

FOCUS

THE ANDREWS UNIVERSITY MAGAZINE

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ANNUAL REPORT





Living Our Mission Together

DURING THE COURSE OF 2020, MANY commentators have dubbed 2020 as an “Annus Horribilis” on a global scale. For Andrews University, as for the world, this year has certainly brought us unprecedented challenges. Critical decisions have had to be made in rapid succession. Employees faced furloughs, early retirements, layoffs, frozen salaries, and the expectations of shifting to new methods of working creatively and remotely over a period of days. Students, employees and the University as a whole have seen unpredictability in health and finances. A perfect storm in so many ways.

However, as you read this annual report, I hope you will see that despite all of this, the University has continued to persistently and joyfully continue with its mission. Education delivery has been strong, and new opportunities have been developed. Faith has been nurtured, and spiritual growth and energy have been part of our life. Service commitment has never been stronger. Under our adjusted tagline, “World Changers for a changing world,” my colleagues and our students have determined to give the message that we are here to educate and to learn so we can help transform our communities for the better.

As I reviewed this report I was struck again with how students and employees are so united in living the mission of this University in unique and creative ways. Look, for example, at our research section where undergraduate and graduate students as well as our faculty are continuing to use their research and creative skills to create new opportunities and talk about critical issues in our society and church, from racial disparity to scriptural interpretation to playing a vital role in helping our church understand itself better: its strengths and areas of growth. This is what Andrews University does and will continue to do: to help us as a community and a church ask the important questions and seek to suggest some thoughtful answers. A huge thanks to our students and employees who live the mission of the University in so many ways.

And then there are the alumni and friends of the University who continue to live and support that mission. Enjoy an example of one family in our feature article: alumni who embrace challenges in their mission work and in their family activities! Look at the vision and commitment of the family that established the Seminary Promise endowment in 2020. Here is the desire of a family to champion Adventist education by ensuring

that the children of our future pastors themselves can experience firsthand the power of Adventist education in our K–12 system. These families represent the many of you who are Andrews University supporters, living our mission personally and helping us fulfill our mission on this campus. You inspire our students and you support them financially—in this way you ensure the future of not just those students but also the University and the church. Thank you also.

So no, 2020 was not an “Annus Horribilis” for Andrews University. It was challenging. It was hard work for many. But it was another God-given opportunity for us to identify the vital connection between education, faith and living! A huge thank you from me to all of the Andrews extended community for your commitment during 2020 to the mission of the University and for choosing to bring light and hope into the dark corners of the year.

Andrea Luxton, president



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THE ANDREWS UNIVERSITY MAGAZINE

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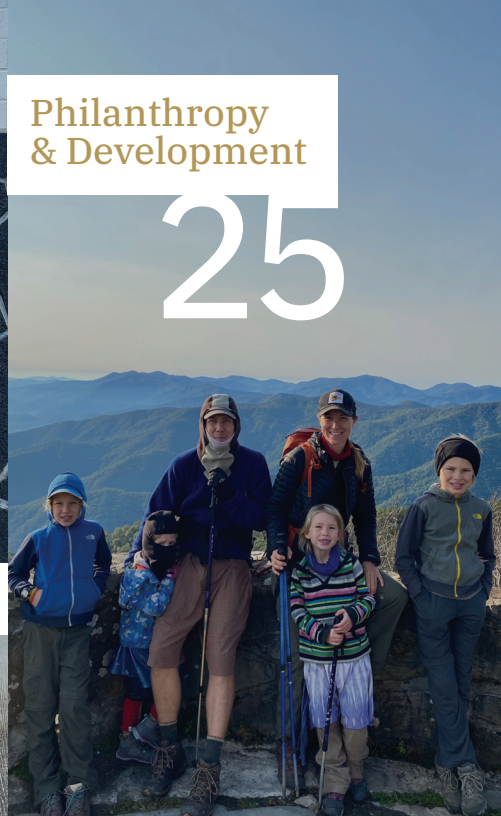
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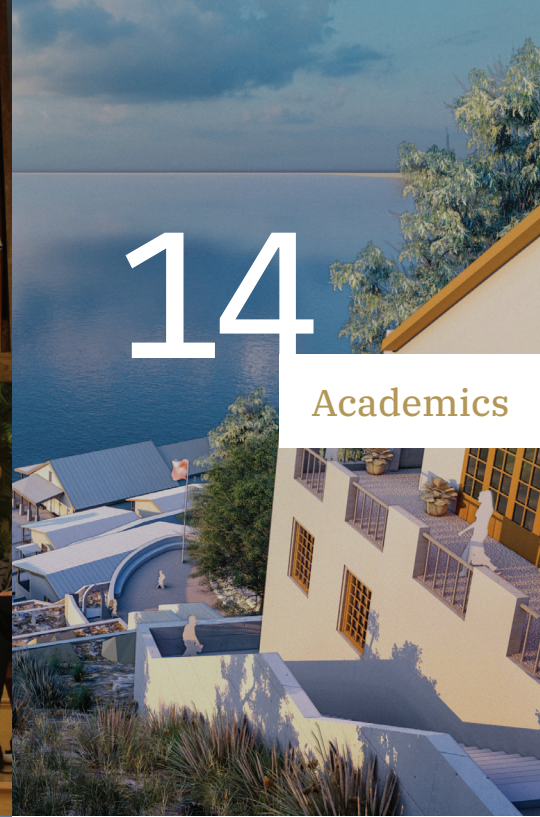


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On the cover:

The Netteburg family all hiked the 2,193 miles of the Appalachian Trail. "The trail afforded us incredible vistas over and over again," Olen said, including this one near Killington, Vermont (L-R, Olen, Juniper, Danae, Addison, Lyol and Zane Netteburg).

Photo courtesy of the Netteburg family

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Building Spiritual Community Under COVID



The Center for Faith Engagement (formerly Campus Ministries) and Residence Life teams fill an important role in ministering to our student body. The overarching goal has always been to “Affirm Faith,” as the Andrews mission states. This starts at a broad level out on campus through programming like church services, chapels and vespers and develops into daily one-on-one connections through casual conversations in offices, residence hall lobbies and students’ campus homes.

During COVID, while in-person interactions were reduced, the need for personal connections increased exponentially. Through the intentionality of our chaplains and residence hall deans, innovative programming and personal relationships still fostered spiritual growth and community in difficult times.

by Isabella Koh

Center for Faith Engagement

THE CENTER FOR FAITH ENGAGEMENT (CFE) team established a clear directive for the University faith experience: inspiring students to be resilient disciples of God. Even as COVID-19 made the fulfillment of that goal more complex, CFE staff have remained dedicated to helping individuals build a spiritual foundation that will propel them forward in life, both at Andrews University and beyond.

Devoted to their purpose from the very start, the team collaborated with student associations to host a virtual prayer service the night before fall

semester 2020 classes began. José Bourget, University chaplain, explains, “Our students understood asking for God’s intervention and blessings would be absolutely necessary to have a successful school year.” Before launching into a demanding semester, the CFE team ensured that the spiritual backbone of Andrews remained strong.

As different events and projects were planned and enacted throughout the semester, changes were instituted for safety, including protocols for in-person gatherings, limiting capacity in all venues, requiring masks, physical distancing, and no congregational singing. Programs included a mixture of virtual and in-person sessions, including University Sabbath Schools,



Proximity Vespers, Pioneer Memorial Church



One Place church service, Newbold Auditorium

Both current and former students have brought a wealth of further ideas and opportunities to the table, pushing the limits of existing resources, but the team trusts that God will provide.

Change Weekend, online Grow Groups, and livestreamed church and vespers services.

One such program, titled Chat with Chap, existed previously as an in-person activity and was recently adapted to an online setting. The gatherings, now held over Zoom, serve as a way for the University chaplains and students to get to know one another. Through the use of informal meetings, students and chaplains converse, pray and check in on a bi-weekly basis.

Another newly developed program, Pulse Groups, was launched during fall 2020 as a physically-distanced alternative to weekly chapels. Under the direction of volunteer student leaders, individuals met in groups of 10–25 on Thursdays. Each meeting explored the theme “Love is Life,” fostering conversations around the verse John 3:16. Shelby Huse, a junior who served as leader of a virtual Pulse group through Zoom, says, “We have so many different opinions and per-

spectives in the group, yet people are kind and respectful of each other. My group goes beyond surface-level discussion and is comfortable with the difficult topics. This is rewarding for me because it shows that our group is comfortable with one another and unafraid to share how they truly feel.”

The Center for Faith Engagement also took the opportunity to more immediately implement ideas they had previously only started to dream about. Before the pandemic hit, they had been exploring the idea of digital discipleship with the hope of delving into new avenues of spiritual connection. COVID-19 offered extra incentive and institutional support to the cause, and CFE staff concentrated their efforts in refining social media strategies and developing a University Faith app. The app has since been released to the student population, allowing them to learn more about and sign up for specific programs.

José says, “God knew what He was doing when he nudged us in that direction. We are finding that expanding into the digital space is supporting more of the Andrews University family than we have before. We receive text messages, DMs (direct messages on social media), and even emails from alumni about something they watched on a livestream that blessed them.”

Response has been strong. Both current and former students have brought a wealth of further ideas and opportunities to the table, pushing the limits of existing resources, but the team trusts that God will provide.



Pulse Groups, Chan Shun Hall



Proximity Vespers, Pioneer Memorial Church

Residence Life

THE RESIDENCE LIFE TEAM ALSO FACED a challenging adjustment in their efforts to foster spiritual growth and community, shifting from traditionally in-person activities to pandemic-conscious programs. The changes required staff to be even more creative and engaging, focusing on promoting authenticity and care for students. In the face of the modifications, however, residence hall deans remained grounded in their goal to connect students with Christ. Donnie Keele, dean of Meier Hall, affirms, “Growth and thriving are still very much possible in this environment, but it takes more intentionality.”

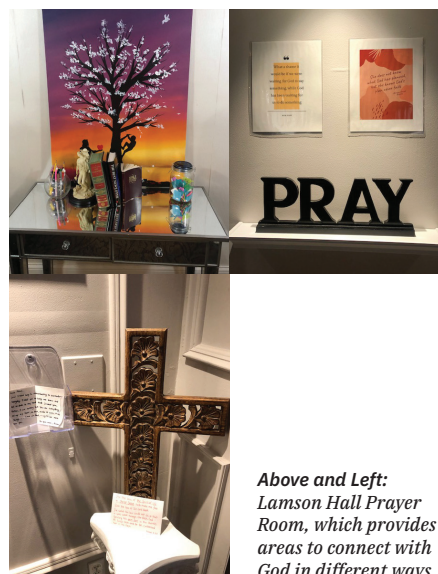
Physical changes were made within residence areas to adhere to COVID-19 guidelines and to provide a safer environment for connection. These included marking off chairs, moving

In the residence halls, “Open Doors,” which allow residence assistants to get to know fellow students, were creatively adapted to an online format through group video calls, gaming groups and Spotify playlists.

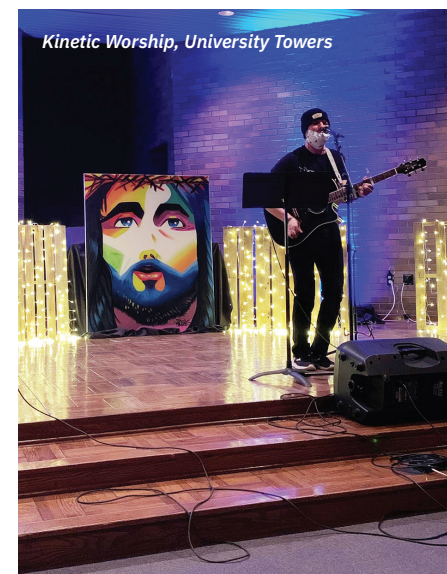
furniture, setting capacity limits, offering hand sanitizer, and physical distancing. Some programs, such as the family-focused activities in the University Apartments, had to be put on hold. However, each team did their best to provide safe outlets for community building. In-person programs included documentary series viewings and joint worships in Meier Hall, Dean’s Worship in Lamson Hall and improv groups and art therapy projects in University Towers.

In University Towers, a team redesigned another in-person service, Kinetic Worship, to fit COVID-19 protocols. Centered around the theme “God Make Me Brave,” the program includes music, a speaker and an opportunity for physically distanced fellowship afterward. Despite the changes made, Kinetic Worship has continued to help its participants connect on a spiritual level, promoting growth from shared perspectives. JJ Martinez, student dean, shares, “The purpose is to create a safe space where people can come to worship and not feel judged about what is going on in their own lives, embraced in Christian fellowship.”

To further promote COVID safety, other programs were moved to a virtual setting. In the residence halls, “Open Doors,” which allow residence assistants to get to know fellow students, were creatively adapted to an online format through group video calls, gaming groups and Spotify playlists. The Meier Hall team continued their “Dean’s List Podcast,” featuring conversations with students. In Lamson Hall, a worship program titled “Professors in Residence,” featuring



Above and Left: Lamson Hall Prayer Room, which provides areas to connect with God in different ways



worship talks from various professors on campus, was relocated to Zoom. University Towers highlighted online programs including “Dean Chat” and “Weekly Dean Devotional” for students to connect with their deans.

One of the newly virtual options for the residence halls included town hall meetings. Traditionally, the program was led by residence assistants and involved students on each floor of the building convening in person to talk about ways to improve quality of life in the residence hall environment, as well as how to invest in deeper relationships with God. The gatherings have been moved to Zoom, allowing residents to discuss, connect and get to know each other better. Senior Davia Johnson, an elementary education major and RA, explains, “It helped me feel like I was not alone.

Hearing that other people go through similar struggles is comforting. We can be struggle buddies!”

Despite the difficult circumstances, trends toward community building have been encouraging—students’ desire to participate has increased and new connections have been made as a result of residence life programming. Jennifer Burrill, director of Residence Life, concludes, “The Residence Life team has seen an increase in student care needs in the COVID-19 environment, yet have remained committed to engaging with students personally and with program initiatives. Both students and staff have shown amazing resiliency and creativity in finding ways to connect despite the challenges.” ■



Celebrating Our Diverse Heritage

Here at Andrews University, we have the amazing privilege of almost 100 countries represented on our main Berrien Springs campus. That privilege gives us the exciting opportunity to celebrate and recognize a variety of cultures as we commemorate their contributions not just to our campus but to our world.

Over the past few years, we have expanded these celebration opportunities to include national heritage months that are dedicated to recognizing a particular culture. Each year, student leaders, in collaboration with employees, plan a variety of spiritual, social, educational and other co-curricular events to highlight and celebrate the unique talents of our diverse student body as well as to engage and educate our campus community. We have asked some of those student leaders to share what these celebrations mean to them. I hope that you enjoy hearing some of their reflections as they unpack just how important and affirming our heritage month celebrations can be.

Michael Nixon, vice president, Diversity & Inclusion



A lot of people outside, and even inside, the Black community continue to ask the following questions: “Why do we celebrate Black history?” “What does this have to do with me?” “Why do we harp on the past?” The answer is simple. Black history needs to be told, respected and celebrated. Black history is American history. Curating social, religious and educational Black History Month events on campus in 2020 was an awe-inspiring experience. The different types of Black cultures, experiences and years in time were ways the BSCF (Black Student Christian Forum) team worked to represent the Black students. Planning was hard but the end result was well worth it. Overall it seemed the student population learned a lot and the Black population felt seen.

Darius Bridges

For officers of the Andrews Filipino International Association (AFIA), having Filipino-American History Month at Andrews created a challenge and an opportunity: to learn about the brave Filipino-Americans who showed character and resilience in adversity here in the states or abroad for our country and to create spaces to share these amazing stories that reflect the ethos of our bright culture. We held short courses to showcase our history and the Filipinos responsible for shaping it; taught our colleagues to write in Baybayin, pre-Hispanic Filipino script; and demonstrated cultural dances our parents brought from our motherland. The positive reception from both administration and our diverse community made us excited to seek ways we can reinvigorate our staple offerings—from the food at our club vespers to the design on our club sweaters—with cultural variety.

Delroy Brockett II



As social vice president for the Andrews University Latino Association, I helped plan events for Hispanic Heritage Month that explored what unites us as Hispanics/Latinos. We showcased students’ talents through Noche Latina, a talent show where students embraced their culture. As a Hispanic student, having a school that celebrates my heritage helps me stay connected to my roots and experience more diversity. Having a platform where I bring awareness to the Hispanics/Latino experience is incredibly rewarding and I hope I continue to create spaces where students feel comfortable expressing and embracing their culture.

Jocelyne Rico



UNDERGRADUATE STUDENT PROFILE: Jasmine Kim Collard

MY NAME IS JASMINE. I AM A STUDENT at Andrews University, passionate about research and progress. First, how I came to be in Berrien Springs, as is currently the case. I am a first-generation American. My parents, Youngi and Younghee Kim, immigrated from South Korea to New York when they were young adults. Provisionally, my father is a third-generation Adventist, one of the few, I imagine, of Korea in his day. His faith would guide him, and

his passion for progress would fuel him on his way, first to the Korean Adventist community in New York City and later to the penultimate Adventist community in Berrien Springs, Michigan. He was successful wherever, no matter how bleak and seemingly hopeless his situation was. His faith inspired him to progress.

We arrived in Michigan in August of 2010. Dad and a good portion of his immediate family (my sisters and I) went to school immediately—Dad,

studying at the Andrews University Seventh-day Adventist Theological Seminary, my sisters and I at Ruth Murdoch Elementary School. Time progressed, and troubles and triumphs came our family’s way. At ten years almost to the exact day of our arrival in Berrien, triumph had won over trouble. My husband and I were married in August of 2020. In the ensuing semester, I would be published twice, once in the North American Journal of Psychology and once in the Johns Hopkins University Macksey Journal (JHUMJ). Dad and Mom continued to excel in their saturated and competitive field.

The research of which I have been asked to write a few lines is that which was published in the JHUMJ. The origins of this research project first grumbled in the high-ceilinged bowels of Buller Hall, in the offices of Professors Herbert Helm and Melissa Ponce-Rodas. The impetus behind the project was a shared and earnest desire to see progress in terms of condition for children of all races. The following excerpt has been extracted from the abstract of the published article.

Studies to examine how adverse childhood events impact adult health have been pioneered by Vincent Felitti (1998) and replicated time and time again. However, the extant literature

has given little attention to the role of culture in experiencing Adverse Childhood Experiences (ACEs) and understanding their impact ... The current study aims to add to this growing body of work by examining ACEs among students from diverse ethnic backgrounds, in a private, religious, university sample. Results show there is no statistically significant difference between the racial groups when it comes to individual ACEs as well as the ACEs total score ... Implications for culturally informed prevention and early intervention implications for various stakeholders, such as schools and health care settings, will be discussed.

Overall, my experience at Andrews University has enlivened my dedication to pursue psychological research, education and intervention science. I look forward to—with any luck—teaching at Andrews University, working toward reducing disorders, promoting wellness in children, and applying knowledge of etiological factors such as comorbidity, gender and parenting to interventions for ACEs. I will strive to make progress through contributions to innovative implementation strategies and experiments en route to increasing accessibility for all cultures. I hope to improve psychological outcomes, achieving victories for the common good. ■



“Exploring the Composition of the Pentateuch” Project and Book

by Roy E. Gane

ANDREWS UNIVERSITY DOCTORAL students initiated a project that has resulted in an important book: “Exploring the Composition of the Pentateuch,” edited by L.S. Baker Jr., Kenneth Bergland, Felipe A. Masotti and A. Rahel Wells, published in 2020 by Eisenbrauns as volume 27 of the Bulletin for Biblical Research Supplement series.

The idea for the project began with a conversation between Roy Gane (Seventh-day Adventist Theological Seminary) and two PhD students—Kenneth Bergland from Norway and Felipe Masotti from Brazil—during a break in Gane’s Ugaritic language course in the summer of 2014. Bergland recalls the realization that phenomena taken by scholars as signs of compositional layers in

pentateuchal texts are also found in other Ancient Near Eastern (including Ugaritic) texts. This observation led to discussion regarding the possibility of opening a venue at Andrews University to pursue the composition of the Pentateuch (the five “books of Moses”).

In recent centuries, scholars came to reject basic Mosaic authorship of the Pentateuch and developed alternative reconstructions of its origin.

Daniel I. Block, professor emeritus at Wheaton College, presenting his paper at the 2016 “Exploring the Composition of the Pentateuch” conference



Conference papers addressed the history of scholarship and alternative approaches concerning the composition of the Pentateuch and exegesis of particular texts relevant to this topic.

Left: A panel discussion at the 2016 “Exploring the Composition of the Pentateuch” conference

Below: Participants in the 2018 “Exploring the Composition of the Pentateuch” conference

The Pentateuch or Torah, “Instruction,” is the foundation of the Bible. The special authoritative function of the Torah in Jewish and Christian religion is due to the divine role in its authorship, including revelations conveyed through Moses. In recent centuries, however, scholars came to reject basic Mosaic authorship of the Pentateuch and developed alternative reconstructions of its origin. The dominant reconstructions have been forms of the Documentary Hypothesis, according to which the Pentateuch was authored by anonymous sources later than Moses, who is rejected as a historical figure. This seriously undermines the divine authority of the Torah. Nevertheless, recent research has introduced other approaches with additional data and fresh analyses.

In the fall of 2014, Bergland and Masotti started “The Torah Group,”

a forum for paper presentations and discussion led by doctoral students and Rahel Wells, associate professor in the Department of Religion & Biblical Languages. Specialties represented among members of the group included biblical studies, linguistics and archaeology. Some members in distant locations participated through Skype.

From “The Torah Group” came the idea of organizing a conference on “Exploring the Composition of the Pentateuch,” which was held April 3–5, 2016, at Andrews University. Organizers of this event included Bergland (chair), Masotti, Wells, Baker, Sarah Burton and Constance Gane. Participants in the conference were scholars (including some PhD students) from several religious affiliations (Protestant, Catholic, Jewish) and five continents (see photo of panel discussion). Conference papers

addressed the history of scholarship and alternative approaches concerning the composition of the Pentateuch and exegesis of particular texts relevant to this topic. The current book, “Exploring the Composition of the Pentateuch,” consists of edited and expanded papers from this conference.

The “Exploring the Composition of the Pentateuch” project is ongoing, thanks to continuing interest and also to generous financial support from Ed Zinke, the Horn Archaeological Museum, the Seventh-day Adventist Theological Seminary, the North American Division of Seventh-day Adventists, and the Andrews University School of Graduate Studies. A second conference was held at Andrews University on March 25–27, 2018 (see photo), from which a second volume is to be published. A third conference is scheduled for Oct. 3–5, 2021. ■



Roy Gane is professor of Hebrew Bible and Ancient Near Eastern languages at the Seventh-day Adventist Theological Seminary.

The 2022–2023 Global Church Member Survey: *Developing the Questionnaire*

by Karl Bailey, Duane McBride and Shannon Trecartin



OUR RESEARCH TEAM AT ANDREWS University led a global research project to survey the religious beliefs, attitudes and behaviors of members of the Seventh-day Adventist Church in 2017–2018. The project went very well, and our team, under the auspices of the Institute for the Prevention of Addictions, was awarded the contract again, now leading the 2021–2023 study. We were very impressed about how seriously the Church leadership took our findings, as they initiated actions in response to our findings.

The 2017–2018 Andrews team was led by Duane McBride and Karl Bailey with Shannon Trecartin, Alina Baltazar, Petr Cincala and former Andrews faculty member Rene Drumm as co-investigators. For the 2022–2023 project, Karl Bailey will take the lead (Duane McBride is semi-retired but will remain as a co-principal investigator), and we have added Shannon Trecartin as

another co-principal investigator. Alina Baltazar, Petr Cincala and Rene Drumm will continue as co-investigators. This multi-departmental project includes faculty from the School of Social & Behavioral Sciences, the School of Social Work and the Seventh-day Adventist Theological Seminary and our colleague Rene Drumm, now at the University of Southern Mississippi. Petr Cincala also has the responsibility for collecting data from five of the world divisions.

We have just finished the process of developing the new questionnaire, working closely with global research teams and a committee at the General Conference as well as receiving input from the Biblical Research Institute. The quality of the input from our global research colleagues was impressive. When data collection begins, a purposive sampling approach will be used to ensure variance by size

and location of the church within each of the 13 divisions.

For consistency with past surveys, many questions from previous versions of the survey are included, and new questions are added to address current issues. The consistency of questions allows us to examine trends over time. Survey questions address such areas as demographics, disabilities, religious roles and behaviors, awareness of and participation in various Church programs, religious attitudes, and experiences, personal as well as family religious beliefs and practices, experiences of abuse within the church, and belief in and adherence to the health message.

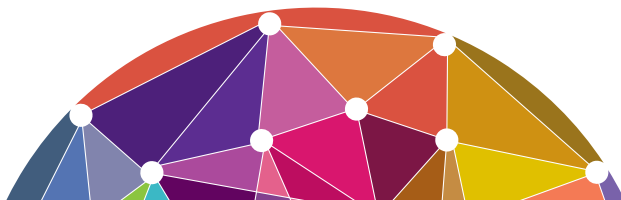
In addition, questions about the impact of COVID-19 as well as use of social media have been added to this newest survey. Our church has been strongly affected by the pandemic, and it is important to understand the extent of the impact. Use of

social media has also been added, to examine the increasing role of social media in general as well as in members' spiritual lives. We also examine mental health consequences of social media use.

We believe that these data will assist our Church in assessing the state of members' beliefs and practices, and in developing programs to address the findings. The General Conference has been very supportive of our presenting and publishing the data in Church publications and professional associations (including the Adventist Human-Subject Researchers Association) as well as at wider scientific associations and publications. Two publications are in press, but we have published our first article in *Dialogue Magazine* focusing on the intuitive soul.

It continues to be an honor to be part of the advancement of the mission of the Church, as well as to contribute to the scholarly understanding of the role of beliefs and behaviors in members' lives. ■

To read the *Dialogue Magazine* article, please visit <https://dialogue.adventist.org/3382/>.





Career Development Services at Andrews University

U.S. Department of Education grant provides new opportunities for students

by Christon Arthur

AN ANDREWS UNIVERSITY EDUCATION IS not limited to preparing our students for a job. It does immeasurably more than that. An Andrews University degree prepares our students to live their Seventh-day Adventist faith in ways that are informed by the richness of their academic discipline; to be independent learners and thinkers as opposed to merely reflecting the thoughts of others; to be informed contributors to democratic ideals; and to be creators of knowledge as well as the judicious consumers of knowledge. It nurtures a quest for lifelong learning; it equips students to transition well to the next phase of their life—whether that means transitioning to a career or to graduate or professional school.

Career development services are meaningful experiences that contribute to this preparation for the next phase of our students' lives. And because of the University's Title III grant funding, career development services will now be available to all students.

In September 2020, Andrews University was awarded a U.S. Department of Education grant for \$2.25 million. The grant aims to provide a path to success for at-risk students and to improve enrollment of minority students, focusing specifically on the Pokagon Band of Native American students in Dowagiac, Michigan. Implementation of the plan includes assisting students in graduating within four years as well as funds for endowments and scholarships.

The grant also provides funding to hire a career services advisor who will provide an array of rich career development services and opportunities to students. The Center for Career Development will use a variety of resources designed to integrate career readiness into academic and non-academic programs and services. Every Andrews University student will be provided with opportunities to identify and explore their life calling, then use the knowledge

of that calling to inform their career choices. Career services at Andrews University will build on the premise that a career is really a calling or a vocation—and that one's life calling is foundational to one's career.

According to the National Association of Colleges and Employers (NACE), career services is concerned with the attainment and demonstration of requisite competencies that, broadly, prepare college graduates for a successful transition into the workplace or graduate education. At Andrews University, career services will align the learning outcomes of the Andrews Core Experience (ACE), the official name for the Andrews general education package, and the NACE competencies. Thus, students who avail themselves of the services at the Center for Career Development will graduate with the distinction of an Andrews University degree as well as having the career readiness competencies identified by NACE.

As such, Andrews University

career services will equip students to exercise sound reasoning to analyze issues, make decisions and overcome problems—students will be able to obtain, interpret and use knowledge, facts and data in critical thinking or problem-solving processes and to demonstrate originality and inventiveness.

Additionally, students will be known for oral and written communication skills that enable them to express ideas to others and share complex technical reports clearly and effectively; teamwork and collaboration that enable them to build consensus; the ability to use digital technology ethically and efficiently to solve problems, complete tasks and accomplish goals; leadership and management skills that enable them to leverage the strengths of others to achieve common goals; professionalism and work ethic that demonstrate personal accountability and effective work habits; and intercultural fluency that empowers them to value, respect and learn from diverse cultures, races, ages, genders and religions.

A life of meaning and purpose is a life that is in alignment with God's calling. At Andrews, career services are tools and resources that we will use to help students discover their leadership and life calling and to provide the requisite services and opportunities to align their calling and their careers. ■

Recently, three of our academic programs introduced degrees that provide pathways for access to Adventist education, both entry-level and advanced.

The School of Architecture & Interior Design and the **School of Business Administration** now offer two-year degrees at highly discounted rates. These programs prepare students for a variety of careers and for further education.

The School of Rehabilitation Sciences has designed a Doctor of Science in Occupational Therapy degree that prepares students to work in a university setting and as faculty for Adventist institutions, where there is a shortage.

Andrews University is the heartbeat of Seventh-day Adventist education, and it is our continued hope to respond to the needs of both our students and our church.

The School of Architecture & Interior Design (SAID) will be offering an associate's degree in architecture beginning in fall 2021. Professionally accredited degrees in architecture require a significant investment of time and expense, making an associate degree in the discipline a valuable opportunity for certain prospective students—especially those seeking to become non-licensed architectural technicians or drafters.

Inspired by the original Seventh-day Adventist education model promoted by Ellen G. White and others, the associate degree program emphasizes mission-minded, practical and character-building training to prepare young people for godly service. Candidates who are motivated to help shape the built environment to uplift people and their whole health are invited to enroll. Skills in drawing, computer-aided drafting, building

information modeling, digital rendering, basic construction documents, physical modeling and introductory design will prepare students to be effective in entry-level positions. Surrounded by a creative and collaborative learning environment, our practicing faculty is dedicated to helping students grow in their discipline and their walk with Christ.

As the only Seventh-day Adventist school of architecture in North America, Andrews University is committed to providing an accessible option for architectural education at a competitive cost. With a tuition reduction of up to 70 percent, the program seeks to enable a life of ministry by reducing the burden of student debt. Upon completion of the degree, students can choose to enter the workforce, pursue a related field of study, or continue in the professionally accredited Master of Architecture program (MArch) at Andrews University.

ARCHITECTURE

by Ariel Solis, chair, School of Architecture & Interior Design

Pathways to Adventist Education



The School of Business Administration has sought ways to innovate our programs and approaches to reach more students. As a result, we redesigned our associate's degree (AS) in business to create a pathway for those students who would love to have an Adventist education experience but haven't found a way to afford enrolling on our campus yet.

The AS in business is a two-year program that will hone a student's knowledge and skills in accounting, management, information systems and marketing to successfully thrive in any business environment. The student will learn business skills along with Christian ethics and principles that will help them in their future employment. The program for an AS in business helps students develop the three key characteristics employers are looking for: management and accounting

knowledge, business application skills, and marketing exposure. In addition, students are developing other skills also sought after such as integrity, collaboration, leadership and communication skills. While taking the AS in business, they also experience college life on an Adventist campus, attending our wide variety of religious programs and making friends for life.

How is this pathway innovative? Andrews University is offering the AS in business at a fraction of regular tuition, with each semester priced at \$4,950. And after finishing the AS in business, graduates will be able to seek entry-level positions in business or in nonprofits, ready to face the workforce. If they decide to continue on to a four-year Bachelor of Business Administration or other bachelor's program, they can seamlessly transition into two more years of college.

BUSINESS

by Kimberly Pichot, associate professor of marketing, School of Business Administration



OCCUPATIONAL THERAPY

by Kim Ferreira, chair, School of Rehabilitation Sciences

Occupational Therapists (OT) have a strong career outlook with a faster than average projected growth rate of 16 percent from 2019 to 2029. The demand for OTs has led to a significant increase in the number of OT programs, yet the supply of adequately trained OT faculty has not kept pace. Most recently the American Occupational Therapy Association (AOTA) reported a 20 percent faculty vacancy rate and a projected 35 percent of OT faculty retiring by 2024.

By God's leading, the School of Rehabilitation Sciences (SRS) identified a "see a need, fill a need" opportunity. The Doctor of Science in Physical Therapy (DScPT) is one of the SRS degree programs for physical therapists who seek to advance their career. For 20 years our Andrews University DScPT graduates have become faculty members in physical therapy programs across the nation and around the world.

With such a well-established DScPT program and an excellent opportunity for new interprofessional collaboration through a shared common core of courses, it just made perfect sense to add a Doctor of Science in Occupational Therapy (DScOT) to meet the needs of the growing OT profession.

The DScOT is an advanced academic doctorate degree that prepares clinicians to be practice scholars who teach both in higher education and the clinic, to be leaders and agents of change in health care, and to conduct applied research. The program will shape therapists into faculty leaders who innovate, use practical wisdom, integrate research, and embody lifelong learning while integrating their faith into the classroom. Graduates will be primed for teaching in a university setting, contributing to scholarly research, and leading the profession in evidence-based clinical practice.

REFERENCES: <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>
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Teaching in a Changing Classroom

by Isabella Koh

When the COVID-19 pandemic hit, faculty had to suddenly adapt to teaching remotely, then to teaching a combination of remote and in-person students—and to always be ready to switch strategies at a moment’s notice.

The professors featured here are representative of all those who found ways to effectively teach their courses and to genuinely connect with students from a distance. Our faculty have shown immeasurable ingenuity, creativity and courage as they redesigned courses, made significant leaps in digital tools and learned a number of new skills.

We applaud you!



Anthony Bosman, assistant professor of mathematics, approached virtual learning with a focus on the possibilities instead of the challenges. Developing a new class structure, he took both remote and in-person students into account, assuring that neither group was disadvantaged by the unique

circumstances.

Taking an innovative course design from the start, he implemented an asynchronous learning schedule, assigning students to watch lecture videos on their own time, then attend class every other day to problem-solve as a group. Anthony pre-recorded the lectures, which were skillfully shot and condensed into short, manageable 7–10 minute segments. The videos utilized a lightboard Anthony built with the help of alumnus Donavan Greenley.

When the students met in class, they were put into socially-distanced or online groups, tasked with working together to solve a set of problems. Through the use of in-person and virtual whiteboard sessions, Anthony was able to assess and assist his students whenever they had questions.

The new course structure also allowed access to homeschooled and academy students who otherwise wouldn’t have been able to engage in a high-level math course. Anthony observes, “Students report that they prefer this active learning approach over traditional lecturing, and we have seen improved student outcomes.”

Anthony’s creative approach to his class design demonstrated a future-oriented mindset. He acknowledges, “While COVID-19 has been disruptive, we have responded by reimagining how we teach to better serve our students on campus and beyond.”



Beverly Matiko, associate professor of communication and English, encountered more change than she had bargained for in 2020. She says, “I’m only half joking when I tell people my technical competence ends with pressing a doorbell. Being forced to switch to remote learning made as

much sense to me as giving a toddler the car keys and saying, ‘Have a good trip and don’t forget to write.’”

Beverly found herself asking for more help than in her past 40+ years of teaching combined but discovered incredible support and compassion. She gratefully acknowledges, “I’ve been the recipient of superhuman levels of goodness and patience and generosity. The New Testament question ‘Who is my neighbor?’ is answered for me every day in so many ways.”

Miraculously, learning still continued. Beverly worked hard to push herself out of her comfort zone, navigating newfound technical challenges. One of the strategies she employed involved reconfiguring her much-loved, in-person peer-review process to an online experience. Students were paired virtually and tasked with providing feedback on essays through Google Documents. Afterward, Beverly met with the students individually on Zoom to go over their work. Though the experience was far different than the more spontaneous face-to-face interactions, her efforts to adapt promoted a collaborative learning environment, even in difficult times.

As the year progressed with its triumphs and difficulties, Beverly continued to find joy—in teaching her students, helping them solve their challenges and bringing them closer to their goals.



Cedric Vine, associate professor of New Testament and director of the MA religion program, faced a unique challenge in remote teaching. Engaging with students on the other side of the world, from Thailand, Romania, Hong Kong and mainland China, he instructed five remote courses, in part from his

basement at home.

Cedric's classes met at unusual hours, from 7–11 a.m. and later from 8–10 p.m. Course-work had to be translated into different languages, and he good-humoredly recalls “marking Chinese language work using Google Translate on my little old iPhone.”

Amidst the new experiences, Cedric gained important insight into the lives of his students as they operated within their cultures and families. He reflects thoughtfully on their deep spirituality and high commitment to the church, saying, “What I found most rewarding about teaching students from the other side of the world was getting to know how they are coping spiritually in very difficult situations.”

Inspired by opportunities for growth and change, Cedric incorporated a new evaluative structure into his courses that shifted focus from memorization and repetition of facts to creative, evaluative and analytical goals. He also integrated discussion and interactive exercises into his classwork, giving his students problems to solve instead of answers.

Cedric was encouraged by the quality of work returned by his students and is now working to introduce changes inspired by his remote-learning experience to the MA religion program as a whole.



Desiree Davis, professor of social work and BSW program director, made connection a priority in a world now mediated largely through screens. Focusing on the power of community and networking, she worked to put the needs of her students first.

Desiree initiated pre-semester check-ins to welcome her

students to class, shared her excitement about the upcoming learning experience and built individual relationships with each of them. Through virtual meetings and calls, she talked students through any concerns, making sure they were each prepared for the course.

She emphasizes, “I think that now it’s more imperative that we connect with our students on a deeper level so they don’t feel isolated or alone and they feel comfortable coming to us about questions or concerns.”

The semester proved to be both challenging and rewarding, and Desiree came out of it with a belief in the necessity of a growth mindset, not just for students but teachers as well. Over the course of the year, she made use of Zoom breakout rooms, polling options, and collaborative online post-it boards. In the future, she hopes to employ new strategies to create a continually improving learning environment, focusing on resilience, adaptation and flexibility.

Her hope is that the Andrews community will utilize current relationships with each other. She says, “We can help build each other up and find ways we can collaborate, support and work with students. We’re a family. We’re in this together.”



Tammy Shilling, associate professor of speech-language pathology and undergraduate program director, committed herself to active teaching and learning. By giving her students new, inventive ways to express their knowledge, she helped them immerse themselves in the learning process.

When challenged with the reformatting of class structure and evaluation, Tammy creatively employed a number of online resources. In a graduate course, her students collaborated on virtual concept maps, displaying their understanding of class material in a thorough, integrated way. In her undergraduate anatomy and physiology class, groups of students worked within Google sites to create portfolios on the COVID-19 virus and how it affects the different systems of the body. Adapting to the necessity of virtual end-of-semester assessment, she utilized a project tied to current issues to help students present their knowledge in a novel way.

She explains, “Using this technology provided a level of inclusivity and an opportunity for all students to participate in these projects remotely or in-person. Teachers need to be open to new ideas, new methods and new technology.”

Teaching in a pandemic has helped Tammy refine new skills. Recognizing that she has learned alongside her students and colleagues, she encourages, “We are in a time where we can ‘think outside the box’ and be innovative in our teaching practices. We are making history, and that is exciting to me.”

World Changers for a Changing World.



Change Day 2.0

On Thursday, Nov. 12, 2020, as part of Change Day 2.0, approximately 400 Andrews students in small groups participated in Change Projects. This service opportunity provided a way for students to remain engaged and active in the community while following COVID-19 safety guidelines.

Students were given the opportunity to get involved in a plethora of service projects. Projects included creating care packages for the homeless in South Bend and filling purses for Paris Purses, an organization that provides beauty products for homeless women in Berrien County. We also wrapped books for foster children, filled shoe boxes with toys for Operation Christmas Child, and wrapped presents for children of the Greater Youth Movement, which provides at-risk youth in Benton Harbor, Michigan, with the tools they need to overcome adversity.

As a student chaplain who specifically overlooks

service projects, I am proud to have intentionally curated these collective experiences alongside my colleagues in the Center for Faith Engagement. Witnessing the amount of dedication displayed by our school community was very inspiring. These projects fostered an atmosphere of love and the yearning to serve. Although planning five different projects was difficult to coordinate, knowing how much these packages and gifts meant to people made all of the preparation worthwhile. It made me realize how important it is to reach out and try to share the same love that Jesus Christ first showed us. There are many people suffering because of this pandemic, and it was a privilege to plan an event that helped alleviate some of that suffering in our community. ■ Hope Malabrigo



ABOVE: Preparing care packages for distribution in South Bend, Indiana



Top, clockwise: Assembling care packages for the homeless
 ■ Completed Operation Christmas Child shoe boxes
 ■ Filling shoe boxes with toys for Operation Christmas Child



As the community engagement pastor for the Berean Seventh-day Adventist Church in South Bend, Indiana, under the direction of Lead Pastor Claval Hunter, I have learned very quickly that he is a minister who evangelizes in the community. Every second Sabbath the church is in the community feeding the homeless, showing love to first responders (like firefighters), visiting nursing homes and engaging in various projects such as a march against violence, school giveaways, health awareness, a Christmas giveaway, and much more. Since we launched our “Compassion Outreach Day” the response from the community has been astounding.

When I received the call from Teela Ruehle, director of student missions and service at Andrews

University, stating that she and Andrews students would like to partner with us to serve the community for “Change Day,” I was ecstatic! The contributions given for our homeless community were more than we expected. We had so many homeless packages to distribute that we had enough for two more outings. In each package there were toiletry items, gloves, hats, snacks, water, etc. There were smiles on everyone’s faces as they were shown so much love on that day. Because of what the students did, Danielle Pilgrim, associate chaplain, continues to collaborate with Berean for future community service support. ■ **Betty Smith**



Coming into the new semester with COVID still in full swing, many students felt the desire to help make an impact on our local community.

My group specifically was able to put together packages of needed goods for homeless individuals who are being especially affected by COVID. It was an amazing experience partnering with other students who showed up in large numbers (socially distanced of course) to passionately and brightly pack the packages that were so graciously received by the members in our community. By the end, with the bags packed and letters

written, we were able to send out a group of volunteers to hand out these gifts and encourage many individuals and provide for some of their needs.

Being able to participate in this event with fellow students helped me remember that we can still make a difference even with COVID happening all around. It’s easy to focus on myself during these times, but this event really helped me focus on something bigger than myself. It was amazing seeing students put others before themselves in this way and work as a group to take care of those who are less fortunate. I believe this is what is needed in our world, especially in the time of COVID and quarantine—a focus on others and on our communities. ■ **Ben Williams**

A Servant's Heart

In 2020, Andrews sent out a total of 19 student missionaries. The year, of course, did not go according to plan. In spring, most students had to return home early due to the COVID pandemic. In fall, those able to serve chose from limited locations with specific safety guidelines.

“I am inspired by our students’ commitment to serve,” says Teela Ruehle, director of student missions and service. “I’m so proud they chose in the midst of these unknown times to answer the calling God placed on their hearts to sacrifice their time and energy serving in the mission field.”

She adds, “The need to share the love of God in our communities and world continues to increase, and our students here at Andrews are passionate about meeting those needs.”

“Here I am. Send me” (Isaiah 6:8 NLT). After my first mission trip to the Dominican Republic as a sophomore in high school, I knew my purpose in life was to serve others. Being able to serve others filled my heart like nothing else could. Since then, I have been blessed to serve people both internationally and locally, whether it was translating for doctors and nurses in clinics, helping ADRA with disaster relief after a destructive tornado, or tutoring children in a developing community. I say blessed, not because I am a blessing for helping others, nor because I feel like I am a savior to others. I say blessed because serving others has truly impacted my life and has brought healing to my heart. That is why I am a student missionary.

Along with the world, COVID-19 has impacted my life and the decisions I made post-graduation. Although coronavirus limited my location options, it did not limit my willingness to

serve. I am currently serving in the grand rainbow state, Hawaii. I am a teacher’s aide at Mauna Loa School—you may find me going over the alphabet with kindergarten students, reading with fourth graders, or helping eighth graders with math. It can be challenging working with such a diverse age group because each child requires different attention, however it is so rewarding when they accomplish or overcome something they were once struggling with.

I enjoy serving others, especially while living in paradise! I have learned that I can be a light to others, not only through what I say but in what I do. I believe that my actions may speak louder about God’s love, rather than my words, especially to children. I also believe a life worth living is a life serving others. God calls us to “go and make disciples of all the nations”

(Matthew 28:19 NLT), and on judgment day, I want to attest that I lived a life worth living.



Esther Meza

MY EXPERIENCE IN UKRAINE AS A STUDENT

missionary was a grounding experience because it confirmed some ideas that I had but also exposed me to knowledge about the world and myself that I'm not sure I would've gotten anywhere else. Being a continual thinker, I have positions and opinions on many things, including myself. Going to Ukraine allowed me to test many of the thoughts that have floated through my mind over time. Through my experience, I confirmed that:



Raymond Bennett

- There really is a whole other world beyond America.
- People really are just people, no matter where you go, both in good ways and bad.
- I truly will stare danger in the face when I'm committed to something.
- There are many different versions of a fulfilling life.
- I am truly a people person and that cannot be changed.
- Culture impacts us more than we may realize (that includes church).
- I would definitely teach kids if neurosurgery doesn't work out.
- Carrying a football draws everyone's interest no matter where you are.
- Friendship is a lot simpler than a lot of us make it to be.
- God uses me in very precise ways to impact the lives of others.
- If you do your best, God will do the rest.

On the other hand, I learned that:

- My fundamental view of life fits pretty well with Ukrainian culture.
- Culture is a lot more complex than any single YouTube video will tell you.
- Speaking English in Ukraine = instant brownie points.
- You don't even have to speak the same language to have a conversation.
- There actually is an idealistic view of America out there, and many people are surprised by the reality.
- God can truly carry you when you feel alone.
- Many experiences are better when you actually put yourself out there and invest yourself.
- Being a Christian will set you apart no matter where you go.

The Student Missions team is now seeing a growing interest from students who want to serve. To connect with Student Missions online, follow "austudentmissions" on Instagram. To contribute to the support of outgoing student missionaries, visit andrews.edu/go/give/2Sm.



Zoey Caballero

STUDENT MISSIONS. FOR SOME, THIS phrase conjures up specific stereotypical images: group fundraisers, writing to potential sponsors, teaching on an island or preaching in a mountainous jungle. Perhaps no internet, limited resources and less comfort than one is accustomed to.

I served for ten months on the Adventist campus in Sagunto, Spain, initially as an office assistant/internship supervisor/English conversation tutor and later as a grounds worker once we were quarantined.

After about a month of being in Sagunto, I found that I was still struggling to find my place on the campus and understand why God wanted me there. I wasn't sure I felt like a missionary. I had Wi-Fi, I was living near a city, there were a lot of American students, and while my job title sounds quite involved, I didn't feel like I was making much of an impact. But what is a missionary "supposed" to feel like? What is a missionary?

As I sat outside on a hill overlooking Sagunto contemplating this, God reminded me that my purpose was not to fill a stereotypical role but to instead live each moment knowing that every act or word would either point people toward or away from Jesus. I didn't have to understand everything. I was to simply live every day as a true missionary: a witness, a servant. One who's willing to help without expecting anything in return. Who puts others first and loves unconditionally. Who sees everyone as Jesus does—lost sheep, children of royalty, valuable beyond measure. My student mission year began and ended after ten months in Spain. But the call to live as a missionary began long before and continues every day I wake up.

Bible Studies, Theology and Ministry

by Alayne Thorpe

The development
of instructional
materials in Spanish

NOT MANY PEOPLE REALIZE THAT THE United States of America is the country with the second-largest population of Spanish-speaking people in the world. In the North American Division of Seventh-day Adventists, church membership among Hispanics has been growing steadily. This growth is a blessing but the resources necessary to support Spanish-language churches, pastors, lay ministers and evangelists have not grown in proportion to the need.

In 2009, a group of Hispanic theology, ministry and education scholars (both professors and doctoral students) from Andrews University and other Adventist institutions around the world founded the Hispanic Adventist Center for Theological Dialogue [Centro Hispano Adventista para el Diálogo Teológico] (CHADT). The mission of CHADT has been to support the ministry of the Adventist church to Spanish-speaking people and to help raise the awareness of Andrews University and other institutions of higher learning to the

needs of these communities. As a result of their good work, Andrews University has become a member of the Hispanic Theological Initiative Consortium (HTIC). HTIC has helped to sponsor more than 12 doctoral students, providing both financial assistance and mentoring for dissertations.

Then, in 2015, Andrews University collaborated with the Hispanic Adventist Center for Theological Dialogue to create the Spanish Ministerial Initiative in order to develop materials, resources and courses in Spanish that would help prepare pastors and lay leaders by providing them with a strong biblical foundation for their ministries. In 2017, under the leadership of Rubén Muñoz-Larrondo, associate professor of biblical studies,

Clockwise: Bust of Nefertiti, Museum of Antiquities, Cairo, Egypt ■ Recording in Alexandria, Egypt ■ A tomb in the Valley of the Kings ■ Virtual launch of the Spanish Ministerial Certificate Textbook Series in summer 2020 by the “Iniciativa Ministerial Hispana” of the Andrews University Department of Religion & Biblical Languages



It became clear to Muñoz-Larrondo and his colleagues in CHADT that there were not enough instructional materials available in Spanish to provide the foundation necessary for ministry in the Adventist church.

Andrews University initiated the first undergraduate ministerial certificate offered for academic credit completely in Spanish in the U.S. To make the program available to as many students as possible, it is available online and students may complete the certificate alone or apply it toward an associate's degree in religion from Andrews University.

It became clear to Muñoz-Larrondo and his colleagues in CHADT that there were not enough instructional materials

available in Spanish to provide the foundation necessary for ministry in the Adventist church. Enlisting the support of Andrea Luxton, Andrews University president, Keith Mattingly, former dean, College of Arts & Sciences, and Alayne Thorpe, dean, College of Education & International Services/ dean, School of Graduate Studies, Muñoz-Larrondo and a group of 85 Spanish-speaking scholars and theologians from around the world embarked on the daunting task of creating a

series of textbooks with supporting videos and instructional guides for the ministerial certificate. To date, eight books in the series have been developed—three already published, three in the final editing process, and two in preparation. The textbooks are informed by extensive research and three biblical expeditions—Turkey and Israel in 2016, the route of Exodus in 2017, and Rome in 2018.

In addition to Muñoz-Larrondo, a number of distinguished Spanish-speaking scholars

devoted their time and expertise as editors of the textbooks; this list includes Roberto Badenas, Enrique Báez, Félix Cortéz, Víctor Figueroa, Abner Hernández, Ricardo Norton, Ángel Manuel Rodríguez and Davide Sciarabba.

Luxton has said of the series, “As the first academic accredited courses of theology/religion completely in Spanish in the NAD, we do hope that these will deepen biblical understanding and strengthen ministry in the Spanish language throughout the division.” ■

Below: Team at Jerusalem in 2016—CHADT's professors worked in partnership with the “Iniciativa Ministerial Hispana” of the Andrews University Department of Religion & Biblical Languages, recording “Series Expediciones Biblicas” in Israel, Turkey, Rome, Egypt and Jordan



Scan the QR code for more information on the Spanish Ministerial Certificate offered at Andrews University.



Healthcare and Human Services at Andrews University

Creating an innovative learning environment for the future

WE ARE LIVING IN AN EXCITING TIME IN healthcare. There is a high demand for qualified professionals in health and human services. In order to meet this demand, Andrews University has responded with the creation of the College of Health & Human Services (CHHS), which consists of nationally recognized programs in Architecture & Interior Design; Communication Sciences & Disorders; Medical Laboratory Sciences; Nursing; Population Health, Nutrition & Wellness; and Rehabilitation Sciences. All of the programs are accredited, and the state licensure passing rates of our graduates are above the national average.

Andrea Luxton, president, says many of the programs in the College of Health & Human Services are at capacity. “The last few years have seen new programs added, and our graduates inform us that studying at Andrews University is an exceptional experience with the vital connection between their professional studies and faith. We want to ensure that the excellence of that student experience not just continues but increases.”

Currently, the College of Health & Human Services serves more than 700 students annually, and we are

convinced it will continue to grow as the University seeks to meet the increasing needs of the community and church for health and human services professionals. While several of the programs in the College of Health & Human Services have good facilities, other program facilities such as nursing, public health and nutrition are in need of revitalization. We plan to build a new facility that can serve as the heart of this vibrant and growing college and will allow for further integration of the social, academic, professional and spiritual learning that is the signature of health and human services at Andrews University.

Emmanuel Rudatsikira, executive dean of the College of Health & Human Services, says, “The goals of the CHHS are to facilitate interprofessional, evidence-based education; sustain and expand learning experiences; utilize the most advanced technology to enhance learning and prepare graduates to function effectively in interdisciplinary teams; and provide opportunities and resources for faculty and students to engage in interprofessional service. A modern training and learning facility is necessary in order to sustain the quality of the student experience and increase enrollment.”

PHILANTHROPY & DEVELOPMENT



Timothy Osman, a current MLS student at Andrews University, also believes that student interaction would benefit from a new facility. “A better facility would encourage interdepartmental collaboration, which prepares us for real-life scenarios,” he says.

Some of the highlights of this CHHS building will include intentional spiritual concepts in the planning; ADA compliance for all spaces with digital monitors for signage on each floor; environmentally friendly construction; an advanced simulation center, which will reduce the need for clinical placements; innovative and cutting-edge equipment; and a mini food court in the common lounge with healthy choices.

Haley Smoot graduated from Andrews University with a BS in nursing in 2018. In recalling her

experience at Marsh Hall, she agrees that a new facility will aid in fostering a more integrated atmosphere for students. “I remember as a nursing student feeling detached from the other health sciences students because our building was essentially on its own,” she says. “It was difficult to make friends outside of my nursing major and my few general education classes because I didn’t run into many other students. A new health sciences center will allow more interaction between like-minded students and create the possibility for friendships outside of your specific major.”

We hope that you will join the CHHS in its endeavor to provide excellence in healthcare and design education that fosters collaboration, research and service within a Christ-centered environment. ■

The Family That Hiked Together

by Kermit Netteburg

All photos courtesy of the Netteburg family

They hiked through cold and heat, through snow and rain, through fog and sunshine. They learned to dress in layers, often wearing five or six layers in the morning to protect against the cold, then shedding down to one layer in the noontime warmth, finally adding layers again as the afternoon wore on (from left: Zane, Juniper, Olen, Danae, Addison and Lyol).



Hiking the 2,193 miles of the Appalachian Trail is quite a feat. Every year three million people hike a part of the trail, but only a thousand hike it all.

Drs. Olen (BA/BS '01, Hon LHD '17) and Danae Netteburg (Hon LHD '17) did it this past summer.

Hiking the trail with four young children is even rarer.

Lyol (11), Zane (9), Addison (7) and Juniper (4) hiked the entire trail. Juniper, finishing the trail at 4 years, 340 days, became the youngest person ever to complete the trail. "She hiked every step of the way," Danae said. Addison, at 7 years, 61 days, is probably one of the 10 youngest.

Hiking the trail in pandemic-crazy 2020 added another wrinkle.

Olen remembers their first brush with the virus. "March 19 was the day things started to close. We had hiked only 44 miles to that point. I bought fresh supplies, so everyone's pack was heavy. We hiked 8.2 miles to the hut where we planned to stay; it was our longest hike so far. But the shelter had a sign: 'Closed for Coronavirus.'"

The Netteburgs marked each 100 miles of trail hiking by taking a picture of the moment. At 1,900 miles, the smell of the shoes was the defining picture. The family went through 2-4 pairs of shoes each in hiking the 2,193 miles of the Appalachian Trail (from left: Olen, Juniper, Zane, Lyol, Addison and Danae).

The next place to stay was three miles away, and they'd be pushing dark, something they'd never done before. They decided to go for broke and made camp just before dark. "We were eating Ramen with headlamps, and nobody was complaining. Instead, the kids were practicing their 'Katahdin' poses—how they'd mug for a camera at the northern terminus of the trail!"

That night Olen smiled to himself, figuring they had a chance to complete the trail.

Juniper earned her trail name—"The Beast"—on one of the first big climbs. They had 1,000 feet of vertical or so, and Danae took Juniper's backpack in order to make it easier for the child. No more than 100 yards up the trail, Danae found Juniper crying. "Uh, oh," she thought. "Juniper can't make it." But the truth came out; Juniper whimpered that she wanted to carry her own backpack!

The Beast was born.

"She often led the family, setting the pace for the rest of us to keep up," Olen said.

Everyone got trail names. Lyol became Blaze, because he started the campfire every morning. Zane became Boomerang, because he loved to hike on ahead, or slightly off the trail, but he always came back. Addison became Angel Wings, because she often hiked in thick socks, trail boots and a princess dress! (Olen was Lion King, and Danae was Queen Bee.)



Science class meets lunch. One of the bonuses along the Appalachian Trail is foraging. Raspberries, blueberries, apples and other fruit grow wild along the trail. Morel mushrooms and mustard greens were serendipity additions to their diet. So for science class, they learned to recognize plants. And for lunch, they learned to enjoy science class projects.

Olen Netteburg remembers one of the scariest moments of the hike. "It had rained a lot for several days in Maine. That's the wildest section of the trail. This river normally has rock 'steps' for hikers to cross without getting wet. But the river had overflowed those steps and was far too swift and deep for Juniper. So she clung to my back. I had to feel with my hiking poles, looking for the next rock step. Then I had to maintain balance while moving a leg through the rushing water to secure the next foothold. And repeat that for a dozen steps or more. We took an hour crossing that stream." Lyol and Zane are on the far riverbank.



How did they keep the kids going? They sang songs. (“I don’t ever want to hear ‘Do You Want to Build a Snowman?’ again,” Olen reminisced, shaking his head.) They enjoyed camp meals—pancakes or oatmeal at breakfast, trail mix for lunch, and Ramen for supper. (“Sometimes we’d be close enough to hike off the trail to get take-out Chinese or pizza,” Danae admitted. “Or ice cream!”) They played trail games, turning big boulders or huge climbs or swift rivers into American Ninja Warrior courses.

The family held science class almost every day on the trail. One day it was identifying a Luna Moth (here held by 4-year-old Juniper Netteburg, the youngest person ever to hike the entire Appalachian Trail). Another day it would be collecting a dozen insect specimens (they mounted the specimens later). Some days it also was identifying cloud types—and which types held rain!

And they did schoolwork. What? “Every day we could find something for school,” Danae said. Trail games sometimes were spelling quizzes. Math was calculating distance and miles. Science was classifying flora and fauna. “Bible was seeing God’s leading everywhere,” Danae added.

“Kids are naturally inquisitive,” Olen said. “When you get them into nature and they see what’s around them, they start asking questions. They can become obsessed with a slug, or newt, or tree. No day is ever boring through their eyes.”

The hike was a nine-month sabbatical from their regular work as missionary physicians at Hopital Adventiste de Bere in Chad, Africa. They’ve served the 100-bed hospital for 10 years, Olen as emergency physician and Chief Medical Officer/administrator and Danae as OB/GYN. “Plus, we do whatever else is needed,” Olen said.

Danae Netteburg roused the family at about 4:30 a.m. in order to get everyone out to McAfee Knob for this silhouette against the morning sunrise.



They’d planned the trip three years ago, but the relief physician didn’t materialize. Then this past February they realized, “We have an exceptional staff at the hospital. We’ve got time. We should think about doing this now!”

They left Africa five days later. Their first day on the trail was

Two things were constant about the Netteburgs’ hike on the Appalachian Trail. They saw wildlife, from tiny to large. Bears, ladybugs, deer, wild ponies, flies—oh, yes, flies, flies and more flies. But Zane remembers most vividly his first encounter with wildlife; he almost sat on a rattlesnake. The family told him how to carefully move away. The second constant? Juniper in her Wonder Woman dress and Addison in her “Frozen” princess dress, hiking more than 15 miles on many days.

four days after that.

“Being out on the trail for that long helped me re-find a sense of peace,” Danae said. “Living in Chad, we deal with a lot of illness and death. You start to carry that weight around. This was God’s way of getting us ready for more service in Chad.”

The family began hiking in February in Pennsylvania and had to hopscotch back and forth on the trail because of the virus. That meant hiking Virginia, then more in Pennsylvania, then down to North Carolina, before jumping north to Vermont, New Hampshire and Maine while the weather was nice.

“We always wanted to stay safe,”

Olen said, “so we went where the trail was safest to hike and observed the rules of the state.”

They also did their best to remain socially distant along the trail and not disturb the peace when they came up on a campsite. “But as a family of six, we’re not really very peaceful,” Olen said.

The family averaged 15–17 miles a day, until they got to New Hampshire. “We didn’t make 10 miles most days there,” Olen recalled. “I began to wonder if we would be able to hike the entire trail before winter.”

To add to the challenge, Olen severely sprained his ankle. “We’d hiked a really hard section. When we were done, I took off my pack, stepped off a bridge, and rolled the ankle over 90 degrees. I thought I’d broken it.”

An exam in the emergency room at a nearby hospital—an irony for an emergency physician—revealed a very severe

sprain. “The swelling made my foot huge. I was black and blue from my toes to halfway up my shin,” Olen said, with typical physician detachment. “Every morning it hurt a lot, but after a few miles of limping it would loosen up.”

They did 30 miles a few weeks later—in the Maine wilderness. “That’s when I knew we had a great shot at completing the trail,” Olen said.

They also had other thoughts about the pandemic. “We heard the stories of our medical colleagues. They worked in extreme conditions. They risked their own health, and lives. And here

The Appalachian Trail snakes through canyons and along mountain ridges, providing spectacular views. But Olen remembers the difficulty of New Hampshire and Maine. “It was a whole new ball game, with steep ascents, big boulders and equally steep descents. Near Lake Moosilauke we had a 1,000-foot descent in one mile. It took us an hour” (from left: Danae, Olen, Lyol, Zane, Addison and Juniper).

we were hiking the AT,” Olen said.

“Society had invested a spot in medical training for each of us. And here we were not helping out in the worst health crisis of a generation.”

Danae reflected, “That was a daily battle.”

They’re back at the hospital, bringing healing to a remote area in Africa. Bere has 65,000 people—with no stoplights or paved roads or electrical grid or water/sewer system. There are more oxcarts than cars.

Every day presents a new challenge. A child who fell out of a mango tree has a depressed skull fracture. (He lived.) A pregnant woman has been in labor for days—but couldn’t afford to come for care. (This is common for many.) Malaria, and malaria, and malaria. (Many don’t survive.)

“We see stuff in Chad that physicians don’t in America,” Olen said. They removed an abdominal tumor the

size of a watermelon. Danae has fixed 65 fistulas in the past three years—a number virtually no American OB/GYN sees in a lifetime.

But they are missionaries, not merely physicians. Every Sabbath they pack the kids in the truck, along with some local Chadians, and drive out into the bush. They find a mango tree. They park the car. They spread plastic mats. Village children show up and sit on the mats. Olen teaches the children Bible songs. Danae tells a Bible story. Someone talks about how to pray. Adults hang around the edges of the shade of the tree. Soon the group is 50, 80, 100 people. And after a few weeks, it’s a church.

Every night at the campsite meant several things. Lyol started a fire. Everyone took shoes off. Clothes were hung out to dry, if they’d been wet. Or hung out to air, because they didn’t get laundered very often. “Every week we tried to find a place to stay that had laundry facilities, and a hot shower,” Danae said.



Olen says, “I wasn’t sure how I would react arriving at Springer Mountain.” The pandemic had forced the family to hike whatever sections were available, staying safe and respecting local guidelines. So the hike that started on Feb. 27 in Pennsylvania ended in Georgia on Oct. 13. “We had just finished 2,193 miles as a family. I’d wanted to be an AT thru-hiker for 25 years, and now I was! I thought I might feel overwhelmed, or a sense of loss. But it was simple joy and pride. My kids had done something no group of four kids had ever done before—or ever likely will again. And we all had fun doing it.” To celebrate, the family laid out the number of miles in marshmallows, took the picture, and then played “Chubby Bunnies,” stuffing all the miles into their mouths (from left: Olen, Zane, Danae, Juniper, Addison and Lyol).

They’ve started more than a dozen of those bush churches. Most have Chadian leadership now. Some have flourished, some haven’t. “No matter what, two things have happened,” Olen said. “People have heard about Jesus, and we’ve had a genuine Sabbath rest.”

Olen’s adventure spirit was nourished at Andrews. He hiked the Appalachian Trail for part of a PE class. He kayaked with Krystian Zygowiec (BT ’04) across Lake Michigan. One year he swam in Lake Michigan every month of the school year. “We had to walk across the ice to find open water in January and February.”

Then he laughed. “Krystian and I took a lot of spur-of-the-moment, take-nothing-but-duct-tape trips down the St. Joe River too.”

Olen read Backpacker magazine and dreamed about what gear to take, measuring gear in grams to keep the backpack light. He climbed Angel Falls in Venezuela during Christmas break in medical school with another alum, Ricky Robertson (BS ’00). (Full disclosure: he says he didn’t make the top.) He went overland from Bangkok to Hong Kong with Ricky—riding boats, jeeps, buses, trains—even buying a motorcycle “to go where no one would take us.”

What’s next? “Well, there’s the Pacific Crest Trail and the Continental Divide Trail. The kids are jazzed about those. But I’m thinking about living on board a catamaran for a couple of years, cruising the Caribbean.”

It’s how the Netteburgs keep the family together. ■

Kermit Netteburg (former faculty) is the father of Olen. He taught communication at Andrews between 1973 and 1996 and recently retired with more than 50 years of service in the Adventist Church. Kermit and his wife, Donna (Karpenko), were proud cheerleaders and provided occasional rest stops for the family as they hiked the Appalachian Trail.





FACULTY PROFILE

Kari Gibbs Prouty

by Moriah McDonald



KARI GIBBS PROUTY JOINED THE ANDREWS University faculty in June 2017 as the primary instructor for the Undergraduate Leadership Program. She first heard of the position in part because she and the program director at the time were in a Bible study together. “My youngest children had started Kindergarten and I was starting to think about ways back into teaching,” says Kari. “I am an educator. It is my passion and it is also my calling.”

Kari earned her BA in English and BS in art education in 1999 from Andrews University. She continued her studies, receiving her Master of Divinity in 2004 from the Seventh-day Adventist Theological Seminary. Then, in 2010 she completed her professional Seventh-day Adventist certification with endorsements in art, English and religion.

Kari has spent many years in teaching roles. She worked as an art teacher at Camp MiVoden in Idaho and Mt. Aetna Camp in Maryland as well as at Riverside School in Benton Harbor for first through eighth grades. She taught Bible classes for ninth through twelfth grade at Platte Valley Academy in Jackson, Nebraska, and Lodi Academy in Lodi, California. She also worked as the campus chaplain at both of these academies.

In Lincoln, Nebraska, Kari served as the young adult pastor at College View Church, where she led discussion groups, spoke for various events, taught seminars and started small groups. Additionally, she taught several classes, including Christian Beliefs, College Writing I, Communication and Public Speaking, at Union College.

In 2019, while Kari was still working as the primary instructor for the Andrews Undergraduate Leadership Program at Andrews, she was invited to serve as director of the program, as well. Kari accepted the dual role. “My intention has always been to teach. I loved the

leadership program too much to say no,” she says. “Leadership offers a beautiful combination of theology and psychology and is at the heart a way to intentionally improve the world around us.”

Kari enjoys seeing her students meet their goals. She appreciates the opportunity to learn new lessons about leadership and share them with her students. “I am constantly amazed by the things they get done,” she adds. “I suppose I inspire them by recognizing the value in what they aspire to do and by helping them to find ways to get to their goals. I believe that positive change is possible when we support one another, and that’s what I try to do.”

Student Anuya Karnik took Kari’s LEAD 101 class and earned a leadership certification with Kari’s help. “[She] cultivates leadership in her students not just through the course content, but also by setting an example of what an excellent leader should look like,” shares Anuya. “A passionate instructor and an empathetic mentor, Kari creates a vulnerable and supportive environment in her classroom, where I found I was able to develop and implement my ideas without the fear of failure or judgment.”

Kari’s favorite part of her job is supporting students in making a positive difference in their own lives and the lives of their communities. “It’s so exciting to see good things happen and the joy students feel when they recognize that they can make a real difference,” she says. ■

New endowments established in fiscal year 2020

FACTS ABOUT ENDOWMENTS

- Fiscal year 2020 total value of Andrews University endowments was **\$53,112,494**
- **\$1,650,927** was allocated for distribution

If you would like to start an endowed scholarship fund or give a gift to an endowed scholarship already established, please contact the Office of Development at 269-471-3124 or development@andrews.edu.

The Annual Report chronicles those who generously support the mission of Andrews University through their giving. Each gift is important and appreciated!

All the donor lists and additional financial information are available online at focus.andrews.edu. Thank you for your generous support!

Dr. Charles and Mrs. Jean Crider Memorial Endowed Scholarship

This endowment was established by Charles C. Crider Jr., Sharon McPherson, Dawn Moser and Carol Crider to provide two or more scholarships annually to worthy students who meet the following criteria: are enrolled in good standing at Andrews University; have documented financial needs; are undergraduate students in their junior or senior year; intend after graduation to work in racial relations, social justice, family relations or nursing; and intend to work with underserved populations domestically or internationally.

After serving two terms of mission service in the Middle East Division (Iran, Iraq and Lebanon) and pastoral duties in Ohio, Alabama and Florida, Charles C. Crider (PhD in sociology, University of Southern California, 1962) and Jean M. Howard Crider (MS in nursing, Loma Linda University, 1962) arrived at Andrews University in August 1964. Crider had been recruited from La Sierra College where he had taught for several years. He was tasked with forming a behavioral science department at Andrews University.

Other than the steady growth and quality of the department, a highlight of his time at Andrews was the design and implementation of a sequence of racial relations workshops. This was done at the request of the General Conference of Seventh-day Adventists and the president of Andrews University following civil unrest



throughout the United States in the late 1960s and tensions within the church and on campus.

Working with colleagues in the Department of Behavioral Sciences and other departments at Andrews, the first workshop was held in March 1969. These workshops first brought together Black and white ministers, then seminarians, and then wider congregations in Michigan utilizing small group processes to enhance meaningful interactions and dialogue to improve racial relations in the Church. These workshops, based on both religious and social science principles, dominated the next ten years of Crider's time at Andrews while he maintained a teaching schedule.

After his retirement he and Jean continued to conduct workshops throughout the United States on race relations and family relations. He was a "big picture" thinker and organizer and an inspiration to gen-

erations of students and colleagues in a time of social turmoil and awakening in society and the church. The Department of Behavioral Sciences stands as a legacy to his vision and work. He and his colleague Robert Kistler published one book, "The Seventh-day Adventist Family, an Empirical Study" (Berrien Springs, MI: Andrews University Press, 1979). Manuscripts of all workshops as well as Charles' autobiography and other unpublished documents are housed at the James White Library.

Jean worked as a nurse and administrator in denominational and non-denominational hospitals wherever the family lived. In March 1968 she joined the Andrews University Department of Nursing faculty, working primarily with student nurses in field placements, many in the Chicago area. She also had other on-campus responsibilities.

Jean and Charles retired to Mesa, Arizona, in 1978 but remained active in conducting seminars throughout the United States. They also stayed involved as local church leaders until his death in 1992 and hers in 1999.

Through this newly established Dr. Charles and Mrs. Jean Crider Memorial Endowed Scholarship, they are recognized for their unending commitment to their children, their students, their church, to Andrews University and all the communities where they lived. Their persistent efforts to improve their world serve as an inspiration to all who follow in their footsteps.

Charles C. Glidden and Leona B. Glidden Endowed Scholarship Fund

This endowment was established on behalf of the estate of Leona G. Running to provide a scholarship for needy and worthy undergraduate students of Andrews University.

Global Leadership Center Quasi Endowment

This endowment was established by the administration of Andrews University upon receiving a gift of \$1,000,000 to provide funding for the core operations of the Global Leadership Center, under the direction of the dean of the College of Education & International Studies or their designee.

Lofton-Brook Family—Women in Biology Master’s Program Endowed Scholarship Fund

This endowment was established by Lorinda Lofton-Brook to provide a scholarship to qualified female student(s) enrolled at Andrews University in the biology master’s degree program, with a minimum GPA of 3.0. The dean of the College of Arts & Sciences, in consultation with the chair of the Department of Biology, will select the scholarship recipient. If there are no qualified female master’s degree students in a given year, the scholarship will be awarded to an undergraduate female student majoring in biology with a minimum GPA of 3.0.

The Ludeman Engineering and Computer Science Endowed Scholarship Fund

This endowment was established on behalf of the estate of Robert R. and Nona M. Ludeman to provide a scholarship to needy and worthy students enrolled at Andrews University and pursuing a course of study in the School of Engineering and Department of Computing. Each recipient of the scholarship is to be selected by the faculty of these two areas.

The Ludeman Student Missionary Endowed Scholarship Fund

This endowment was established on behalf of the estate of Robert R. and Nona M. Ludeman to provide a scholarship to needy and worthy students at Andrews University who have completed at least one term of Student Missionary service.

The Kenneth and Lois Strand Endowed Scholarship Fund

This endowment was established on behalf of the estate of Lois M. Strand to provide a scholarship to some worthy and deserving students of Andrews University enrolled in the Seventh-day Adventist Theological Seminary.

2020 PHILANTHROPIC SUPPORT FOR ANDREWS

1,475 alumni and friends supported Andrews with a total of \$6,218,000.

\$241,600 was raised for The Fund for Andrews, which supports student scholarships, academic resources and annual operating costs.



STUDENT SCHOLARSHIP RECIPIENTS

Sharon Hamel, a graduate student currently pursuing a PhD in leadership, is certain God led her to Andrews. In 2018, she approached the University with a desire to combine the fields of music, education and worship ministry. Following encouraging conversations with the program director, Sharon says, “I knew that this program was for me. The Andrews Leadership Program would give me the freedom to focus on the content areas of my choice and also build my skills as a leader.”

Sharon holds two master’s degrees, one in Music Education and the other in Education: Creative Arts in Learning. She has taught music for almost 29 years at Greater Boston Academy, Boston Public Schools and now in the Cambridge Public Schools at La Escuela Amigos. She also performs on the violin and clarinet and coordinates community, church and arts events in the Boston area. While enrolled at Andrews, she continues to teach full-time.

As a remote student living in Cambridge, Massachusetts, Sharon has a special appreciation for her program’s community and intentional professors. “Taking the course at a Christian university has illuminated the spiritual aspects of leadership. Having my professors be God-centered means they care about my whole development and my having a productive and meaningful life.” She finds the integration of education and spirituality to be a special part of Andrews.

Sharon also appreciates how leadership brings people with different expertise and specialties together. As a member of a Leadership Learning Group, she regularly



meets with a group of fellow students for support and encouragement. She enjoys the annual Leadership Roundtable and Music & Worship Conference, finding people of common interests

around the globe. With fond memories of Andrews from the past and the present, and a strong sense of connection to the people at the University, she affirms, “Studying at Andrews has brought me back home.”

In 2020, Sharon received the Virginia Mae Hamel Scholarship, which holds significant meaning to her because her aunt, Virginia, was the individual who founded it. She explains, “I was very close to my aunt, and her inspiration to me was significant in who I am, my aspirations in my life, and in my education.” This funding has relieved any extra financial concerns that Sharon may have had and has allowed her to devote her complete attention to her studies.

Sharon’s decision to participate in the Leadership Program has proven most valuable and has moved her into a new phase of self expression reflecting her passions which include bringing generations of people together through festivals, ceremonies and public celebrations. She proclaims, “I had always wanted to combine my background in the arts, nature and education with ministry, and this seems to be the direction that is unfolding. God is always full of beautiful surprises when I’m ready and listening.”

Delight Pazvakawambwa, senior, decided to attend Andrews because she valued an Adventist education and felt drawn to the biology program. Prior to attending Andrews, Delight attended Windhoek Gymnasium Private School in Namibia. She tutored younger students and was a member of the editorial staff for the school newspaper, Imago. “I especially enjoyed accounting and biology,” she adds.

Her interest in understanding the human body has deepened thanks to the numerous classes that she has now taken as a biology major. “These classes include systems physiology, genetics, physiology, sociology and human anatomy, my favorite being the latter,” she says. “My experiences in these classes have further fueled my desire to be a physician.”

During her time at Andrews, Delight has had the opportunity to serve in several positions. She served as a greeter at Pioneer Memorial Church, participated in undergraduate research with professors Denise Smith and Desmond Murray, was class pastor of the class of 2021 and is currently the vice president of the 2021 class. Additionally, she is president of the African Student Association of Andrews University for the 2020–2021 school year and is a member of the biology honor society TriBeta.

Delight has enjoyed her participation in research and her time spent with friends at Andrews. Research in particular has made it possible for her to create meaningful relationships with her professors and peers



and has also provided opportunities to learn patience and more effective research methods. Similarly, her time on the soccer team, spontaneous trips with friends, participating in AU’s Got Talent and even the polar vortex have also fostered valuable relationships. “I am certainly leaving Andrews with many stories, new friends and life lessons,” she shares.

In 2020, Delight received the Max and Linda Taylor Endowment Scholarship. Scholarships like this one have played a major role in allowing her to stay in school and take steps toward achieving her goal of becoming a surgeon. “They have given me the incredible opportunity to finish my studies and continue on the journey of becoming the medical missionary God has called me to be,” she explains. “They have assured me of the fact that God provides for us and takes care of us.”

Delight plans to pursue a career as a physician and provide medical services to minority populations. She strives to inspire better health practices, further research in understanding the workings of the human body and introduce people to Christ. She says, “I am committed to being a world changer focused on extending the healing ministry of Christ.”

Seminary Promise

What might the positive systemic impact be on our future church if our leaders-in-training experienced the introduction and integration of elementary and secondary Seventh-day Adventist education into the lives of their children?

by Keri Suarez (BA '01)

DON'S MANAGEMENT CAREER WITH A Fortune 500 company provided a comfortable lifestyle for his wife, Dot, and their two sons, Kells and Kenley. Dot would characterize her adult life as middle class. Their needs were always provided, but they did not live a life of extravagance. Dot faithfully attended the local Seventh-day Adventist Church each week with her sons while Don stayed home.

When their sons reached schooling age, Dot was strongly convicted of the benefit of a Seventh-day Adventist Christian education. Don, however, did not share her perspective. He did not see the value of spending money on private education when there was a perfectly good option available through the local public school system. Dot quietly refused to be deterred and took a job as a secretary at her church with the goal of providing her sons with an Adventist education at the local church school. Dot's determination had a significant impact on her sons' lives. Both received Adventist education starting with elementary school and culminating with postgraduate degrees from a Seventh-day Adventist university. Dot reflects with deep pride that both of her sons and their wives have committed their professional careers to Adventist education.

THE MISSION OF THE SEMINARY PROMISE

To provide the promise of a Seventh-day Adventist Christian education for the children of graduate students who are currently enrolled in the Andrews University Seventh-day Adventist Theological Seminary's Master of Divinity (MDiv) and Master in Youth and Young Adult Ministry (MAYYAM) degree programs.

ABOUT

The Seminary Promise is a tuition scholarship program that was established to remove financial roadblocks to Seventh-day Adventist education for the children of students who are currently enrolled in the MDiv and MAYYAM programs.

Dot's commitment to Adventist education not only shaped her sons' lives, it also eventually had a life-changing impact on Don. When the family moved to California and both boys were attending a local Adventist school, he began to go to church. He was eventually baptized into the Seventh-day Adventist Church by Kenley.



Dot met President Andrea Luxton in 2019 and shared her excitement to help students.

After his death in 2017 at the age of 83, his family began the process of settling Don's financial affairs. As an 83-year-old widow, Dot took comfort knowing that Don had been a good steward of their finances, and she was confident she would be able to financially sustain herself for the remainder of her life. She had never delved into the company stock that her husband owned but she would have guessed it was worth, possibly, some tens of thousands. But as she and her sons began to piece together her financial picture, they were shocked to learn his stock holdings alone were valued much higher.

Dot's estate settlement attorney immediately recognized that she would benefit from the counsel of a financial advisor. The attorney was aware of Dot's religious

affiliation and suggested that she meet with Dana Wales, CFP®, a Seventh-day Adventist and a financial advisor.

"During my initial meetings with Dot, a primary focus of our discussion were her values and identifying her financial goals," says Wales. "With each meeting, her values and financial goals became increasingly clear." Dot had three primary financial goals: (1) To help her family financially; (2) To support Adventist education; and (3) To support Operation Smile, a non-profit her husband supported.

"After identifying her goals, we pivoted to her capacity as a donor. Initially, Dot wondered if she could give a few thousand dollars each to support the people and organizations she cared for," says Wales. "The focus of our meetings turned to helping her fully understand her financial position and her capacity to give. When I shared with her that she could comfortably gift \$1 million, she was overcome with surprise and emotion."

"About 25 or 30 years ago, I was discussing the challenges of Adventist education with Dr. Richard Orrison, who was principal when I was a student at Andrews Academy. We were reflecting on the disconnect we observed with our church's future leaders coming to study at the Seventh-day Adventist Theological Seminary at Andrews, yet a vast majority of those same graduate students' children would get on a big yellow school bus each morning to be bussed over to the local public school system. The graduate students were receiving educational sponsorship and a living stipend from their conferences, but there was no formal system in place to promote and enable our future church leaders to provide their children with an Adventist education," says Wales.

Kenley introduced his mother to “First the Blade,” an established ministry focused on supporting the discipleship of Seminary families with children through social connection, a biblical education, and scholarships for Adventist education. Dot’s excitement at the possibilities began to grow exponentially. She found herself in an incredibly humbling position where she could directly impact the trajectory of the future of the Seventh-day Adventist Church by donating funds to support the Adventist education of our future church leaders’ children.

The dialog centered on this question: If the financial obstacle of an Adventist education were fully removed, would our future church leaders still opt to have their children board the yellow school bus each morning, or would they choose to enroll their children in an Adventist education?

The Seminary Promise began to take shape. Modeled after other

“Promise” scholarship programs in communities across the country, the program provides up to 100 percent of base tuition and annual registration fees for students meeting established criteria. “I shared with Dot that it will take millions to fully fund the Seminary Promise which led to her desire to make her initial \$1 million gift into a challenge grant,” says Wales. The challenge—to the Seminary, Andrews University, our state conferences, our regional unions, the General Conference and the Adventist health-care systems—is to embrace this as a systemic fundamental challenge that will impact the future leaders of our church and their families.

A family spokesperson says, “Dot, Kells, Kenley and their wives hope this initial challenge grant will motivate numerous additional gifts to the Seminary Promise. They believe that if our church leaders and members believe Adventist education is important, then we should do all we can to support it.” ■



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Giza Pyramids, Egypt—Recording “The Route of the Exodus” in 2017. Professors from the Hispanic Adventist Center for Theological Dialogue (CHADT) worked in collaboration with the “Iniciativa Ministerial Hispana” of the Andrews University Department of Religion & Biblical Languages in the development of biblical and archaeological documentaries and audiovisual materials in Spanish for the textbooks of the new Spanish Ministerial Certificate offered by Andrews University.
PHOTO CREDIT: *Lisye Rizzolli*



2020 Annual Report

Andrews University is grateful for the generous financial support offered by the many friends listed on the following pages. It is with a thankful heart that we corporately acknowledge your partnership and investment in the future leaders of our world.



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Melva D Hicks

William G Johnsson

Robert M Johnston

John J Mendel

Ingrid D Mueller

G William Mutch

Barbara J Randall

Richard L Register

Dorothy J Show

Richard C Sowler

H John Steffen

Merle J Whitney

Charles W Williams

CLASS OF 1967

Imogene A Akers

Vernon L Alger

Glenn E Coe

William L Coolidge

Donald L Dockerty

Jon L Dybdahl

Ronald A Francis

Shirley A Freed

Stuart J Freeman

G Larry L Gatewood

Albin H Grohar

William L Guth

Gerald G Haeger

Warren H Johns

E Arthur Robertson

*Richard L Scott**

Richard D Show

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Erik S Vetne

Nancy J Vyhmeister

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Richard L Yukl

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H Maynard Lowry

T Gregory Matthews

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Warren H Johns

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Woodrow W & Margaret J

Whidden

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Rhoda J Wills

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Jeewaratnam Y Moses

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Judith R Nelson

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Greaves
Robert Villanueva
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R Dean Snow
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Karren K Jensen
Alger L Keough
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Lester P Merklin
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Anna M O'Reggio
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Alf Andvik
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Helena K Stout



The University Wind Symphony's "Songs of the Sea" concert took place at the Howard Performing Arts Center on Oct. 24, 2020. Department of Music ensemble concerts were open to a limited in-person audience and livestreamed on Facebook.

James H Weaver
Audrey A Weir-Graham

CLASS OF 1978

Janet D Aldea
Deborah M Andvik
Gyl E Bateman
Colin W Brathwaite
Hazen S Briggs
David M Burley
Audrey C Castelbuono
Rodrick A Church
Bruce A Closser
Herbert W Helm
Kathy J Hill
Clive W Holland
Carl S Johnston
Leroy R Kuhn
Steven J Lemon
Judy S Lindberg
Beverly J Matiko
Carlos G Medley
Carol L Minter
Zebrom N Ncube
L Vivien Oxley
Steven N Poenitz
*S Clark Rowland**

Claude Shaw
Whitford A Shaw
Susan K Slikkers
Robert T Smith
Edwin W Vance
Nancy J Vyhmeister
Michael G Weakley
Hans von Stiegel

CLASS OF 1979

Erich W Baumgartner
Daniel R Bidwell
David M Burley
Roy A Castelbuono
Thomas G & Renee K
Coffee
Daniel P Cress
Joann Davidson
Connie R Green
Cindy L Halye
John J Hilderbrandt
Helen R Hyde
Douglas L Janssen
Karren K Jensen
Charles F Koerting
Janet G Kosinski
Katherine A Koudele

Paul Kovalski
Calvin J & Sally M Kubo
Luis E Leonor
Bonnie R Mahoney
Esther D Mauze
Patti L McKenney
Mark B Ringwelski
Rhonda G Root
Glenn E Russell
Gloris P Shaw
Kathryn A Shaw
Penny S Shell
Eustace M Sheppard
Keith A Snyder
Ronald H Whitehead

CLASS OF 1980

Patricia E Anderson
Gloria D Barenie
Norman E Boundy
Carol A Bradfield
Michael L Brown
Rodrick A Church
Linda K Closser
Elise S Damron
Lyndel D Dickerson
Cheryl A Emoto

Hessen B Ghazal
Ricardo B Graham
Gary R Gray
Theodore D Green
Herbert W & Linda L Helm
Volker R & Linda S
Henning
Dale A Jarrett
Karen M Johnson-
McWilliams
Carl S Johnston
Esther R Knott
Debra L Lemon
Theodore M Lewis
Baraka G Muganda
Deborah K Peshka
John A Rorabeck
Peter P Swanson
Ron E Swensen
Ellen M Tambunan
David W Tilly
Herta L von Stiegel

CLASS OF 1981

Patricia E Anderson
Thomas L Baker
Iris R Bentz-Horak

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CLASS OF 1982

Brian E Bates
Jon M & Sari H Butler
Sylvester Q Case
Sally A De Wind
Eileen G Fuller
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John J Markovic
Laura M Prescod-Roberts
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Theodore W Shea
Bradley W Sheppard
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Waylene W Swensen
Eva S Visani
Richard H Worley
Devin D Zimmerman

CLASS OF 1983

Andrew S Ahn
Sabeulah J Bates
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Ruth Horton
Elaine G Hotelling
Sandra K Johnson

Kimberly A Johnson Ray
David H & Janice R Kijak
Cynthia M Kotanko
Katherine A Koudele
Molly I Laubach
Barnabe E Marc
Vesna Z Markovic
Annette T Moon
Baraka G Muganda
Larry C Nelson
Rawle F Philbert
Jan L Pickett
John M Ratzlaff
Ives M Roberts
Obed B Rutebuka
Carolyn B Scheller
Christine D Schwer
Richard D Show
Smari Thordarson
Larry J Walker
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Lynval W Williams

William E Wolf
Robert M Wood
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Ann T Fisher
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Ruth Horton
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S Joseph Kidder
Leroy R Kuhn
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Larae A Plumb
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Lorena L Bidwell
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Sylvester Q Case
Gregory S Christensen
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Michael K Horton
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Ekkehardt Mueller
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Barbara J Ray
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Suzanne M Mondak
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D Robert Salmon
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Vicki J Wiley

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Heidi L Griggs
H Irene Grohar
Rodney D Hahn
Michael J Lay
Dwayne O Leslie
Tarsee Li

John V Matthews
Zebron M & Peggie M Ncube
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Myrtle C Robinson
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Gary F Thurber
David P Village
Bing Y Wang

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Conrad L Demsky
Hessen B Ghazal
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Ivy Ng
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Timbul T Tambunan

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Darchelle D Worley

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Juanita M Campbell
John P Choi
Lily S Chung
Ronald D Coffen
Kristy L Crandell
Mario P Ferguson
Sylvia S Gonzalez
Evelyn R Griffin
Judith L Hack
Denise D Imperial
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Brenda S Kis
Darryl L Kotanko
Annabelle I Lopez
Claudia L Lucia Ortiz

Waveney V Martinborough
Jerry A Moon
Gary E Russell
Arlene M Saliba
Scott E & Brenda L Schalk
Jeffrey W & Twyla E Smith
Paul D Smith
Jeffrey W & Twyla E Smith
Jeanette A Snorrason
Artur A & Galina I Stele
Maurice R Valentine
Kevin S Wiley
Richard H Worley
Xiaoming Xu
Elaine B Zimmerman

CLASS OF 1994

Silvia M Bacchiocchi
Alina M Baltazar
Harvey J Burnett
Timothy G & Karen M Case
Dowell Chow
Kristy L Crandell
Celina J Dawson
Pherbia A Engdahl
Erhard H Gallos
Eduardo A Gonzalez
Deborah L Gray
Connie R Green
Ann Hamel
S Melek Jones
Katherine A Keith
Wagner Kuhn
Betty K Moore
Ekkehardt Mueller
Christopher C Randall
Whitford A Shaw

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Darlene S Barnhurst
Carol L Beal
Jennifer Coffen
Kenneth W Davis
Ann T Fisher
Allan W Freed
Albert H Im
David C C Jones
Dean B Lifshay
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Ricky A Marden
Peggie M Ncube
Luis F Ortiz
Almatine E Pearson
Mike Pejic
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Antony M Rappette

2020 Annual Report



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Bonnie L Rowland
Lauren S Spaulding
Darchelle D Worley
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Joe E Francisco
Milton R Glovatsky
S Joseph Kidder
Janine M Lim
Heidi L Magesa
Thomas M Ogwangi
David R Poloche
Wayne G Richardson
Clemen F Sheppard
Ranko Stefanovic
Artur A & Galina I Stele

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Molly S Dean
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Glovatsky

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Ogwangi
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Fernandez
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KhaiKhai S Cin
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Ram S Keni
Norah M Kunji
Hye Lim Lee

Jessica D Link
Leilani M Luva
Kevin A Maldonado
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Galaletsang P Mbaiwa
Lechedzani Mbaiwa
Carla McMaster
Komborera Muvuti
Omwocha O Nyaribo
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Rayshaun C Williams
Morgan A Winkfield

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Deverson
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Floyd P Counsell
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Eustaquio
Stephen J Finney
Christian M Gutierrez
Alexander Hales
Ethan B Jasper
Juliane L Johnson
Anil Kanda
Joshua T Knowlton
Dmitry R Kucheryavenko
Karen D Lifshay
Katerina D Malettin
Alashia M Mays
Carla McMaster
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Zachary L Owen
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Qizeng Sun
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Niles Westside SDA Church
North Shore SDA Church
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The newly completed addition to the School of Architecture & Interior Design provides a spacious environment for designing and building.

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2020 Annual Report



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The Andreasen Center for Wellness continued to provide virtual fitness opportunities throughout 2020 and is now open again to the public with limited capacity and COVID-19 protocols established.



LIFETIME CONTRIBUTIONS

In addition to recognizing donors who make significant gifts annually, acknowledgement is given to individuals who have made substantial gifts to the University over their lifetime. Membership in the 1874 Founder's Club was granted to individuals with \$10,000 cumulative giving through June 30, 2010. Currently, membership in the 1874 Founder's Club is reserved for donors with \$25,000 cumulative giving plus prior members of the 1874 Founder's Club who became eligible under the previous requirements.

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2020 Daniel Augsburger Society

The Daniel Augsburger Society was established in May 2007 to honor those who have remembered Andrews University in their estate plan or through a planned gift. The following is a list of members as of April 30, 2020. To learn more about the society, please contact the Office of Planned Giving & Trust Services at 269-471-3613, plannedgiving@andrews.edu or andrews.edu/plannedgiving.

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Alfred & Winifred Boyce	Dickerson	Habenchicht	Robert* & Ruth
Martin & Glynis Bradfield	Irma Doering*	Judith Hack	Kloosterhuis
Betty Brassington*	Pearl Donohue*	David & Melinda Hafner	Gunter & Erna Mae Koch*
Arther* & Shirley Brown	Gorden & Cheryl Doss	Ray & Madlyn Hamblin	Ursula Konegen
Frederick Brown*	Norman & Florence Doss*	Glen Hamel*	Richard & Ardyce Koobs*
Merrill & Joyce Brown*	John & Irizona Duckworth*	Loren & Ann Hamel	George & Kathleen Kuzma
Victor & Alma Brown*	Sharon Dudgeon	Paul Hamel	Jan* & Kay Kuzma
Marvin & Sylvia Budd	Roger & Margaret Dudley	John & Desiree Ham-Ying	Marian Larsen
Allan & Mildred Buller*	Kenneth Dunn*	Masayo Hanyuda	Maynard & Eleanor LeBrun
Robert & Treva* Burgess	Mary Dunn*	Esther Hare*	Joan Leonhardt*
Russell & Cynthia Burrill	Fred & Mercedes Dyer*	David & Claudette Hartman	David & Anita Lewis
Erling & Ellie Calkins*	Virginia Eakley*	Harold & Dorothy Heidtke*	Eleanor Lindsjo*
Alma Canada-Neal*	Elly Economou*	Ronald & Christine Herr	Sam Loh
Mary Jo Canaday	Rex Edwards	Darrell* & Melva Hicks	Jeffrey & Carolyn Long





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Felix Lorenz*
 Martha Lorenz*
 Maynard & Jean* Lowry
 Robert & Nona* Ludeman
 Anita Mackey
 Bernard & Shirley Marsh
 Paul & Maxine Matacio*
 Charles* & Patricia Mauro
 Reese Maxwell*
 Raymond & Wilma* Mayor
 Robert & Ilea McDaniel*
 Leland McElmurry*
 Margaret McFarland
 Ellsworth & Sharon McKee
 James & Delauna McKee
 Ernesto* & Loida Medina
 Charles & Naomi
 Michaelis*
 Arnold & Flaudia Michals*
 Virginia Miller*
 Norman & Dorothy Moll
 George* & Vernetta Morrice
 Patrick & Jane Morrison
 William & Jeanne Murdoch
 Milton Murray*
 G William & Patricia Mutch
 Richard Myers & Kathryn
 Myers Parker*
 Rosalyn Nash
 Arlan Nelson
 David & Judith Nelson
 Lyle Nelson
 Clifford & Jeanie Nestell
 Catherine Neumann*
 John & Lora* Neumann
 Terrance & Magaly
 Newmyer
 Cloey Niemack*

Harry* & Janet Olson
 Roy & Virginia* Olson
 Darrel & Anna Jean Opicka*
 Richard* & Sharon Orrison
 Sharon Overton
 Stephen & Rose Paden
 Delio & Catherine Pascual
 David & Justina Peshka*
 Douglas & Theresa Popp
 Warren & Elizabeth Popp*
 F Norman & Beverly Pottle
 Richard* & Nancy Powell
 Clarence & Sylvia Powers*
 Roy & Darlene Puymon
 Charles & Barbara Randall
 Christopher & Janelle
 Randall
 Elmer & Mary Rasmussen*
 Joseph & Carol Rasmussen*
 Nicholas & Mariellen Reiber
 LaVern & Linda Rice
 Raymond & Ruth Roberts
 Bruce* & Judith Ronk
 James Root
 Marguerite Ross
 Margaret Roy*
 Leona Running*
 James & Carolyn Russell*
 Barbara Samuels*
 Austin* & Phyllis Sawvell
 Lawrence & Judith Schalk
 Charles & Marie Schaub
 Richard & Lois* Schell
 Daniel Schiffbauer*
 Donald & Margaret*
 Schlager
 Richard & Juanita
 Schuleman

Richard* & Joyce Schwarz
 Norbert & Christine Schwer
 Richard* & Dixie Scott
 Charles Scriven & Rebekah
 Wang Cheng
 Robert & Pearl Serns*
 William & Karen Shea
 Marion Shertzer*
 M Wesley & Joan Shultz*
 Barbara Simons*
 Shirley Skala
 Ann Small*
 George & Nancy Smith*
 Reger* & Katherine Smith
 Richard & Claudia Sowler
 Glenn & Geraldine St Clair
 Gordon & Heather Stamps
 Phyllis Standen*
 Timothy & Joan Standish
 Russell & Phyllis* Staples
 James* & Charlene Starlin
 David & Linda Steen
 Lois Strand*
 Brian Strayer
 Michael* & Ruth Streffling
 Naomi Strehlow*
 Clarence Swallen*
 S Reid* & Ardith Tait
 Bernice Taylor*
 Richard & Sharon Terrell
 Jerome & O Jane Thayer
 Constance Tiffany*
 Edward* & Catherine Lang
 Titus
 Lydia Tkachuck*
 Diane Trickett
 David & Mary Turner
 Julian & Marjorie Ulloth*

R Wayne* & J Gail Vallieres
 Roger & Marcia Van Arsdell
 Peter & Jacoba van
 Bemmelen
 Donald & Catherine Van
 Duinen*
 David Van Luven & Patti
 McKenney
 George & Gloria Vannix*
 Otto & Irma Vyhmeister*
 Douglas Wacker*
 Wyman & Murna* Wager
 Roy & Lilya Wagner
 John & Elaine Waller*
 Lawrence & Myrtle
 Wallington*
 Marvin & Donna* Ward
 Arthur & Natalie* Weaver
 George* & Donna Wheeler
 Woodrow II & Margaret
 Whidden
 Timothy* & Carolyn Wieder
 Roy & Cleo* Wightman
 Howard & Catherine
 Wilcox*
 Ronald & Dora Wilcox*
 Steven Willsey
 Meretle & Rosa Wilson
 Cecil Woods*
 W Bruce & Janice Wrenn
 Stephen* & Bonnie Young
 Richard & Ann Yukl
 W Bruce & Judith
 Zimmerman
 Edward & Lenora Zinke

DURING THE 2019–20 FISCAL YEAR A TOTAL OF \$452,331 WAS RECEIVED FROM THE FOLLOWING PLANNED GIFTS.

Merrill & Joyce Brown*
 Victor & Alma Brown*
 Robert & Nancy Greve*
 John Howard*

Gunter & Erna Koch*
 Joan Leonhardt*
 Devota Nowland*
 Darrel Opicka*

Elmer & Mary Rasmussen*
 M Wesley & Joan Shultz*
 Lois Strand*
 Clarence Swallen*

Although great care was taken to verify the accuracy of all records, errors may have occurred during the preparation of this report. We apologize for any errors. If you notice errors or omissions, please contact the Office of Development at 269-471-3124. Anyone interested in making contributions should contact the Office of Development at 269-471-3124.

*Deceased