Andrews University
Seventh-day Adventist Theological Seminary

PhD in Religion & ThD Programs
Program Review 2017-2018

CRITERION 1: MISSION, HISTORY, IMPACT, AND DEMAND

Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

Andrews University Mission Statement: "Andrews University, a distinctive Seventh-day Adventist Christian Institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world."

Seventh-day Adventist Theological Seminary Mission Statement: "We serve the Seventh-day Adventist Church by preparing effective leaders to proclaim the everlasting gospel and make disciples of all people in anticipation of Christ's soon return."

PhD in Religion & ThD Programs, Mission Statement: "The doctor of Philosophy in Religion prepares teacher-scholars for colleges, seminaries and universities primarily to meet the needs of the worldwide Seventh-day Adventist Church."

Evaluation: This program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?

History: The PhD in Religion and ThD programs began in the SDA Theological Seminary in 1974-1975 (ThD) and 1982-1983 (PhD) under the leadership of Dr. Gerhard Hasel. His vision was to create a cadre of tertiary level Religion professors, scholars and administrators to serve the worldwide Seventh-day Adventist Church. After Dr. Hasel's tragic death in 1994 the programs have had four directors – Randy Younker, Roy Gane, Rudi Maier, and currently Tom Shepherd. They have continued the development of the programs with a continuation of seeking scholarship resources for students, developing the program offerings, handbooks delineating program policies, stress on student paper presentations and publication, attendance at professional meetings and networking for scholarship and employment opportunities.

Evaluation: The 35-40 years of these programs has produced a team of leaders that continue to serve the church around the world (see the following list with names of graduates from the programs). The training of this group by the Seminary faculty has helped to foster unity in the teaching and practice of the Adventist Church around the world. A list of those educated in these programs reads as a Who's Who of Adventist educational and administrative leadership serving in every Division of the world church.

Graduates of the PhD in Religion and ThD Programs
Who Have Served the SDA Church in Various Capacities

- **Roy Adams** – Associate Editor of *Adventist Review* for many years.
- **Roberto Badenas** – Education Director for the Euro-Africa Division of Seventh-day Adventists for many years.
- **Stephen Bauer** – Professor of Theology and Ethics at Southern Adventist University and former President of the Adventist Theological Society.
- **Merlin Burt** – Professor of Church History at the SDA Theological Seminary and Director of the Center for Adventist Research at the James White Library of Andrews University.
- **Frenando Canale** – Emeritus Professor of Theology and Philosophy at the SDA Theological Seminary, respected as a thoughtful proponent of the SDA message.
- **Felix Cortez** – Associate Professor of New Testament at Andrews University Seminary, important scholar in the New Testament book of Hebrews.
- **Gordon Cristo** – Many years Secretary of the Southern Asia Division, professor at Spicer Memorial College for many years.
- **Richard Davidson** – J. N. Andrews Professor of Old Testament Interpretation at the SDA Theological Seminary, author of *Flame of Yahweh: Sexuality in the Old Testament*, author of numerous articles, internationally recognized and respected speaker.
- **R. Dean Davis** – Professor of Religion and Chair of the Theology Department at Atlantic Union College for many years, served as missionary to Brazil.

- **Ganoune Diop** – Formerly Professor of Old Testament at Southern Adventist University and now Director of Study Centers for Global Mission for the General Conference of Seventh-day Adventists.
- **Jacques Doukhan** – Professor of Hebrew and Old Testament Exegesis at the SDA Theological Seminary, prolific author, editor of *Shabbat Shalom* for many years, general editor of forthcoming SDA International Bible Commentary.
- **Frank Hasel** – Formerly Dean of the Theological Seminary at Bogenhofen Seminary in Austria, now Associate Director of Biblical Research Institute, General Conferece of Seventh-day Adventists.
- **Larry Lichtenwalter** – Formerly Senior Pastor of the Village Church of Seventh-day Adventists, Berrien Springs, MI, longtime leader and speaker of the Adventist Theological Society, now Dean of Middle Eastern College Seminary.
- **Keith Mattingly** – Dean and Professor of Old Testament of the College of Arts and Sciences of Andrews University.
- **P. David Merling** – Formerly Professor of Archeology at the SDA Theological Seminary and now pastor in the Texico Conference.
- **Jerry Moon** – Formerly Professor of Church History and Chair of the Church History Department at the SDA Theological Seminary.
- **Jiri Moskala** – Dean of the Seventh-day Adventist Theological Seminary, Andrews University and Professor of Old Testament Exegesis, internationally recognized and respected scholar and speaker.
- **Ekkehardt Meüller** – Associate Director of the Biblical Research Institute of the General Conference.
- **Gan-Theow Ng** – Secretary of the General Conference of Seventh-day Adventists, longtime administrator for the SDA Church.
- **Barry Oliver** – President of the South Pacific Division of Seventh-day Adventists, pastor, evangelist, professor.
- **Brempong Owusu-Antwi** – Chancellor of the Adventist University of Africa in Kenya, longtime professor and administrator for the SDA Church.
- **John Peckham** – Former Professor of Religion at Southwestern Adventist University and now Associate Professor of Theology at Andrews University SDA Theological Seminary.
- **Paul Petersen** – Chair of the Religion Department, Andrews University, Professor of Hebrew Bible and Chair of the Department of Religion of the College of Arts and Sciences of Andrews University, for many years Field Secretary for the South Pacific Division of Seventh-day Adventists.
- **Gerhard Pfandl** – Associate Secretary of the Biblical Research Institute for many years, author and editor of books on biblical and theological topics.
- **Leslie Pollard** – President of Oakwood University and longtime administrator for the Seventh-day Adventist Church.
- **Edwin Reynolds** – Professor of New Testament Studies and Biblical Languages at Southern Adventist University, missionary to Africa and Philippines serving at Solusi College and the Adventist International Institute of Advanced Studies.
- **Angel Rodriguez** – Former Director of the Biblical Research Institute of the General Conference of SDA for many years, respected Biblical scholar and author.

- **Tom Shepherd** – Professor of New Testament Interpretation and Director of the PhD in Religion and ThD programs at the SDA Theological Seminary, missionary to Malawi, Africa and Brazil in South America.
- **Ranko Stefanovic** – Professor of New Testament at the SDA Theological Seminary, author of *Revelation of Jesus Christ* commentary, internationally recognized and respected speaker and scholar.
- **Zdravko Stefanovic** – Formerly Professor of Old Testament at Walla Walla University and formerly Professor of Old Testament at the Adventist International Institute of Advanced Studies (AIIAS) in the Philippines. Now Religion Professor at Florida Hospital School of Health Sciences.
- **Carlos Steger** – Dean of the School of Theology at River Plate Adventist University, Argentina.
- **Artur Stele** – Director of the Biblical Research Institute and General Vice President of the General Conference of Seventh-day Adventists.
- **Alberto Timm** – Previously Rector of the Latin-American Adventist Theological Seminary of South America, and now Associate Director of E. G. White Estate at the General Conference of Seventh-day Adventists.
- **Efraim Velazquez** – Professor of Old Testament and Archeology and Vice President of the Theological Seminary at Antillean Adventist University.
- **Lloyd Willis** – Professor of Old Testament and Chair of the Religion Department at Southwestern Adventist University for many years.

Program Review # 3. How does the program contribute to the academic success of Andrews University?

Research: The PhD in Religion and ThD programs produce scholars who make unique contributions to research through their doctoral dissertations and scholarly publications and presentations. The programs foster scholarly writing for publications through doctoral seminars focused on publication and by taking 30-50 doctoral students to professional meetings each year where they present papers and posters. From the beginning of this initiative in 2011 to take the doctoral students to professional meetings the number of scholarly publications and presentations by students (papers and posters) has markedly increased, from a benchmark of 13 in 2011 to 33 in 2013, 46 in 2014, 63 in 2015 and 72 in 2016 (latest complete data).

Our programs also make a contribution to the academic success of the annual Seminary Scholarship Symposium by encouraging our students to participate in that Symposium through the presentation of posters and papers. Our students have also participated in broader university scholarly endeavors sponsored by the Graduate Dean's office. In addition, we encourage students to seek to publish the results of their research with marked success as noted above.

PhD/ThD Students

Scholarly Publications, Presentations, and Posters			
___17___ Students in 2015 - 2016			
Publications	Presentations	Posters	Popular Publications
20	24	5	5

ARCH Students

Scholarly Publications, Presentations, and Posters			
__3____ Students in 2015 - 2016			
Publications	Presentations	Posters	Popular Publications
8	4	2	1

Action Plan: Continue to foster publication and involvement in professional meetings which give students venues for presentations and foster networking with other scholars. Encourage more emphasis on publishable papers for student assignments in doctoral seminars and other courses. Such writing prepares the student for writing the dissertation.

Review Question #4: **What is program enrollment and state of demand for graduates of the program?**

Enrollment Issues: New enrollment in the PhD in Religion program typically runs in the range of 5-10 students added per year. In the ThD program some years do not see a student added, sometimes 1-2 added. In the 2016-2017 school year the PhD in Religion program has 83 students actively enrolled and the ThD program as 5 students actively enrolled.

In 2014, two enrollment cut off dates were implemented for the enrollment process, December 15 for matriculation in the following Summer or Fall semesters, and June 15 for the following Spring semester. The number of applicants who actually meet these dates is limited, but the value of having a cut off date is to give students notice of the necessity to get their application completed early.

Demand for Graduates: For general information about graduates from our fields of study see Governmental Occupational Outlook Handbook

http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm

Most graduates from the PhD in Religion and ThD programs seek employment within the Seventh-day Adventist system of colleges and universities around the world. While openings in any one area of the world has limits, those willing to serve throughout the world are often successful in finding employment. In the time period 1996-2011 the following chart illustrates placement of our graduates:

Year of Graduation	Number of Graduates	Employment within Profession
1996	9	8
1997	7	4
1998	6	5
1999	4	4
2000	5	5
2001	6	5
2002	4	4
2003	3	2
2004	3	3
2005	7	6
2006	3	3
2007	3	3
2008	7	7
2009	5	4
2010	7	7
2011	11	6

Placement plan and operation

The PhD office initiated in 2011 a program to take students to professional meetings. This gave them contact with professional employers, enhanced their networking with professionals in their field, and had the benefit of increasing their linkage into scholarship. In

2015, the PhD office initiated a reception for Adventist doctoral students and college teachers and administrators, which has proven successful in enhancing networking between our students and potential employers. One example was that at the reception held in November 2016, Southern Adventist University sent a representative to the reception because they are looking for a professor able to teach New Testament. The representative told the PhD Program Director at the end of the reception that he had spoken to 9 potential candidates. The action plan is to continue this process to enhance networking. Our reception in 2017 also proved helpful with about 8-9 faculty/administrators from various schools talking with our students.

Action Plan: Continue cut off date for applications and continue to work with students who are late in the application process. Enhance the application process through modification of the required application materials to include the following (new materials in *italics*):

Enrollment application form
Transcripts for undergraduate and graduate education
Three recommendations
Curriculum Vitae
GRE scores
TOFEL scores (if required)
Statement of purpose
Research paper (30-40 pages)

Continue attendance at professional meetings with reception and professional networking.

CRITERION 2: PROGRAM QUALITY

Program Review # 5. Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed?

Director. The program director is a Seminary faculty member who serves these programs on a quarter time basis. A quarter time of an 8 hour day is two hours each day for a total of **ten hours each week and 40 hours each month**. The director carries out his work including the following activities (times listed are average estimates per week, with some weeks having much more, or less of a particular activity):

Committees **2 hours per week** (Graduate Admissions, PhD/ThD Finance committee, Seminary Deans Council, Graduate Council, Program Review and Development, PhD/ThD Committee, Academic Standards Committee).

Working with administrative assistant (**5 hours per week**)

Appointments with students (**3 hours per week**)

Answering emails and telephone calls (**5 hours per week**)

Program development and administrative activities (**2 hours per week**)

Director total: 15 hours per week

Administrative Assistant. The Administrative Assistant serves the program on a full time basis. She processes an average of 80 emails and 25 telephone calls per day. She also assists with advisement of students who come to see her with or without appointments, and assists with maintaining student files, monitoring their academic progress, processing admissions, academic forms, student registration, check sheets, comprehensive exams, making academic reports, and facilitating arrangements for dissertation defenses.

Graduate Assistant. The seminary provides a graduate assistant to help the director 4 hours per week and another to help the administrative assistant 4 hours per week. These assist with miscellaneous projects related to the PhD in Religion & ThD programs.

On campus Advisement. Students see the program director and their advisor in their department (chair before dissertation committee formed, chair of dissertation committee after committee formed) before registration. Their program progress is reviewed and adjustments made in program plan to insure completion of the program within the time periods specified by the program and to resolve issues related to their academic and financial needs.

Action Plan. Continue improvements in advising through coordination with departments. Develop curriculum maps for each concentration. Director's position would more effectively meet the needs of the program if half time. At present a number of tasks receive less attention than required and are delayed in implementation, such as program review, development of faculty handbook, updating student handbook, fund raising, curriculum development, etc.

Review Question #6: **Are library holdings adequate for the program, and to what extent are they available and utilized?**

Library Resources. Library resources are very important for the academic success of our PhD/ThD students in our programs. Outstanding resources are available and are used effectively by students on campus. Extensive online library resources are also available to our students off campus.

Survey of On-Campus Library Resources by Program Emphasis.
Archaeology and History of Antiquity 18,387

Biblical and Cognate Languages	7,123
Church History	60,652
Intercultural Studies	6,486
Intertestamental (Jewish) Studies	1,328
Jewish and Muslim Faiths	6,486
Mission Studies	15,305
New Testament Studies	16,174
Old Testament Studies	12,229
Theological Studies	11,227

Survey of Online Resources. Online research resources available to our students include the following:
Academic Search Complete - EBSCO
Arts & Humanities Citation Index
ATLA Religion Database
Current Contents
Dissertations & Theses (Proquest)
Dissertations (Andrews University)
E-Books - EBSCO
Ellen G White Writings
FirstSearch - OCLC
Foundation Directory Online
Hathitrust Digital Library
JSTOR
Oxford Journals Online
PQDT Open Access Diss. & Theses
PubMed
Sage Publications
ScienceDirect
Science Citation Index
Social Sciences Citation Index
SDA Obituaries
SDA Periodical Index
Web of Science Citation Index
Wiley Online Library
WorldCat

Action Plan. Take advantage of the university's ongoing shift in upgrading access by

off-campus resources. These improved facilities will be used to improve the access of students to our online resources. The PhD director is a member of the seminary library committee and gives input into the development and purchase of theological resources. This membership on the seminary library committee should continue.

Encourage the University to return to higher funding levels for the Seminary Library to keep pace with scholarship in the theological fields.

Review Question #7: How rigorous is the curriculum for the preparation of graduates with skills necessary for a global workplace, who are able to adapt to changing environments and technology within their field? How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work? (Please note if the program is taught online or off-campus).

Curriculum: The PhD in Religion and ThD programs have historically had very open curricula that allow the student and faculty advisors to shape their studies in these terminal degree programs. While such flexibility is valuable for adapting the program to a particular student's needs, it makes assessing progress and accountability challenging. The program office is working on implementing a minimal structure of curricula organized through the departments to identify the essentials for a PhD or ThD in their fields of study. Our goal is to formulate a structure with sufficient flexibility for student individual expression and yet with sufficient organization to allow for assessment of success.

We are in the process of producing curricula guides for the different concentrations in the PhD program. This includes the breakdown of the PhD into three main parts: the coursework phase, comprehensive examinations phase and dissertation phase. Our emphasis is particularly on the coursework phase, which consists of 48 credits, 33 being assigned to the concentration, 9 to the cognate, and 6 to the core courses of the PhD program. Our focus in particular is on the concentration curricula because they are actually less defined than the cognate curricula at this point. We will challenge each department to produce broad guidelines for their concentrations, which will help ensure that the students have the breadth of understanding of their field, and yet without hampering the adaptation of the program to the student's interest and needs.

Action Plan: Work with departments to establish minimum curriculum criteria for each department's PhD and ThD students.

Adaptability: Most of our graduates end up as undergraduate religion professors in smaller denominational colleges (500-2000 students). As such they typically teach within their field of expertise and sometimes beyond. The teacher training and mentoring experiences form an integral part of our programs and are designed to help our students develop as teachers who can

adapt to challenging circumstances. Our emphasis on involvement in professional life in presentations and publications helps our students develop an active perspective of lifelong learning and adaptability and empowers them to continue development as teaching professionals.

Action Plan: Continue to develop professional life involvement, encouraging students to access the wide range of experiences and opportunities that are available through professional interaction and networking at professional meetings and in teacher mentoring experiences.

Maintaining Academic Rigor

Our doctoral students take a number of classes with master level students, but the requirements for doctoral students go above and beyond what the master students do in the class. They typically do more reading, longer and more in-depth writing, and we encourage professors to work with students to form their papers into presentation papers, posters, and articles for publication.

We have found that the production of articles for publication is a wonderful preparation for writing the dissertation, wherein often the outline of an article is similar to what is done on a large scale in a dissertation. We take approximately fifty students each year to professional meetings, where they have opportunities to present posters and papers, to interact and network with seasoned scholars, and to experience the joy of broad-based scholarly research and feedback, rather than staying in a cloistered setting. This contact with a large number of other scholars helps our students become excited about scholarly development and research.

We recommend to our students that they ask their professors to allow them to write their papers as preparations for presentations, posters, and articles. Doctoral seminars give the students the opportunity to present their findings in a setting where they can receive constructive critique to further develop their ideas and interact with other students in a similar setting to develop their scholarship.

800 and 900 level courses

In a recent revision of bulleting requirements, the PhD/ThD office, in conjunction with the departments, has moved almost all PhD/ThD courses to the 800 and 900 level, which are the PhD doctoral course levels. Our students continue to take courses with master students, but the redefinition of course numbers helps to give specificity to the student's transcript, and reminds all parties that the PhD/ThD students are involved in doctoral work. With this revision, almost all courses that the PhD/ThD students take will be at the 800 and 900 level, and individual students will have a more exact record of the courses they have studied. This will help in planning with both comprehensive exams and dissertation, for students and advisors.

Directed Readings at the 800-900 course level are available in each department.

Following is a chart that illustrates number of seminars offered by our departments during 2011-2016.

Department	No. of Seminars Offered 2011-16	No. of Seminars Taught/***Number of classes that had more that 2 students registered.**
MSSN	25	22/11*
DSRE	28	14/5*
ANEA	17	15/10*
CHIS	17	9/5*
GSEM	17	12/8*
NTST	48	31/5*
OTST	28	20/11*
THST	30	26/18*

The change in the coursework numbers will help specify which of the courses in the above table were actually seminars, and not general coursework classes taken with master students. This added specificity will help us in future assessment to be able to argue for greater number of seminar courses being offered. Evidence suggests that departments vary in how many doctoral seminars they offer in a year's time.

Mastering Modes of Inquiry

The PhD/ThD program focuses the student's attention on writing through coursework papers, through attendance at professional meetings, and presentations of posters and papers. Writing articles is also encouraged. In 2015 the PhD/ThD office implemented an annual report form for students to fill out listing their paper presentations, posters and scholarly publications (called the 3 P Report [presentations, posters, publications]). This data forms part of our assessment, and relates to the student outcome on publication.

This focus on writing prepares the student for writing their dissertation, and prepares them for the scholarly world of intellectual engagement.

Posters Presented, Papers Presented, & Scholarly Publications

December 2015 thru November 2016 (latest complete figures)

Posters Presented

Student's Name	Venue	Date	Poster Title	Presented Before?
Evelyn Tollerton	ASRS	11/18/16	The Death of David's Infant: A Substitutional Recipient	
	ATS	11/19/16	The Death of David's Infant: A Substitutional Recipient	yes
Vivian Laughlin	ASOR	11/2016	The Utilization of Serapis from 30 B.C.-A.D. 230 within Roman Elite Houses	No
	ASRS	11/2016	The Utilization of Serapis from 30 B.C.-A.D. 230 within Roman Elite Houses	Yes, at ASOR
	12th Annual Andrews University Seminary Symposium, February	2/2016	An Archaeological Analysis Depicting the Utilization of Sarapis within Roman Imperial Villas in Italy from 30 B.C.-A.D. 300.	No
	Andrews University	12/2015	The Anthropocene of Roman Archaeology	No
Flavio Prestes III	Andrews University	Feb. 2, 4-5, 2016	Minimums of Biblical Hebrew	No
Michael Orellana	ASOR - Poster parade	11-19-16	Legacy of Inanna	No
David Hamstra	Seminary Scholarship Symposium	2016-2-4	The Fullness of Christ: A Proposal for Integrating Christological Typology Hermeneutics and Ethical Trajectory Hermeneutics	
	ASRS/ATS Annual	2016-11-18 – 2016-	The Fullness of Christ: A Proposal for Integrating τυποϛ-formal	

	Meetings	11-19	Typology Hermeneutics and Ethical Trajectory Hermeneutics	
Mihai Bijacu	AU Scholarship Symposium	Nov. 4, 2016	Epistemological Limitations to the Study of Origins	No
	ATS/ASRS Annual Meetings, San Antonio 2016	Nov. 18-19, 2016	Epistemological Limitations to the Study of Origins	yes
Lincoln Nogueira	12th Annual Seminary Scholarship Symposium	Feb 2, 4-5	Diagramming the New Testament Greek as a Learning Tool	
	Celebration of Research & Creative Scholarship	Nov 4	The Holy Spirit Speaks	
	ASRS 2016 Meetings	Nov 18	The Spirit in the New Testament	
	ATS 2016 Meetings	Nov 19	The Spirit in the New Testament	Yes
David Williams	Seminary Scholarship Symposium	February 5, 2016	Worship Music as Theology	At ATS/ASRS in Nov. 2015
Abelardo Rivas	ASOR	November 2014	Comparative Analysis of Neolitic Structures in Cavan Buren and the ANE Early Bronze.	
Trisha Broy	ASRS	11/18/2016	Geographic Distribution of the CRP	
	ATS	11/20/1016	Geographic Distribution of the CRP	Yes

Papers Presented

Student's Name	Venue	Date	Paper Title	Presented Before
Guilherme L. Borda	Adventist Society for Religious Studies (ASRS) – Annual Meeting – San Antonio, TX	11/18/2016	The Church *Within* Oppression: The Ethical Challenge of the Messianic Apocalyptic Movement	No
Elmer A. Guzman	Scholarship Symposium, Andrews University Link: http://digitalcommons.andrews.edu/sss/2016/Papers/2/	5/2/2016	The Collateral Effects of the Delay of Jesus' Parousia on the Message, Mission, and Worship of the Church	As a poster at ATS meetings, Nov 2015.
Zorislav Plantak	Texas Ballroom, Grand Hyatt, San Antonio TX	11/18/2016	A Nightmare in the Church of My Dreams – The Moral and Practical Lessons From the "Kingly Power" Issue in the Seventh-day Adventist Church	ASRS
Cory Wetterlin	Andrews University Seminary Symposium	Feb 2016	INTERPRETATIONS OF SPIRITUAL HOUSE IN 1 PETER 2:4-10 AND THEIR IMPLICATIONS ON THE INDWELLING OF DIVINE PRESENCE	No

Vivian Laughlin	SBL/ASOR Midwest	2/2016	Serapis: A Hybrid Cult During the Early Christian Period in Rome	
Matthew L. Tinkham Jr.	ATS/ETS	11/16/2016	Neo-Subordinationism: The Alien Argumentation in the Gender Debate	
Christopher R. Mwashinga	AU	Feb. 2, 4, 5, 2016	"The Salvation of the Unevangelized: The Exclusivist Views of Millard J. Erickson."	
	Saginaw Valley State University	March 4, 2016	"Order and Authority in the Early Church."	
	AU	Oct. 13-15, 2016	"Relationship Between Social and Economic Status and Witchcraft in Africa."	
	AU	November 4, 2016	**"**Personality and Function of the Holy Spirit: A Biblical and Theological Investigation."	
Timothy J. Arena	Andrews Theological Seminary: Annual Scholarship Symposium	Feb. 5, 2016	The Person and Work of Christ as Representative Rectification: The Soteriological, Christological and Theodical Implications of the Roles of The	

			Two Adams Examined in Theological Canonical Exegesis of Romans 5:12–21	
	Friedensau Adventist University: Perceptions of the Reformation in Seventh-day Adventism	May 9-12, 2016	The Soteriology of Philip Melanchthon and the Importance of its Legacy for Seventh-day Adventists	
	ETS, ATS Annual Scholarly Meetings, San Antonio, Texas	November 16, 2016	Eternally Equal: A Historical, Biblical, and Theological Analysis of Intertrinitarian Relationships	

Iriann Marie Hausted	ATS	11/2016	Eternal Functional Subordination In The Work Of Wayne Grudem And Its Relationship To Contemporary Adventism	
Paul K. Cho	AU SDA Theological Seminary (IFAMS & Swallen Mission Conference)	September 17, 2016	"Adventist Case Studies on Discipleship in Unorganized Territory"	
Denis Kaiser	"Perceptions of the Protestant Reformation in Seventh-day Adventism" Symposium, Friedensau Adventist University, Germany	May 10, 2016	God is Our Refuge and Strength: Martin Luther in the Perception of Ellen G. White	
	International Ellen G. White Symposium, Seminar Schloss	July 15, 2016	Inspiration in Ellen Whites Erfahrung und	

	Bogenhofen, Austria		Verständnis	
Michael Orellana	Seminary Scholarship Symposium	5-2-16	Syncretism in the Cult to Ishtar	no
	Nineveh Symposium	7-3-16	Syncretism in the Cult to Ishtar	Yes
Oleg Kostyuk	12th Seminary Scholarship Symposium	February 5, 2016	From the Lord's Supper to Parousia: Resisting the Tendencies of Over—Realized Eschatology Among Corinthian Believers.	No
	12th Seminary Scholarship Symposium	February 5, 2016	Defending Your Land: Ethics of Christians in Military Service	No
Mihai Bijacu	AU Scholarship Symposium	Nov. 4, 2016	The Fall or The Rise of Humankind? An Analysis of Genesis 3 and It's Echoes Throughout the Canon	No
Samuel Pagan	Seminary Scholarship Symposium, AU	February 5, 2016	Adventism in the Shadow of Fundamentalism	
	Seminary Scholarship Symposium, AU	February 5, 2016	Ellen White's use of the Veil Imagery and her progressive Understanding of the Book of Hebrews	
Abelardo Rivas	ASOR	November 2016	Cultic artifacts of Julul field G: what is left of Domestic Religion?	
	ASOR	November	Objects of Light from	

		2015	Khirbet Atarutz	
Abner F. Hernandez	Montemorelos University, Symposium.	June, 6–9, 2016	Ellen G. White on Total Depravity and Prevenient Grace.	No
	Montemorelos University, Symposium.	June, 6–9, 2016	The Experience of Salvation in Ellen G. White Writings	No
	Daniel 12 Study Group	November, 11–13, 2016	Adventist Eschatological Identity and the Interpretations of the Time Periods of Daniel 12:11–12.	Yes
	Daniel 12 Study Group	November, 11–13, 2016	Future Fulfillment or Jesuit Futurism?: An Evaluation of Samuel Nuñez Interpretation of Daniel 12:11–12	No
Erick Mendieta	ATS, Alabama	April 14-16	A Promise Land	No
	ATS, San Antonio	Nov. 16-20	Gen 19:24	No

Action Plan:

Continue to require students to report on their presentations, publications and papers. The requirement to report has an effect on student activity, encouraging the fulfillment of presentation and publication goals.

Continue to encourage focus on writing through courses focused on writing and research.

Review Question #8: **How do the various measures of outputs demonstrate the quality of the program?**

The PhD-ThD programs have the following three goals:

1. Faithfulness, objectivity, and integrity.
2. Mastery of content area
3. Advanced Research

These three goals are expressed through five objectives:

1. Integrated theology/philosophy
2. Understanding of content areas
3. Advanced Research
4. Scholarly Presentation and Publication
5. Teaching ability.

Support for the fulfillment of these objectives is found in the measures and findings, as follows:

Learning Outcome	Assessment Measure	Responsible Person
Articulate integrated philosophy and philosophy of faithfulness to God and Scripture and integrity in relationships	1. Rubric for Paper in Biblical and Theological Hermeneutics class	GSEM915 professor and PhD secretary
Broad understanding of content area	2. Rubric for core course each department 3. Results on Comprehensive exams	Department secretary PhD secretary
Ability to propose delimited topic and carry out research	4. Rubric for proposal review 5. Rubric for dissertation defense	PhD director and secretary
Scholarly research, presentation, publication	6. "3 P Report" – An annual report by each student of their Presentations, Posters and Publications (thus "3 P")	PhD secretary
Teaching ability	7. Rubric for teaching demonstration in GSEM860 class	GSEM860 teacher and PhD secretary

The above chart illustrates how the five learning outcomes are assessed by seven measures, and the third column represents the person responsible for gathering the data. In the past, we have had challenges assessing the second and third learning outcomes, broad understanding of content area, and ability to propose a delimited topic and carry out research, because the outcomes were

measured only by comprehensive exam results and the dissertation defense, which are both very late within the program, and consequently change for any particular student is challenging to make, given that late stage of the program.

Consequently, we instituted two other measures, one which is based on information from the coursework phase, and the other from the review of the proposal. These two measures, listed as number 2 and number 4 in the chart above, occur earlier in the program and give the PhD office data that can be compared against outcomes for the individual students from the comprehensive exams and dissertation defense, to see if it is possible to predict challenges the students may have before they reach those phases, so as to improve student success and learning outcomes.

For the coursework phase measure our plan is to utilize the same data each department submits for assessment of papers in selected classes, thus obviating more data collection by the departments. Since doctoral classes will be listed separately from Masters level classes we believe it will be an easier task to separate out the doctoral students' rubrics for inclusion within our assessment data.

For the review of the proposal measurement our office has developed a rubric which we use in the proposal review process. Besides providing assessment data which we can later compare with measure 5 (rubric for dissertation defense), we have found that the form provides a useful means of feedback from professors to the doctoral student on how to improve his/her proposal.

Measure 6 was recently modified, where each student on an annual basis is required to submit a form called the 3 P Report. In this report, the student indicates what presentations, posters, and publications they have done in the past 12 months (thus 3 P – presentations, posters, publications). This is integrated with the attendance at professional meetings. All students who attend the meetings are required to submit a 3P report as a requirement for the privilege of attending professional meetings. Those who do not attend the meetings are also asked to report.

The other measures, 1 and 7, are tied to courses that are part of the core for the PhD program. This simple assessment program will provide us valuable data, that over time can assist us in improving the PhD and ThD programs.

Below are the details for the 7 above measures for the years 2015 and 2016. Measure 2 (data on core courses from each department) has not been compiled at this point. Also, we recently made a switch of measure 1 from one class to another and the data listed here is older from the previous course it was linked to.

Measure 1: Integrated Philosophy – linked to Outcome 1, Integrated philosophy of faithfulness to God

Outcomes – Philosophy of Teacher/Scholar 2013-15			
Outcome	Measure	Target	Actual
Articulates integrated theology/philosophy of teacher-scholar	Paper that articulates theology/philosophy of teacher scholar	80% of students achieve a score of 85% or above on the philosophy of teaching paper	2013-2014 – 3 90% or above, 4 at 85-59%, 1 at 80-84% 2014-215 – 3 had 95% or above, 1 had 85%

Measure 2: Rubric for Core Course – linked to Outcome 2, Broad understanding of content area

NOT YET IMPLEMENTED

Measure 3: Comprehensive Exam Scores – linked to Outcome 2, Broad understanding of content area

Comprehensive Exams 10 Students who took Comps. 2015-16						
Passed without Oral	Passed with Oral Exam					Failed
	1 Oral	2 Orals	3 Orals	4 Orals	5 Orals	
5	2	0	0	0	0	3

Measure 4: Proposal Review – linked to Outcome 3, Propose and carry out research

__6___ Students Presented their Proposals 2015-2016		
Pass without Revisions	Revisions	Re-write
1	5	0

RUBRICS FOR PROPOSAL REVIEWS NOT COMPLETELY IMPLEMENTED, COMPARISON WITH DEFENSE RUBRICS STILL FUTURE

Measure 5: Dissertation Defense – linked to Outcome 3, Propose and carry out research

7 Students Defended their Dissertation 2015-2016			
Approved with No Revisions	Approved with Minor Revisions	Approved with Major Revisions	Rejected
0	6	1	0

5 Students Defended their Dissertation 2016-2017			
Approved with No Revisions	Approved with Minor Revisions	Approved with Major Revisions	Rejected
1	3	1	0

Measure 6: Presentations, Posters, Publications – linked to Outcome 4, Scholarly research, presentation, publication

Scholarly Publications, Presentations, and Posters			
___17___ Students in 2015 - 2016			
Publications	Presentations	Posters	Popular Publications
20	24	5	5

Measure 7: Teaching Demonstration – linked to Outcome 5, Teaching ability

Outcomes – Teaching Ability 2013-2015			
Outcome	Measure	Target	Actual
Display teaching ability appropriate for college and university settings.	Present a lecture/lesson for a religion course in a college or university setting.	75% of students receive an A on their presentation in the university class.	2013 – 5 A, 3 A- 2014 – 1 A, 2 A-, 1 B+ 2015 – 3 A, 1 A-

Discussion

What these data suggest is that the PhD/ThD program has made progress in focusing students on publication and presentation in preparation for writing the dissertation and engaging scholarship. The goal is the deepening of student involvement in scholarship and the improvement of dissertations, leading to more productive scholarship, better teaching and engagement with other scholars on an ongoing basis.

The data further illustrate the need for care in admission of students whereas 3 students failed their comprehensive exams and were dropped from the program. This type of failure is rare in our program, but still points to the need for care in admission, periodic review of student progress and development of appropriate off ramp strategies for students who find the program a poor fit for their interests and skills.

Further gathering of data of the measures will enable clearer decision-making markers for program administration and enhance future improvements for the program.

Action Plan

The PhD/ThD office is proposing the implementation of an annual review of student progress process and the establishment of an Advanced Certificate in Religion being awarded a student should they need to leave the program after the coursework phase of the program.

The essential characteristics of the proposal are twofold. First, all students would begin the PhD or ThD program as a First Year Student. During this year the student would be required to write a research paper, typically linked with a class the student is taking. This research paper would become part of an end of first year review by the faculty of the student's department. The student's progress in the program, their grade point standing, involvement in professional life, professional and spiritual relationships and a review of the research paper would be assessed by the department faculty using a simple rubric developed by the PhD/ThD office. The results of the review would include recommendations from the faculty for the student's continuation or dismissal from the program and, in the case of continuation, recommendations for development. If the student continues in the program they shift to Second Year Student.

Second, on completion of the coursework phase of the program students prepare for and take the comprehensive exams. Should the student fail one or more exams, the student is given a second chance to take the exams specified in PhD/ThD policy. The grading rubric for second attempts would allow for straight dismissal from the program, a Certificate Pass or a Doctoral Pass. In the event of the Certificate Pass the student would receive the Advanced Certificate in Religion and not continue in the program. In the event of a Doctoral pass the student would continue in the program. In the case of straight dismissal from the program, the student would not receive any degree or certificate.

This type of tiered review of student progress and an Advanced Certificate in Religion off ramp provides four positive outcomes for the faculty and students of the PhD/ThD programs. First, it provides early feedback to the student concerning their progress. Second, it places a premium on writing and other important aspects of the program (what one measures becomes an object of focus). Third, it allows for a reasonable off ramp from the program should the student be

unqualified to continue beyond taking comprehensive exams. And, fourth, it allows the faculty to permit more students into the program who could prove their abilities during their beginning study. At present, the lack of an adequate annual review process and particularly the lack of a dignified off ramp from the program, make the faculty reluctant to allow some students into the programs for fear that they will do poorly but continue in the program for lack of a dignified exit strategy.

Review Question #9**: How well are students meeting the program's learning outcomes?**

The program outcomes are reflected in the chart above, under question number 8.

Following is a synopsis of measures, targets, and student performance for each of the five PLOs.

Outcome 1: To measure learning for PLO #1, a minimum of 80% of students are expected to achieve a score of 85% or above on their teaching demonstration for GSEM 860 Teaching Religion in College. Results for the past three academic years, 2013-2014 (N = 8), 2014-2015 (N = 4), and 2015-2016 (N = 4) show that students met and exceed the target during those years.

Outcomes – Teaching Ability 2013-2016			
Outcome	Measure	Target	Actual
Display teaching ability appropriate for college and university settings.	Present a lecture/lesson for a religion course in a college or university setting.	75% of students receive an A on their presentation in the university class.	2013-14 – 5 A, 3 A- 2014-15 – 1 A, 2 A-, 1 B+ 2015-16 – 3 A, 1 A-

Outcome 2: Similar to measure PLO #2, a minimum of 50% of students are expected to pass all four exams in major area and one exam in minor area after three to six months of preparation. These consist of 50% passing all exams without the oral and 75% passing them with no more than two oral exams.

It is troubling that a number of students have failed the comprehensive exams. Three students had to leave the program. In one case the student failed all five exams on the first attempt and four on the second attempt. This has led to changes in the comprehensive exam policies. Contracts were instituted several years ago and have helped, but we have also extended the required period of time for preparation to a minimum of six months with all DG grades cleared within three months of taking exams. All contracts have to be approved a minimum of six months in advance of the exams. Further changes will be proposed regarding expectations of

exams and exam process to decrease the number of failed exams. This problem also points to the great need for the Advanced Certificate in Religion as a dignified off ramp from the program.

Comprehensive Exams 10 Students who took the Exams 2015-16 (N = 10)						
Passed without Oral	Passed with Oral Exam					Failed
	1 Oral	2 Orals	3 Orals	4 Orals	5 Orals	
5	2	0	0	0	0	3

Comprehensive Exams PhD/ThD Students who took the Exams 2016-17 (N = 4)						
Passed without Oral	Passed with Oral Exam					Failed
	1 Oral	2 Orals	3 Orals	4 Orals	5 Orals	
1	1	1	0	0	0	1

Outcome 3: Student competency on PLO 3 is measured by their success in the dissertation proposal review process with a 90% pass rate as target. Over the past three academic years (2013-2014—N = 5; 2014-2015—N = 10; 2015-2016—N = 6) students have met the target for this outcome. A rubric has been instituted for the review process to help both faculty and students recognize better specific recommendations for writing the dissertation well.

6 Students Presented their Proposals 2015-2016		
Pass without Revisions	Revisions	Re-write
1	5	0

Outcome 4: Student competency for outcome 4 is measured by the oral defense of the dissertation and in presenting scholarly articles and having them published. As a target, 20% of students are expected to pass the oral defense with no revisions, 70% with minor revisions, and 10% with major revisions. A tradition at the seminary is not to bring a dissertation to defense until it is assured of passing. As a result most dissertations need minor revisions.

7 Students Defended their Dissertation 2015-2016			
Approved with No Revisions	Approved with Minor Revisions	Approved with Major Revisions	Rejected
0	6	1	0

5 Students Defended their Dissertation 2016-2017			
Approved with No Revisions	Approved with Minor Revisions	Approved with Major Revisions	Rejected
1	3	1	0

In terms of submitting scholarly presentations for publication, student participation has been increasing considerably over the past three years. This increase in the number of student presentations and publications undoubtedly correlates with taking students to professional meetings. However, the number of students doing these publications, presentations or posters are a minority of the entire PhD/ThD student group. We plan to introduce a requirement that each student give a minimum of one presentation, poster presentation or scholarly publication before taking comprehensive exams. In 2013, 21 of the PhD/ThD students published 9 scholarly articles, made 23 scholarly paper presentations and 17 scholarly poster presentations, in addition to the scholarly work the same group of 21 students published 16 separate pieces in popular publications.

Year	No. of Scholarly Publications	No. of Scholarly Paper Presentations	No. of Scholarly Poster Presentations	No. of Popular Publications
2013	9	23	17	16
2014	18	18	10	23
2015	28	28	7	6

Outcome 5: As a measure for this outcome, students are required to present a lecture/lesson for a religion course in a college or university setting. The target is an A rating by a minimum of 75% of presenters. In the 2013-2014, and 2014-2015 academic years, students fell short of the target. However, it was achieved in the 2015-2016 school year.

Discussion

Regarding outcome number 1, students are meeting our goal in expressing an integrated philosophy/theology of teaching. We recently shifted this measure from a course that was focused on teaching ability, to a course focused on biblical and theological hermeneutics. We will need to assess the data from that new course, to verify that students are achieving a perspective on biblical and theological hermeneutics that they integrate within their teaching philosophy as professors of religion.

Regarding outcome number 2, we have data from comprehensive exams and noted above the challenges of some students not passing the exams and having to be dismissed from the PhD program. This challenge has led the PhD/ThD committee to reassess a broader perspective on the PhD program regarding both admission and exit strategies. We are in the process of benchmarking and developing a plan whereby we plan to institute an Advanced Certificate in Religion which will fulfill several goals. It will allow us to accept more students into the program, and provide a reasonable exit strategy for those who do not demonstrate the capacity to complete the dissertation phase. Having completed the coursework and comprehensive exam at a certificate level pass, they would exit the program and receive the Advanced Certificate in Religion. Those with a doctoral pass on the comprehensive exams, along with a review on their status by the department and department affirmation, would be allowed to continue into the dissertation phase.

Regarding outcome number 3, the ability to propose delimited topic and carry out research, the PhD office instituted a proposal review process in 2011, which has helped give direction to students in preparing their dissertations. Recently a rubric for the proposal review process was

implemented which will eventually be correlated against dissertation defense rubrics to help the PhD/ThD office and departments better plan for student success.

Regarding outcome number 4, the chart above illustrates how students' presentations and publications has increased exponentially, based on the number of students attending professional meetings. The institution of the 3P report in 2015 is already adding impetus to student achievement, as the requirement to submit a report encourages the students to take seriously the need to produce presentations and publications. The PhD office, in conjunction with the attendance at professional meetings, instituted an additional $100 to each student giving a presentation or poster. This has also encouraged students to give professional presentations.

Regarding the fifth outcome, students are achieving the goal set for giving class presentations in the course GSEM 860. The PhD office initiated in 2013 a program where students would have greater teaching experiences in conjunction with undergraduate religion courses. This functioned acceptably for 1 or 2 years, but financial and administrative challenges were encountered that led to the reversion of the program to its older version where students gave class presentations within GSEM 860.

The above date indicates that the greatest need at present is for the program to institute the Advanced Certificate in Religion in conjunction with an appropriate student progress review process, and for thoughtful correlation to be made between measures 2 and 3, and measures 4 and 5, so as to improve both preparation for comprehensive exams, and improvement of dissertation outcomes.

The Phd/ThD committee has implemented a number of policies to enhance the function of these phases of the program, such as the requirement of 6 months' minimum study for the comprehensive exams, a rubric for reviewing the proposals, and other requirements regarding comps exams, which we believe will improve our outcomes. The proposal for the Advanced Certificate in Religion is in process with the University.

Review Question #10: How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

The PhD in Religion and ThD programs are terminal degrees. The vast majority of our students do not proceed into post-doctoral fellowships but rather take up teaching positions mainly within church related colleges and universities around the world.

What our program does stress is involvement in professional life by taking typically 50 or more students to professional meetings each year where they present papers and posters that can lead to publications. We are finding that in conjunction with the worldwide work of the Adventist Theological Society, this stress on involvement in professional life is spreading interest and

involvement within professional life, research and publication beyond the achievement of the terminal degree.

One more note is worth listing here. As part of taking our students to professional meetings we have developed arrangements whereby students and scholars from countries outside the USA can attend the professional meetings and stay with our group for no charge at the hotels we stay at. We feel this is one way that Andrews University helps to serve the world church. In 2017 at the profession meetings in Boston we housed 6 students and 2 faculty from international Adventist universities with our group at no charge to them to stay at the hotel.

Andrews University Seminary Assessment Questionnaire PHD in Religion Spring 2013 (There is a lot more info in this report)

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
Overall program up to the present	44%	37%	15%	0%	4%
Rigor of the course work	37%	48%	15%	0%	0%
Depth of content information you have received	41%	41%	11%	7%	0%
Practical usefulness of what you have learned	44%	37%	19%	0%	0%
Adequacy of library resources	48%	41%	7%	0%	4%
Scholarships	22%	52%	19%	7%	0%
Attendance at professional meetings	44%	56%	0%	0%	0%
Registration processes	30%	30%	22%	11%	7%
Amount of doctoral seminars	22%	52%	0%	19%	7%

Advising for comprehensive exams	15%	67%	0%	19%	0%
Advising for dissertation proposal	26%	59%	0%	15%	0%
Advising by PhD/ThD office	48%	48%	0%	4%	0%

Assessment:

Several areas of this questionnaire suggest needed improvements. Rigor of coursework seems to be a challenge, and it is likely related to the fact that many PhD students take courses with masters level students. This points to a need for greater differentiation in class requirements for doctoral students in courses that also have masters students. It points to the need for more doctoral seminars, but the challenge of the university's financial situation makes this difficult, thus innovative ways must be developed to improve student satisfaction rigor of coursework at the doctoral level.

Another area of major concerns is scholarships. Because of the increase in tuition, the actual value of scholarship money has decreased. The PhD office has been able to increase the scholarship funds available to students in the last 5 years through outreach to generous donors. An endowment fund is under development which recently received a $1,000,000 donation, bringing our total to nearly $5,000,000. But the need is for a minimum of $25,000,000 to adequately fund student needs. The graduate dean's office instituted in 2012 a 10%, 25%, or 50% discount on tuition for the first 48 credits of the coursework phase based on the GRE scores. This has been a helpful impetus and encouraged a number of students to attend Andrews University. We continue to seek more funds to help our students.

PhD/ThD GRE Tuition Reduction Scholarships 2015-2016				
9 Students	0%	10%	25%	50%
Enrolled	3	1	2	3

Another area that needs more focus is advising for comprehensive exams. The PhD office instituted in 2015 a contract program, whereby students make contracts with the professors in preparation for the comprehensive exams. A form was developed for indicating the student, professor, topic, areas to study and bibliography. However, this needs further attention, whereas there is a fair amount of variation in the contracts between different professors and students.

A further improvement could be made on advising for dissertation and dissertation proposals. Professors do not receive release time for guiding dissertations. This can lead to a backlog of responding to students with timely feedback on dissertation chapters. The university needs to consider mechanisms that can be used to improve this situation. The PhD office, in conjunction with the dean's office, instituted several years ago a simple procedure, whereby the defense member of the committee and the chair of the committee receive a small honorarium. This has had a salubrious effect on professor's feelings towards guiding dissertations.

Action Plan:

1. Continue to encourage departments to offer doctoral seminars. Brainstorm with departments about how to obtain and maintain adequate numbers for seminar courses, and how courses might be cross-listed, or other innovations.
2. Differentiate better expectations for doctoral students in classes they take with masters students.
3. Continue to network with donors to develop scholarship endowments.
4. As part of the new Faculty Handbook for the PhD program, provide clear instructions on preparing comprehensive exam contracts, writing comprehensive exam questions, and grading comprehensive exams utilizing the new corresponding rubric.

Review Question #11: How have the above data contributed to decisions for program improvement? What impacts have these evidence-based changes had on student learning and student success?

The current PhD director was appointed in 2011. The following changes to the program have been made since that time, based on assessment data, students and faculty experiences, and deliberations between administration and the PhD office, and the PhD-ThD committee. These changes have markedly improved student satisfaction with the program.

STUDENT HANDBOOK

The PhD director found an existing student handbook which needed revisions. These revisions were accomplished in 2013 and 2014, voted by the PhD committee on 7 November 2014. The new handbook was organized according to phases of the program: admission, coursework, comprehensive exams, and dissertation. It laid out details regarding the application process and deadlines for applying, and described the admission process in clearly outlined time limits for the degree. By this time (2018) it is in need of revision because of modified policies. It will also need to be coordinated with the new Faculty Handbook in process of development. Benchmarking has been done with other universities for student and faculty handbooks and this benchmarking will be used in helping create the new Faculty Handbook and for updating the Student Handbook.

The coursework section of the handbook outlines the roles of the advisor, the PhD office, and the dissertation committee, to help students understand to whom they should go to in order to receive assistance. The handbook also describes in detail the language requirements for different departments and qualifying exams. It describes the area of concentration and cognate

requirements, and presents the teacher-mentoring program and goals for professional meeting attendance and publication.

The comprehensive exam section describes how to register for the exams and how to produce contracts with professors. It lays out how the exams are offered and graded. The dissertation section of the handbook describes the process of writing the dissertation proposal and the approval process. It gives further instructions concerning writing the dissertation, the defense, and corrections after the defense. The last section deals with solving problems, and briefly discusses how to prevent problems, and to whom to turn regarding questions about registration and petitions, as well as the process of dealing with disagreements. The Student Handbook now needs to be updated/revised in conjunction with the production of a Faculty Handbook.

PROFESSIONAL MEETING ATTENDANCE

This initiative of the PhD office began in 2011 with funding from the General Conference president's office and donors. We took 25 students to professional meetings in San Francisco. Since that time, we have been able to increase the attendance by our students to approximately 50-55 per year. An initiative was begun to encourage the students to give presentations and posters. Over time, the number of presentations and posters has increased markedly. Our office encourages these presentations by providing to students an award of $100 if they give a presentation or a poster. Attendance at the professional meetings has had a striking effect on student involvement in scholarship and networking with other scholars and potential employers.

FUNDRAISING WITH CONSEQUENT INCREASE IN SCHOLARSHIP AVAILABLE TO STUDENTS

For many years, the PhD program provided $200,000 of scholarship money to its students. Over time, this was eroded by inflation. The previous PhD director had made a special request for additional funding for students in need. The current PhD director extended this work to regularize higher levels of scholarship. In 2013 and succeeding years, the work of fundraising was extended by the PhD director attending the Adventist Services Industries conventions, along with student representatives. This ongoing networking will hopefully bear fruit in more scholarship monies for our students. The graduate dean's office initiated a program of tuition reduction for applicants with high GRE scores. This program has greatly benefited the PhD in religion and ThD programs.

BEST PRACTICE POLICIES – FACULTY HANDBOOK

Since 2011, the PhD office has initiated a number of policy modifications, to improve the function of the program and the service we provide to students and faculty. Lamentedly, the PhD in Religion has been in existence in the Seminary for at least 30 years, but there is no Faculty Handbook that describes the faculty function of PhD work. In the last five years, the PhD office has initiated policy changes to help encourage best practices. These include:

- The revision of the Student Handbook, which also serves to inform faculty of their roles;
- Changes to admission policies to clarify on what grounds to accept or reject applicants;
- Establishment of comprehensive exam contracts and grading rubrics for comprehensive exams.

- Reinforcement of dissertation proposal review process and use of the Graduate School's rubrics for dissertation defenses.

The new Faculty Handbook is in process. Benchmarking of other universities' Faculty Handbook has been done and will be used in the process of making our PhD/ThD Faculty Handbook.

STUDENT RECEPTION

In 2015, the PhD office, in conjunction with the professional meetings attendance, initiated a reception for SDA doctoral students and potential employers from Adventist colleges and universities. The first reception in 2015 was well received, but it was in 2016 that more representatives from Adventist colleges attended and made contact with students for job opening. As part of the 2016 reception, the PhD office provided business cards to each student attending the meetings. This has been continued in the 2017 reception.

EMPHASIS ON PUBLICATION, SEMINARS

Beginning with attendance at professional meetings, the PhD office started to focus on student publication. The attendance at the meetings helped foster this, but we have also encouraged students and faculty to focus on student writing and publication. An online journal titled Andrews University Seminary Student Journal (AUSSJ) was established in 2015 to provide a venue for student publication. It is an online, refereed journal. In 2016, the PhD office initiated a simple reporting form, to encourage students to report their presentations, posters, and publications. It is known as the 3P Report (presentations, posters, publications) and all students are required to submit a report annually, particularly those attending professional meetings.

REVISION OF ADMISSION POLICIES

In 2016, the PhD office initiated, through the PhD and ThD committee, two changes in the admission process. One policy streamlined the process of decision-making regarding applicants. The other policy clarified the issues regarding MDiv equivalency.

CRITERION 3: FINANCIAL ANALYSIS

Review Question #12: What is the relationship between the cost of the program and its income and how has that been changing over time?

Quality Indicators: The costs of delivering the program have remained steady, while the income has dropped some, especially in the past fiscal year.

Demand for Our Graduates: See above notes and chart under question 4.

Doctoral Dissertation: Dissertation credit costs have risen commensurate with other costs and are not typically the more challenging part of costs for students to cover.

Program Changes: The program office has focused attention on making the students' experience easy to work with departments and the accomplishment of their goals along with focus on professional life. This has not added additional costs to students.

Assessment Driven Change: Each year the PhD/ThD Program Director participates in the Seminary Assessment Retreat and gives a report where goals are set and discussion is provided about accomplishments and challenges yet to be met.

Action Plan: Continue to focus on professional growth, development of writing skills, development of the Advanced Certificate in Religion with better benchmarks of accomplishing program goals.

It would be nice to have a report each year from the Dean's office about our financial progress in the program. Currently the PhD and ThD programs are financially under the Dean's office. The Program Director regularly consults with the Dean's Office business manager on PhD/ThD finances, but an overall view would help us in planning.

Review Question #13: What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

Evaluation: The Seminary, University and World Church strongly support the program financially and other means. With the rising cost of tuition, more scholarship funds need to be made available, so fund raising for current and endowments are critical to make the program affordable.

Action Plan: Develop a financial action plan for the program. Continue building networks with donors to support the scholarship program and build the Hasel Memorial Scholarship Fund which now stands at about $5,000,000. The goal is to raise this fund to $25,000,000

Evaluation: No further input at this point.

CRITERION 4: STRATEGIC ANALYSIS

Review Question #14: Describe the strengths of the program.

Strengths

- Adequate time to be mentored by professors – residential experience with the largest number of bright SDA theological minds in one place
- Content orientation – coursework emphasizing depth of understanding and comprehensive exam experience emphasizing breadth of learning
- Breadth of resources – best SDA theological library in the world
- Preparation for dissertation – dissertation proposal rigorously reviewed
- Original research – combination of mentoring by professors, preparation for dissertation, and resource materials available for research
- Professional participation and publication – attendance at annual professional meetings, emphasis on giving presentations and publication
- Participation in Hispanic Theological Initiative (HTI) – beginning in 2012, Andrews University became a member university of the consortium of universities around the United States (such as Princeton, Baylor, Harvard, etc.) supporting the development of Hispanic scholars. The students we send to this program are mentored and are given instruction and help in writing and networking. HTI recently received a Lilly Foundation grant enabling them to provide $25,000 student fellowships over a 5-year period. In 2017-2018 one of our Andrews students received one of these fellowships.

Some financial details supporting this answer are presented in the answer to question 13.

Demand for our graduates:

Graduates Successful in Doctorate Programs: Following is a list of our program graduates who have served with distinction at Adventist Universities and Colleges around the world

- **Merlin Burt** – Associate Professor of Church History at the SDA Theological Seminary and Director of the Center for Adventist Research at the James White Library of Andrews University.
- **Frenando Canale** – Emeritus Professor of Theology and Philosophy at the SDA Theological Seminary, respected as a thoughtful proponent of the SDA message.
- **Felix Cortez** – Professor of New Testament at Andrews University Seminary, important scholar in the New Testament book of Hebrews.
- **Richard Davidson** – J. N. Andrews Professor of Old Testament Interpretation at the SDA Theological Seminary, author of *Flame of Yahweh: Sexuality in the Old Testament*, author of numerous articles, internationally recognized and respected speaker.
- **Jacques Doukhan** – Professor of Hebrew and Old Testament Exegesis at the SDA Theological Seminary, prolific author, editor of *Shabbat Shalom* for many years, general editor of forthcoming SDA International Bible Commentary.

- **Keith Mattingly** – Dean and Professor of Old Testament of the College of Arts and Sciences of Andrews University.
- **P. David Merling** – Professor of Archeology at the SDA Theological Seminary and now pastor in the Texico Conference.
- **Jerry Moon** – Professor of Church History and Chair of the Church History Department at the SDA Theological Seminary.
- **Jiri Moskala** – Professor of Old Testament Exegesis and Chair of the Old Testament Department of the SDA Theological Seminary, internationally recognized and respected speaker, now the Dean of the SDA Theological Seminary.
- **John Peckham** – Former Professor of Religion at Southwestern Adventist University and now Associate Professor of Theology at Andrews University SDA Theological Seminary.
- **Paul Petersen** – Professor of Hebrew Bible and Chair of the Department of Religion of the College of Arts and Sciences of Andrews University, for many years Field Secretary for the South Pacific Division of Seventh-day Adventists.
- **Angel Rodriguez** – Former Director of the Biblical Research Institute of the General Conference of SDA for many years, respected Biblical scholar and author.
- **Tom Shepherd** – Professor of New Testament Interpretation and Director of the PhD in Religion and ThD programs at the SDA Theological Seminary, missionary to Malawi, Africa and Brazil in South America.
- **Ranko Stefanovic** – Professor of New Testament at the SDA Theological Seminary, author of *Revelation of Jesus Christ* commentary, internationally recognized and respected speaker.

Graduates in Administrative Positions:

- **Roberto Badenas** – Education Director for the Euro-Africa Division of Seventh-day Adventists for many years.
- **Roy Adams** – Associate Editor of *Adventist Review* for many years.
- **Gordon Cristo** – Secretary of the Southern Asia Division, professor at Spicer Memorial College for many years.
- **Ganoune Diop** – Professor of Old Testament at Southern Adventist University and now Director of Study Centers for Global Mission for the General Conference of Seventh-day Adventists.
- **Ekkehardt Meüller** – Associate Director of the Biblical Research Institute of the General Conference.
- **Gan-Theow Ng** – Secretary of the General Conference of Seventh-day Adventists, longtime administrator for the SDA Church.
- **Barry Oliver** – President of the South Pacific Division of Seventh-day Adventists, pastor, evangelist, professor.
- **Brempong Owusu-Antwi** – Chancellor of the Adventist University of Africa in Kenya, longtime professor and administrator for the SDA Church.
- **Gerhard Pfandl** – Associate Secretary of the Biblical Research Institute for many years, author and editor of books on biblical and theological topics.
- **Leslie Pollard** – President of Oakwood University and longtime administrator for the Seventh-day Adventist Church.

- **Carlos Steger** – Dean of the School of Theology at River Plate Adventist University, Argentina.
- **Artur Stele** – Director of the Biblical Research Institute and General Vice President of the General Conference of Seventh-day Adventists.
- **Alberto Timm** – Previously Rector of the Latin-American Adventist Theological Seminary of South America, and now Associate Director of E. G. White Estate at the General Conference of Seventh-day Adventists.

Graduates in Other Schools:

A very incomplete survey of faculty in other SDA schools also shows that our students have been in demand.

- **Stephen Bauer** – Professor of Theology and Ethics at Southern Adventist University and President of the Adventist Theological Society.
- **R. Dean Davis** – Professor of Religion and Chair of the Theology Department at Atlantic Union College for many years, served as missionary to Brazil.
- **Frank Hasel** – Dean of the Theological Seminary at Bogenhofen Seminary in Austria.
- **Larry Lichtenwalter** – Senior Pastor of the Village Church of Seventh-day Adventists, Berrien Springs, MI, longtime leader and speaker of the Adventist Theological Society, now Dean of Middle Eastern College Seminary.
- **Edwin Reynolds** – Professor of New Testament Studies and Biblical Languages at Southern Adventist University, missionary to Africa and Philippines serving at Solusi College and the Adventist International Institute of Advanced Studies.
- **Zdravko Stefanovic** – Professor of Old Testament at Walla Walla University and formerly Professor of Old Testament at the Adventist International Institute of Advanced Studies (AIIAS) in the Philippines.
- **Efraim Velazquez** – Professor of Old Testament and Archeology and Vice President of the Theological Seminary at Antillean Adventist University.
- **Lloyd Willis** – Professor of Old Testament and Chair of the Religion Department at Southwestern Adventist University for many years.

Review Question #15: **Describe the weaknesses of the program and the plans that are in place to address them.**

Weaknesses

- Scholarship resources inadequate – unable to provide 100% of tuition, unable to provide any living stipend
- Length of time – as a result of inadequate resources students must work, have attention diverted from study and research
- Library resources less cutting edge – library resource budget a smaller percentage of University budget than previously, pointing to a diminishment in library adequacy
- Dissertation guidance – not counted as part of professor load, leading to overworked professors, inadequate guidance or lack of timely return of materials, or a combination of these factors

- Need for revision of Student Handbook and development of Faculty Handbook – the PhD Director's available time is pressed which has delayed the revision of the Student Handbook and the development of the Faculty Handbook, but these are urgently needed.

Evaluation:

- Scholarship resources – The PhD office continues to search for funding resources for scholarships. At present, we have three main sources of scholarships: two gracious donors, and the graduate dean's office tuition reduction. The PhD director attends the Adventist Services Industries convention yearly to network with potential donors. This attendance over the last four years has netted some potential opportunities for donors, but none have come to fruition at this point. We plan to continue this attendance and research in order to enhance our endowment and scholarships available to students. On an annual basis, we provide a report to our donors on the use of funds and the progress of the program, as well as providing to them Thank You notes from our students expressing appreciation for their support. Our donors continue to be supportive of what we do. We hope that the university will turn towards a greater emphasis on endowment building for our program and other programs on campus, whereas Andrews University at present has inadequate endowment resources.
- Length of time – The upswing in scholarships availability has decreased the amount of time it takes for our students to complete their PhD or ThD. We monitor their progress and encourage them to stay out of debt and to take as much load as they are able to do. Students who have been in the program for a long time are required to make a request for an extension. In the past several years we have shortened the length of time given for extensions for a typical one year to six months. This requires that we provide extensions more often, but it has spurred students to complete their dissertations, and has thus had a good effect.
- Library resources less cutting edge – As an overall part of the Andrews University budget, library allocations have decreased. The Andrews University Theological library is the best theological library the Adventist church owns in the entire world. We greatly appreciate the dedicated work our library staff and their support of seminary research. However, we wish to emphasize to the administration the importance of continuing strong support for the library, whereas scholarly resources are at the heart of research.
- Dissertation guidance – The new Faculty Handbook will a give structured outline for professors, indicating what their responsibilities are in terms of dissertation guidance, pointers on how to do this well, and expectations for guiding students in their work. However, the Seminary administration and the university administration in general need to give consideration to how professor loads are determined in relationship to guiding dissertations. The Graduate Dean's Office and the Office of the Provost have taken steps to address this problem. We recommend the implementation of the rubric developed addressing this issue.

- **Review Question #16: Describe the opportunities likely to present themselves to the program in the coming years and the changes and resources necessary to take advantage of them.**

Opportunities

- Fund raising – creating a $25 million endowment would radically modify the programs' outcomes and time in program, leading to greater blessing to the world church.
- North American Initiative – The majority of our students are international. While some remain in the United States, many return to their field of origin or other locations in the world. The great opportunity lies before Andrews University to provide a new generation of religion professors for the North American Division colleges and universities. But to capitalize on this opportunity, the university must focus on recruiting more North-American-based students into the PhD/ThD programs. To attract these students, we must find means to provide them with scholarship support. At present a number of top universities in the United States provide complete tuition, and sometimes living stipends for students. The PhD Program Director knows of cases when top-notch students went elsewhere for their PhD studies because they were able to obtain full scholarships. It would seem prudent for Andrews University to establish a North-American initiative focused on students of a variety of ethnicities based in North America, for whom to provide full scholarships for the PhD program.
- Hispanic Scholarships – Recently the PhD Program Director has been informed that there are 5 full scholarships available for Hispanic students to go through the PhD/ThD program to support the North American Division. We will be identifying likely candidates in coming days.
- Partnerships with the world field – The Seminary Dean has begun an initiative to make it more appealing for world divisions to partner with Andrews University Seminary to send students to study for their PhD. The South-American Division has grasped this partnership concept strongly, and has laid plans for more students to attend Andrews Seminary. Contacts have been made with other divisions, but further arrangements are needed to solidify and encourage this type of partnership. Andrews University has historically trained religion professors from around the world. We need to continue this tradition, seeing that students trained at the Seminary help to maintain the unity of the church, due to their common theological training and outlook.

Review Question #17: Describe the threats that may negatively impact the program in the coming years and the changes and resources necessary to mitigate them.

- Pricing out of market – rising tuition without concomitant scholarship funds threatens the continuation of good enrollment in the programs
- Talent going elsewhere – a variation on the first point, without adequate funding, more difficult to attract brilliant committed students
- Rise in student debt – students have to live and pay for training in the absence of scholarships and living stipends. If their debt load rises too high it makes it very challenging to teach in Adventist colleges and still pay off such debt

- Diminishment of doctoral offerings – the change in the MDiv program with a tightening of curricula may lead to challenges regarding doctoral class offerings

Evaluation:

The PhD/ThD Director works with the PhD/ThD Committee and the Dean to address these challenges. Fund raising continues and streamlining of the program through revision of curricula, writing and revising of policies. It would be worthwhile for the university administration to set up a discussion on funding and pricing of degrees in conjunction with PhD leadership in the various schools that offer these degrees. Certainly the university must be solvent, but dialogue on these topics can help the PhD leadership understand university challenges (to better defend them), but also provide a venue where PhD Directors can share their concerns about rising prices.

Review Question #18: What should be the future direction of your program and what steps and resources are necessary to take your program in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

Above we have laid out a narrative that describes the development and direction of the PhD in Religion and ThD programs. Here we will lay out strategic goals for the next five years.

Strategic Goals 2018-2023

- Enhance and activate Hasel Scholarship Endowment
- Partner with world divisions to send scholars to Andrews Seminary
- Establish North American Initiative to specifically fulfill needs of North American SDA colleges and university Religion faculty
- Identify and enroll 5 Hispanic students utilizing the Hispanic Scholarship
- Establish doctoral curricula, Faculty Handbook, regularize doctoral offerings
- Revise Student Handbook to be in line with voted policies and the new Faculty Handbook
- Establish dissertation guidance release time for professors
- Change PhD/ThD director position from quarter time to half time.

Review Question#19: Give any additional information that should be included in the self-study. Describe program recommendations.

Here we gather together the recommendations from this entire document and collate them together where they overlap.

Recommendations:

1. Continue involvement in professional meetings, fostering student presentations and publication. (see pp. 5, 11, 19)
2. Continue to develop application process to best serve acceptance of excellent students into the program. (see p. 7)
3. Improve advising and coordination with departments. (see p. 8)
4. Shift Program Director position to half time. (see pp. 8, 41)
5. Encourage higher funding to library. (see pp. 9-10)
6. Establish department curricula requirements. (see p. 10)
7. Establish review of student progress procedure and Advanced Certificate in Religion. (see p. 24)
8. Continue to encourage departments to offer doctoral seminars. (see pp. 32, 41)
9. Differentiate better expectations for doctoral students in classes they take with Masters students. (see p. 32)
10. Continue to network with donors to develop scholarship endowments. (see pp. 32, 41)
11. Develop Faculty Handbook. (see pp. 32, 41)
12. Partner with world divisions to send scholars to Andrews Seminary. (see p. 41)
13. Establish North American Initiative to specifically fulfill needs of North American SDA colleges and university Religion faculty. (see p. 41)
14. Identify and enroll 5 Hispanic students utilizing the Hispanic Scholarship (see p. 41)
15. Establish dissertation guidance release time for professors. (see p. 41)