TRANSFORMING LIVES FOR ETERNITY

2026-2031 STRATEGIC PLAN

SOUTHERN ADVENTIST UNIVERSITY

Power for Mind & Soul

PRESIDENT'S **MESSAGE**

As we look toward the future of Southern Adventist University, I am filled with gratitude for God's abundant blessings and His faithful leading throughout our history. Through seasons of growth, challenge, and opportunity, He has continued to guide this institution in fulfilling its sacred mission. As we embark on our 2026–2031 Strategic Plan, we do so with confidence in His providence and a renewed commitment to our mission of transforming lives for eternity.

This strategic plan represents more than a roadmap for the next five years; it is a shared vision for strengthening Southern's impact on our students, our Church, and our world. Grounded in our Seventh-day Adventist identity, the plan reflects our dedication to nurturing academic and personal excellence, encouraging a deep and vibrant faith, cultivating a spirit of service, and fostering wholeness in mind, body, and spirit. It builds upon the remarkable progress we have achieved together while positioning Southern to meet the opportunities and challenges of the future with innovation, wisdom, and purpose.

The development of this plan was shaped by the thoughtful contributions of faculty, staff, students, administrators, trustees, alumni, and friends who share a passion for Southern's mission. Together, we identified strategic priorities and measurable goals that will guide our efforts in advancing student success, strengthening our Christ-centered culture, enhancing institutional sustainability, and expanding our influence for God's kingdom.

As we move forward, we do so with the assurance that God continues to lead this university. I invite every member of the Southern family to join in this journey. Through prayer, collaboration, and faithful stewardship, may we remain steadfast in our calling to educate, inspire, and serve. Together, we will continue transforming lives for eternity and preparing graduates who will make an enduring impact for Christ in their communities and throughout the world.

Ken Shaw

Ken Shaw, EdD
President, Southern Adventist University

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FOUNDATIONAL STATEMENTS

THE MISSION

Transforming Lives for Eternity

Dedicated to the beliefs of the Seventh-day Adventist Church, Southern Adventist University transforms lives for eternity by nurturing academic and personal excellence, encouraging a deep faith, cultivating a spirit of service, and fostering wholeness in mind, body, and spirit.

THE VISION

Southern Adventist University's vision is to:

- Model the love of Jesus in every interaction.
- Invite each student into a saving relationship with Jesus.
- Inspire each student to engage with God's Church and the world through service and witness.
- Provide each student with an exceptional learning experience that equips them to thrive in a fluid, global job market.

THE CORE VALUES

As Southern Adventist University employees, we:

- Embrace the Seventh-day Adventist Church's Worldview and Fundamental Beliefs
- Love Others as God Loves Them
- Act with Integrity
- Live Prayerfully
- Serve Others Generously
- Follow God's Calling
- Pursue Excellence
- Exercise Responsible Stewardship
- Offer an Exceptional, Wholistic Learning Experience

OUR FAITH

SPIRITUAL GROWTH

VP for Spiritual Life

Benchmark: Maintaining a campus spiritual vitality score of 65% for all students taking the Spiritual Life Survey. Achieve 50% of participating students demonstrating a measurable positive change in their Spiritual Vitality Gauge, measured by the yearly Spiritual Life Survey.

2026-2027

1. Formation of a comprehensive discipleship pathway based on internal research findings from the 2025-2026 school year.
2. Develop an instrument to measure progress and movement within the discipleship pathway across Office of Ministry and Missions (OMM) programs and opportunities.
3. Hire two-student coordinators to provide logistical and spiritual support for students leading peer-to-peer Bible studies.
4. Conduct at least 2 training events for Bible Study leaders each semester.
5. Lead a week-long evangelistic series during September in collaboration with the School of Religion, the Georgia-Cumberland Conference, and the university church that spiritually engages students, fosters community involvement, and provides opportunities for decision-making.

2027-2028

1. Roll out and use the instrument to evaluate and monitor growth and movement across OMM programs.
2. Identify gaps or missing links within the discipleship pathway and develop strategies to address them.
3. Expand the Bible Studies initiative by adding a third coordinator to increase capacity and support.
4. Improve the Bible Studies initiative's instructor development program, tracking, and alignment with the discipleship continuum.

2028-2029

1. Focus on OMM programs more intentionally around the discipleship pathway to deepen spiritual growth.
2. Conduct a comprehensive SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) of the discipleship pathway.
3. Expand the Bible Studies initiative by adding a fourth coordinator, ensuring broader coverage and scalability.
4. Strengthen systems for matching students to studies based on their stage in the discipleship continuum.

2029-2030

1. Identify opportunities to extend the discipleship pathway to other departments outside OMM, fostering a campus-wide spiritual growth initiative.
2. Enhance the "Next Steps" initiative based on feedback and evaluations from previous years.
3. Optimize the four-coordinator model for sustainability, leadership development, and multiplication.
4. Establish clear pipelines for training new instructors and leaders within the system.

2030-2031

1. Develop a structured pathway to equip students in the later stages of the discipleship continuum to become disciple-makers and Bible study leaders.
2. Enhance assessment tools to track long-term spiritual growth, engagement patterns, and movement across the discipleship continuum to inform ongoing strategic decisions.

Benchmark: Create a spiritually vibrant and connected community by fostering a strong ministry partnership between the Collegedale Church and the university, while serving the diverse spiritual needs of students, faculty, staff, and leadership.

2026-2031

1. Partner closely with the new Pastor for Outreach and Community Engagement to support ministry alignment and collaboration with Southern.
2. Hold a community-focused evangelistic campaign (November 2026).
3. Launch an "Adopt-a-Student" initiative, connecting the local church members with university students. This mentorship program will provide spiritual guidance, support, and a sense of belonging.
4. Assess spiritual programs and initiatives, soliciting feedback from students, faculty, staff, and church members.
5. Maintain and grow participation in mentorship, discipleship, and outreach initiatives.

SMALL GROUP MINISTRIES

VP for Spiritual Life

Benchmark: For students to experience a meaningful sense of belonging, believe in God personally, and become disciple makers of Jesus Christ.

	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031
Active participation rate*:	26%	28%	30%	32%	35%

* Active participation means students who have joined a LifeGroup attend at least six times during the nine-week period they are meeting. The active participation rate is the percentage of active LifeGroup students as a portion all on-campus undergraduates.

2026-2031

1. Expand the total number of LifeGroups from 96 to 120 in order to increase student access and active participation.
2. Expand the LifeGroup structure to support growth.
   a. 2 Bible Study LifeGroup Directors (in addition to 4 existing Directors) (2027-2028)
   b. 6 Bible Study LifeGroup Coaches (in addition to 24 existing Coaches)
   c. 1 additional LifeGroup Assistant (in addition to the current assistant)
3. Ensure coordination within the expanded LifeGroup structure to maintain shared training standards, assessment practices, and faith development goals.
   a. Evaluate long-term sustainability of the expanded LifeGroup structure, including staffing, coaching ratios, and administrative support. (2027-2028)
   b. Review administrative, coaching, and staffing needs in light of ministry growth. (2029-2030)
4. Collect and share LifeGroup success stories demonstrating spiritual growth, belonging, and leadership development.
   a. Publish articles on LifeGroup ministry structure, belonging, and transformational leadership based on campus data. (2028-2029)
5. Analyze findings from the ongoing LifeGroup study conducted with Center for Learning Innovation and Research (CLIR) to inform the ongoing ministry development.
   a. Refine the LifeGroup ministry model based on findings from the CLIR LifeGroup study. (2027-2028)
   b. Present research findings from the LifeGroup study in academic or ministry settings. (2027-2028)
6. Make recommendations to the Spiritual Life Committee based on current LifeGroup assessment data.
   a. Incorporate the LifeGroup ministry model into the Spiritual Master Plan. (2027-2028)

MISSIONS AND OUTREACH

Senior VP for Academic Administration, VP for Spiritual Life

Benchmark: Explore the development of a Center for Missions and Outreach to strengthen missional growth, foster mission alignment across departments, create a sustainable mission funding model, and cultivate local and global partnerships that engage students and develop them as mission-minded leaders.

2026-2031

1. Explore the development of a Center for Missions and Outreach through collaboration of the SVP for Academics, the VP for Spiritual Life, and the Director of the Pierson Institute. (2026-2027)
2. Establish foundational partnerships and student mission pathways. (2027–2028)
3. Expand mission integration and student leadership opportunities. (2028–2029)
4. Embed mission across academic programs and explore a Missions Certificate. (2029–2030)
5. Secure major funding and strengthen mission engagement across campus. (2029–2030)
6. Explore the option of a Missions' Honors Program. (2030–2031)
7. Establish Southern as a leading mission-focused Adventist university with sustainable funding and future graduate-level pathways. (2030–2031)

Benchmark Evangelistic Resource Center (ERC): Have 210 students and faculty involved in a message-based evangelistic outreach and provide 1,500 lay certifications for Bible work and preaching.

	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031
Student participation:	210	230	250	270	300

2026-2031

1. Provide students, faculty, and church members with opportunities to be trained in evangelism through:
   a. Strengthening evagelistic skills through ERC bootcamps by building confidence in outreach and preaching.
   b. Equipping church member participants for Bible work and preaching through lay certifications.
   c. Launching an international evangelism training school.
   d. Creating video and book resources for equipping church members.

2. Grow the number of students and faculty involved in message-based evangelistic outreach:
   a. Increase the number of theology students doing a summer-in-ministry internship and encourage theology students to participate in a second message-based evangelistic series in addition to their required field school experience."
   b. Exploring options to enhance academic credit opportunities connected to mission trips."
   c. Identifying sustainable fundraising strategies to support student participation in mission trips.
   d. Encourage staff and faculty to participate in an ERC mission trip.
   e. Developing compelling social media strategies to support peer-to-peer student recruitment.
   f. Evaluating scholarship-based incentives to determine their feasibility for increasing student participation.

Benchmark (Student Missions): Increase student leadership influence for the campus and church by empowering students to return from Student Missionary (SM) service as lifelong influencers for the mission of Jesus.

	2026–2027	2027–2028	2028–2029	2029–2030	2030–2031
Number of students annually serving as SM's	72	85	90	95	100
Number of returned SM's active in leadership*	75	100	125	150	175
Collective testimonies and divine encounters	250	300	350	400	450

* Leadership is defined as taking on roles that involve responsibility, creating positive change, or actively mentoring others, such as taking lead roles in a local church, serving as a club officer, mobilizing others for mission service, mentoring others through deaning or Lifegroup leadership, or entrepreneurial efforts to better the campus or community.

2026-2027

1. Collaborate with SALT to make a pathway for Student Missions as the next step for graduates of SALT.
2. Collaborate with Vision Trips and ERC to make a more defined bridge from short term to Student Missions.
3. Expand global mission awareness among the student body through utilizing returned SM's for mission education.
4. Work toward a tighter integration of school departments and student mission promotion.
5. Prepare for Southern's 60th year Student Missionary celebration, including collaboration with Marketing, University Relations, and Alumni Relations.
6. Assist the launch of "Life Missions" club on campus for students aiming toward career missions.
7. Discuss with NAD framework for 2028 "He Said Go" mission conference, including leadership, recruitment, and programming.
8. Publish an SM leadership handbook to be used by SM locations in increasing SM mentoring and leadership growth.
9. Utilize the Faith Bank system.

2027-2028

1. Conduct the 60-year student missionary celebration.
2. Partner with NAD to host a national young adult mission "He Said Go" and mission leadership conference over 4 days.
3. Partner with the English department to increase the number of English as a Second Language (ESL) teachers enrolled who go as SMs.
4. Form partnerships to expand the number of SM locations, with consideration for unreached languages and peoples.
5. Enhance returned SM's leadership growth and involvement through targeted mission mentoring.

2028-2029

1. Assess results of SM leadership handbook.
2. Refine SM training system to improve call specific training criteria.
3. Expand global mission awareness among the faculty and student body through a campus-wide communication plan.
4. Work with school departments to take ownership of recruitment for calls that emphasize aspects of their interests.
5. Launch a "Student Missionary Alumni Network" platform to maintain ongoing connection and collaboration between returned missionaries, enabling peer mentoring, continued spiritual growth, and leadership development.

2029-2030

1. Begin planning an international Strategic Mission conference for supporting ministries and church leaders.
2. Work with Georgia Cumberland schools and churches to bring mission awareness to youth and young adults, to raise awareness of Student Missionaries before they arrive at Southern.
3. Create a focus group to study ways of reaching into the 10/40 window with young adults.
4. Establish a Student Missionary Research and Innovation Hub to document best practices, cultural insights, and effective methodologies from five years of program data, creating a resource library that strengthens future SM training and impact measurement.

2030-2031

1. Hold an International Strategic Mission Conference for supporting ministries and church leaders.
2. Develop partnerships with professional organizations to create career pathways positioning students for lifelong mission engagement in their chosen fields.
3. Assess the progress made over the past five years and set new benchmarks for the future of the Student Missionary program, ensuring continued growth and effectiveness in global mission work.

Benchmark (Vision Trips): Increase the number of students participating in Vision Trips to inspire and support students' sense of mission.

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Number of students annually serving on Vision Trips	140	160	170*	185*	200*

* Subject to the development of a Center of Missions

2026-2031

1. Identify mission locations capable of hosting 30–50 students.
2. Have Vice Presidents for Spiritual Life and Advancement focus on identifying missional short-term trip-giving opportunities to raise $100,000.
3. Evaluate opportunities to expand mission trip offerings through collaboration with youth departments within the Southern Union to increase student participation
4. Expand Vision Trip participation by launching two academic departments or schools trips.
5. Study additional ways to enhance recruitment pipelines through LifeGroups, Bible studies, and classroom engagement to drive participation.

OUR STUDENTS

EMOTIONAL SUPPORT

VP for Student Development

Benchmark: Increase the level of well-being and lower the level of psychological distress reported by students.

2026-2027

1. Launch the "Let's Talk about It" event, featuring expert speakers and student panels discussing the importance of help-seeking and ways to reduce barriers to healthy practices of sharing and communicating about mental health.
2. Operationalize the Quality Enhancement Plan (QEP). The following decisions will be made towards realizing this goal:
   a. Move the budget for the QEP Manager and programming to the School of Education, Psychology, and Counseling (SEPC) in a more synergistic relationship between the graduate program in counseling and Counseling Services.
   b. Move the responsibility of programming to SEPC.
   c. Create a benchmark from the information QEP has gathered from the various inventories it uses to survey Southern students—the Kessler Distress Scale, the Positive and Negative Affect Schedule, and the Perceived Stress Scale—to evaluate indications of growth.
3. Create the Student Support Services dashboard, which will highlight Counseling Services data.
4. Continue adjusting programming and resources in response to the data from the Kessler Distress Scale, the PANAS Well-Being Scale, and the Perceived Stress Scale to inform us of the progress—or lack of—we are making towards accomplishing this benchmark.

2027-2028

1. Continue adjustments to respond to data from the inventories our students take.

INTRAMURALS

VP for Student Development

Benchmark: Establish Southern's intramural program as a top 10 university program in the United States by Princeton Review.

2026-2027

1. Create an inventory to survey our students on their opinions on Southern's intramural program.
2. Survey our students towards the end of the academic year to have a broader evaluation of the intramural program.
3. Create the job description for an intramural assistant to the director to allow for expansion of intramurals.
4. Develop plans, cost estimates, and timeline for improving outdoor facilities.

2027-2028

1. Hire a part-time intramural assistant if the university budget allows.
2. Begin improving outdoor facilities based on timeline established the previous year.
3. Add to intramural sports in response to having 1.5 supervisors.
4. Begin this year to survey students, using the National Intramural and Recreational Sports Association (NIRSA) inventory.

2028-2029

1. Continue improving outdoor facilities based on timeline established in year two.
2. Establish intramural program as a top-25 program on the Princeton Review.

2029-2030

1. Continue improving outdoor facilities based on timeline established in year two.

2030-2031

1. Maintain rating by continuing improvements to intramurals.
2. Establish intramural program as a top-10 program on the Princeton Review.

ACCESSIBILITY

SR VP for Financial Administration, VP for Student Development

Benchmark: Make Southern Adventist University a more accessible campus.

2026-2027

1. Continue installation of handicap push buttons on Brock Hall, Hackman Hall, Mabel Wood Hall, and Hefferlin Hall.
2. Begin installation of APS on University Drive crosswalks.
3. Address other outstanding impediments to accessibility, (e.g., heavy doors, steep inclines of ramps and walkways.)
4. Update accessibility map.
5. Complete overhaul of university website to meet ADA accessibility requirements.

2027-2028

1. Continue installation of handicap push buttons on Talge Hall, Thatcher Hall Daniells Hall, and Hickman Science Center.
2. Complete installation of APS on University Drive crosswalks.
3. Continue addressing other outstanding impediments to accessibility, (e.g. heavy doors, steep inclines of ramps and walkways.)
4. Update accessibility map.

2028-2029

1. Continue installation of handicap push buttons as needed.
2. Update accessibility map.

2029-2031

1. Complete installation of handicap push buttons as needed.
2. Update accessibility map as necessary.

ACADEMIC PROGRAMS

SR VP for Academic Administration

UNDERGRADUATE

Benchmark: Increase academic programs offered in high-demand areas: Begin adding tech/trade programs in fall 2027, BS in Communication Sciences and Disorders in fall 2027, New engineering emphasis area fall 2029, Medical Laboratory Science (MLS) degree in fall 2028, and Professional Interpreter Certification in fall 2028. As a result of new program launches, expect enrollment to increase.

BSE Projections by Year	2025-2026	2026-2027	2027-2028	2028-2029
Projected # Students	80	96	106	106
Projected #FTE (Faculty/Staff)	5/1	5/1	5/1	5/1
Actual	110 (includes 2 AS) 6/1			

2026-2027

1. Trade/Tech programs
   a. Write a prospectus and take it through university review and approval processes (UG Curriculum Committee, Faculty Senate, Academic Administration Council, President's Council, and Board of Trustees during the winter term. (Auto, construction, industrial automation and robotics, welding, and HVAC).
   b. Develop a fundraising plan for new programs and facilities.
   c. Run a search process for the program's director and faculty.
   d. Develop the building plans for new facilities.
   e. Develop and initiate a marketing plan to achieve the projected prospectus enrollments.
2. Communication Sciences and Disorders:
   a. Submit substantive change document to SACSCOC by July 1, 2026.
   b. Hire a program director by January 2027, and ensure the curriculum is aligned with Speech Language Pathology admission requirements expected by the Council on Academic Accreditation (CAA), a part of the American Speech-Language-Hearing Association (ASHA).

3. Medical Laboratory Science (MLS)

   a. Take the program prospectus through the university approval processes and the Board of Trustees by the October Board of Trustees meeting.

   b. Submit a substantive change document to SACSCOC by January 1, 2027.

4. Conduct a comprehensive academic program analysis to identify programs that should be added, strengthened, sustained, or potentially sunsetted.

5. Engineering: Plan phase 3 renovation of Lynn Wood Hall.

6. Develop a General Studies Bachelor's degree as a fallback for those students who will not complete their original degree program because of failure to maintain progression and graduation requirements, and determine where the degree program will be housed or overseen. Consider amending the Bachelor of Integrated Studies (BIS) degree to meet this need.

2027-2028

1. Begin tech/trade programs as indicated by work in the prior year.

2. Engineering

   a. Begin phase 3 renovation of Lynn Wood Hall.

3. Communication Sciences and Disorders

   a. Launch program fall 2027.

4. Medical Laboratory Science

   a. Hire program faculty by fall 2027 for a fall 2028 program start date.

5. Investigate the viability of adding a professional interpreter certification.

6. Begin the General Studies degree program.

2028-2029

1. Launch MLS program fall 2028.

2. Begin Professional Interpreter certification.

2029-2030

1. Additional engineering emphasis: if indicated, add chemical engineering or civil engineering as an area of emphasis in the School of Engineering and Physics.

Benchmark: Address AI in the undergraduate curriculum.

2026-2027

1. Consider incorporating AI instruction in the GE computer concepts course.

2. Continue faculty development in the pedagogical use of AI in the curriculum.

3. Train librarians to support student AI use in research.

4. Consider creating an interdisciplinary AI certificate/minor.

5. Consider changes to our programmatic offerings in light of AI and employers' expectations for its use in computing, art, and other disciplines.

2027-2028

1. Implement curricular changes in programs most susceptible to AI disruption (e.g. Art, Computing, Mathematics [actuarial], GE Statistics, anything analytics).

GRADUATE

Benchmark: Increase the number of graduate students to 500 by fiscal year 2028.

Graduate Program	Fall 2026	Fall 2027	Fall 2028	Fall 2029
MBA Combined Enrollment*	14	23	32	40
Business MBA				
Business/Nursing MBA				
Business/Social Work MBA				
Communication MS		10	18	25
Computer Science MS	4	10	13	15
Applied Computer Science MS	6	10	13	15
Professional Counseling MS*	77	87	97	107
Education MS	26	28	30	32
Master of Arts in Teaching	27	30	33	35
Doctor of Education EdD*	8	11	13	15
Nursing MS*	72	77	82	90
Doctor of Nursing Practice	56	61	66	71
Entry Level MSN			10	15
Religion MA	9	12	13	15
Master of Ministry	34	37	39	40
Master of Social Work*	41	47	51	55
Total	374	443	510	570

*These revised targets incorporate the minimum number of new students that 3E is expected to recruit for the five designated programs.

2026-2027

1. EdD: Innovation in Learning and Leadership
    a. Launch program in fall.
2. Entry-level MSN
    a. Form a team to conduct a feasibility study for an entry-level MSN program. Issues to address include:
        i. Identification of an experienced, visionary leader to oversee the project.
        ii. How to help faculty not feel an extra burden during program development, as their current workloads are quite heavy.
        iii. How to provide assurance of and a concrete plan for adequate personnel to run the classes when the program starts.
        iv. Work with clinical agencies to ensure support for clinical rotations.
3. MS/MA in Communication
    a. Seek review and approval of the Graduate Curriculum Committee, Academic Administration Council, Faculty Senate, President's Council, Board of Trustees (fall 2026/winter 27), SACSCOC substantive change submission (winter 2027).
4. Conduct a feasibility study for a doctoral program in Religion. Develop a program prospectus as needed.
5. Explore the need to diversify program offerings, such as new concentrations and stackable credentials.
6. Broaden student reach and program recognition by expanding marketing campaigns both internally and externally, and storytelling around student success.
7. Monitor and evaluate student engagement through focus groups and surveys, including the Priorities Survey for Online Learners (PSOL). Data-informed strategies will be designed to improve their experience.
8. Explore the possibility of implementing a peer mentorship program to increase connection and community.
9. Conduct a comprehensive academic program analysis to identify programs that should be added, strengthened, sustained, or potentially sunsetted.
10. Review the desirability of incorporating the Ruffalo Noel Levitz Adult Student Priorities Survey (RNL ASPS) for graduate students on the same schedule as that used for the undergraduate RNL Student Satisfaction Inventory (SSI).
11. Develop clearly defined, consistently applied formulas, appropriately justified, for calculating graduate retention and graduation rates by program. A data-driven intervention plan to boost student retention rates based on PSOL results is being developed. Strategies will be incorporated in future years of the strategic plan.
12. Implement a tuition discount strategy for the following graduate programs: MSW, MSN, MBA, and Counseling for graduates of Southern who meet the following criteria
    a. Graduated from a Southern undergraduate program within the last 3 years of the upcoming fall term.
    b. Must enroll in a minimum of 6 graduate credits per term.
    c. Must maintain a minimum GPA of 3.0 in each term to maintain eligibility.

    d. May not have enrollment gaps greater than 2 consecutive terms.
13. The maximum number of years to receive scholarships is 3 years.

2027-2028

1. Prioritize program changes from prior year analysis (grow, sustain, fix, sunset, start).
2. Entry-level MSN
    a. Write an entry-level MSN prospectus and take it through all university approval processes (Graduate Curriculum Committee, Academic Administration Council, Faculty Senate, President's Committee, Board of Trustees).
    b. Submit SACSCOC notification or substantive change as indicated, and seek TN Board of Nursing and ACEN approval of the program.
3. MS/MA in Communication: Launch program in the fall.
4. Doctoral Program in Religion
    a. Write a prospectus and take it through all university approval processes (Graduate Curriculum Committee, Academic Administration Council, Faculty Senate, President's Committee, Board of Trustees).
    b. Submit SACSCOC substantive change.
5. Conduct the RNL Adult Student Priorities Survey (RNL ASPS) survey in the winter term of even years to evaluate student satisfaction. Use data to develop strategies to improve the student experience in subsequent years.
6. Implement strategies growing from the analysis of the PSOL survey and focus groups to improve the graduate student experience.

2028-2029

1. Begin entry-level MSN Program, fall 2028.
2. Conduct a feasibility study for a doctoral program in Counseling. Develop a program prospectus as needed.
3. Graduate student satisfaction survey (Regularized in the winter term, even years).

2029-2030

1. Speech-Language Pathology
    a. Complete and submit the Application for Candidacy with the Council on Academic Accreditation (CAA) by July 1, 2030. The CAA is the accrediting body within the American Speech-Language-Hearing Association.
    b. Hold a site visit in 2030.
2. Doctoral Program in Counseling
    a. Write a prospectus and take it through all university approval processes (Graduate Curriculum Committee, Academic Administration Council, Faculty Senate, President's Committee, Board of Trustees).
    b. Submit SACSCOC substantive change.

2030-2031

1. Master in Speech-Language Pathology

    a. Bring the program director fully onboard to prepare to offer the program in winter/fall of 2032, if all antecedents are successfully achieved (organization for licensure of both is American Speech-Language Association, ASHA.org; accreditor is Council on Academic Accreditation in Audiology and Speech-Language Pathology, CAA.ASHA.org).

2. Doctoral program in Counseling: Begin program in fall 2030.

CREDENTIAL DURABLE SKILLS

SR VP for Academic Administration, VP for Student Development, VP for Spiritual Life

Benchmark: Ensure graduates possess durable skills that employers identify as most important for workplace success, and document these on a co-curricular transcript.

2026-2027

1. Develop and provide durable skill certificate training for faculty.
2. Further develop the durable skills framework document, especially the assessment rubrics, to ensure consistency and transparency when used across various university academic and non-academic departments.
3. Collaborate with Academic Records, Student Development, Online Campus, and Information Technology to determine transcript structure, delivery, and the student access process.
4. Work with Marketing and University Relations (MUR) to develop and begin using a marketing strategy for prospective and current students.
5. Launch the co-curricular transcript campus-wide as part of the Southern Advantage initiative. (Southern Advantage is the name of the Southern Adventist University digital badging system).

RETENTION AND GRADUATION RATES

SR VP for Academic Administration

Benchmark: Maintain an overall four-year graduation rate of 40% and a six-year graduation rate of 55%. [In the 2024 Council of Independent Colleges (CIC) Key Indicators Toolkit (KIT), the six-year graduation rate national median (n=806) for the fall 2016 cohort is 59.3%. The southeast region's (n=211) third quartile is 61.7, and the second quartile (median) is 49.2. These are the most recent benchmark data available from CIC.]

Cohort Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
4 Year Rate (Goal 40%)	32.7	32.4	37.7	41.8	37.8	36.5	37.0	38.0	41.2	42.1	45
6 Year Rate (Goal 55%)	53.1	53.1	57.5	64.4	56.7	56.8	57.0	56.5	58.6	60	

Benchmark: Maintain 1st-to-2nd-year retention rate goal of 80%, 2nd-to-3rd-year retention rate goal of 90%. [In the 2024 KIT, the first to second-year retention rate national median (n= 806) for the fall 2021 cohort is 75%. For the southeast region (n=213), the first to second-year retention rate for this cohort is 77%.]

Cohort Year	2017	2018	2019	2020	2021	2022	2023	2024
1st Year Retention (Goal 80%)	74.1	79.1	80.3	79.5	81.4	80.3	80.3	83.6
2nd Year Retention (Goal 90%)	86.9	87.4	89.3	87.5	88.4	92.5	90.3	

2026-2027

1. Evaluate historical Learning Management System (LMS) data to identify flags most often found with students who fail courses.
2. Establish a task force to develop and implement an automated early alert system based on historical LMS data that will alert advisors, professors, and the Student Success and Retention Coordinator of students who may require intervention. Taskforce members to include the Executive Director of Institutional Research and Planning, the Associate VP for Academic Administration and Dean of Student Success and Retention, an IT programming representative, and the Online Campus Teaching Technology Specialist.
3. Explore and apply for external funding to operationalize the Male Success Academy program as proposed in the male success white paper. Potential funding sources include:

    a. Fund for the Improvement of Postsecondary Education (FIPSE)

        i. Student success initiatives

        ii. Mental-health informed programming

b. Substance Abuse and Mental Health Services Administration (SAMHSA)

i. Trauma-informed systems

ii. Student wellness initiatives

c. The Jed Foundation

i. College student mental health

ii. Campus-wide mental health framework

d. Robert Wood Johnson Foundation

i. Student success, completion, equity

ii. Retention and belonging

4. Develop and test the following Male Success Academy strategies:

a. Train-the-trainer coaching certification for four faculty and residence hall deans.

b. Coaching training opportunities for faculty and residence hall deans to leverage support and maximize successful outcomes for students.

c. Training opportunities for faculty during colloquium sessions and the Summer Institute focusing on the pedagogical practices of culturally responsive instruction.

d. "Barber Shop" life-group, including spiritual, mental health, academic, and wellness coaching.

2027 – 2028

1. Male Success Academy Initiatives

a. Explore strategies for re-imagined Student Success and Retention Services.

b. Explore strategies for spiritual growth coaching.

2028 - 2029

1. Begin envisioning a version of a Success Academy for female students.

ENROLLMENT

VP for Enrollment Management

Benchmark: Achieve a total enrollment of 4,000 undergraduate and graduate students by expanding Adventist, Tennessee direct admissions, Chattanooga-area, and graduate student pipelines through stronger recruitment, AI-enabled engagement, and improved enrollment processes.

	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030
New Students (Freshman and Transfer)	753	800	840	850	860	860
Returning Undergraduate Headcount	2247	2325	2410	2525	2640	2765
Total Undergraduate Headcount	3000	3125	3250	3375	3500	3625
Total Graduate Headcount	350	374	443	510	570	570
Total Enrollment Headcount	3350	3499	3693	3885	4070	4195

*4000 total enrollment target year

2026-2027

1. Recruit approximately 9,500 Adventist high school students in the Southern Union who are not enrolled in the Adventist academy system.

a. Scale customized communication by using AI-driven Slate segmentation, securing full Southern Union student and parent contact access, and converting 15% of 2,000+ non-Academy seniors into 2027–28 applications.

b. Launch TN and NAD direct admissions by offering pre-admission to 3,000+ qualified Academy and non-Academy seniors and achieving a 2–3% enrollment yield through AI-enabled student and parent communication.

c. Expand early engagement for grades 8–10 through personalized AI-driven outreach, increased rising 9th-grade summer camp participation, and intentional campus visit programming.

2. Support new undergraduate enrollment growth toward the 4,000 total enrollment goal by expanding direct admissions, recruitment, and Chattanooga-area church and community partnerships.

a. Launch TN and NAD direct admissions by offering pre-admission to 3,000+ qualified Academy and non-Academy seniors and achieving a 2–3% enrollment yield through AI-enabled student and parent communication.

b. Strengthen Chattanooga regional and non-Academy pipelines by increasing public school engagement, using Slate AI tools to prioritize high-yield prospects, and expanding homeschool outreach in Hamilton County.

c. Expand church and community integration by building on Pastors' Appreciation Day, launching student and alumni church ambassadors, creating an online referral process, and using e-Adventist data to identify high-potential outreach clusters.

d. Enhance yield and reduce summer melt by using Slate predictive scoring, optimizing Nearpeer engagement, and increasing admit-to-FAFSA completion conversion by 10% from the current 50% year-to-date rate.

3. Expand graduate enrollment by reducing student onboarding friction points and increasing internal efficiencies by leveraging available technologies to support the 4000 total enrollment goal.

   a. Grow graduate enrollment toward the 4,000 total enrollment goal by implementing a market-positioned strategy to achieve 60 new graduate students by fall 2027 through expanded digital, alumni, Adventist employer, and re-recruitment pipelines.

   b. Improve graduate enrollment conversion toward the 4,000 total enrollment goal by streamlining admissions and onboarding through a centralized service plan, completing Slate buildout, and communication workflows.

2027-2028

1. Scale what works (Direct Admissions + eAdventist Southern Union + AI foundation).

2028-2029

1. Expand reach and accelerate growth.

2029-2030

1. Achieve 4,000 enrollment target.

2030-2031

1. Sustain, refine, and optimize for long-term stability.

STUDENT DEVELOPMENT

VP for Student Development

Benchmark: Increase the proportion of students who identify Southern's chapel and convocation programming as beneficial to their educational experience at Southern.

2026-2027

1. Fully incorporate worship and Convocation attendance into the co-curriculum transcript.
2. Give study to determine if new measures are to be used to maintain attendance at worships and Convocation.

2027-2028

1. Re-evaluate Convocation programming attendance requirements, programming based on current attendance levels, student population growth, and demographics of the student population.

OUR FACULTY

RESEARCH AND CREATIVE ENDEAVOURS

SR VP for Academic Administration

Benchmark: Create a structure to support more research, creative, and professional endeavors (faculty assignments, university promotion and recruitment, etc.).

2026-2027

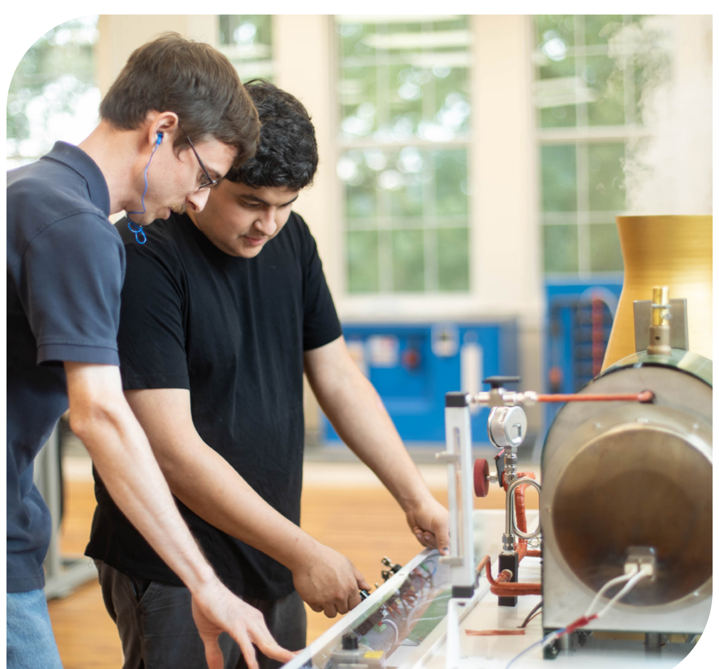
1. Increase level of internal funding from $105,000 to $115,000.
2. Begin implementation of NSF GRANTED planning grant if funded.
   a. Perform an institutional gap analysis of research leadership and administrative infrastructure, including grant management software, research support office, and organizational structures needed for research and grant management.
   b. Establish a research task force to evaluate research procedures.
   c. Conduct faculty focus groups and interdisciplinary learning communities to explore best practices in research administration from a disciplinary perspective.
   d. Begin an annual faculty research retreat.

2027-2028

1. Identify and establish working relationships with other comparable institutions for the purpose of learning related to research administration.
   a. McAllister and Quinn suggestions.
   b. NSF Granted administrator suggestions.
2. Send selected faculty and staff to research administration conferences, such as the National Council of University Research Administrators (NCURA), the Society of Research Administrators International (SRAI), or the National Organization of Research Development Professionals (NORDP).
3. Provide workshops in research leadership and administration.
4. Design a continuum of research support for all graduate programs.
5. Write and submit an NSF GRANTED Implementation grant.

2028-2029

1. Establish a research support office.
    a. Hire a grant office director.
    b. Hire a research methodologist.
    c. Roll Center for Learning Innovation and Research into this structure.
    d. Roll Academic Research Committee into this structure.
    e. Roll Institutional Review Board into this structure.
    f. Roll research hub oversight into this structure.



OUR EMPLOYEES

CHRISTIAN CULTURE

SR VP for Financial Administration, VP for Student Development, VP for Spiritual Life

Benchmark: Support a robust Christian culture where love and kindness emanate through every interaction with students, colleagues, and guests; Southern's culture will be defined by our positive and healthy interactions and relationships so that we may collectively "transform lives for eternity".

	2026-2027	2027-2028	2028-2029	2029-2030
Percentage of total faculty and staff involved in a LifeGroup	22% (104)	24% (114)	25% (118)	25% (118)

2026-2031

1. Conduct the CCCU Employee Thriving survey every other year. Review the results of the survey and develop strategies to address areas where growth/improvement is needed.
2. Continue developing strategies and monitoring results regarding the Christian culture on campus. Additional strategies will be implemented as approved by President's Council based on task force recommendations.
3. Continue growing and promoting Employee LifeGroups from a current employee participation rate of 20% toward a goal of 25% participation by FY2030.
    a. Customize marketing materials and messages for specific schools and departments, addressing their unique needs and concerns.
    b. Invite employees who can share personal stories and insights about the transformative experiences gained through LifeGroups at Sabbath worship service during colloquium.
    c. Continue to provide incentives to LifeGroups through lunch meal vouchers and resources for each participant.
    d. Foster a culture of LifeGroup participation by recognizing and celebrating the achievements of faculty and staff who actively engage in LifeGroups.
    e. Evaluate the effectiveness of the LifeGroup program through comprehensive assessments and make necessary adjustments to ensure continuous improvement and sustained growth.

CUSTOMER SERVICE

VP for Marketing and University Relations

Benchmark: Strengthen Southern's customer service culture through increased, intentional communication with parents of current students and by addressing areas for improvement identified in student customer service survey results.

2026-2027

1. Conduct a comprehensive review of communications with current students, response times, and service systems to identify and implement improvements, guided by findings from the 2025–26 Student Customer Service Survey,
2. Create a plan to improve communication, response times, and systems that serve current students, based on research findings in item #1.
3. Acquire communication platform to improve mass communications with prospective/current students and prospective/current parents.
4. Establish name, visuals, processes, and overall framework for using cross-platform communication tool(s), particularly focused on campus services, processes, and events. VPs of Student Development, Enrollment, and Marketing and University Relations will engage their teams on how to best implement use of the tool(s).
5. The Customer Service Committee will use the 26-27 Student Customer Service Survey to identify the next top area of concern related to the institution's service level.

2027-2028

1. Hire and/or train an individual to serve as manager and overseer of the new communication platform.
2. Implement plan to improve service in new area of concern identified in 26-27.
3. The Customer Service Committee will use the 27-28 Student Customer Service Survey to identify the next top area of concern related to the institution's service level.

2028-2029

1. Operationalize the annual process of surveying students to determine new area to focus on improving and then implement improvements. Consider that aspect of the benchmark as complete once operationalized.

EFFICIENT, EFFECTIVE, AND RIGHTSIZED OPERATIONS

SR VP for Financial Administration/ SR VP for Academic Administration

Benchmark: Implement innovative solutions to make university operations more efficient, effective, and right sized.

2026-2027

1. Develop a process to review university operations to identify areas where activities or expenses can be reduced or eliminated and/or revenues can be increased as approved by President's Council or Executive President's Council.
2. Finalize the academic reorganization model to be implemented in the next academic year.
   a. Establish an understanding of how deans will be supported in fundraising expectations.
   b. Finalize job descriptions for the senior vice president for academic administration, deans, and chairs.
   c. Itemize, then update all web-related areas to reflect the new academic structure.
   d. Itemize, then update all non-web-related areas to reflect the new academic structure (business cards, stationery, building signage, campus map, etc.).

2027-2028

1. Implement the academic reorganization model completed in the prior academic year.

EMPLOYEE DEVELOPMENT

SR VP Financial Administration

Benchmark: Promote a continuous learning culture by offering professional development focused on motivating, engaging, and educating a high-performing workforce.

2026-2027

1. Develop a professional development philosophy and implementation strategy for the campus.
2. Provide training to key leaders and other identified employees in AI use to support their areas of responsibility.
3. Establish protocols, guidelines, and policies for the ethical use of AI by university employees.
4. Implement the new NeoEd Learning Management System (LMS) to provide and track online employee development and training.

2027-2031

1. Continue implementation of the employee development plan and schedule.

OUR ALUMNI

ALUMNI ENGAGEMENT

VP for Advancement

Benchmark: Through intentional communication, experiences, and volunteerism opportunities, the Alumni Office will meet or exceed peer percentage (provided by the Council for Advancement and Support of Education, CASE) of overall alumni engagement.

CASE: Peer Metrics	Southern Goals	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
13%	Overall Alumni Engagement	13%	13%	13.5%	13.5%	14%

Benchmark: Lead design and implementation of space for current and future alumni in the old Ulmer Student Center in collaboration with representative taskforce, Facilities, and volunteers.

2026-2027

1. Finalize ideation and present schematic for approval and bids.
2. Coordinate execution with Facilities and install by or before summer 2027.

OUR COMMUNITY

CHRISTIAN UNIVERSITY OF CHOICE

VPs for Enrollment Management and Marketing and University Relations

Benchmark: Achieve a position within the top 25% of Regional Universities in the South and advance into the top 25% for Social Mobility in the same category, according to U.S. News rankings.

2026-2027

1. Assess each marker that influences Southern's ranking after fall 2026 data comes out.
2. Work with relevant VPs to implement actions that have the potential to improve each ranking metric in which Southern is performing poorer than top 25% for Regional Universities in the South.

2027-2028

1. Transfer to Institutional Research and Planning the monitoring of US News rankings and methodology changes connected to annual goals.

Benchmark: Increase Southern awareness by adding promotional messages to existing venues and events that operate with the general public and by equipping employees with statistics, messages, and tools to have better conversations about Southern with non-Southern individuals/groups.

2026-2027

1. Implement promotion plans for WSMC and School of Health and Kinesiology.
2. Assess and create a plan for better equipping campus employees with the tools and knowledge to effectively serve as emissaries for Southern.

2027-2028

1. Implement promotion plans for School of Music, Village Market, and Lynn H. Wood Archaeological Museum.
2. Implement the plan to equip employee emissaries and operationalize the way employees will be educated and how resources will be provided.

Benchmark: Implement a targeted outreach campaign to Adventist teachers and pastors in the Southern Union and the Atlantic Union that emphasizes the value of Adventist education and the unique strengths of a Southern education.

2026-2027

1. Continue to increase advertising of "Southern Achievements" in the Southern Union.
2. Acquire email list and/or mailing addresses of Adventist pastors and teachers in the Southern Union.
3. Incorporate "values of an Adventist education" study into Southern Tidings advertisement.
4. Research opportunities to reach Adventist teachers and pastors in the Atlantic Union with appropriate-to-them Southern selling points.

2027-2028

1. Evaluate the success of initiatives implemented in 2026-2027 and adjust accordingly.
2. Identify resources and create a plan to update the content for promotion video every other year.

HERITAGE AND LEGACY

VP for Marketing and University Relations

Benchmark: Improve and increase institutional focus on Southern's heritage through preservation of history, identification/creation of institutional traditions, and showcasing Southern's legacy through the leadership and collaboration of a representative task force.

2026-2027

1. Identify locations where institutional decisions and historic memory are being archived and determine if more is needed to create an actively known repository.
2. Create a plan to establish new tradition(s), possibly related to meaningful spiritual tradition, such as prayer trees, or a school spirit tradition, such as something related to the bear mascot.
3. Inspect and evaluate the storage of Heritage Museum archives to ensure records are safe and protected. Adapt storage plan accordingly.
4. Support Alumni Relations in crafting and completing the story and design for a memory-highlighting space in the Ulmer Student Center area.

2027-2028

1. Audit and assess the effectiveness of archiving processes established in 2026-2027 and make changes appropriate to findings.
2. Launch one meaningful new institutional tradition.

OUR FACILITIES

BUILDING SPACE UTILIZATION OPPORTUNITIES

SR VP for Financial Administration

Benchmark: Construct buildings as needed and maximize utilization of current building spaces on campus.

2026-2027

1. Complete the Ruth McKee School of Business building by July 2026, and hold a grand opening ceremony on October 2.
2. Complete Phase I renovation of Hefferlin Hall. Relocate the Mathematics Department and the School of Computing to this building.
3. Complete plans and generate cost estimates for the Hickman Science Center renovation project to create new lab space for the Biology, Chemistry, and Physics Departments in the areas vacated by the Mathematics Department and the School of Computing (this includes a human anatomy lab and cadaver storage space).
4. Develop plans for Brock Hall to fill the space left by the School of Business.
5. Remodel Hackman Hall.
6. Complete the design and cost estimate for an elevator and second-floor restrooms in Thatcher Hall. Begin construction as funding becomes available.
7. Renovate restrooms on the fourth floor of Wright Hall.
8. Renovate the 1st and 2nd floor office spaces of Wright Hall as needed to accommodate the desired movement of departments/employees.

2027-2028

1. Renovate Hickman Science Center to create new lab space for the Biology, Chemistry, and Physics Departments the areas vacated by the Mathematics Department and the School of Computing, according to available funding.
2. Renovate Brock Hall for the History, English, and Modern Languages Departments and the School of Journalism and Communications as needed.
3. Begin construction of an elevator and second-floor restrooms in Thatcher Hall as funding becomes available.
4. Initiate phase 3 of Lynn Wood Hall renovation (third-floor classroom) if necessary.
5. Evaluate enrollment projections and develop plans for additional student housing as deemed appropriate.
6. Renovate office space on the 4th floor of Wright Hall as needed.

2028-2029

1. Initiate phase 4 of Lynn Wood Hall renovation (chapel conversion to a large classroom) if necessary.

2029-2031

1. Continue building renovations and new building projects as deemed appropriate.

SAFE CAMPUS

VP for Student Development, SR VP for Financial Administration

Benchmark: Ensure a safe and secure campus environment

2026-2027

1. Expand conflict management and response training for employees.
2. Plan and implement emergency communications process.
3. Consider and implement employee risk assessment process, similar to CARE.
4. Continue to add lighting in darker areas.
5. Implement voted strategies from the comprehensive campus safety plan.

2027-2031

1. Develop procedure for problematic terminations.
2. Refine Domestic Violence Management Policy and Procedure.
3. Add video camera coverage.
4. Identify and implement enhanced panic/duress alarm system.

OUR FINANCES

CASH ON HAND

SR VP for Financial Administration

Benchmark: Maintain at least 100 days cash on hand and allocate excess annual excess cash to reducing debt more quickly than the amortization schedule and for special projects (e.g., construction and renovations).

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Days Cash on Hand (by end of FY)	100	100	100	100	100

ENDOWMENT

SR VP for Financial Administration

Benchmark: Grow endowment to over $98 million—based on $12 million in contributions and 2% net annual investment growth (after distributions).

	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	Total
Beginning Balance	77,733,493	82,288,163	86,933,926	90,672,605	94,486,057	77,733,493
Funds Raised	3,000,000	3,000,000	2,000,000	2,000,000	2,000,000	12,000,000
Growth (2%)	1,554,670	1,645,763	1,738,679	1,813,452	1,889,721	8,642,285
Total Increase	4,554,670	4,645,763	3,738,679	3,813,452	3,889,721	20,642,285
Ending Balance	82,288,163	86,933,926	90,672,605	94,486,057	98,375,778	98,375,778

COMPOSITE FINANCIAL INDEX

SR VP for Financial Administration

Benchmark: Maintain the CFI at greater than 5 each year.

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
CFI at year end	>5	>5	>5	>5	>5

DONATION INCOME

VP for Advancement

Benchmark: Through an emphasis on President Circle donor development, a focus on affinity projects, and carefully articulated donor impact, Advancement will increase donor participation in focused areas as measured by the following metrics.

Annual and Total Giving	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Total Dollars Given	$8M	$8M	$8M	$8M	$8M
Number of Donors (2%↑ from prior year)	3,624	3,697	3,770	3,846	3,923
Alumni Giving (2%↑ from prior year)	1,377	1,404	1,432	1,461	1,490
New Legacy Society Members	10	12	12	15	15

Benchmark: Expand giving opportunities to grow the endowment by $12M through two distinct avenues:

1. Raise funds to endow two school deans
2. Raise funds to expand current named scholarships, begin new endowed scholarships, and initial investment to pilot a 529 matching scholarship program

Endowments	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Number of New Endowments (scholarships, programing, chairs)	12	15	15	17	17
Donation Income to Endowments	$3M	$3M	$2M	$2M	$2M

Benchmark: Solicit gifts to support capital projects on campus.

Capital	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Pianos $650K	$300K	$350K			
Brock Hall Backfill	TBD				
Thatcher Hall Elevator and Restrooms $850K	$100K	$100K			
Trades	TBD				
Hickman Science Center	TBD				

FOUNDATIONS AND GRANTS

VP for Advancement

Benchmark: Identify and write grant proposals in collaboration with the University's strategic plan. Coordinate with department faculty, staff, and third-party consultant McAllister and Quinn for ideation, writing, and oversight. Complete reporting as required for existing grants.

Grant Income	Overall $	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Grants Held						
FDR NSF IUSE HSI ('24-'26)	$200K	$67K				
FDR TRIO SSS ('25-'30)	$1.3M	$272K	$272K	$272K	$272K	
PVT Versacare ('27)	$20K	$20K				
Grants Pending Approval						
FDR NIST earmark ('28)	$2M					
FDR NSF GRANTED ('27-'28)	$290K					
FDR IUSE #1 $360K ('27-'29)	$360K					
PVT Wake Forest ('27)	$34K					
PVT Lilly ('27-'31)	$2.5M					
DOE/DOL SIP ('27-'31)	$3M					
NEH Western Civ. ('27-'29)	$735K					
Grants Identified for Application						
FDR NSF GRANTED Track #1						
TRIO SSS Track #2						
Others as identified						

FDR = Federal grants; PVT = Private foundation grants

SOUTHERN
ADVENTIST UNIVERSITY

Power for Mind & Soul

10.079 | 06.2026