



**BRYN ATHYN COLLEGE OF THE NEW CHURCH
AND ACADEMY OF THE NEW CHURCH
THEOLOGICAL SCHOOL**

SELF-STUDY REPORT

TO

**THE MIDDLE STATES COMMISSION ON
HIGHER EDUCATION**

Bryn Athyn, Pennsylvania

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INTRODUCTION

Academy and General Church

Chartered in 1877, the Academy of the New Church includes the Theological School, Bryn Athyn College of the New Church, a secondary school for girls, and a secondary school for boys. The Academy operates under the auspices of the General Church of the New Jerusalem, a Christian church that reveres as the Word of God the Old and New Testaments and the theological works of the eighteenth-century philosopher and theologian Emanuel Swedenborg (1688-1772). Swedenborg's Writings were introduced in America in the late 1700s, with the first organized congregation established in Baltimore in 1792.

As one of three Swedenborgian churches operating in the United States, the General Church has an adult membership of 4700 and consists of 39 worship centers in North America and 22 overseas. Bryn Athyn, Pennsylvania serves as the episcopal center for the church.

Theological School

The Theological School prepares men for the priesthood of the New Church, who serve primarily in the General Church. Additionally, the school provides for the continuing education of priests and faculty, and for instruction in theology for laypeople.

As the oldest of the Academy schools the Theological School offers an M.Div. leading to ordination and an M.A. in Religious Studies. The M.Div. track is specifically designed to prepare men to become pastors for the General Church. On occasion it has prepared pastors for other Swedenborgian churches. The new M.A. program is designed for laypeople wishing to increase their knowledge of the teachings of the New Church, and for educators in the General Church school system who desire to enhance their background and effectiveness as New Church teachers. In addition, those relatively new to the teachings of the church are finding that the program offers a systematic way to explore Swedenborg's Writings.

Bryn Athyn College of the New Church

Mission Statement

Bryn Athyn College of the New Church serves as an intellectual center for all who desire to pursue a higher education in the liberal arts and sciences, enriched and structured by the Old and New Testaments and the Writings of Emanuel Swedenborg. The purpose of this education is to enhance students' civil, moral, and spiritual life, as well as to contribute to human spiritual welfare.

Bryn Athyn College offers two and four-year degree programs in the liberal arts and sciences to students interested in studying in the light of Swedenborg's Theological Writings. Over the past 15 years the institution has expanded its focus from programs in religion, elementary education, and general liberal arts--designed primarily to provide priests and elementary school teachers for the General Church--to a college offering six baccalaureate programs and an associate in arts degree for transfer to other institutions. The College consistently attracts a large percentage of its student body from its worldwide church membership.

While it continues to serve the needs of General Church members, the College has begun to broaden its horizon, serving all students who are genuinely interested in New Church education whether or not they are historically affiliated with a Swedenborgian church. In keeping with this broader view, a more professional enrollment program was introduced this past year to attract students and enhance awareness of the College outside the General Church. The 2001-2006 Academy-wide strategic plan speaks to a new spirit of outreach and development (see especially the president's preface). Imbued with this spirit, the College faculty continues to explore, develop, and articulate fresh expressions of New Church pedagogy, and, looking to the wider academic community, to promote understanding and awareness of New Church ideas through participation in professional associations, scholarship, and publication.

Liberal Education in a New Church Context

Any liberal arts education that is religiously based presents challenges. How does a church-related college encourage students to pursue truth in a free and open way while adhering to a particular religious faith? The New Church contends that the ultimate purpose of all truth is to help people live good lives. Swedenborg's Writings teach that while there is only one source of truth--the Lord--there are two ways of knowing, one through revelation and the other through human endeavor and experience. Neither of these ways of knowing can be fully understood apart from the other; each mirrors the other. While New Church education celebrates the exploration of many disciplines and areas of knowledge, it sees all knowledge as enriched by revealed truth from God. This double focus on revelation and natural knowledge, on the transcendent and the manifest, applies not only to what and how students learn at the College but also to the development of the College itself.

At the beginning of a new century Bryn Athyn College finds itself acting as a threshold in a number of ways. It ushers its own Academy secondary students out of their untried faith into the inquiring faith of adulthood. Through this type of inquiry spiritual ideas and values can be rationally examined and thus truly embraced, or rejected. Secondly, the College is a threshold for students unaffiliated with the church to learn about New Church teachings and New Church education. In a third sense the College stimulates and vitalizes thought within the church. Unlike the efforts of the secondary schools to lay foundational religious teachings for the adolescent mind, or of the Theological school to prepare pastors to serve the church, the College focuses on the spirit of inquiry that characterizes higher education. This spirit of inquiry flows from the Church's fundamental belief in the value of rational thought and intellectual freedom. The College provides an environment for exploring truth, developing knowledge in a variety of contexts, pursuing research and scholarship, and seeking new expressions and application of New Church principles and ideas. Finally, the College is a threshold to the larger academic world. Faculty studies, research, and professional interaction with academic communities are the arteries carrying New Church ideas into the wider stream.

Bryn Athyn College is poised for growth at an unusually challenging time. The faculty is more professionally qualified than it has ever been, with a strong sense of

mission and purpose, but at a time when smaller enrollments, financial constraints, and budget cuts are changing some features of the institution. The board is as energized and active as it has ever been, conscientiously analyzing the way it conducts business and restructuring itself (and the administration) for the sake of institutional growth and efficiency. These changes highlight the need for better communication both within the Academy and with the General Church as a whole. Differences of opinion, though uncomfortable at times, attest to the vitality of devotion in the church. In all of this change the College must play a crucial role of modeling healthy and charitable debate, of opening up discussion and fostering respect for differences.

The twentieth century was a time for the church to establish itself and to educate its own, particularly in North America, and primarily through secondary education. In the twenty-first century Bryn Athyn College has a vital role to play as the church reaches outward to grow around the globe in numbers and purpose. In this new era the College is the church's most effective tool for sustaining the church's growth and development. The College welcomes the curious to experience New Church education; it sends educated and committed New Church students into the world to make a spiritual difference; it vitalizes the intellectual life within the church; and it provides a center of New Church thought in the worldwide academic community.

THE FAITH OF THE NEW CHURCH

The General Church is founded on the belief that the Lord has revealed Himself through the Old and New Testaments, and through the Theological writings of Emanuel Swedenborg. The following are the essential tenets of the Church.

The nature of God

The Lord Jesus Christ is the one God of heaven and earth. There is one God, and He revealed Himself to the world through taking on a human form as Jesus Christ. The trinity spoken of in the New Testament refers to three essentials of this one God: His soul, His body, and His activity among people; which are His love, His wisdom, and His effect upon others.

Divine revelation

The Old and New Testaments and the Theological Writings given by the Lord through Emanuel Swedenborg are all divinely inspired. Together they constitute the Word of God. These works are the sole authority for the New Church. The test of truth for an individual is what she or he sees the Lord Himself has said in His Word. Bryn Athyn College encourages its students to look freely to the Lord in His revelation rather than to rely on human authority.

The internal sense of the Word and the Second Coming

The Old and New Testaments reveal many spiritual truths. Within the stories and parables of Scripture, however, there is a deeper meaning. Every word of inspired Scripture is written in such a way that its internal sense speaks of the Lord, His kingdom, and a life of good will to other people. The Writings given through Swedenborg reveal this internal sense.

The second coming of the Lord has taken place. The Lord did not come again in person but revealed Himself by means of the truth of the internal sense of the Word, given through Emanuel Swedenborg, a servant of the Lord, just as prophets and disciples were the means for writing the Old and New Testaments.

A universal church

All people of whatever religious belief may be saved, if in sincerity they obey what they believe God teaches. It is irrational to think that membership in any church is a requirement of salvation. There is therefore a universal church of the Lord on earth, which is formed of all those who strive to do what they believe to be right according to their belief in God.¹ After death they are instructed in the truth.

The human mind and the life after death

There are two worlds. While we live on earth we also inhabit the spiritual realm. The human mind dwells in the body but is composed of spiritual substances, which are loves and truths. This same mind lives on in the spiritual world after the natural body dies. There it inhabits a spiritual body much like the one we have on earth, but which does not age. The individual spirit or mind chooses his or her final home in heaven or in hell, according to the habitual motivations from which he or she acted during earthly life.

There are several levels of mental life, which Swedenborg labeled “heavenly, spiritual, and natural.” The lowest or natural mind also has three regions of feeling and thought – sensory, imaginative, and rational. The first two are based on sense-experience. The third--built on the basis of sensory data, images, and concepts--has the power to think abstractly, perceive ideas beyond our own experience, and connect and relate concepts. The natural level of the mind is developed through education. Feelings and thought from sense-experience are the first to develop; imaginative thought follows; and rationality is the last to be opened. The deeper levels of human life are gradually developed in us by the Lord through spiritual rebirth. We are unaware of them while we live in this world but enter into them as we come into heaven.

¹ In this document the term “church” usually refers not to the “universal church” of all good humans on earth, but to people who have some affirmative familiarity with Swedenborg’s Writings—whether or not they belong to any specific organized church body. The essential “church” refers not to membership in congregations, but to an individual’s personal reception of love and wisdom from the Lord, through her or his life and faith.

The life of religion

“All religion is of life, and the life of religion is to do what is good” [*Doctrine of Life*, numbered paragraph 1]. People are prepared for heaven through belief in God and obedience to His laws. It is not enough to believe in Divine teachings and the Lord’s mercy and power; we must also live according to them.

The religious life begins with repentance – looking to the Lord, searching out evils within us, and shunning them in our own life. We also must do things for others. When we do these things freely, the Lord is present and creates new heavenly loves inside us, which cause us to be regenerated or “born again” (John 3:3).

A cardinal principle of Bryn Athyn College is to encourage students to live useful lives of service to others. We are born not for the sake of ourselves, but for the sake of doing good things for others. Heaven is a kingdom of useful service, which gives happiness to people after death. The same principle applies on earth: the true Christian life consists in reaching beyond itself to benefit others. Every occupation has some human service to render to others, and it is especially in our daily work with others that heavenly life can take root within us.

Divine providence

The purpose of the Lord’s providence is to lead every person to heaven, because His love extends to every human being. In order to accomplish this, He has endowed humankind with two mental abilities. The first is spiritual freedom. Although freedom may be limited in outward ways, He preserves in us the ability to love what we choose to love and to believe what we choose to believe. The second ability is rationality; by it we are free to see right and wrong, to distinguish between truth and falsehood, and to recognize differences between reality and appearance.

The Lord operates not arbitrarily but by means of spiritual laws that preserve human freedom and rationality. His love drawing all towards Himself in heaven is a kind of spiritual gravity, and only those live in hell who freely and habitually choose to love themselves and the world above all else. The Lord’s providence freely offers the means of salvation to all who wish to use them.

Ideal married love

The Lord made human beings male and female so that there could be reciprocal and complementary love between the sexes. This gift finds its highest expression in the marriage of one man with one woman. True married love does not end with the death of the body, but is eternal. In authentic married love we experience the deepest possible fulfillment, usefulness, and happiness.

Part One

ORGANIZATIONAL STRUCTURE, INSTITUTIONAL EFFECTIVENESS, AND OUTCOMES

Overview

Over the past decade an increasingly active board of directors, with its growing interest in meeting the needs of patrons and alumni, has effected important changes in the administrative structure and policies of the Academy. Strategic planning now plays a critical role in establishing priorities and determining the future direction for the institution. Bryn Athyn College's emergence as a more fully developed four-year institution creates questions regarding the administrative relationship between the College and the Academy and how the administrative structure for the Academy can provide appropriate support for the growth and development of the College. More broadly, as administrative structures and procedures have become increasingly professional in nature, the Academy has reexamined its administrative link with the General Church of the New Jerusalem in an effort to maintain appropriate ecclesiastical influence and support.

The Academy Corporation

Bryn Athyn College is legally owned by the corporation of the Academy of the New Church. The corporation presently consists of 80 men and women who are members of the General Church of the New Jerusalem. About 80 percent of the members were elected by the corporation to serve for six-year renewable terms, while the remaining 20 percent were elected as lifetime members under the previous by-laws. Members are elected by the corporation to serve on the Academy Board of Directors for a maximum of three three-year terms. Recently, the corporation decided to expand to 100 members over a five-year period in order to provide a larger pool of candidates to serve on the board and its committees.

Since the Academy's founding in 1877, the corporation has been self-perpetuating in order to safeguard the charter purposes of the institution and to avoid tangential directions and secularization. However, partly in response to the need for increased

support from church members, the corporation is considering whether to open up membership to all interested members of the General Church. This change would give church members (many of whom attended Academy schools) a greater sense of ownership of, interest in, and involvement with the Academy.

Opening membership widely could make the corporations for the Academy and the General Church substantially the same. Since General Church membership includes varying levels of support for New Church education, the advantages of broad involvement and support among church members should be weighed against possible challenges to traditional educational goals and uses. It is also possible that opening the Academy Corporation to all General Church Corporation members could lead to changed directions or support for one Academy school over another, or in relation to church elementary schools. The ramifications for Bryn Athyn College and the Theological School need careful assessment.

Board of Directors

The board of directors, drawn from the corporation, numbers 18 elected directors (recently increased from 15), and three *ex officio* members: the president (nominated by the chancellor and elected by the board), the treasurer (nominated by the president and elected by the board), and the chancellor (executive bishop of the General Church) who chairs the board. The board includes men and women from General Church centers around North America.

Over the last decade, the board has taken greater immediate interest in and responsibility for the direction and operation of Bryn Athyn College, the Theological School, and the secondary schools. Relying less on the conclusions of administration and a relatively few directors, as in an earlier generation, all directors now take part in board deliberations. In addition, the general mode of operation has become more open and public, with more administrators invited to regular board sessions, public reporting of board meetings by the president and treasurer, and increased publication of financial information. The recent institution of board retreats reflects the board's growing leadership in planning. Since September 1998 three board retreats have been held: the

first one jointly with the College faculty; the second with board members alone; and the third with board members and school heads.

In the summer of 1999 the board streamlined the committee structure. The previous committee structure had grown unsystematically over a number of years, and it relied heavily on ad hoc finance and facilities committees. The previous Long-Range Planning Committee considered future projects, but without the benefit of comprehensive strategic planning. The reorganization provides each committee with increased clarity and context for decision-making.

The Academy now has a strategic planning committee, including representatives from the Education, Development, Finance, Facilities and Grounds, and Human Resource committees. In 2000/01 the strategic planning committee oversaw the development of a new strategic plan. This strategic plan, like its predecessor (1996-2001), specifies goals and directions for the Academy schools for the next five years. Annually in May the strategic planning committee assesses the plans for implementation and measures progress of the plan.

Other relatively new board committees include the Education and Student Life committees, and the Development Committee to oversee fundraising. A new Executive Committee organizes meeting agendas, gives advice on committee appointments, and provides guidance of board meetings. In October 2001 the board created the new voluntary position of vice-chair (elected annually by the board) to lead the executive committee of the board, help direct the board's consideration of financial business, lead the board in self-assessment, and counsel the president and chancellor in committee appointments. The vice-chair is a one-year position that will be reviewed and possibly made permanent at the end of the 2001-02 academic year.

These changes are intended to help the board carry on its business more efficiently, especially through more frequent committee meetings and timely written recommendations for action items. Committees discuss essential questions, thus use less full-board meeting time. In order to improve committee functioning, the new Resource Committee annually surveys board committee chairs concerning the strengths, weaknesses, and efficiency of their individual committees. A recent survey suggests that

the board is content with the new committee structure,² although it wishes to hear more often from the College dean directly rather than through board committees. Other recommendations include setting up a calendar of meetings and activities to encourage coordination between board committees and corporation members.

To facilitate attendance by distant directors, the number of regular board meetings has dropped from five to three annually. At the same time, the meeting format has been expanded to include a number of board committee meetings and additional sessions for full board discussion, as well as other campus activities and social gatherings. The amount of information mailed out before a meeting has been systematized and increased. Administrators and the Board Executive Committee now plan board meetings and highlight key issues. Acting on committee reports is more efficient, and as a result, board members can devote more time to planning and organizational questions.

The board and College faculty continue to seek improved communication. Service on joint committees has promoted board-faculty understanding, as did a “town meeting” (including directors, faculty, and students) when the College was choosing a new name (1995-1996). The board-faculty retreat (1998) helped promote mutual understanding but needed more follow-through. A faculty member attends board meetings and reports to faculty, although directors have not been able to attend faculty meetings because of schedule constraints. While the joint committees strengthen communication between directors and faculty, more interaction and dialogue are needed.

The new Resource Committee of the board is developing a database on potential members for the corporation and board. The committee plays an important role in the nominations process, and it has also improved the orientation for new corporation and board members. Getting all new corporation members to participate fully in orientation remains a challenge. The results of a survey (May 2001) of newly-elected board and corporation members indicates two critical steps for improvement in board and corporation orientation: (1) provide an overview of how the Academy functions and (2) explain the role and expectations of board and corporation members in the governance of the institution. In addition, the Resource Committee under the new vice-

² On a scale from +2 (strongly agree) to -2 (strongly disagree), the mean response to “The new board committee structure works well” was 1.1.

chair administers self-assessments of the board. While it is too early to assess the overall value of this new committee, the board is actively pursuing a more professional and efficient responsibility.

Administrative Reorganization and the Presidency

For several decades the Academy president (an office held by five priests since 1975)³ has been heavily involved in the business of school administration, including budgeting, personnel decisions, relationships among the Academy schools, and operational questions. Over the last decade, the president led comprehensive strategic planning, facility planning, and a capital campaign. Despite delegation of some functions to the chief administrative officer/treasurer (or CAO),⁴ the full agenda further decreased the president's time for spiritual leadership. Because the CAO's direction of Central Shared Services (CSS)⁵ and strategic planning has significantly improved administrative efficiency, the president now devotes additional time to leading a more active and involved board and to governance studies.

As this report is written (fall 2001), the Academy is undertaking a major restructuring of its top administrative office. For many years the board of directors has been chaired by the chancellor, who is also bishop of the General Church. Over the last decade, with support and encouragement from the chancellor, the president now serves as chief executive officer of the Academy. In business and financial affairs, he is supported by the CAO. After the present president retires in July 2002, the bishop of the General Church will step down from his position of chair of the board of directors. In June 2001, a General Church priest was chosen to be the next president of the Academy schools, and in this position he will likely chair the board and carry on some of the responsibilities of the current chancellor and president. Other responsibilities of the president's office will be delegated to other administrators. In keeping with the Academy's plans for reorganization, the next president will lead a committee in the fall of 2002 charged with

³ Before 1975 the Academy president was the executive bishop of the General Church, and there was no position of chancellor.

⁴ The CAO/Treasurer position was created in 1999 to oversee non-academic areas of the institution.

⁵ Centralized Shared Services includes the offices of human resources, payroll and benefits, controller, accounting, budget and business administration, consolidated plant operations, and information technology.

examining the merits of replacing the position of dean of the College with a college president and evaluating candidates for the position. This change is expected to provide increased leadership and accountability on the part of the College. While specific changes are not yet clear, the principal goals of the new organization are plain:

- enable the new president to devote increased time to spiritual leadership
- delegate additional business, financial, and planning affairs to the chief administrative officer and others
- delegate operational decisions and affairs to school administrators
- delegate more activities to the vice-chair of the board and other administrators.

In addition, the future president is expected to devote time to the following initiatives formally affirmed by the board in May 2001:

- increase spiritual leadership
- develop a long-range vision (15-20 years) with major milestones
- oversee institution of an accountability management system
- oversee development of an aggressive growth plan
- lead enhanced marketing (internal and external) of the Academy's accomplishments to improve broad affirmation, support, and trust.

The top administrative leaders of the College and Theological School (at present called deans) will continue to report to the president. It is not anticipated that a new top administrative position (such as a provost) will be created. As a general direction for these changes becomes clear, the Academy will continue to seek input from the Middle States Association.

Relationship between the Academy and General Church

Since 1997 the relationship between the Academy and the General Church has been examined by several groups in different contexts to determine what administrative structure would best maintain a strong organic tie with the General Church while improving administrative efficiency of both institutions. Since the Academy and General

Church have a broad spectrum of opinions on governance issues, analysis and assessment generate further questions and dialogue rather than quick resolution. While the present reorganization in Academy administration is providing some direction to governance, the studies and discussion are likely to continue at least until selection of the future executive bishop of the General Church in 2003.

A steady increase of General Church responsibilities has stretched the purview of the chancellor of the Academy across too many areas. Accordingly, the chancellor has decided to delegate his direct Academy leadership, effective July 2002, and to limit his role to general oversight. However, the chancellor will continue to nominate (or remove) and review the Academy president. This change will simplify the top administration of the Academy, but the addition of the chancellor's responsibilities to the future president will require additional delegation of the latter's non-leadership functions.

The Academy (including Bryn Athyn College) will maintain its close relation with the General Church after the bishop ceases to chair the Academy board. Service on joint committees and close communications connect the two organizations. Other organic ties, such as inclusion of General Church pastors on the board of directors, are under consideration.

In looking at the future leadership of the Academy, a president search committee thoughtfully examined and then rejected the possibility of a non-priest leader, concluding that a priest-president represents the best choice at this time to maintain and strengthen the Academy's religious purposes as an educational branch of the General Church. The Academy is now examining how to enable the next president to devote sufficient attention to spiritual and overall leadership through appropriate delegation. Several models have been considered, and as of this writing, a consultant is working with the future president, the CAO, and other administrators, and also with a corporation reorganization committee, to determine the appropriate definition of responsibilities at different levels of upper administration.

The decision to redefine the presidency and other top administrative roles stems from a concern about effective and efficient administration. While various constituencies define the problem differently, there is general concern about leadership and the institution's future. The decision to appoint a priest as CEO of the Academy appeals to

those concerned with maintaining close ties to the General Church. Other groups are concerned that theological school and pastoral work do not prepare clergy to lead a complex academic institution such as the Academy. The majority of the faculty is concerned by how these changes will affect the College.⁶ An institution operating four schools at three different educational levels will find it challenging to focus on specific issues related to each. The new president is considering how proposed administrative changes might affect the growth and development of the College.

Other Academy-wide Administrative Changes

In 1992 the president instituted the Academy Leadership Team (ALT). Membership on ALT includes the president, CAO, the four heads of schools, and the four directors of development, communication, consolidated plant operations and facilities, and budget and business administration. This group reviews and establishes policies affecting the entire institution and establishes budget priorities. While ALT has enhanced positive working relations among the different sectors of the institution, it has reduced the focus on academic issues by top administrators. The new president is aware of this concern and plans to meet regularly with the heads of schools to discuss the development of the institution's academic programs.

In 1999 a CAO was appointed to replace the treasurer and serve as chief financial officer and head of Centralized Shared Services for the Academy and General Church. The CAO assists the president with administrative duties such as implementing the strategic planning process. While this position improves the efficiency and effectiveness of the institution, the faculty has concerns about this change (see footnote #6) and would welcome a system of assessment and accountability to measure whether the reorganization (CAO in 1999, and president in 2002) promotes the healthy development of the College.

These changes illustrate the challenges associated with governing a complex organization such as the Academy. Board members have called for increased information

⁶ A recent survey shows that only nine percent of the faculty agrees that the current (summer 2001) definition of the president's role and the current organizational structure allow for the development of the College. See 2001 faculty self-study survey questions #39 and #40.

and accountability by the College and other operating units. Similarly, faculty members express interest in increased contact with the board and other key decision-makers in order to express the College's perspective more directly. In particular, some faculty members would like the board to consider separate board committees for the separate schools. In the long run, particularly as the College expands, it may make sense to designate a board of directors for the College and Theological School distinct from the secondary schools, and perhaps separate the endowment. As follow-up to the survey, a focus group of faculty members met (November 2001) and expressed support for opening discussion with the board on how the board and faculty might work more closely to build consensus and promote accountability. While this issue has been discussed informally for a number of years, the faculty takes responsibility for not raising it through the appropriate channels. At an upcoming meeting of the Board Strategic Planning Committee (September 2002) the dean plans to recommend that a committee of administrators, faculty and board members be appointed to study the merits of these ideas and how they might lead to more effective governance.

College Administration

The roles of dean of men and dean of women were reconstituted into associate deans of academic affairs and student affairs in 1996. In July of 2001, the female associate dean of student affairs stepped down and was replaced by a male associate dean, resulting in an all-male administration. The dean and the College are aware that gender balance is important and will keep this in mind in making future appointments.

The results of the 2001 faculty survey indicate that two-thirds of the faculty feels that policies and decisions are made at the appropriate level and with appropriate consultation. Several additional comments from the faculty survey call for greater clarification of the roles and responsibilities of the deans.

Another area to consider is the relationship of the four-year majors to the academic divisions. Because of its small size, the College is organized around seven divisions: Education, Fine Arts, History-Social Science, Humanities, Mathematics-Science, Religion-Sacred Languages, and Athletics and Physical Education. The head of each division reports to the College dean. According to the 2001 faculty self-study

survey, 50 percent of the faculty agrees that this divisional structure works well. Some faculty members, however, question whether the divisional structure is outmoded or unresponsive to the College's present needs, particularly in terms of the four-year majors. As the baccalaureate programs play an increasingly prominent role in the academic life of the institution, their place within the division structure will need to be more clearly defined.

Strategic Planning

Strategic planning at present comes under the direction of the CAO who leads the overall planning process, under the president's general oversight. Vision and directions come from the president, board, and schools, while the CAO is responsible for developing the plan. In 1999 the College established a planning committee to coordinate academic and financial planning in the College. Membership on the committee, which is chaired by the College dean, includes representatives from the faculty, administration, and board. This committee collects and analyzes data concerning classroom use and the relationship among enrollment, tuition, and class-size. More recently (2000), a board strategic planning committee was established to oversee the Academy's overall planning process.

Although the College planning committee has produced information used to construct a five-year budget projection for the institution, it has remained tangential to the strategic planning process. Part of the reason may be that few board members attend College planning committee meetings on a regular basis. Another likely cause is that the board strategic planning committee plays the dominant role in institutional planning and does not have any formal ties to the College planning committee.

In recent years strategic planning has played a central role in the annual budgeting process by establishing long-term priorities for the institution. The 1996/2001 strategic plan represented the Academy's first comprehensive planning effort. Most of the capital expenditures made since 1996 are the direct result of institutional planning. (See Appendix A for a complete list of major capital expenditures since 1991.) Many of these projects support the College by providing a computer network and additional space for specific programs such as physical education and athletics, fine arts, the performing arts,

and equipment for computer and science laboratories. However, the need for additional classroom and laboratory space continues to be pressing.

Feedback from faculty, administration, and board on the 1996/2001 strategic planning process indicates that there are several ways to improve institutional planning: 1) enhance the level of coordination among planning units (especially the four schools), 2) de-emphasize the wish list aspect by effectively integrating academic, financial, and facilities planning, and 3) increase the ownership of the plan by asking the College, Theological School, and other groups to report to the board on their progress in implementing the plan.

The process for constructing the 2001/06 strategic plan addressed some weaknesses in the construction of the previous five-year plan. The new process was more centralized and led by the chair of the Strategic Planning Committee (an experienced educational planner) and the CAO. The new plan sought more balanced representation by organizing the Academy into nine institution-wide planning teams covering the following areas: admissions and placement, faculty and staff, curriculum and programs, student life and educational environment, technology, facilities, financial resources and management, development and communications, and governance. Planning has also been enhanced through the creation of a capital budget and financial model that projects institutional costs and revenue through 2006. A recent survey suggests that just under half of the College faculty is confident that the 2001/06 strategic plan will strengthen the College (2001 faculty self-study survey, question #48). There is also general agreement that the projects contained in the plan need additional prioritization that reflects both academic planning and financial realities. Planning often takes place at a strategic level while budgeting remains focused at an operational level. One approach that would increase institutional accountability for the plan while also creating incentives for budget managers to invest prudently would be to breakout more fully the capital and operating budgets for the respective schools. Another way to enhance coordination between planning and budgeting would be to increase the number of crossover people serving on the planning and budget committees. The faculty believes that strategic planning will be more productive for the College if the new president plays a more visible role in the process, and if the composition of and charges to the teams are more cognizant of the

differences between the schools. Although the schools share the same overall Academy mission, the issues and curricula differ significantly. The leadership of academic strategic planning needs to manifest awareness of these differences and support the individual goals and visions of the schools.

Financial Resources

Endowment performance and policy

Over the past decade, the Academy's endowment has grown from a market value of \$146,587,000 in June of 1991 to \$298,339,000 in June of 2001.⁷ These figures represent an average annual compound return in excess of 10 percent, net of investment management fees. The institution's goal is to realize a five percent annual growth rate in the value of the endowment after inflation. Of the endowment's value in June of 2001, the payout from \$185,723,000 is available for unrestricted use in fiscal operations, and from \$28,019,000 is available for scholarships in various forms. Current policy restricts the annual payout to no more than five percent of the endowment's value.⁸ Despite the recent downturn in financial markets, the current payout percentage remains at approximately four percent, which is mid-range.

Recent Budgetary Trends

Bryn Athyn College's budget is part of the overall operating budget for the Academy of the New Church. Therefore, the figures below refer to the Academy as a whole and are expressed in 1996 dollars. Since 1996, the endowment's payout for annual operating expenses has risen in real terms by 34 percent. During this same period, net revenue from tuition increased by 57 percent. This increase in tuition revenue is primarily related to enrollment growth. Contributions made to the annual fund kept pace with inflation over these five years. Earmarked gifts, while showing considerable variation from year to year, increased substantially during this same period, which included a major capital campaign.

⁷ The endowment is shared between Bryn Athyn College, the Theological School, and the Academy secondary schools. No specific allocation between the schools is made on our books of account.

⁸ The Academy uses a three-year moving average to calculate the payout rate. The payout rate for 1998/99 through 2000/01 was 3.6 percent.

The Academy has also experienced significant increases in operating expenses in recent years. Instructional costs have risen by 29 percent, while improvements to the physical plant and renovations made to several buildings under the aegis of the 1996/2001 strategic plan have increased depreciation and operation and maintenance expenses by 73 percent and 28 percent respectively. Institutional costs associated with information technology, development office, and employee benefits have also grown substantially during the past five years (see table 1 below).

Costs for instruction, academic support, and student services (including associated benefits) represent about 62 percent of operating budget expenses, while only nine percent of institutional revenue is derived from tuition. (This figure is net of any financial aid received.) A survey of peer institutions shows that, on average, approximately 50 percent of revenues are derived from tuition, net of financial aid. Since approximately 77 percent of the institution's operating income is derived from endowment, the Academy's ability to add new programs and facilities is limited. The institution cannot pursue a growth strategy without identifying new sources of revenue and cost savings. In response to this situation, the Academy plans to increase tuition for the College and Theological School by 10 percent per year over the next five years from a base of \$5,430 in fiscal year 2001.⁹ When combined with similar tuition increases at the secondary schools, this policy is expected to increase net-tuition revenue by approximately \$800,000 in the next five years and increase net tuition to about 12 percent of operating expenses. College fees will be more in line with public and religiously-affiliated colleges in Pennsylvania.

Table 1- Growth In Academy Budget 1996-2001. (All figures are expressed in thousands)

	Actual Fiscal Yr. 1996	Actual Fiscal Yr. 2001	Difference	Percentage Increase
Tuition (Net)	576	903	327	57%
Gifts	402	401	-1	0%
Endowment	5,707	7,653	1,946	34%
Other	896	952	56	6%
Total Revenue	7,581	9,909	2,328	31%
Instructional	1,962	2,534	572	29%

⁹ Tuition at the Academy secondary schools will be increased by 15 percent per year for the same period.

Academic Support	745	769	24	3%
Student Services	363	458	95	26%
Institutional*	1,004	1,501	497	50%
Benefits	1,071	1,520	449	42%
Operations & Maintenance	829	1,057	228	28%
Depreciation	393	681	288	73%
Other	1,194	1,389	195	16%
Total Expense	7,561	9,909	2,348	31%
*Institutional				
Financial Office	247	305	58	24%
Development Office	99	201	102	103%
Information Technology	61	282	221	362%
Other	597	713	116	19%

All figures are expressed in constant 1996 dollars.

Since the Academy has traditionally used income from endowment to keep tuition and fees low, significant tuition hikes may have a major influence on enrollment and the demand for financial aid among our traditional clientele. The business office plans to maximize financial aid dollars by pursuing a net-revenue policy in awarding aid.¹⁰ To reduce the burden on institutional resources, the institution will also consider non-institutional sources such as the state of Pennsylvania for financial aid, provided that requirements for compliance do not conflict with the Academy's ability to carry out its mission.

Additional revenue is also anticipated through enrollment growth in the College. Analysis completed by the College Planning Committee shows that average class size in the College fell from a high of 13.3 in 1975/76 to about 8.3 in 2000/01. This change is primarily due to an increase in the number of courses taught each year. These data suggest that the College can accommodate a larger student body without adding substantially to its curriculum or staff. However, additional data provided by the College Planning Committee suggests that a sustained enrollment increase beyond ten on-campus students will trigger the need for additional residence hall space. Analysis of current space dedicated to academic programs shows an acute need for additional classrooms that can accommodate medium size classes (15-25 students) as well as additional science

¹⁰ A net revenue policy implies that an institution will award financial aid to a student provided that the expected net revenue received exceeds any new expenses.

laboratories and storage space in biology, chemistry, and earth science (see Science Facilities, 56-60).

A full-time admissions coordinator was appointed in August of 2001 to expand the College's recruiting efforts. This strategy will test the College's ability to market itself, not only to its traditional clientele but also to students outside of the General Church (see Part Four, Recruiting and Admissions, 73).

Budget Deficit

The cost increases outlined under Recent Budgetary Trends (12), coupled with recent shortfalls in enrollment,¹¹ gifts, and bequests, resulted in a budget deficit of \$467,000 in the 2001 fiscal year. The institution covered the deficit by using funds normally reinvested into depreciation reserves. The rationale for this decision involves viewing recent improvements to facilities as an investment in the future that will take several years to absorb into the operating budget.

Accompanying the 2001/06 strategic plan is a financial model that projects institutional costs and revenues for the Academy as a whole through 2006 (see Appendix B). The model includes assumptions concerning enrollment, tuition charges, teaching loads, curriculum size, as well as several major capital expenditures, such as a new college residence hall and science/classroom building from the 2001/06 strategic plan.¹²

Despite the planned increases in tuition and enrollment, budget projections point to a continuing deficit unless changes are made. The board viewed this deficit as unacceptable, and the Board Finance Committee directed the Academy administration to make appropriate recommendations. This winter, the institution reviewed the costs associated with each operating unit (including the College) and made the cuts necessary to balance the budget. In the long run, this cost data will provide a better understanding of the relationship between costs and income at various enrollment levels as well as breakout budgets for each school in order to make more informed financial decisions.

¹¹ For 1999/2000, college enrollment was 19 students below projections.

¹² The strategic plan stipulates that no new capital projects will be undertaken unless 50 percent or more of the funding is derived from new charitable donations. An exception to this policy may be a new residence hall.

Ultimately, the Academy needs to examine all academic and nonacademic programs in the light of the institution's mission and look for possible savings through consolidation and/or downsizing of non-essential activities.

Given strong market demand, additional net-revenue may be generated by expanding programs with high fixed costs and low variable costs. Conversely, curtailing programs with low fixed costs and high variable costs will tend to produce cost savings. Data from the College Planning Committee indicates that the institution's academic facilities can accommodate up to a maximum of 180 full-time equivalent students (FTEs).

Comparative Financial Benchmarks

The Academy will monitor other financial benchmarks over the course of the next five years, particularly the ratio of our instructional costs, academic support, student support, institutional costs, and operating and maintenance costs as compared to peer institutions in Pennsylvania. However, primary focus will rest on the gross and net tuition ratio and the cost per student, due to their impact on our five-year strategic plan.

Linking Planning with Budgeting

The Academy five-year plan anticipates a need to upgrade facilities, particularly by adding residence hall space and science laboratory facilities, the latter of which are currently shared with the secondary schools. The faculty, administration, and board will determine the optimum time for adding these new facilities in light of anticipated growth in College enrollment and the ability to sustain a high inherent subsidy per student as compared to total costs for each student.

There also is a need to plan a fundraising effort, particularly to add the new science facility and provide for operating costs. These additional operating costs will be added gradually to student tuition over an extended period of time.

The faculty agrees that the financial model developed by the Director of Budget and Business Administration should be used on an ongoing basis to explore and refine various strategies for institutional growth.

Enrollment Management

The enrollment management committee consists of the three deans (college, student life, academic affairs), the directors of financial aid and admissions, the career and guidance counselor, and the admissions coordinator. The enrollment committee hears reports from the financial aid officer on the status of aid, tuition, and housing costs, and then makes recommendations to the Board Finance Committee. Meeting monthly throughout the year, the committee coordinates how to attract and retain students. The committee also receives reports from the admissions director concerning projected enrollment and examines the admissions process for needed changes.

The College seeks to enroll students from inside and outside of the General Church who are interested in studying the liberal arts in the light of New Church doctrine. Enrollment is projected using data of baptismal records from the General Church and three different growth models of ‘conservative,’ ‘middle,’ and ‘generous.’ Each model reflects a different set of assumptions concerning admissions policies, retention of baptized students from secondary schools, and growth in College programs (Appendix C, Enrollment Projections). Current projections place enrollment for the 2002 year between 136 and 141 students, and for the 2007 year between 135 and 179 (Appendix C). The committee also facilitates discussion between admissions and housing personnel. On-campus housing has become increasingly strained as enrollment grows. With 103 beds, 21 of which are in satellite housing, additional growth in enrollment beyond ten students will require additional housing. The satellite housing does not represent a long-term housing solution, even for present numbers, since these facilities do not promote campus community, are not connected to the computer network, and pose some safety and security problems.

Several areas of enrollment management need attention. First, the College needs to assess the admissions process between the point of first contact and enrollment, particularly the months following acceptance. More frequent and personal communication from the College during this period would help strengthen students’ confidence in their choice. As with all policies, the admissions process needs periodic

review to ensure that all students, baptized as well as non-baptized, receive equal and fair treatment

The process of assigning housing also needs periodic review. In addition to limited space, the method of allotting housing has been informal, with decisions being made through consideration of such factors as student requests, housing directors' information, constraints of single-sex housing units, and competing demands from other areas (e.g. faculty housing and Theological School needs). Although some students would like a more formal policy for allotting housing, many appreciate the College's flexibility and personal attention to individual needs. As the student body grows, the College will need to look at incorporating methods used at larger schools, such as some system of lottery modified by seniority privileges for upperclassmen.

ALUMNI AND PUBLIC RELATIONS

In an effort to enhance communication with alumni and enlist the support of a larger number of patrons, the Academy has expanded its alumni and public relations efforts in recent years. Primarily in response to the 1996/2001 strategic plan, the Development Office, which originally served both the General Church and Academy, was reorganized and enlarged to serve the Academy and report directly to the president. While this change resulted in a successful fundraising effort (Campaign 2000), the development functions of the Academy and the General Church were recombined in the spring of 2000 with a view to eliminating competition for financial support, maximizing resources, and better serving the needs of both institutions.

The Academy schools and General Church expanded the Development Office from two employees in 1992 to six in 2000, including a managing director, director of communications, director of special events, a web and publications specialist, and support staff. Although progress has been made, the Development Office needs to work more closely with the College in the areas of strategic planning and alumni communication and participation.

Currently, the Development Office is housed on the first floor of deCharms Hall on the secondary school campus. While this location provides adequate space and the opportunity to involve secondary school faculty and students in the work of the office,

interaction with the College is minimized. The Academy has not yet identified a location for development that is both an adequate size and centrally located. The new president plans to address this issue in the first year of his administration.

As the number of College alumni increases, a key initiative will be to establish a College alumni association to build closer ties between the College and its alumni and to provide more opportunities for alumni input and support. Past efforts to contact College alumni demonstrated broad interest in Bryn Athyn College, together with warm memories of undergraduate years and a general wish to support the College. Recent alumni especially have been interested in the growth of the College. Consideration should be given to having an alumni representative serve on the board of directors. The administration needs to identify opportunities for alumni to serve on College and board committees in such areas as recruitment, student life, and career planning and placement. The Development Office plans to work with the faculty to establish clear goals and objectives for an alumni association and present a proposal to the board of directors during the 2002/03 academic year.

The Academy continues to explore new ways to reach out to alumni and friends. Each fall, the Development Office supports a homecoming weekend (Charter Day) that focuses primarily on events of interest to secondary school alumni. Partly in response to the need to develop events catering to College alumni, the College and Development Office sponsored a College alumni weekend in the spring of 2001. While those participating deemed the weekend a success, attendance was thin. Promotion for the weekend was complicated by the fact that the institution's database could not produce mailing labels for alumni attending the College during specified time periods.¹³ Obtaining current mailing addresses and other information relating to its alumni is a top college priority. The Development Office anticipates that this event will be more successful as it becomes more established. Feedback from some alumni suggests that the College include events and programs that are more intellectual in nature, such as a faculty lecture series.

¹³ The database is currently being reworked by the Development Office and should be updated by June of 2002.

The Development Office recently launched an alumni website and an online alumni resource network that provides the opportunity for alumni to contact each other and learn about current programs and events on campus.

The Development Office produces brochures and publications for the Academy as a whole, including an alumni newsletter, an annual report, and a journal containing annual reports from Academy administrators. The Director of Communication is assisting the College in developing recruiting material to promote the College to prospective students. However, because different offices on campus produce publications, the newsletters, brochures, and other material frequently lack overall coordination and common visual themes, particularly in terms of applying the adopted standards for use of the College name and logo. Having the Development Office provide general support and serve as a clearinghouse would enhance the consistency and professional nature of all publications.

The Development Office promotes fundraising with alumni through two-way communication, including recent interviews (170 interviews) by the directors of development and communication with Academy alumni and church members. A follow-up report based on these interviews provided input on issues needing board and administrative attention. A board retreat considered the findings and recommendations of the report. The College already has begun to address some of the key issues, such as residence hall visiting policies and the quality of instruction in religion classes, as well as responding to some of the misinformation contained in the report. In addition, some of the feedback was too general to be of any real value to the institution. This experience reinforces the need for an alumni association that fosters regular contact with alumni and patrons and that serves as a conduit for news and information about the College. The Development Office plans to enhance the quality of the feedback obtained from alumni by pursuing a more systematic approach to conducting opinion surveys.

Recommendations for Part One

Administration and Governance

1. Strengthen communication and interaction between board and faculty. Appoint a joint board-faculty committee to consider issues specific to College administration and College academics. Schedule several faculty meetings at times when board members are able to attend. Initiate discussion with the board regarding possible benefits of separating the board and endowment for the College and Theological School apart from the secondary schools.
2. Continue to develop the orientation program for new board and corporation members, including encouraging fuller participation by the corporation.
3. Evaluate the responsibilities shared among the College deans, particularly in the context of reorganization of top administration.
4. Analyze the relationship between the divisions and four-year majors.
5. Review the roles of and relationship between the board strategic planning committee and the College planning committee to enhance communication and coordinate efforts.
6. Review the costs and revenue associated with each operating unit to identify potential savings.
7. Examine all academic and nonacademic programs in the light of Academy's mission. Categorize institutional costs as either fixed or variable and determine optimum operating levels for each program or service, given current physical plant and resources.
8. Determine a cost-revenue relationship for the College at various enrollment levels so that effective reallocation decisions can be made.
9. Implement continuing tuition increases to generate additional income; promote the use of institutional aid.
10. Explore non-institutional financial aid sources to reduce the burden on institutional funds.

Enrollment

11. Review admissions policies and procedures for baptized and non-baptized students to ensure that they promote recruitment and are appropriate and compatible.
12. Develop plan, with annual review, to attract, recruit and retain seekers.

Alumni and Public Relations

13. Communicate and promote the Academy-wide strategic plan to alumni and friends so that they understand and support its goals.
14. Direct fund raising to support the Strategic Plan and growth initiatives in the plan, such as recruitment, a new residence hall, and a new science classroom building.
15. Explore ways for the Development Office to support the admissions coordinator in recruiting efforts.
16. Improve web-based and e-mail communication, including the development of an Academy website to link in all websites associated with the institution.
17. Development Office works with alumni and faculty to create a College alumni association.
18. Faculty and Development Office coordinate material published about Bryn Athyn College in order to promote the College's strengths and reinforce a consistent image.
19. Relocate Development Office to a more central setting.

Part Two

EDUCATIONAL PROGRAMS AND CURRICULA

Two-year and Four-year Programs

Bryn Athyn College offers a liberal arts curriculum enriched and structured by the teachings of the New Church. Currently 97 students are enrolled at the associate level and 34 at the baccalaureate level. The Associate in Art (A.A.) degree offers an emphasis in one of three areas: humanities, mathematics-science, or history-social science. Students fulfill 68 credits, including four courses in religion, two in philosophy, two in writing, and two in physical education. The A.A. positions students for transfer to other institutions or for pursuit of one of the College's baccalaureate degrees.

The College offers six baccalaureate degrees, in biology, education, English, history, interdisciplinary studies, and religion. Three of these have been part of the curriculum for many years: since 1904 the education program has been training teachers for careers in New Church elementary schools; since 1975 the interdisciplinary program has helped students to bridge two chosen areas of liberal arts studies; and since 1914 the religion major has prepared students for Theological School or for in-depth study of the religion beyond the two courses required yearly of full-time students. In addition to these three majors, three more have been added since 1992. The English language and literature major (1992) emphasizes reading, writing, and analytic skills; the history major (1996) emphasizes the study of both textual and material evidence and works closely with the religious art and artifacts of Glencairn Museum; and the biology major (1995)¹⁴ offers either a B.A. track with an emphasis on liberal arts, or a B.S. track with an emphasis on research.

The six majors wrote strategic plans in 1999, which are gathered in one document (see Baccalaureate Programs, available in resource room). Outlined below are priorities shared by the majors, followed by some objectives specific to each major.

Shared priorities of the four-year majors

¹⁴ Originally developed as the biological and chemical sciences major in 1995, this major was reorganized in 2000 into a straight biology major, with the addition of a B.S. track in 2001.

- Strengthen retention to increase student body and thus enrollment in the majors.
- Establish resource rooms for upper-division students for meetings and gatherings to promote identity, scholarship, and collegiality.
- Analyze the relationship between divisions and majors, particularly focusing on allocation of funds.
- Pursue possibility of certification in secondary education for majors such as English, history, and biology.
- Increase library holdings for the disciplines in which we offer B.A./B.S. degrees.
- Encourage research and keep students abreast of developments in their fields.

Objectives unique to each major

- Biology Major: improve new lab, research and seminar experiences for majors on campus to complement course material; develop web-site that will include course notes, seminar notices, and news of interest to majors; and continue to expand contacts and internship programs with local research facilities and other colleges and universities.
- Education Major: continue working with Holy Family College to update curriculum to meet Pennsylvania State Teaching Standards and to offer certification in Early Childhood Education and Special Education. Have all Education majors work toward New Church Education Certification¹⁵ as part of their program (beginning 2002-2003).
- English Language & Literature Major: develop internships in publishing, journalism, and editing. Enhance curriculum by revising survey courses, removing infrequently-taught courses, and adding senior seminar. Increase communication with alumni to give undergraduates professional contact.
- History Major: continue a full curriculum review, evaluate the track system, develop a web-site for the major, and establish clear criteria for the requirements and evaluation of the senior research paper.
- Interdisciplinary Major: strengthen the process of guiding students in the production of the senior research essay.
- Religion Major: develop different tracks--sacred language, philosophy, education, and evangelization—to meet students' interests and to provide integrity and purpose to the curriculum.

¹⁵ See *New Church Certification – A Proposal* (June 2001), in resource room.

In addition to the six established majors, there is support for a proposed social science major (30).

Analysis of relationship between two-year and four-year programs

The A.A. serves as the general education curriculum of the College, and as such, the entry requirement for five of the six majors. The education major does not require the A.A. degree because students need to begin the program in their sophomore year. The 2001 faculty self-study survey indicates that the majority of the faculty feels that the A.A. degree transitions smoothly into the four-year programs (51 percent agreed, 9 percent strongly agreed, 26 percent were neutral or mixed, 6 percent disagreed, and 9 percent did not know). Nevertheless, the written comments indicate that faculty members have mixed feelings about the relationship between the A.A. and the majors. The areas of concern revolve around the question of whether the A.A. is the best route for the general education program at Bryn Athyn College as the College develops its four-year curriculum. For example, some faculty noted that the two- and four-year programs function more as independent units than as pieces of a single program of study. The A.A. program was last substantively modified in 1977 when the College offered only three bachelors degrees. The development of three new majors in the 1990s has created a need to reexamine the A.A. degree and its relation to the four-year curriculum. The ad hoc curriculum committee is currently addressing this.

Academic Growth and Change

One of the challenges facing Bryn Athyn College is the faculty's desire to increase both average class size as well as courses offered. Obviously this is impossible unless combined with enrollment growth. Over the past twenty years, college enrollment largely has followed demographic trends in the General Church. Between 1981 and 1991, enrollment fell from 136 to 101 FTE. Enrollment rebounded during the 1990s, hitting a high of 156 FTE in 1998. Current enrollment stands at 133 FTE. During the same period the curriculum has expanded from an average of 138 courses offered in 1981

to 191 in 2001.¹⁶ Most of this expansion—39 of 53 courses—occurred over the last 10 years. Comparing courses offered with enrollment we see a growth from about one course offered per FTE in 1981 to 1.5 courses per FTE in 2001. This translates into a decrease in average class size from 12.0 to 8.2 over the same time period.¹⁷ While Bryn Athyn College students are enjoying greater choice in courses, they also experience small class sizes, especially challenging in humanities, history, and social science courses, which emphasize student participation through group discussion. Small classes also drive up costs.

Over the last 10 years the College has added three baccalaureate programs, which added 19 courses and accounts for half of the growth in number of courses over the same period. Another seven courses support the proposed social science major, expanding courses offered in that field to 19 in 2001. Another six courses added over the last 10 years are in foreign languages, but half of this growth makes up for losses in the 1980s. Additionally, most of the modern language courses are offered in a multilevel format, which increases class size and lowers cost. The seven other new courses are spread among theater, philosophy, physical education, physical science, mathematics, computer science, and skill courses and were added largely in response to the needs of transfer students and student interest.

Bryn Athyn College offers a more complete curriculum today than 10 years ago and as a result student retention has increased. In 1981 25 full-time students were in their third or fourth years of study. Ten years later in 1991 (before the new majors were added) this number of students in the third and fourth years had increased by only one, for a total of 26. In 2001, however, there are 34 full-time students in the upper division, representing a growth of 35 percent over the last ten years. Unfortunately, growth in the percentage of upper level students has been accompanied by a small but significant decline in lower division students, accounting for an overall decrease in FTEs over the last twenty years. Apparently, as Bryn Athyn College has become more attractive as a four-year college it has become less attractive as a two-year school to the traditional

¹⁶ “Curriculum Development as Measured by Course Offerings,” Bedford, Nov. 2001. This study was based on catalog information of courses offered; years studied are 1980-1982, 1990-1992, and 1999-2001. Available in the resource room.

¹⁷ Assuming each FTE takes twelve courses each year.

clientele. This can be seen in the decreasing percent of Academy secondary school seniors entering Bryn Athyn College. Historically, about 58 percent of Academy secondary school students attended Bryn Athyn College, but over the last few years this number has dropped to less than 50 percent. This trend is puzzling since many of the courses added over the last twenty years have been at the 100 and 200 level. An explanation for the dropping enrollment probably lies in some combination of the following: increasing recruitment competition; two-year programs have lost appeal nation-wide; the church has become more upwardly mobile, and parents and students are setting their sights on other schools; and career- and college-counseling in the Academy secondary schools has progressed significantly without commensurate effort on the part of both the College and the secondary schools to promote the College as one of the good choices available, not only for a four-year experience, but for one- and two-year experiences as well. In an effort to better understand factors associated with student attrition, the College instituted an annual retention survey in 2001 (see Transfer Survey 2001). Preliminary findings suggest that those students leaving Bryn Athyn College after one or two years are satisfied with their experience and would consider returning if additional coursework was available and/or the student body was larger. Additional study is needed.

Curriculum Oversight

The lack of curriculum oversight was a clear problem identified in the 1992 self-study. Recommendations from the MSA visiting team included four regarding curriculum (see visiting team's report, 9). Three of the four have been partially addressed (1998 PRR, 33-34). The College began to address the fourth—"Faculty should continue to discuss the 1991 Curriculum Committee Report"—in the fall of 1999 when the dean formed an ad hoc committee to review the curriculum report and to assess the A.A. degree. The committee began by identifying key learning goals for assessing the current A.A. programs. This effort culminated in a statement of curricular mission and learning goals, which was adopted by the faculty as a working statement in November 2001. The next step will be to clarify the objectives and outcomes the curriculum committee will pursue over the next five years.

In spite of weaknesses in curriculum oversight and decreases in class sizes, the faculty believes the College is stronger now than ten years ago in terms of the quality of the offerings and the professional caliber of the faculty. The faculty is committed to a four-year college. At the same time, the College recognizes that it must exercise prudent financial management. It needs to promote the two-year and four-year programs simultaneously, making changes where appropriate. It needs to continue to strengthen its relationship with the secondary schools so that those students who would benefit from studying at the College do not look so quickly elsewhere. A gradual influx of students new to the church will also wean the College from over-dependence on the secondary schools at a time when many of the Academy secondary school graduates are expanding their educational experience beyond New Church institutions. The College needs greater discipline in the development of its curriculum, and a clearer articulation of goals and assessment. It needs to identify and work toward a larger average class size, which means cutting some courses from the present curriculum, or placing a freeze on new courses. Proposed new courses should come as a trade off so that the total offerings are not increased. With a mission-driven curriculum, overseen by a committee that has clear authority and direction, the College can enhance and promote the associate and baccalaureate programs simultaneously.

Proposed Social Science Major

The College is interested in adding additional four-year programs and has recently considered a proposal for a social science major. The faculty approved the proposal in principle in 1999. One of the attractive features of this major is its New Church component, a factor that could stimulate intellectual development at the College and in the Church. An evaluation of enrollment potential needs to be examined. Given the Academy's recent financial challenges and the concern with low student-teacher ratios in upper level courses, sustained funding for this program has not been identified. The current financial circumstances of the Academy have created additional challenges (2001/06 strategic plan, 35).

ADDITIONAL PROGRAMS SUPPORTING ACADEMIC STUDIES

English as a Second Language (ESL)

Three major changes over the past two years strengthen support for our international students. The College has added an extensive orientation program, part of which is specifically designed for international students; it has implemented an ESL course, English 100; and it has designated a part-time international student advisor with extensive experience living abroad and working with international groups (see Part Four, International Students, 89). English 100, taught fall term, continues to support students as they transition into coursework and the academic environment. This ESL course focuses on reading, library research, and writing skills in the context of American literature.

Although some faculty members feel that the College does an adequate job in accommodating and integrating ESL students, others acknowledge that there are language and cultural difficulties that they encounter with ESL students. International students need more tutoring options, careful monitoring of progress, and continuous mentoring.

Internships

The College began arranging internships for students approximately a decade ago (1990). Since that time, the program has grown significantly. Fewer than seven students per year (5 percent of student body) participated in the early 1990s, while 25 (18 percent) were actively involved in 2000–2001. Increased participation in the internship program has come without significant cost, particularly since the General Church underwrites church-related internships.

Eligibility for the internship program is restricted to students who have a GPA of 2.70 and have successfully completed at least two terms. In addition, candidates are selected on the basis of demonstrated leadership and emotional maturity. As a result, students who get involved in internships are often leaders of some sort. If they go off campus for internship experiences their energy is missed by the faculty and other students (2001 faculty self-study survey). These students, however, often return with renewed enthusiasm and excitement about what they want to study. Most students consider it a privilege to be involved, and they become role models for younger students.

There are three types of internships: career-related, church work, and education-related. Examples of recent career-related internships that support the history major are museum educators and archival work. The internships that enhance the education major are in the area of early childhood education and special education. The internships related to the English major are in book publishing and magazine writing. The science-related internships have included work in civil engineering, architecture, veterinary medicine, physical therapy, emergency medicine, analytical chemistry, and environmental conservation. While we do not have a major in business, students have participated in internships in financial marketing, insurance, automobile sales, business hospitality, and web-site production companies. During 2000-01, 13 students served in six countries assisting ministers, teachers, and social workers (Ghana, New Zealand, Australia, Germany, England, and Sweden). Such activity fulfills our mission to prepare students for useful lives in this world and the next.

Not every intern or internship is successful. In one or two cases students went abroad to serve a church group but failed to perform adequately. These situations teach us to be vigilant. In going out to seek an educational experience interns become ambassadors for the College. We must screen carefully and clarify expectations, for the sake of the student, the host, and the College.

Based on individual interviews with seven of the international, on-site supervisors of the interns, the program is more likely to be successful when students have stable housing arrangements, clear goals and objectives, an emotional commitment to finish the tasks, and strong problem-solving skills. According to student surveys, 90 percent of our interns feel that their internship was a powerful way to learn about specific careers. Finally, 58 percent of our faculty feel that the internship program is adequately integrated with the rest of the curriculum. Where appropriate, we need to work for further integration with four-year programs to enhance learning and provide additional career preparation. An area of good success with career preparation has been the library internships. Swedenborg Library has sponsored six library internships (four in academic librarianship and two in archival work). Two former interns have gone on to pursue masters degrees in Library Information Science, and all five have worked or are currently working in academic libraries and archives.

Study Abroad

Bryn Athyn College's internship program meets some of the students' interest in traveling abroad with a purpose, but opportunities for academic endeavor abroad are infrequent. A few students have studied in Great Britain and France. Additionally, Glencairn Museum sponsors educational and course-related trips abroad (see Part Three, Glencairn Museum, 51). The 2001/06 strategic plan mentions service learning trips and study abroad as strategies to enhance recruitment. Students and faculty, however, know little about the programs offered. As the College retains more students for the entirety of their baccalaureate programs, and as it educates students and faculty about the opportunities and benefits of study abroad, such study will become a more prominent facet of the curriculum.

Summer Program

Bryn Athyn College offers a modest summer program (enrollment varies from 20-70), which seems to meet the present demands for courses outside the academic year. During eight of the past 10 years the College, Theological School, and General Church

Office of Education¹⁸ have cooperated to offer three-week courses and one-week mini sessions, primarily in religion and education. Though less common, the program has offered courses in web-site design, personal accounting, counseling, and communication. Begun as a joint venture between the College Education Division and the General Church Office of Education to serve the professional development of New Church teachers, the program now also serves undergraduates who need courses to fill their programs, and it provides a venue for experimental and nontraditional courses. Summer school usually takes place on campus but has also been held at church centers in Illinois and Canada.

Distance Learning

Bryn Athyn College is implementing a limited distance-learning program. There are two ways in which the College might use distance learning: outgoing and incoming. *Outgoing distance education* can serve as outreach to newcomers as well as support for our own students. Outreach would support our mission by offering courses to those who cannot come to our campus, helping us particularly with recruiting. With regard to our own students, a variety of web-based courses would give students flexibility to complete their programs away from campus, perhaps during an internship or work-study. Plans for outgoing courses include:

- Spring 2002 offer Religion 172 *Perspectives on the Decalogue* on the Web.
- 2002-2007 add 1-2 courses, particularly those with explicit New Church content.
- Cooperate with Theological School, Academy secondary schools, and General Church Office of Education to pool resources
- Ensure that all distance courses are 100 percent self-supporting in added instructional costs, and that there is formal assessment, reporting, and recording of results.

Incoming distance education brings a wealth of courses to our door. Once we have established measures for assessing the quality and compatibility of these courses we can use them to supplement our programs.

¹⁸ The General Church Office of Education came into existence in 1988 to serve the growing administrative needs of the ten elementary schools in the General Church. In addition, this office now provides religious educational resources for the New Church around the world.

The faculty, according to the 2001 faculty self-study survey, is cautiously supportive of distance learning, particularly outgoing. Comments indicate that faculty members prefer face-to-face learning and do not want to divert needed resources from other programs. The faculty broadly agrees that religion courses or other courses with strong New Church content would be most suitable for export. For incoming courses, the faculty wants supplementation for weaknesses in existing programs.

Academic Advising

Prior to 1989 the deans, division heads, and a few other faculty members registered all students. In the early 1990s advising became more broad-based among faculty members. By the fall of 1992 fifty percent of full-time faculty served as academic advisors.

Changes in the advising program in the last 10 years follow two national trends for small private colleges: (1) broadened base of advising – 95 percent of the College’s full-time faculty members advise, contrasted with 50 percent in 1992 – and (2) developmental models superceded traditional models, moving the focus away from registration and course selection to a comprehensive view of students’ interests and life goals. Advising loads vary from three to twenty students, depending on advisors’ desire to advise, interpersonal skills, and other academic responsibilities. Additionally, there has been increased effort to train and support advisors, primarily through improved orientation, review sessions, and workshops. The new computer network (1996) with its ready access to e-mail and the Internet helps advisors stay in touch with one another and explore resources for supporting students.

Over the past five years the advising program has developed some new tools for supporting and strengthening advising. *Advising Notebooks* (for advisors) outline programs, policies, and expectations. These notebooks have been helpful, but they would be easier to use and update if converted to electronic form and placed online. *Advising meetings* for advisors take place three times a year and help advisors review basics concerns of registration, discuss issues related to advising, and propose changes or initiatives to strengthen the program. *Statements of purpose and responsibilities* have helped clarify goals. The National Academic Advising Association (NACADA)

statement of purpose for academic advising is given to all new students (and new advisors) during orientation, as well as a clearly defined list of responsibilities for both advisors and advisees. Advisees and advisors know what is expected of them, especially that effective advising depends on reciprocal commitment. A new *student advising orientation session* (1997) involves students in a two-hour workshop on the advising program and registration. This addition to the orientation program has markedly improved the registration process and students' understanding of what they should expect from their advisors, and what in turn is expected of them, both at registration and throughout the year. Three to four students per year request a change in advisors, for programmatic or personal reasons. The rest of the students express satisfaction with their advisors, based on an informal e-mail inquiry sent out twice a year by the head of advising.

In 1997 students responded to a survey about the advising program. The most important outcome was students' agreement that advisors (and all faculty) should post and keep office hours. Office hours are now posted and adhered to by all full-time faculty and academic advisors.

Analysis of the Academic Advising Program

Without the benefit of online registration and an online degree audit program, advisors and students must depend on information being collected and recorded by hand in the college office. This makes it difficult to implement course caps, verify student records, and catch course conflicts or other scheduling problems. Purchasing and implementing an on-line registration system will help us strengthen the advising program.

Even though we have some work to do in enhancing our technology to support advising, we are strong in terms of personal contact with and commitment to students. We have the enviable situation of a low ratio between advisors and advisees (average of 1:5). Not only do students have frequent contact with and easy access to advisors, but also advisors have frequent contact with each other. Through meetings, e-mail, and small discussion groups, advisors discuss many issues directly and indirectly related to students' welfare. The academic advisors (24 of 26 full-time faculty members) seem always willing and devoted to helping students get the most from their educational

experience. The benefits of being a small, religious institution come through clearly in the quality of the advising that students receive at Bryn Athyn College.

Assessment and Outcomes (Planning, Records, Exiting, Comparable Institutions)

Linking Outcomes to Academic Planning

Bryn Athyn College has been conducting both assessment and planning activities for several years. Recently, planning has taken on new developments with the advent of regular, five-year strategic plans and strategic plan updates. These new planning activities provide the College with new opportunities to prepare for and plan its future. In building effective designs for improvement the institution must, of course, link assessment with planning so that experience can help develop the future and so that weaknesses, identified through assessment, can stimulate corrective actions. This type of activity is underway in the College, but formal links between assessment and planning need to be strengthened.

Assessment

The term “assessment” refers to a broad range of activities. In every course we assess student learning and assign grades. We also conduct many forms of institutional and course assessments to measure how well we are achieving our goals (see below). So far we have done well with the designing phase. But in order to read and respond to these measures effectively, we need to see assessment as part of a larger process. As described in the Commission’s *Framework for Outcomes Assessment* this process entails four steps, which lead in turn to further development of goals.

(1) Identify goals. Over the last seven years Bryn Athyn College has examined and developed its goals through several forums. Our first strategic planning process in 1994-1995 focused much effort on developing goals. Over the last two years the College’s curriculum committee has met monthly to identify and develop curricular goals.

(2) Inventory current programs. The College catalog provides the most comprehensive inventory of our curricula, outlining both course offerings and programs of study. In addition, the college office maintains records of course syllabi. In 1998 program advisors for the six majors wrote strategic plans. However, we are still weak in

terms of identifying and conveying key organizing principles in our general education program and in our emphasis tracks in the A.A. program. The 2001 faculty self-study survey shows that 68 percent of the faculty believe that the College will benefit from a more defined curriculum framework.

(3) Measure success of current programs. Bryn Athyn College has many vehicles for assessing its programs and instructors' performance. The most obvious of these is student performance as measured by course grades. Our annual transfer survey provides a rougher measure of student performance. Other assessment tools depend on student feedback and peer observation, including an annual retention survey (measuring factors associated with student attrition), an annual in-house survey of the student body, course evaluations, and faculty evaluations. According to the 2001 faculty self-study survey 89 percent of instructors use course evaluations. The dean also conducts faculty evaluations with the assistance of the heads of divisions (see Part Three, Faculty, 61).

(4) Improve programs and develop goals. In several areas Bryn Athyn College can demonstrate success in linking outcomes and planning. For example, developments in the biology major (implementing a B.S. track, adding faculty, and increasing on-site research) grew from feedback concerning its successes and failings. In another example from the 2001 faculty self-study survey, 28 of 35 faculty listed a variety of ways they have modified their courses in response to student feedback. These modifications include improving course content and teaching style, increasing student involvement, offering greater variety in assignments, and increasing academic rigor. While the College can demonstrate some links between outcomes and planning, particularly in situations where the assessor is also the provider, in other areas these linkages are much weaker. For example, the annual in-house survey results receive little attention from the faculty after they have been collated. They have had only modest impact on the College's programs, such as the introduction of a new course or two per student demand. The strategic plans written for each major have not yet been reviewed by the College faculty and were mostly excluded from the 2001 strategic plan due to lack of space. And, although the College is undergoing a curriculum review process now focused on identifying goals, the College has not yet undertaken recent descriptions or evaluations of the general education requirements and emphasis tracks in the A.A. program. Because of this we have not

linked these outcomes to planning.

Improving Current Assessment Tools

The most important assessment tool at Bryn Athyn College is grading. Instructors understand grading and employ a wide variety of course returns to assess student performance, including testing, papers, group projects, oral reports, laboratory reports, and article reviews. Eighty-nine percent of the faculty uses student presentations and 31 percent uses student portfolios as components of the term grade (2001 faculty self-study survey).

One way to use grading as a reliable assessment tool of college performance as well as student performance is to establish grading standards and analyze grading trends and distributions. At present, division heads periodically receive distributions of grades for each instructor, but nothing is done with this information. In those courses where grading ranges are narrow and/or centered in the A range instructors need to reconsider their grading schemes and goals. In addition the faculty as a whole should analyze the significance of course grades. What does an A, C, or D mean? We have grade inflation in certain areas, which causes some tension among faculty members, and also the perception among students that some disciplines are soft, thus less respectable than other disciplines.

A second area the College should consider improving is course and instructor evaluations. Currently course evaluations are voluntary and 89 percent of the faculty use them. But in every case the faculty member designs, provides, receives, and evaluates the questionnaires. Although instructors adhere to the confidential policy of having the college office hold the evaluations until the grades are in, some students don't trust this system. In order to obtain a higher level of student honesty and protection the College may want to switch to an independent course evaluation format.

Finally, a third area that needs attention is designing outcomes assessments for the College's emphasis tracks and general requirements in the A.A. program. The Commission on Higher Education's response to the College's 1992 self study highlighted this need, and the 2001/06 strategic plan (6) designated such assessment as a top priority in developing the College curriculum. In general, assessment tools currently in place in the College seem most effective when they are administered at the most local level—a

single class. One reason for this is that isolated assessments require the least amount of communication. When our students complete a degree program we should have a clear description of what we provided them and, for many of these goals, a measure of achievement. Some goals, of course, transcend short-term, objective measure—such as developing an inquiring spirit or becoming a caring person—and we honor the value of these aspirations and support them, with or without objective measures. But certainly we can describe these kinds of goals and the means by which we hope to achieve them. And we can improve our assessments of the more measurable objectives.

Strengthening Links between Assessment and Planning

Establishing links between assessment and planning in formats beyond single-class evaluations has proven a real challenge. One of the most obvious ways to improve this link is to consider every question on every survey in terms of how the College might respond to that measure. If we cannot identify how we could respond, why are we asking the question? We have done a good job of implementing many surveys but have not yet found a way to complete the circuit by using the results to improve current programs. While we can demonstrate successful links in some areas we cannot demonstrate consistency. This problem can be boiled down to survey design, communication of results, and faculty attention. Each survey or each section of a survey should have a target group to analyze the results and this should be known from the start. Furthermore, we should document progress from design to response. This way we can see connections between expected results, actual results, and corrective action. Today we do not have a continuous record of this progress, making planning more difficult than it needs to be and less effective than it should be.

In addition to improving documentation of progress through assessment and planning cycles, we need to implement documentation standards for new initiatives. Faculty members often display enthusiasm for improving our offerings. Faculty initiative accounts for many enhancements to our programs including a new academic journal, Web-site development, and interdisciplinary projects. These initiatives are of real value to the College. However, while faculty members have enthusiasm for developing new things, they are usually less enthusiastic about documenting what they have done. This

creates problems when analyzing why the College has done one thing or another or when recreating something already accomplished. We need to encourage faculty to document program improvements and place these reports in an accessible and searchable format. Further, if faculty job descriptions included documenting responses to outcomes results, the links between assessment and planning would be established more quickly.

In response to concerns about identifying general education goals, an ad hoc curriculum committee was established in 1999/2000 to propose these goals for the curriculum and assess the College's success in achieving them. The faculty approved a mission statement and goals for the curriculum in February of 2002 and will begin defining key learning outcomes later in 2002-2003. A consultant from the American Association of Colleges and Universities visited in January of this year to assist with this process and demonstrate how pedagogy and outcomes assessment are linked. Establishing curriculum-wide learning outcomes in critical thinking, information literacy, and other areas may ultimately influence the course requirements for the associate in arts degree and four-year programs.

Student Records

Student records have been maintained with the database application Paradox. For security (and because Paradox, a Corel product, is not fully compatible with our Novell network), the files can be accessed only from one machine. Records are entered by hand for everything from student information to registration and grade entry. Because of the small size of the College this has worked fairly well, except during fall registration when information arrives faster than it can be processed. As a result, students do not know if courses are full at the time of registration. We need an online registration system. However, because most college registration packages are designed, and priced, for colleges with several thousand students, we plan to write our own database scripts. This solution will make it easier to create a database that integrates admissions contacts, applications, student records, and alumni information, avoiding the need for separate software for each use. Whatever system is created, however, it must be accessible to personnel who work in the college office.

Student Performance and Exiting

Students leave Bryn Athyn College at various stages. Some leave after one or two years to transfer to other colleges, some finish their degree and then move on to graduate school, while others leave to enter the workforce. On average, 23 students transfer to other colleges each year. The institutions to which they move vary in their levels of difficulty. Over the past five years, students have selected over 70 different colleges and universities across the United States, primarily in states along the Atlantic coast. According to Peterson's 4 Year Colleges (31st ed.) 14 percent of these colleges are rated *Most Difficult*, 29 percent *Very Difficult*, and 57 percent *Moderately Difficult*. The annual transfer surveys, which are done eight months after students leave our campus, indicate that the majority of our students feel academically prepared for the transfer experience. (On a scale of 1 to 5, with 5 = strongly agree, the average response was 4.) Bryn Athyn College offers sufficient academic rigor for even the highest achieving students and schools.

One of the major indicators of the success of a four-year degree program is the acceptance of graduates into graduate school. Since our English, history, and biology majors are relatively new, we have only a recent track record to report. However, one of our first biology major graduates was accepted into all three of the medical schools to which he applied. Another is now a graduate student at Jefferson, and a third went on to complete a chaplain-training program for hospice work. Several of our history majors were accepted into masters programs in history and one was accepted into law school. This year, one of our English major graduates entered into a doctoral program in English literature at Columbia, and another is pursuing graduate work in literature in Brazil. Graduates from the English major are also working in publishing, museum work, and secondary education. In addition, several have enrolled in the masters in religious studies program available in the Theological School.

In an effort to enhance the quality of feedback on our academic programs as well as provide data for use in promotional material, the College is instituting an annual survey of four-year graduates this year. Information from this survey will be more meaningful if the College compares its own placement results with nationwide outcomes for four-year graduates. Developing a list of peer institutions offering similar academic

programs with which to compare placement information will also yield useful data. In addition, the career-counseling program will expand its library of information about graduate placement exams and applying to graduate schools, and it will keep a more complete database of all graduates.

Recommendations for Part Two

Curricula

1. Assess the A.A. program and the value of general education requirements.
2. Develop objectives and assess outcomes for each of the six majors based on the mission and goals.
3. Solidify criteria for adding new majors and determine whether the proposed social science major meets them

Internships

4. Create stronger connections between the internship program and the curriculum of the majors
5. Plan more carefully with distant New Church congregations that host visiting interns.

Distance Learning

6. Add one or two outgoing distance courses with explicit New Church content. Identify library needs to support distance learning. Assess and expand the program as appropriate.

Academic Advising

7. Create an electronic version of the advising folder as well as an advising link to the registration web page to help advisors get updated information. Develop an on-line registration program.

Assessment

8. Continue a program review and assessment of general education requirements, Associate in Arts emphasis tracks, and four-year majors as proposed in the 2001 strategic plan.
9. Analyze trends and patterns in grading; build consensus in the faculty concerning what grades mean and how they ought to be awarded; convey this philosophy to the students.
10. Consider a mandatory and independently-administered course evaluation process.
11. Implement a closed-circuit approach to surveys and other means of assessment by indicating at the start how the College will use the information obtained to improve its operations. Document progress through the cycle of identifying goals, describing offerings, measuring success, and using feedback to improve the programs.

12. Establish guidelines for documenting changes to programs.
13. Develop a list of peer institutions offering similar academic programs with which to compare placement information.
14. Continue supporting and developing those long-term and sometimes ineffable educational goals that are difficult to measure, such as students' ability and desire to become life-long learners.

Student Records

15. Purchase a server and develop a registration package locally by using a more sophisticated database program.

Part Three

ACADEMIC RESOURCES (facilities, faculty, information technology)

Overview

The primary academic resources of Bryn Athyn College are its facilities, faculty, and information technology. Facilities are divided into those used primarily by the College and those shared with the secondary schools. The former include Pendleton Hall (the main classroom building), Swedenborg Library, College Social Center, the two residence halls, and the two satellite houses. Shared facilities include the Asplundh Field House and the Pavilion for athletics and physical education, part of a floor in Benade Hall for science, the Fine Arts building, Mitchell Performing Arts Center, and Glencairn Museum. The facilities section focuses on the crowding and other inadequacies of the science space and classroom facilities, and the tight scheduling of athletic facilities. Residence space problems will receive detailed treatment in the student programs section. The faculty section looks at hiring, credentials, evaluations, tenure, and termination. Faculty orientation and possible changes in the structure of the compensation plan are areas of special concern. The information technology section highlights progress made as well as plans to improve the campus system.

To provide context for this section on academic resources we begin with a historical view of the last 10-15 years of campus planning and development. The sharing of facilities between the College and secondary schools has complicated planning in some ways and continues to generate discussion. We summarize the state of campus development and suggest directions for future construction of facilities on the College campus.

FACILITIES

Campus planning and development

In recent years the Academy has gone through several exercises in strategic planning (see Strategic Planning, 10-12). The institution has slowly evolved a planning structure that allows for an orderly development of new projects within the context of strategic

objectives. Out of this evolving planning process, an institutional view of the future has begun to develop. The process that moves a project toward completion is approximately as follows, with significant variation depending on the scale of the project:

- 1) Based upon the strategic plan and further considerations, including advice from faculty, the dean determines a particular project need and forms a committee to prepare a feasibility study. If the study involves hiring consultants or architects, the board must approve preliminary funding.
- 2) Once the feasibility study is completed for a given project, the dean takes the case to the board facility committee.
- 3) The facility committee determines general soundness of the project and may pass a positive recommendation to the board finance committee.
- 4) The finance committee determines the Academy's ability to finance the project and may send the project to the full board with a recommendation to approve funds. Recent improvements in the process of capital budgeting have facilitated the finance committee's work.
- 5) The board approves the funding and appoints a project oversight committee.
- 6) The oversight committee (together with the head of Consolidated Plant Operations, who provides on-site supervision) hires architects and builders.
- 7) The Development Office implements a fundraising campaign.

Ideally strategic planning drives the process, although variations occur. For example, some projects are initiated outside the process if there is sufficient patron interest. Each project has its own character and, to some extent, its own means of achievement. However, the Academy has attempted to regularize procedures and develop effective links between planning by academics and planning by administration and board.

Preliminary architectural studies are important components of campus development. Over the last three decades the Academy has commissioned a variety of architectural and engineering studies that focus in part on some aspects of college planning. A brief description of recent plans gives some sense of developments and priorities.

In 1988 the architectural/planning firm of H2L2 developed a campus plan that was used to site the construction of the Swedenborg Library and develop interior campus roads to enhance vehicular and pedestrian traffic.

In 1998 the firm of Barton & Associates presented a plan (North Campus Strategic Plan) for the forty acres of undeveloped land east of the College campus. That plan suggested non-academic uses of the land until needed for academic purposes.

Subsequently in 1998 a campus plan was created by Ewing, Cole, Cherry & Brott (ECCB),¹⁹ with input from students, staff, and faculty through written surveys and focus meetings. The College division of mathematics and science presented its own written report of space needs to ECCB. The ECCB report based its recommendations upon the assumption of modest growth in the College to 250-500 students (no time frame specified in the report). Of the several planning documents mentioned, the ECCB campus plan is in the College's view the most comprehensive, recommending additional space or facilities in a variety of areas:

- new classrooms
- substantially increased science facility space on the College campus
- increased numbers of faculty offices
- more residence halls
- a college dining facility that could also be used as a focus of social life
- clustered buildings on the College campus to enhance the sense of community

In 1999 the architectural firm Bohlin, Cywinski & Jackson produced a feasibility study on student housing. This study followed on the ECCB campus plan to provide specific details and proposals for new campus housing. Recommendations included the construction of a 40-bed residence hall at the west corner of Childs Hall, with a second unit to be added at a later time. Placement of these new residence halls would, with the older building, provide a quadrangle space to enhance community living.

¹⁹ *Campus Master Plan for Bryn Athyn College*. Project No. 98004. Ewing Cole Cherry Brott: Architects, Engineers, Interior Designers and Planners. August 27, 1998.

Finally, in 2000, ECCB presented a master plan for engineering infrastructure. This study examined capabilities of the present electrical, plumbing, and mechanical systems, and it assessed whether new facilities could be provided with sufficient and timely infrastructure support. The report suggested that new projects should be timed according to a series of four phases in five-year intervals.²⁰ The ECCB plan will be a good resource when the Academy is ready to construct a new residence hall. For now, the 2001/06 strategic plan (64) calls for a new residence hall in 2003, subject to enrollment targets and fund raising.

In the area of compliance with the Americans Disabilities Act (ADA), campus development is ongoing. In 2000 the architectural firm of Dagit & Saylor presented a study of costs related to upgrading Academy buildings to ADA standards. Academy administration is also working with a local advocacy group, "New Church Challenge," to decide on appropriate levels of accommodation for the disabled. Extensive renovation was done during the summer and fall of 2001 in Benade Hall and the connecting access to the Fine Arts building. Modest improvements to handicap accessibility have been made outside Pendleton Hall. A new residence hall would further address accessibility problems.

Because the formal structure described above, including strategic planning, is relatively new, some of these reports were commissioned by particular groups as ad hoc exercises. These reports need to continue to be integrated into comprehensive planning, as already begun in the 2001/06 strategic plan.

Student Life Facilities

See Student Services and Activities (82-86, 90-91).

Swedenborg Library

Located on the college circle opposite the main academic building, Swedenborg Library provides a modern facility (35,000sq. ft.) holding more than 93,000 volumes. The library's mission is to support the academic programs of the Academy schools and to

²⁰ The ECCB plan suggests the construction of a new residence hall immediately, a science/classroom building in the next five years, and the possibility of a second residence hall and additional classroom space within 10 years.

preserve New Church collections and archives for use throughout the world. The library also serves as a resource for the local community.

The major development in Swedenborg Library since the 1992 MSA report is the move to an automated library system (Sirsi Corp. Unicorn System). Recently the library installed web-based software (WebCat) to make its catalog available over the Internet. The library has installed an electronic security system (1995) and put security strips and bar codes in library materials. It has also prepared a strategic plan and a disaster preparedness plan. The effort to catalog the rare book and New Church collections online has taken a leap forward with 9,500 titles added to the online catalog. Five hundred titles remain to be cataloged online; 6,000 titles presently online still need to be converted from Dewey to Library of Congress classification. In the area of staffing there is some progress in obtaining funding for part-time staff in the archives and for assisting a staff member to obtain her MLS (completed May 2000). Including the director, the library now has two full-time staff members holding MLS degrees, and another staff member currently enrolled part-time as a MLS student. While this shows significant progress, the library needs to continue developing a full-time staff that holds at least three MLS degrees in order adequately to carry on the work of the library. Currently the library director is also the reference librarian and systems librarian. The other librarian oversees technical services and cataloging. A third full-time librarian is needed for support for reference services and new technologies (see Association of College and Research Libraries recommendations in *Standards For College Libraries*, January 2000, at www.ala.org/acrl/guides/college.html).

In terms of present services, staffing, collections, and technology, the library has made some definite progress in the last ten years, but it has also had a recent setback. Due to budget reductions in 2001, library hours were reduced²¹ and the book budget cut by 25 percent. This setback, combined with increased costs for books, journals, and electronic resources, makes it difficult to expand academic collections to meet the needs of the majors, the masters program, and the student body in general. An additional burden is placed on the library budget with the need to support the maintenance costs of the

²¹ The cutback removed 9 hours from a previous total of 77. A recent student survey administered by student government showed that 51 of 53 respondents (96 percent) wanted the library to be re-opened on Saturdays, and weeknight hours extended until 11:00 p.m.

automated system and current technology. The budget does not include funds for new technology. Some assistance has been provided through gifts from the Friends of the Library, totaling \$6,000: this amount went to purchase books to support the academic courses. The library intends to develop a comprehensive collection development plan, which will reflect the resources needed to strengthen the current College programs, project future needs, and support our mission as a repository for New Church materials.

Lack of compact shelving and space for expansion also cause difficulties. The special New Church and rare book collections are housed in vaults that were originally intended to have compact shelving. Due to funding shortfalls, the compact shelving units were never installed, and crowding has been a problem ever since. The pressing need for space has been identified in the two strategic plans written since the library opened in 1988, and this need is now urgent. The library's original building plans did include expansion space in the area of the current College computer laboratory (basement of the library). Compounding the present crowding, many College classes (six to eight per day) are scheduled in the library due to College space needs. A new academic building would free space in the library for its holdings and other uses.

To assess library use the library staff depends on circulation statistics, surveys, and feedback from library committee liaisons and library users. The library has seen an increase in programs and use of the building for classes, and a modest increase over the past 10 years in the circulation of library materials. In 2000/01, however, it experienced a dip in the circulation of library materials, partly due to increased electronic access to full text articles and use of Internet sources, but also due to fewer classes requiring library research than in previous years. This decline in use of the library for research by College classes should be addressed by faculty. In the last ten years library staff have worked with College faculty to integrate research skills and information literacy as part of the academic program. Progress has been made with many of the English, history, religion, art, and other classes regularly scheduled for bibliographic instruction. New students are required in their Writing 101 classes to have library orientation/research instruction. On the whole, however, library research skills are not required across the curriculum. Such skills are vital to academic learning, and they need to be encouraged, developed, and practiced.

The Swedenborg Library provides a pleasant and welcoming learning environment for the College, campus, and local community. With its special collections on Swedenborg and the New Church it also serves a wider community of scholars around the world.

Glencairn Museum

Glencairn is a nine-story Romanesque building located across Huntingdon Pike. Formerly a private home, the building is now the Academy's museum of religious history and art. The museum educates Bryn Athyn College students and other visitors about the history of religion, using art and artifacts from a variety of cultures and time periods, from ancient Egyptian, Greek and Roman, to medieval Christian, Islamic, Asian, and Native American (see www.glencairnmuseum.org for the museum's mission and collections). The museum sponsors courses, classes, internships, lectures, concerts, and other academic and cultural programs for the College, other Bryn Athyn schools, and the general public.

Developments since 1992 (with relation to the College)

In 1994 a program was initiated called the Museum Education Internship. Currently, students compete for six paid, for-credit internships; they are trained to lead public tours and to assist with educational programs. In 1997 the museum hired its first full-time educator, with a primary responsibility to train and supervise these interns. In addition to providing internships, the museum supports college programs in several other ways: sponsoring five history and fine arts courses; organizing the College trips abroad in conjunction with courses (Ancient Rome, 1993; Swedenborg's Sweden, 1999; Ancient Greece, 2002); and supporting local trips and film/discussion nights. The museum curator teaches a course, serves on the history/social science division, edits the history major handbook, and coordinates the education internship. Since 1995 the museum has hired eight graduates who, together with undergraduates, have assisted in the following projects: teaching and leading trips abroad (1995); conserving Academy class banners (1996); reinstalling the Greek (1996) and Roman galleries (2001); working in horticulture (1996-2002); publishing the *Catalogue of the Classical Collections of the Glencairn*

Museum (1999); researching for the ancient churches research project (1997-2000), for museum security (2000-2001), and for special tours (2001-2001); archiving (2000-2002); and writing for the museum newsletter (ongoing).

The 2001 faculty self-study survey shows strong support for several of the programs above, most notably the College courses (averaging eight a year) taught at the museum and the undergraduate and graduate internships. Faculty members also appreciate special events at the museum, other employment for College students (summer work, cleaning, ushering), local trips, and trips abroad. Informal surveys of graduates have shown similar affirmation. Students identify their museum experience as a key factor in acceptance to graduate programs and for the award of scholarship, stipends, and teaching assistantships. Glencairn Museum work experience has helped graduates to find employment in their fields.

Fine Arts Building

In 1998 the old library (on Benade Circle) was converted into the fine arts building for joint use by the secondary schools and College. The head of the College fine arts faculty took the lead in working with the architect to renovate the building. It now houses six studios (ceramics, photography, metals, sculpture, painting, and a general laboratory), an art history lecture room, a choral room, instrumental room, two individual practice rooms, and two galleries. The spacious new laboratories have eased scheduling problems, allowed for bigger sections, and enabled expansion of programs such as photography. The galleries enable exhibitions from all the schools. Though sharing a facility with the secondary schools on their campus can pull energy away from the main College campus, the strong presence in the building of College students and their artwork can serve recruitment efforts. The Development Office uses the galleries twice a year for alumni exhibitions. Concerts of the Bryn Athyn orchestra have also drawn crowds. In addition to art-related activities, various community groups regularly schedule the building for their meetings. A vibrant cross-campus art community is beginning to emerge.

Areas needing attention

The art teachers of the College and the secondary schools carefully designed the various studios based on program needs. Several parts of the plan, however, have not been completed: storage for the drawing and painting laboratory, bulletin boards in all rooms, and blinds in two laboratories. There are no written guidelines for scheduling the building or for its appropriate use, and the faculty member in charge does not have full authority to adjudicate requests. Needless damage has occurred in the building due to the undefined policy. In terms of safety, inadequate measures have led to some minor accidents and the need for a reassessment of laboratory safety. Emergency phones have recently been installed in all of the laboratories. Because chemicals are used in metals courses, eyewashes are needed. Finally, security issues need attention, especially for high-profile exhibits.

Mitchell Performing Arts Center

Thanks to generous gifts, the Academy has been able to convert the old Assembly Hall into the Mitchell Center for the Performing Arts, which includes a proscenium stage with fly space, a 450-seat house (400 seats with orchestra pit or thrust stage), practice stage, costume rooms, scenery shop, dressing rooms, and a spacious lobby. The many areas involved in managing a theater used by several groups can be complex. We now have a full-time employee to coordinate events and manage the building. The College looks forward to the many ways the new performing arts center can serve the educational programs at the Academy as well as the artistic life of the Bryn Athyn community and its neighbors.

Physical Education and Athletic Facilities

Pavilion ice rink

The Pavilion ice rink has also been completed since the last MSA report. The Bryn Athyn community and Academy schools use the facility extensively as both an ice rink and an outdoor venue for social, educational, and recreational events. For future development, the College hockey program would benefit from earlier opening for practice and games. This will help the hockey team compete with other Delaware Valley

collegiate hockey conference teams who practice and play from September. Because it is not totally enclosed, the rink cannot function during warmer weather, which results in delays to the practice and game schedule. A larger compressor, possibly installed in the next two years, will alleviate the problem.

Asplundh Field House

Since the 1998 Periodic Review Report (PRR) improvements to the Asplundh Field House have been completed. The building provides national standard facilities, which are extensively used by the immediate and neighboring communities. Additions to the old building address a number of the problems outlined in the 1992 Self-Evaluation Report. The new facility now provides a dance studio, locker and shower facilities, storage space for physical education and athletics, and office space for coaches and athletic directors.

Scheduling pressures remain a concern in the Field House because it is a shared facility for all the Academy schools. As a result of the conversion of the Assembly Hall to the Mitchell Performing Arts Center (thus the loss of space for secondary school physical education) and the growth of secondary school athletics programs the College has not gained athletic floor space. Although there are increased numbers of teaching/coaching stations in the Field House and the provision of dividers for one of the gym floors, the building still remains overscheduled, unable to meet the needs of all the Academy teams and athletic programs. The College and secondary schools' nonalignment of terms and semesters further complicates the scheduling problem.

Although the secondary schools and College cooperate well in sharing the facility, College students express concern that the building is on the secondary school campus and 'belongs' to the secondary school. Given the recent investment in the field house, funding for a College sports building will likely not be considered for many years. In the meantime, the issues of overcrowding, identity, and joint ownership can be addressed by creative scheduling and by increasing College presence in the building in the following ways:

- Develop physical education programs particularly in aesthetic and movement-based areas to meet current interest trends and to increase use of the dance studio.

- Schedule more College social and cultural events in the building during off peak hours when the building is not being used for athletics.
- Provide College notice boards and a College hall of fame.

We are fortunate that the athletic directors from all schools and the field house manager work well together. The facility is also much in demand in the local community and capable of generating considerable income, a percentage of which funds College and secondary school programs. Over-crowding in the parking lot remains a concern, particularly when neighboring facilities host events simultaneously. Because congested parking limits the facility's income potential, the Board Finance Committee is considering solutions.

Scheduling outdoor playing fields

The demands on playing fields pose larger scheduling problems than indoor crowding poses. In the fall, six soccer teams use 2½ soccer fields. In the spring, the secondary school and College lacrosse programs face similar difficulties, frequently leaving just half a field for College practice. The secondary schools are as eager as the College to secure an additional athletic field for the College's exclusive use.

The College is committed to growth and to developing a strong sense of identity and self-esteem. Sports programs crowded into half a field beside a secondary school team undermines morale of College athletes and spectators. While all teams cooperate, and the College is given preference on game days, the situation does not lend itself to healthy development in spirit or numbers.

A new athletic field on the College campus would alleviate scheduling pressures, promote quality practice and competition, and validate and enrich programs that struggle each year with small numbers of athletes. Many students measure a college in part by the quality of its athletics programs. If we want to attract seekers, we need to acknowledge the vital role of athletics in college life and strive for continuous improvement.

Ideally a student union positioned near the athletic field would provide locker space and socializing opportunities following intra- and inter-mural athletic contests. Such a building would also meet the Student Life and Educational Environment five-year goals (2001/06 strategic plan, 45; see also Part Four, Social, Recreational and Cultural

Programs, 86). Even without locker facilities, however, the athletic field remains a pressing need. It is encouraging that the strategic plan 2001/06 includes increasing investment in the College athletic program by \$4000 per annum to enhance extra-curricular life and bring parity in funding for women's athletics. It also calls for the planning and implementation of a new athletic field on campus for \$100,000. Both goals are listed in the 2001/06 strategic plan (95) as contingent fund raising priorities.

Science Facilities

The science curriculum at Bryn Athyn College includes courses in chemistry, physics, geology, earth sciences, and computer science, as well as a B.A./B.S. program in biology. Present facilities in these subject areas include about 6000 sq. ft., excluding classrooms and common areas. The space and built-in laboratory equipment are not sufficient for our present curriculum, let alone future needs. At present there is no dedicated laboratory space for geology, or earth science. The laboratory and office space for biology, chemistry and physics—the disciplines that primarily support the biology major—are located in the secondary school building (Benade Hall). Since this space is inadequate for the College's needs, and much needed by the secondary schools, all three schools would benefit if these disciplines moved to the College campus.

The College does not have laboratory facilities that meet its class and research needs, such as adequate fume hood space, vacuum and water access on working benches in the biology laboratory, and separate areas for faculty and student research. Senior projects for the biology major must be done off-campus at other institutions because of inadequate facilities and space on campus. There are several safety issues in Benade Hall. All chemicals for biology and chemistry are currently stored in the teaching laboratories for lack of proper storage space. Securing chemical stocks has been a challenge since students have access to these laboratories. The biology laboratory has an awkward floor plan and limited exits, making supervision and emergency egress difficult. Science faculty members are using hall, bench, floor, and office space to store lab equipment. A safety and security officer will be hired in July 2002 to address these issues.

In 1997 teachers of mathematics, science, and psychology made a study of space

needs. The resulting report (Baker et al., 1997)²² provided a rationale for a new academic building, which included tables (below) of current space at Bryn Athyn College for these disciplines:

Table 1. Estimated present science space: Includes labs, offices, storage, and lab service but excludes classrooms and common areas.

	Intro. Lab	Other Lab	Storage	Office	Lab service
Biology	936 sq. ft.	312	400	130	None
Chemistry	1032	None	None	260	60
Earth Science	(448)*	None	(500)*	(storage rm) 100	None
Physics	630	50	250	130	60
Computer Science	300 ½ room shared	None	None	None	None
Psychology	None	None	None	260	None
Math	None	None	None	260	None

*5th floor Benade Hall use prohibited by fire code.

Table 2. Total space by building from Table 1.

Total space in Benade Hall (High School building)	4938 sq.ft.
Total approx. Math and Comp. Sci. office space in Pendleton Hall (college building)	620 sq.ft.
Total space use in library for Computer Science	300 sq.ft.
Total space	5858 sq.ft.

Classroom Space

The College has nine spaces designed for classroom use. To satisfy increasing demand for office and classroom space, other spaces (some off campus) have been converted to classrooms, such as the choir rehearsal area in the Bryn Athyn Cathedral, the audio-visual room of the library, and the physics lab in Benade Hall. The College can use other spaces when they are not in use by other groups, such as the multipurpose room and other areas in the library, the Theological School classroom, and additional spaces in the

²² *Report to the Dean Regarding Suggested Space Needs for the Mathematics and Science Division, and Psychology in a New Academic Building*, Gregory L. Baker, Allen J. Bedford, Reuben P. Bell, Erland J. Brock, Charles H. Ebert, Thomas W. Keiser, and Sonia S. Werner. December 19, 1997.

Fine Arts Building and the Asplundh Field House. The current facilities for office and classroom space are listed below in Table 3.

Table 3. College classroom (lecture only) and office space currently available, by building.

<u>BUILDING</u>	CLASSROOMS	OFFICES	OTHER
Pendleton Hall	2 Capacity 35 3 Capacity 15 1 Capacity 8 (1 Capacity 10 for Theological School)	18 single use 3 shared 5 temporary single use	Auditorium (Capacity 175) 2 Student Lounges Small Chapel No Storage (converted to temporary offices)
Swedenborg Library	None	1 shared 1 single use	Multipurpose Room (Capacity 60) Audio-Visual Room (Capacity 80)
Asplundh Field House*	1 Capacity 20	2 Single Use	(shared with Secondary School) 2 Large Gyms 1 or 2 Utility rooms 1 Dance Studio 4 Athletic Fields
Benade Hall*	None	2 Single Use 1 Shared Use	See Table 1 for lab space
Bryn Athyn Cathedral*	None	1 Single Use	1 Choir Rehearsal Area (Capacity 60)
Fine Arts Center*	1 Capacity 20	1 Single Use	Display space and studio space
Glencairn Museum*	1 Capacity 15	none	Several Galleries
Performing Arts Center*	None	1 Single Use	Primary Stage (Capacity 300) Rehearsal Stage

* Buildings shared by the College.

In recent years, when new offices were needed, space was claimed from storage space, social areas (lounges), or classrooms. The result has created congested conditions in terms of storage and shared office space in Pendleton Hall and Benade Hall.

Assessment of Academic Space for Future Considerations

The 2001/06 strategic plan supports the growth of the College through recruitment of students outside the traditional base of young adults baptized into the New Church. Projections allowing for a generous number of such students to join the College could lift enrollment to near 200 students by the year 2015, approximately a 50 percent increase over current enrollment (see Appendix C, Enrollment Projections). Increasing the student body beyond 180 students would create a need for additional staff, and for larger and more classrooms. If no new programs were added, the average number of sections taught per term would likely increase from 56 to only 60 (excluding independent studies, co-ops, and courses with fewer than three credits, such as physical education).

This increase is minimal because many of our courses are small enough (8.5 students average) that a 50 percent growth in the student body would create only four additional sections per term, or 12 per year, thus minimal additional cost. With the addition of two classrooms (seating 20+ students) the College can grow to 180 without adding significantly to fixed costs. This is good news, and the College faculty welcomes such growth. Whether the enrollment grows or not, however, the problems of an unattractive physical environment, particularly in contrast to the conditions students enjoy at the secondary schools,²³ remains a problem.

Plans for the New Science/Classroom Building:

The 2001/06 strategic plan (64) calls for a new College classroom and laboratory facility by 2004 to allow for growth, address inadequate science facilities, and alleviate crowding in classrooms and offices. Table 4, from Baker et al 1997 (60) summarizes the space needs.

Steps toward science/classroom facility accomplished to date:

1982 – Report to science facilities committee

1997 – PRR identifies science facilities needs (6, 44, 97)

1997 – Science faculty prepares a study of space needs (Baker et al)

1998 – Ewing Cole Cherry Brott creates campus master plan for College growth to 500 students, including a new science lab and classroom facility.

2000 – College science faculty creates a presentation for fund-raising purposes, showing the rationale for a strong science program at Bryn Athyn College.

2000 – Development Office starts a fund for the new science-classroom building, but public fund-raising not yet under way.

2001 – The construction of a science facility is made a strong priority in the 2001/06 strategic plan (64).

²³ College students complain about the oppressive appearance of the rooms in Pendleton Hall, as opposed to the teaching spaces on the secondary school campus, which are painted, brightly lit, and outfitted with video equipment and white boards. Since the College's science facilities adjoin secondary school science spaces the contrast there is most noticeable, but the lower relative quality of the College's lecture spaces also makes recruiting Academy secondary school students more difficult.

Table 4. Space Needs Summary

Biology	General Biology Lab 1300 ft ²	Intermediate Laboratory 1300 ft ²	Microscopy Laboratory 800 ft ²	Instrumental Laboratory 700 ft ²	Total 6,100 ft ²
	Senior Project Lab 1000 ft ²	Preparation Room 1000 ft ²			
Chemistry	Inorganic Chem Lab 1300 ft ²	Organic Chem Lab 1300 ft ²	Analytical Instrumental Lab 1000 ft ²	Senior Project Laboratory 1000 ft ²	5,100 ft ²
	Prep Room 500 ft ²				
Earth Science	Introductory Laboratory 1300 ft ²	Field Laboratory 400 ft ²	GIS Lab 1000 ft ²	Environmental Science Lab 1000 ft ²	3,700 ft ²
Physics	Introductory Lab 1300 ft ²	Advanced Lab 600 ft ²	Optics Lab 300 ft ²	Project Room 600 ft ²	2,800 ft ²
Psychology	General Laboratory 1000 ft ²	Project Laboratory 500 ft ²	Observation Room 200 ft ²	Offices (Resources and Counseling) 3x200=600 ft ²	2,100 ft ²
Computer Science and Math	General Laboratory 1000 ft ²	Project Room 500 ft ²			1,500 ft ²
Astronomy	General Lab 1200				1,200 ft ²
Storage & Workshop	Workshop 400 ft ²	Oxidizing Agents 300 ft ²	Reducing Agents 300 ft ²	Hazardous Materials 300 ft ²	2,600 ft ²
	Volatiles 300 ft ²	Acids & Bases 300 ft ²	Biological Materials 300ft ²	Expendables & Glassware 400 ft ²	
Administrative Area	Office 300 ft ²	Meeting & Library Area 300 ft ²			600 ft ²
Lecture Area	Large Lecture Auditorium 2000 ft ²	General Classroom Space 4622 ft ²	Reading and Study Area 1000 ft ²		7,622 ft ²
Offices	Faculty Offices (11) 1538 ft ²	Part-time and Asst. Offices 280 ft ²			1,818 ft ²
Common Areas					4,920 ft ²

Total allocated and unallocated spaces: 1.14 x 35,140 = **40,060 sq. ft.**

Faculty

Hiring Policies

The faculty is recruited from the membership of the General Church, which is small enough (4700) to create some challenges in finding qualified people. To work most effectively with this limited pool, the institution relies on part-time faculty to fill gaps, and more uniquely, it supports members in pursuing terminal degrees. Currently, 66 percent of the faculty is full time, 27 percent part time, and 7 percent percentage time (involvement greater than 50 percent teaching.) Six current faculty members have participated in the faculty-recruit program, a form of intern program that allows prospective teachers to explore the possibilities of a career at the College.

The hiring process begins with a search for candidates, generally through advertisement in New Church publications. Promising candidates are invited to give a public lecture. The dean and other involved parties conduct interviews, and the dean then recommends a candidate to the president.

Contracts

Contingent on consistent positive evaluations, contracts for full-time faculty are awarded for the following successive time periods: one year, one year, two years, and three years. A faculty member seeking tenure must apply for it before the end of the sixth year, to be awarded in the seventh. If tenure has not been sought, the track becomes successive four-year contracts. While this evaluation process has been reexamined in 1983, 1992, and 2001, it remains fundamentally unchanged. The Academy administration considers its policy to be flexible and fair, and faculty members have not responded negatively in general or formal ways.

Part-time faculty members are given letters of employment either annually or before the academic term in which they will be teaching. If there is not sufficient enrollment for a class to be taught, the teacher is given an honorarium. Percentage-time faculty members are given contracts; for purposes of salary and possible applications for tenure (should they become full-time), their time spent as percentage-time faculty is taken into account.

Evaluation and Rank

There are three basic divisions among the faculty for evaluation: probationary (the first seven years), post-probationary (beyond seven years), and tenured. Reviews are roughly concurrent with contract renewal, thus more frequent with newer faculty, less frequent with senior faculty. Tenured faculty members are reviewed every seven years, not for renewal of contract but for the benefit of the tenured faculty member and the institution. Administrators are evaluated every three years, concurrent with three-year contracts.

The College faculty is also divided into ranks: instructor, assistant professor, associate professor, and full professor. The transition from instructor to assistant professor requires a terminal degree or three years of full-time teaching and a master's degree. The granting of tenure confers the rank of associate professor. A full professorship is a discretionary rank conferred by the board on the president's recommendation on those who have made outstanding contributions to the institution. However, because there is no up or out policy it is quite possible for a faculty member to remain an instructor or assistant professor for an entire career. There is no financial penalty, although there are morale consequences for some. The rank system was introduced after tenure and the present compensation structure were in place. At its introduction, the institution chose not to change the compensation pattern and therefore did not provide incentives for faculty to advance in rank. The institution needs to study whether linking tenure more closely to compensation would promote further accountability while rewarding faculty for outstanding service.

Mechanisms for advancement in rank and periodic evaluation of faculty prior to renewal of contract need to be studied. The 2001/06 strategic plan (28) asks that evaluations be more specific, including documentation, plans for professional development, and particular goals for faculty members. While much of this identified need in the strategic plan results from the secondary school situation, the College has also been advised to examine its own procedures. Faculty opinion is mixed on whether or not the current method of evaluation works well: 38 percent agree; 9 percent disagree; 20 percent indicate that the process does not apply to them; and 34 percent show neutral or

mixed satisfaction. Clearly the feelings behind the faculty opinions of evaluation require more scrutiny before a responsive policy can be successfully implemented.

Tenure

Out of the current 24 full-time faculty members, four are tenured. Tenure was first instituted in 1962. To earn tenure a full-time faculty member must complete an orientation program and development thesis, be employed for the equivalent of seven full-time years, have a terminal degree, and show sustained good professional conduct (Administrative Handbook, sect. 7, p. 10). The orientation thesis relates the teacher's field of study to the doctrines of the New Church. All of these requirements are part of a faculty orientation process in which each faculty member is expected to participate, whether or not he or she ultimately seeks tenure. Some faculty members do not finish their development thesis, and thus their orientation program, and some do not have a terminal degree. Completion of the process carries little incentive:

- a) There is no 'up or out' policy for those who are not given tenure.
- b) Job security is similar for the tenured and the non tenured (see grievance and dismissal section below.)
- c) No financial incentives exist to encourage faculty to seek tenure. While tenure confers promotion to associate professor, there is no financial reward for this or any other promotion.

Thus it is not surprising that the faculty has expressed mixed interest in the current tenure policy. Only 34 percent of the faculty think tenure represents a high priority for them. Yet, while many think tenure is not a high priority, all who are eligible to apply have done so, and all who applied have obtained tenure. At present 17 percent of the full-time faculty is tenured. This figure is relatively low compared to other colleges and represents a decline from 35 percent tenured faculty ten years ago. However, in the last decade many tenured faculty members have retired, and over 60 percent have now been on staff for less than a decade.

Those who are not tenured fall into two categories. Some faculty members have been at the College a long time and for various reasons do not meet the criteria for tenure. There are also those new faculty members who are in a probationary period but will meet the tenure criteria. This latter group is generally more interested in the granting of tenure

and understands more clearly the benefits that tenure can provide, at least at other institutions.

The more or less automatic meeting of tenure requirements should, perhaps, be reconsidered. While the board makes the decision to grant tenure, some board members feel that once the candidate has completed orientation and seven years of service the board has little choice but to grant tenure. On the one hand, these board members feel a sense of frustration and question the need for tenure. On the other hand, it could be argued that if candidates have met the requirements and successfully passed through a series of evaluations, then the granting of tenure should be proforma, subject to financial exigency.

Those who consider tenure important most often cite the value of academic freedom. To the assertion that academic freedom is important, 57 percent of the faculty answered affirmatively, and 17 percent negatively (2001 faculty self-study survey). Many feel that tenure successfully guards academic freedom, and yet they also feel that currently this freedom is not threatened. In general, the administration does not interfere with teachers' methodology or course content. However, as church members, teachers tend to have a strong sense of ownership with commensurately strong perspectives and convictions, which have occasionally fueled significant disagreements with administration. At these times tenure is seen as a valuable protection. Beyond some minor editing of the written tenure policy, no significant changes have been made to the policy in the last decade.

Grievances and Dismissal

Grievances that cannot be resolved between a faculty member and administrator go before the president, who may call an ad hoc committee for counsel. Formal grievances must be in writing, and the president's decision may be appealed only to the board. Of the faculty surveyed, there were no reported negative opinions regarding the grievance policy. Sixty percent reported no applicable opinion at all regarding the policy; the policy has not been implemented within the last ten years.

The criteria for dismissal²⁴ are the same as that for revoking tenure (Administrative Handbook, sect. 7, p. 22). Besides reason of bona fide retrenchment, a faculty member may be dismissed after due process. The president initiates the process and seeks counsel from the faculty member's immediate supervisor and the president's council. The faculty member will be informed in writing of the reasons for consideration and has a chance to respond. The president's decision cannot be repealed.

As with the grievance policy, the faculty seems relatively unconcerned about dismissal policies, with 49 percent reporting no applicable opinion, 23 percent reporting neutral or mixed opinions, and only 28 percent expressing an opinion positively or negatively. No faculty member surveyed thought the policy was unfair. The criteria for dismissal include immoral conduct and advocacy of viewpoints in clear conflict with the teachings of the Writings of the New Church (Administrative Handbook, sect. 7, p. 22), yet no clear method for defining such conduct is included. Precise codification of these terms might clarify the policy, but it could also lead to further problems. Perhaps some degree of ambiguity is the lesser evil. Some faculty worry, nevertheless, about administrative and board arbitrariness if a contested dismissal case arises.

Teaching Loads

Full-time faculty is expected to teach the equivalent of nine units – a unit being a single-term, three-credit lecture course. A professor teaches three courses per term, nine a year. Courses with an accompanying laboratory constitute 1.5 units. The position of division head carries an administrative 2-unit release over a year; an associate deanship carries an annual three-unit release. In addition to regular loads, faculty members also teach independent study courses and supervise senior projects and papers. They serve as student advisors, attend biweekly faculty meetings, and work on committees. Many participate in student and community activities. While research, both secular and religious, is encouraged, there is not much time for such pursuits.

Professional Development (degrees, sabbaticals, and research)

²⁴ The dismissal policy has never been exercised.

The institution assists faculty to strengthen academic credentials and professional development. Thirty-seven percent of the faculty has a terminal degree, with all but two of the remainder holding Master's degrees. In the last ten years, 40 percent has pursued postgraduate study; 23 percent has earned a post-graduate degree; and 74 percent has taken advantage of professional development opportunities, with 60 percent reporting a high level of satisfaction with the process. The College pays the expenses of faculty to attend conferences and seminars.

Besides helping faculty pursue degrees, the institution assists in other professional activities. In 1990 a policy was written to award sabbaticals to faculty members who have served the institution for seven years (Administrative Handbook, sect. 7, p. 26). In the last ten years, only two faculty members have taken sabbaticals, and only 29 percent have sought funds for research, with the same 29 percent reporting their needs were met. While these low numbers might suggest that faculty members are not fully aware of sabbatical or research opportunities, it may also reflect the fact that individual faculty members are difficult to replace on a temporary basis. In essence, sabbaticals are open only to those with flexible teaching schedules, on account of the lack of substitute instructors. To promote sabbaticals and research in ways that will benefit the institution and enrich the faculty the College needs to assess the programs more carefully. Policies need to be clear and advertised; resources need to be appropriately accessible; and the benefits of research need to be understood, demonstrated, and promoted.

The strategic plan calls for closer coordination of professional development and evaluation, with development addressing the goals of the evaluation. It would also like faculty members to use the Theological School Masters of Religious Studies more extensively for faculty orientation and for professional development. Exactly how evaluation and therefore accountability are going to integrate with professional development is unclear.

Faculty Compensation

In June 2001 a compensation study²⁵ was begun (completed January 2002), which compares the College compensation levels with other institutions of the region. The College appears relatively competitive overall for the first nine years of employment, compensating employees between 102 percent and 111 percent of the 50th percentile average. For more senior faculty, the compensation falls off. Employees with 16+ years experience are compensated only 74 percent of the 50th percentile. When the salaries and benefits are separated, the College does better in benefits than in salaries; employees are paid salaries above the 50th percentile average only for the first three years, with benefits representing a much larger portion of the total compensation package than is typical at other institutions. By the ninth year, College benefits and salary combined fall below the salary and benefits combined of the 50th percentile average, with the trend continuing as years of employment increase.

Fifty-four percent of faculty members agree their compensation is satisfactory, and only 20 percent report unsatisfactory. Sixty-eight percent also consider the health coverage satisfactory, with 23 percent expressing dissatisfaction. The strategic plan highlights the issue of faculty compensation, with a 3.7 percent cost of living raise applied for the 2001-2002 year. The plan also calls for clarification of jobs and duties, with reexamination of such ideas as merit pay, additional pay for additional work, the regional cost of living, and general accountability. Regarding benefits, plans are being discussed to include more comprehensive dental coverage and other such issues to keep the quality of benefits high. Because the compensation study is under way, no conclusions have been made. There is strong feeling from the board that accountability should be increased. But how this increased accountability is to be measured and then tied to compensation is not clear.

The issues of compensation, tenure, rank, and accountability are interwoven. The present salary plan is primarily a secondary school scale, based upon length of service and academic credentials. There is no financial incentive to perform beyond mere adequacy, and the termination process for non-tenured faculty is now sufficiently

²⁵ Academy of the New Church, General Church of the New Jerusalem and Affiliated Organizations Competitive Market Study, prepared by Compensation Consulting Alternatives.

indistinguishable from that for tenured that most faculty do not see tenure as an important step. The distinction may only be seen as important in times of crisis. On the other hand a typical college scale is based upon separate pay scales for each rank. Advancement through the ranks is usually based upon evaluation by academic and administrative committees. Both tenure and increased compensation act as incentives for faculty to advance in rank. While these benefits act as positive incentives, the existence of an up or out clause further encourages excellence and accountability, at least in the first seven years. Thus, there do exist standard mechanisms for accountability and incentive. The distinction and increased compensation of full professorship can, in a similar way, encourage excellence in later years.

Why then has the Academy, and therefore the College, not chosen to adopt a more standard system? The reasons are many and include:

- 1) reluctance on the part of the board to promote a standard rank and tenure system
- 2) hesitancy by the administration to make decisions about individual faculty members in what is a very small academic and religious community
- 3) general concern that an 'up or out' process would significantly degrade morale and make the hiring of new faculty from the small pool within the church even more problematic
- 4) board concern that an up or out process would strengthen the role of tenure
- 5) unwillingness to increase salary at each new step in rank, in part because of the financial consequences, and in part out of concern that those who did not choose tenure would be penalized, and as a consequence, tenure would be seen as more desirable

A recent compensation study (available in resource room), to be presented to the Academy board in the spring of 2002, proposes that faculty compensation be more directly linked to rank and associated accountability measures. This study will need careful review and discussion before changes are approved. Clearly, the issues of increased accountability, compensation for longer-term faculty, and evaluation of faculty need to be addressed in a unified manner that pertains to general collegiate practices. This is a large and complex problem, but it would benefit the College's forward direction to uncouple the College faculty from the secondary salary scale and consider collegiate methods of compensation and incentive.

The faculty members of Bryn Athyn College are dedicated and professional. Their affection for the students and their mutual sense of collegiality are manifest. Despite busy teaching and committee schedules, they are involved in church life and growth, academic research, professional development, and student activities.

INFORMATION TECHNOLOGY

There has been much development in information technology on campus since the 1992 MSA review. At that time we had only a few stand-alone computers, used primarily for word processing. In 1995 the Academy board charged the institution to create an information technology (IT) department to provide basic network and Internet services to all locations on campus. The IT department, which started with the director as the only employee, now has the equivalent of nine full-time employees who support extensive network and helpdesk operations.

The current network infrastructure consists of sixteen centralized servers on a gigabit backbone supporting file sharing, printing, Internet proxy, Internet content filtering, e-mail, educational applications and support for helpdesk and network operations. These servers are connected to critical areas on campus via high capacity (100Mb) lines, providing an effective infrastructure for both administrative and educational computing. College computer lab facilities consist of one primary lab of twenty Pentium class computers and a secondary lab of six Pentium class computers. The primary lab has a teaching workstation with projection capabilities that meets present needs. With exception of those who live in satellite housing, all students and faculty have access to the Internet from all locations on campus. E-mail is available both on campus and off campus via any Internet browser. Basic productivity software is provided for all, and educational applications for appropriate students and faculty. The IT department has a network operations staff as well as three full-time and three part-time helpdesk employees. There is also a database and applications group with two full-time employees. These employees support all aspects of the network and computer services for not only the College but also the secondary schools and General Church offices.

The network infrastructure will support the needs of the College well into the future. The current lab facilities, however, are not fully capable of supporting future educational applications. The helpdesk is generally effective but not as fast or available as most users would prefer. These results concur with the faculty survey results in regard to response times for hardware and software problems.

The 2001/06 strategic plan calls for the use of Thin Client technology to address current shortfalls. Thin Client will help achieve the following goals:

- 1) Centralize processing in the main computer room
- 2) Reduce the need for expensive computers in labs and on desks. A Windows 2000 environment can be easily distributed to a Pentium 75 computer or an inexpensive terminal. Terminals need to be replaced only when they physically break, greatly increasing their useful lifetime and reducing the overall long-term cost.
- 3) Deploy rapid application. Up-to-date software is installed once on the server and is immediately available to all users and over 300 computers.
- 4) Improve helpdesk support. The helpdesk will spend less time dealing with hardware and software issues and more time helping users with questions and productivity issues.
- 5) Standardize the environment. Users will have their personal environment available on any computer on campus, minimizing dependency on a local computer.

The Thin Client technology will create a more stable, reliable, and easily supported environment that will allow a greater concentration on the educational aspects of computing on the College campus. It will also allow cost effective growth and expansion of our current technology. One of the first things to be addressed after the implementation will be an expansion of Internet technologies on and off campus. This will include E-learning and distance learning endeavors. The IT department will be able to devote resources to Internet technologies as the campus network stabilizes in the Thin Client environment.

Recommendations for Part Three

Campus Planning and Development

1. Continue to strengthen processes for orderly development of the College campus and its facilities.
2. Continue to strengthen communication among all constituents responsible for the construction, use, and maintenance of facilities.

Swedenborg Library

3. Increase support for developing the academic collections and provide more space and shelving for New Church and rare book collections.
4. Fund current technology, study and fund future technology, and maintain current databases and provide for additional full-text databases.
5. Study decline in library use and encourage increased integration of research skills in the curriculum.

Glencairn Museum

6. Encourage other majors beyond history to participate in the museum's education internship.

Fine Arts Building

7. Develop, circulate, and enforce guidelines for proper use of the building; reassess safety of the labs; address security needs in the galleries; complete the original plans for storage, bulletin boards, and blinds.

Physical Education and Athletics

8. Increase College presence in the Asplundh Field House.
9. Build athletic field on the College campus.

Science and Classroom Space

10. Continue to support and plan for a new academic/science building on the College campus as a top priority in the next five years. Current deficits have put a hold on

spending, but this should not halt at least the preparations for future implementation of the strategic plan.

Faculty

11. Examine the relationships among rank, tenure, compensation, evaluation, and accountability in order to determine a method of promoting accountability, equitable compensation, and recognition of faculty achievement.

Information Technology

12. Develop funding to continue Internet expansion and improve classroom technology.

Part Four

STUDENT SERVICES AND ACTIVITIES

Overview

The Student Life program addresses spiritual, social, and residential needs of our students. It strives to build a healthy sense of student identity and campus community, in spite of challengingly small numbers. This sense of community plays a vital role in attracting and retaining students. The College's mission statement expresses firm commitment to developing and sharing New Church higher education. The College has believed for some time that to fulfill its mission it must actively recruit students. Backed by a new spirit of Academy-wide cooperation toward this goal (2001/06 strategic plan, 3-4), the College is now ready to move forward in attracting students newly interested in the New Church while continuing to serve its traditional student base. Both for the students who are here, and the ones who will come, The College is committed to building a healthy campus community that fosters the civil, intellectual, moral, and spiritual life of our students.

Recruiting and Admissions

Recruiting at the College has evolved significantly since the inception of the formal program in 1993, particularly in identifying target markets, developing contact strategies and materials, and managing inquiries from non-church members (PRR, 13-15). However, even with such developments, College administrators and faculty agree that present efforts to recruit students are not adequate. Specifically, only 20 percent of faculty surveyed feel that present efforts are sufficient, while nearly 50 percent feel they are insufficient (2001 faculty self-study survey). Attracting more students, both church members and newcomers, will require new initiatives to enhance the current recruitment effort within each target market. To recruit aggressively from within the Church the recruiting program must address the following:

- identify contacts in New Church communities who are committed to recruiting for the College
- visit New Church communities and youth camps

- increase visibility of the College in New Church publications
- strengthen connections with New Church organizations

New programs need to be developed to recruit students unfamiliar with the New Church, including:

- contacting secondary school counselors in the area
- participating in regional college fairs
- advertising in mid-Atlantic publications

These efforts need to be supported by improving and increasing contact materials, including further developing the College website. The campus needs to become more inviting to students, through such things as clearer signs and more attractive entranceways. The inquiry and application process also needs to be welcoming and accessible. In addition to beautifying Pendleton Hall and remodeling aspects of the present men's residence hall, new recruiting efforts must be coordinated with plans for a new academic building, dining hall modifications, a new residence hall, and a new athletic field (see Academic Resources, 45-72).

To strengthen recruitment, two specific steps called for in the 2001/06 strategic plan (19) have already been taken: a full-time recruitment officer, called admissions coordinator, was hired in August of 2001, and the recruitment budget was increased by \$4,500 to \$21,000 for 2001-02. To coordinate the activities of the Academy with the General Church, the College director of admissions also joined the General Church Worldwide Outreach Committee in 1999. This coordination enables the College to support the growth of the General Church in countries overseas, while enabling the Worldwide Outreach Committee to help potential students with necessary expenses related to the testing and application process, particularly in countries such as Kenya and Togo where the New Church is just beginning.

Financial Aid

Recruiting and admitting additional students will increase the demand on the institution's financial aid funds. Students and faculty agree that the current practice of

using the same scale for awarding financial aid to baptized and non-baptized students should not be changed. When asked whether church members should receive financial aid at preferred rates, 65 percent of both students and faculty disagreed, while only eight percent of both groups agreed (2001 faculty and student self-study surveys). Clearly there is little support for a double standard in awarding financial aid.

The College offers a merit scholarship to students scoring in the 90th percentile or above on the PSAT or SAT and who graduate in the top 25 percent of their class. Approximately five students receive up to \$1,000 per year through this program. The majority of faculty members (80 percent) and students (72 percent) believe that awarding one partial scholarship grant for each of the four-year majors will invigorate the academic climate. Since financial aid grants are given almost exclusively for economic need, the goal of awarding academic grants will not be met unless additional funds are provided.

To improve the application process, the financial aid form was revised in 2000 to give the director of finance and business administration more complete and accurate information. At the same time, the formulas for awarding need-based financial aid were adjusted to help off-set the rise in tuition. As tuition rises, these formulas must continue to be monitored and evaluated, and the possibility of using loans from external sources must also continue to be explored (see Financial Resources and Enrollment, 12-18).

Publications

It is important that all publications accurately reflect the College's mission and clearly communicate its policies and expectations to both potential and enrolled students. Currently the College publishes a number of brochures and other material specific to admissions and financial aid as part of its recruitment effort, along with maintaining a website (www.newchurch.edu/college) and receiving coverage in the Academy-wide *Alumni Update*. The College also annually publishes a course catalog, student handbook, newsletter, and orientation brochure for enrolled students. As of yet, there is no central or coordinated effort to promote the four-year majors. Several of the baccalaureate programs have either recently produced or are designing handbooks aimed at attracting students into their programs. The education major has done this with financial and office support through the General Church Office of Education. The history major is producing a

handbook with volunteer help through Glencairn Museum. In November 2001 the six advisors to the majors met with the admissions coordinator to discuss promotional materials and strategies.

After adopting a new name and logo in 1997, the College implemented a program to improve its image and the professional appearance of its publications. Survey results indicate that this program, while continuing to evolve, is on the right track. According to the 2001 student self-study survey, 77 percent of students felt that the brochures and admissions materials they received were professional in appearance. Every student surveyed had visited the website when considering applying; 63 percent felt that it served as an accurate and attractive advertisement for the College; 81 percent have returned to the website after enrolling; and 50 percent feel that it provided them with useful information as matriculated students. The 2001/06 strategic plan (19-20) calls for further development of the website and a comprehensive web recruitment program. A web-based community of young adults engaged in dialogue about religion and life will allow potential students to interact with enrolled students and thus see the College from a student perspective.

In addition to significant progress in the areas of publications and promotion, work remains to be done in making the mission more prominent, reaching out to new students, and promoting academic programs.

Retention Strategies

In the last five years retention figures for the College have generally improved (see Appendix D, Retention Rates). However, 40 percent of faculty believe current retention strategies are insufficient, and only 29 percent believe they are sufficient (2001 faculty self-study survey). To ensure true and sustainable growth, the College needs to coordinate recruitment and retention strategies. To improve retention the College established the Enrollment Management Committee (1996), which coordinates recruiting, admissions, financial aid, placement and transfer counseling, and alumni relations (PRR, 10-12). In addition to formal efforts on the part of the enrollment committee, there are many indirect ways the College works for retention, including offering sound academic advising, promoting educational and social gatherings to inform students about the

majors, organizing trips and events sponsored by the majors, and encouraging wide participation in the internship program. While these informal efforts are difficult to assess, we might begin by surveying returning students annually to identify factors in their decision to return.

The 2001 student self-study survey indicates that the primary reasons students remain at the College are the relative affordability of the education, the quality of the faculty, and the students' relationships with the faculty. Students from Bryn Athyn College participate in the Annual Freshman Survey administered by the Higher Education Research Institute at UCLA. The results from this survey suggest that students enrolling as first-time freshmen at Bryn Athyn College are attracted by the school's religious affiliation, size, and low tuition. Students also indicate that more financial aid and campus jobs would be important in their decision-making (see Student Employment, 92). As tuition rises, it is important for retention that financial aid budgets are increased to meet student needs (see Financial Resources, 12-17). These results also suggest that potential students may be more likely to enroll if they are made aware of the high quality of the faculty and students' relationships with the faculty before applying.

The 2001 student self-study survey also indicated reasons why students choose not to remain at the College. The primary academic factors affecting their decision are lack of choices in courses and majors. Eighty-five percent selected "more choices of courses" as an academic factor that would encourage them to stay; 76 percent selected "more choices of majors." This is consistent with overall trends from the annual transfer survey. Students also cite social factors as important, particularly the need for more students, improved places to gather socially, and different housing options.

Job placement for graduates also affects retention. Currently the College does not formally assess its job placement services with recent graduates. The 2001/06 strategic plan (20) calls for a survey of recent graduates for this purpose, which will be done during the 2002-2003 academic year.

Spiritual and Religious Life

The spiritual and religious life program, under the direction of the College chaplain, fosters a sense of spiritual community through its commitment to the teaching

that “All of religion is related to life, and the life of religion is to do good.”²⁶ Programs provide students with opportunities to put their religion into practice, particularly in areas of worship, service, and outreach.

The Bryn Athyn College campus is located in the midst of a Swedenborgian community of 3,000 people. Both campus life and the surrounding community offer students a wide array of spiritual and religious activities. Within the College community students take two religion courses each year and participate in a variety of spiritual activities, including weekly chapel services, various religious enrichment offerings, service trips, and other outreach efforts. In the Bryn Athyn Community students get involved in worship services, cultural events, conferences, and retreats. At the start of each year the Bryn Athyn pastor offers a chapel service in which he welcomes students to the larger community, explains what is available to them, and more importantly, asks for their help and participation in the community. Whereas many colleges and universities experience town/gown conflict with the larger community, Bryn Athyn College has the rare opportunity to enrich and be enriched by the religious community in which it finds a home.

Changes since 1992.

Since 1992 there have been several additions and changes to the religious life program, including changes in the religion curriculum,²⁷ chaplain’s role, chapel program, worship space, and outreach efforts. In the spring of 1992 the College dean appointed a chaplain to oversee the spiritual and religious life of the College community. The programs under the chaplain’s supervision extend from chapel to counseling. The chaplain’s release time has been increased from one to two courses so that he can devote more time and attention to chapel services and pastoral counseling. According to 2001 self-study surveys, faculty and students agree that counseling and leading worship are the chaplain’s most important responsibilities, with the latter ranked highest. Although broadly affirmative, students indicated a desire for the chaplain to be even more active in

²⁶ Emanuel Swedenborg, *Doctrine of Life*, numbered paragraph 1.

²⁷ In response to the 1992 MSA visiting team’s report, which called for more comparative religion courses (9), offerings now include courses on Islam, eastern religious thought, and comparative religion. Other courses include Christian Church History, Old and New Testament, and Contemporary Moral Issues.

reaching out and being aware of students' spiritual needs. In 2000 a chaplain's assistant position was created to help with outreach to students. The chaplain's assistant meets with students and is developing a student mentoring program to ensure that the spiritual needs of the student body are understood and given compassionate attention. The chaplain's assistant also works with the admissions program to develop outreach efforts. With a recent change in chaplain (2001) and the addition of an assistant, it is early to measure the success of these efforts. Informal feedback from students, however, suggests appreciation for the new initiatives.

In response to recommendations in the 1992 self-evaluation report (66), changes were implemented in the chapel offerings beginning in 1993. Currently all students are required to attend one college-wide chapel service weekly. This worship service is followed by announcements, lunch, and a time for community enrichment known as Town Meeting. Seventy-one percent of students surveyed either agreed or strongly agreed that they are satisfied with the current types of chapel offerings (2001 student self-study survey). The chaplain continues to add variety to the worship services in terms of music, sermon content, and student participation. Some students and faculty members express concern that the instructional quality of chapel offerings will be compromised by experimentation with form and content. With all change, particularly in the area of worship, it is crucial to proceed with patience, sensitivity, and respect for all parties.

To supplement the large auditorium, a small worship space was added in 1999. The "little chapel" is a converted lounge area where students and faculty can reflect, pray, and meditate. It serves as a gathering place for devotional reading or spiritual conversations. This space is also used during the bi-weekly religion elective time slot, which allows members of the College community to present topics on some aspect of spiritual interest, including spiritual growth and doctrinal discussions.

Finally, students have become increasingly involved in outreach through internships designed to help ministers in New Church societies around the world. Students have served in Ghana and Australia as well as through service trips to Boston, Cape Cod, Philadelphia, Arizona, and the Bahamas (see Part Four, Community Service, 91). This past year (2001) the College also hosted a church-wide seminar on evangelization.

All of these improvements in the spiritual and religious life program aim to support the mission of the College and promote a sense of community on campus. Survey results suggest some success. In the 2001 student self-study survey 85 percent of returning students agreed that “the general atmosphere of the College reflects its mission.” These statistics were similar for the faculty. As the College moves forward in its effort to attract new students, these programs will become increasingly important in building and sustaining a spiritual community that expresses the College’s mission in living ways.

Orientation Program

The orientation program, focused on the opening week of the year, welcomes new students into the academic and spiritual life of the College, and begins to build a unified community. The College believes that a strong orientation program not only introduces students to its distinct mission and acclimates them to a new environment but aids retention.

The program has changed significantly in the last ten years. While the College continues to build on the new orientation framework described in the 1998 PRR (60), elements have been added to move the program toward a more comprehensive opening week for all students and faculty. Over the past two years additions have included a pre-orientation program for new international students, sessions for returning students, a service day, College-wide social events, and worship services.

New students arrive on campus roughly five days before the start of classes and participate in a combination of on- and off-campus programs. After resident students settle into the residence halls and hear an introduction to residence life by the residence directors, all new students participate in an off-campus program run by faculty and student leaders (Peer Advisory Council or PAC) at Deer Park, a nearby camp. This program encourages team- and community-building through a physical challenge course, sessions on expectations for the year, and worship. Over the past several years an increasing number of faculty and their families have joined these weekend activities. New students then return to campus for an academic guidance session and meetings with their advisors.

In an effort to better serve international students a pre-orientation program was added this year under the direction of the new international student coordinator. This three-day program is designed to provide a welcoming face for new international students, helping them anticipate the challenges of a new culture and physical surroundings. This orientation also addresses some of the academic hurdles international students often encounter, such as registering for courses and understanding American academic expectations. Two years ago a service day was added to the orientation program in which students participate in one of a variety of on- and off-campus service learning opportunities. These activities combine service, outreach, and community building.

For the past two years the College has added sessions for returning students to foster community throughout the College. These have included discussions centered on specific goals and issues for each class, including transfer, graduate, and career counseling. These sessions are also designed to engage returning students in the Academy's overall spiritual theme for the year as well as the particular theme of orientation. Over the past two years the Academy's themes have focused on hope for marriage and developing and using talents, while the College orientation has focused on discovering oneself through service to others and unity through diversity. Although it has been meaningful to have both an Academy-wide theme and a specific focus for College orientation, the College could do more to coordinate its orientation program more closely with the Academy's annual theme.

Analysis of Orientation.

While orientation survey results indicate that the core orientation program continues to be successful, more time and data are needed to assess fully the newer aspects of the program described above. An area that needs attention is the attendance at sessions for returning students; during the last two years only one half of returning students has participated in these discussion sessions. In 2001 new students highlighted the overall Deer Park program, Peer Advisor Council, and the transition into the residence halls as particularly strong aspects of the week, with the time spent meeting with their academic advisor rated as the most valuable. New international students

responded enthusiastically to the international orientation for the opening week (average response of 4.29 out of 5). Social events were well attended, and over the past two years roughly 75 percent of the student body has participated in the service day.

As the College moves forward in attracting more students from outside the New Church, the orientation program will need to be modified to ensure that these students' needs are met.

Residence Life

Bryn Athyn College's residence life program builds a strong sense of campus community in order to create the best possible living and learning environment for students while fostering values appropriate to a New Church campus. These values are Christian-based, with a particular emphasis on honoring marriage, studying the Word, applying teachings to life, and striving to become useful citizens of this world and the next. The Student Handbook (available in resource room) emphasizes the importance of specific behaviors that evidence respect and charity for others as well as promote safety and security for the College community.

Residence Halls

Residence facilities currently consist of two main residence halls, Childs Hall (45 men) and Grant Hall (34 women), and three satellite houses, Jungé House (8 students), Synnestvedt House & apartment (7 students), and the social center apartment (5 students).

Changes since 1992.

The ECCB campus plan (1998) and the Report of the Housing Committee (1998) both recommended the construction of a new residence hall due to current and projected housing needs. At that time, faculty and students agreed that the first priority for the College campus was to renovate the residence facilities and to expand on-campus

housing for upper-level students based on four areas of need:

- meet enrollment projections (see Appendix C)

- provide supervision, security, and a sense of community not possible in the current satellite houses
- consolidate first- and second-year students in the main residence halls to meet the limitations of the present structures and provide appropriate oversight
- create a campus community and aid retention by providing an attractive facility

A plan for a new residence hall was approved by the board in 1999 (Programming and Feasibility Study Phase Report, August 1999). The administration agreed that the plan addressed the College's goal of promoting a sense of community in keeping with the College's principles. When 2000/2001 enrollment numbers did not meet projections, however, the administration recommended a delay in construction. Recommendations for building were considered by the board again in fall 2001, but were again delayed due to budget constraints. The board did, however, approve a feasibility study to explore necessary renovations to improve the current main residence halls.

The 2001/06 strategic plan (44) calls for the improvement of facilities to aid in retention, particularly Childs Hall, the men's residence. Responses from the 2001 student self-study survey show only 11 percent of respondents consider Childs Hall a good residence facility; 42 percent gave Childs Hall a negative rating (contrasted with a four percent negative rating for Grant Hall); 79 percent expressed the need for more housing options on campus. The board remains supportive of the new facility and will go forward with construction when there is sufficient enrollment growth (2001/06 strategic plan, 44). Some faculty members believe the College has lost students *because* of inadequate housing and that a new building might in fact bolster enrollment. The faculty, however, recognizes the financial constraints and wants to move forward with an interim plan of renovating the residence halls to meet current needs. Improvements to Childs Hall include a front entrance, improved ventilation, repaired windows, and a functional kitchen.

Student morale is crucial in building community and retaining residents. Throughout the year the residence staffs plan events, including open houses, movie nights, community work days, study parties, and pizza nights. One issue currently under discussion is the controversy surrounding co-ed socializing in bedrooms. Without

adequate space, students who wish to socialize privately are forced to do so in their bedrooms. According to the 2001 student self-study survey, 64 percent of students are dissatisfied with the current policy.²⁸ Although feelings were mixed, a majority of students think the current policy is too restrictive. The College is currently undergoing a formal review of the policy. A committee of faculty, residence staff, and students, along with representatives from the board and parents will submit recommendations to the president and dean by the end of the 2001-2002 academic year. The goal of this cross-sectional review is to ensure that the policy serves students as well as the mission of the institution. A new residence hall, with appropriate spaces for private visiting would address many of these issues.

Dining Hall

As part of residence life the College works with the dining hall and Sodexo (formerly Marriott) to achieve two goals: meet the increasingly diverse nutritional and cultural dietary needs of our 85 resident students, and support a college atmosphere in spite of the challenges of sharing the facility with the secondary schools on their campus.

Quality and variety of food options

The administration has sought continued improvement in the quality and variety of food options and in the facility itself. The 1998 PRR specifically cited the following goals: offer a larger variety of foods, develop vegetarian and vegan menus, and renovate the building to increase seating (68). Although not feasible at this stage, the College hopes someday to have a separate dining facility on the College campus.

Since the 1998 PRR the administration and dining hall managers have worked aggressively with Sodexo to improve the quality and variety of food service, particularly in meeting the nutritional needs of an increasingly health-conscious student body.²⁹ Specific efforts included the manager keeping detailed records of the food options

²⁸ The current policy states that residents are allowed to host co-ed visitors in their bedrooms between 7:00-11:00 p.m., six days a week, as long as their doors are left completely open. Resident Assistants (RAs) regularly circulate on the halls during this time.

²⁹ Improvements to food options over the past two years include: at least two vegan options and an additional vegetarian option at every lunch and dinner; at least four vegan protein options; and a full salad bar.

available at every meal during the 2000-2001 year, submitting weekly reports, and meeting regularly with the associate dean of student affairs, the dining hall managers, and the Sodexo manager. Two dining hall surveys administered in 2000-2001 show a slight increase in positive reactions to recent improvements.³⁰

Facility

Efforts have also been made to face the challenges of the dining hall as an older, shared facility. In January 2001 a committee of faculty, administration, and board representatives submitted an official report on the dining hall to the Board Facilities and Grounds Committee (available in resource room). This report cites several areas of concern, including the reduction of College-specific space in the dining hall over the past several years. Blurred distinctions between College and secondary school areas due to space problems hinder a positive sense of College community and identity. In response to this report the Academy board has recently undertaken a space and feasibility study to define specific ways to improve the facility. The College still hopes for a separate dining facility on the College campus in the future and has included this in its campus master plan. Eighty-two percent of students surveyed in fall 2001 agree that such a facility would improve the quality of residence living. The 2001/06 strategic plan includes consideration of a partial dining facility/café on the College campus and calls for complete specifications for a separate dining facility to be built within ten years. Given priorities for building other new facilities on campus (science/classroom building; residence hall), the faculty supports the current board initiative to examine how the present dining hall could be improved. The Board Facilities Committee will make a recommendation to the board in 2002.

Social, Recreational, and Cultural Programs

The social, recreational, and cultural programs on campus build a healthy community by providing events and activities that enrich and rejuvenate students. Student

³⁰ The average student response rose from 2.97 to 3.26 (1-5 scale) in response to the question “the quality of the food served this year is excellent.” Reaction to the *variety* of food served rose from 3.06 to 3.38, while response to nutritional needs rose from 2.83 to 3.05. In the 2001 student self-study survey, one half of students responded that the quality of the food served is “good,” 42 percent were positive about the variety of options, and 45 percent felt that the food offered meets their nutritional needs.

social managers, sports representatives, and Outing Club leaders manage social and recreational programs under the guidance of faculty advisors. Social managers are responsible for organizing, coordinating, scheduling, and advertising social events, and for overseeing the College social center. Sports representatives promote both recreational and sporting events and encourage students to participate in the life of the College, as either athletes or spectators. The Outing Club works with the social council to provide cultural and social opportunities off-campus. Students participate in Philadelphia Galleries' First Friday events; outings to museums, galleries, and theaters; sight-seeing to east coast cities; and outdoor activities such as hiking, back packing, white water rafting, and canoeing.

Changes since 1992

Since the 1992 self-study, the social, recreational, and cultural programs have focused on promoting student involvement in organizing and running events. Such student initiative has done much to develop activities that are more responsive to student needs. Social managers are also now paid per event they organize—a departure from their previously salaried position. The College also now pays any student who organizes approved events. This change was made in fall 2001 to encourage more students to take a full and active role in organizing events throughout the year and to increase the range of what is offered. According to the 2001 student self-study survey 79 percent of students felt that the number and variety of social activities were adequate. However, the same survey showed that 35 percent of students felt that the types of social events offered did not meet their particular social needs. Although begun only recently (fall 2001), this new policy of paying students to organize events seems to be working; more events have been planned with greater variety and student participation.

In 1995 the Outing Club reorganized its leadership structure and adopted a set of guidelines for off-campus activities. The changes included opening elections for officers, delegating decisions to a committee of the four elected officers, adopting the student handbook rules as governing all Outing Club activities, and establishing an annual budget of \$1,000. Outing Club leaders also now serve on the student government and, like the

social managers, are paid per event. In terms of the quality of the program, these changes have improved efficiency, equity, variety, and participation.

To strengthen cultural, curricular, and social connections between Glencairn Museum and the College a Glencairn liaison was appointed in 2000. The Glencairn liaison promotes trips to city museums, tours, and cultural events as well as advises faculty on incorporating museum resources in curriculum work. The Glencairn internship program also involves students in promoting cultural events. The Museum is investigating ways of using Glencairn as a recruiting resource.

The nature of College trips has also changed in recent years. While in the past the College sponsored either annual college-wide recreational trips (such as ski trips or visits to church communities), trips over the past three years have been more service-oriented under the auspices of the student service club called CARE (Charity, Action, Responsibility, Experience). In 2001-2002 one third of the student body participated in some major (i.e. overnight) service learning trip.

As a result of many of the changes outlined above, the number of both social events and organizers increased in 2001-2002. (See Social Events 2001-02, in resource room.) The number of recreational activities has also increased, including field hockey, broomball, tennis, lacrosse, ultimate Frisbee, yoga, games club, Scrabble club, chess club, and ballroom dance and swing classes. Social life has become more responsive and student-focused. Students, however, continue to express dissatisfaction with the location of the social center. Results from the 2001 student self-study survey show that only 22 percent of students feel that the social center meets students' social needs. Students dislike having the social center relatively distant from the center of campus. They want a centralized community and sense of campus identity, which could well be fostered by a cluster of College buildings. The 1998 ECCB campus plan acknowledges this in its recommendation for a dining hall and social center that connect academic and residential life, especially in terms of making aesthetic use of the beautiful land and vistas on the campus.

In the long term (10-20 years) a student union facility central to campus would provide social space connecting residence, academic, and sporting life. Such a facility could also provide locker space for the proposed new athletic field and, in time, dining

facilities could be attached. A new building with appropriate socializing areas would also address the present controversy over using bedrooms as social space. In the shorter run, however, and in view of the budget deficit, the College needs to focus on improving current facilities.

Counseling Services

The College's broad range of counseling services addresses the spiritual, academic, psychological, and physical health needs of its students. We offer pastoral and professional personal counseling; academic support and tutoring; transfer, career and placement counseling; and health services.

Counseling services available to students have grown in all areas since the 1992 self-study. To better serve the spiritual needs of students, the dean created the position of chaplain in 1992 to guide the religious life of the College community, and then increased the chaplain's release time (1999) to enable him to focus more time on students' spiritual needs (see Part Four, *Spiritual and Religious Life*, 77). The number of professional, personal counselors has increased from one to four (three male, one female). These counselors have expertise in family counseling, spiritual counseling, substance abuse, relationships, and stress management. The College also has a part-time director of student support to oversee the tutoring program that began formally in 1996.

Results from the 2001 student and faculty surveys show widespread awareness of the services available, with some need for more effective promotion of tutoring services.³¹ Approximately 25 percent of the student body has used one or more of these services at some point, and these students report satisfaction with the services available. Results also show that even if students have not used any particular service, many would feel confident using them if needed. Faculty refers students to these services, mostly to tutoring (79 percent) and academic support (68 percent), but also to personal counseling (50 percent). The dean of academic affairs needs to formally assess the tutoring program in 2002/03, but overall, the College is serving its students well in the area of academic support.

³¹ Faculty knowledge of specific services ranged from 86 percent to 96 percent, while student knowledge ranged from 65 percent to 89 percent. Students reported being least aware of tutoring (65 percent), while they were most aware of both academic support in general and transfer counseling (89 percent each).

International Students

International students have comprised about one fifth of the College's student body over the past 10 years. To the statement that international diversity enhances the College community 97 percent of the faculty and 91 percent of the students responded affirmatively (2001 faculty and student self-study surveys). Both groups offer mixed opinions, however, concerning whether the College provides adequately for international students' needs.

Since 1992 the College has paid considerable attention to developing programs to meet international students' needs. The TOEFL test is now used as an admissions guideline to screen for English skills. Last year the College added English 100 (3-credit course), which focuses on academic writing skills, library research skills, and cultural education for new international students. The part-time director of academic support devotes the majority of her time to international student's academic needs. According to the 2001 student survey, 70 percent of all respondents and 80 percent of international student respondents indicated that the College provides sufficient academic support for international students.

However, survey results indicate that only 32 percent of total respondents and 31 percent of international respondents feel that the College adequately prepares international students for life at the College, indicating the need for further attention to cultural adjustment. In 2000-2001, the Sociology 110 class conducted a survey specific to international students. Its conclusions and recommendations stressed the need for a more focused orientation program that would "help the international students to be better grounded about the U.S. system and background." This study was presented to faculty in the spring of 2001. In response, the College designated a part-time international student advisor in 2001 to address issues pertaining to international student adjustment and integration, especially with regard to orientation. An international student organization was established in 2000-2001 to provide a forum for international issues, concerns, and awareness. The College believes that the addition of this organization, along with the new international advisor, pre-orientation program, English 100, and the academic support already provided, help international students integrate into life at the College.

Physical Education and Athletics

Participation in physical education helps students develop their mind and body, promoting mental and physical health. Additionally, participation in athletics helps to build a sense of identity and community, and athletic teams serve as ambassadors for the College and its mission to the larger collegiate world. Together the physical education and athletics program provide a range of aesthetic, competitive, individual, and team activities.

Physical Education

The College currently offers 10 physical education courses and seven athletics programs in which 149 students are enrolled for the academic year 2001-02. Enrollment has been healthy over the last seven years ranging from 134 class registrants in 1995-96 to 169 in 2001-02. Students are required to take a minimum of two PE courses for the AA degree, and many elect to take more than two. The athletic director plans to evaluate the physical education curriculum to provide better balance between movement-based and game-based offerings. Broadening the curricular program in movement and aesthetic-based classes, especially in the area of dance, may increase enrollment in physical education courses and draw more participants from the surrounding community. This will have scheduling implications in the field house, however, as the facility is already over-used (see Part Three, Campus Planning and Development, 45).

Issues surrounding the transfer of PE credits must also be addressed. The pass/fail nature of the courses has hampered their transfer-worthiness. The system also affords no differentiation, failing to recognize excellence and requiring too close of a link between attendance and grade.

Athletics

While enrollment in physical education has been healthy, the steady decrease in the numbers of students participating in extra-curricular sports is disconcerting. The 2001/06 strategic plan (47) cites participation in extra-curricular activities as important in developing spiritual, moral, and civil values and contributing to distinctive New Church

education. Sports provide a valuable piece of community life that is vital in a small college and important in connecting the College to the larger collegiate world.

Over the past few years several of our teams have had to invite recent college alumni to join the teams when numbers were low. While this has allowed our programs to continue, it has threatened, and in some cases cost us, our status as league members. The growing need for students to work is certainly one factor affecting lower participation in athletics. We must also examine whether there is any relationship between increased physical education offerings and service activities on the one hand, and decreased participation in athletic programs on the other.

The provision in the 2001/06 strategic plan for an athletic field on our campus would do much to enhance a sense of community and identity and help to build enthusiasm for our athletic programs while combating the scheduling pressures outlined in the facilities section of this report.

Community Service

In 1993 students established the service club Community Interest Activities. Over a seven-year period the group sponsored service projects, such as Christmas caroling with children, Adopt-A-Highway, fundraising for charities, recycling efforts, and service trips to sister church societies. In 2000 the club renamed itself CARE (see Part Four, Social, Recreational, and Cultural Programs, 86). Along with a new name, the organization developed a new mission statement: "CARE endeavors to create a variety of student-led service learning opportunities that enable participants to develop an affection for knowledge and to value a life of useful service." This goal has been reflected by CARE's emphasis on service trips to such places as the Bahamas to help rebuild storm-torn buildings (2000, 2001), Cape Cod to restore a church building (2000), and Tucson to build a meditation walkway for a local church (2001). CARE has also played a leading role in involving students in outreach to neighbors beyond the church community, such as working with inner-city children.

According to the 2001 student survey, 75 percent of returning students are aware of CARE's mission and 59 percent have participated in CARE events. Fifty to sixty students anticipate being involved in at least one CARE project during the 2001-2002

academic year. The role of community service in the College has clearly grown. The 1992 Self-Evaluation Report stated that students' "busy academic and work schedules allow little time to contribute as much service as they would like" (82). Current survey results, however, indicate that students are not only participating in community service projects but see community service as an important part of their education. In fact, 60 percent of students deem CARE and community service to be central to the overall mission of the College. As a way of allowing students more time for community service within their busy lives, CARE has developed a new aim to "develop a plan whereby the community service programs are integrated into the curriculum using interested faculty and divisions" (CARE mission statement). This will necessitate a broader discussion at the level of faculty and administration to determine specifically how community service can become a service learning facet of the curriculum.

Student Employment

In the College's traditional student work program all resident students contributed weekly work to the cleaning and maintenance of the campus. The program also offered additional paying jobs to interested students. The goals of the program were twofold: 1) encourage students to develop useful lives by caring for their physical surroundings as well as for one another, and 2) provide a means for resident students to subsidize their fees while allowing the College to maintain its buildings at minimal cost.

A student employment program replaced this student work program in 1999 after studies showed the old system to be ineffective—students paid fines instead of doing their work, and the buildings were dirty. Under the new system resident students are still required to contribute one hour of work each week to maintain the building in which they live, thus encouraging communal responsibility. All other on-campus jobs, however, are available through student employment. This program offers employment to those who seek it, especially international students, who are expected to contribute earnings to their tuition and whose work options as non-resident aliens are limited to campus employment.

There are now approximately 72 paying jobs per year, ranging from library to laboratory work. Students must apply and interview, and as in the professional world, they may be fired for unsatisfactory work. In an effort to increase worker accountability,

a full-time cleaning manager was hired in 2000 to oversee building cleaning campus-wide. The College's administrative assistant manages placement in all other jobs.

The strategic plan 2001/06 (45) outlines the following four goals for the student employment program: encourage students to seek jobs on campus; encourage excellent performance; increase student learning of working-world values; and provide fair competitive wages. In implementing this plan the College increased efforts in 2001 to encourage students to apply for campus jobs. Currently 52 students are employed in the program, compared to 23 in 2000-2001. Wages have also been increased significantly since 1999-2000, with the base pay rate increasing from \$5.15 in 1999 to \$8.35 in 2001-2002. However, survey results indicate that these changes have not yet satisfied students. Of the students surveyed, those who chose not to participate in the program (49 percent of respondents) cited the ability to make more money elsewhere as the primary reason for their decision. Fifty-one percent of total respondents and 77 percent of international student respondents *are* employed by the College. These students reported the primary reasons for participating in the program as convenience and the feeling of use. Overall, students and faculty moderately affirm that the student employment program serves both the institution and the students. A serious concern, however, is that the Academy-wide student employment budget needs additional funding to avoid cutting back on the number of jobs or hours available. As tuition rises, the number of jobs and the pay rates need to increase, not decrease.

Student Government

The by-laws of Bryn Athyn College student government state that student government shall represent the interests of students to the wider campus community and plan college-sponsored events (Article II).

In 1994-1995, the student government began to involve students more fully in the decision-making process of the College, to increase student responsibility in social life, and to provide more effective student leadership (1998 PRR, 75). The new student government was designed to broaden representation from the student body, with elected representatives from each class and members-at-large along with administration-appointed social and sports representatives. Representative members of student

government also began to serve as advisors to faculty and administration on certain committees, providing members of student government direct involvement with faculty and board. Student government representatives serve on or attend: Academy Council, Board Student Life Committee, Board Education Committee, faculty meetings, Judicial Hearing Committee, and Outcomes Committee.

With the recent changes in social and recreational programs, international student life, and community service, student government must again assess its membership to ensure fair representation from the student body. Although student government has the freedom to add one or two general members in any given year, it should consider the appropriateness of possibly adding regular representation from such groups as CARE and the international student organization.

Survey results indicate that student government has been successful in increasing its visibility but needs to communicate its purpose more clearly and clarify its role as a mouthpiece for the student body.³² It must also explore ways to discover issues that are important to a wider range of students and determine strategies for effecting change. Only 37 percent of students surveyed feel that student government has any authority to influence change.

Student Conduct and Discipline

The College works in partnership with its students to foster an orderly and nurturing atmosphere. Policies and regulations seek to promote moral behavior while allowing for a sense of freedom and rational self-direction appropriate to maturing students. Although the campus is orderly, offenses do occur. Repeated or major offenses come before the Judicial Hearing Committee comprising the associate dean of student affairs, one of the other deans, a faculty member, and three elected representatives from student government. This committee advises on probationary or suspension offenses (see 2001-02 Student Handbook). The deans make final decisions on discipline after careful consideration of the recommendations made by the student committee members.

³² According to the 2001 student self-study survey, 73 percent of respondents knew who last year's members were. However, only 55 percent were aware of the role of student government. More specifically, while 56 percent stated confidence in approaching members of student government with issues, only 40 percent felt that student government effectively addresses important issues.

Infractions that come before the Judicial Hearing Committee are listed in the student handbook (22-27).

Judicial hearings have decreased over the past four years from 16 in 1997-1998, to five in 1998-1999, to zero in 1999-2000 and 2000-2001. While this decline represents a reduction in student infractions, it might also reflect several structural changes in how student conduct is addressed. Because of the sensitive or personal nature of several recent infractions, some students elected to have their case handled discretely by the administration rather than being heard by the committee. Over the past several years the administration has made efforts to clarify the distinction between the residence halls and the school by giving the residence directors more responsibility in dealing directly with minor infractions. This has resulted in more cases being handled at the residence hall level rather than at the judicial hearing level, a change that the administration feels is appropriate. Many of the cases brought before the Judicial Hearing Committee from 1996-1998 involved students who habitually failed to meet their student work obligations. The change in 1999 from a compulsory student work program to a voluntary student employment program (where students are fired for repeated unsatisfactory work rather than disciplined) has also reduced the number of cases brought before the Judicial Hearing Committee.

Campus Security and Safety

Building a vibrant community requires a campus where students feel comfortable and safe. A full-time security manager directs Academy-wide campus security. Security personnel patrol the campus from 6:30 am to 1:30-2:30 a.m. seven days a week. Faculty, staff, and students can reach security easily through the campus telephone network. The Bryn Athyn Police Department also monitors this radio frequency and responds to calls when needed or when security is not on duty. An alarm system directly linked to both campus security and the Bryn Athyn Police provides added security for the women's residence hall (Grant Hall).

Changes since 1992

An Academy-wide safety committee was established in 1996 to set policy and oversee and review safety issues across the campus, including student and employee health, building inspections, field maintenance, student supervision, emergency procedures, and security. This committee, chaired by the business manager, includes the Academy's insurance agent, the school nurse, and representatives from the College, secondary schools, campus security, consolidated plant operations, and Glencairn Museum as well as from the neighboring Bryn Athyn Cathedral and Bryn Athyn Church School.

A campus-wide safety study was conducted in the spring of 2001 and a follow-up report submitted to the Academy later that year. Several initiatives are expected once the board facilities and grounds committee reviews the report. A second committee, under the leadership of the Director of Consolidated Plant Operations, is revising the institution's Critical Incident Response Procedures to minimize the response time to a crisis and improve the effectiveness of the program. The present draft is on file in Swedenborg Library (and also available in the resource room).

The College feels fortunate that, for now, the present security and safety programs have worked well. According to the 2001 student self-study survey 80 percent of students who have contacted campus security feel that they received timely and useful assistance. Even though overall survey results indicate that students feel safe on campus, students and residence staff agree that better lighting is needed between buildings, around satellite housing, and along some pathways to increase safety at night. Plans are under way to improve lighting between the residence halls and in residence hall parking lots. Safety issues are more prominent for those students who live in the more isolated satellite housing. Ultimately, a new residence hall central to campus will eliminate the need for students to live in these remote areas and thus alleviate some of these concerns.

Much like the borough of Bryn Athyn in which it resides, the College has enjoyed a small-town and perhaps overly-trusting attitude toward security. Although we have taken measures in the past 10 years to increase awareness and security, we will need to do more as we move into an era of greater openness to and interchange with communities beyond our own. We have many more visitors on campus now than ten years ago. The Pavilion (ice rink), Asplundh Field House, and some athletic fields are now rented

regularly to outside groups. The same will be true of the Mitchell Performing Arts Center. Increased efforts to attract seekers will also bring more visitors to campus. While these changes may call for enhanced security measures, such as 24-hour patrolling and more sophisticated security access to buildings, the more open campus is a healthy expression of the Academy and College's desire to reach outward.

Recommendations for Part Four

Recruitment, Admissions, Financial Aid

1. Enhance current recruiting program as outlined to attract students within the church.
2. Develop new recruiting programs as outlined to attract seekers.
3. Improve current contact materials, including further development of the website, and prepare additional new printed materials.
4. Explore the possibility of adding new academic scholarships to support majors.

Publications and Recruitment

5. Continue to develop professional-looking brochures and publications that clearly and engagingly communicate the mission of the College.
6. Develop handbooks specific to baccalaureate programs.
7. Develop a more comprehensive web recruitment program.

Retention

8. Assess job placement services for graduates.

Spiritual Life

9. Continue to review chapel offerings to ensure they meet the needs of students.
10. Continue to develop the religious electives, the chaplain's outreach, and the student mentoring program.

Orientation

11. Increase budget to cover added programs and events of the new Opening Week program for all students and faculty (2001/06 strategic plan, 46).
12. Evaluate new elements of the program, particularly sessions for new and returning students, and for international students.

Residence Halls

13. Move forward with feasibility study to renovate current residence hall facilities.
14. Establish specific enrollment figures and other criteria necessary to move forward with new residence hall.
15. Improve conditions of satellite houses and safety of those living away from campus center.

Dining Hall

16. Continue to evaluate and improve quality and variety of food options
17. Move forward with plans for renovation of current dining hall to enhance College space and identity.

Social, Recreational, Cultural

18. Continue to evaluate new program of paying students to organize social events to determine if it results in greater student involvement and broader social offerings.
19. Consider plan for a new student union central to the College campus in the next 5-year strategic plan.

Physical Education and Athletics

20. Expand physical education curriculum in movement-based courses, particularly dance.
21. Review issue of grading in physical education courses.
22. Evaluate declining participation in athletic programs in the context of increased activity in physical education programs and other student life activities.
23. Build athletic field on College campus.

Student Work

24. Explore ways to increase budget both to meet the institution's goal of offering competitive wages and to serve the needs of the students, especially international students.
25. Continue to develop a system of employee accountability.

Student Government

26. Increase student awareness of student government's purpose and powers.

Safety

27. Work with Academy administration to improve security measures as needs change.

Part Five

THEOLOGICAL SCHOOL OF
THE ACADEMY OF THE NEW CHURCH

Recruiting Men to be Pastors

The Academy of the New Church Theological School was founded for the purpose of training men for ordination into the priesthood of the General Church of the New Jerusalem. The General Church is an international church with approximately two-thirds of its membership resident in North America. Its needs for ordained priests fall primarily into three categories: traditional pastors, evangelists, and teachers. In these three roles, the graduates from the Theological School serve as spiritual and administrative leaders of societies, preachers of the Word in a variety of contexts, and instructors in doctrine and the practice of religion.

The demographics of the General Church clergy show 40% are in the 45-55 age range. As this generation of the priesthood moves toward retirement and the General Church grows, the demand for graduates increases. To meet this demand the Theological School needs to recruit more actively than it has in the past. Expectations of scholarship, personality, and leadership ability should not decrease as enrollment increases, and the question becomes how best to market the ordained ministry so that more students will apply, be accepted, and complete the path to priesthood.

In order that this self-study review may be seen in context, a few basic facts about the Theological School should be mentioned. The overall application level has remained steady when compared to previous 10-year periods. However, the percentage of applicants who are recent College graduates has decreased from 90% to 70%. The remainder of the ongoing applications comes from men who are changing careers, moving into ministry at an age of about 30-40 years. This trend toward older applicants is now typical for many theological schools, and it has its benefits in terms of applicants having life experience and in us having a better basis from which to evaluate their potential. But the change has also awakened some concern surrounding the decreasing numbers of young men entering the ministry as their first career, particularly with regard

to the attractiveness of the ministry as a vocation and the willingness of young men to make the sacrifices necessary to serve as priests.

The Theological School is now exploring ways to raise awareness of ordained ministry as a viable and appealing career choice for both recent College graduates and men considering career changes. The cornerstone of recruiting for the Theological School is the specific doctrine provided in the Writings of Emanuel Swedenborg. In order to survive and succeed as an ordained priest in the General Church, a man must have a love for reading, reflecting on, and teaching the truths contained in these Heavenly Doctrines as the means for interpreting the Bible. Therefore, any public recruiting program must look to find those who have a heartfelt desire to know the threefold Word of God (The Old Testament, New Testament, and theological works of Emanuel Swedenborg) and share it with others. Without this, any marketing effort that leads to an increase in applications will not lead to an increase in the number of graduates or pastors.

With the doctrines of the New Church as the backdrop, there are many actions that can be taken to encourage a greater number of applications to the Theological School. One action would be to provide a broad range of freely accessible materials explaining the career of ordained ministry in general, the programs provided by the Theological School, and the order and organization of the General Church and its priesthood. These materials could be provided as printed manuals and pamphlets, as web sites, and possibly as audio or videocassettes. Providing this sort of material will help raise an awareness of the ministry and dispel applicants' misconceptions about ordained ministry in the General Church.

To inform the marketing of the priesthood and the Theological School to students attending the Academy's Boy's School and Bryn Athyn College, a professional and extensive survey was conducted in the spring of 2001. The majority (over 70 percent) of respondents said that they enjoyed religion classes, learning from the Word, talking about religious issues, interacting with people, and participating in (or leading) meetings and decision making. The majority (over 70 percent) of respondents also indicated a high or moderate level of confidence in their ability to get accepted to Theological School, complete the academic requirements, move to new communities, write and deliver sermons, teach the Writings, teach newcomers, adults, and children, minister to those

with spiritual, emotional, family or other needs, and work with other General Church Clergy. However, only 43.3 percent said that they had ever, even briefly, considered becoming a minister, and only 5.4 percent said that the ministry appealed to them as a career at this time. In reviewing the career aspects of ordained ministry, respondents were most attracted to the opportunity to serve the Lord and share truths with others. On the other hand, respondents were less attracted by the teaching aspect and pastoral work. Although 80 percent of respondents said there were many or at least some ministers whose example they would wish to follow, 45 percent said that there were many or at least some ministers whose example they would not wish to follow. 60.8 percent said that their current religion classes neither increased nor decreased their interest in attending Theological School. This last figure suggests that a further exploration should be made as to why the religion classes seemed to have no affect on their interest in becoming ministers. It could be that other factors are more significant in stirring such an interest, or it could be some lack in the religion classes themselves. Finally, when asked what events or programs would serve to increase their consideration of graduate study leading to ordination, the most affirmed response (41.5 percent) was that young ministers should talk with students.

Faculty Replacement

The Theological School has traditionally had a low turnover in faculty. In the last ten years only three new faculty members have joined the staff, one of whom supported the new Master's of Arts in Religious Studies program. This stability is not surprising given that the equivalent of four full-time faculty members can teach all of the courses. (However, since faculty is shared with the College, the typical number of faculty positions is eight, with the large majority of the courses taught by five.)

Beginning in the fall of 2002 there will be a significant turnover in the faculty. Three new faculty members will join the staff and teach approximately 50 percent of the courses. While we would not anticipate repeating this exceptional turnover in the near future, it has helped us reflect upon the process for selecting new faculty and enabling them to join the faculty with sufficient preparation and minimal confusion.

Since the primary mission of the Theological School is to prepare pastors for the General Church, and the new Master's of Arts in Religious Studies is focussed in New Church theology, the instructors must be priests of the General Church. Instructors additionally should have strong pastoral background as well as the ability to research the Heavenly Doctrines of the New Church and present ideas within the context of the doctrine of the General Church.

The Theological School has a unique relationship with the General Church of the New Jerusalem as the exclusive school to train priests for its ministry, and therefore the bishop of the General Church appoints faculty members. He does this after consultation with the Theological School faculty, and with the College, for whom most Theological School instructors will also be teaching. This Episcopal oversight of hiring ensures that the school is closely aligned with the needs of the General Church.

The pool of potential faculty is primarily found among General Church pastors since there are virtually no careers apart from this in the church. Thus it is typical for a pastor to be invited to serve on the faculty. Since pastors are general practitioners of doctrine rather than academic specialists, they need time and support to make the transition into becoming competent Theological School instructors. While this "on the job training" has the drawback of requiring a year or two for new faculty members to master the material to be taught, this drawback is more than compensated for by the experience and knowledge pastors bring to the position.

Practical Training Improvement

In preparing students to become effective pastors, the curriculum provides for both an academic study of doctrine and practical training. The practical training addresses a variety of areas. Required courses include homiletics, leadership, liturgics, and crisis intervention. The once-a-week convocation often features guest speakers on specific issues, such as survivors of sexual abuse, substance abuse, and sudden infant death syndrome. Once students become candidates for the ministry in the spring of their penultimate year, they preach and teach at least once every month. During the fall term of their senior year they are assigned a practicum experience – serving full time in a

congregation where they participate in all facets of pastoral work under the supervision of the pastor.

A survey conducted in the summer of 2001 of all of the graduates from the last ten years and their supervising pastors identified several issues for attention. First, while there were numerous suggestions on how to provide better practical training, most thought the *balance* between the doctrinal content and the practical content was appropriate, and none desired any decrease in the amount of doctrinal offerings. Second, the practical training students receive is uneven. Many respondents felt unprepared to face specific issues or situations, such as dealing with alcoholic parishioners, or soliciting and supporting volunteers. Unfortunately, there was no consistency to the issues identified. For example, one recent graduate asserted that he was not prepared to teach elementary school children religion in a church school, whereas another recent graduate who had the same program of study reported being well prepared.

Among the possible explanations for this perception of uneven preparation is that newly ordained ministers lack confidence when facing a real-life rather than theoretical situation. It is also possible that they face differing situations, and thus have not been given training in the particular area that they encounter in their congregation. While the range of human problems is so great that it is unlikely that all situations could be anticipated, the curriculum for practical training is not well articulated nor systematized. For example, a variety of guest speakers are brought in for the convocation period. While these speakers cover many topics, there is no set curriculum to ensure that students receive the same training. More importantly, the senior practicum necessarily differs by congregation and by the strengths and interests of the supervising pastor. One student may spend most of his time in home and hospital visitation, whereas another may teach in a church elementary school.

Variety is inevitable. Even if students were assigned to the same parish and supervising pastor, their experiences would differ. There are ways, however, to provide a more unified basis for students' future development. The faculty, in consultation with pastors in the church, should develop a list of the critical issues or topics for students to be introduced to while still in school. Next, these items should be allocated to appropriate courses, special seminars, and the practicum. To aid supervising pastors of the practicum,

a training session should be instituted which clearly identifies expectations. The report back from the supervising pastor in turn should address those expectations.

The survey indicated that while students may be exposed to specific issues during their theological school training, they might not experience these issues until several years after ordination, when their training seems far behind them. Newly ordained priests frequently are placed under the supervision of a head pastor, and it is rare for them to perform weddings and memorial services during the first several years. Two things might be done to address this issue. First, practical training materials need to include a simple "key points" of what to do in various situations, such as sexual abuse, substance abuse, illness, death, and bereavement. There should also be a bibliography for reference and further study in each area. Second, we need stronger cohesion between the practical training received in school and after graduation. Currently there are two avenues for post-graduate practical training: the Residency Program and the newly formed General Church Pastoral Development Committee. The Residency Program, supervised by the Theological School, pays for recent graduates to take outside courses and seminars in practical training. The General Church Pastoral Development Committee develops various seminars to address specific practical issues in the life of the church, thus providing additional training for ministers of any age. To ensure a cohesive and seamless program of practical training there should be clarification of the program curriculum. This would dictate whether an issue should be covered extensively in the Theological School, the Residency Program, Development Committee, or through a combination of all three.

It is also important to monitor continually the changes in the church so that students are better prepared for what they will find after ordination. For example, in the past ten years contemporary worship services have become part of the fabric of many congregations. The survey indicates that our students were poorly prepared to conduct this type of service until changes occurred in the curriculum about four years ago. To minimize the lag from when new forms are introduced to when we are able to prepare students for them, the dean should utilize the Theological School Council and his annual report to the Council of the Clergy to solicit feedback on recent graduates and emerging trends.

Training Pastors for West Africa

West Africa is the most rapidly growing area of the General Church today. Small groups are developing in Togo and Cote d'Ivoire, and five churches have developed in Ghana in the last ten years. There is an increasing demand for us to train pastors to continue the development and growth of the church in that part of the world. Ideally theological training should take place in West Africa itself, but lacking sufficient people and resources, West Africa relies on us for such training. Currently, an attempt is being made to train students in Ghana, but it is severely limited. The faculty members, who are all graduates of the Theological School, are busy pastors who try to provide a class now and again for the twelve students. Students are not in school full time, and thus the training spreads over a fifteen-year period or longer.

There are also barriers, however, to students studying here. None of the current twelve part-time students in Ghana have a university degree, so it is difficult for them to obtain visas to attend a Master of Divinity program here. The students and their families do not have sufficient funds to enable them to travel to this country or to provide any living expenses while here. Finally, the Master of Divinity degree provides these students with status in their home countries, but only after a costly and extended dislocation from their culture. They must spend four years in the College prior to entering a three-year program to obtain the Master of Divinity degree.

Possible solutions to some of these issues include: 1) Require students to obtain a university degree in West Africa. 2) Admit students to the Master's of Divinity program only after their preparation on a part-time basis in Ghana, which preparation would need to replicate the instruction in the Theological school. 3) Explore avenues which would enable the school to grant credit to these students for their practical experiences as pastoral assistants in order that they might qualify to receive a master's degree.

Providing for the financial needs of impoverished third-world students is a challenge in a time of fiscal restraint. Currently, international students are financially supported through a generous financial aid package and opportunities for student employment on campus. However, the employment is often of a menial nature, not directly tied to their studies, and difficult to find immediately upon arrival. The financial

aid package is based upon need, but grant money beyond basic room and board is not available until their penultimate year.

To address these financial concerns, the financial aid program should be restructured to resemble those found in other graduate schools, i.e., various grants and employment opportunities available through the Theological School from the outset to enable students to focus on their studies. Hiring Theological School students as research assistants for faculty would help the students and enhance faculty research. Such hiring would also enable the students to avoid the difficulty of seeking work from a variety of places in the Academy.

Master of Arts in Religious Studies; Distance Learning

The new Master of Arts in Religious Studies program, begun in 1996, was designed to serve three markets: General Church teachers (elementary, high school, and college) who needed more background in New Church theology, adult members of the church who wished to increase their knowledge of doctrine in an academically rigorous program, and adults who are new to the teachings of the New Church.

A requirement for the Master of Arts in Religious Studies program was that all courses would be available by distance learning. The goal was to respond to the interests and needs of the world-wide General Church. An initial survey of the entire membership of the General Church, conducted in 1996, indicated that there would be interest in religion courses available through distance learning, but not if the costs were higher than regular Academy tuition, nor if the quality was inferior.

The Masters program charges the identical amount as the regular tuition and provides all core courses in a distance format. To ensure the equivalency of the education, distance learning is offered as an extension of the classroom rather than as a true asynchronous program. Distance students are incorporated into the regular classroom setting. They take classes only when the classes are being taught in the classroom, and they participate by means of list serves, conference calls, and occasional audio taping.

To assess the effectiveness of these techniques, the dean of the Theological School organized a focus group at a church-wide general assembly in Canada in June 2000. The group found that the list serves were not accomplishing their goal of creating

an ongoing discourse. Students found it too difficult to be in contact regularly through e-mail and preferred having more concentrated focus on class material. Also, several students felt that audio tapes provide the most convenient means for them to follow class material. While conference calls provided an immediacy of interaction with the classroom, it proved difficult for students in distant time zones.

As a result, and because of our small numbers of distance learners, we have adapted the instructional methodology to individual needs. We still use list serves and conference calls, but we have also begun audio taping virtually all of the classes with distance learners, express mailing the tapes, and requiring faculty to telephone each distance student at least three times each term and use e-mail for regular communication between calls. While this system may not work with a large enrollment, it meets present needs.

The focus group also found that a paucity of resource materials online makes research difficult. Since many of the New Church texts are not available in libraries or online, it will be necessary to scan and edit these texts and post them on the web. Placing material on the web poses a challenge. Most of the faculty of the Theological School, while computer proficient, do not have experience in producing web pages. As instructors move toward developing web pages in conjunction with courses they will need training and technical support.

Distance learning also needs more administrative support within the school. Due to budget constraints the administrative time allocated to the M.A. program has been diminished during the last two years. It will be increased to its original level beginning in the 2002-2003 school year. At the same time, this administration needs to be organized in such a way that one faculty member gives primary attention to it, thus giving it the integrity and oversight it requires.

Master of Arts Finances

The financial structure of the M.A. program is slightly different from the rest of the Academy cost centers. In the Academy, budgets are segregated but income is aggregated. At budgeting time the cost centers argue for increased budgets, and these are granted or not based upon the overall income of the institution as opposed to revenue

produced by those cost centers. The M.A. program was designed to have two thirds of its budgetary needs supported by endowment and one third by tuition—income derived specifically from the program. In theory, this should increase accountability in the program and heighten attention to enrollment levels.

However, a challenge to efficiency in this system is the financial reporting. The monthly reports indicate the expense side, but no provision exists for reporting income. The small number of students in the M.A. program (on average, one full-time and twenty part-time) and the relatively small budgetary expense (\$50,000 for the entire program, with tuition expectations of under \$17,000) may make it difficult to justify changing the Academy's reporting structure for this program. But if the information on income is not in some way made more readily available, less attention will be given to potential streams of revenue.

It should also be noted that the budgeted amount for the M.A. program includes only out-of-pocket expenses: faculty salary, administrative time allocation, and office expenses. Since the program is blended with the current budget of the Theological School and makes use of upper-level college courses, it would be difficult to break out all of the expenses, such as building use, utilities, and secretarial. Such integration can be an advantage to the M.A. program since the program is not charged for all of its expense; but this system hides the total costs.

One final area that needs attention is financial aid. Currently, any financial aid for full-time students must be generated through tuition revenue by the M.A. program. The Academy's regular financial aid is not available to M.A. students. Due to low revenue in the M.A. program and uncertainty about how much income is likely to be produced in any given year, financial aid has been offered only to full-time M.A. students, and only for tuition not room and board. This lack of financial aid creates a disincentive for students to consider the M.A. program. To alleviate this disincentive, the Academy should explore whether financial aid funds could be opened to full-time M.A. students or whether tuition endowment might be created.

Recommendations for Part Five

Recruiting Students

1. Publish print, web, and multimedia informational materials.
2. Request teachers and pastors to speak with potential students about the ordained ministry and inform the Theological School of possible applicants.
3. Maintain a strict admittance policy to the Theological School and an academically rigorous program.
4. Young ministers and Theological School faculty meet with students at the Academy's Boys' School and Bryn Athyn College.
5. Involve Theological School students in the lives of the young men of the church by providing opportunities for them to have contact with high school students at the Academy Boys School and the College.
6. Encourage pastors to be more active and visible in New Church young people's camps and programs.
7. Develop a "weekend with a pastor" program to give interested people a behind-the-scenes look at the work of ordained ministry.

Strengthen Transition Process for Pastors Becoming Teachers

8. Anticipate and plan for times of transition and faculty replacement.
9. Make an early determination of which courses the new instructor will teach, thus giving him time to prepare while completing his final pastorate year (critical for international moves).
10. Provide all current instructional materials once the new instructor is appointed and the courses determined.
11. Include incoming faculty members in all mailings and minutes from the Theological School. Encourage participation, if possible, in any meetings the year before hiring.
12. Improve on-campus orientation for new instructors, including support in teaching techniques at the collegiate and master's level. The College's Education Division or Teaching Committee could provide this support.
13. Provide periodic supportive reviews in the first two years for new faculty to identify strengths and weaknesses. Provide follow-up for improvement. (Academy reviews are conducted after two years of teaching with the renewal of a teaching contract. More frequent and earlier reviews would be more beneficial to improve instruction.)

Distance learning program

14. Consolidate administrative support for distance learning
15. Increase technological support for building web sites and for asynchronous use of resource

Finances for Masters of Arts

16. Identify additional funding for M.A. students

CONCLUSION and FINAL RECOMMENDATIONS

The following 20 recommendations, pulled from the 72 proposals appearing throughout the self-study report, represent essential directions for the development of the College and Theological Schools over the next 10 to 20 years. While all of the 72 proposals are persuasive and important, and most will be addressed in one way or another within their given area, the following recommendations are highlighted as particularly important. These need to be kept at the forefront as institutional goals, requiring broad cooperation and ongoing support.

I. ORGANIZATIONAL STRUCTURE, INSTITUTIONAL EFFECTIVENESS, & OUTCOMES

Administration and Governance

1. Strengthen communication and interaction between board and faculty. Appoint a joint board-faculty committee to consider issues specific to College administration and College academics. Schedule several faculty meetings at times when board members are able to attend. Initiate discussion between board, administration and faculty regarding long-range growth and governance of the College and Theological School.
2. Evaluate the responsibilities shared among the College deans, particularly in the context of reorganization of top administration.
3. Explore non-institutional financial aid sources to reduce the burden on institutional funds.

Enrollment

4. Develop plan to attract, recruit and retain seekers with annual review.

Alumni and Public Relations

5. Develop fund raising to support the Strategic Plan and its growth initiatives, such as recruitment, a new residence hall, and a new science classroom building.
6. Explore ways the Development Office can support the admissions coordinator in recruiting efforts; Development Office, alumni, and faculty create a College alumni association; Coordinate material published about Bryn Athyn College in order to promote the College's strengths and reinforce a consistent image

II. EDUCATIONAL PROGRAMS AND CURRICULA

Curricula

7. Assess the A.A. program and the value of general education requirements; Develop objectives and assess outcomes for each of the six majors based on mission and goals; Solidify criteria for adding new .

Distance Learning

8. Add one or two outgoing distance courses with explicit New Church content in the next two years. Identify library and other resources needed to support distance learning. Assess and expand the program as appropriate.

Academic Advising

9. Develop an on-line registration program (including developing a student records database and registration package).

Assessment

10. Implement a closed-circuit approach to surveys and other means of assessment by indicating at the start how the College will use the information obtained to improve its operations. Document progress through the cycle of identifying goals, describing offerings, measuring success, and using feedback to improve programs.
11. Develop a list of peer institutions offering similar academic programs with which to compare placement information.

III. ACADEMIC RESOURCES (*facilities, faculty, information technology*)

Swedenborg Library

12. Increase support for developing the academic collections and provide more space and shelving for New Church and rare book collections.

Athletics

13. Build athletic field on the College campus.

Science and Classroom Space

14. Continue to support and plan for a new academic/science building on the College campus as a top priority in the next five years. Current deficits have put a hold on spending, but preparations should continue for future implementation of the strategic plan.

Information Technology

15. Develop funding to continue Internet expansion and improve classroom technology.

IV. STUDENT SERVICES AND ACTIVITIES

Recruitment, Admissions, Financial Aid

16. Develop new marketing strategy and plan as outlined to attract students within the church; Develop new recruiting programs as outlined to attract seekers.

Residence Halls

17. Proceed with feasibility study to renovate current residence hall facilities; establish specific enrollment figures and other criteria to move forward with new residence hall.

Student Work

18. Explore ways to increase budget to offer competitive wages and serve the needs of students, especially international students; continue to develop a system of employee accountability.

V. THEOLOGICAL SCHOOL OF THE ACADEMY OF THE NEW CHURCH

19. Encourage pastors to be more active and visible in New Church young people's camps and programs.
20. Improve on-campus orientation for new instructors, including support in teaching techniques at the collegiate and master's level. The College's Education Division or Teaching Committee could provide this support.

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