

## Criteria for the Review of Urban Campuses

---

- Purpose:** To provide guidance for AAA teams reviewing institutions of tertiary education situated in urban contexts or that have extension campuses located in urban settings.
- While existing CFRs are generally applicable to colleges and universities irrespective of setting, it seemed helpful to the AAA to contextualize or incorporate certain CFRs. In order to provide special and, in some cases, more specific guidance for tertiary institutions in urban settings given the special circumstances of the urban context which can yield significant challenges in implementing the whole-person, redemptive philosophy of Seventh-day Adventist education.
- Extended Application:** These Criteria for Review (CFRs) could potentially be adopted and/or adapted for the review of Adventist educational institutions in urban settings at other levels, such as primary and secondary schools.
- Urban Setting Defined:** There are certainly various ways to define an urban campus, such as the following:
- Located in an area of high human population density and built environments (National Geographic Society)
  - Located in densely developed territory, residential and commercial, of 50,000 or more people (U.S. Census Bureau)
- In the United States, the Carnegie Foundation has developed a system that classifies educational institutions as urban, suburban, or rural, updated every five years.
- For the purpose of this document, each Division in conjunction with the General Conference Department of Education liaison will determine which of its tertiary campuses will be classified as urban. As guidance, the following parameters may be utilized: A campus of higher education, located physically within a metropolitan setting of dense population and built development, where the majority of students are non-residential and spend limited time on campus except for attending classes.
-

## Criteria for Review

## Preferred Evidences

1. The institution fulfills the philosophy of Seventh-day Adventist education, particularly its redemptive purpose and its focus on whole-person development.

Maps to:

- Form A, Area 1
- Form B, Area 1

2. The institution effectively nurtures students in their spiritual development.

Maps to:

- Form A, Area 2
- Form B, Area 2

3. The programs of study at the institution nurture the faith of students in intentional ways.

Maps to:

- Form A, Area 5
- Form B, Area 4

- Evidence of plans and initiatives to ensure a clear Adventist identity and ethos throughout the institution
  - Evidence of intentionality in evangelistic purpose, immersing students in the values and objectives of Adventist education
  - Evidence of policies and procedures that safeguard the Adventist ethos when admitting non-Adventist students
- 
- Evidence of the provision of chaplains, with at least half-time load in chaplaincy, whose key focus is the salvation and spiritual nurture of students. Ideally there should be a policy in place to hire a chaplain for every certain number of students at the site. If more than one, there should also be both male and female chaplains, with chaplains preferably assigned to specific programs.
  - Evidence of the provision of a representative on-site worship facility
  - Evidence that the institution offers engaging on-site weekly worship programs (e.g., Friday night, Sabbath morning, and Sabbath afternoon)
  - Evidence of the involvement of students in planning and implementing spiritual programming
  - Evidence of the implementation of a spiritual development curriculum, including the utilization of small groups
  - Evidence of intentional evangelization, resulting in the baptism of students
  - Evidence that the institution organizes mission trips and other missionary activities in which students and employees participate
  - Evidence of organized volunteer service opportunities to people in need (e.g., refugees, homeless)
  - Evidence that the institution intentionally fosters respect for others, exemplifying the love of Christ
- 
- Evidence of the incorporation of institutional values and a biblical worldview throughout each academic program
  - Evidence of student training and experiences in witness, in which administrators, faculty, and staff are also involved
  - Evidence of the incorporation of service-learning requirements in courses and programs of study, which present an array of service options to students
  - Evidence of the engagement of students in the required religion courses

## Criteria for Review

## Preferred Evidences

4. The programs of study at the institution effectively prepare students for the workplace.

Maps to:  
Form A, Area 5  
Form B, Area 4

5. The institution ensures that programs of study are adequately staffed, and that faculty and support staff are both qualified and committed.

Maps to:  
Form A, Area 6  
Form B, Area 5

6. The institution ensures that student services contribute effectively to whole-person development and are aligned with the Adventist philosophy of education.

Maps to:  
Form A, Area 9  
Form B, Area 6

- Evidence that the core curriculum incorporates a course focused on the Christian in the workplace (i.e., living a Christ-centered life of witness in the work environment)
  - Evidence that the educational program requires students to be involved in apprenticeships or internships, or other significant field experiences, or to hold a program-related full- or part-time job in which they are formally evaluated
  - Evidence of an active literature evangelism program, or alternative program, made available to all students, with an emphasis on the development of interpersonal skills for sharing the gospel
- 
- Evidence that no more than half of the credits in each academic program, including the set of upper-division courses, are taught by contract part-time faculty members
  - Evidence that the institution has attained or has in place strategies that move progressively toward the goal that all full-time faculty are members of the Seventh-day Adventist Church in regular standing
  - Evidence that a majority of part-time/contract faculty are members of the Adventist church, or that the institution has in place strategies to move progressively toward this goal
  - Evidence that the contract for all employees stipulates an agreement with the philosophy of Adventist education and a commitment to respect the beliefs and practices of the Seventh-day Adventist Church
  - Evidence that the contract for all teachers stipulates involvement in student-related activities outside of the classroom
- 
- Evidence that the food services provided are in harmony with the Adventist philosophy of healthful living, including what is sold through the vending machines
  - Evidence that the institution oversees student housing, ideally in a dormitory setting for any students not living with their parents, legal guardians, or spouse, and below a certain age (e.g., 25 years old), or at minimum through establishing and implementing a set of formative criteria for student housing, with a consistently applied approval process
  - Evidence of the provision of facilities for recreation and for cultural programs, as well as spaces for student interaction and for student-faculty interaction
  - Evidence of the provision of social activities for students, with evidence that administrators, faculty, and staff participate with students in a number of these social activities
  - Evidence of a mentoring program for new students

**Criteria for Review****Preferred Evidences**

<p>7. The institution provides co-curricular activities and experiences that align with Adventist identity and mission.</p> <p>Maps to: Form A, Area 9 Form B, Area 6</p>	<ul style="list-style-type: none"><li>▪ Evidence of the provision of recreational programs that are congruent with Adventist identity and mission</li><li>▪ Evidence of the provision of cultural programs that are congruent with Adventist identity and mission</li><li>▪ Evidence of an effective health and wellness program, co-curricular or curricular, that transmits the health message of the Adventist church in an attractive manner</li></ul>
<p>8. The institution provides initiatives and programs that foster the personal development of students.</p> <p>Maps to: Form A, Area 9 Form B, Area 6</p>	<ul style="list-style-type: none"><li>▪ Evidence that the institution offers time management and emotional health seminars and workshops to students</li><li>▪ Evidence that the institution provides personal/career Christian counseling, with the employment of a part-time counselor, or a full-time counselor when enrollment at the site exceeds 500 students</li></ul>
<p>9. The institution provides students with opportunities to interact with God's creation.</p>	<ul style="list-style-type: none"><li>▪ Evidence of an aesthetic campus environment that incorporates aspects of natural beauty, both inside and outside of the classroom</li><li>▪ Evidence that students and teachers engage in beautification projects, both on- and off-campus, such as adopting a park or developing an urban community garden</li><li>▪ Evidence that students are provided with opportunities to interact with natural settings as part of the required curriculum</li></ul>