SOUTHERN ADVENTIST UNIVERSITY

Power for Mind & Soul

2025-2026 YEAR END SUMMARY

TRANSFORMING LIVES FOR ETERNITY

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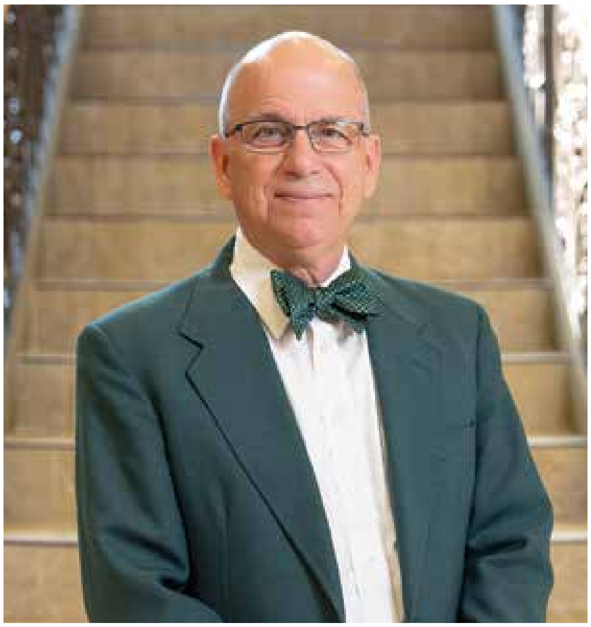
MESSAGE FROM PRESIDENT KEN SHAW



As we reflect on the 2025-2026 academic year, I am grateful for the many ways God has continued to guide and bless Southern Adventist University. The accomplishments highlighted in this year-end strategic plan summary represent the thoughtful work, faithful stewardship, and shared commitment of faculty, staff, students, trustees, alumni, and friends who believe deeply in Southern's mission. Throughout the year, we continued to strengthen academic quality, support student success, invest in our people and campus, deepen our Christ-centered culture, and position the university for a strong and sustainable future. Each accomplishment reflects the dedication of individuals across our campus who understand that our work is ultimately about much more than programs, facilities, or metrics—it is about transforming lives for eternity.

This year has also reminded us that effective strategic planning requires both clarity of purpose and the ability to respond wisely to changing circumstances. While opportunities and challenges will continue to shape higher education, our mission remains unchanged. We are committed to providing an excellent, Christ-centered education that prepares students to lead, serve, and make a meaningful difference in their churches, professions, communities, and world. I am thankful for the progress we have made together and for the spirit of collaboration and faithfulness that continues to characterize Southern. As we look ahead, may we continue to seek God's wisdom, steward well the opportunities He places before us, and move forward with confidence as we fulfill the mission He has entrusted to Southern Adventist University.

Ken Shaw

Ken Shaw, EdD

President, Southern Adventist University

OURFAITH

SPIRITUAL GROWTH

VP for Spiritual Life

Benchmark: Grow student spiritual vitality by maintaining a campus spiritual vitality score of 65% for all students taking the Spiritual Life Survey and achieving 50% among participating student cohorts, demonstrating a measurable positive change in their Spiritual Vitality Gauge, measured by the yearly Spiritual Life Survey.

- **Student Spiritual Vitality Score: 76% (vs. 75% in last year)**
- **Campus Spiritual Vitality Score: 69%**
- **Percentage of participating student cohorts experiencing positive change in their Spiritual Vitality Gauge: 57%**

1. Research and develop a comprehensive discipleship process by:

a. Assessing existing Office of Ministry and Missions (OMM) programs and opportunities that contribute to spiritual growth through the lens of a comprehensive discipleship process.

- **The first assessment was conducted by the Associate Chaplain of Worship and Discipleship and key student leaders in fall 2025. The findings were:**
  1. **Vespers serves as a primary spiritual entry point for students, particularly those in the early stages of spiritual growth, such as non-believers, beginners, and believers.**
  2. **The Bible Studies initiative and LifeGroups nurture relational and scriptural growth, helping students move further along the continuum toward maturity.**
  3. **Student Missions and Vision Trips represent the latter stages, providing followers and disciples with practical opportunities to live out their faith through service and multiplication.**
- **An internal survey completed by the Spiritual Life Council, the Associate Chaplain, and the Vision Trips staff highlighted that a discipleship culture is currently ahead of structure within the Office of Ministry and Missions. The findings were:**

  Clarity: Affirmed the overall vision for disciple-making at Southern, while also identifying the need for the discipleship process to be more consistently defined and communicated in the Office of Ministry and Missions.
  1. **Movement: Demonstrated strong confidence that ministries are providing intentional and progressive steps that guide students from initial engagement toward deeper spiritual commitment.**
  2. **Alignment: Indicated that ministries are generally functioning within a connected discipleship process, with additional opportunities to strengthen integration and cohesion across programs.**
  3. **Focus: Leaders demonstrated a strong commitment to prioritizing disciple-making by evaluating programs and activities for their effectiveness in supporting spiritual growth and long-term discipleship outcomes.**

b. Evaluating worship programs and events, such as Vespers, Fall Week of Worship, and Student Week of Worship, to determine whether they align with discipleship goals.

- **Evaluation took place in fall 2025 by the Associate Chaplain of Worship and Discipleship. The findings were:**
  1. **Vespers: Averaging 1,368 students each Friday night, Vespers is the most attended worship experience on campus and serves as a key spiritual connection point for students in the early stages of discipleship. Further study in 2026–2027 is needed to determine how Vespers can introduce Southern's discipleship process.**
  2. **Fall Week of Worship and Student Week of Worship: Weeks of Worship provide intentional space for spiritual reflection and response while empowering students to preach and share their faith.**

3. **Discipleship Goal Alignment: The table shows how students' decisions from Vespers align with the three areas of Student Spiritual Vitality. Each decision supports discipleship and is spread evenly across the three areas. This shows that Vespers helps students grow spiritually and move toward mature discipleship, supporting the mission of Transforming Lives for Eternity.**

		Spiritual Vitality Score		
Next Step	**Decisions Made***	**Spiritual Beliefs**	**Spiritual Practices**	**Faith in Action**
Baptism	44	X	X	
Bible Study	114	X	X	
Belong to LifeGroup	117	X	X	
Serve in the Community	91			X
Serve as Student Missionary	117		X	X
Preach Evangelistic Series Through ERC	52	X	X	X
Volunteer on Mission Trip	95		X	X

c. Developing purpose statements for all worship programs, clarifying their role within the discipleship process.

+ **Purpose statements for key worship programs—including Vespers, Weeks of Worship, Dorm Retreats, and AfterGlow (a program held after Vespers)—have been developed by the Associate Chaplain and student programming team to provide clarity and alignment.**

d. Designing the Next Steps initiative to provide students with the necessary tools and opportunities to identify and take their next step in the discipleship process.

+ **The Next Steps initiative has been designed by the Associate Chaplain for Worship and Discipleship. The system utilizes a QR code and PowerPoint slide that appears during the Vespers worship service and links students to a digital form where they can select a specific spiritual action. The form is also made available on the Office of Ministry and Missions webpage. The Next Steps initiative has recorded 628 student decisions.**

e. Launching the OMM/Student Association (SA) Bible studies initiative to integrate it as a key component of the discipleship process.

+ **The OMM Bible Studies initiative launched in fall 2025 and is now a key component of the discipleship process, supporting 33 peer-to-peer, student-led Bible studies across campus.**

2. Plan and lead a week-long evangelistic series on campus that spiritually engages students, fosters community involvement, and provides opportunities for decision-making.

+ **Collegedale Church, the Office of Ministry and Missions, and Southern's SALT program are collaborating on an evangelistic series during the Week of Prayer (September 21–25, 2026) and a follow-up reaping series, Revive 2026 (November 7–14, 2026). The first of five evangelism training events was held on January 17, 2026, to support student engagement, community involvement, and decision-making opportunities.**

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.

1. Make plans with the Collegedale Church to hold an evangelistic series during the fall 2026 semester in partnership with the Office of Ministry and Missions, Soul-Winning and Leadership Training (SALT), and the evangelism coordinator at the Georgia-Cumberland Conference.

+ **Plans have been made to hold two week-long evangelistic series on campus in collaboration with the Office of Ministry and Missions, the Georgia-Cumberland Conference, Southern's SALT program, and the Collegedale Church. The dates and details are mentioned above in the previous task.**

CHARACTER DEVELOPMENT

VP for Spiritual Life

Benchmark: Cultivate a culture of character development across all co-curricular programs, strengthening students' moral, spiritual, and civic development through a shared institutional language, enhanced collaboration, and alignment with Southern's mission.

	Goal	Actual
Cumulative number of co-curricular programs assessed for character integration	5	5
Participants completing values-based micro-credentials	200	223

1. Form two working groups to assess co-curricular programs for character education alignment.

   + **Two groups were formed to assess co-curricular programs for character education alignment. The first group, including the Vice President for Student Development, the Director of the Center for Learning Innovation and Research, the Vice President for Spiritual Life, the Senior Vice President for Academic Administration, and the Director of Online Campus, finalized an agreement with Accredible to manage digital credentials and set standards for future micro-credentials. The second group, which was integrated into the Spiritual Life Committee, is embedding character education across spiritual life initiatives.**

2. Implement pilot values-based micro-credentialing initiatives. A micro-credential is a digital badge system to formally recognize students' proficiencies in core durable skills.

   + **A values-based micro-credentialing pilot has been implemented within the Office of Ministry and Missions, with 223 students participating. Core institutional values have been defined and mapped to co-curricular experiences, including Student Missions, Short-Term Mission Trips, and LifeGroup Leadership. The pilot established a digital badge system that recognizes student proficiency in durable skills and character development and provides a scalable model for expansion to additional co-curricular programs.**

3. Implement the first round of support for existing character-focused campus programs.

   + **Support for character-focused campus programs was implemented through eClass integration, allowing assignments aligned with badge requirements to be assigned and tracked. Digital badges were issued through eClass, improving efficiency and oversight for faculty and students. The Director of Online Campus also collaborated with Marketing and University Relations to develop branding and digital materials for the initiative.**

4. Implement five co-curricular programs assessed for character integration with a minimum of 200 participants completing values-based micro-credentials.

   + **Three co-curricular programs—Student Missions, LifeGroups, and Vision Trips—were assessed for character integration by the Vice President of Spiritual Life. Two additional programs, Dorm Chaplaincy and Student Bible Study Leaders, were assessed in the winter 2026 semester. 223 students participated in values-based micro-credentials.**

SMALL GROUP MINISTRIES

Benchmark: Maintain students' sense of belonging through transformational LifeGroups at 90%.

1. Provide the opportunity for 70% of undergraduate students to engage in a LifeGroup by increasing the maximum enrollment per LifeGroup from 12 students to 20 students, thereby expanding the capacity to between 1,920 and 2,080 students.

   + **As of fall 2025, LifeGroup capacity was expanded by increasing the maximum group size. The average group attendance remained at approximately 13 students per group. A total of 118 LifeGroups were active and all students who wished to join or start a LifeGroup were accommodated. 1,298 undergraduate students participated in LifeGroups in fall 2025. To support the anticipated growth of LifeGroups while maintaining a target of no more than 12 consistent student participants per group, the organizational structure has been expanded to support 120 LifeGroups in 2026–2027, up from the current capacity of 96 groups.**

2. Increase consistent (attend 6 out of 9 weeks) LifeGroup participation from 28% to 31% of undergraduates to strengthen student belonging.

   + **Consistent LifeGroup participation in fall 2025 was 28% and winter 2026 was 24%.**

3. Explore opportunities to partner with the Southern Union to make 6-10 LifeGroup leaders/coaches/directors available as facilitators for the annual SU Prayer Conference as a mechanism for recruitment to Southern Adventist University and LifeGroups.

   + **The Associate Chaplain and LifeGroup student leadership team explored partnership opportunities with the Southern Union for LifeGroup leaders and coaches. Participation in the Southern Union Prayer Conference was not feasible due to class conflicts and overlap with LifeGroup winter orientation. As a result, alternative Southern Union events, including the Pathfinder Camporee in October 2026, that align with the academic calendar and LifeGroup training schedule are being pursued.**

4. Implement annual SmartStart LifeGroup Vespers and AfterGlow as a mechanism for recruiting freshmen to engage in LifeGroups throughout the academic year.

   + **In summer 2025, the first SmartStart LifeGroup Vespers introduced freshmen and transfer students to LifeGroups and encouraged leadership involvement. As a result, 17% of LifeGroup leaders are freshmen, supported by the highest-ever freshman summer recruitment.**

5. Support Alumni Relations alumni LifeGroups to sustain connections and encourage continued spiritual growth after graduation.

   + **Alumni Relations contacted former LifeGroup coaches and leaders, as recommended by the Associate Chaplain, to explore interest in launching Alumni LifeGroups to support spiritual growth after graduation. Twelve alumni expressed interest, and their contact information was shared with Alumni Relations for follow-up.**

EVANGELISTIC OUTREACH

SR VP for Academic Administration, VP for Spiritual Life

Benchmark: Maintain 150 students and faculty involved in a message-based evangelistic outreach and provide 1,500 Lay Certifications for Bible work and preaching.

- **205 student and faculty participants served on Evangelistic Resource Center (ERC) trips. Lay certifications for Bible work and preaching to date are over 1,700.**

1. Provide students, faculty, and church members with opportunities to be trained in evangelism through:
   - **a.** The SALT Program.
     - **46 students were trained during fall 2025. In addition, approximately 100 lay members were trained at various events.**
   - **b.** Boot camps for Vision Trips, Student Missions, and ERC Missions.
     - **203 students and staff members were trained in the ERC. Vision Trips: 104 and Student Missions: 63**
   - **c.** Lay Certifications for Bible work and preaching.
     - **4469 lay people received Bible worker and preaching certifications.**
   - **d.** Launching an international evangelism training school.
     - **The international evangelism training school was put on hold due to a change in leadership of the Personal Ministries department at the General Conference. It will be taken up again this year.**
   - **e.** Creating video and book resources for equipping church members.
     - **New video resources for training lay members were produced, along with a children's evangelistic series for the Georgia-Cumberland Conference.**
2. Grow the number of students and faculty involved in message-based evangelistic outreach:
   - **a.** Double the number of participants in ERC Mission Trips from 5% to 10% of the student body.
     - **ERC Mission Trip participation increased from 167 to 203 students, representing growth from approximately 5.0% to 6.0% of Southern's 3,360 undergraduate and graduate students.**
   - **b.** Increase the number of theology students involved in summer-in-ministry internships and in evangelism field schools.
     - **21 students were engaged in these programs resulting in a decrease of 3 students (year prior was 24).**
   - **c.** Encourage all School of Religion faculty to preach at least one evangelistic series a year.
     - **All School of Religion faculty preached an evangelistic series in fall 2025 as part of Pentecost 2025.**
3. Give consideration to creating a Center for Mission that would encompass all the mission work across campus.
   - **Initial planning for a campus-wide Center for Mission took place in fall 2025 through meetings involving the Vice President for Spiritual Life, the Director of the Pierson Institute, the Student Missions Director, and the Senior Vice President for Academic Administration. External consultations were also held with mission leaders from Cru, Burman University, Gordon-Conwell University, Biola University, and Baylor University to review effective mission models. In winter 2026, planning will continue with a focus on developing a mission statement and benchmarking best practices, including a site visit to Lipscomb University and a meeting with the Director of Missions at Wheaton College. This work will inform a five-year strategic plan to be completed by May 2026 and submitted to Southern's Executive Council for review.**
   - **a.** Coordinate recruiting, training, and deployment for Vision Trips, Student Missions, SALT, and ERC Mission Trips.
     - **Initial planning, some cross-training, and recruiting took place.**

b. Encourage a culture of missions and service on campus.

- **Utilized existing opportunities to promote missions through events and classes.**

c. Engage in mission and evangelism research.

- **Planned initiatives and priorities will begin in the 2026-2027 academic year.**

d. Produce resources.

- **Updated all ERC trip graphics and revised sermon content, especially for the two-week series.**

e. Establish a cohesive academic and co-curricular plan for mission and service involvement.

- **Planned initiatives and priorities will begin in the 2026-2027 academic year.**

f. Establish an advisory board for the Center for Mission.

- **Planned initiatives and priorities will begin in the 2026-2027 academic year.**

STUDENT MISSIONARIES

VP for Spiritual Life

Benchmark: 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.

	Goal	Actual
Number of students annually serving as SMs	65	63
Number of returned SMs active in leadership	50	51
Collective Faith Bank* Balance	1000	127

** This measurement includes students working at OMM, Lifegroup leaders, SA leaders, student deans, and club officers. The Faith Bank is a strategic effort to increase the student missionaries qualitative spiritual experience while serving by helping them to be intentional about identifying God's empowerment and involvement in their year. Digital "FaithCoins" are deposited in a collective digital bank with a written explanation of what the SM has seen and experienced. The aim is to increase the collective Faith Bank balance using gamification and a group challenge goal for increasing spiritual impact. Numbers on the chart above are based on an estimation of the number of actions each student will record. All numbers are self-scored. The scores provided during the 2025-2026 year will be used to determine what can be accomplished in future years.*

1. Study of future SM locations with consideration to safety, mentoring, and accomplishment.

- **The Director of Student Missions studied future Student Missions locations in fall 2025 through site visits, meetings, and partner vetting. Two sites in the Dominican Republic were approved, resulting in one student placement in the Dominican Republic for 2025-2026; Fiji remains under review; sites in Taiwan and Nepal were confirmed as safe, well led, and missionally aligned; a Southern SALT student is assessing Setagaya, Japan, with a report due March 2026; and two additional Japan sites—Kawanehon and Utsunomiya—were identified in partnership with Jesus for Asia.**

2. Identify mission funding for expanding Southern Adventist University sending capacity and normalizing launch costs.

- **Mission funding was identified through two meetings held with the Associate Director of Annual Giving in September and October 2025 to discuss expanding Southern Adventist University's student missions sending capacity and normalizing launch costs. During these meetings, a preliminary fundraising goal of $100,000 was established, with the Associate Director of Annual Giving tasked with engaging potential donors interested in supporting these efforts. The funding goal is intended to align with Southern's 60th anniversary in fall 2027.**

3. Organize returned SMs to expand global mission interest on campus and accountability for ongoing leadership development.

   - **Returned student missionaries were organized by the Student Missions Director and student leaders to expand global mission interest and support leadership development through two efforts. Former student missionaries serve as Navigators, conducting one-on-one interviews with student missionary applicants; the program is active and includes 37 students. In addition, three student leaders attended the December 2025 Urbana World Mission Congress in Phoenix, gathering resources and mobilization strategies for future campus promotions.**

4. Prepare for Southern Adventist University's 60-year Student Missionary celebration, including collaboration with Advancement, Marketing and University Relations, and Alumni Relations.

   - **Preparations for Southern Adventist University's 60-year Student Missionary celebration are progressing as planned. Foundational work with Advancement and Alumni Relations has positioned the anniversary as a campus-wide initiative, including plans to center Alumni Weekend 2027 on missions and re-engage former Student Missionaries. Plans are underway to invite alumni back for a homecoming experience, with a coordinated communications plan across Advancement, Marketing and University Relations, and Alumni Relations. It is recommended that 2027–2028 have a campus-wide theme of mission, including hosting the North American Division Missions Conference "HeSaidGoXP" in March 2028, subject to administrative approval.**

5. Partner with the North American Division (NAD), conferences, and SALT to launch NAD evangelistic SM calls.

   - **The Student Missions Director continues to work with the North American Division to identify and launch evangelistic Student Missionary calls within the NAD. In parallel, a partnership with Southern's SALT program was developed to place SALT-trained graduates into evangelistic Student Missions roles, resulting in the identification of an evangelistic call in Fiji.**

6. Research the development of a discipleship and mentoring guide for deployed SMs.

   - **Research on a discipleship and mentor guide was conducted by the Student Missions Director, leading to the implementation of Heartbeat, a communication and discipleship platform to support deployed student missionaries, providing structured communication, guided discipleship pathways, and built-in mentoring tools.**

7. Beta test the Faith Bank system, a system to stretch student missionaries to intentionally make their student missions year a walk with the Holy Spirit. It includes a team goal of recording five areas of spiritual advancement including character development, faith-sharing conversations and Bible studies, discipleship/mentoring successes, transformational experiences, God moments and miracles experienced.

   - **The Faith Bank system has been implemented and has moved beyond beta testing. Integrated into the Heartbeat platform (described above in task 5), it is used by student missionaries to intentionally cultivate a Spirit-led missions year by regularly recording seven (two more than originally planned) areas of spiritual growth—including character development, faith-sharing through Bible use, prayer, discipleship through relationships, purpose, love in action, and recognition of God's work through miracles.**

VISION TRIPS

VP for Spiritual Life

Benchmark: Increase the number of students receiving the empathy micro-credential by participating in vision trips.

	Goal	Actual
Student Vision Trip Volunteers who achieve the empathy micro-credential	60%	100%

+ **104 students achieved the empathy badge credential.**

1. Have Vice Presidents for Spiritual Life and Advancement focus on identified missional short-term trip-giving opportunities in order to raise $100,000.

+ **The Director of Advancement met with the Vice President for Spiritual Life in summer 2025 to identify donor-supported vision trip opportunities. As a result, in fall 2025, the Director of Advancement raised $100,000 to subsidize Vision Trip student costs.**

2. Have 60% of Vision Trip participants achieve empathy micro-credential as part of the character development initiative.

+ **100% of Vision Trip participants received the empathy micro-credential.**

OURSTUDENTS

EMOTIONAL SUPPORT

VP for Student Development

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

1. Launch the "Mental Health Toolkit" event, which will be composed of educational sessions on mental health risks and challenges common to college students. The following goals will be met: to provide students with practical tools to increase well-being and resources for times of difficulty or distress. The goals are to be achieved through multiple interdisciplinary sessions with student research and expert presentations.

   + **A group of student researchers, in collaboration with the Center for Learning and Innovative Research (CLIR), was conducting an environmental scan to identify remaining research gaps needed to develop a comprehensive toolkit. The QEP Oversight Committee anticipated a draft version of this resource during winter 2026, with the goal of having a fully refined product by fall 2026. The group of researchers did not meet its completion deadline of May 2026, partly because of anticipating the changes that were to occur to QEP (SACSCOC's dropping of it as a required component for accreditation). The necessity of this resource will be determined by the School of Education, Psychology , and Counseling, where the new iteration of the QEP will be housed.**

2. Adjust programming and resources in response to what the data from the Kessler Distress Scale, the Positive and Negative Affect Schedule Well-Being Scale, and the Perceived Stress Scale inform us of the progress being made towards accomplishing this benchmark.

   + **Data from the Kessler Distress Scale, the Positive and Negative Affect Schedule Well-Being Scale, and the Perceived Stress Scale indicate that, although students continue to report experiencing stress, overall levels of emotional distress have decreased and positive affect has increased. These trends suggest meaningful progress toward achieving this benchmark.**
   + **With the retirement of the QEP, one decision the QEP Oversight Committee made was to continue assessing our students' mental health and well-being by having them take these inventories biannually. Programming and resources will then be refined to reinforce the factors contributing to reduced distress and enhanced well-being. At the same time, targeted interventions will be developed to address the persistent perception of stress, ensuring that our efforts remain responsive to students' evolving needs and aligned with our long-term mental health and wellness goals.**

3. Launch a sleep symposium one year earlier than originally planned, as students have expressed that a lack of sleep is one of the stressors negatively affecting their mental wellness. The symposium will explore the subject of sleep and rest through each of the five domains of wellness (physical, cognitive, emotional, spiritual, and social health). The task is to provide information on the importance of sleep and rest and to provide practical tools to increase students' well-being. The tasks will be accomplished through student and expert speakers and poster presentations.

   + **On October 24, 2025, QEP hosted its first sleep symposium in response to students indicating they wished to learn more about the importance of sleep on mental health. One hundred and seventy-five students attended the various sessions. The symposium was held in the Grid of the Bietz Center for Student Life.**

INTRAMURALS

VP for Student Development

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

1. Research the criteria by which Princeton Review and Intelligent.com assess intramural programs and determine their quality.

   + **Intelligent.com has been dropped as a source of criteria for this benchmark, as it is not a well-known arbiter of college and university programming. In contrast, Princeton Review has a well-established reputation.**
   + **According to the PrincetonReview.com website, "No ranking list reflects The Princeton Review's opinion of (or rating of) the colleges. A college's appearance on a ranking list in the book is entirely the result of what its own students surveyed by The Princeton Review reported about their campus experiences, as well as how they rated various aspects of their college life." Princeton Review's rankings of college and university intramural programs are based solely on students' answers to the survey question, "How popular are intramural sports at your school?" Moreover, though Princeton Review receives information from almost 400 schools, it does not supply participating institutions with their rankings beyond the top 25.**

2. Create the rubric by which this benchmark's success will be measured.

   + **The National Intramural and Recreational Sport Association (NIRSA) has created an inventory that allows Southern to compare itself to institutions like Southern. The use of this survey will give us the information we desire to learn.**

ACCESSIBILITY

SR VP for Financial Administration, VP for Student Development

Benchmark: Make Southern Adventist University a more accessible campus.

1. Continue installation of handicap push buttons with the goal of having at least 25% of all buildings and bathrooms inside buildings fitted.

   + **Three buildings now have exterior push-button door openers installed: the Bietz Center for Student Life, Wright Hall, and Hulsey Wellness Center. Interior installations have not yet been completed in any of these buildings. With these additions, approximately 21% of our campus buildings have been addressed. Bathrooms have yet to be addressed, however.**
   + **The Ruth McKee School of Business and Hefferlin Hall are being fitted with exterior door openers as part of their current construction. At least one bathroom for each gender in each building will be fitted with door openers.**
   + **Brock, Mabel Wood, and Hickman Halls are the next buildings targeted for door openers.**

2. In collaboration with Associate VP for Financial Administration, develop plans, cost estimates, and timeline for installing Accessible Pedestrian Signals (APS) on the crosswalks on University Drive to make them safer for the visually impaired.

   + **According to Financial Administration these accessibility renovations to campus carry the following price tags:**
   + **Crosswalk ADA Signals: The cost would be close to $30,000 for six crosswalks (12 units)**

3. In collaboration with Associate VP for Financial Administration develop plans and cost estimates for installing an elevator in Thatcher Hall.

   + **The Associate Vice President of Financial Administration in charge of facilities has drawn up cost estimates and plans for this installation with the goal of beginning the construction in the 2026-2027 year. The current estimates are that an elevator in Thatcher Hall project, ADA compliant, will cost approximately $900,000.**

4 In collaboration with Associate VP for Financial Administration develop plans and cost estimates to place APS in all elevators on campus.

+ **Plant Services is looking into the cost of retrofitting elevators for ADA compliance.**

5. Update accessibility map.

+ **This item is done at the end of each academic year in May in collaboration with Marketing and University Relations.**

BADGING FOR STUDENT LEADERSHIP

VP for Student Development

▶ **Benchmark:** Increase the number of student leaders who will be recognized for acquiring the durable skills of teamwork, effective communication, leadership, problem-solving, and financial management on their co-curricular transcript.

1. Launch a pilot using solely student government leaders.

+ **Because Academic Administration, the Office of Ministry and Missions, and Student Development are now collaborating in creating a badging program that will allow the earning of badges through Online Campus, these individual goals are somewhat on hold.**

2. Create appropriate badging for the third and fourth badges: Leadership and Effective Communication.

+ **The creation of these badges is no longer necessary because of the collaboration referred to above.**

3. Continue the creation of the Financial Management module.

+ **Work on this module did not occur this academic year; however, because it is not an area in which students may earn a badge, the Student Development office will consider creating this module in the 2026-2027 academic year.**

4. At year end, evaluate the pilot results with student government leaders and make appropriate changes, if necessary.

+ **Because of the reasons noted above, this evaluation did not occur.**

ACADEMIC PROGRAM

SR VP for Academic Administration

UNDERGRADUATE

▶ **Benchmark:** Increase academic programs offered in high-demand areas: Begin adding tech/trade programs in fall 2026, BS in Communication Science Disorders (Audiology/Speech Pathology) in fall 2027, Chemical Engineering in fall 2027, Medical Laboratory Science (MLS) degree in fall 2027 if feasibility study from prior years shows demand and likely program success. As a result of new program launches, expect an increase in enrollment.

1. Communication Science Disorders (Audiology/Speech Pathology)

   a. Write prospectus and curriculum in the winter term.

+ **The prospectus for an MS in Speech Language Pathology (SLP) and a prospectus for a BS degree in Communication Sciences and Disorders (CSD) have been written. Both have been approved through all of the university processes, including the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, the Academic Administration Council, the Faculty Senate, and the Board of Trustees' Academic Plans and Student Success Committee.**
+ **The CSD program does not have a programmatic accreditor and only requires SACSCOC substantive change approval. The prospectus for substantive change will be submitted to the SACSCOC in June 2026. The planned program start date is fall 2027.**

2. Medical Laboratory Science (MLS)

a. Develop prospectus and accreditation requirements Using Gray DI data in fall.

+ **The academic leadership team has met throughout the winter term and has begun developing a prospectus for an MLS program. The prospectus will be completed in the fall term and submitted for necessary approvals, including the Board of Trustees, by October 2026.**

b. Determine the National Accrediting Agency for Clinical Laboratory Science (NAACLS) accreditation requirements.

+ **Preliminary information has been collected from NAACLS for inclusion in the prospectus, and a meeting with NAACLS program directors in late January 2026 was held to ascertain next steps.**

c. Write a prospectus and take it through university processes (UG Curriculum Committee, Faculty Senate, Academic Administration Council, President's Committee, and Board of Trustees) during the winter term.

+ **This was not done and has been moved to 2026-2027.**

d. Determine the State of Tennessee requirements to start the program.

+ **Preliminary work to determine who should be consulted at the State of Tennessee Department of Health for its MLS requirements has taken place in the fall 2025 semester. Information from this source will be incorporated into the prospectus.**

3. Bachelor of Science in Engineering

a. Initiate and complete Accreditation Board for Engineering and Technology (ABET) accreditation.

+ **The School of Engineering has submitted its self-study document and has had a successful onsite visit. The university will learn the outcome of the accreditation process in July 2026.**

b. Track students, faculty, and staff as compared to the prospectus. See table below.

BSE Projections by Year	Goal	Actual
Projected number of Students	80	110 (fall census)
Projected number FTE (Faculty/Staff)	5/1	5/1

The BSE program has exceeded its projected enrollment in the 2025-2026 academic year by 30 students. It is projecting another large freshman class that will push its final enrollment to 40 or 50 students above projections. This will necessitate hiring additional faculty to cover projected sections needed for a larger enrollment.

4. Continue planning to add Tech Trade Programs in fall 2026.

+ **Based on this background research, including the use of the Gray DI student demand and employer demand tool, the dean of the School of Engineering and Physics has identified the following potential new vocational programs: building construction technology, HVAC/R technician, welding technology, and robotics/mechatronics. These programs are in addition to the automotive technician one-year certificate and associate degree programs in automotive technology and construction management that Southern currently offers. We are currently identifying the facility needs for each of these potential programs, determining the curricular model that works best in our educational context, developing a budgetary model for these programs that is both realistic and sustainable, and seeking Title III funding for personnel and equipment.**

Benchmark: Address AI in undergraduate curriculum by fall 2026.

1. Consider incorporating an AI thread in the General Education program.

+ **This approach was not taken. Instead, the university provided a graduate-level course on pedagogical uses of AI to support faculty in the use of AI. Approximately 1/3 of teaching faculty have completed the course. Also, the general education course Computing Concepts has been redesigned to address AI. This is a course all students complete. Finally, the School of Visual Art and Design and the School of Computing are revising their curricula to address AI. The former to help students understand and articulate the value added by artists in the creative process, and the latter to help improve graduates' use of AI, increasing the effectiveness and efficiency that employers will expect of those in computing fields.**

GRADUATE

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

Graduate Programs	Goal	Actual
Business MBA Business/Nursing MBA Business/Social Work MBA	11	14
Computer Science MS	4	4
Applied Computer Science MS	4	4
Professional Counseling MS	64	73
Education MS	21	25
Master of Arts in Teaching	30	31
Doctorate of Education EdD	—	—
Nursing MS	58	60
Doctor of Nursing Practice	40	45
Entry Level MSN	—	—
Religion MA	9	6
Master of Ministry	33	35
Master of Social Work	47	36
Total	321	352

1. EdD: Innovation in Leadership and Learning
   a. Submit SACSCOC notification/substantive change in fall 2025.

+ **The program received approval from SACSCOC in fall 2025. A search committee was formed to identify and interview candidates for the program director position. A director has been hired. The program will launch in fall 2026.**

2. Provide a financial/tuition discount incentive for Southern Adventist University undergraduates to pursue graduate education at Southern Adventist University.

+ **In collaboration with the AVP of Financial Administration and the VP of Enrollment Management, a matrix was developed to determine reasonable tuition discount rates for selected graduate programs. A discount of 20% for Southern undergraduate completers who enroll within three years of graduation in the following programs was approved by senior administration: Master of Science in Nursing, Master of Science in Social Work, Master of Business Administration, and Master of Science in Counseling.**

3. MS/MA in Communication
    a. Prepare prospectus based on degree demand.

    + **Based on preliminary market and competitor analyses, the proposed program will include two tracks: Strategic Communication and Digital Communication. A prospectus is being prepared for internal review and approval. The program is tentatively planned to begin in fall 2027.**

4. Audiology/Speech Pathology
    a. Write prospectuses for Audiology/Speech Pathology (AuD/MS) programs in fall.

    + **A working group including administrators and program leaders from Southern Adventist University and clinical experts in the field was established to develop the Master of Speech-Language Pathology (MSLP) program and obtain the necessary approvals.**

    b. Take perspectus through university processes (Graduate Curriculum Committee, Faculty Senate, Academic Administration Council, and President's Committee in fall 2025) and Board of Trustees in winter term.

    + **Institutional Approval – A program prospectus was developed, and five clinical partners, including acute care and rehabilitation hospitals, private clinics, and county schools, were secured. The proposal received the following internal approvals: Graduate Curriculum Committee (October 23, 2025), Faculty Senate (October 27, 2025), Academic Administration Council (November 6, 2025), President's Committee (December 1, 2025), and Academic Life and Student Success Board committee (November 6, 2025).**

    c. Submit the notice of intent form to the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) in winter term.

    + **Regional Accreditation – A new program proposal will be submitted to SACSCOC in summer 2026.**

    d. Notify SACSCOC of substantive change in winter term.

    + **Professional Accreditation – A Notice of Intent to Apply for Candidacy Status was submitted to the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology on November 10, 2025. The CAA reviewed the materials and scheduled the program to submit its Application for Candidacy on July 1, 2030. The program anticipates enrolling its first cohort in fall 2031.**

5. Entry-level MSN
    a. Form a team for the initial investigation of an entry-level MSN.

    + **Although a draft program prospectus has been developed but planning for the entry-level MSN program was placed on hold during the 2025-2026 academic year due to the nursing programs preparing for an ACEN accreditation visit and the need to address nursing faculty support, given current workloads. The university will engage nursing faculty members during the 2026-2027 academic year to address their concerns and advance this initiative.**

6. Develop and implement processes to understand and improve the online graduate student experience.

    + **A standardized student satisfaction survey, the Priorities Survey for Online Learners (RNL), was administered to all active online graduate students (n = 315) in November 2025 to assess satisfaction and perceived importance of various aspects of the online learning experience. Data collection is complete, with a 33% response rate (n = 104). Results were available in early 2026. Strategies informed by the survey findings are currently being developed. They will be incorporated into future years of the strategic plan.**
    + **Graduate Student Success Webpage – A Taskforce was formed to design and implement a centralized webpage dedicated to strengthening university support for graduate student success. The site will provide resources and onboarding information for both current and newly admitted graduate students. It will be housed within the Graduate and Professional Studies page. Completion is targeted for summer 2026.**

7. Add online teaching strategies to the weekly faculty development events.

    + **Since the beginning of the 2025-2026 academic year, multiple faculty development opportunities related to online teaching and learning were offered, including:**
    + **The Online Educator eClass course, focusing on best practices in online learning, Southern's course design model, and available instructional resources. All faculty were enrolled and may access the course year-round.**
    + **A Colloquium session titled Effective Online Pedagogy: Principles and Best Practices.**
    + **Faculty Development Luncheon sessions on topics including Teaching Online: Back to the Basics; Expanding Access to Library Digital Resources; Enhancing Learning through Digital Innovation; and Southern's Co-Curricular Digital Badge System.**

8. Develop systems to track graduate student retention and graduation rates by program.

+ **Clearly defined, consistently applied, and appropriately justified formulas for calculating the graduate retention and graduation rates have been developed. 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.**

9. Create a data-driven intervention plan to boost student retention rate.

+ **Results from the PSOL survey have been shared with each graduate school dean. Strategies that incorporate PSOL survey findings will be included in the 2026-2031 strategic plan.**

10. Update the marketing plan and streamline the admission and enrollment processes.

+ **The university engaged an enrollment marketing agency (3 Enrollment Marketing) in September 2025 to conduct a 10-week graduate market positioning and planning initiative. The Graduate Marketing Director is currently updating the graduate marketing plan to incorporate the agency's strategic recommendations. At the same time, a three-member team from the Enrollment and Admissions Offices is streamlining admissions and enrollment processes. This work is expected to be completed by January 2026.**

11. Set enrollment goals for both new and returning students annually.

+ **Enrollment targets—including both new and returning students—have been established for each graduate program for fall 2025 to fall 2029 in collaboration with the AVP of the Financial Administration, the VP of Enrollment Management, and the school deans to ensure progress toward the overall goal of 500 graduate students. Enrollment goals for winter terms are developed on an annual basis.**

12. Enhance website.

+ **The Director of Graduate Marketing is collaborating with the lead programmer from the Center for Innovation and Research in Computing to enhance the university's graduate web pages. A separate "Graduate Student Success" webpage is being developed to support the newly admitted and current graduate students through onboarding, academic success, wellness, and engagement. The page is expected to go live in summer 2026.**

13. Feature graduate faculty research interests on the university website.

+ **An online survey was distributed to all graduate faculty to collect updated information on research activities and interests. Upon completion of data collection, this information will be featured on the university's faculty website alongside updated faculty biographies. The Center for Learning and Innovation Research in collaboration with the Dean of Graduate and Professional Studies is in the process of applying for a National Science Foundation Grant to expand the university's research capacity through leadership assessment, faculty development, and infrastructure investment.**

CREDENTIAL DURABLE SKILLS

SR VP for Academic Administration

Benchmark: Ensure graduates possess durable skills that employers identify as most important for workplace success.

1. Implement system developed in prior-year work with faculty and test badging and co-curricular transcript concept.

+ **During the fall 2025 semester, the Online Campus team made significant progress in the development and implementation of Southern Adventist University's digital badging initiative.**
  a. **Designed and launched Southern Advantage, a unique institutional badging framework grounded in NACE Career Readiness Standards, aligning badges with six core durable skills (Effective Communication; Research, Inquiry, and Analysis; Emotional Intelligence; Collaboration and Influence; Solutions-Focused and Missional Mindset; Professional Accountability).**
  b. **Successfully installed and configured Accredible, an external digital badging platform, and integrated it with eClass (Moodle).**
  c. **Developed a comprehensive badge pathway that visually maps all available badges to the six durable skills and sub skills within the Southern Advantage framework.**
  d. **Created a dedicated Southern Advantage webpage that provides program details, faculty resources, documentation, and supporting links.**
  e. **Produced a short explainer video to clearly communicate the purpose, structure, and implementation process of the badging program.**
  f. **Piloted the digital badging system in MGNT 370: Business Modeling, in collaboration with a Ruth McKee School of Business professor, to test workflows and instructional alignment.**

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	2013	2014	2015	2016	2017	2018	2019	2020	2021
4 Year Rate (Goal 40%)	37.7	41.8	37.8	36.5	37.0	38.0	41.2	42.1	45.0
6 Year Rate (Goal 55%)	57.5	64.4	56.7	56.8	57.0	56.5	58.6	60.0	

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	

1. Implement programs to improve overall success of under-performing populations beginning with males.
    a. Explore the feasibility of implementing a guided service through which male students receive individual guidance on how to access external scholarships and internships related to their majors, considering how this was implemented at Montgomery County Community College in Maryland.

+ **Given the noticeable achievement gap among male students in comparison to their female counterparts at Southern Adventist University, the President and Senior Vice President for Academic Administration, along with other leaders and data miners at Southern Adventist University recognized a unique opportunity to intensify its focus on male students' persistence toward graduation through the implementation of a wrap-around initiative known as the Male Success Academy. Support services through the academy include mentoring, spiritual growth coaching, professional and leadership coaching, trauma-informed teaching and learning, re-imagined student support and retention services, and assistance with applications for scholarships and internships. Notwithstanding the practicability of and need for the initiative, funding is a major consideration. Consequently, grant funding opportunities are currently being explored to support the initiative.**

2. Explore the ability of eClass and Attendance Tracking System to track students' first three classes, and flag students with two missing assignments or two or more absences.

+ **The extent of the system's ability is currently being explored.**

3. Explore coaching certification opportunities for faculty and residence hall deans to leverage support and maximize successful outcomes for male students.

+ **Coaching opportunities (mentorship, professional, leadership, trauma-informed teaching and learning) are being explored.**

4. Explore possible expansion of the "Barber Shop" model currently in place through DHSI to include mental health, academic, and wellness coaching.

+ **With the discontinuation of the DHSI program, exploration is underway to determine the most effective and efficient path forward for expanding the "Barber Shop" model.**

5. Explore external sources of funding for the male success white paper.

+ **The potential grant sources to fund the Male Success Academy initiative are currently being explored.**

6. Develop and implement models to provide support and resources for students who are food or housing insecure. Seek THEC Hunger-Free Campus Grant if the bill passes the Tennessee Legislature (fall 2025). Implement mitigation strategies as needed.

+ **This legislation failed to pass in the 2024 legislative session. It will be reintroduced in the 2025 session.**

ENROLLMENT

VP for Enrollment Management and VP Marketing and University Relations

Benchmark: Identify and recruit the approximately 8800 baptized Adventist high school students in the Southern Union who are not enrolled in the Southern Union Academy system.

1. Create a customized communication plan (in-person and digital) with the estimated 8,800 non-academy high school-aged students in the Southern Union to include smart mail in addition to conference support.

+ **A customized communication plan (Southern and 3E combined effort) is in place, and as a result, Southern Union non-academy applications increased 33% year over year, rising from 232 in fall 2025 to 309 in fall 2026 year-to-date.**
+ **Five Southern Union conferences have authorized Southern to access contact information for high school-aged students and their parents.**

2. Launch customized communication (in-person and digital) to 8th graders who did not matriculate to Southern Union or Atlantic Union Academies.

- **100% of rising (current) 9th graders have received email and print communications encouraging them to attend events, including academic summer camps.**

3. Increase total visits by 5% from identified non-academy high school students within the Southern Union.

- **Exceeded the goal. 161 (fall 2026) vs. 136 (fall 2025) non-academy high school students in the Southern Union have visited for an 18% increase in this population.**

4. Attend 5-10 Southern Union Conference and NAD events, youth conferences, and youth rallies and leverage ENGAGE worship ministries to increase new inquiries.

- **Exceeded goal and attended 16 Southern Union youth events.**

Benchmark: Create a plan to have an enrollment of 4000 students that will include more online students, more graduate students, and more local students while also protecting the institution's strong Adventist identity.

1. Have the Enrollment Council, President's Council, and President's Committee provide input into the following phases to achieve 4000 total enrollments:
   a. Finalize a risk-averse numerical pathway that includes increasing volume to 5000 applications to accomplish the 4000 total enrollment goal by 2030.
      i. Finalize strategic enrollment partnership to help accomplish overall goal.
      ii. Outline additional enrollment activities, such as campus visits and admits, to accomplish the total goal.
   b. Develop a campus resource plan to accommodate more local, online, and graduate students to achieve 4000 total students. Consider:
      i. Consider faculty impact
      ii. Housing
      iii. Online undergraduate programs
      iv. Infrastructure

- **A finalized numerical enrollment pathway that outlines both undergraduate and graduate growth to 4,000 total students by 2030, supported by a new digital partnership with 3Enrollment and ongoing activities such as achieving 5,000 undergraduate applications, campus visits, and admits has been reported to the President's Council. The pathway will be modified to account for the smaller freshman class in fall 2026. This modified plan will be shared at the February 2027 board meeting.**

2. Increase overall applications by 10% of the prior year's total (2600).

- **Application increase was 16.5% in fall 2026 (2,922) compared to fall 2025 (2,615) YTD.**

3. Leverage the Nearpeer online social platform for fall 2026 to foster peer-to-peer connections among incoming students, enhancing their sense of belonging and increasing enrollment yield rates based on successful melt rate reduction in fall 2025.

- **The Nearpeer social platform was deployed Feb. 1, 2026, with the goal of helping Southern's enrollment achieve a melt rate (commitment deposits that do NOT enroll) of 8% with a yield rate of 35%. The actual result was 11%. Therefore, the platform was discontinued for 2026-2027.**

Benchmark: Increase by 20% the number of applications from non-academy students in the greater Chattanooga region.

1. Continue church-centric focus within the Chattanooga region by hosting events, contributing to Sabbath programming, and offering music ministry.

   + **A Pastors' Appreciation Day was hosted on Southern's campus in November 2025, featuring 14 local pastors from the Chattanooga region, in conjunction with the Spiritual Life Committee, to promote partnership between the university and the pastors.**

2. Increase recruitment presence at non-academy schools in Hamilton County, TN, to 100%.

   + **The admissions team achieved a presence in 85% of non-academy high schools in Hamilton County via college fairs for 2025-2026.**

Benchmark: Establish guaranteed-job-after-graduation initiative for graduates who fulfill established requirements. (This will support the need to meet government requirements for the gainful employment rule requiring that graduates of certain programs can afford their college debt payments and are making more money than an adult in their state with a high school diploma and no postsecondary degree.)

1. Make a research-based proposal to President's Council for feedback and/or approval that may include adoption of a Loan Repayment Assistance Program (LRAP).

   + **Based on lack of interest, the President's Council elected to remove this item from future strategic plans.**

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.

1. Maintain the current policies for attendance or make adjustments that are still consistent with the mission of convocations but respond to this generation's students, based on the results of the 2024-2025 inventory.

   + **The Student Development Committee researched the current system of chapel credits to determine if any changes need to be made. The conclusion—determinations highly influenced by student input—is that the current system does not need to be changed. Instead, better communication on what the expectations of students are.**

2. Begin work on incorporating chapel and convocation attendance into the co-curriculum transcript.

   + **No progress.**

3. Evaluate attendance by percentage of class attending to determine if further measures need to be taken.

+ **The following chart details the attendance by class standing for the winter 2026 semester:**

CLASS STANDING	ATTENDANCE PERCENTAGE
Seniors	85%
Juniors	93%
Commuting Sophomores	89%
Residential Sophomores	78%
Commuting Freshmen	84%
Residential Freshmen	72%

4. Identify what those measures will be based on such as demands upon student time, student population growth, and demographics of the student population.

+ **Currently, none of these factors—student time demands, student population growth, or demographic shifts—is placing pressure on chapel or convocation programming. However, assuming continued growth on campus. The Office of the VP for Student Development will continue to monitor the pressures they may place on programming.**

Benchmark: Complete the revamping of career services, transitioning it fully to a life-calling center.

1. Have 100% of juniors and seniors participate in an internship, externship, or clinical training during their education experience.

+ **The Student Development office has determined that this goal cannot be met because the departments of natural sciences on this campus are insistent that these experiential experiences are not necessary for their students. As a result, this measurement will be reworded to reflect that all students, excepting those majoring in a natural science, will participate in one of these education experiences.**

2. Fully operationalize life-calling initiatives.

+ **Life-calling initiatives, such as Sophomore Success and Meet the Firms have been fully operationalized. The operationalizing of the career-counseling resource platform 12/20 has not occurred. The expectation is that this goal will be accomplished by the end of the next academic year.**

OURFACULTY

RESEARCH AND CREATIVE ENDEAVOURS

SR VP for Academic Administration

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

1. Increase level of internal funding from $95,000 to $105,000.

   + **This increase was placed in the FY26 budget.**

2. Create an online hub for university research resources.

   + **During the fall semester, the Director of the Center for Learning Innovation and Research (CLIR) led a planning process for the development of an online hub for research resources for Southern Adventist University. Initially, a task force was established comprising accomplished researchers currently in faculty roles at the university. Based upon feedback from the task force, a presentation was made at the Faculty Senate to engage all faculty on the elements and resources they would like to see incorporated into an online hub. Based on the presentation, senators agreed to request feedback from their constituents by February 2026. While waiting for feedback, the development process for the hub was initiated, based on current information and resources available to the university. A meeting to describe the Hub project was held with both the Director and Lead Programmer of the Center of Innovation and Research in Computing (CIRC) to discuss Hub design and content. An estimate of the cost of programming and web development was provided, approval given, and the online hub will be released for use by the beginning of the fall 2026 semester.**

OUREMPLOYEES

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."

1. Review the results of the Council for Christian Colleges and Universities (CCCU) and the Belonging surveys conducted in fall 2024 and develop strategies to address areas where growth/improvement is needed.

   + **The task force continues to work on these strategies. An initial report was presented to the President's Executive Council in August 2026.**

2. Share with employees the results from these surveys and the steps being taken when this has been developed. This could occur at colloquium or a town hall meeting.

   + **The results from the CCCU and Belonging surveys were presented during the August 2025 colloquium.**

3. Have the task force working in this area continue developing strategies and monitoring results regarding the Christian culture on campus. Additional strategies will be implemented as approved by the President's Council.

   + **The task force continues to work on these strategies. This is an ongoing process.**

4. Grow and promote Employee LifeGroups from a current employee participation rate of 20% toward a goal of 25% participation by FY2030.

   + **The goal of 95 employees in LifeGroups was slightly exceeded, with 100 unique employees involved in LifeGroups. The current participation rate is 21.05%.**
   + **LifeGroups were promoted at key faculty and staff gatherings, ensuring broad awareness and participation opportunities across departments, as noted below:**
     a. **August 2025 Faculty Colloquium: LifeGroups featured during the opening session as part of campus-wide spiritual formation initiatives.**
     b. **New Employee Orientation: Promoted on August 19 and October 28 to integrate LifeGroup involvement into the onboarding experience.**
     c. **Campus wide Communications: A university-wide email on August 16 introduced LifeGroup opportunities and encouraged participation.**
     d. **Campus Prayer Walk (August 9): LifeGroups highlighted during the spiritual recommitment emphasis at the start of the academic year.**
     e. **HR Health Benefits Fair (November 18): LifeGroup information incorporated as part of holistic employee well-being resources.**

5. Collaborate with a core group of LifeGroup leaders from various schools and departments, aiming to have at least 20% (95 faculty and staff) involved in LifeGroups by the end of the year.

   + **The Vice President for Spiritual Life collaborated with the School of Music, School of Religion, and Advancement, which resulted in three additional groups being formed.**

6. Enhance marketing efforts by using social media platforms, creating engaging videos, and leveraging testimonials from faculty and staff who have experienced the positive outcomes of LifeGroups.

   + **Close to 100 written testimonies have been collected for LifeGroups. Additional support is needed to get these stories told on appropriate social media platforms and through video.**

7. Encourage collaboration between the Spiritual Life Committee and academic departments to identify opportunities for LifeGroup involvement during campus-wide faculty and staff events e.g. colloquium, Sabbath worship, prayer walks at the start of the school year, Southern Union events.

   + **Collaboration was encouraged at Spiritual Life Committee meetings, where representatives from academic departments were present. This created valuable opportunities for LifeGroup involvement at the events outlined in point 4 above.**

8. Continue to provide incentives to LifeGroups through lunch meal vouchers and resources for each participant.

   + **Incentives continue to be provided through $10 lunch vouchers and resources for each participant in a LifeGroup.**

	Goal	Actual
Percentage of total faculty and staff involved in a LifeGroup	20% (95)	21% (100)

CUSTOMER SERVICE

VP for Marketing and University Relations

Benchmark: Improve and increase Southern's customer service orientation.

1. Implement findings of Enrollment Checklist journey map.

   + **Work on this item began in 2025-2026 and is still in progress. No estimated date for completion is available.**

2. Have the Customer Service Committee identify new areas to journey map.

   + **The committee determined that it will be researching the area of campus processes and communications, as identified as the primary area of concern in the 2026 student customer service feedback.**

3. Study and create a plan for improving communications of campus services and events for prospective/current students and their parents in specific partnership with Enrollment and Student Development.

   + **Campus audits identified that very little communication is occurring with parents of current students. Marketing, Enrollment, and Student Development leaders worked in 2025-2026 to identify a solution.**

4. Research types and costs for existing software and apps that have been created for this type of communication initiative.

   + **Software was identified that not only will improve communications with parents of current students, but is also expected to provide improvements for prospective and current students and parents of prospective students. A proposal for funds was created in 2025-2026 for that software and is awaiting budget approval.**

5. Identify the person on campus who will implement the campus-wide initiative in #3, OR acquire a new position to run the initiative, and by doing that, free other specific areas of campus from certain communication duties to focus on other responsibilities.

   + **Leaders are hoping that the identified software platform will help alleviate the load this might otherwise add to an existing employee. It has not been determined yet where the ownership will be designated, since the platform has not been approved yet.**

6. Have the Customer Service Committee use latest student customer service survey results to identify top of area of concern related to the institution's service level and begin laying out a plan for improving that area of concern.

+ **The 2025-2026 student customer service survey was deployed the week of January 19. This item will be combined with #2 in this benchmark to improve the area of campus processes and communications, as identified as the primary area of concern in the 2026 student customer service feedback.**

EFFICIENT, EFFECTIVE, AND RIGHT-SIZED OPERATIONS

SR VP for Financial Administration and SR VP for Academic Administration

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

1. Review university operations to identify areas where activities or expenses can be reduced or eliminated and/or revenues can be increased and implement as approved by President's Council or Executive President's Council.

   + **This is done as part of the ongoing budgeting process.**

2. Complete the academic reorganization analysis with Faculty Senate and implement as appropriate.

   + **The university's strategic plan has had reorganizing the academic units of the university as a strategy for four years. During this time, the university has worked to revise its academic structure through the work of the Faculty Senate and, more recently, through Academic Administration and the Academic Administration Council. During this analysis, a robust data set for each current academic unit was assembled, and multiple academic models were considered: three developed by the Faculty Senate, two by the President and Senior Vice President for Academic Administration, and one by the President, Senior Vice President for Academic Administration, and the Academic Administration Council. It is the latter model that is being finalized for adoption. As reorganization work moves forward in the 2026-2027 academic year, the university will finalize any necessary governance and systems changes and revise the job descriptions for the Senior Vice President for Academic Administration, and department chairs to ensure clarity of roles and alignment with the new structure. In addition, efforts will begin to secure philanthropic support for endowed college dean positions, further strengthening leadership capacity and long-term sustainability. The goal is to complete the plan's development this year and implement it at the beginning of the 2027-2028 academic year.**

3. Establish benchmarks for the expected contribution margin of academic programs using the Net Revenue Dashboard data.

   + **During the winter term, the net revenue dashboard metrics that will be used to assess school and department financial efficiency are "Major Net Contribution Margin Percent (Major Net UG Tuition/Major Net Cost) and Course Net Contribution Margin Percent (Course Net UG Tuition/Course Net Cost)." A review of these metrics has been incorporated into the university's program review process document that schools and departments will follow when preparing a program review. At least one of these metrics should be greater than 200%. In addition, the Senior Vice President for Academic Administration reviews these metrics during dean and chair annual evaluations.**

EMPLOYEE DEVELOPMENT

SR VP for Financial Administration

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

1. Continue implementing the employee development plan as approved by senior administration.

   + **The approved employee development plan is being implemented by the Human Resources Department.**

2. Develop a schedule of employee development requirements and/or opportunities and communicate these to employees at the appropriate times.

   + **The Human Resources Department has developed a schedule of employee development requirements and opportunities and has been periodically communicating these to employees.**

3. Research the availability of online employee development opportunities and make available as possible.

   + **An ad hoc team of employees from various departments across campus has reviewed two options for online employee development, and in December 2025 chose a vendor.**

4. Develop a means of tracking employee participation in education/development opportunities.

   + **The Human Resources Department is working with IT on developing a means of electronically tracking employee participation in education/development opportunities and requirements.**

EMPLOYEE STUDENT INTERACTIONS

SR VP for Financial Administration

Benchmark: Develop meaningful experiences between employees and students.

1. Implement the following new initiatives on campus.

   a. Encourage more employee attendance at weekly Thursday convocation.

   + **For various reasons, including seating capacity challenges, administration has not proceeded with the initiative to increase employee attendance at Thursday convocations. Though employee attendance at convocations will continue to be encouraged, administration will not be instituting a comprehensive expectation for employee attendance, and thus will be removing this item from the Strategic Plan in the future.**

   b. Encourage campus-wide attendance at a Thursday convocation once per semester with a great speaker/worship experience.

   + **Planned additional collaboration with the Vice President for Student Development is needed to define scope and objectives for this initiative. The ad hoc committee will continue working on this item for implementation in future years.**

   c. Encourage more employee attendance at vespers and student social programs.

   + **Employee attendance at vespers and student social programs will continue to be encouraged, but this item will not be part of the Strategic Plan moving into the future.**

d. Provide more employee worship opportunities during the school year (in addition to the two implemented by the Staff Advisory Council).

+ **The Staff Advisory Council has coordinated two additional employee worship opportunities this school year, with the potential of more employee worships being added.**

e. Give additional consideration to additional Sabbath lunch opportunities with employees and students. This might include reinstituting the Adopt-a-Student program and/or having an employee hosted potluck on campus one Sabbath lunch per semester (with perhaps the cafeteria providing a salad/haystack backup).

+ **The ad hoc committee working on this item has not been able to develop an effective way of doing this. The Office of Ministry and Missions is including the reinstatement of the Adopt-a-Student program in the 2026-2031 Strategic Plan. Other than this, this item will be removed from the Strategic Plan in the future.**

WAGE SCALE

SR VP for Financial Administration and SR VP for Academic Administration

Benchmark: Adopt and implement equitable and market-based wage approach for positions identified as most out of line with similar positions at peer institutions.

1. Implement the remaining phases of the wage scale adjustment as budget allows.

+ **This is still in the plans over the next five years. Senior administration included implementation of the next phase in the 2026-2027 budget.**

OUR ALUMNI

ALUMNI ENGAGEMENT

VP for Advancement

Benchmark: Increase alumni engagement with the university in three key areas as measured by Council for Advancement and Support of Education (CASE): communication, experiences, and volunteerism.

Overall	Goal	Actual
Alumni Engagement	13%	11.4%
Communication		
Interactive communication with alumni (phone calls, in-office visits).	1,300	939
Experiences		
Alumni engaged in SAU events and programs (homecoming, regional gatherings, future alumni program, Southern Sweethearts, etc.)	2,250	2,349
Volunteerism		
Alumni volunteering for SAU (campus guest speakers, Lights Volunteers, volunteer committee members, etc.)	170	208

Benchmark: Create meaningful opportunities for current and future alumni to stay engaged with the university.

1. Create an interactive space for current and future alumni to remember university milestones. Remember history, and leave their Southern memories and aspirations in collaboration with the heritage task force, marketing, and facilities.

   + **Alumni Relations led meetings with the Heritage Task Force, a designer, and Plant Services to execute the design for a space in the old student center, to be completed by summer 2027.**

2. Offer first alumni mission trip in partnership with Maranatha Volunteers International.

   + **Alumni Relations arranged this trip to be hosted by Maranatha and led by a Southern alum. It occurred June 17-30, 2026, in Kenya with 38 participants, half of whom were Southern alumni or Southern-affiliated.**

OUR COMMUNITY

CHRISTIAN UNIVERSITY OF CHOICE

VPs for Enrollment Management and Marketing and University Relations

Benchmark: Increase awareness of Southern among local Adventist/non-Adventist educators and pastors.

1. Consider and promote expanding ministerial and education annual meetings to non- Adventist pastors and teachers in the local Chattanooga region.

   + **This benchmark and task were discontinued.**

Benchmark: Maintain a top 25% regional university in the South, ranked by U.S. News; and become a top 25% regional university in the South for Social Mobility.

1. Determine whether to continue with communication campaigns to leaders at other institutions, based on whether the current effort has made a difference in the U.S. News Peer Assessment marker.

   + **It has been determined by the Vice President of Marketing and University Relations to continue the effort and assess the effectiveness of it yearly.**

2. Reassess each marker that influences Southern's ranking based on U.S. News fixing the reporting data in the Academic Insights tool.

   + **Southern Adventist University identified an error in the data submitted to U.S. News. Institutional Research and Planning submitted corrected information to U.S. News. U.S. News has confirmed that the rankings for each metric are now displaying correctly.**

3. Continue to implement actions that have the potential to improve each ranking metric in which Southern is performing poorer than top 25%.

   + **Implementation of peer assessment efforts were the only area that was addressed this year due to issues in #2 above. The next step will be to bring each metric to the attention of President's Council in summer 2026.**

Benchmark: Increase Southern awareness through existing venues and events that operate with the general public.

1. Implement promotion plan for WSMC and School of Health and Kinesiology.

   + **WSMC has been contacted about the desire to increase promotion of Southern on air, in WSMC social media, and WSMC website. The work on similar for School of Health and Kinesiology has only just begun and will continue into next fiscal year.**

2. Complete research with School of Music, Village Market, and campus museums to determine how to bring better community awareness and build connections.

   + **This research project has been completed and will now be assessed for implementation in the upcoming fiscal year.**

3. Determine if there are other areas on campus that should be evaluated, based on their work with the general public.

   + **This was not accomplished.**

Benchmark: Target promotion campaign focused on the value of Adventist education and specifically a Southern education to Adventist teachers and pastors in the Southern Union.

1. Assess the promotion plan for these specific audiences that was completed in 2024-2025 and begin to implement initiatives as resources are available.

   + **While some increase in advertising was accomplished this fiscal year, more implementation is expected to occur in 2025-2026.**

2. Distribute video created in 2024-2025, using Southern digital channels, to teachers and pastors using accessible contact information.

   + **The video is located on Southern's YouTube channel. The video was shown at Southern's annual Taste of Southern event and at a Southern Union Youth Conference. Marketing and University Relations will be sending an email from the president with link to the video to Southern Union education leaders and Southern Union pastors.**

3. Increase "Southern achievements" advertising in the Southern Union Tidings.

   + **A new two-page spread sharing Southern accolades ran in the November issue of Southern Tidings.**

4. Add positive points determined in the "values of an Adventist education" study (once study is acquired) to messaging in promotions.

   + **The study was acquired in December. The messaging is in early stages of being incorporated into our advertising strategy, with the use expected to increase in coming years.**

5. Explore expanding this benchmark to the Atlantic Union.

   + **Several Southern advertisements are running in the Atlantic Union magazine, Gleaner, and this item has been added to the benchmark for next year's Strategic Plan with the goal of increasing the amount of advertising that occurred this year by adding other venues to the media mix.**

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.

1. Print and distribute the new environmental brand guidelines.

   + **These guidelines were approved in 2025 and will be distributed along with updated visual identity guidelines and new mascot usage guidelines once the overall guide is approved by Executive President's Council.**

2. Identify locations where institutional decisions and historic memory are being archived and determine if more is needed to create an actively known repository.

   + **No progress.**

3. Create new tradition(s) around the bear mascot and create brand guidelines that direct consistent use of the bear images in ways that protect and do not overtake the institution's official logo.

    + **The established task force has discussed new traditions, but nothing has been formalized. Mascot brand guidelines received input by the Heritage and Legacy task force and the MUR Council this fiscal year, and the guidelines are moving forward for approval by Executive President's Council.**

4. Audit the storage of Heritage Museum archives to ensure records are safe and protected. Adapt storage plan accordingly.

    + **This item is being carried over to the 2026-2027 item in the Strategic Plan.**

COMMUNITY EVENTS, GUEST SERVICES, AND STRATEGIC PARTNERSHIPS

VP for Advancement

Benchmark: Create a structured, revenue-generating, multi-affinity program that fully utilizes facilities and drives potential students, community, and donors to our campus for meaningful, engaging, value-based events.

+ **Community Events, Guest Services, and Strategic Partnerships are targeted to bring the Southern campus to the community or the community to campus. The goal is for the events to be revenue generating or strategic in other ways to result in positive financial impact on the university.**

1. Develop a business plan for community engagement program to include camps, conference space rental, and Southern-offered programming.

    + **A formal business plan is not being completed due to existing modeling for return on investment analysis of summer conference services. In fall 2025, this modeling was used by Student Development, Finance, and Advancement in calculating the cost/benefit of hosting an outside camp program (Generate) on campus.**

2. Begin partnerships with outside entities (such as Association of Adventist Camp Professionals, AACP).

    + **The Generate camps occurred in June 2026 and generated approximately $184,000 in income. Financials are to be reviewed for possible renewal of that contract in 2027.**

3. Develop a conference space rental website and launch formal offerings.

    + **In fall 2025, Guest Services began design changes to its community-facing website. New pictures of rentable spaces were taken in February 2026.**

4. Pilot use of venue management software with campus facilities' departments.

    + **In fall 2025, Guest Services worked with Information Technology and contracted with Cloudbeds for guest room booking and management. Pixier has been purchased to manage event space booking and coordinate room set up, catering, and housekeeping, campus safety, and locksmith needs. Software implementation began summer 2026.**

OURFACILITIES

SCHOOL OF BUSINESS FACILITY

SR VP for Financial Administration

Benchmark: Build a new School of Business facility with funds raised.

1. Continue with constructing the new Ruth McKee School of Business building with a projected completion date of July 2026.

   + **The university Plant Services team continues to be on schedule with this project.**

STUDENT HOUSING

SR VP for Financial Administration

Benchmark: Construct new student housing as determined necessary based on enrollment projections.

1. Complete construction of Southern Village building 12 to be ready for students fall 2025.

   + **This was completed prior to the start of school in fall 2025.**

2. Construct Southern Village building 13 to be ready for students fall 2026.

   + **This building was completed prior to the start of school in fall 2026.**

3. Design, determine a location for, and provide cost estimates for an outdoor social gathering space for the cottages development. Construction timing will be based on funding.

   + **This project is currently on hold.**

BUILDING SPACE UTILIZATION OPPORTUNITIES

SR VP for Financial Administration

Benchmark: Maximize utilization of building spaces on campus.

1. Complete Miller Hall renovation for Nursing Simulation Lab by July 2025.

   + **The Simulation Lab was completed in September 2025, and is currently being utilized by the School of Nursing.**

2. Determine the best use for the old SuCasa Spanish-American Church building and develop drawings based on agreed upon usage.

   - **Plans for potential use of this space for the University Health Center are being worked on by Financial Administration and the university architect. Plans and a rough cost estimate will be presented to administration in the summer of 2026 (estimated by August 2026).**

3. Begin renovation of the current Collegedale Academy Elementary School building based upon agreed upon uses, phased plans, and funding.

   - **Demolition began October 2025. Permitting for the full renovation of Phase I was received in November 2025, and construction is in process.**

4. Develop plans for a welcome center.

   - **This project is on hold due to other, more pressing priorities taking precedence.**

5. Develop plans and cost estimates in 2025-2026 for the Hickman Science Center renovation.

   - **Biology and Chemistry department leaders, the university architect, and the Vice President for Academic Administration are planning how to use the space that will become available when the Mathematics and Computing Departments relocate. After the plans are finalized, architectural drawings, cost estimates, and funding options will be developed. The plans and cost estimates are expected to be completed by fall 2026.**

6. Construct new restrooms on the 4th floor of Wright Hall.

   - **Due to budget challenges, this project has been placed on hold. Instead, the current fourth floor restrooms will receive cosmetic updates in the fall of 2026.**

BEAUTIFUL CAMPUS

SR VP for Financial Administration

▶ **Benchmark:** Maintain a beautiful campus.

1. To reinforce Jones Drive, complete engineering and cost estimates for potential future expansion of this area to create additional parking.

   - **The cost estimate for this project is $550K, and was approved by the board in February 2026. Funding for this project was included in the 2026-2027 capital budget, and the project is projected to be completed in August 2026.**

2. Continue installation of CCTV cameras and SALTO locks.

   - **The installation of CCTV cameras and SALTO locks is an ongoing project. The university has already over 4,055 SALTO locks installed on campus. The Hulsey Wellness Center, Ledford Hall, and the WSMC building are the next buildings scheduled to have new locks installed. In addition the university has 479 CCTV cameras installed on campus.**

3. 3. Develop plans for continued campus beautification projects.

   - **The Associate VP for Facilities will work with the Director of Landscape Services to develop a plan and timeline for the replacement of the railroad tie retention walls on campus and the cleanup of the area around Mable Wood Hall.**

SAFE CAMPUS

SR VP for Financial Administration

Benchmark: Ensure a safe and secure campus environment.

1. Review recommendations from Sem Consulting and identify what recommendations best work for Southern's campus.
   - **This review resulted in the Comprehensive Safety Plan, which now is a separate document that will be reviewed by President's Council.**
2. Develop cost estimates and timeline for effecting recommendations of Sem Consulting.
   - **This goal has not been completed as both the estimates and timeline could not be addressed until the Comprehensive Safety Plan was completed and reviewed.**
3. Enhance and continue to build safety awareness and ownership by employees and students.
   - **Campus Safety has completed two table-top exercises during the 2025-2026 academic year. Active shooter training was mandatory for all employees during Colloquium 2025. Fire drills are a mandatory experience of all residential students, including those living in upper-classmen housing (Southern Village, Upper Stateside, Mountain Cottages, and Spalding Cove).**
4. Fill out the Campus Safety Plan.
   - **This goal was completed with the completion of the Comprehensive Safety Plan.**
5. Identify safe rooms/shelters in employee and public spaces.
   - **This goal was not completed this year; as a result, it will moved to a goal of the 2026-2027 academic year.**
6. Plan and implement campus lock down policy and process.
   - **This goal is a part of the Comprehensive Safety Plan and must receive approval by senior administration before implementation.**
7. Consider and implement campus safety/law enforcement arming policy and process.
   - **This goal is also part of the Comprehensive Safety Plan and must receive approval from both senior administration and the Board of Trustees before implementation.**

UNIVERSITY HEALTH CENTER

SR VP for Financial Administration

Benchmark: Relocate University Health Center (UHC) to a venue more convenient to students and employees.

1. Develop plans and cost estimates on moving UHC to the top floor of the old SUCASA Church.
   - **Plans for potential use of this space for the University Health Center are being worked on by the Financial Administration and the university architect. Plans and a rough cost estimate will be presented to administration in the summer of 2026 (estimated by August 2026).**

OURFINANCES

CASH ON HAND

SR VP for Financial Administration

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

	Goal	Actual
Days Cash on Hand (by end of FY)	>100	91

+ **Days Cash was at 91 days at the end of FY2026. This is projected to increase to 95 days in FY2027 and then will be 100 days or greater each year thereafter.**

DEBT

SR VP for Financial Administration

Benchmark: Reduce the university's long-term debt more quickly than the current 20-year payment schedule by allocating excess cash to debt reduction while maintaining days cash on hand of 100 days. The goal is to have the overall debt balance at approximately $22 million within five years.

	Goal	Actual
Debt Balance (beginning of year)	$25,966,684	$25,835,008
Additional Debt	$4,700,000	$4,200,000
Annual Principal Payments	$842,466	$859,151
Additional Debt Payments		0
Debt Balance (end of year)	$29,824,218	$29,175,857

+ **The debt balance was at $29.2M at the end of FY2026.**

ENDOWMENT

SR VP for Financial Administration

Benchmark: Grow endowment to over $79 million—based on $7.5 million in contributions and 2% net annual investment growth (after distributions).

	Goal	Actual
Beginning Balance	64,627,702	$ 64,718,664
Funds Raised	1,500,000	$ 3,138,748
Growth (2%)	1,292,554	$9,876,081
Total Increase	2,792,554	$13,014,829
Ending Balance	67,420,256	$ 77,733,493

COMPOSITE FINANCIAL INDEX

SR VP for Financial Administration

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

	Goal	Actual
CFI at year end	>5	5.18

DONATION INCOME

SR VP for Financial Administration

Benchmark: Increase donor participation in focused areas as measured by the following metrics.

+ **Donation Income is solicited by the Advancement Office from university alumni and friends. Gifts come in because of giving appeals, major gift asks, and estate gifts. They provide funding for scholarship, certain capital projects, and endowments.**

Annual and Total Giving	Goal	Actual
Total Amount Given	$10M	$15,420,949
Total Number of Donors (2%↑)	3,624	3,623
Number of Alumni Giving (2%↑)	1,250	1,298
Percentage of Board Giving	100%	86%
Percentage of Employees Giving	60%	60%
New Legacy Society Members	10	20

Capital	Goal	Actual
School of Business ($24M)*	$2M	$3,800,127
Engineering - Lynn Wood ($3.5M)	$250K	$502,899
Simulation Lab - Miller Hall ($2.5M)	$600K	$806,765
Applied Technology ($?)	Planning	$260k was raised for research and program development for the programmatic, physical, and financial needs of this initiative.
Elementary School Reno	Planning	Donated or pledged: $2,685,500 +$1,564,000 from operations.
Organ Rehabilitation ($?)	Planning	Advancement is making strategic invitations to music events (such as The Lincoln Center, NY, in Dec 2025, and Steinway Hall, NY, Mar 2026) in preparation for asks for this need.

** Number in parentheses indicates the total goal, a portion of which was met in prior years*

Endowments	Goal	Actual
Number of New Endowments (scholarships, programming, chairs)	7	12
Donation Income to Endowments	$1.5M	$3,102,045

▶ **Benchmark:** Investigate feasibility of removing Southern student dependence on federal funding for tuition including the establishment of a $500M endowment:

1. Have stakeholders visit Hillsdale College for research into their model.

   + **At their 9-18-25 meeting, the Advancement Committee reviewed colleges that offer free tuition or do not accept government funding. The Committee determined that Hillsdale College was not the model Southern Adventist University wishes to follow.**

2. Research and determine plan to achieve federal funding independence as indicated.

   + **In December 2025, a taskforce of the Endowment Committee and the Advancement Committee began working on two strategies for this goal: A) the research noted in #1 above and B) developing a pre-scholarship model to encourage endowment growth toward providing free tuition to a percentage of Southern students. This taskforce and committee work continues into 2026-2027.**

FOUNDATIONS AND GRANTS

VP for Advancement

Benchmark: Build grant processes and structure with the aim to operationalize a full-time grant position.

- **Foundations and Grants is a function within Advancement that coordinates with departments across campus, manages relationships with foundations, and collaborates with Southern's grant consultant McAllister and Quinn.**

1. Host grant training session on campus for faculty and staff by contracted consultants.

- **The Advancement office coordinated an on-campus meeting with McAllister and Quinn November 13, 2025 for staff and faculty to discuss existing and new federal grant proposal opportunities. Southern leadership also met with the consultants during this visit and reviewed future grant opportunities and strategic funding priorities based on the strategic plan.**

2. Expand to new academic departments and affinity areas for grant proposals (also likely increasing the number of grant proposals over the 2024-2025 year).

- **The Advancement Department submitted private grants for two new affinity areas in December 2025: School of Visual Art and Design and Biology. The office also submitted a federal appropriations application February 2026 for science, technology, engineering, and math funding.**

Grants	Goal	Actual
Federal Grant Dollars Raised		
DHSI ($3M 2023-2028)	$600K*	$50K* This grant was canceled fall 2025 by the federal government.
IUSE HSI ($200K 2024-2026)	$67K	$67K*
TRIO SSS ($1.3M 2025-2030)	Pending	$272K*
Federal Grant Dollars (Applying For)		
DOL ETA ($2M/5 yrs)	Applying	Declined
Federal Grant Dollars (to Apply for)		Applied
Renew DHSI	_	Applied
IUSE HSI IEP (Level I, $500k)	_	Applied
Non Federal Grant Dollars Raised to date*	$1M	$1,139,500 with a goal of $1M.

**Reflects federal dollars received fiscal year to date, not total awarded amount*

SOUTHERN
ADVENTIST UNIVERSITY

Power for Mind & Soul