

PROPOSED NEW POLICY

Policy on Student Success and Institutional Culture

The Association for Biblical Higher Education's (ABHE's) commitment to student success and institutional cultures of belonging is rooted in and guided by its mission and the ABHE Tenets of Faith. In the context of biblical higher education, success and belonging is viewed as the degree to which an institution, consistent with its theological commitments, (1) reflects differences within its constituency in alignment with its admission, hiring, and nominating policies; (2) supports the efforts of every student to achieve a common definition of success; and (3) manifests a culture of belonging that includes access to institutional opportunities and resources regardless of race, ethnicity, sex, age, or disability.

COMMITMENTS

Success of Every Student

ABHE is committed to the success of every student enrolled at ABHE institutions and seeks to foster student success through its standards, policies, and processes. Our aspiration is that difference characteristics will not be predictors of student success at ABHE institutions.

Institutional Cultures of Belonging

Association for Biblical Higher Education (ABHE) institutions reflect a vast array of differences with respect to race, ethnicity, sex, age, and disability. ABHE seeks to foster institutional cultures of belonging through its standards, policies, and processes. Our aspiration is that difference characteristics will not be predictors of students', employees', or trustees' sense of belonging at ABHE institutions.

ABHE will manifest a commitment to student success and institutional cultures of belonging through:

1. Accreditation standards and policies that foster student success and institutional cultures of belonging within the context of biblical higher education*.
2. Accreditation standards and policies requiring institutions to identify missional difference categories present in their learning communities and demonstrate a commitment to supporting the success of all students.
3. Accreditation standards and policies requiring institutions to assess student success in achieving institutional and program outcomes.
4. Agency collection and disaggregation of Annual Institutional Update (AIU) data to assess its effectiveness in supporting student success at ABHE institutions based on race, ethnicity, and sex.
5. ABHE leadership (Board of Directors, Commission on Accreditation, and staff) that reflects differences in race, ethnicity, and sex within Association membership in alignment with hiring and nominating policies.
6. ABHE conference and annual meeting presenters that reflect differences in race, ethnicity, and sex within its membership.

7. Commission on Accreditation team evaluator and appeal pools that reflect differences in race, ethnicity, and sex within COA-accredited membership.

* Institutional Integrity, Standard 3: EE 4; Governance, Standard 4: EE 8; Human Resources, Standard 6a: EE 4; Recruitment, Standard 7a: EE 4; Student Services, Standard 8: EE 3; Faculty Qualifications, Standard 9a: EE 11; Curriculum, Standard 11a: EE 4

PROPOSED May 2023