

**ISSUES AND TRENDS  
IN ADVENTIST EDUCATION WORLDWIDE**

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Adventist education has grown in many ways: more students, teachers, and institutions; larger range of programs offered; bigger budgets with federal and other non-Church sources of revenue; higher numbers of non-Adventist students and teachers; diversification of instructional modalities to include off-campus and technology-mediated instruction and non-taught “research degrees”; advanced levels of education with more professional and postgraduate education; and an increase in programs that lead to employment outside the Church. Recognition of the value of Adventist education is evidenced by the number of schools that have been awarded government charters and autonomous status to operate as a college or university. Some institutions enjoy receipt of government funds through direct allocations or through financial support to their students.<sup>1</sup> As of 2007, nearly 1.5 million students were taught by nearly 75,000 teachers in one of nearly 7,500 Adventist schools (Table 1).

Some elements are shrinking: the percentage of Adventist teachers and students (Tables 2-4); the amount of formal instruction in religion, Bible and denominational history; the proportion in ministerial training compared to other programs; and the percentage of graduates that seek or find employment in a Church-sponsored institution. In North America and Europe, the pool of prospective Adventist students is also

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<sup>1</sup> Adventist Theological College in Hungary receives government allocations and students at University of the Southern Caribbean receive full financial support from the government.

shrinking with the “graying of Adventism” in those Divisions<sup>2</sup> and in the amount of financial support from church members to the Church.<sup>3</sup> A number of Adventist colleges are completely self-supporting financially, and in one case, the Union Conference receives a percentage of its income from the college.<sup>4</sup>

Table 1. SDA Education World Statistics as of December 31, 2007.

	Schools	Teachers	Students
Primary	5,715	40,220	954,879
Secondary	1,578	25,890	101,540
Training Schools	42	550	6,992
Colleges & Universities	107	7,971	112,795
Totals	7,442	74,631	1,479,136

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<sup>2</sup> The median age for the North American SDA community is 58, compared to 36 in the U.S. and 37 in Canada for the general public. See R. Osborn (2007) for a discussion of the near-stalemate between the North American accession rate and losses due to death, membership going missing, and apostasy, for a decreasing net growth over the last three decades.

<sup>3</sup> Ibid, p. 4. In the North America Division the percentage increase in per capita giving for 2002-2006 did not keep pace with the Consumer Price Index except for one year. Since North America has been the tithe base for the world Church, how can church subsidies for education continue at the current percentages?

<sup>4</sup> Polish College of Theology and Humanities contributes a percentage of net revenue to the Union Conference.

Table 2. Percentage of Adventist Enrolment at All Levels, 2000 to 2007.<sup>5</sup>

	2000	2004	2005	2006	2007
Primary	46%	43%	43%	40%	40%
Secondary	43%	43%	38%	37%	34%
Worker Training	80%	52%	51%	48%	47%
Tertiary	75%	66%	62%	60%	57%

Table 3. Total Student Enrollment in Adventist Education Worldwide as of 2007.<sup>6</sup>

Adventist	584,369 (39.5%)
Non-Adventist	894,767 (60.5%)
Total	1,479,136

Table 4. Percentage of Adventist Teachers at All Levels, 2000 to 2007.

	2000	2004	2005	2006	2007
Primary	81.5	80.8	78.6	66.5	68.8
Secondary	79.4	74.7	75.7	72.9	72.1
Worker Training	85.2	76.7	72.6	77.6	77.0
Tertiary	82.0	78.9	75.6	73.3	77.6 <sup>7</sup>
Total	82.0	78.5	75.6	69.6	71.0

<sup>5</sup>145<sup>th</sup> Annual Statistical Report—2007. General Conference of Seventh-day Adventists, Office of Archives and Statistics.

<sup>6</sup> Ibid, p. 64.

<sup>7</sup> It appears that there was an under-reporting of about 2000 tertiary teachers in 2007 (6192 SDA teachers out of a total of 7971) as compared to 2006 (7152 SDA teachers out of a total of 9745 teachers). Data for 2008 are not yet available.

The trend of employing faculty of another (or no) faith is of concern--from 18% percent in 2000 to nearly 30 percent of all faculty by 2007. Even in higher education where the drift is less, it is compounded by an upturn in the percentage of students from other faiths who are enrolled in our colleges and universities: from 25 percent to 43 percent by 2007. Without faculty members who are thoroughly committed to Adventism, who will pass on the faith to the next generation?

### Growth in Enrolments, Range and Diversity of Institutions

In 1880 there was only one Adventist tertiary/worker training/secondary institution: Battle Creek College (see Table 5).<sup>8</sup> By 1960, tertiary education was separated from worker training and secondary schools, and there was a 3,270% increase in the number of students enrolled in tertiary education schools (16,513). Twenty years later there was another 99% increase in enrollment and an 80% percent increase in the number of colleges, from 42 to 76, by 1980. During that period, Loma Linda University and Andrews University had become universities. By 2000, the number of new institutions had “slowed down” to a growth rate of 24% to reach a total of 94 universities and colleges. But enrolment had increased by 99% percent again. The slower pace of growth in the number of new institutions was accompanied by an increase in the number that had expanded its offerings to include graduate and post-baccalaureate professional education and take on “university” names. Today in North America, only about a third

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<sup>8</sup> 145<sup>th</sup> Annual Statistical Report—2007. General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, MD 20904-6600. Compiled by the Office of Archives and Statistics. p. 6. Separate figures for tertiary institutions, worker training institutions, and secondary schools were not available prior to 1960.

remain as colleges<sup>9</sup>. Most of these offer at least one graduate program, two are health sciences speciality colleges, and three are struggling financially such that their viability is in question.

Table 5. Adventist Tertiary Schools, Teachers, and Student Enrollment, 1880-2007.<sup>10</sup>

	Tertiary schools	Tertiary teachers	Tertiary students
Year			
1880+	1	20	490
1900+	25	199	2,537
1920+	97	1,020	14,614
1940+	251	2,782	6,989
1960	42	1,305	16,513
1980	76	3,619	32,882
1990	76	3,407	42,562
2000	94	4,648	65,589
2002	99	4,918	78,189
2003	99	8,270	83,588
2004	101	7,143	92,554
2005	106	8,882	102,553
2006	106	9,745	106,081
2007	107	7,971 <sup>§</sup>	112,795

+Separate figures for tertiary institutions, worker training institutions, and secondary schools were not available.

§ Data for 2007 appear to be under-reported by about 2000 teachers.

As of 2007, nine schools had enrollments between 3,000 and 5,600. Seven of these schools are outside of North America, where the rate of enrolment growth has been

<sup>9</sup> Ibid, p. 56. Atlantic Union College, Florida Hospital College of Health Sciences, Kettering College of Medical Arts, Pacific Union College, and Union College. Columbia Union College is currently debating what university name to use since Columbia University is used by an institution in New York.

<sup>10</sup> Ibid, p. 6.

under 3% between 2004 and 2008.<sup>11</sup> There are three medical schools (with four more under active discussion), three dental schools<sup>12</sup> and seven specialty health sciences schools. One law program exists with a second seeking candidacy.<sup>13</sup> In 2004, “research degrees” at the postgraduate level were introduced, requiring no formal coursework for a Master of Philosophy and Doctor of Philosophy degree in a variety of Biblical and Adventist studies.<sup>14</sup>

Adventist universities and colleges offer a broad array of postgraduate degrees with the majority being in theology and pastoral studies, education, business, and the health professions. The degrees include both professional and academic degrees, including among others: MA/MS, MBA, MSA, MPH, MSN, MSW, MDiv, MEd, MArch, MSCLS, MAT, MMUS, MAPMin, MAYM, MTh, MOT, MSD, DScPT, DPT, DSc, DrPH, OTD, PsyD, , PharmD, DDS, EDD, MD, DMin, ThD, and PhD in both research and clinical disciplines (e.g. PhD Clinical Psychology). All professional programs are designed to meet licensure requirements for professional practice.

In response to the needs of a mature students who are employed and have families, a number of programs are offered through distance education (at off-campus sites or as face-to-face cohorts that convene for intensive sessions), online or by means of

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<sup>11</sup> Ibid, pp. 56-57. Adventist enrollments in excess of 3000 include Adventist University of the Philippines, Andrews University; Babcock University, Nigeria; Bolivia Adventist University, Brazil Adventist University (three campuses combined), Loma Linda University, Northern Caribbean University, Jamaica; Sahmyook University, Korea; Solusi University, Zimbabwe.

<sup>12</sup> Medicine is offered at Loma Linda University, Montemorelos University and River Plate Adventist University. Dentistry is at Loma Linda University, Montemorelos University and Adventist University of the Philippines. Health sciences/professions specialty schools include Adventist College of Nursing (Penang), Florida Hospital College of Health Sciences, Kettering College of Medical Arts, Loma Linda University, Manila Adventist Medical Center School of Medical Arts, Mindanao Sanitarium and Hospital College, Sahmyook Nursing and Health College.

<sup>13</sup> The first Adventist law program was started at Brazil Adventist University Campus EC, with candidacy sought for a School of Law and Security Studies at Babcock University in 2007.

<sup>14</sup> See case study for “Aybee College” at the end of this manuscript.

technology. Even traditional education has increased its use of online technology to supplement traditional teaching methods.

The increase in the number of graduate degrees adds to the cost of Adventist education. It requires lower teacher to student ratios for the supervision of research, better equipped laboratories and clinical placements sites, and faculty with advanced qualifications. The diversity of disciplines offered is also straining the pool of available Adventist faculty and administrators.<sup>15</sup>

There is evidence that these advanced degrees include little formal study of religion or the Bible, except for theological and ministerial programs.<sup>16</sup> Driven in part by licensure requirements of professional programs and expectations for the discipline, the programs are for the most part benchmarked against and functionally equivalent to comparable programs in secular universities. Co-curricular programming and elements of a campus Spiritual Master Plan that addresses the needs of this sector of students are also underdeveloped. Work remains to expand the Adventist philosophy of education to graduate and professional education and this is discussed elsewhere.<sup>17</sup>

### Tensions with Governmental and Specialty Accreditation Entities

The matter of accountability for Adventist education has historically been a pendulum swinging between absolute autonomy from Church influence to schools being

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<sup>15</sup> When it began, the new School of Pharmacy at Loma Linda University was unable to recruit any Adventists for senior administration for its first four years. As of 2007 it was able to increase the number of Adventist faculty and administrators at the school.

<sup>16</sup> Winslow, G. R. (2006). Why the study of religion belongs in Adventist graduate programs. *Journal of Adventist Education*, 68, 27-32.

<sup>17</sup> Beardsley, L. M. (2009). Integrating faith and values in graduate and professional education. Presented at the First Inter-American Division Teachers Congress, Cancún, México, May 31 to June 4, 2009.



micromanaged by the Church through its Board of Governors or Trustees.<sup>18</sup> Colleges and universities in North America have at least three types of accreditation: denominational through the AAA; national (in the U.S. it is regional through one of six accrediting bodies); and specialty or professional accreditation. Accreditation provides a number of benefits: credits earned are transferable to other schools. With national accreditation, students can obtain government-guaranteed loans and grants and the institution is eligible for funds from a variety of sources. Earning a degree from an institution accredited by a specialty body enables graduates to take exams that license them for the practice of various professions like medicine, dentistry, or law; and provides employers with the assurance that new graduates have acquired the necessary knowledge and skills to enter the profession for which they have studied.

Like other accrediting bodies, the Adventist Accrediting Association (AAA) evaluates conformity to threshold standards of academic quality. But because Adventist education is based on a broad definition of wholistic education in the context of a redemptive goal, the AAA also evaluates evidence that the school is achieving success in the spiritual domain and that it is truly “Adventist.” The complete list of standards and criteria for review can be found at <http://education.gc.adventist.org/approval.htm>. Abbreviated criteria apply to institutions with regional accreditation to eliminate unnecessary duplication and to focus on the evidence to show that the school is achieving its mission in the spiritual domain and in the integration of faith and learning.<sup>19</sup>

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<sup>18</sup> See Greenleaf, F. (2008). Who’s in charge? *JAE*, 70(4), 29-37, for a historical account of governance and accreditation in the Seventh-day Adventist church.

<sup>19</sup> See Beardsley, L. M. (2008). Purpose and role of the Adventist Accrediting Association, *JAE*, 70(4), 15-19 for more information on the AAA.

Adventist education first developed in the U.S. and as a result, American-style education has influenced Adventist education around the world. As schools offer programs for local or global markets rather than for church employment, the demands to meet local and regional standards has increased. Many schools outside North America have obtained national charters or regional accreditation as well as specialty accreditation so that graduates may become licensed to practice a profession. Member countries in the European Union are currently revising their programs of study to meet guidelines in the Bologna Protocol. With a move to three-year undergraduate degrees, students under this educational system trade greater educational mobility within the European Union for loss of the ability to transfer to U.S. schools for a master's degree.

For most institutions the enhanced recognition from outside the Church has been positive and increased the employability of graduates. But in some cases the pressures from accreditation have created distance from the Church constituency or compromised institutional values. Students at one Adventist college, for example, now face the prospect of final exams on Sabbath offered by the university with which it is in partnership. Faithful Adventist students who do not sit for the exams must wait for the next semester when the exam, hopefully, will be offered a day other than Sabbath. Meanwhile, students of other faiths, and even Adventists without strong Sabbath convictions who sit for the exams on Sabbath are able to earn their degrees from the partner institution.<sup>20</sup> How to negotiate the tensions that arise from demands and

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<sup>20</sup> The partnership between Spicer College and Pune University was obtained in hopes that it will lead to recognition as an independently accreditable entity after some years of a capacity-building partnership. However in the meantime, the partnership has raised challenges such as Sabbath exams. University of Pune Examination Circular 21 2008 lists exams on Saturday and plainly states "No request for any special concession such as a change in time or any day fixed for the University Examination, on religious or any other ground shall be granted." <http://www.unipune.ernet.in/indexout.html>

constraints imposed by external accrediting bodies or partnership arrangements with non-Adventist universities is a challenge and will require prayer and collective wisdom to find a solution consistent with Adventist mission and values.

### Increased Cost of Adventist Education

The single largest fixed expense of any school are for salaries of its teachers and staff. As higher education expands to offer graduate and professional programs, the need for faculty with doctorates and advanced training drives up the cost of education. Faculty in a school of medicine or dentistry can earn part of their salary through clinical work in patient care and researchers can bring in funds through external grants, but only faculty at Loma Linda University are bringing in appreciable amounts of external research funds (\$35.6 million in 2007 or 13% of total revenue<sup>21</sup>). The operating budget for all other schools are heavily dependent on tuition income and appropriations from the denomination as compared to LLU which earns only 35% of its total revenue from student tuition and fees and 3.7% from Church appropriations. LLU also has the largest endowment (\$210 million in 2006)<sup>22</sup> while most schools have none.

Historically and philosophically, Adventist education included practical work as part of balanced education. This provided students with opportunities to “earn as they learn” through work-study programs. Student labor also offset institutional expenses for agricultural produce, property maintenance, and clerical assistance, thereby reducing the

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<sup>21</sup> See LLU Annual Report 4007 at <http://www.llu.edu/news/scope/documents/scope-fall07.pdf>

<sup>22</sup> <http://www.llu.edu/llu/aboutstats.html>

total cost of education. In some parts of the world<sup>23</sup> these programs are still active and enable poor students to gain a college education. However, administrators in other parts of the world report that they are unable to get sufficient student labor because students feel manual work is degrading or beneath their stature as college students or are able to obtain better wages by working off campus<sup>24</sup>.

An analysis of family income at Pacific Union College illustrated that “many church members are either very poor or in the lower middle class” compared to enrollment at all 4-year religious colleges. And while “college costs have risen far beyond the CPI [Consumer Price Index] over the last decade, many federal and state programs for student financial assistance haven’t even kept pace with the CPI let alone college tuition increases.”<sup>25</sup> The end result is an inability of a growing number of Adventist students to obtain the funds needed for Adventist education in North America.

Survey data are not available worldwide, but the data from PUC are consistent with interviews and observation of finances being a barrier to student enrollment worldwide. It is clear that Adventist education continues to provide economic and vocational mobility, especially for new converts, resulting in an undocumented tongue-in-cheek quip by a missiologist that “the Adventist Church is an educational system masquerading as a church.” Professions with relatively short duration and high

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<sup>23</sup> Interviews by an AAA team with students and administrators at two Adventist colleges in the Philippines indicate that students may take 6 or 7 years to complete their undergraduate education because they work fulltime in the work-study program. Adriatic Union College in Croatia includes a line-item in the institutional budget for the work-study program.

<sup>24</sup> According to interviews by AAA teams with administrators at Helderberg College in South Africa, Solusi University in Zimbabwe, and Newbold College in England.

<sup>25</sup> Osborn, pp. 7-17, 19. The increasing numbers of North American church members from lower economic groups places Adventists 21<sup>st</sup> out of 30 religious groups in median annual household income. They were also 21<sup>st</sup> out of 30 for the percentage of college graduates (17.9%) with Jews being the highest at 46.7%.

opportunity for employment (such as nursing) have large enrollments.<sup>26</sup> How to pay for Adventist education is the most common concern expressed by students, with a steady stream of written, emailed, and personal requests coming to the Department of Education at the General Conference requesting bursaries and financial assistance.

### Evidence that Adventist Education is Academically Sound

A discussion of issues and trends in Adventist education would be incomplete without reference to evidence that it is achieving acceptable academic outcomes.

Findings from the first two years of the CognitiveGenesis study show that students in K-12 Adventist schools in the North American Division outperform the national averages.<sup>27</sup>

More data will be collected in the next couple of years and then analyzed for the final conclusions. So far, whether in a small rural multigrade classroom or a large urban single-grade class, grade 3 or 11, at all ability levels, students in Adventist schools perform at or above the national average in every subject tested in the study. How good? On average, performance is one-half grade level higher than their national peers. What is more, students perform even better than their own ability level would predict.

The researchers conducting the 30,000-student CognitiveGenesis study found a cumulative beneficial effect—attending an Adventist school for multiple years is directly related to superior academic performance. Moreover, they found that non-curricular

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<sup>26</sup> Enrollment in nursing accounts for half of total enrollment at Central Philippine Adventist College, total enrollment at Adventist College of Nursing and Manila Sanitarium School of Nursing, and high enrollments at Adventist University of the Philippines, Loma Linda University, and Florida Hospital College of Health Sciences. According to administrators at these schools, except for the latter two which are for a North American market, a high percentage of nursing graduates seek employment in the U.S., U.K., or Saudi Arabia.

<sup>27</sup> <http://www.cognitivegenesis.org/>

Kido, E.E., Cruise R. J., & Thayer, J. D. (2008). Assessing Adventist Academics: A Mid-Point Update on *CognitiveGenesis*. *Journal of Adventist Education*, 71(2), 5-10.

factors such as a healthy diet and adequate sleep contribute to this success. Student interaction with parents, parental involvement in schools, and family control over television viewing and Internet use also contribute to superior achievement. These findings affirm Adventist education's emphasis on a healthy, balanced lifestyle and its historic commitment to educating the whole person.

We expect the role of parents to feature in student academic achievement, but the CognitiveGenesis researchers found that support of the school by the church and pastor are also important. The CognitiveGenesis study, together with the two Valuegenesis studies, makes a compelling case for the advantages of Adventist education. The latter studies showed that three factors contribute to growth in faith: attending Adventist schools, being raised in an Adventist home, and being fostered in an Adventist church. Other studies have shown that attending denominational schools increases the likelihood that young people will remain members of the Adventist Church in adulthood. More research like the CognitiveGenesis and Valuegenesis studies are needed to help us understand why Adventist education has the power to transform lives—and how we can do it even better. In the meantime, we have reason to celebrate that Adventist education at the K-12 level is positively contributing to our students' growth in faith and academic performance.

### Demographic Trends in Church Growth and the Future of Adventist Education

In 2007, 36 percent of church members lived in Latin America (Inter-American and South American Divisions) and 35 percent within the four African Divisions, with 71 percent of the church in those two continents. Southern Asia contains 9 percent, North

America, 7 percent, and six percent reside in the Southern Asia-Pacific Division.<sup>28</sup> India has the largest numbers of Adventists, with Brazil, and then the U.S. in second and third place respectively. In 2006, Peru had a growth increase of 7.26 percent (compared to 4.98 percent for the church overall), with one Adventist for every 37 Peruvians.<sup>29</sup>

These demographic trends along with current educational trends point to growth in higher education for Latin America, Africa, India and Brazil. It indicates that the hope of a medical school for Africa, notably India and Peru, could generate the necessary support from the constituency in terms of both money and human resources. A challenge, especially for North America, will be to resolve the affordability of Adventist higher education among the mid- to lower economic groups that represent the greatest membership growth (particularly among Hispanic Americans).

### Summary

The shape of Adventist education has changed with growth in some areas and shrinkage in others. Growth and diversity in enrolments, range of programs, teacher profiles, and institutions are driven by market demand and Church growth. Its value and legitimacy is supported by research and recognition by employers and various accreditation entities. Without vigilance, pressures from finances, students and teachers, market expectations, and accreditors can distort the heart and soul of Adventist education. The test and opportunity will be to manage the growth and diversity in a way that furthers the mission and unity of the Seventh-day Adventist Church around the world.

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<sup>28</sup> 145<sup>th</sup> Annual Statistical Report—2007, p. 2.

<sup>29</sup> 144<sup>th</sup> Annual Statistical Report—2006, p. 2.

## **Case Study 1. Aybee College**

### **History**

In 1900, the Seventh-day Adventist Church voted to establish a training institution for its ministry in the north, and as a result, First Hall opened in 1902 in the north part of the capital city. As the numbers of students increased, there were moves to Second Hall, Third Hall, and then in 1907 to Fourth Site.

In 1931 the college again moved, this time to Fifth Place in the countryside where it adopted the name Aybee College. During the Second World War the National Air Force requisitioned the facilities at Aybee College and the college moved to temporary quarters at Seventh Place, about ten miles south of a large industrial town, where it stayed until the war ended.

In 1945, the college sold Sixth Place and purchased its present property in the countryside east of the capital city. In 1954, by an agreement between the Division and the General Conference of Seventh-day Adventists, Aybee College became the advanced training centre for the region. In 1956 it entered an academic affiliation with Columbia Union College, Maryland, and in 1983 this connection was exchanged for an affiliation with Andrews University, Michigan.

In 1992 an agreement was signed with the Open University Validation Services of the United Kingdom through which the college was accredited and courses could be validated. Other British recognition now also includes British Council accreditation for the School of English programs and Open College Network accreditation for courses in Christian Counselling. In 2004 a partnership agreement was also signed with Federal University, whereby graduates from programs offered in the Department of Theology would receive Federal University degrees. Through this partnership Aybee College now offers the following qualifications: Undergraduate Certificate, Undergraduate Diploma, Bachelor of Divinity, Licence in Theology, Postgraduate Certificate, Postgraduate Diploma, MA in Theology, MPhil/PhD and DMin. The degrees were re-organized according to the Bologna Protocol, with the Bachelor of Divinity now a three-year degree.

The Research degrees were been approved by Division Board of Ministerial and Theological Education (BMTE) in the Spring of 2004 and submitted to the International Board of Ministerial and Theological Education (IBMTE) in October 2004 when a two year candidacy was granted. In October 2007, the IBMTE requested that a focused visit be undertaken to evaluate the Research degrees. Other programs offered by Department of Pastoral and Biblical Studies at Aybee College will be part of usual accreditation cycle visit when the current AAA accreditation expires in December 31, 2009.

Currently there are 11 students enrolled in the MPhil/PhD program that is “accredited by and offered in partnership” with Federal University. Although possessing a government



charter, the Federal University had non-conformist religious roots, and prides itself in the diversity of world religions represented in its Department of Religious Studies. Areas of study include Patristics, New Religious Movements, New Age, Islamic Studies, Hindu and Chinese Traditions, Marianism, Buddhism, Judaism, and most recently, Adventism. According to the chair of the department of religious studies at Federal University, the University would not interfere with the content of research topics in order to preserve academic freedom and the wide range of world religions represented in its department.

Faculty members at Aybee College receive faculty appointments at Federal University in order to supervise the research of students located on the campus of Aybee College, however the primary supervisor and external examiner will be appointed by Federal University. Furthermore, the degrees are accredited and conferred by the Federal University. Federal University receives 10% of all income from Aybee College for enrollment of students in their programs. Aybee College receives no direct financial support from Federal University, however, students and faculty with faculty appointments may access library resources of Federal University.

It became clear during the visit that the degrees are actually conferred by Federal University and not Aybee College (like it was in the arrangement with Open University Validation Service). The diploma is that of Federal University with no reference to Aybee College.

The team was also informally told that plans were underway to “franchise” the BA in Business Management from Federal University. “After all,” said the academic dean, “accounting is accounting...there is no Adventist accounting.” According to the terms of a “franchise agreement,” Aybee College will commence in August 2008 to offer the Federal University BA Honours degree in Business Management. The curriculum will be identical to the one taught at Federal University’s campus, and the degree will be conferred by the University.

At the conclusion of the visit, the visiting team wrote its report but was unable to come to consensus regarding accreditation. After vigorous debate about whether it was within the scope of the purpose of AAA to accredit the research degrees in partnership with Federal University, it made a recommendation to the Board of AAA as follows.

#### **Recommendation of AAA visiting team to the AAA Board**

The Visiting Committee affirms to the Adventist Accrediting Association, through the Commission on Accreditation of the Division, that the Research degrees (MPhil/PhD) offered by Aybee College in partnership with the Federal University:

- 1) Have shown reasonable progress with respect to the supervision of students by Aybee College staff and with a fair representation of topics related to Adventist studies;
- 2) Have developed a relationship between Federal University and Aybee College that functions according to the terms of Memorandum of Agreement and with sufficient autonomy with respect to topics chosen for research degrees.

3) Are compliant with the IBMTE in that the Board of Governors and Division BMTE fully approved the introduction of Research Degrees in 2004 before they commenced in 2005, and furthermore they endorsed the staff involved in the supervision and are updated with the progress on a regular basis.

4) The Research degrees are accredited and conferred by the Federal University. According to the Memorandum of Agreement “Partnership” denotes the relationship between the Federal University and Aybee College for the purpose of delivering the accredited program. It does not imply any alliance, merger or alignment between the partners.

Therefore, given the nature of this research-based degree program we recommend that AAA revise their accreditation criteria so that full accreditation may be given after **December 31<sup>st</sup>, 2009** when the AAA accreditation review for all Aybee College degrees, majors and programs will take place and the first cohort have completed their study.

#### **New Developments After the Visit**

Four days after the team left the campus, the Division convened its BMTE and on February 6, 2008 voted to recommend to the AAA Board the following change of policy for the March 30, 2008 meeting:

In countries/Unions where Seventh-day Adventist institutions have no degree-awarding powers of their own, the Adventist Accrediting Association can grant full accreditation of programs offered by Adventist higher education institutions in partnership with non-Adventist degree-awarding institutions provided that

- 1) the appropriate Division BMTE approves the programs,
- 2) the institution’s own Board of Governors/Trustees retains full control of the programs, and
- 3) the Seventh-day Adventist philosophy and ethos of the programs are preserved.

**Discussion:**

1. Since the "major function of AAA is to visit and consider accreditation or re-accreditation of all Seventh-day Adventist higher education institutions," is it beyond the scope and purpose of AAA to accredit the programs at Aybee College that are offered "in partnership" with Federal University?
2. The Division BMTE has "fully endorsed" the arrangement with Federal University and the names of faculty that teach in all the programs in partnership with Federal University. This action satisfies the question of suitability of hiring graduates with Federal University degrees into pastoral positions. Is it still necessary to obtain the approval and accreditation from AAA for the programs and arrangement?
3. Should these MPhil or PhD graduates who wish to teach in an Adventist school be treated preferentially from graduates of other non-Adventist schools that have governmental recognition?
4. Since no one has completed a PhD thesis yet, it was premature to evaluate the outcome of a research PhD. The regular inputs evaluated in taught degrees were not available for assessment (i.e., courses/modules, module assessments, GPAs, timely progression to degree completion as measured by percentage of modules completed, internships, seminars, etc.). What would be appropriate indicators of Adventist values in research degrees?
5. What decision should the AAA Board make with respect to accreditation when it meets in October?

## Appendix A

### Glossary of terms

**Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA)**--1. Purpose. The accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities is the denominational accrediting authority for all tertiary and graduate educational programs and institutions owned by Seventh-day Adventist Church entities...[to] evaluate the quality of the denominational institutions' programs and their implementation of the Seventh-day Adventist philosophy of education in order to foster the unity and mission of the Church. (GC Working Policy 2006-2007, pp. 233-234).

**IBE. International Board of Education.** Provides authorization of new institutions, new programs, institutional upgrading (non-ministerial).

**IBMTE:** International Board of Ministerial and Theological Education. Provides authorization for ministerial training programs.

**BMTE:** Board of Ministerial Education at the Division or Union/Conference level. Provides authorization for ministerial training programs and recommends them to the IBMTE.

## Appendix B

### Glossary of Accreditation Terms in the UK

**Accreditation in the UK.** The approval of an institution as fit for the delivery of higher education programs. Panels must be assured *inter alia* re academic and administrative quality, governance, administrative and committee structures, the student experience, grievance and appeals processes, appropriate and suitably qualified teaching staff, and the sovereignty of the Academic Board. In the case of Aybee College, the institution is accredited by the Open University (until November 1992 by the Council for National Academic Awards) as a university sector college within the UK higher education landscape. Accreditation is granted for a maximum term of five years by a panel of peers from other UK universities as appointed by the Open University.

Accreditation refers to the approval of an institution to deliver its own curriculum leading to the award of a degree or other qualification from the awarding institution. In the case of Aybee College, all programs within the Department of Theological Studies are accredited by the Federal University. The institution as a whole is not accredited by UWL. The curriculum for each DTS program is distinctively that of Aybee College within a Seventh-day Adventist framework. The curriculum is accepted by Federal University as appropriate for the conferral of a Federal University qualification or - in the case of the Licence in Theology – for conferral (in Latin) by the Federal University. Staff within Department of Pastoral and Biblical Studies and members of the Aybee College senior management team are approved as recognised colleagues of Federal University, invited to take part in awards ceremonies on the Federal University campus. Aybee College may issue interim transcripts of credit, but the final transcript and degree diploma are issued by Federal University.

**Bologna Protocol.** The European Union is a political and economic community of 27 member states located primarily in Europe. It creates a single market by a system of laws that applies to all states to guarantee the movement of people, goods, services and capital. This is facilitated by a common currency (euro), abolishment of passport control among member states, and more recently, a standardized educational system known as the “Bologna Protocol.” A major impetus for the Protocol is to stimulate economic development of the EU, with three priorities: a three-cycle system of bachelor/master/doctorate; quality assurance; and (competency-based) qualifications and periods of study.

The standardized system establishes three years for the bachelor’s degree, two for a master’s degree and three for the doctorate to unify the diverse educational systems across member states. The Bologna Process or Protocol is still being worked out with meetings every two years (Bologna-1999, Prague-2001, Berlin-2003, Bergen-2005, and London-2007). The Process aims to end in 2010, thereby creating a European Higher Education Area in which "students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures...if Europe is to match

the performance of the best performing systems in the world, notably the United States and Asia."

**Validation in the UK.** The approval of an institution's own curriculum as fit for the qualification to be conferred, where an institution does not enjoy its own degree-awarding powers as conferred by the Privy Council. In the case of Aybee College, its Combined Humanities degree is the College's own degree which is granted international currency within the UK context through its being validated by the Open University (OU). Validation is granted for a maximum term of five years by a panel of peers from other UK universities and appointed by the OU. Programs may only be validated by the OU within an institution which enjoys institutional accreditation by the OU. By the same token, OU accreditation cannot continue for an institution without any OU-validated programs. All transcripts are issued by Aybee College. Degree diplomas are issued by the OU, showing the qualification as that of Aybee College validated by the OU.

**Franchise in the UK.** The agreement with a degree-awarding institution to teach that institution's curriculum on a satellite campus, with qualifications to be conferred by the degree-awarding institution. In the case of Aybee College, an agreement is about to be signed enabling the College, commencing in August 2008, to offer a BA Honours degree in Business Management from the Federal University. The curriculum will be Federal University's own, and the degree will be conferred by the University.

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