



UNIVERSITY SENATE

OF THE UNITED METHODIST CHURCH



2009-2012
ORGANIZATION, POLICIES, AND GUIDELINES

THE UNIVERSITY SENATE

The United Methodist Church

Organization, Policies, and Guidelines

Approved January 2007

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Membership
THE UNIVERSITY SENATE
OF THE UNITED METHODIST CHURCH

2009-2012 Quadrennium

Elected by the Council of Bishops (4)

CEOs (2)

David McAllister-Wilson, President Wesley Theological Seminary
Caroline Whitson, President of Columbia College

Non CEOs (2)

Traci West, Associate Professor of Ethics and African-American Studies,
Drew University
Bishop William Willimon, North Alabama Annual Conference

Elected by General Conference (4)

CEOs (2)

Maxine Clarke Beach, Dean, Drew University, The Theological School
David L. Beckley, President, Rust College

Non CEOs (2)

Charlene R. Black, retired university president and Academic
Vice-President, Georgia Southern University
Maxie D. Dunnam, Clergy, Kentucky Conference

Elected by NASCUMC (9)

CEOs (7)

Jennifer L. Braaten, President, Ferrum College
Daniel Garcia, Superintendent, McCurdy School
Ruth A. Knox, President, Wesleyan College
Rosalind Reichard, President, Emory and Henry College
James A. Noseworthy, President, Hiwassee College
Kenneth L. Schwab, President, Centenary College of Louisiana
Haywood L. Strickland, President, Wiley College

Non CEOs (2)

David S. Wood, Senior Vice President and Dean of the College,
Wofford College
F. Stuart Gulley, President, Woodward Academy

Elected by the General Board of Higher Education and Ministry (4)

CEOs (2)

Philip A. Amerson, President, Garrett-Evangelical Theological Seminary
Patricia N. Long, President, Baker University

Non CEOs (2)

William R. Haden, President Emeritus, West Virginia Wesleyan College
Narendra H. Patel, Director, Office of Planning, Assessment, and
Research, Clark Atlanta University

Elected by the University Senate (4)

CEOs (2)

Marianne E. Inman, President, Central Methodist University
Dr. Alexander Ward, Headmaster, Carrollton Christian Academy

Non CEOs (2)

Ms. Carolyn D. Chappell, Principal, Randolph-Macon Academy
Thomas V. Wolfe, Senior Vice President and Dean of Student Affairs,
Syracuse University

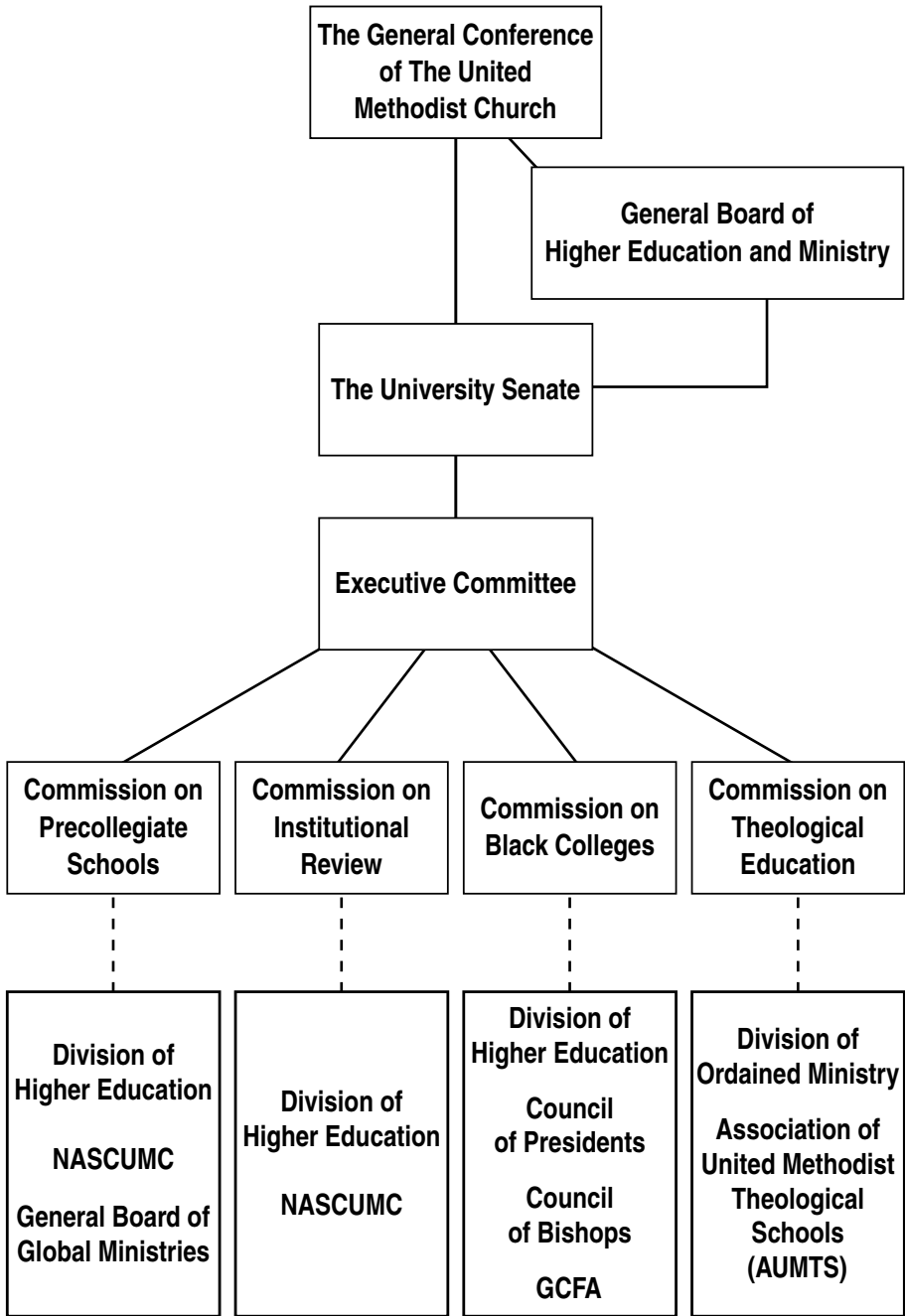
Ex Officio Members

Jerome King Del Pino, General Secretary, General Board of Higher
Education and Ministry

Mary Ann Moman, Associate General Secretary, Division of Ordained
Ministry, General Board of Higher Education and Ministry

Mrs. Jerald L. McKie, Associate General Secretary for Community and
Institutional Ministries, General Board of Global Ministries

Wanda D. Bigham, Interim Associate General Secretary, Division of Higher
Education, General Board of Higher Education and Ministry



Section I

SENATE AUTHORITY AND RESPONSIBILITY

University Senate

¶ 1414. *Organization and Membership*–1. The **University Senate** is an elected body of professionals in higher education created by the General Conference to determine which schools, colleges, universities, and theological schools meet the criteria for listing as institutions affiliated with The United Methodist Church.³⁰

2. The senate shall be composed of twenty-five voting members who, at the time of election, are actively engaged in the work of education through employment in an educational institution and are fitted by training and experience for the technical work of evaluating educational institutions. Election is for the quadrennium, except in cases where conflict of interest arises as a result of change in employment. Nine of these members shall be elected quadrennially by the National Association of Schools and Colleges of The United Methodist Church—seven of whom shall be chief executive officers of United Methodist-related educational institutions, the other two holding other positions relevant to academic or financial affairs or Church relationships; four by the General Board of Higher Education and Ministry—two of whom shall be chief executive officers of United Methodist-related higher educational institutions, the other two holding other positions relevant to academic or financial affairs or Church relationships; four by the General Conference—two of whom shall be chief executive officers of United Methodist-related educational institutions at the time of their election, the other two holding other positions relevant to academic or financial affairs or Church relationships; four by the senate itself, without limitation other than the general provisions of this paragraph; and four shall be appointed by the Council of Bishops—two of whom shall be chief executive officers of United Methodist-related educational institutions, the other two holding other positions relevant to academic or financial affairs or Church relationships. Each of the five electing bodies shall elect at least one woman.

Members elected by the General Conference shall be nominated and elected by the following procedure: Twelve persons shall be nominated by the Council of Bishops, six of whom shall be chief executive officers of United Methodist-related educational institutions, the other six holding other positions relevant to academic or financial affairs or Church relationships. At the same daily session at which the above nominations are announced, additional nominations may be made from the floor but at no

other time. From these nominations, the General Conference shall elect without discussion, by ballot and by plurality vote, the four persons to serve on the senate, two from each of the two categories of nominees. Should a vacancy occur in the members elected by General Conference in the interim prior to the next General Conference, the Council of Bishops shall appoint a replacement taken from the remaining nominees. The election process shall be repeated at each succeeding General Conference. Care should be taken that women, racial and ethnic persons, and representatives from the United Methodist-related Black colleges and graduate theological seminaries shall be members of the senate. If a member (other than the four elected by the General Conference) retires from educational work, or for any other cause a vacancy occurs during the quadrennium, it shall be filled by the agency by which the retiring member was elected at its next meeting. The general secretary of the General Board of Higher Education and Ministry and the associate general secretaries of the Divisions of Higher Education and Ordained Ministry of that board shall serve as ex officio members of the senate, with voice but without vote. There shall be one staff representative on the senate from the General Board of Global Ministries, with voice but without vote, named by the general secretary of the General Board of Global Ministries.

3. The associate general secretary of the Division of Higher Education shall be the executive secretary of the senate. The general secretary of the board shall convene it for organization at the beginning of each quadrennium. The senate shall elect its own officers, including a president, a vice president, and a recording secretary, and it may appoint such committees and commissions and delegate to them such powers as are incident to its work. Thereafter, it shall meet semiannually at such time and place as it may determine. Special meetings may be called on the written request of five members or at the discretion of the president and the executive secretary.

4. After consultation with the officers of the senate, the Division of Higher Education shall provide in its annual budget for the expense of the senate as it may deem sufficient, except that expenses incurred by the senate on behalf of any other board of the Church shall be borne by that board.

¶ 1415. *Purposes and Objectives*—1. To establish the criteria that must be met by schools, colleges, universities, and theological schools to achieve and retain listing as institutions affiliated with The United Methodist Church.

2. To support the development of institutions whose aims are to address and whose programs reflect significant educational, cultural, social, and human issues in a manner reflecting the values held in common by the institutions and the Church.

3. To provide an effective review process to ensure that schools, colleges, universities, and theological schools listed by the University

Senate and qualifying for Church support have institutional integrity, well-structured programs, sound management, and clearly defined Church relationships.³¹

4. To establish effective annual reporting procedures that will provide the senate with the data necessary to complete its review of the institutional viability and program integrity of member institutions.

5. At the conclusion of each General Conference a complete set of the *Daily Christian Advocate* for that General Conference shall be sent to each theological school approved by the University Senate.

¶ 1416. *Institutional Affiliation*³²–1. Approval by the senate is prerequisite to institutional claim of affiliation with The United Methodist Church.

2. Every effort shall be made by both the annual conferences and institutions to sustain and support each other, but identification of an institution with The United Methodist Church shall depend upon its approval by the senate. The senate shall provide adequate guidelines and counsel to assist institutions seeking initial or renewed affiliation.

3. Only institutions affiliated with The United Methodist Church through approval by the senate shall be eligible for funding by annual conferences, General Conference, general boards, or other agencies of The United Methodist Church.

4. To qualify for affiliation with The United Methodist Church, institutions must maintain appropriate academic accreditation.

5. Assessment of Church relationships shall be a part of the process for those institutions seeking approval of the senate for affiliation with The United Methodist Church. Inasmuch as declarations of Church relationships are expected to differ one from the other, and because of the diversity in heritage and other aspects of institutional life, declaration of Church relationship will necessarily be of institutional design.

¶ 1417. *Annual Reports of Approved Institutions*–1. Each year the senate shall publish a list classifying United Methodist-affiliated institutions. These institutions shall include secondary schools, colleges, universities, graduate theological seminaries, and special schools.

2. The senate shall also prepare annually a list of approved schools, colleges, universities, and graduate theological seminaries for use by annual conference boards of ordained ministry in determining candidate educational eligibility for admission into full connection.

3. An institution that chooses to disaffiliate with The United Methodist Church for any reason shall: a) inform the University Senate as soon as possible after discussions begin concerning disaffiliation; b) inform all appropriate United Methodist judicatories; and c) seek technical and legal assistance from the Division of Higher Education regarding fiduciary issues.

4. The senate shall publish annually, with its list of United Methodist-affiliated institutions, the names of institutions of other historic Methodist Churches that wish to participate in research projects, the insurance program, and technical services of the General Board of Higher Education and Ministry. Such institutions shall be designated as “associate” institutions.

¶ 1418. *Consultative Services*–1. Support for approved institutions shall include, through the appropriate divisions of the General Board of Higher Education and Ministry, consulting teams with skills in comprehensive institutional design, management, governance, and program.

2. Support for approved institutions shall include an interpretation of and consultation on data in the annual institutional reports.

3. The Division of Higher Education shall report annually to the senate on the level and types of institutional support rendered by related conferences and agencies and shall evaluate such support, including specific responses of conferences and agencies to recommended levels.

NOTES

30. See Judicial Council Decision 589.

31. See Judicial Council Decision 589.

32. See Judicial Council Decision 589.

Section II

UNIVERSITY SENATE HISTORY AND STRUCTURE

Introduction and History

The United Methodist Church has more colleges, universities, theological schools, and preparatory schools related to it than any other Protestant denomination. The predecessor bodies of The United Methodist Church were anxious to serve the larger society by engaging in education. In this they were true to John Wesley's own concern for education and, more specifically, to the institution-building commitments of early American Methodism. American Methodism has always sought to serve the general community, as well as its own members, through a series of complex institutions including colleges, schools, hospitals, orphanages, retirement homes, and publishing operations. The University Senate was established in 1892, one of the earliest accrediting bodies in the United States. Its mission was to be certain that the schools, colleges, and universities related to the church be worthy of bearing the name of The United Methodist Church, in one way or another. In recent years the task has become less one of accreditation, in large part because this work is done by regional accrediting bodies, and more one of review of the way in which an institution is in fact related to The United Methodist Church.

The Book of Discipline of The United Methodist Church (par. 1415.3) charges the University Senate along with other responsibilities: "To provide an effective review process to ensure that schools, colleges, universities, and theological schools listed by the University Senate and qualifying for Church support have institutional integrity, well-structured programs, sound management, and clearly defined Church relationships." The University Senate does its work through its commissions and committees that operate in accord with the policies and procedures established by the senate. The organization, policies, and procedures are revised frequently to enable the senate to do its work in the rapidly changing field of higher education. All revisions in organization and policy are described in this document and its appendices.

Officers, Commissions, and Committees of the Senate

Officers:

President—elected by the senate

Vice President—elected by the senate

Secretary—elected by the senate

Executive Secretary—associate general secretary of the Division of Higher Education who is responsible for the administrative and operational work of the University Senate (*2004 Book of Discipline*, par. 1414.3)

Commission on Institutional Review

Responsibility. The commission shall have responsibility for implementing University Senate policy regarding review and approval of all educational institutions, except seminaries, Black colleges, elementary, and precollegiate schools related to The United Methodist Church.

Composition. Members of the commission shall include the president of the senate and all senators, except those serving on the other three commissions. The associate general secretary of the Division of Higher Education shall serve ex officio with voice but no vote. The chair of the commission shall be a senator and be appointed by the president of the University Senate.

Implementation. Members of the commission shall serve on review committees. Though the committees may include non-senators, they shall be chaired by senators. Institutional reviews will be conducted on a 10-year cycle, with each United Methodist-related institution to be reviewed at least once every 10 years. The commission shall review annually appropriate data for all institutions under its jurisdiction. Whenever these data seem to warrant concern, the commission shall inform the chief executive officer and may require consultation or intervention in order for that institution to maintain its listing. These reviews are in addition to the peer reviews conducted by the University Senate. The commission shall report to the University Senate.

Specifics regarding implementation of the work of the commission on Institutional Review are contained in Section IV of this document, entitled “Procedures and Guidelines for Review of Institutions.”

Commission on Theological Education

Responsibility. The commission shall implement University Senate policy regarding (a) the review of seminaries related to The United Methodist Church, and (b) the listing of non-United Methodist schools approved for the education of United Methodist clergy.

Composition. The commission shall be composed of nine persons as follows: four members elected by the University Senate, two appointed by the Division of Ordained Ministry, and two appointed by the Association of United Methodist Theological Schools. The associate general secretary of the Division of Ordained Ministry shall serve ex officio with voice but no vote. The chair of the commission shall be a senator and be appointed by the president of the University Senate.

Implementation. The commission shall review all United Methodist seminaries at least once every 10 years. There shall be a quadrennial review of all non-United Methodist seminaries seeking approval for educating United Methodist clergy.

The review criteria and working rules are described in Appendix A “Working Rules of the commission on Theological Education,” and Appendix B, “Criteria for Evaluating Non-United Methodist Schools of Theology.” Among the review criteria are the concerns for:

1. Freedom of academic inquiry
2. Opportunity for growth in the United Methodist tradition
3. Compatibility with the Social Principles of The United Methodist Church
4. Efforts to achieve racial and gender inclusiveness of faculty and student body
5. Academic quality

Reports and recommendations shall be made to the University Senate.

Commission on Black Colleges

Responsibility. The commission shall be responsible for implementing University Senate policy regarding the relationships and special needs of the historically Black institutions related to The United Methodist Church. The commission shall report to the University Senate.

Composition. The commission shall include three senators elected by the University Senate; one member elected by the General Council of Finance and Administration; one member elected by the General Council on Ministries; one bishop elected by the Council of Bishops; two presidents of the historically Black institutions, elected by the Council of Presidents; two members of the Division of Higher Education (chair and associate general secretary); and two members-at-large elected by the commission. The chair of the commission shall be a senator and be appointed by the president of the University Senate.

Implementation. The commission shall be charged with the following activities:

1. Conducting institutional reviews on a four-year cycle for participation in the Black College Fund and on a 10-year cycle for listing as a United Methodist-related institution.
2. Clarifying, updating, and monitoring the criteria and the maintenance of the guidelines established by the General Conference of The United Methodist Church for participation in the Black College Fund.
3. Annually reviewing the status and progress of the institutions.
4. Assessing special concerns and needs of the historically Black institutions.

5. Recommending ways in which the needs of these institutions may be addressed most effectively.

Two documents, "Guidelines and Criteria for Support from the Black College Fund" and "Commission on Black Colleges: Roles and Responsibilities," are appended. (See Appendix C and Appendix D.)

Commission on Precollegiate Schools

Responsibility. The commission shall have responsibility for implementing University Senate policy regarding review and approval of all precollegiate schools related to The United Methodist Church.

Composition. The commission shall be composed of seven persons as follows: three senators assigned by the University Senate, two chief executive officers of United Methodist precollegiate schools elected by the National Association of Schools and Colleges of The United Methodist Church (NASCUMC) upon recommendation of the NASCUMC Committee on Precollegiate Schools, and two members-at-large elected by the commission.

The members-at-large shall be persons other than chief executive officers with experience in United Methodist precollegiate schools. The associate general secretary of the Division of Higher Education of the General Board of Higher Education and Ministry (GBHEM) and a staff representative from the General Board of Global Ministries (GBGM) shall serve as consultants to the commission. The chair of the commission shall be a senator and be appointed by the president of the University Senate.

Implementation. Members of the commission shall serve on review committees. The committees shall be composed of one to three persons and shall be chaired by a member of the commission who is normally also a member of the University Senate. The committee shall include members with competence and expertise in financial health and administrative effectiveness, program quality, church relatedness, and institutional integrity. A staff representative from the General Board of Global Ministries shall be included as a consultant when schools related to the General Board of Global Ministries are visited.

The commission shall review all United Methodist-related precollegiate schools at least once every 10 years. In addition to the reviews, the commission shall monitor the special concerns and needs of the schools. Whenever the data warrant concern, the commission shall inform the chief executive officer and may suggest consultation and/or intervention by the commission. The commission shall report to the University Senate.

Specifics of the implementation of the work of the Commission on Precollegiate Schools for review and approval of institutions are contained in Appendix E, "Procedures and Guidelines for the Review of Precollegiate Schools."

Executive Committee

Responsibility. The Executive Committee shall have responsibility for the following:

1. To provide oversight of (a) policy formation, (b) budgeting, (c) membership (when additions or replacements to the senate are necessary), (d) release of information to the public, (e) legal matters.
2. To consider applications for listing as a United Methodist-related institution.
3. To take action for the senate in cases of emergency between its meetings in all matters except the listing, delisting, and approval of institutions and other matters reserved only for the senate in *The Book of Discipline*.

Composition. The Executive Committee shall consist of the president, the vice president, and the secretary of the senate, the associate general secretary of the Division of Higher Education (executive secretary of the senate), and the chairs of the four commissions. The general secretary of the General Board of Higher Education and Ministry is an ex officio member with voice but without vote.

Implementation. The Committee shall meet as often as necessary to facilitate the work of the senate.

Ad Hoc Committees and Task Forces

As necessary, ad hoc committees and task forces shall be formed at the discretion of the University Senate. At the beginning of each quadrennium it is expected that the senate may form ad hoc committees on financial health and administrative effectiveness, program quality, church relatedness, and institutional integrity to review criteria; to assess and evaluate models; and to propose and recommend modifications either in the criteria for or in the format of institutional evaluations.

Technical Assistance and Consultative Services

The University Senate, in concert with the Division of Higher Education, shall provide institutions with technical assistance and consultative services whenever practical. A special committee of two or three in some cases may be enlisted to provide to an institution in-depth study and/or technical assistance. Decisions about committee structure and appropriate review mechanisms for individual institutions shall reside with the University Senate.

Section III

POLICY AND PROCEDURE FOR LISTING INSTITUTIONS

Categories of Affiliation for Institutions

Categories of Affiliation for Schools, Colleges, and Universities

All schools, colleges, and universities related to The United Methodist Church must be approved by the University Senate for listing as affiliated institutions. At least once every 10 years, or more often under special circumstances, each institution is reviewed by the senate with respect to continued listing. Normally accreditation by a regional accrediting body is required for senate listing. Accordingly the institution is generally reviewed by the senate soon after the accreditation is received or reaffirmed for the institution. Institutions without regional accreditation may appeal for special consideration for their status with the University Senate. In the review process, institutions are evaluated according to criteria set forth in the *Discipline* and established by the University Senate.

The senate has established categories used to define the affiliation status for each institution. These categories are:

1. Approved for Listing
 - a. Without qualification (public information)
 - b. With monitoring (not public information)
 - c. With alert (not public information)
2. Approved for Listing with Public Warning
3. Delisted

These categories are not to be construed as sequential. While the vast majority of schools, colleges, and universities fall into the first category, it is necessary on occasion to place an institution on public warning or to remove it from affiliation.

Actions to approve an institution for listing with monitoring or listing with alert are qualified listings. These listings are private between the University Senate and the president of the institution and call attention to perceived problems or potential problems that the institution should address. The listing with monitoring indicates a situation in which the University Senate determines that continued oversight by the staff of the Division of Higher Education is warranted. It is based on the existence of problems which, while not presently threatening the health of the institution, could threaten the institution's health in the future if not adequately addressed.

The listing with alert is based on issues associated with the health of the institution. In communicating such conditional listing to the president of the institution, the senate shall specify the reasons for it.

The University Senate and its four commissions conduct discussions and make decisions regarding affiliation status in executive session.

Categories of Affiliation for Schools of Theology and Theological Seminaries

All theological institutions listed for undertaking the education of the clergy of The United Methodist Church must be approved by the University Senate. Two types of theological institutions are used for this undertaking:

Type I: Listed theological institutions affiliated with The United Methodist Church

Type II: Approved non-United Methodist theological institutions

Type I theological institutions are affiliated with The United Methodist Church and are reviewed at least once every 10 years by the University Senate with respect to continued listing as an affiliated institution. Each affiliated theological institution is listed in the same category as all other institutions. An affiliated theological institution may be removed from affiliation or may choose to withdraw from affiliation.

Affiliated theological institutions are evaluated according to criteria set forth in *The Book of Discipline*, quality factors established by the Division of Ordained Ministry of the General Board of Higher Education and Ministry, and the criteria of the University Senate.

Type II theological institutions are not affiliated with The United Methodist Church. By mutual consent, they are reviewed at least once every quadrennium by the University Senate for the purpose of being listed as an approved institution. Only those theological institutions that are not related to The United Methodist Church, but are approved for the education of United Methodist clergy, are listed for this purpose. Non-United Methodist theological institutions not approved for the education of United Methodist clergy are not listed. Affiliated United Methodist theological institutions may be listed with public warning. Approved non-United Methodist theological institutions are listed as approved without further distinction.

An approved Type II institution may be removed from the approved list by the University Senate, or may choose to withdraw from being listed. While most unlisted theological institutions remain unlisted by their own choice, it is necessary on occasion for the University Senate to remove from the approved list an institution previously listed.

Approved non-United Methodist theological institutions are evaluated according to criteria set forth by the University Senate. These criteria are designed to ensure that those seeking to qualify for ordination in The United Methodist Church are well prepared to serve the denomination and

its distinctive traditions. (See Appendix B, “Criteria for Evaluating Non-United Methodist Schools of Theology.”)

Associate Institutions

Associate institutions are colleges or universities related to the African Methodist Episcopal, Christian Methodist Episcopal, or the African Methodist Episcopal Zion denominations, which may request status as associate institutions for possible inclusion in Educational and Institutional Insurance Administrators (EIIA), research projects, and/or technical services of the General Board of Higher Education and Ministry. As associate members, these institutions must agree to provide annually the data needed for evaluation and be subject to review based on the established criteria.

Requests for Affiliation and Program Review

Request for Affiliation

Institutions seeking approval for listing as United Methodist-related may apply to the Executive Committee of the University Senate for consideration. The request should include the most recent report of the regional accrediting agency and the institutional response, along with the annual audits and management letters for the past three years. The institution also should include a statement explaining its relationship to The United Methodist Church and the evidence the purported relationship exists in fact. If further consideration of the institution is warranted, the Executive Committee shall request the review and recommendation of the appropriate commission.

Request for Program Review

The University Senate is the church agency responsible for determining if an institutional program meets the guidelines established by any church agency for certification. Requests for clarification or a decision on a particular program should be forwarded to the president of the University Senate or the associate general secretary of the Division of Higher Education. The University Senate will be the final authority for determining whether an institutional program meets the guidelines established by any church agency for certification.

Section IV

PROCEDURES AND GUIDELINES FOR REVIEW OF INSTITUTIONS

Introduction

The peer reviews of schools, colleges, universities, and theological schools related to The United Methodist Church have two essential purposes. First, they fulfill the mandate of *The Book of Discipline* that the University Senate “provide an effective review process” of all institutions, including the institutions providing theological education related to The United Methodist Church (§1415.3). Second, peer reviews are necessary to ensure that the institutions meet the four criteria for United Methodist affiliation as specified in the *Discipline*: institutional integrity, well-structured programs, sound management, and clearly defined church relationships. Another purpose of institutional reviews is to assist these institutions in clarifying their mission and in evaluating their quality and effectiveness. Peer reviews can be significant instruments for reflection, insight, and institutional change.

In all reviews by the University Senate for the purpose of formal listing as a United Methodist-related institution, prior institutional membership and accreditation by a regional accrediting agency will be required. The review committees shall focus on issues related to the criteria established by the University Senate for evaluating United Methodist-related institutions.

Scheduling of the Institutional Review

Reviews of schools, colleges, and universities related to The United Methodist Church are by visits of University Senate review committees to the institutions, arranged by the executive secretary of the University Senate. A review committee organized by the University Senate shall make a visit to each institution related to The United Methodist Church at least once every 10 years. The chair of the review committee who is assigned by the University Senate contacts the chief executive officer and schedules the visit with the institution following its reaffirmation of accreditation.

The Review Committee

Purpose

The purposes of the review committee are as follows:

1. Serves as the arm of the University Senate in making assessments, judgments, and recommendations. The reported findings of fact and

recommendations of the review committee form the basis for action by the University Senate with regard to the relationship of an institution to The United Methodist Church. The chair of the review committee should consult with the executive secretary as to administrative and operational procedures.

2. Ascertains the level of performance of an institution with regard to compliance with the mandates of *The Book of Discipline of The United Methodist Church* and the criteria of the University Senate in the areas of sound management and financial health, program quality, church relatedness, and institutional integrity.
3. Keeps its work confidential and reports only to the University Senate.

Composition and Work

Procedures for the institutional review process are designed to permit maximum flexibility. Ordinarily, the committee visiting the institution shall be chaired by a member of the University Senate, assigned by the University Senate. Each review committee chair, in consultation with the executive secretary, is responsible for the coordination of the review process. The review committee shall include members with competence and expertise in financial health and administrative effectiveness, program quality, church relatedness, and institutional integrity. The membership of the review committee should reflect gender and racial inclusiveness whenever feasible. The names of the committee members are made known to the chief executive officer of the institution to be visited. Prior to a final assignment, adjustments shall be considered in consultation with the executive secretary.

On-site visits by the University Senate are expected to produce objective and comprehensive assessments of institutions. It is important, therefore, that members of the review committee exercise the demeanor concomitant with the highest professional standards. To assure this expectation, the following suggestions and instructions are offered as guidelines.

1. The senate shall be sensitive to any conflict of interest on the part of any review committee member.
2. The impressions and findings of the review committee are to be held in the strictest confidence until formally released by the University Senate. This confidence must be guarded and guaranteed.
3. Review committee members shall be sensitive to strengths and weaknesses and shall not overlook either. It is important, however, that the review committee and its report avoid taking positions or making comments about controversial matters at the institution unless, in the judgment of the review committee, it is necessary to provide the senate with the proper picture of the institution or to support the committee's recommendation.

4. Review committee members may discover programs or personnel suitable for their own institutions. The committee member must not take advantage of an on-site visit to recruit staff or spend time during the visit to probe ideas for the member's own institution.
5. Review committee members shall not offer their expertise to the institution, either for remuneration or otherwise, or suggest a desire to be related to the institution following the visit and report.
6. Review committee members shall refrain from comparisons with other institutions and from recommending or suggesting personal resolutions to the institution's problems.
7. Expenses of the review, including travel and hospitality, are to be borne by the institution. Costs will be kept at a minimum. Consulting fees or similar charges shall not be a part of the review committee visit. The review committee members shall submit an expense voucher to the executive secretary of the University Senate.
8. For institutions undergoing a visit to both the school of theology and the general university, the following procedures shall apply in addition to the regular procedures:
 - a. There shall be one site review committee, half of which shall be named by the Commission on Institutional Review and half named by the Commission on Theological Education. The chair of the site review committee shall be named by the president of the University Senate.
 - b. Reviews shall be conducted of both the school of theology and the university as a whole.
 - c. The final reports of the two reviews shall be merged, with specific attention being given to the place of the school of theology in the mission of the university.
 - d. At the discretion of the chair of the site review committee and the president of the university, the dean of its school of theology may be included in the exit interview.

Visit of the Review Committee

Preparation for the Visit

Prior to the visit, the review committee shall review the following materials forwarded from the chief executive officer of the institution to be visited not less than six (6) weeks before the scheduled visit: (a) the most recent catalog; (b) the most recent institutional self-study; (c) the report of the visiting committee of the regional accrediting agency; (d) the institutional response to the visiting committee's report; (e) the action letter of the regional

accrediting agency and any subsequent reports required; (f) the most recent financial audit and management letter; (g) copies of the institutional affirmative action plan and/or other relevant policies, plans, and practices; (h) data showing the gender and racial diversity of current faculty, staff, administrators, students, and trustees; (i) the amount of support received annually from the annual conference(s); (j) the percentage of students and trustees who are United Methodist; (k) the date the institution was founded; (l) the degrees offered by the institution, the organizations accrediting those degrees, and the dates when each degree's accreditation was last affirmed; and (m) a written report regarding ways the institution demonstrates its church relatedness.

The review committee also shall review the charter and corporate bylaws and the reports of previous conversations conducted by the University Senate and other United Methodist judicatories. The executive secretary shall provide the review committee pertinent information and materials.

The chair of the review committee shall review the materials sent by the institution early enough to have time to seek additional information that may be needed from the institution, accrediting association, and listing in college guides. The chair shall assign responsibilities to various members of the committee and maintain contact with them before the visit.

A tentative schedule shall be sent to the chief executive officer not less than six (6) weeks before the scheduled visit. The prearranged schedule shall allow for the possibility of last-minute changes and needed additions after the committee arrives on campus. The schedule shall provide time to walk around the campus and solicit responses spontaneously as a way to learn more about the ethos of the institution.

Selected on-site interviews shall be arranged with the chief executive officer of the institution and a cross section of the institution's constituencies, including representatives of The United Methodist Church, in an attempt to assess the institution's mission and the effectiveness of its achievements. Interviews conducted by member(s) of the review committee with representatives of the institution's constituencies shall not include the participation of members of the administration unless specifically requested by the review committee. A member of the staff of the General Board of Higher Education and Ministry may be a member of the committee.

The Schedule for the Visit

The chair of the review committee shall contact the chief executive officer of the institution to arrange the visit. The suggested time frame for on-site institutional reviews shall be three days but may be longer, depending upon the areas of inquiry and the institution's level of preparedness. The suggested time frame is as follows:

Evening of the day of arrival. Orientation meeting of the review committee with the representative of the Division of Higher Education, briefing of the committee, determination of areas of exploration, and review of the assignments and preliminary findings of individual members of the review committee. At the first meeting of the committee, the chair shall outline procedures for on-site activity, including the schedule of interviews, documents to be perused, and expectations of each of the members regarding his/her individual assignments, assessments, and findings.

While optional, it is recommended to have a dinner and/or meeting of the review committee with the chief executive officer and representatives of the institution whom the chief executive officer invites. This is an appropriate setting to review the schedule for interviews and to discuss the general conditions related to the institution's health and vitality.

Second day, morning and afternoon. Interviews with students, faculty, administrative personnel staff, trustees, alumni, church officials, including, where possible, pastor(s), district superintendent, the chair of the annual conference Board of Higher Education and Campus Ministry, and the bishop. In all cases, a conversation shall be held between the resident bishop and at least one member of the committee. When this is not possible during the on-site visit, the conversation may be arranged for another time. Committee members shall conduct interviews with faculty, administration, students, etc., expeditiously, that is, in a short period of time and with predetermined questions. Committee members shall confer for brief periods during the day in order to confirm data, verify impressions, avoid duplication, and determine progress and further steps to be taken. The chair of the committee shall consult regularly and keep the president informed during the visit. Committee members shall put in writing, periodically, impressions and names as close to the time of the events as possible, so as to assure accuracy.

Second day, evening. Meeting of the committee to discuss findings, determine areas of further exploration, and write final findings and recommendations.

Third day, morning. Exit interview. This conference shall relay to the chief executive officer clearly the findings of the review committee. Candor and clarity help eliminate subsequent surprises. Committee members, however, shall not make recommendations, offer their personal expertise, or anticipate the action of the University Senate. The exit sessions with the chief executive officer and invitees are designed to share the basic findings of the members of the committee and are not intended to be a final report or statement of the University Senate. In this session, committee members should avoid the impression that they are reporting actions of the University Senate.

Report of the Review Committee

1. The report shall reflect the findings of members of the review committee with regard to institutional integrity, well-structured programs, sound management, and clearly defined church relationships. Minimal documentation shall substantiate conclusions. The review committee may recommend areas where the institution is in need of specific assistance and services. These findings shall be conveyed to the University Senate and, where appropriate, directly to the Division of Higher Education for implementation.
2. A draft of impressions and assessments shall be made by each member and given to the chair. Preparation of the final report to the University Senate is the responsibility of the chair.
3. The report shall be restricted to findings of fact and shall be circulated to members of the committee and then to the institution's chief executive officer for correction of factual errors. A report is normally five (5) pages in length and shall not exceed seven (7) pages. (See Appendix F, "Format for Institutional Review Reports.")
4. The chair shall secure a consensus of the committee regarding the recommendation to the University Senate. The recommendation regarding affiliation is addressed only to the University Senate and should not be included in the report of findings shared with the institution.
5. The final report of the committee shall be forwarded to (a) the chief executive officer of the institution (without recommendation) and (b) the executive secretary of the University Senate (with recommendation) no later than four (4) weeks following the visit. The report is presented to the University Senate at its regular meeting in January or June for appropriate action. This report may be shared with appropriate persons from the reviewed institution on a need-to-know basis at the discretion of the chief executive officer.

Recommendation of the Review Committee

The University Senate and its commissions act only in concert when they are in session. Recommendations of a review committee, however, express the opinions of individual senators who are not authorized to act for the senate independently. Their opinions and recommendations may be rejected or amended by either the commission or the senate. If reported to the institution, the status of review committee recommendations may be misunderstood and the institution inadvertently misled. Thus, review committees shall direct their recommendations to the University Senate alone. These should include a specific recommendation with respect to continued approval for listing by the University Senate of the institution as

United Methodist-related. If there are additional reports and/or other conditions which would pertain to the institution prior to the next scheduled visit, the committee should specify these clearly. The recommendation of the committee shall not be included as a part of the report to the institution, but is to be conveyed separately to the appropriate commission along with the findings reported to the institution. If the recommendation is listing with public warning or delisting or, for theological schools, non-approval or approval with notation, the executive secretary of the senate shall notify the chief executive officer of the institution confidentially of the gravity of the circumstances delineating the issues precipitating the actions. The executive secretary shall invite the chief executive officer and the chair of the board of trustees, or their designees, and the resident bishop of the episcopal area in which the institution is located to appear before the appropriate commission for personal presentations and discussion before the commission makes a final recommendation to the senate.

Section V

ASSESSMENT CRITERIA

Introduction

Review committees of the University Senate shall focus their questions upon issues related to the criteria established by the University Senate for evaluating United Methodist institutions, according to the mandates of *The Book of Discipline*. Accreditation by a regional accrediting body is a requirement for listing by the University Senate, and the most recent accreditation agency report and the institutional response shall be carefully reviewed to identify special issues and concerns. The review committee shall evaluate the status of the institutional responses and the changes made to strengthen operations or programs. The following questions may be used in guiding these institutional assessments and may be supplemented with additional inquiries by the committee. These questions are intended to identify the salient areas of inquiry.

Two documents, “Format for Institutional Review Reports” and “The University Senate Institutional Fiscal and Relevant Data,” are appended. (See Appendix F and Appendix G.)

Institutional Integrity

1. Have any issues reflecting adversely upon the integrity of the institution, its constituent bodies, personnel, or programs been called to the attention of the University Senate for investigation? If so, what are these issues?
2. In the course of the review, did any problems surface that suggest conflicts of interest by representatives or officials of the institution?
3. Are there any practices or conditions which, in the opinion of the review committee, threaten the integrity of the institution? Are there circumstances or practices which, if left unattended, may eventually undermine the integrity of the institution?
4. Has any official of the institution violated the standards of professional propriety?
5. How do the institution’s policies and practices reflect nondiscriminatory treatment of all individuals, and what documents or position statements indicate support of inclusiveness?
6. What are the official institutional policies and procedures to ensure academic freedom?
7. What are the official institutional policies and procedures to promote:
 - (a) an inclusive campus in terms of ethnic and gender representation

among students, faculty, staff, administrators, and trustees; (b) a campus free of harassment (sexual, racial, religious, or other); and (c) a campus free of substance abuse?

Program Quality

1. What degrees and programs are offered by the institution, and to what extent are programs (where appropriate) nationally accredited?
2. What is the profile of the faculty with specific respect to degrees earned and institutions from which terminal degrees have been received?
3. Are academic support facilities adequate, including library, academic equipment, and personnel services?
4. Is the general education program well conceived, and has there been a review of this program within the past 10 years?
5. What are the requirements for admission of students, and what is the profile of the student body with respect to quality and, specifically, ethnic diversity?
6. What is the profile within administration, trustees, and students with respect to racial, ethnic, and gender inclusiveness?
7. Is there an adequate structure for faculty governance?
8. Are student support services, provided to support the academic program, adequate for the students being served?
9. What special features of the academic program at this institution deserve recognition?
10. Are there deficiencies in program qualities which the regional accrediting agency still cites?

Sound Management and Financial Health

1. Is the board of trustees properly constituted, clearly identified, and fully conversant with (a) the mission of the institution, (b) the current overall condition of the college, (c) its specific responsibilities as trustee/owners, (d) the legal relationship of the college to the church, and (e) its relationship to the president and the administration?
2. Is the president of the institution providing adequate overall management of the institution; and is the president comfortable in his/her relationships to (a) the board of trustees and (b) the administrative staff, faculty, and other constituencies?
3. Is the institution regionally accredited, and are there any conditions, qualifications or unusual circumstances related to this accreditation?
4. Is there an annual audit of the financial affairs of the institution? Is it conducted by qualified and disinterested parties? Is it accompanied by an unqualified opinion of the auditors?

5. Are the articles of incorporation (or charter) and bylaws of the institution available to anyone who wishes to review them; have they been reviewed recently; and, if so, when? Specifically, what is the “reversionary clause” in the articles of incorporation or bylaws?
6. What is the financial condition of the institution with respect to the following specified items: (a) surplus or deficit in the current operating fund (unrestricted), (b) size of endowment and extent of interfund borrowing from endowment or other funds, (c) debt service, and (d) salaries for faculty and all other employees?
7. What is the condition of the physical plant, with specific reference to (a) state of maintenance (any deferred maintenance), (b) adequacy with respect to the number of students being served, and (c) plans for additional facilities?
8. Does the institution have an active and well-planned development program with respect specifically to annual fund solicitation (including alumni solicitation), endowment, and other capital-fund growth?
9. Does the institution have in place an operating and long-range planning process and a long-range plan?
10. What is the current enrollment of the institution, what is the enrollment trend for the past 5 to 10 years, and what are the enrollment projections for the future?

For more instructions, refer to Appendix G, “The University Senate Institutional Fiscal and Relevant Data.”

Church Relatedness

The University Senate, established in 1892, was one of the earliest accrediting bodies in the United States. Its mission was to be certain that the schools, colleges, and universities related to the church were worthy of bearing the name of the church, in one way or another. In recent years the task has become less one of accreditation, in large part because this work is done by regional accrediting bodies, and more one of review of the way in which an institution is in fact related to The United Methodist Church. Such relationships differ, and this is inevitable. History, geography, finances, governance structure, and current realities differ for each school. Nevertheless, there are some marks of church relationship which should be manifested if an institution is to be related meaningfully to The United Methodist Church. Among these are the following:

- A church-related institution identifies itself as such in printed materials, official listings, and other statements of self description.
- A church-related institution respects, honors, and provides the teaching of religion and, specifically, appropriate scholarly theological teaching in the Christian tradition within the

curriculum. In the case of professional institutions and programs, the curriculum includes opportunity for faculty and student reflection on the ethical dimensions of professional practice.

- A church-related institution respects and honors religious practice and, specifically, worship and service for students and faculty that choose to participate in the Christian tradition within the total life of the school.
- A church-related institution willingly allows faculty and students to explore the place of religious belief and practice and, specifically, the intellectual dimensions of Christian faith in all academic disciplines and co-curricular activities.
- A church-related institution encourages the exploration of the place of religious belief and practice in the larger society and advocates appropriate recognition of the contributions of religion to public life.
- A church-related institution recognizes the Social Principles of The United Methodist Church and seeks to create a community of scholarship and learning which facilitates social justice.
- A church-related institution includes in its faculty, administrative officers, and board of trustees persons who understand and respect the relationship with The United Methodist Church.

The following questions may be used in guiding the assessment of church relatedness and may be supplemented with additional inquiries by the committee:

1. How is church relatedness presented in the institution's charter, bylaws, catalog, Web sites, and other published documents? Does the institution identify itself as United Methodist related in directories of higher education?
2. What is the manner in which the school regards itself as related to The United Methodist Church, and what is the evidence that the purported relationship exists in fact?
3. What are the perceptions of the bishop, the chair of the annual conference Board of Higher Education and Campus Ministry, and other appropriate officials of the church toward the college?
4. How, if at all, does church relatedness reflect itself in the life of the institution (curriculum, student life, research, and publications)?
5. What is the extent of the religious life program and how is it staffed?
6. How does the college relate to other United Methodist structures?
7. How is church relatedness reflected in the processes of governance?
8. Are persons who understand and respect the relationship with The United Methodist Church included on the faculty, administrative staff, and the board of trustees?

Section VI

POLICIES AND PROCEDURES FOR UNIVERSITY SENATE ACTIONS

Procedures for Processing Senate Actions

Provided sufficient time exists for the review committee to prepare the report, the appropriate commission, at the next meeting after the site visit, shall take action on the report presented by the chair of the review committee (or a member of the committee designated by the chair). If the review committee's recommendation to the commission is to be approval with alert, approval for listing with public warning, or delisting, the chair of the appropriate commission or the executive secretary of the senate shall notify the institution of the gravity of the circumstances, delineating the issues precipitating the action. The institution shall be given the opportunity to respond to the commission in writing. In addition, the chief executive officer and the chair of the board of trustees, or their designees, and the resident bishop of the episcopal area shall be invited to appear for personal appearances and discussions before the appropriate commission prior to the presentation of the commission's recommendation to the senate. Any written response from the chief executive officer and/or the chair of the board of trustees and/or the resident bishop shall become a part of the commission's report to the senate. The appropriate commission shall recommend to the senate one of the following: approval, approval for listing with monitoring, approval for listing with alert, approval for listing with public warning, or delisting.

During any review of institutional reports by commissions or the University Senate, any representatives of the institution under review shall absent themselves while the report is presented, discussed, and acted upon, unless they have been invited to be present. In such a case, they shall make a statement and answer questions and then be asked to leave during the discussion and vote. It is the policy of the University Senate and its four commissions to conduct discussions and to make decisions regarding affiliation status in executive session.

The University Senate reserves the right to direct any document of the review committee to the chair of the board of trustees, the resident bishop, and to other members of the board of trustees to whom the findings and recommendations are deemed by the University Senate to be appropriate. In addition, the University Senate may request that the president of the University Senate, or one designated by the president, present the findings of the review committee directly to the board of trustees.

The University Senate shall announce decisions to list affiliated or approved theological institutions to the press. Only the president of the University Senate is authorized to speak for the senate.

Only the University Senate shall announce decisions to approve for listing, approve for listing with public warning, or delisting to the press. However, public announcements by the University Senate may be delayed following senate action to provide ample opportunity for the institutions to inform their immediate constituents prior to public release.

Procedure for Complaints About Institutional Policies/Procedures

The Book of Discipline mandates that the University Senate “provide an effective review process” of all institutions related to The United Methodist Church (§1415.3). Complaints related to individual institutions shall be directed first to the president of the institution. If not resolved, complaints or documented concerns may then be directed to the associate general secretary of the Division of Higher Education in the case of schools, colleges, and universities or the associate general secretary of the Division of Ordained Ministry in the case of seminaries for referral to the appropriate judicatory.

If an individual or group, including church agencies, has a legitimate, documented concern or complaint regarding educational institutions in general, the complaint and documentation shall be forwarded to the executive secretary of the University Senate.

A final appeal may be directed to the University Senate. Only the University Senate has the official authority to approve or to disapprove an educational institution’s relationship to the church at all levels.

Procedure for Reconsideration of a Senate Decision

At the beginning of each quadrennium, the president of the University Senate shall appoint a committee to hear requests for reconsideration of a decision made by the senate, chaired by the secretary of the senate. The Reconsideration Committee shall include four other members of the senate and persons from each of the commissions. The chair of the Reconsideration Committee shall call the committee together in the event of a request for reconsideration. Ordinarily such a meeting will take place at the site of a regular meeting of the senate.

If the University Senate reaches a negative decision, and the institution believes the decision was based on erroneous information or the misapplication of the senate’s policies, procedures, and guidelines for review of insti-

tutions related to The United Methodist Church, the institution will have ninety (90) days in which to submit a formal, written request for reconsideration to the executive secretary of the University Senate. This request should contain a clear statement of reasons for the request for reconsideration and appropriate supporting documents. The request for reconsideration shall be heard by the Reconsideration Committee, ordinarily at the time and site of the next regular meeting of the senate. At the time of its consideration by the Reconsideration Committee, the institution may have its case presented by no more than three representatives—the chief executive officer, the chair of the board of trustees, and/or another person who shall be a member of a constituency related to the institution. Legal counsel shall be permitted only in an advisory capacity.

Upon completion of the review, the Reconsideration Committee shall present its recommendation to the University Senate, which shall act on the recommendation. The senate's action shall be final.

APPENDIX A

WORKING RULES OF THE COMMISSION ON THEOLOGICAL EDUCATION

The University Senate is charged to “prepare annually a list of approved schools, colleges, universities, and graduate theological seminaries for use by annual conference boards of ordained ministry in determining candidate educational eligibility for admission into full connection.” (*Discipline*, ¶1417.2)

In addition to the review of United Methodist-related theological seminaries, the Commission on Theological Education implements University Senate policy regarding the identification, invitation and review of non-United Methodist seminaries and schools of theology desiring to educate and train candidates for ordained ministry. Specific criteria for evaluating non-United Methodist schools of theology are found in Appendix B.

General Guidelines

1. The policies and procedures of the Commission on Theological Education shall be communicated routinely through the newsletter of the Division of Ordained Ministry to the boards of ordained ministry throughout the denomination. These boards are in turn responsible for informing the students under their care of these policies and procedures.
2. Public statements regarding University Senate action shall be made by the president of the senate who may refer inquiries to the chairperson of the commission.
3. Four categories shall be employed by the commission to describe the status of non-United Methodist theological schools seeking University Senate approval to educate the clergy of The United Methodist Church:
 - a. Schools Approved for the Quadrennium: These institutions are recommended to the University Senate for inclusion in the list of approved schools to be used by annual conference Boards of Ordained Ministry. Approval is for the quadrennium.
 - b. Schools Approved with Notations: These institutions are recommended to the senate for inclusion on the list of approved schools with notations regarding recommended stipulations. They are approved for one academic year only. Their status shall be reviewed by the commission the following year to determine whether the conditions stipulated for full approval have been met or are being met. Schools approved with notations may be continued on the list for more than one year.

- c. Not Approved: Schools failing to receive the approval of the commission are forwarded to the University Senate with the recommendation of non-inclusion in the list of approved schools. A list of schools reviewed by the commission each year will be provided to the University Senate together with the rationale which led the commission to withhold its recommendation for approval.
 - d. Schools Still Under Review: Schools from whom the commission is seeking additional information.
4. Schools being invited for consideration will be expected to provide a plan for development of opportunities for United Methodist students to grow in their own tradition. (See Appendix B.) Realizing that it will require time for this plan to be implemented, the commission will review the school at the end of the first quadrennium based on their implementation of the plan.
 5. Since the task of the commission is to review the whole system of theological education to fulfill the mission of the church, there is no appeal process during the identification stage.

Academic Credit and Approval

1. Academic credit earned at schools approved by the University Senate for the education of the clergy of The United Methodist Church is recommended without prejudice to the annual conference Boards of Ordained Ministry (who bear final responsibility for determining the ministerial status of these students) provided the work yielding the academic credit is completed during an academic year in which the school was approved by the University Senate.
2. Academic credit which has been earned at schools not approved by the University Senate is not recommended to annual conference Boards of Ordained Ministry of The United Methodist Church.
3. Academic credit earned at schools with conditional approval (with notations) by the University Senate is recommended without prejudice to the annual conference Boards of Ordained Ministry provided the work leading to the credit was completed during an academic year in which the school enjoyed conditional approval.
4. If a seminary is removed from the list of those schools approved by the University Senate, a student enrolled in and attending such a school shall be permitted to continue his or her studies moving toward graduation from said school, but shall be encouraged to enroll at an approved theological seminary in pursuit of a theological degree. This provision is intended to protect only those students who enter an approved school and continue attending the school when it

subsequently loses approved status during the time of uninterrupted attendance, normally not to exceed five years.

5. Academic credit earned at schools prior to the date of approval (with or without notations) is not recommended by the University Senate to annual conference Boards of Ordained Ministry. Approval or conditional approval of a school is not retroactive, except when the University Senate takes action in response to the appeal of a theological school or an annual conference Board of Ordained Ministry. The action must specify the academic years during which academic credit earned at the school is approved.
6. All schools approved by the commission for the education of United Methodist clergy are to maintain close ties and to conduct continuing conversations with the bishops, conferences, and agencies of The United Methodist Church in their geographic areas.

Procedure for Review of Non-United Methodist Theological Schools

1. The commission shall provide the school with the necessary forms and timeline for review. All approved schools shall be reviewed on a quadrennial basis. The commission shall initiate this review on behalf of the University Senate by notifying the institution and sending the necessary forms and information. Schools which have been removed from the approved list and have taken steps to address and to rectify the concerns of the commission and senate are ordinarily eligible to reapply one year following final action of the University Senate.
2. The Board of Ordained Ministry and the presiding bishop of the episcopal area in which a school is located shall be invited to submit a letter commenting on the school relative to the commission's criteria. The invitation is to be made at the time the commission initially notifies seminaries they are to be reviewed.
3. The review of the school shall be based primarily on materials submitted by the institution. The commission shall also take into consideration information provided by the bishop and Board of Ordained Ministry.
4. Only in rare instances will the commission send a visiting team or invite the school to send a representative to meet with the commission. The team shall be appointed by the chairperson of the commission and shall include at least one team member who is directly involved in theological education. The visit or meeting with a representative of the school shall be designed to address the specific nature of the commission's concerns.

5. Materials presented to the commission by schools shall not be shared with other institutions or with the public. The information provided and deliberations regarding this information will be held in confidence by the University Senate and by the commission on Theological Education.
6. An institution shall have ninety (90) days in which to submit an appeal and appropriate supporting documents to the executive secretary of the University Senate. The only justifications for appeal are that the decision was based on erroneous information or that the University Senate misapplied its policies, procedures, and guidelines. The appeal, if granted based on those criteria, shall be heard by the Reconsideration Committee at the time and site of the next regular meeting of the senate. No more than three representatives of the school—the chief executive officer, the chair of the board of trustees, and another person who is a member of a constituency related to the institution—may present the institution’s case.
7. Upon completion of the review, the Reconsideration Committee will present its recommendation to the University Senate. The senate's action shall be final.
8. The institution shall be notified immediately concerning the University Senate's decision. Bishops and Boards of Ordained Ministry shall be notified within thirty (30) days after final actions of the University Senate have been conveyed to the institution.
9. Certification of extension centers requires independent recommendation of the commission. The commission recommends extension centers for Master of Divinity degree work when those centers are consistent with the broader institutional mission and offer educational resources and communal settings of comparable quality to the main campus. Educational resources must include:
 - a. courses, 75 percent of which are taught by the seminary's regular faculty;
 - b. adequate and accessible library resources;
 - c. classes which have at least 75 percent M.Div. degree candidates (Schools with fewer than 75 percent M.Div. degree candidates in these courses must demonstrate that the intent of instruction is consistent with the goal of preparation for ordained ministry.);
 - d. physical facilities conducive to learning and community building; and
 - e. a community of students and faculty large enough and consistent enough to provide community building, dialogue, and interaction that helps in deepening and integrating the learning process. The

community should also provide opportunities for common worship and spiritual formation.

The center must provide a United Methodist ethos to assist in forming United Methodist students in their tradition. The center must also meet the standards of inclusiveness of gender and ethnicity and stress the Social Principles required of all the approved seminaries.

Students may complete no more than 50 percent of their M.Div. program at the extension center. All extension center courses shall be clearly noted on the student's transcript. The same admissions requirements and procedures operating on the main campus, or alternatives demonstrably commensurate, shall be utilized.

10. Certification of distance learning programs requires independent recommendation of the commission. The review of distance learning programs would normally be done at the time of review of the main campus. The commission will recommend distance learning programs for Master of Divinity degree work and other master's degrees leading to ordination when the programs are consistent with criteria for evaluating United Methodist institutions and non-United Methodist institutions.

Guidelines for review include:

- a. courses, 75 percent taught by the seminary's regular faculty and offered to students on the main campus;
- b. adequate and accessible library resources;
- c. classes which have 75 percent M.Div. degree students;
- d. classes which have regular interaction and access to faculty;
- e. comprehensive training for faculty and students;
- f. integration of Christian formation and academic instruction in students' experiences of on-line learning;
- g. evidence of regular evaluation by faculty and administration;
- h. expectation of the same academic standards as on-campus students.

The distance education program must provide a United Methodist ethos to assist in forming United Methodist students in their tradition. With approval of the Commission on Theological Education, up to two-thirds of coursework toward the M.Div. degree and other master's programs leading to ordination may be taken through distance learning.

11. A seminary has a maximum of four years to secure the unqualified approval of the University Senate.

Approved Undergraduate Institutions

A bachelor's degree or its equivalent from any regionally accredited college or university will meet *The Book of Discipline's* undergraduate requirement for the training of candidates for the ordained and diaconal ministry.

APPENDIX B

CRITERIA FOR EVALUATING NON-UNITED METHODIST SCHOOLS OF THEOLOGY

The Commission on Theological Education implements University Senate policy regarding the identification, invitation and review of non-United Methodist seminaries and schools of theology desiring to educate and train candidates for ordained ministry. Non-United Methodist schools are reviewed and approved by the senate to provide additional opportunities for training United Methodist clergy in order to fulfill the mission of The United Methodist Church.

In reviewing individual schools, due consideration will be given to the availability of theological education through United Methodist seminaries and other approved institutions in the region in order to provide for the appropriate training of United Methodist students for fulfilling the mission of The United Methodist Church. Preference for approval of non-United Methodist schools will be given to schools of other denominations having ecumenical agreements with The United Methodist Church, such as denominations participating in Churches Uniting in Christ (CUIC).

The quadrennial review of non-United Methodist-related institutions will employ the following criteria:

- Compatibility with the document “A Wesleyan Vision for Theological Education and Leadership Formation for the 21st Century”
- Freedom of academic inquiry
- Opportunity for growth in the United Methodist tradition
- Compatibility with the Social Principles of The United Methodist Church
- Racial and gender profile of faculty and student body
- Academic quality

Compatibility with the Document “A Wesleyan Vision for Theological Education and Leadership Formation for the 21st Century”

The commission, in its responsibility for the provision of theological education by the General Church, is guided by the document “A Wesleyan Vision for Theological Education and Leadership Formation for the 21st Century.” Approved theological schools should be able to respond appropriately to the challenges, opportunities and agenda items expressed in this document. Schools should:

1. Be able to provide formation for sustained, faithful and effective pastoral excellence;
2. Prepare leaders who are people of grace and who are challenged to live as faithful disciples;
3. Provide resources for the teaching ministry of the church both in theological discourse and in the work of catechesis for the larger church;
4. Provide continuing resources for lifelong learning for laity and clergy;
5. Demonstrate a commitment to and presence with the poor;
6. Show an ability to celebrate and honor the multiethnic, intercultural and interfaith manifestations of a Wesleyan ethos.

Freedom of Academic Inquiry

An uninhibited opportunity to address openly and seriously theological issues being addressed in United Methodist institutions and other seminaries requires that freedom of academic inquiry be guaranteed for faculty and students. A non-United Methodist seminary has the right to require allegiance to principles and doctrinal or confessional affirmations which are integral or indispensable parts of its institutional life. However, the institution must demonstrate that such requirements neither inhibit nor abrogate free inquiry for faculty and students and are compatible with United Methodist traditions.

Opportunity for Growth In the United Methodist Tradition

Opportunity for growth in the United Methodist tradition requires:

1. Exposure to contemporary expressions of that tradition. The United Methodist Church is theologically diverse. There is an expectation that United Methodist seminarians will be exposed to a variety of theological positions current within Methodism.
2. Effective annual instruction in the history, doctrine, and polity of The United Methodist Church, and in evangelism. The General Board of Higher Education and Ministry provides seminaries with guidance for constructing courses appropriate to this goal. Such study is a minimal requirement in order to insure that the seminarians will increase in their knowledge of the church in which they will serve.
3. Careful study of the life and thought of those contributing to that tradition. It is expected that the ecumenical experience gained by United Methodist seminarians through their study in a non-United Methodist-related institution shall be supplemented by significant opportunities to study in depth the works of Methodist theologians.

4. Active participation in the life of The United Methodist Church. Seminarians must incorporate field learning in a United Methodist congregation into their study programs. They must also have the opportunity to participate regularly in the worship life of The United Methodist Church. Regular services of worship with United Methodist hymnody and liturgy should be available in the seminary chapel program.
5. Encounters with ministerial leadership consistent with the United Methodist tradition. Seminarians preparing for leadership in the church need opportunities to know mentors who demonstrate the commitments of The United Methodist Church, its connectional nature, its distinctive piety, its Social Principles, and its methods and materials for Christian education.
6. A community of inquiry and formation. The commission shall assess an institution's ability to provide United Methodist students with an opportunity for growth in the United Methodist tradition. This shall include discussion and mutual inquiry into United Methodist history and theology. To nurture such a tradition, there must be a critical mass of persons who claim the tradition and an environment in which such an ethos can flourish. Schools and extension centers must demonstrate that adequate faculty guidance, financial support, and library resources are available for United Methodist students.

Schools participating in a cluster or consortium with other seminaries must demonstrate their intentional effort to meet the needs of United Methodist students for exposure to and nurture in the United Methodist tradition. Reliance upon other schools within the consortium to provide for the United Methodist students is not sufficient for approval by the commission.

Compatibility with the Social Principles of The United Methodist Church

The United Methodist Church seeks to be responsive to the needs of people, the demands of justice, the challenges of love, and the obligations of power and influence. These responsibilities are set forth in its historic Social Principles.

Racial and Gender Inclusiveness of Faculty, Staff, and Student Body

The United Methodist Church is committed to affirmative actions and initiatives promoting justice and equality among all people regardless of race, gender, or national origin. It is committed to an ecumenical and

inclusive community of faith which seeks and welcomes without reservation persons of every race, both male and female. This inclusiveness should be reflected in its faculty, administration and student body.

Academic Quality

As part of its responsibility, the Commission on Theological Education considers the accreditation status and the overall academic quality of institutions seeking University Senate approval to educate United Methodist ministers. In so doing, the commission evaluates:

1. Quality of the faculty, including the number of faculty with terminal degrees;
2. Scholarly activity, including publications, of faculty;
3. Curriculum and academic resources;
4. Evidence of exposure to a variety of theological positions represented within United Methodism;
5. Academic quality of the entering student class.

APPENDIX C

GUIDELINES AND CRITERIA FOR SUPPORT FROM THE BLACK COLLEGE FUND UNIVERSITY SENATE COMMISSION ON BLACK COLLEGES

Introduction

The following guidelines and criteria are established for participation in and benefiting from general church support provided through the Black College Fund of The United Methodist Church. The intent of these guidelines is to help the institutions manage themselves more efficiently and to ensure maximum return on the investment of church dollars.

Data from a wide variety of institutions with similar functions have been used to develop the norms so as to create a bank of early warning signals against which all the institutions may check themselves. These guidelines will be reviewed periodically by the Commission on Black Colleges to make necessary adjustments for changes in the economy.

At several points the following guidelines refer to mean data for peer institutions. These data are derived from data provided by the Division of Higher Education and will be utilized as appropriate in institutional assessments. In the event a merger of institutions occurs, particular and specific evaluation shall be undertaken by the commission to assure equity and fairness.

In many of these guidelines, quantitative criteria are set forth that are fairly straightforward and readily interpreted; however, some sections contain qualitative criteria requiring objective and independent judgment. Assessments of institutional status and progress will be made on an annual basis by the Commission on Black Colleges through means which have been deemed appropriate by the University Senate, on whose behalf the commission works.

Each institution will develop detailed three- to five-year fiscal projections. These projections should include plans for a full-scale development of both capital and operating funds so that institutions will not fall into patterns of reliance upon the church as the sole source of gift and grant revenue. These projections will be reported annually to the Division of Higher Education.

Progress will be monitored annually by a method mutually agreed upon by the college, the University Senate, and the Division of Higher Education. Only those institutions exhibiting satisfactory progress in all categories,

quantitative and qualitative, will remain eligible for continued funding. Evaluation of the qualitative criteria will be required for funding under this program of general church support.

The following criteria will be used in institutional assessment, although it is assumed that there will be variation in the degree to which the institutions achieve or fall below the advisable norms. Any institution making little or no discernible progress toward achieving these norms may risk losing support funds.

General Goals and Objectives

Institutional Life and Mission

1. The institution shall exhibit a significant presence of the unifying collegiate force known as “community.” It will be the responsibility of the institution to devise ways of defining this ingredient, systems to measure it, and the means to increase it.
2. The institution shall give evidence that it is concerned with the great human issues and values central to the Judeo-Christian tradition.

Campus Environment

The institution shall demonstrate that it is a caring community through its student behavior, its faculty and administrative performance, and its general high quality environment with good morale and tone.

Church Relatedness

1. The mission statement of the institution shall define and articulate its church relatedness. This statement should be operational in the life of the college.
2. Opportunities shall exist on the campus for clear presentation of the Christian faith.
3. The area of religious studies shall be highly regarded by the institution and the academic community.
4. Spiritual sensitivity, care, and concern shall be exhibited by the administration and staff.
5. Diversity of religious commitment shall be manifested.

Educational Programs

Curriculum

1. The institution shall offer opportunity for traditional major work only in those departments with reasonably sufficient numbers of students as majors. Majors in interdisciplinary programs may be included

among those numbers. However, care shall be taken not to place pressure upon students for untimely or inappropriate declarations of major intention.

2. It is recommended that traditional major programs be composed of courses-of-study opportunities taught and/or supervised by departments of at least two full-time faculty, supported by adjunct or part-time persons.
3. The budget should evidence that the instructional program is supported by an adequate allocation for instructional supplies and equipment.
4. A general education core requirement should consist of a minimum of 40 percent of the total credit hours required for graduation.
5. Basic skills development, including communications, reading, mathematical skills, and technology, should be an essential part of the general education core requirement.
6. The institution should define the scope and focus of values, precepts, and priorities which students are expected to acquire and apply in everyday life. Value-centered instruction should be an integral part of the curriculum.

Outcomes Assessment

1. Outcomes assessment involves the success of students in gaining expected knowledge, experiences, values, competencies, and skills. The institution should develop clearly defined statements of desired educational outcomes and a system of evaluating these outcomes.
2. The institution should conduct periodic studies of the success of graduates in achieving career goals and advancement in order to measure institutional long-term effectiveness.

The Library

1. All library expenditures, including adjunct audiovisual instructional materials, programmed learning, and other extensions of the learning resources function, should aggregate a minimum of five to seven percent of the educational and general expenditures.
2. Library holdings, including books, microfilm records, tapes, films, electronic library resources, and other items, should aggregate a minimum of 100 such units per full-time equivalent student.
3. It is recommended that library staff shall develop alternative systems of academic delivery, including multimedia, electronic systems, microfilms, and related processes within the context of a full learning resources center.

Student Life

1. The quality of student life is to a great extent determined by the effectiveness of administrative personnel and physical facilities. The dean of students should be responsible for creating an institutional environment which reflects a concern for good living and study conditions as well as adequate recreational and support systems. It should be the responsibility of the dean of students to give qualitative judgments regarding faculty influence, climate, student personnel services, health services, recreational programs, and support facilities; i.e., dormitories, lounges, bookstores, dining room, gymnasium, etc.
2. Bearing in mind the unique background and individual characteristics of each person, the dean should strive to accommodate the needs of all students. Special attention should be given to the cultural orientation of foreign students and the programmatic needs of exceptional students. This will require an ongoing evaluation of all cultural, religious, and academic programs.
3. Practical experience in a variety of extracurricular life situations should be well developed. Opportunity for student participation in communications, journalism, government, and other traditional activities should be supported.

Leadership Development

The institution should manifest serious intentionality about student leadership development which should be blended into the curriculum, student development, and student-life programs. Leadership development of students should be an important part of value-centered instruction.

Management Guidelines

Administration

The number of persons appointed to fulfill administrative responsibilities shall be maintained at a reasonable level, consistent with prudent management of resources and due recognition of appropriate institutional priorities.

Faculty

1. Full-time equivalent faculty should be expected to teach a minimum of 24 to 30 semester hours (or equivalent) per academic year and be reasonably free of administrative responsibility. Institutions should determine equivalencies for faculty work other than teaching assignments.
2. Depending upon experience, training, and performance, faculty should receive adequate compensation by means of salary and fringe benefits, including retirement income and insurance.

3. Faculty evaluation should show the extent to which improved performance and increased instructional effectiveness have been achieved. It should also indicate faculty sensitivity to innovation and interest in improving teaching.
4. Provision should be made for professional development—attendance at professional meetings, workshops, additional studies, etc.—and for leaves of absence and sabbaticals.
5. Attention should be given to the maintenance of an acceptable student-faculty ratio consistent with good educational practice and institutional fiscal stability. The recommended ratio range is 14:1 to 18:1.
6. Tenured faculty as a percentage of full-time faculty measures the institution's flexibility. Tenure proportions exceeding two-thirds should be considered a matter of immediate concern, constricting flexibility in institutional planning and decision-making.

Students

1. An active recruitment program should be established, consistent with the stated purpose of the institution. The institution should regularly evaluate the effectiveness of admission policies and recruiting activities.
2. Student enrollment should indicate a slight increase or remain constant over a period of time, but planned decline will be considered and taken into account in institutional assessment, if reflected in long-range planning documents.
3. The institution should exhibit a pattern of student retention which satisfies a basic principle of concern for students. Fundamental to good institutional research and management is a bank of consistent data on attrition and retention of students, collected annually, to provide the basis for qualitative judgments about enrollment stability.

Trustees

1. Institutions of higher education are experiencing major educational and operational changes, creating new demands on the time and energy of boards of trustees. Persons who serve as trustees neither should expect to have passive, quiet roles nor should interpret the absence of crisis as an indicator of good health. In view of these conditions, each board of trustees is requested to create definitive operational policies which will assure that the intent of the following guidelines is carried out.
2. As a corporate body, the board of trustees is responsible for:
 - a. declaring the major goals, setting general policies, and ensuring the integrity of the institution;

- b. selecting the president and supporting the chief executive in the execution of the office;
 - c. increasing, preserving, and investing the assets of the college.
3. Members of the board of trustees shall not interfere in the internal operation, management, and administrative affairs of the institution.
4. Individual members of a board shall have responsibility for:
 - a. acquiring and maintaining a comprehensive knowledge of the institution;
 - b. providing expertise in at least one designated area of board responsibility;
 - c. attending board meetings on a regular basis and participating in policy deliberations, a norm defined as 75 percent of all scheduled meetings;
 - d. supporting the college financially and in other ways at levels consistent with individual ability and opportunity;
 - e. representing the college and exerting influence on its behalf in order to gain friends and support for it.
5. In view of the demands and changing environment of higher education, it is recommended that board membership be limited to three consecutive terms and that reelection or reappointment to the board be allowed after the person has been off the board for one year.
6. Membership on a board of trustees shall be balanced with respect to the various constituencies and the needs of the institution, but in no case should the board allow its membership to deny the institution the support and resources it needs.
7. Each board of trustees shall, at least each quadrennium, have its corporate and individual performance evaluated by an external agency.
8. The number of ex-officio board members should be kept at a minimum. No ex-officio members shall be asked to chair major committees.
9. Each board of trustees should be responsible for the identification, selection, and training of members who will add strength and quality to the board.

Alumni

1. Attention should be given to continued study and tracking of alumni.
2. The institution should maintain active relationships with alumni and alumni associations.
3. The institution should involve alumni in fiscal support and in institutional advancement efforts.

Financial Guidelines

Principles and Practices

1. **Balanced Budget:** The institution shall have an annual certified audit which indicates that total expenditures did not exceed the total revenues that year. A copy of this audit must be sent to the Division of Higher Education.
2. **Federal Grants:** Grants from federal sources, including but not limited to student assistance, should reflect an understanding of available resources and of the investment of time in securing such funds. Such grants should be reported annually to the Division of Higher Education.
3. **Fiscal projections** for three to five years shall be prepared and reported annually to the Division of Higher Education.

Revenue: Education and General

1. **Tuition and Fee Income:** Gross tuition and fee income should compose a substantial percentage of the revenue budgeted for educational and general expenditures, with a minimum of 45 percent and with a goal of 60 percent. For purposes of comparative analysis, each institution's data will be compared to the mean data of peer institutions provided by the Division of Higher Education.
2. **Student Aid Factor Income:** Tuition income should not be inflated by unsupported student assistance in any form beyond a maximum of 10 percent of total tuition and fee income.
3. **Endowment Income:** Endowment income should be of such magnitude as to reflect conscientious investment management and responsible stewardship of resources. Endowment income, as a percentage of educational and general expenditures, should be a minimum of five percent, with a goal of eight percent.
4. **Gift and Grant Income:** Balance should be achieved among the several general sources of gifts and grant income. Income from church sources should not exceed 65 percent of the total of all gift and grant income. In calculating the percentage of dollars from church and non-church sources, restricted funds from federal and state sources may be included.
5. **Alumni Support:** The institution should achieve alumni support as an important item in the annual fund in the amount of five percent of the educational and general expenditures. This does not include alumni support earmarked for capital purposes.

Expenditures: Educational and General

1. Actual educational and general expenditures should be maintained within the following ranges:
 - a. instruction 33-39 percent
 - b. library 5-7 percent
 - c. administration 20-25 percent
 - d. student services 10-15 percent
 - e. plant 12-18 percent

Adjustments may be made in situations where utilities are not charged to specific units or where student-assistance costs and other non-educational expenses are identified as educational and general expenditures.

2. Auxiliary enterprise revenue should net a surplus which can be used to defray some educational and general expenditures. If annual deficits occur in this area, attention should be given to enterprises such as athletics, food service, snack bar, and bookstore, in which expenses frequently exceed income.

Capital Funds

Revenue: Institutional Development should produce revenue for capital routinely. Over a five- to ten-year period, a total minimum capital revenue from all sources each year should average 10 percent of all capital indebtedness. Capital revenue should reflect balance in the number and kind of revenue sources. An over dependence upon federal and church sources should be scrupulously avoided. Recommendation for ranges of each of the revenue sources are as follows:

1. federal sources 35-40 percent
2. church sources 20-30 percent
3. other sources 30-40 percent

Indebtedness: Capital indebtedness should not exceed 30 percent of the total plant value. All capital indebtedness should be described in detail as to project, lender, repayment schedule, interest, and default, if any.

Plant

Buildings

1. The institution should develop, with financial assistance from the Division of Higher Education, a formalized, clear, workable, long-range program and schedule for regular repair and renovation of buildings. The program should include schedules of construction as well as routine and preventive maintenance.

2. The institution should be in full compliance with all federal, state, and local regulations and requirements.
3. The institution should make adequate provision for increases in costs of utilities and should prepare estimates of money that may be required if circumstances require changes in sources of energy and power.
4. The institution should always maintain an adequate level of insurance coverage.
5. The institution should develop alternative plans for generating income sufficient to meet capital obligations. The alternative plans may include arrangements for summer programs, conferences, housing for senior citizens, etc.

Grounds

1. Long-range plans should include details that relate to purchase, sale or development of property.
2. The institution should demonstrate care of grounds so that in all seasons grounds will remain attractive and well kept.
3. Periodic attendance by maintenance personnel at workshops should be encouraged.

APPENDIX D

COMMISSION ON BLACK COLLEGES

ROLES AND RESPONSIBILITIES

Commission's Responsibilities

1. To conduct quadrennial studies of the Black colleges historically related to The United Methodist Church according to the Guidelines for Support and the University Senate procedures, report findings to the University Senate, and recommend the institutions for continued funding from the Black College Fund and continued University Senate listing.
2. To serve as an advocate for these colleges within The United Methodist Church.
3. To review academic and support programs, finances, location, governance, church relatedness, and merger possibilities.
4. To periodically monitor institutional performance of the Black colleges.
5. To organize task forces to work with the colleges at the request of the presidents or boards of trustees or when circumstances warrant the commission's attention.
6. To receive and adopt on-site review and progress reports and to make appropriate recommendations to the University Senate.
7. To review periodically the Guidelines for Support and recommend changes to the Council of Presidents and University Senate.
8. To interact with the Council of Presidents, the Division of Higher Education, and the Black College Fund Office.
9. To report and make recommendations through the University Senate to the General Conference.

Officers and Responsibilities

Chair (appointed by the president of the University Senate)

1. To direct and be responsible for the work of the commission.
2. To convene meetings of the commission.
3. To report and make recommendations of the commission to the University Senate.
4. To report actions of the University Senate to the presidents of the Black colleges.
5. To organize review committees for on-site visits and to receive reports.
6. To interact with the Council of Presidents, the Division of Higher Education, and the Black College Fund Office.

Vice Chair

1. To convene meetings of the commission in the absence of the chair.
2. To accept special assignments from the chair.

Secretary

1. To keep minutes of commission meetings.
2. To maintain records and reports of the commission.

Responsibilities of Members

1. To attend all commission meetings.
2. To serve on at least one on-site review committee during the quadrennium.
3. To understand and be knowledgeable about the role of the commission and its relationship to the University Senate and the Black colleges.
4. To serve as liaisons to the organization they represent.

On-Site Reviews

The commission conducts on-site reviews of the Black colleges at least once during each quadrennium. One review in each 10-year period will be for the purpose both of Black College Fund support and of University Senate listing.

Review Committee

Composition

1. One member from the Council of Presidents, who shall chair the committee;
2. One member from the Commission on Black Colleges;
3. One staff member from the Division of Higher Education;
4. When the review serves purposes both of the Black College Fund and the University Senate listing, a member, who serves also on the University Senate, will chair the committee.

Responsibilities

1. To evaluate the colleges, using the Guidelines for Support;
2. To put in writing assessments and recommendations to be given to the chair prior to departure;
3. The committee chair will compile and edit the report and submit it to the president for corrections of factual errors and to the committee. The chair will submit the final report to the Commission on Black Colleges.
4. Schedule (following list of activities):
 - First day—meeting of the review committee

- Second day–interviews
- Third day–completion of interviews and exit conference
- Completion of report while on-site

Institutional Responsibilities

1. To make logistical arrangements for the on-site review committee, in consultation with the Division of Higher Education.
2. To cooperate fully with the on-site review committee during its visitation.
3. To review the preliminary report of the on-site review committee and correct any factual errors.
4. To submit a progress report to the Commission on Black Colleges when required by the Commission on Black Colleges.

The commission makes recommendations to the University Senate. The commission may request from the Division of Higher Education consultative services as needed by institutions.

APPENDIX E

PROCEDURES AND GUIDELINES FOR THE REVIEW OF PRECOLLEGIATE SCHOOLS

Clarifications

1. The Commission on Precollegiate Schools follows the guidelines and procedures as stated in *The University Senate of The United Methodist Church: Organization, Policies, and Guidelines*.
2. The action of the University Senate taken January 5 and 6, 1995, “. . . to receive requests for listing and review of United Methodist elementary schools associated with secondary schools” brings no alteration to the review process for schools previously endorsed by the senate. The review of college preparatory and mission schools traditionally related to the University Senate of The United Methodist Church continues as before.
3. The composition of the Commission on Precollegiate Schools is outlined in Section II. University Senate policy provides for the appointment of persons not currently serving on the senate to review committees. The enlistment of such persons by the commission or Division of Higher Education provides adequate flexibility for the foreseeable future.

Data Submission

In addition to the information requested by the University Senate (see pages 15-16), secondary schools (and those with affiliated elementary and middle schools) shall provide:

1. at least three (preferably five) years of admission activity and recruitment data, including number of inquiries, applications, new enrollments, attrition (voluntary and involuntary), and the number of students attending via The United Methodist Church connection, if known.
2. student/faculty ratio and distribution of degrees and length of service of the faculty.
3. three years (preferably five) of annual giving support.
4. results of the most recent capital campaign.
5. a copy of the current long-range plan.

APPENDIX F

**FORMAT FOR INSTITUTIONAL
REVIEW REPORTS**

**REPORT OF THE REVIEW
OF
NAME OF INSTITUTION**
City, State

Month, Date, Year
for the
University Senate
of
The United Methodist Church

REVIEW COMMITTEE
Name, Position
Name, Position
Name, Position

APPENDIX F

Page 2

NAME OF INSTITUTION

City, State

Institutional Integrity

ISSUES TO BE REVIEWED (Refer to Section V, Assessment Criteria):

Is the integrity of the institution compromised?

Are there practices which threaten institutional integrity?

Conflicts of Interest

Standards of Professional Propriety

Nondiscriminatory Policies and Practices

Program Structure and Quality

ISSUES TO BE REVIEWED (Refer to Section V, Assessment Criteria):

Degrees and Major Programs

Inclusiveness

Faculty Profile

Faculty Governance

Academic Support

Student Personnel Services

General Education Program

Admission Requirements/Student Profile

Special Features

Sound Management

Financial Health and Administrative Effectiveness

ISSUES TO BE REVIEWED (Refer to Section V, Assessment Criteria):

Governance

Condition of Physical Plant

Administration

Development Program

Regional Accreditation

Long-Range Planning Process

Incorporation, Charter, and Bylaws

Athletics

Reversionary Clause

Enrollment

Fiscal Condition

Church Relatedness

ISSUES TO BE REVIEWED (Refer to Section V, Assessment Criteria):

Relationship to The United Methodist Church

Student Life

Relationship with other United Methodist Structures

Curriculum

Religious Life Program

Perceptions of Bishop, etc.

Governance

The work of review committees is confidential. Their findings of fact, however, shared with institutional representatives as a part of the exit interview, should clearly specify any problems or concerns discovered during the visit. The recommendations of the review committee, like those made by review committees of other commissions, are addressed only to the University Senate and should not be included in the report of findings shared with the institution.

The entire report is normally five (5) pages in length and shall not exceed seven (7) pages.

APPENDIX G

THE UNIVERSITY SENATE

INSTITUTIONAL FISCAL AND RELEVANT DATA

Provide data from the last four consecutive years:

Unrestricted Current Fund Balance

Total Current Fund Balance

Endowment Fund Balance

Plant Liabilities

Plant Fund Balance

Interfund Borrowing

Total Liabilities

Total Fund Balance

E & G Revenue

E & G Expenditures

Total Revenue

Total Expenditures

FTE Student Enrollment

FTE Student/Faculty Ratio

OUR MISSION

The General Board of Higher Education and Ministry leads and serves The United Methodist Church in the recruitment, preparation, nurture, education, and support of Christian leaders—lay and clergy—for the work of making disciples of Jesus Christ for the transformation of the world.



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