selected on the basis on high academics and commitment to our values
- 11. To renew our emphasis on Adventist Church history, the health message from Ellen G. White by fully integrating the next Director of the LLU White Estate Branch Office into the spiritual and academic life of the campus.
- 12. To provide resources to prepare one for a life of service that is fulfilling and joyous
 - a. Wholeness Portal
 - b. Religion and ethics classes
 - c. Workshops
 - d. Faith and Film discussions
 - e. Bible study and prayer groups
 - f. A faculty engaged with students and their spiritual growth (prayer in class, personal one to one sharing outside of the classroom)
 - g. Chaplains
 - h. Deans of Students
 - i. Student leadership with spiritual focus
 - j. Mission trips
 - k. Local community outreach
 - l. Student Counseling Center
 - m. Close working relationship with campus and local community Adventist Churches
- 13. Achieve a learning environment that is transformative (transforming lives)
 - a. Faith development
 - b. Close relationship with Jesus Christ
 - c. Service to mankind
 - d. Faith and Reason
 - e. Mission-Focused Learning
 - f. Wisdom (faith and reason; knowing what you believe and why)
 - g. Life of Service (selfless, altruism)
 - h. Life of Value: happiness, hope, health and healing, Purpose and Meaning
 - i. Transformative learning that results in change (change that is higher stage of faith)

2010-2014 University Strategic Plan

Mission-focused Learning

Creating a learning environment that Transforms Lives in service to mankind

STRATEGY 1: *Service Excellence*

Objective #1

Expand and enhance a world-class Mission-focused learning environment known for its leadership in transformative learning for the health sciences

Action Plans

- 1.1 *Refine our understanding of the value of integrating faith, religion, spirituality, and values in health care education and practice*

Deliverables:

- *Develop a University Spiritual Life Strategic Plan*
- *Develop rubrics for the Wholeness University SLO*
- *Develop measures of success for full utilization of the Wholeness Portal*

Responsibilities:

- *University Spiritual Life Master Planning Committee*
- *Center for Spiritual Life & Wholeness*
- *School of Religion*

- 1.2 *Develop a campus-wide awareness of educational advances in understanding faith formation and the role of “teachable moments” to enhance educational effectiveness*

Deliverables:

- *A review of the significant LLU transformative learning experiences (i.e., mission and service trips, community engagement experiences)*

Responsibilities:

- *Institute for Community Partnerships*
- *Office of Educational Effectiveness*
- *CAPS-SIMS*
- *Office of the Provost*

Objective #2

Excel in learner-centered pedagogy and supporting educational technologies

Action Plans

- 2.1 *Develop a campus-wide knowledge of best practices to enhance transformative learning*

Deliverables:

- *Lecture series (University Colloquium, Third Thursday)*
- *Enhanced coursework in educational technology*
- *Improved quality of technology-mediated lectures and courses as benchmarked by the University*

Program Review process and the University Distance and Learning Committee

Responsibilities:

- *Office of Educational Support Services*
- *University Faculty Council and school-specific faculty development committees*
- *Office of Educational Effectiveness*
- *University Distance and Learning Committee*
- *Campus assessment committees*
- *Office of the Provost*

2.2 *Develop continuous quality improvement strategies for all academic programs.*

Deliverables:

- *Educational Technology master plan that incorporates best practice in teaching and learning methods, course design and use of supporting technologies, as well as a supporting financial plan*

Responsibilities:

- *Office of Educational Support Services*
- *Office of Educational Effectiveness*
- *University Program Review Committee*
- *University Academic Affairs Committee and the Vice President for IS*
- *Office of the Provost*

Objective #3

Develop a campus culture that emphasizes research and publishable scholarship as foundational to quality education

Action Plans

3.1 *Promote faculty engagement with the Research Affairs strategic plan*

Deliverables:

- *Faculty Policies that include career development*

Responsibilities:

- *University Academic Affairs Committee*
- *Faculty of Graduate Studies*
- *University Faculty Council*
- *Deans and Associate Deans for Academic Affairs*

3.2 *Strengthen promotion policies that encourage scholarship and grantsmanship*

Deliverables:

- *Review all Rank and Tenure documents re-evaluating the emphasis placed on evidence of scholarship through published research*

Responsibilities:

- *University and School- specific Rank and Tenure Committees*
- *University Faculty Council*
- *Academic Deans Council*

- Deans

Objective #4

Develop culturally sensitive strategies for improving health practices in the local community

Action Plans

- 4.1 *The Lifestyle Medicine Institute and Institute for Community Partnerships will design interventional strategies to improve lifestyle and health in North Loma Linda and East San Bernardino*
- 4.2 *Improvement of health indices in selected populations*

Deliverables:

- *Interventional programs delivered to strategic locations in the areas near Loma Linda University*

Responsibilities:

- *Institute for Community Partnerships*
- *Lifestyle Medicine Institute*

STRATEGY 2: Evidence-Based Decisions

Objective #1

Enhance the campus-wide culture of evidenced-based decision making

Action Plans

- 1.1 *Demonstrate commitment to data informed decision-making at all levels of the Institution*

Deliverables:

- *Revised Strategic Planning policy*
- *Review and refine procedures assuring that accurate and timely data will be utilized in campus decision making*

Responsibilities:

- *Office of Educational Effectiveness*
- *Data warehouse-Institutional Research director*
- *School Assessment Specialists*
- *Program Review, Student Learning Outcomes data, and IPEDs data reports*

Objective #2

Develop systematic processes that provide timely, accurate, and useful data to assist decision-making within and among entities of the university

Action Plans

- 2.1 *Develop a frequent and regular process by which data are collected, analyzed, and presented with appropriate dashboards to support continuous quality improvement*

Deliverables:

- *University and school dashboards require reliable measures for assessment.*

Deliverables:

- *The following metrics will be required: number of students enrolled (head count and FTE), number of applicants, % students completing degrees on time, success rates for boards and other licensing exams that are available, climate survey data for students, and employees, University-wide SLOs, and WASC table 8.1 (recommendations from professional accrediting agencies), as well as fiscal metrics to include such measures as Days Cash on Hand, Growth of Endowments, Debt to Net Assets, Operating margin and philanthropy*

Responsibilities:

- *Vice Presidents and Deans will be responsible for developing and reporting dashboard data to the President in a systematic manner*

Objectives #3

Place priority on developing policies and procedures that utilize data properly in strategic continuous CQI goals that provide a world-class learning environment

Action Plans

- 3.1 *Establish thorough university policies systematic reporting procedures that provide essential data for university decision-making*

Deliverables:

- *Provide dashboards, educational assessment data, and campus climate surveys, Deans and Officers for regularly scheduled CQI*

Responsibilities:

- *Office of Educational Effectiveness*
- *Institutional Research (data warehouse)*

Objective #4

Maintain a 5-year strategic planning cycle

Action Plan

- 4.1 *Develop an ongoing strategic planning process for the University*

Deliverable:

- *A Strategic Planning Cycle university policy that regularizes the reporting mechanism for progress and outcomes within a current plan*
- *Annual development of new strategic goals for an ongoing and updateable 5-year plan*

Responsibilities:

- *Office of the Provost*
- *Deans Council*
- *WASC Accreditation Steering Committee*

STRATEGY 3: Customer Service

Objective #1

Strive for excellence in customer service that is motivated by the desire to be Christ-like

Action Plans

- 1.1 *Develop a campus-wide educational process that promotes a Christian customer service model that reflects our core values*

Deliverables:

- *Promote Christian customer service through employee orientations, in-service modules, and appropriate literature*

Responsibilities:

- *Office of Human Resources*
- *Office of the Provost*
- *Deans*

Objective #2

Develop a quality assurance plan for campus-wide customer service

Action Plan

- 2.1 *Develop a university customer service master plan that establishes well-defined standards of practice, ensures a positive learning and working environment that promotes teamwork, and mutual respect for individuals.*

Deliverables:

- *Develop policies and standards for customer-service*
- *Develop university specific customer service training modules for key service departments*
- *Develop Service Level Agreements (SLA) for clarity of expectations*

Responsibilities:

- *VP for Student Services and Enrollment Management*
- *Office of the Provost*

- 2.2 *Ensure that customer service goals are known and authority to make decisions is distributed*

- 2.3 *Employee evaluations, promotions, and hiring policies to reflect the university's commitment to a values-based customer service culture*

Deliverables:

- *Revised faculty rank and tenure policies to include Christ-like treatment of others*
- *Develop a university hiring procedure that utilizes values rubrics for evaluating new hires*

Responsibilities:

- *Office of Human Resources*
- *President's Committee*
- *University Rank and Tenure Committee*

STRATEGY 4: Fiscal Responsibility

Objective #1

Develop a university academic master plan that preserves needed professional independence of each school while establishing guidelines and priorities for academic excellence through effective and shared management processes involving school and university leadership

Action Plans

1.1 *Refine needs assessment criterion to determine potential growth markets for academic programs*

Deliverables:

- Review program potential for growth in each
- Implement plans to increase combined enrollment by 2% or more per year

Responsibilities:

- Deans
- Officers
- Marketers

1.2 *Refine and enhance policies and guidelines for cooperative academic and service partnerships with other institutions*

Deliverables:

- Establish a taskforce to develop criteria for identifying and developing partnerships within academic and non-academic entities that will enhance MFL through synergy with local and global partners

Responsibilities:

- Dean
- Officers
- LLUAHSC leadership

1.3 *Improve central functions for academic and business management (marketing, admissions, registration, records, and alumni relations) and eliminate unnecessary within two years*

Deliverables:

- Implementation of the recommendations from the Central Services Taskforce
- Completion of the Academic Management System
- Implementation of a paperless system for academic records

Responsibilities:

- VP for Information Systems
- Academic Management Committee (newly created)
- VP for Enrollment Management and Student Services

1.4 *Campus-wide emphasis placed on controlling the rate of increase in educational costs that are consistent with LLU financial performance improvement plans*

Objective #2

Develop a financial master plan that engages stakeholders in setting priorities and procedures for fiscal responsibility

Action Plan

- 2.1 *Assess the real costs (apparent and hidden) of education and establish budgeting processes that accurately reflect income and expenditures*

Deliverables:

- *Establish an equitable and sustainable long range financial master plan for the university that includes a campus facilities plan, a human resource plan, and an information technology plan*

Responsibilities:

- *The University President*
- *Vice President for Financial Affairs*
- *LLUAHSC CFO*
- *Deans*

- 2.2 *Perform a systems-wide analysis of campus processes to eliminate waste and improve effectiveness through enhanced efficiencies (SEE 1.3)*

Objective #3

Expand endowments to secure scholarships, provide operating support, and stabilize selected programs

Action Plan

- 3.1 *Develop an endowment develop strategy for scholarships, funded chairs, and support for university and school operations.*

Deliverables:

- *A philanthropy strategic plan*

Responsibilities:

- *Office of the President,*
- *VPs and Deans working with the Office of Advancement*

APPENDIX A

Additional Reports on AAA Criteria 7-9

Criterion 7: Library and Resource Centers

The institution will provide resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.

7.1 Policies and procedures used for accessing new materials that support the Seventh-day Adventist ethos of the institution.

Loma Linda University libraries provide a variety of information access services for our faculty and students. Our goal is to provide anywhere anytime access to print and electronic material. The library access and use policy <www.llu.edu/library/about/libusepolicy.page> provides guidelines which detail which constituent groups have access to the library.

Additionally, because of the prevalence of electronic material, we have an equal goal to educate the faculty, students and all patrons of the library in the proper use of copyrighted materials. The library provides a series of library guides <libguides.llu.edu> that assist patrons in determining ethical uses of copyrighted resources, including a Copyright Guide for Faculty and Students <libguides.llu.edu/copyright>.

Additional policies concerning the selection of new materials will be available in the Evidence Room.

7.2 Policies and procedures for computer use and internet access that reflect the mission of the institution.**General Use Guidelines**

The information systems at Loma Linda University have been provided to serve the educational, clinical, research, professional service, and administrative activities of students, faculty, staff, and administrators. In order to foster optimum availability of the University computers, information and networked resources to all members of the University community general use guidelines are provided.

<www.llu.edu/pages/handbook/administrativehandbook/J-Information%20Systems/J-02%20General%20User%20Policies.pdf>

These policies govern the use of all computers, networked devices and servers owned by the University and all privately owned computers which are connected to the University network, or which access information stored on the University computers or servers. All users of University facilities are expected to be familiar with these guidelines and policies and abide by them. This includes students, faculty, staff, administrators, volunteers, patients, visitors, and any others who use University facilities.

Participation in Social Media

LLU encourages its employees, medical staff, faculty, and students to post responsibly and exchange opinions and ideas in public forums in a way that is professional, constructive, and in compliance with all LLUAHSC's policies and codes of conduct. Accordingly, policies have been created to set forth the terms of LLUAHSC's policy regarding use of various public media forums, e.g. radio/TV appearances, newspaper editorials, conference presentations, as well as blogs, discussion forums and other interactive websites. (See attached).

Software Licensing Policies

The University maintains active, up-to-date licenses on all software used on our campus or on university owned

computers. The following software license policy supports this.

www.llu.edu/pages/handbook/administrativehandbook/J-Information%20Systems/J-06%20Software%20Licenses.pdf

Criterion 8: Student Services

Student services that provide strong support for the personal and spiritual needs of students, and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

Loma Linda University is privileged to have just one administrator, the Vice President for Enrollment Management and Student Services (VPEMSS), oversee two vital areas that relate to this criterion. Through a very intentional and concerted effort all students coming into the university now have very clear information, prior to applying, regarding the opportunities and expectations. First, any prospective student going to the LLU website will experience a “turbo-tax” type experience of discovering the core values of the institution. Secondly, when a prospective student clicks the “Apply” button (100 percent of applications are online) a page about LLU Values and Lifestyle will come up allowing students to read exactly what LLU expectations are before applying. If the student clicks “I Accept” to these values and lifestyle expectations, the application will appear; but, if “I Do Not Accept” is selected, the application will not appear. This factor alone has significantly changed the quality of interactions between the Deans of Students and their students.

Third, any student choosing to apply will be expected to answer the following questions in order to assist the university in admissions selection: 1) Tell us what characteristics of LLU are particularly attractive and meaningful to you and why you have chosen to apply for advanced education. 2) Discuss how your spiritual experience has influenced your life and how you integrate it into your daily life. 3) Tell us the desirable qualities that you see in yourself that you believe would aid us in considering your application. 4) LLU believes deeply in integrating spiritual values into the educational experience. As a result, religion courses and chapel attendance are part of the curriculum. Tell us how your personal values relate to this requirement. 5) As a Seventh-day Adventist institution, LLU has lifestyle expectations that include abstinence from alcohol, tobacco, and illicit drugs/substances in all forms while enrolled. If you are accepted to LLU, are you willing to abide by the lifestyle policies of the University while enrolled?

The VPEMSS has the privilege of coordinating two important groups: the Associate Deans of Students Committee for the eight LLU schools, and the Directors of Student Affairs Committee for the University. Through these vehicles, as well as the University at Worship Committee, planning and implementation of student life at LLU is coordinated and enhanced. The Directors of Student Affairs Committee includes the expected student affairs team, but also includes SIMS¹ and CAPS² directors that allows for the regular highlighting of volunteer and mission—Mission-focused Learning³—opportunities for LLU students.

¹SIMS: Students in International Mission Service program

²CAPS: Community-Academic Partners in Service

³Mission-focused learning (MFL) combines the best traditions of an outcomes-based education and learning by doing, with service to community. MFL combines the goals of service-learning with those of selfless volunteerism; it is motivated by the example of Jesus Christ who lived to bring hope, healing, and happiness to mankind. LLU’s commitment to MFL derives from its belief that learning transforms lives. The greatest transformation comes through selfless service to others. This reinforces our core values and encourages civic responsibility within communities. MFL, as well as service learning, utilize experiences that originate and grow from contemplation on the meaning of events; clinical approaches; the needs of others; and the development of skills and knowledge to create a healthier society and world. MFL is a learning approach that looks for, and plans for, teachable moments where theory and practical reality come together in “ah-ha” moments. LLU is committed to providing an approach to higher education that blends the professional with the personal and where graduates approach their health care profession not as a mere job, but as a calling to service. Such learning brings a truer understanding of our core values, builds character, and brings meaning to the saying “who you are is more important than what you know. Through MFL we prepare students for a dedicated life-long journey of service to all mankind (LLU 2008 CPR Report, p. 31).

LLU expects students in ALL programs to participate in the University at Worship. The VPEMSS has created an elaborate attendance record system that ensures compliance and transparency to LLU administration. Essentially, any student who has a class on Wednesday before 3 PM is expected to go to chapel unless they are in a clinical. The careful education of prospective students plus the careful selection of prospective students has led to a student body that genuinely and generally looks forward to the integration of values and Adventist lifestyle into student life. While the overall percentage of Adventist students is approximately 50% (approaching 75% in LLU's signature programs), this careful enrollment process has resulted in a student body that is not just "culturally" similar, but rather one that primarily seeks these values.

An orientation program is planned for all new students that allows them to learn first-hand from Student Affairs Department Heads how LLU integrates our values into our services. The University's emphasis on wholeness exudes from the presentation—from the comprehensiveness of three separate counseling opportunities, all of which make integrating spiritual interventions a priority, to the active healthful lifestyle encouraged by Drayson staff, to the commitment to keep our students healthy through health service and insurance plans, to the regular and planned integration of volunteer local and international missions—it is a package that exemplifies and models the best of what Seventh-day Adventist graduate education provides.

Criterion 9: Public Relations and External Constituencies

The institution's public relations program will provide an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institutions and that positions the college/university and its mission positively in the minds of the various constituent groups.

The vision of public relations at Loma Linda University is to create, protect, and strengthen positive recognition among key publics regarding LLU and its entities, while remaining grounded in ethical and Christian communication principles. This serves to support the overall mission of the institution of furthering the teaching and healing ministry of Jesus Christ "to make man whole."

Several communication tactics are utilized to foster a positive relationship with external constituencies. This includes writing, publications, PR video, digital communications and social media, one-on-one interactions, and representation of the organization at conferences and trade shows.

Writing

The premier outlet for sharing the vision and mission of the institution is through our writing. Articles appear in publications of other institutions across the United States and internationally. Feature stories, news stories, and ghostwriting for others are just examples of how writing can help share the mission.

Publications

Publications at LLU serve to reinforce the mission and vision of the institution through positive feature and news stories. The publications are written, designed, and edited entirely in-house, meaning all levels of production are under the close care of individuals that understand and appreciate the unique mission and vision of the institution. Opportunities for feedback are provided through periodic surveys.

PR video

Documentaries and other public relations videos is a relatively new PR tactic for the institution. This small department began three years ago and in that short time has already had videos shown at film festivals across the country. Additionally, our videos received three Emmy awards in 2010. Loma Linda 360, the official video newsmagazine of

LLU, started in 2008 and is broadcast on satellite across the world. It is also broadcast on LLU's local KVCR network.

Digital communications and social media

Many of the publications at LLU are also utilized digitally to save on printing costs and provide increased interactive dialogue that allows for analytical evaluation. These publications range from a quarterly newsletter from the President that is sent to all publics, to press releases sent to local media. All digital communications serve to "tell the story" of Loma Linda University. All electronic communication pieces contain an opportunity for feedback. Additionally, these can be analyzed for increased efficiency and recognized viewing trends. Official social media channels that feature Loma Linda University are many and varied. Youtube and Vimeo host many of our in-house documentaries and other PR videos. Facebook and Twitter allow for interactive dialogue with followers and fans. All of these outlets can be customized, supporting the institutional brand. The social media strategy for LLU calls for regular, consistent engagement with our various publics through these outlets, providing more opportunities for genuine feedback than most other outlets.

One-on-one interactions

One-on-one interactions can include speaking engagements to groups of individuals, interviews, and tours. Hundreds of individuals each year contact LLU for tours through the institution. These interactions provide instant feedback and an opportunity to share directly with individuals interested in the vision and mission of LLU.

Representation of the organization at conferences and trade shows

Every year conferences are organized that allow for direct interaction with stakeholders. This allows the opportunity to share messages and receive feedback. Additionally, every five years, the Seventh-day Adventist Church holds its General Conference Session. This serves as a premier opportunity to reach several stakeholders at one time. Alumni, prospective students, church leaders, and the religious community are all present at this convention, allowing for a rare chance to communicate effectively with several groups of publics at once.

CATEGORY: HUMAN RESOURCE MANAGEMENT

CODE: I-24

**SUBJECT: PARTICIPATION IN SOCIAL MEDIA
AND OTHER PUBLIC FORUMS**

**APPROVED:
IMPLEMENTED:
REPLACES:
PAGE: 1 of 4**

Introduction

LLUAHSC encourages its employees, medical staff, faculty, and students ("Individuals") to post responsibly and exchange opinions and ideas in public forums in a way that is professional, constructive and in compliance with all LLUAHSC's policies and codes of conduct. Accordingly, this policy is intended to set forth the terms of LLUAHSC's policy regarding use of various public media forums, e.g. radio/tv appearances, newspaper editorials, conference presentations, as well as blogs, discussion forums and other interactive websites.

NOTE: LLUAHSC employees (including faculty, physicians, employees and officers) are required to work through the Office of the Vice President for Development and Public Affairs or his/her designee in all dealings with the press media; i.e. newspapers, on-line publications, magazines, television, radio and filmmakers regardless of whether the press initiates the contact or the LLUAHSC employee etc. initiates the contact.

This policy includes provisions for Individuals creating, posting, commenting, or uploading to any Internet website such as media sites, chat rooms, bulletin boards, newsgroups, discussion groups, email groups, personal websites, video sharing sites, picture sharing sites, dating sites, and social networking sites, e.g., My Space, Facebook, Twitter, etc., whether or not such sites are set to private.

All LLUAHSC core entities shall adopt a public forums policy that incorporates the general principles outlined in this policy.

Definition

Public Forums: Any communication forum which broadcasts the thoughts, opinions, and views of an individual for mass consumption. This includes, but is not limited to radio/tv appearances, newspaper editorials, conference presentations, as well as participation in Online Public Forums.

Online Public Forums: Public forums which are generally available digitally or via the internet. This includes but is not limited to chats, blogs, podcasts, discussion forums, as well as social networking sites e.g. My Space, Facebook, Twitter, You Tube, blogs, etc.

LLUAHSC Online Forums: Public Forums that relate to LLUAHSC business, marketing, or operations and have been approved by the Office of the Vice President for Development and Public Affairs or his/her designee.

LLUAHSC Confidential Online Forums: LLUAHSC Online Forums which are confidential and intended for internal use only. Its focus is on topics related to LLUAHSC business and its employees and students in general.

A. GENERAL PROVISIONS

1. Individuals shall be free to participate in all forms of public media, provided that such participation does not violate any LLUAHSC policies, is not detrimental to LLUAHSC's best interests, and does not interfere with Individual work duties.
2. Individuals shall participate in said forums at their own risk, and shall be personally and legally responsible for their comments and postings, including compliance with all applicable laws, LLUAHSC policies, and LLUAHSC codes of conduct.
 - 2.1 LLUAHSC shall not assume any liability or risk for Individual's comments, or posting.

NOTE: Types of relevant laws implicated by such activities include, but are not limited to: privacy, libel, defamation, harassment, copyright, data theft, disclosure of material non-public information, and disclosure of confidential or trade secret information.

- 2.2 Individuals shall be particularly careful when traveling internationally to avoid making public comments that are openly critical of or hostile toward the countries in which they plan future travel, including the countries' governments, ruling parties, officials, and religious values.

NOTE: Some governments have criminal penalties for such public statements, including imprisonment.

3. When participating in a public forum, the Individual shall, when identifying LLUAHSC or when discussing LLUAHSC business:
 - 3.1 identify him- or herself with regard to his or her relationship to LLUAHSC.
 - 3.2 speak in the first person (I, me) not in the third person (we, us).
 - 3.3 make it clear that what is being said is representative of the Individual's personal views and opinions and does not necessarily reflect the views and opinions of LLUAHSC.
 - 3.4 at minimum, include the following standard disclaimer language: "I am an employee/volunteer/student of a LLUAHSC entity. The views expressed are mine alone and do not necessarily reflect the positions, strategies, or opinions of LLUAHSC."
 - 3.5 in no way represent or suggest that their opinions or positions are endorsed by LLUAHSC or any of its executives, managers, or employees.

3.6 not re-publish postings or statements of other LLUAHSC Individuals without making the same disclaimer that the views expressed are of an employee/medical staff/faculty/volunteer/student of a LLUAHSC entity and do not reflect the positions, strategies, or opinions of LLUAHSC.

4. Managers and Directors shall exercise particular care when participating in public forums to ensure that their published personal thoughts are not mistaken as expressions of official LLUAHSC positions. Managers shall also act on the assumption that their direct reports will view their comments.
5. Managers and Directors shall not use non-official forums for communicating LLUAHSC policy or instructions to LLUAHSC Employees.
6. Executives and Officers shall assume that all published thoughts will be viewed by the public as official LLUAHSC positions, and shall guard their comments accordingly. So called “off-the-record” or “background” comments “not-for-attribution” should not be made.
7. Individuals shall remain in compliance with LLUAHSC policies regarding non-disclosure of proprietary, confidential, and personal information and shall therefore refrain from revealing or making any reference to any information covered by those policies. (Reference Section B.)

NOTE: Even vague or disguised references to such information could violate LLUAHSC policies and applicable laws.

8. Because comments made in public forums may generate media interest or coverage, Individuals shall contact the Office of the Vice President for Development and Public Affairs if a member of the media contacts him or her about a LLUAHSC-related public comment published by the Individual or requests LLUAHSC information of any kind.

B. SPECIFIC PROHIBITIONS

1. Individuals shall use caution to not allow the informality of online public forums to lapse into rash postings, careless behavior, or improper comments, and shall be expected to comment with respect.
 - 1.1 Individuals shall assume that all comments made in Public Forums will be made widely available at some point and attributed back to them.
 - 1.2 Individuals shall not engage in postings or comments that may harm or tarnish the image, reputation, and/or goodwill of LLUAHSC or any of its Students, Employees, Patients, or clients.

- 1.3 Individuals shall be prohibited from making any discriminatory, harassing, disparaging, libelous, defamatory, obscene, profane, indecent, threatening, or otherwise illegal or injurious comments, e.g., sexually explicit or racial messages, jokes, or cartoons, or otherwise engaging in any such conduct prohibited by LLUAHSC policies.
2. Individuals shall not post information that in any way discloses private or confidential information about employees, students or patients of LLUAHSC.
 - 2.1 Individuals shall not publish or comment on information about patients that is protected by HIPAA laws. **NOTE:** This provision can only be waived by LLUAHSC administration, NEVER by the patient alone.
 - 2.2 Individuals shall not publish or comment on information about students that is generally protected by FERPA laws.
 - 2.3 Individuals shall not publish or comment on any information that would be considered confidential employee information. This includes, but is not limited to employee addresses, social security numbers, employment status, pay, evaluation or job performance. It is understood that the HRM and Payroll Departments may release appropriate employee information as authorized or required by law.
3. Individuals shall not post information that in any way discloses private, confidential, or proprietary information, or trade secrets of LLUAHSC, its employees, or any third party that has disclosed information to LLUAHSC, or any other information of LLUAHSC protected by its policies.
 - 3.1 When relying on the intellectual work of others or quoting them, Individuals should always credit and/or link to the copyrighted work.
 - 3.2 Individuals shall be prohibited from sharing any confidential information with anyone outside of LLUAHSC unless given express written permission to do so by LLUAHSC.
 - 3.3 Individuals shall be prohibited from discussing or publishing confidential information of any LLUAHSC entity patient, medical staff member, faculty member, employee, partner, vendor, supplier, or affiliate.
 - 3.4 Individuals shall not use any LLUAHSC confidential information in public forums for their own benefit or for the benefit of any person or entity other than LLUAHSC.

4. Individuals shall be prohibited from using LLUAHSC logos, trademarks, or other intellectual property without LLUAHSC's written permission.

C. ONLINE PUBLIC FORUMS – GENERAL

LLUAHSC encourages Individuals to post responsibly and exchange opinions and ideas in Online Public Forums in a way that is professional, constructive and in compliance with all LLUAHSC policies and codes of conduct including those specifically stated in this policy.

1. Individuals shall be prohibited from using any LLUAHSC logo or from adding a link from an external webpage into a LLUAHSC website in such a way which would imply endorsement by LLUAHSC.
2. Individuals shall not use Online Public Forums for LLUAHSC related communications without the permission of the Office of the Vice President for Development and Public Affairs.

D. LLUAHSC ONLINE FORUMS – GENERAL

1. Each LLUAHSC Online Forum shall have a designated Online Editor. Each LLUAHSC entity shall establish processes for the designation of Online Editors. These processes must be approved by the Office of the Vice President for Development and Public Affairs or his/her designee.

NOTE: LLUAHSC does not expect or require employees to work on work-related tasks, including the LLUAHSC Online Forums, during meal periods or after scheduled working times. Any and all use of the LLUAHSC Online Forums will be in compliance with LLUAHSC policies on hours of work, overtime, and pay day policies.

2. Individuals may not publish information or comments about a competitor or make endorsements or criticisms of any other organization, service, or product without the prior express written approval of the Office of the Vice President for Development and Public Affairs.
3. Individuals shall not use the LLUAHSC Online Forums to promote or solicit participation in any activity that is unrelated to their work at LLUAHSC.
4. Individuals shall not use the LLUAHSC Online Forums for any illegal purpose, violation of any LLUAHSC policy, or in any manner contrary to the best interests of LLUAHSC, or for personal or pecuniary gain.
6. Access to the LLUAHSC Online Forums shall be within the sole discretion of LLUAHSC.

- 6.1 Individuals shall have no free speech right to post content in the LLUAHSC Online Forums, and anonymous posting shall be prohibited.
- 6.2 Individuals shall be prohibited from using exaggeration, colorful language, guesswork, legal conclusions, and derogatory remarks or characterizations.
- 6.3 Posting shall be considered a privilege that may be revoked if abused, and LLUAHSC shall, at its sole discretion, retain the absolute right to delete or modify any content it deems inappropriate.
- 6.4 LLUAHSC shall retain the right to require any employee or student involved in posting inappropriate content to stop posting immediately.
- 6.5 While LLUAHSC reserves the right to remove inaccurate, offensive, or inappropriate content from the LLUAHSC Online Forums, it shall not be obligated to do so, and shall assume no liability for failing to take such action.
 - a) LLUAHSC encourages each participating employee, volunteer, or student to monitor the LLUAHSC Online Forums by correcting inaccurate information and by reporting any offensive or inappropriate content immediately to HRM, or the appropriate Online Editor.

E. LLUAHSC ONLINE FORUMS – CONFIDENTIAL

1. Unless otherwise noted, any LLUAHSC Online Forum that is accessed from the intranet, the portal, requires a login or is generally NOT available to the public shall be considered a LLUAHSC Confidential Online Forum.
2. LLUAHSC Confidential Online Forums shall not be used for issues which are unrelated to the mission of LLUAHSC.
3. Emailing, reposting, or otherwise disclosing information from a LLUAHSC Online Forum could violate LLUAHSC policies regarding the nondisclosure of proprietary, confidential, and personal information.
4. Individuals shall not use the LLUAHSC Confidential Online Forums as a means of notifying LLUAHSC of compliance matters or concerns, but instead follow the process outlined in LLUAHSC policy, or report such concerns to the employee's supervisor, manager, and/or HRM.
5. While postings in the LLUAHSC Confidential Online Forums may be critical of LLUAHSC policies or decisions, Individuals shall be respectful and constructive, and refrain from lapsing into personal attacks.

CATEGORY: HUMAN RESOURCE MANAGEMENT

CODE: I-24

SUBJECT: PARTICIPATION IN PUBLIC FORUMS

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F. RESPONSIBILITY TO REPORT

1. Any inappropriate blogs and/or postings that violate the provisions of this policy shall be reported to LLUAHSC management/administration immediately. Questions and concerns shall be directed to the employee's supervisor, manager, and/or Human Resources Management Department (HRM).

G. REMEDIES

1. Failure to comply with LLUAHSC policies regarding blogging and online posting shall be considered grounds for disciplinary action, including immediate termination.

APPROVED:

Vice President, Development & Public Affairs

Date

President/CEO

Date

Corporate Secretary

Date

CATEGORY:	HUMAN RESOURCE MANAGEMENT	CODE:	I-24
SUBJECT:	PARTICIPATION IN PUBLIC FORUMS	PAGE:	8 of 8

APPENDIX I-97.A

All LLUAHSC Online Forums shall have this confidentiality disclaimer explaining LLUAHSC's right to edit or delete any comments or content deemed inappropriate

[Please read the following disclaimer for critical information prior to posting to this page.](#)

The opinions expressed on the _____ (*site name*) represent the thoughts of the [**site name**] community and not necessarily those of **LLUAHSC or its affiliates**. The views expressed here do not in any way reflect the views of the site they are posted on, other sites affiliated with this site, the staff involved with the site, or any other members of this site.

LLUAHSC reserves the right to edit or delete any comments deemed inappropriate for this site and its readers. The following types of comments may be deleted or edited by moderators:

- Comments that violate the privacy of our patients and their families
- Abusive or hurtful comments about the commenter
- Off-topic and redundant comments (this includes promotion of events, groups, pages, websites, organizations, and programs not related to or affiliated with LLUAHSC)
- Comments which use foul language or derogatory language (racial, ethnic or gender bashing language)
- Personal attacks or defamatory comments (i.e., making negative personal comments about a fellow commenter), instead of just criticizing his/her posting, opinion, or comments

Information posted here by participants or any third party (e.g. commenter) should not be considered medical advice, nor is it intended to replace consultation with a qualified physician or other health care provider. Participants will not evaluate, endorse, or recommend any particular health care providers, medications or treatments.

All links to other websites found linked from this blog are provided as a service to readers, but such linkage does not constitute endorsement of those sites by **LLUAHSC**, and as such we are not responsible for the content of external websites.

By submitting content to this page (wall posts, photos, links, etc.), you understand that this information is publicly available; and that **LLUAHSC** may use this information internally and on closed-circuit television displays. If you do not wish to have your information published, please do not post on this page.

We encourage open discussions and look forward to any comments, stories and experiences you want to share.