


Spring 2007

## Appendix B (Chapter One - Criterion One)

Cedarville University

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# APPENDIX B

## Chapter One — Criterion One

Figure 1A-1 Mission Statement Revision Process

# Mission Statement Revision Plan

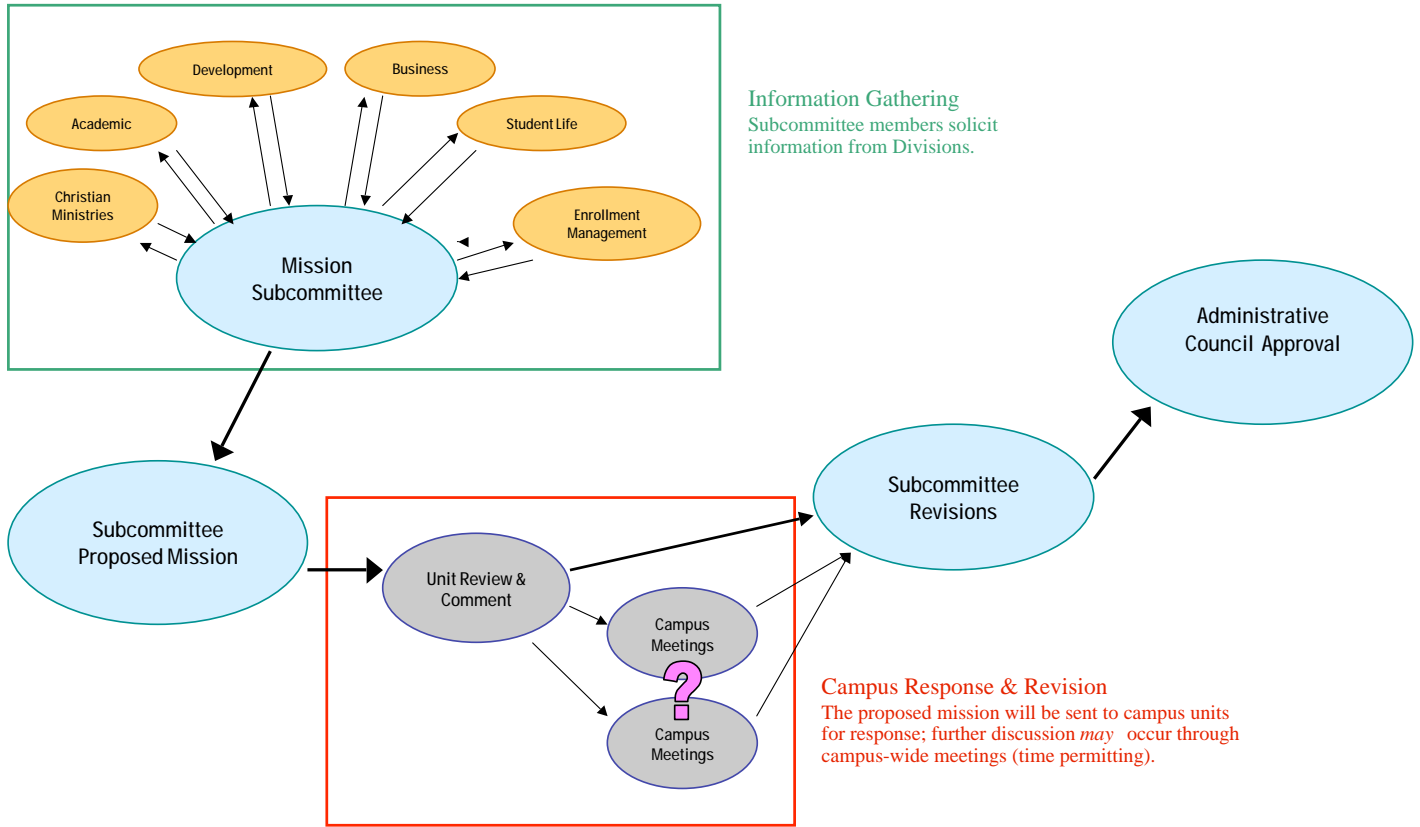




Table 1B-1 Female and Minority Percentages of Full-Time Faculty

Academic Year	Full-time Faculty	Male	Female	% of Total	Minority	% of Total
1997-1998	142	108	34	23.94%	4	2.82%
1998-1999	154	109	45	29.22%	4	2.60%
1999-2000	158	116	42	26.58%	4	2.53%
2000-2001	167	125	42	25.15%	6	3.59%
2001-2002	184	134	50	27.17%	6	3.26%
2002-2003	194	142	52	26.80%	11	5.67%
2003-2004	196	142	54	27.55%	11	5.61%
2004-2005	208	151	57	27.40%	11	5.29%

Table 1B-2 Minority Faculty by Rank

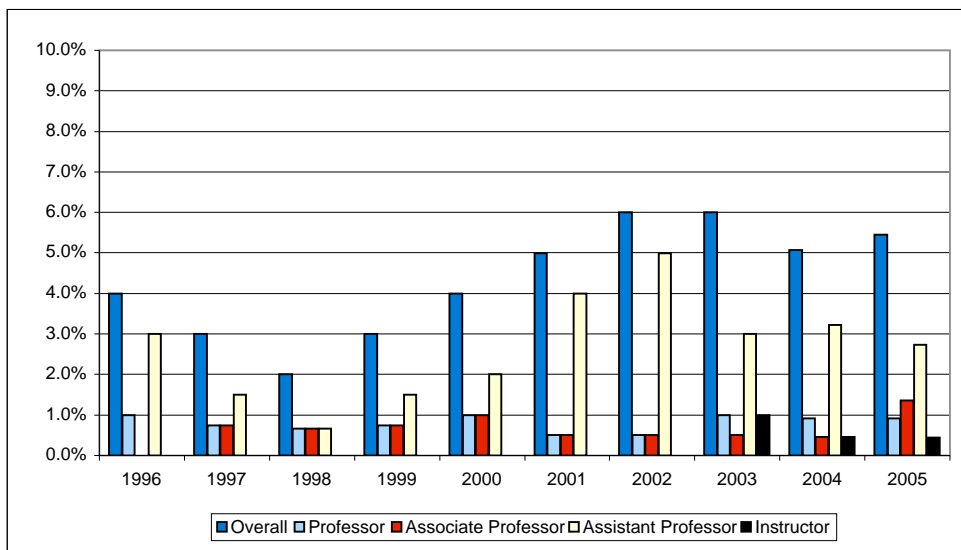




Table 1B-3 Female Faculty by Rank

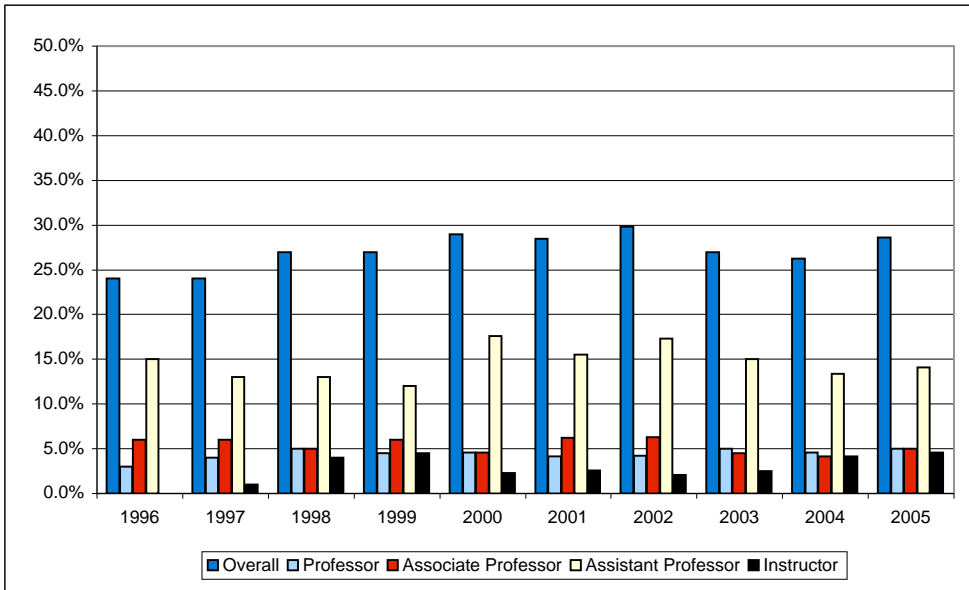


Table 1B-6 Average Freshman Equivalent ACT Composite Scores

Year	Equivalent Mean ACT
1994	24.4
1995	25.2
1996	25.2
1997	25.7
1998	25.52
1999	25.96
2000	26.09
2001	26.13
2002	25.55
2003	26
2004	25.7
2005	25.8
2006	26.02



Table 1B-7 Minority Enrollment 2001-2005

Year	Total	%Total Enrollment
2001	88	2.99%
2002	106	3.55%
2003	130	4.34%
2004	154	5.02%
2005	160	5.18%

Table 1B-8 Undergraduate Minority Students in the Entering Classes

Year	Number	Percentage	Percent Change
1996	91	3.6%	-0.6%
1997	101	3.9%	+0.3%
1998	87	3.2%	-0.7%
1999	87	3.1%	-0.1%
2000	88	3.1%	0.0%
2001	88	3.0%	-0.1%
2002	106	3.55%	+0.55%
2003	130	4.34%	+0.79%
2004	154	5.02%	+0.68%
2005	160	5.18%	+0.16%

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## List 1C-3 Three Common Models for Integrative Thinking in Christian Higher Education\*

Integration of Scripture and knowledge	explores the explicit linkages between biblical data and knowledge from outside the Scriptures. The emphasis in this model is the development of knowledge in various disciplines which can be derived directly from the Bible. In addition, the biblical data serves as the measure by which to evaluate all human thought.
Integration of faith and learning	is more encompassing than the integration of Scripture and knowledge. In this context, faith refers to the whole Christian theological system, and learning speaks of the comprehensive corpus of human thought found in the various academic disciplines. In this model, it is granted that in some areas of thought, such as mathematics, it is difficult to produce explicit linkages between biblical texts and reliable concepts in the discipline. However, all of human knowledge is encompassed within larger theological categories such as creation, the image of God, and the unity of truth.
Integration of faith, learning, and life	builds upon the integration of faith and learning. Its specific contribution lies in the application of the epistemological insights to the realities of life. Thus, it seeks to bridge theory and practice, knowledge and practice, ideal and real.
*Introducing Integrative Thinking Paper, pp. 3-4.	

Table 1C-5 IDEA Student Evaluations of Faculty by Departments

Department	Increased Awareness of Integration	Encourage Growth in Christian Character	Stimulated to Continue Integration
Biblical Education	4.57	4.51	4.61
Education	4.31	4.36	4.27
Social Sciences & History	4.13	3.98	4.06
Exercise & Sport Science	4.10	4.08	3.96
Psychology	4.10	4.01	4.05
Nursing	4.05	4.09	3.97
Music & Art	3.94	4.06	3.82
Communication Arts	3.84	3.89	3.73
Language & Literature	3.84	3.84	3.79
Business Administration	3.78	3.85	3.72
Science & Mathematics	3.73	3.74	3.70
Engineering	3.57	3.78	3.53



Table 1C-7 IDEA Student Evaluations of Selected General Education Courses

Course	Increased Awareness of Integration	Encourage Growth in Christian Character	Stimulated to Continue Integration
Christian Life & Thought	4.62	4.50	4.61
Spiritual Formation	4.42	4.42	4.48
Western Literature	4.28	4.27	4.29
Principles of Biology	4.27	3.98	4.18
United States History II	4.23	4.17	4.18
Foundations of Social Science	4.08	3.78	3.95
Physical Activity and the Christian Life	4.04	3.95	3.88
Introduction to Literature	4.00	3.94	3.95
Composition	3.75	3.75	3.70
United States History I	3.52	3.5	3.41

Table 1C-8 Cedarville University Christian Ministries

Community Ministries	"Approximately 70 teams serve the local communities and churches each week. Ministry teams seek to serve individuals and churches in this area by providing assistance in specialized areas, including crisis pregnancy/abstinence and counseling ministries, evangelism/urban outreach ministries, public school tutoring/teaching English ministries, youth and children's ministries, jail/detention center ministries, hospital ministries, nursing home/elderly visitation ministries, special needs ministries, and local church ministries."
Missions Involvement Services (MIS)	"Each year during breaks and in the summer, more than 350 students minister around the globe. This involvement in missions aids missionaries in their work and helps students discern God's direction in their lives. Participants raise their own financial and prayer support prior to leaving and report on their ministries upon returning. The majority of students who participate in the ... program do so as members of teams. Created to perform a particular service such as singing, drama, puppets, medical assistance, technical assistance, orphan care, teaching English as a second language, or physical labor, teams are typically selected each fall."
Discipleship Ministries	These on-campus ministries include approximately 85 student-led small group Bible studies, several prayer groups, and a premarital preparation mentoring program.
Touring Team Ministries	Six music and drama teams minister to camps, schools, and churches across the country (45 students in Spring Semester 2006).



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## List 1D-1 Standing Committees of the Faculty

Admissions Committee	Discusses and recommends admissions policies, and studies abilities and achievements of entering students and graduating students
Curriculum Committee	Evaluates and recommends amendments to proposed curricular additions and revisions
Department Chair Committee	Acts on curricular items, recommends program policy, and coordinates department academic activity
Faculty Academic Advisory Committee	Serves as an advisory committee to the academic vice president on the academic calendar, touring groups, field trips, special athletic events, and other academic matters
General Education Assessment Committee	Identifies, assesses, and reports on desired student learning outcomes for the University's general education core curriculum
Library Committee	Assists in the development of library policy
Self-Study Steering Committee	Directs the self-study intended to assess the degree to which Cedarville University is accomplishing its objectives
Summer School Committee	Makes recommendations to the academic vice president in matters of summer school policy and acts as an advisor group to the director of summer school
Teacher Education Program Internal Advisory Council	Serves as a policy-making body for the teacher education program and as an appellate forum for students wishing to change or modify education department decisions
Tenure Committee	Evaluates tenure track members during the fourth and sixth years of credited service
University Assessment Committee	Coordinates assessment activities and collects and reports the results of those activities

Table 1D-2 CT Survey: Dimension Summary

Dimension	Average Response		
	2003	2004	2005
Attraction & Retention	4.11	4.17	4.09
Motivation & Commitment	4.13	4	3.89
Empowerment & Relationships	4.23	4.03	3.97
Rewards & Benefits	4	3.87	3.78
Growth & Development	3.82	3.91	3.84
Christian Culture	4.16	4.08	3.84

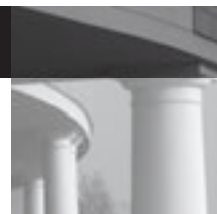


Table 1D-3 CT Survey: Specific Items

Question	Average Response		
	2003	2004	2005
My organization is well-managed.	4.18	4.07	3.9
My organization involved employees in decisions that affect them.	3.7	3.61	3.49
In comparison with people in similar jobs in other Christian organizations, I feel I am paid fairly.	4.07	3.89	3.65
My organization conducts its activities openly and honestly.	4.29	4.07	3.78

Table 1D-4 Individual Survey Results: Mission

Item	Agree/Strongly Agree	Mean Rating
1. I understand the mission of Cedarville University.	98%	4.53
2. I support the mission of Cedarville University.	97%	4.61
3. Cedarville University is true to its mission.	88%	4.22
4. The Cedarville University mission influences how I fulfill my responsibilities as an employee.	86%	4.22

Note: Selected responses were out of a 5-point scale.

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Table 1D-5 Individual Survey Results: Mission and Resources

Item	Mean Rating
1. I understand the mission of Cedarville University.	4.53
2. I support the mission of Cedarville University.	4.61
4. The Cedarville University mission influences how I fulfill my responsibilities as an employee.	4.22
7. The planning functions in my unit include my input about innovative change and give it careful consideration.	3.71
8. The University uses its personnel effectively to achieve its mission.	3.57
10. The University provides adequate support for evaluation and improvement.	3.52
11. The University planning process links effectively with the budgeting process to assure mission success.	3.26

Note: Selected responses were out of a 5-point scale.



### List 1E-1 Integrity of Creative Services Materials

Internal Process Review	Before any publication is sent to the client for review, the piece is reviewed by both the director and the copywriter.
Style Guide	Outlines basic design standards
Annual Portfolio of Publications	Contains University publications all of which are periodically reviewed to assure consistency
Departmental Coordination	Creative services meets with departments who, in the past, have created publications with little or no involvement from the creative services team. The admissions production coordinator serves as an ad hoc member of the creative services team.

## List 1E-3 Expanded List of Strengths and Opportunities

### Strengths

1. Cedarville University's mission statement is clearly articulated and has been recently reviewed and revised. Cedarville's mission documents are clearly articulated across campus and inform decision-making.
2. Cedarville has taken progressive action to expand the diversity of the student body, the faculty, and the staff of the University. Those actions have resulted in an increasingly diverse campus. Cedarville recognizes the diversity outside of its campus and prepares students for interacting in a multicultural and global society.
3. Cedarville University has a strong history of operating within the context of its mission.
4. The mission of Cedarville University pervades every aspect of campus life.
5. The administration of Cedarville is committed to maintaining the mission of the University.
6. Cedarville University has a history of using a holistic approach to making decisions. The administration seeks faculty and staff input on building projects through task teams and starts the annual budget process at the departmental level. Decisions are made within the context of the impact on the entire University.
7. While Cedarville has undergone significant transition at the administrative level, the new administration has articulated its desire to gather input from faculty and staff in other significant areas.
8. Cedarville University has a long history of acting with integrity to maintain its mission in all that it does.

### Opportunities

1. The University will publish the newly revised substantial agreement statement. It may be profitable to discuss, and redefine, what it now means for Cedarville to be a Baptist institution.
2. Update the Cedarville University Bylaws where necessary and connect the document to the mission statement (i.e., name changes of divisions and positions, new Community Covenant, etc.)
3. Update and revise the Faculty Handbook, including:
  - a. Revise and update information: new mission statement, semester conversion, committee membership, new positions, etc.
  - b. Add new information: new faculty meetings, including doctrinal sessions and the Integration of Faith and Learning Institute; requirements for submitting an incomplete grade; objective expectations for the securing of tenure; mission and objectives of the Academic Division; etc.
  - c. Nonessential information: job descriptions for vice presidents (other than AVP), deans, director of counseling services.
4. Combine into one additional handbook those policies common to all Cedarville personnel (administrators, faculty, staff). This document will acquaint University employees with expectations related to church membership and standards of conduct; policies on divorce, diversity, sexual harassment; benefits (medical and life insurance, pension plan, tuition remission); admission to campus events; bookstore services; and campus safety and parking, just to name a few.
5. Diversity Statement: The establishment of a campus-wide diversity statement is in process. This is to be distinguished from the University diversity policy which addresses legal issues of equal employment and educational opportunity. The diversity statement will be so configured as to grow out of the mission statement, with the intended purpose that all campus diversity practices and policies reflect such a diversity statement. Included will be the rationale for diversity, what it is to look like on campus, and how



campus diversity at this Christian university will differ from diversity in the broader non-Christian culture in which students are prepared to work, live, and minister.

6. **Campus Facilities:** It is suggested that a campus-wide plan for the oversight of reasonable accommodations be established to continue to provide access for disabled students.
7. **New Faculty Theology Sessions:** Since part of the purpose of these sessions is to introduce the faculty member to the University's theological position, the department of biblical education might consider developing a two-tiered series of theology sessions that will provide an advanced option for new faculty who have seminary or other theological training.
8. **Bible Minor:** The purpose and objectives of the required Bible minor need to establish further the significance of the Bible courses in the general education curriculum.

Continued development of an accurate measuring instrument is essential to demonstrate what students learn in the Bible minor and how that knowledge links to and facilitates integration within the general education curriculum.

9. **Capstone Experience:** In an effort to continue to develop the pervasion of integration across the curriculum, the University faculty should evaluate the significance of incorporating a biblical integrative component into the senior capstone experience of each academic major. Such a component will offer students an opportunity to apply a Christian worldview perspective to the culminating work of their undergraduate studies at Cedarville.
10. **Mission Statement:** Continue the process of demonstrating how the University mission statement drives the strategic planning, budgeting, and assessment processes of each division. The academic strategic plan, "Strengthening the Foundation — Priorities for the Future," which was founded in the mission and objectives, began by seeking broad campus input and is a fine basis on which to build.
11. While evaluation may be inappropriate for some offices, a communication system whereby input is received at all levels and feedback returned in a timely manner will better inform all personnel so they can interact with one another more effectively in the fulfillment of the University's mission. The president has suggested a 360 degree model that would allow input from all levels.
12. The president and AVP have expressed their willingness to hear from individual faculty through the chain of communication and through informal settings, but there are few avenues by which faculty can be collectively represented to the administration. The University should consider some type of formal faculty body that can discuss, deliberate, and provide input to the administration on matters outside the curriculum.
13. Providing regular training sessions for management personnel may enhance communication while facilitating the fulfillment of the University's mission.
14. Clarifying the preferred administrative model at Cedarville and the sense that personnel have of it will help to promote understanding of decisions and cultivate more realistic expectations.
15. A description of the administrative council and its role and function within the administrative structure of the University would be beneficial to all University personnel since the council's decisions influence everyone on campus. Such a description can be included in the appropriate documents (perhaps an Administrative Handbook).
16. Because of its role in representing faculty to the AVP, the deans council may wish to institute specific structural avenues for obtaining input from and communicating information to the faculty in their respective schools in order to allow this representation system to function efficiently. This process will further enable the AVP to effectively represent the Academic Division before the administrative council.



17. Hiring Process: As Cedarville continues to grow, and as that growth occurs within a broader academic environment which is influenced to a lesser degree by traditional Christian belief, it becomes imperative to maintain a hiring process which effectively screens faculty candidates to assure that they are indeed in agreement with the doctrinal position of the University.
18. To maintain the integrity of the University, the administration will continue to pursue evidence suggesting that existing faculty and staff have not moved from that position.
19. The Traditional Position: Continue to be intentional in identifying, clarifying, and maintaining the traditional position of Cedarville University in order to uphold the character and distinctiveness of the organization. There are many Christian schools of higher education, but the unique nature of Cedarville within the academy has been its niche as a Baptist, conservative university which offers a high quality education.
20. Online Courses: As with any new academic program, the delineation of the purpose and objectives of online courses will provide the link to the academic mission and objectives of Cedarville University. Consideration of an effective evaluation process for such course delivery, or the consistent use of the classroom evaluation instrument, can provide data which will serve as evidence supportive of “an education marked by excellence and grounded in biblical truth.”