Andrews University

Document 2, Appendix A

PREPARED FOR

The Higher Learning Commission
of the North Central Association
of Colleges and Schools

January 11, 2013

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ANDREWS UNIVERSITY BOARD OF TRUSTEES - 2011-2016

Appendix A1.1

Title	Name		Position	Company	City	State	Ethnicity	Gender	Citizenship	Age 30–39	Age 40–49	Age 50–59	Age 60–69	Age 70+
Elder	Benjamin D. Schoun, BA, MDiv, DMin (chair)	Appointed	Vice President	General Conference of SDA	Silver Spring	MD	Caucasian/Non-Hispanic	Male	USA				X	
Elder	Don Livesay, BA, MDiv (vice chair)	Ex officio	President	Lake Union Conference of SDA	Berrien Springs	MI	Caucasian/Non-Hispanic	Male	USA				X	
Dr.	Niels-Erik Andreasen, BA, BD, MA, PhD (secretary)	Ex officio	President	Andrews University	Berrien Springs	MI	Caucasian/Non-Hispanic	Male	Denmark					X
Dr.	Lisa M. Beardsley-Hardy, MPH, MBA, PhD	Ex officio	Director, Education Department	General Conference of SDA	Silver Spring	MD	Asian/Pac. Isl/Caucasian	Female	FinInd/UK/USA			X		
Atty.	RoseMarie Cazeau, BS, RN, MPH, JD	Elected	Retired Assist. Attorney Gen. & Bureau Chief	Illinois Attorney General	Chicago	IL	African/American	Female	USA				X	
Ms.	Debbi J. Christensen, BBA	Elected	CPA	Propp Christensen Caniglia LLP	Roseville	CA	Causacian/Non-Hispanic	Female	USA			X		
Pastor	Jerome Davis, BA, MDiv	Ex officio	President	Lake Region Conference of SDA	Chicago	IL	African/American	Male	USA				X	
Elder	Michael G. Edge, BA, MDiv	Ex officio	President	Wisconsin Conference of SDA	Fall River	WI	Caucasian/Non-Hispanic	Male	USA			X		
Elder	Jay Gallimore, BA, MA	Ex officio	President	Michigan Conference of SDA	Lansing	MI	Caucasian/Non-Hispanic	Male	USA				X	
Dr.	Cletus R. Georges, BS, MD	Elected	Urologist	Mid Florida Urologist Association	Orlando	FL	African/American	Male	USA		X			
Dr.	Lynn S. Gray, BA, MD, MPH	Elected	Physician	Lakeland Regional Health System	St. Joseph	MI	African/American	Male	USA				X	
Elder	Rodney A. Grove, BA	Ex officio	Executive Secretary	Lake Union Conference of SDA	Berrien Springs	MI	Caucasian/Non-Hispanic	Male	USA			X		
Dr.	Loren Hamel, BS, MD, MHSA	Elected	President and CEO	Lakeland Healthcare	St. Joseph	MI	Caucasian/Non-Hispanic	Male	USA			X		
Dr.	Edwin I. Hernandez, MDiv, MA, PhD	Elected	Senior Program Officer	DeVos Family Foundations	Grand Rapids	MI	Hispanic	Male	USA			X		
Mr.	Dann S. Hotelling, BBA, MBA	Elected	Finance Director, Global Family Care	Procter & Gamble	Cincinnati	OH	Caucasian/Non-Hispanic	Male	USA		X			
Elder	Van G. Hurst	Ex officio	President	Indiana Conference of SDA	Carmel	IN	Caucasian/Non-Hispanic	Male	USA			X		
Elder	Daniel Jackson, BTh, MA	Ex officio	President	North American Division of SDA	Silver Spring	MD	Caucasian/Non-Hispanic	Male	Canada				X	
Elder	Mark Johnson, MA	Ex officio	President	SDA Church in Canada	Oshawa	ON	Caucasian/Non-Hispanic	Male	Canada/USA				X	
Mrs.	Sandra K. Johnson, BBA, MBA	Elected	Senior Vice President	Adventist Health System	Altamonte Springs	FL	Caucasian/Non-Hispanic	Female	USA			X		
Elder	Donald King, BTh, MA, MSPH, DrPH	Ex officio	President	Atlantic Union Conference	South Lancaster	MA	African/Caribbean/American	Male	USA				X	
Elder	Robert E. Lemon, BS, MBA	Ex officio	Treasurer	General Conference of SDA	Silver Spring	MD	Caucasian/Non-Hispanic	Male	USA				X	
Mr.	Fred Manchur, BBA, MSPH	Elected	President	Kettering Health Network	Kettering	OH	Caucasian/Non-Hispanic	Male	USA				X	
Elder	Larry Moore, BA, MDiv	Ex officio	President	Southwestern Union Conference of SDA	Burleson	TX	Caucasian/Non-Hispanic	Male	USA				X	
Dr.	William G.C. Murdoch Jr., BA, MD	Elected	Chr, Dept. Psych; Med Dir, LLU Beh Med Ctr	Loma Linda University	Redlands	CA	Caucasian/Non-Hispanic	Male	USA				X	
Elder	G.T. Ng, PhD	Ex officio	Secretary	General Conference of SDA	Silver Spring	MD	Asian/Pacific Islander	Male	USA				X	
Elder	Ray Pichette, BA, MDiv, DMin	Ex officio	President	Illinois Conference of SDA	Willowbrook	IL	Caucasian/Non-Hispanic	Male	USA			X		
Mr.	Juan R. Prestol, BA, MBA	Ex officio	Undertreasurer	General Conference of SDA	Silver Spring	MD	Hispanic	Male	USA				X	
Ms.	Barbara J. Randall, BS	Elected	Owner	Randall Residence, Assisted Livg Serv	Lawton	MI	Caucasian/Non-Hispanic	Female	USA				X	
Mr.	David R. Rowe, BBA, MBA	Elected	General Manager	Stealthbits, Inc.	Park City	UT	Caucasian/Non-Hispanic	Male	USA		X			
Elder	Glynn C.W. Scott, BA	Ex officio	Treasurer	Lake Union Conference of SDA	Berrien Springs	MI	Multi-Bermudian	Male	Britain			X		
Mrs.	Dolores E. Slikkers	Elected	Secretary of the Board (retired)	S2 Yachts, Inc.	Holland	MI	Caucasian/Non-Hispanic	Female	USA					X
Dr.	Ron C. Smith, BA, MDiv, DMin, PhD	Ex officio	President	Southern Union Conference	Decatur	GA	African/American	Male	USA			X		
Mr.	Paul A. Stokstad, BA, BE, ME	Elected	President	Pasco Scientific	Roseville	CA	Caucasian/Non-Hispanic	Male	USA				X	
Dr.	Judith L. Storfjell, BS, MS, PhD	Elected	Sr. Vice President	Loma Linda University Health	Loma Linda	CA	Caucasian/Non-Hispanic	Female	USA				X	
Elder	Garry Sudds, BA	Ex officio	Director, Office of Education	Lake Union Conference of SDA	Berrien Springs	MI	Caucasian/Non-Hispanic	Male	USA				X	
Mrs.	Lynne Waihe'e, BA	Elected	President	Read To Me Intl. Foundation	Honolulu	HI	Asian/Pacific Islander	Female	USA				X	
Mr.	Dana L. Wales, BA, CFP	Ex officio	Managing Principal	Wales & Associates	St. Joseph	MI	Caucasian/Non-Hispanic	Male	USA		X			
Dr.	Rebekah Wang Cheng, BA, MD	Elected	Medical Director for Clinical Quality	Kettering Medical Center	Kettering	OH	Asian/Pacific Islander	Female	USA			X		
Elder	Ted N.C. Wilson, BA, MDiv, MSPH	Ex officio	President	General Conference of SDA	Silver Spring	MD	Caucasian/Non-Hispanic	Male	USA				X	
Atty.	Danielle Wuchenich, BA, JD, MPH	Elected	Attorney	Self-employed	Redlands	CA	Caucasian/Non-Hispanic	Female	USA				X	
Mr.	E. Edward Zinke, MDiv, MA	Elected	Retired businessman		Silver Spring	MD	Caucasian/Non-Hispanic	Male	USA				X	
	Advisors													
Elder	Lowell Cooper, BA, MDiv, MPH	Ex officio	General Vice President	General Conference of SDA	Silver Spring	MD	Caucasian/Non-Hispanic	Male	Canada				X	
Mr.	G. Thomas Evans, BS, CPA	Ex officio	Treasurer/CFO	North American Division	Silver Spring	MD	Caucasian/Non-Hispanic	Male	USA				X	
Elder	Ricardo Graham, BA, MDiv, DMin	Ex officio	President	Pacific Union Conference of SDA	Westlake Village	CA	African/American	Male	USA				X	
Elder	Thomas Lemon, BA, MDiv	Ex officio	President	Mid-America Union Conference of SDA	Lincoln	NE	Caucasian/Non-Hispanic	Male	USA			X		
Dr.	Ella L.S. Simmons, BS, MA, EdD	Ex officio	General Vice President	General Conference of SDA	Silver Spring	MD	African/American	Female	USA				X	
Elder	Max Torkelson II, BA, MA, MPH	Ex officio	President	North Pacific Union Conference of SDA	Ridgefield	WA	Caucasian/Non-Hispanic	Male	USA				X	
Elder	David Weigley, BA, MBA	Ex officio	President	Columbia Union Conference of SDA	Columbia	MD	Caucasian/Non-Hispanic	Male	USA				X	

ANDREWS UNIVERSITY
Board Member Self-Evaluation
Dated_____

Explanation:

This evaluation form has a dual purpose. The first column is for you to rate yourself as a board member. The second column is for rating the full board. Some items may not apply and should be left blank.

Scale:

1 - Poor
2 - Below Average
3 - Average
4 - Above Average
5 - Superior

CONTEXTUAL DIMENSION													
The Board Member . . .	Individual Member Rating					BLANK		Full Board					BLANK
	1	2	3	4	5			1	2	3	4	5	
Understands and supports the University's mission and vision.													
Reinforces the University's values.													
Is guided by the University's mission, values and culture in his/her decision-making.													
EDUCATES HIM/HERSELF REGARDING:													
(A) Higher education													
(B) The University's institutional structure													
(C) The University's market, national/international													
(D) Key factors that contribute to the success of the University													

STRATEGIC DIMENSION The Board Member . . .	Individual Member Rating					BLANK		Full Board					BLANK
	1	2	3	4	5			1	2	3	4	5	
Develops a knowledge and understanding of the University's strategic plans.													
Is a visionary, projecting the role of the University based on current social, economic and political developments five to ten years into the future.													
Anticipates and articulates both possible threats to the University's survival and potential opportunities for gain.													
Identifies both potential problems/solutions and University weaknesses/strengths.													
Supports and empowers the CEO and management team.													
Is knowledgeable about the University's compliance plan and system for detecting, reporting and addressing violations of policy, legal and accreditation regulation.													

ANALYTICAL DIMENSION													
The Board Member . . .	Individual Member Rating					BLANK		Full Board					BLANK
	1	2	3	4	5			1	2	3	4	5	
Develops a knowledge and understanding of the types and quality of the University's programs and services.													
Reviews and remains informed about the University's budget and financial condition as presented in financial statements and other supporting documents.													
Approaches issues from a broad, impartial and institutional perspective.													
Analyzes all aspects of multifaceted issues prior to voting.													
Asks questions, raises alternate views and encourages the expression of differing opinions when discussing issues and proposals brought before the board.													
Considers the concerns and interests of all stakeholders in the University.													
Is willing to challenge management in a constructive manner.													
Respects his/her fellow board members and the integrity of the governance process.													
Represents the University to external constituencies.													
Has contributed to the achievement of the University's mission through both influence and resources.													
Finds board membership rewarding and is proud to be a trustee.													

ADDITIONAL COMMENTS:

_____

_____

_____

_____

_____

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_____

April 2009

Board Evaluation Instrument for President of Andrews University

Instructions: Read the statement and then place your cursor over the response that you choose and click. If you change your mind, just click another option. At the end of the 2nd page you have the option to print the form as you have filled it in. Make sure you also click "Return by Email." When you do this a dialogue box will appear with two options. The first option is for use if you use Microsoft Outlook. We have found that this option will not always work if you have a new 64 bit computer with WIndows 7. In this case, try the second option and you will be able to save the file in one of your directories. Then simply attach that file to a message and send it to SchounB@gc.adventist.org. Please complete and return this form within one week. Thank you.

Check one

A. Academic Administration and Planning

	Poor	Below Average	Average	Above Average	Superior
1. Has contributed to developing and enhancing the quality of the institution.	○	○	○	○	○
2. Balances academic freedom and church policy.	○	○	○	○	○
3. Supports others in their efforts to accomplish division and department changes.	○	○	○	○	○
4. Encourages and promotes strategic planning consistent with the mission and values of the institution.	○	○	○	○	○

B. Budgetary and Fiscal Management

	Poor	Below Average	Average	Above Average	Superior
5. Provides sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.	○	○	○	○	○
6. Has the ability to comprehend and evaluate fiscal and budgetary matters.	○	○	○	○	○
7. Has a favorable record of attracting funds to the institution.	○	○	○	○	○

C. Communication

	Poor	Below Average	Average	Above Average	Superior
8. Demonstrates accuracy and clarity in written and verbal modes.	○	○	○	○	○
9. Has the ability to convince others of an idea, knowing how to be aggressive without being offensive or antagonistic.	○	○	○	○	○
10. Is accessible; promotes a feeling of openness in seeking the thinking of others.	○	○	○	○	○
11. Is credible and honest in face-to-face relationships with others.	○	○	○	○	○
12. Has the ability to relate with students as individuals and in groups.	○	○	○	○	○

D. Decision Making and Problem Solving

	Poor	Below Average	Average	Above Average	Superior
13. Possesses a clear vision of the goals and future of the university.	○	○	○	○	○
14. Establishes standards of control, review and follow-up.	○	○	○	○	○
15. Encourages participative decision making, seeking input from those most directly affected.	○	○	○	○	○
16. Management style is democratic. (The other end of the scale would be autocratic)	○	○	○	○	○
17. Rate the effectiveness of the management style in #16 above.	○	○	○	○	○

Decision Making and Problem Solving, *continued*

18. Has competence to provide conflict resolution.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
19. Is well organized and efficient in the accomplishment of his/her duties.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
20. Provides for the involvement of students in the decision making which affects them.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior

E. External Relations

21. Has the ability to relate and communicate with the larger community external to the university.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
22. Represents the institution in a positive manner to the worldwide constituency of Andrews University.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
23. Exemplifies the Seventh-day Adventist concept of the university in both his/her personal and professional life.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior

F. Personnel

24. Maintains the confidence and trust of those with whom he/she relates.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
25. Gives due recognition to faculty/staff accomplishments.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
26. Shows evidence of the ability to select strong administrative colleagues.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
27. Provides an on-going procedure for evaluation of other members of the university management team.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
28. Supports his/her employees in their job.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior

G. Relationship to the Board

29. When he/she knows wishes of the board, he/she carries them out.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
30. Enough information is given the board that intelligent decisions can be made.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
31. Information is given the board soon enough to read and assimilate.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
32. Is honest and forthright in his/her dealings with the board.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior
33. Makes effort to keep board informed.	○ Poor	○ Below Average	○ Average	○ Above Average	○ Superior

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Board Policies Manual

Adopted March 6, 2012

Andrews University Board Policies Manual

Adopted March 6, 2012

Section 1.0—Introduction

The Board Policy Manual (the "Manual") gives trustees an opportunity to define and understand the way the Board will operate in order to:

- provide good governance
- make fair and ethical decisions in the best interest of the institution
- ensure that its deliberations reflect the priorities of the internal and external constituencies of the institution
- delegate day-to-day management to the administration (with faculty participation on academic matters)
- ensure that the institution, its faculty, staff and students seek knowledge honestly and apply it responsibly.

To facilitate these goals, the Manual contains all of the current, standing policies adopted by the Board and provides the executive parameters for decision-making in support of the mission of Andrews University. The trustees have established and approved the Manual to improve efficiency, promote accountability, provide trustees with easy access to board policies, and provide clear guidance to University administration. The Manual is expected to promote the University's effective service to the Seventh-day Adventist Church.

1.1 Explanation of how the Manual relates to other governing documents

The Manual must be consistent with, and subservient to, applicable law and the University's articles of incorporation and bylaws. The Manual supersedes all other University documents (including the Andrews University Working Policy) and any such documents must be consistent with, and subservient to, the Manual. The president is responsible for developing organizational and administrative policies which are consistent with the Manual.

If any policy adopted by trustees at a previous Board meeting appears to be in conflict with the Manual, the Manual shall supersede any such policy. Discrete documents referred to in the Manual should be kept in a board reference book.

1.2 Explanation of how the Manual will be changed/updated

The Manual is meant to be reviewed regularly and revised frequently. It can be revised at any time, but only by a majority vote of trustees.

Any Board action which would change the Manual must specify that the Manual would be changed as a result of the action.

Trustees may wish to refer suggested revisions to the Board's governance committee, but revisions are not required to first go through the committee. The Board's governance committee, whether or not receiving a reference from trustees, should review the Manual at least once each calendar year.

Section 2.0—University Essentials

2.1 Statement of University mission and vision

2.1.1 Mission Statement

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

2.1.2 Vision Statement

Andrews University, a distinctive Seventh-day Adventist Christian institution, stands at the center of Adventist intellectual life as it demonstrates the transformative power of faith and learning, excellence through diversity, collaborative scholarship, leadership development, and generous service. As such, Andrews University aspires to be a great university, which will be the Seventh-day Adventist university of choice for students, parents and employees alike, as it educates men and women who will demonstrate their faith by utilizing scholarly competencies and leadership skills to transform local and global communities.

2.2 Statement of Board goals/priorities

Trustees seek to govern a financially sound university that fulfills its mission. The University should remain an internationally and domestically diverse institution, which complements and advances the mission of the Seventh-day Adventist Church. Trustees are to reflect the institution's priorities in their deliberations and are to secure human and financial resources that enable the University's long-term stability and growth.

Section 3.0—Board Organization

3.1 Explanation of Board structure

The Board is comprised of up to 41 trustees. Up to 20 trustees are officials of the Seventh-day Adventist Church; and up to another 20 trustees are "lay" trustees ("not primarily employed by the Seventh-day Adventist Church and representing a wide range of professional and business interests relevant to the mission of the University"). The sole trustee who is an employee of the University is the University's president. Additional details of the structure of the Board of Trustees can be found in the university's bylaws.

3.2 Explanation of processes for Board meetings

The Board typically meets three times per year. The chair, vice chair(s), and secretary create the agenda. Any trustee who wishes to place a matter on the agenda should contact one of the Board officers.

3.3 Statement of Board's philosophy of governance

The Board shall emphasize forward-thinking vision and exercise strategic leadership. To accomplish this, the Board shall:

3.3.1 Enforce upon itself and its trustees discipline to govern with excellence. Discipline shall include: attendance, respect for clarified roles1, speaking with one voice, and self-policing any straying from the governance structure or processes adopted in this Manual;
3.3.2 Monitor and regularly discuss the Board's own processes and performance, including revisions to this Manual;
3.3.3 Encourage diversity of viewpoints;
3.3.4 Select, evaluate and, if necessary, terminate the president of Andrews University and determine the parameters within which the president is expected to lead;
3.3.5 Monitor the performance of Andrews University relative to the achievement of its mission and institutional strategic plan;
3.3.6 Ensure financial solvency and integrity through policies and behavior regarding budget review and approval and investment policies, among others;
3.3.7 Require periodic financial and other external audits to ensure compliance with the law and good practices; and
3.3.8 Engage in an annual self-assessment of board effectiveness.

3.4 Board leadership

3.4.1 The Board chair is elected by trustees at the first Board meeting following a quinquennial meeting of Members. Persons eligible to be elected as Board chair are the General Conference president, secretary and treasurer, and the trustees who are appointed by the General Conference executive officers. The Board chair manages the Board and maintains the integrity of the Board's processes.

3.4.2 The president of the Lake Union Conference of Seventh-day Adventists shall serve as a Board vice chair. Trustees may elect one or more additional Board vice chairs at the first Board meeting following a quinquennial meeting of Members. Any trustee not already holding a Board office is eligible to be elected as a Board vice chair. A Board vice chair shall fill the role of the Board chair when the Board chair is not able to do so and shall otherwise consult with the Board chair and Board secretary on matters dealing with Board management.

3.4.3 The president of Andrews University shall serve as the Board secretary. The Board secretary shall issue notices, communicate with trustees, take minutes of meetings, and maintain Board documents and records, including this Manual.

[1] This shall include respect for Board officers (chair, vice chair(s) and secretary) and University officers (president, provost, treasurer and secretary). The Board should not interfere with the management of the University, which is accomplished by University administration under the leadership of the president.

3.5 Information on Board meetings

3.5.1 The Board typically meets three times a year (generally October, March and June). This schedule coincides with times when important time-sensitive plans, decisions and reviews occur. Although the Board may take up any matter at any meeting, the Board typically will focus: (a) in October, on audited financial statements for the previous fiscal year and budget assumptions for the following fiscal year; (b) in March, approving the budget and reviewing any proposed changes in the educational services and programs; and (c) in June, approving new faculty, staff and administration and reviewing unaudited financial reports.

3.5.2 Each Board meeting shall be evaluated. Typically, this is accomplished through an instrument furnished by the Board's governance committee. The governance committee has the responsibility of reviewing the evaluation instruments and making recommendations either to administration or to the Board leadership for more effective meetings.

3.6 Description of Board committees

3.6.1 Annual Board decisions, along with all matters coming before the Board, are prepared by a series of Board committees. These committees help the Board to be effective and efficient; they speak *to* the Board and not *for* the Board. Some Board committees are required in the University's bylaws whereas other committees are established by the Board for its convenience. Each Board committee is chaired (or co-chaired) by a trustee and the membership is composed of trustees and such other individuals from within or without the campus as appointed by the Board. A relevant University administrator serves as secretary and staff support person to the Board committee.

3.6.2 The responsibility of the Board committees is to review matters on the Board agenda in detail before the agenda item comes to the Board for consideration and vote. While trustees may ask questions and engage in discussion of the agenda items, it will normally hold the Board committee responsible for detailed analysis and take seriously the recommendation of the committees and generally approve these recommendations with only brief summary review of the matter. The purpose of the committees is to expedite the work of the Board while making certain that each agenda item has received careful consideration by trustees assigned to do so.

3.6.3 The committees and their assignments are as follows. For current membership see Appendix A.

3.6.3.1 **Executive Committee.** The Board's executive committee has the authority to act for the Board on all matters so long as the executive committee determines that it would be beneficial to act prior to the next Board meeting and so long as the Board has not reserved to itself the sole authority to act on a given issue. The executive committee shall report all its actions to the Board and the Board shall ratify, or undo, all executive committee actions. This committee is not currently constituted because there are now ways to accomplish emergency meetings by the full Board.

3.6.3.2 **University Operations & Finance Committee (Finance Committee).** The Board's University operations and finance committee serves as a strategic budgetary and financial planning committee with authority to make recommendations to the Board in the development and implementation of financial policies and procedures for the University.

3.6.3.3 **Audit Committee.** The Board's audit committee reviews audit and compliance issues involving the University and makes recommendations to the Board regarding policies and actions necessary to address any issues identified in an audit. The audit committee recommends to the Board which external auditor to retain.

3.6.3.4 **Governance Committee.** The Board's governance committee provides leadership and oversight relative to governance issues facing the Board and University. Among other responsibilities, the committee shall: assist the relevant church executive officers and the Members' nominating committee in identifying and recruiting qualified persons to be appointed as trustees prior to the time of the quinquennial meeting and establish and implement annual performance standards and evaluation tools for the president, individual trustees, and the full Board of Trustees. For the current evaluation instruments in use, see Appendix B.

3.6.3.5 **Strategic Planning Committee.** The Board's strategic planning committee works in partnership with the University's strategic planning efforts to determine priorities and processes that ensures a strategic approach to the University's future.

3.6.3.6 **Students, Leadership & Spirituality Committee.** The Board's students, leadership & spirituality committee addresses issues surrounding the quality and quantity of students and the holistic student experience with emphasis on their faith development. The committee receives reports and engages in dialogue with key student leaders, student life administrators, and faculty and staff prior to developing recommendations for action to the Board.

3.6.3.7 **Academic Programs & Educational Services Committee.** The Board's academic programs & educational services committee develops and recommends to the Board those policies pertaining to personnel/faculty, academic programs and degrees, and learning outcome assessment.

3.6.3.8 **Compensation Committee.** The Board's compensation committee is made up of all members of the finance committee except University-employed individuals. The committee reviews the compensation structures and policies and recommendations to the Board.

3.6.3.9 **Seminary Executive Committee.** The seminary executive committee recommends to the Board matters pertaining to personnel, programs and degrees, and the budget for the Seventh-day Adventist Theological Seminary.

3.6.3.10 **President's Council.** The president's council is comprised of some trustees and committed University friends and donors. The council advises the Board, the president and other administrative and faculty leaders on strategies for the long-term development of Andrews as it relates to programs, facilities and finance.

3.7 Conduct of Trustees

3.7.1 The Board expects of itself, and each trustee, ethical and professional conduct. Trustees must understand, engage in, and support the mission of the Seventh-day Adventist Church.

3.7.2 Trustees are expected to prepare for Board meetings, to attend Board meetings and other Board-related obligations, and to champion the University in the fulfillment of its mission. Trustees must at all times be loyal to the interests of Andrews University.

3.7.3 Every trustee shall be a donor of record in each calendar year, giving in accordance with the trustee's means.

3.7.4 Trustees must avoid any conflict of interest with respect to their fiduciary responsibility and disclose conflicts as they arise. There must be no self-dealing or any conduct of private business or personal services between any trustee and Andrews University except as procedurally controlled to assure openness, competitive opportunity, and equal access to "inside" information. Each trustee must annually complete and sign a Conflict of Interest statement.

3.8 Any Board organizational item that is not addressed specifically in this Manual shall be left to the Board chair to determine.

Section 4.0—Board Relationships and Parameters

4.1 Explanation of how Board relates to the president

4.1.1 Role of president

4.1.1.1 The president is the chief executive officer. The president is tasked with leading the University so that it carries out the strategic vision of the Board. In general, the president supervises and controls the business and affairs of the University, including all its academic functions. The president accomplishes the will of the Board through implementation of Board-approved policies.

4.1.1.2 The president shall keep the Board informed about matters essential to carrying out trustees' duties. The President shall:

a) Inform the Board of relevant trends, anticipated adverse media coverage, and material external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established;

b) Relate to the Board as a whole except when fulfilling reasonable individual requests for information or responding to Board officers or committees duly charged by the Board; and
c) Promptly report to the Board chair any actual or anticipated material noncompliance with a policy of the Board.

4.1.1.3 The president shall ensure that institutional strategic plans are developed and approved by the Board.

4.1.2 Evaluation of president

Evaluation of the president's leadership and performance is an ongoing responsibility of the Board. Annual reviews of the president's leadership and performance shall be conducted by the Board and initiated by the Board chair. More thorough "performance evaluations" of the president shall be conducted at least every three years. A part of the president's evaluation shall include consideration of the achievement of institutional goals and objectives.

4.1.3 Presidential succession/search

4.1.3.1 When a successor president is needed, the Board will establish a 13-person presidential search committee. The search committee will consist of: the Board chair, the president of the Lake Union Conference of Seventh-day Adventists, four additional trustees, one University student, one University alumni representative, one University staff member, and four University faculty members.

4.1.3.2 Although input and involvement from the University faculty and staff is helpful and desired in the selection of both search committee members and the president, the appointment of a search committee, and the selection of a president, is the Board's prerogative and responsibility.

4.1.4 Statement of how Board relates to/interacts with University staff

4.1.4.1 As a general principle the Board governs and the University administration and staff, working through the president, administer the institution on behalf of the Board. For example, the Board established the mission of the University, but hires a president, administration, faculty and staff to carry it out. Strategies designed to implement that vision are generally developed by the University administration working with faculty and staff. These strategies are reviewed and approved by the Board, which in turn asks administration to put them in operation.

4.1.4.2 The president, provost, treasurer and secretary of Andrews University are elected by the Board at the first Board meeting following a quinquennial meeting of Members. These four officers serve at the pleasure of the Board and are the only University staff members directly accountable to the Board. All other University faculty and staff are accountable to the president (often through other administrators/supervisors). Trustees do not direct the work of University staff.

Section 5.0—Executive Parameters and Policies

This section contains the policies which the trustees have provided to guide or limit the administrative authority of the president and the University staff.

5.1 General parameter. The president and the University staff shall do nothing immoral, illegal or imprudent.

5.2 Student Life policies

5.2.1 The president and University staff shall recruit, admit and guide students in a manner which maintains a campus lifestyle which meets the expectations of the Seventh-day Adventist Church

5.2.2 The University's student life program shall promote Adventist/Biblical values

5.3 Academic policies

5.3.1 The Board periodically shall review and approve the educational mission of the University with special attention to the biblical worldview and philosophy of Adventist education as it comes to expression through the variety and complexity of contemporary teaching and research in a comprehensive university.

5.3.2 The Board shall vote to add or close academic programs, majors and degrees. The decisions to approve new programs and close existing programs shall consider the University's mission and performance indicators of the programs in question.

5.3.3 The Board shall review and approve major changes to the academic administration and organization in the University, including establishment of new schools, departments and or services, as well as the appointment of academic deans of schools, directors of departments and divisions and the leaders of the academic support services, e.g. library, records.

5.3.4 The Board shall approve the appointments, as recommended through the offices of the deans and provost, of all faculties along with academic promotions and continuous appointment recommendations for the faculty.

5.3.5 The Board shall review, advise on and approve the academic strategic plan for the University dealing with teaching effectiveness and learning outcomes. The Board at regular intervals shall hear and become acquainted with reports on performance indicators responding to federal and regional regulations.

5.3.6 The Board shall become informed about regional and national accreditation standards and their impact on the University. It shall receive reports on the outcome of the University's application/re-application for accreditation, and trustees shall participate in the accreditation site visits as expected by the accrediting agencies (generally that means attending meetings with the campus accreditation visitors).

5.3.7 The Board may delegate any of the above noted obligations to the academic affairs committee, provided it hears and approves a report and recommendations from that committee.

5.4 Audit policies

5.4.1 Each year, the University's financial operations shall be audited by an external auditor.
5.4.2 The Board shall review and select, upon recommendation from the audit committee, the University's external auditor at least every five years.

5.5 Financial policies

5.5.1 The university fiscal year shall be from May 1 to April 30.
5.5.2 Accurate financial reports, actual to budget, shall be made at each Board meeting.
5.5.3 The budget process shall include the following: the president works with campus administrators to prepare a budget that has an appropriate gain, sets appropriate tuition and fee levels, provides for adequate remuneration and working capital, manages debt, and capital funds needed to keep the campus, its facilities and equipment in good order; the president presents the budget to the finance and operations committee for approval; the finance and operations committee recommends the budget to the Board for approval.
5.5.4 The president and University staff shall manage the annual University operations within the approved budget.
5.5.5 Capital expenditures from $100,000 to $250,000 are to be approved by the finance committee; capital expenditures exceeding $250,000 are to be approved by the Board.
5.5.6 The president shall establish and recommend financial goals to the Board. The currently-established annual goals include: increase net assets by 3.5%, increase cash by $2 million, spend any net increase in net assets for capital expenditures, reduce debt by $1 million, and move toward achieving faculty and staff remuneration levels at the 40th percentile of comparable universities. The annual University budget shall provide for an operational gain of 3.5% and should be based on no more than 97% of current enrollment.

5.6 Investment policies

5.6.1 Eighty percent of investment funds shall be invested in equities; 20 percent shall be invested in bonds/fixed investments.
5.6.2 No more than 5 percent of the investments in equities shall be in REITs and hedge funds.
5.6.3 Distribution of endowment fund proceeds is limited to a maximum of 5 percent of endowment fund principal calculated on a 3-year average.
5.6.4 Investment objective is to obtain investment returns of 9 percent for a 20-year period (2008–2027).

5.7 Development policies

5.7.1 Any proposed development project, facility, equipment or program for which funding is proposed by donors must further the University's mission.
5.7.2 The minimum amount necessary to activate a new endowment shall be $15,000.
5.7.3 The first $25,000 of an unrestricted bequest shall be committed to the unrestricted fund, the next $15,000 (or the minimum amount required for an activated endowment) shall be used to establish an endowed scholarship. The remainder of the bequest shall be committed to the unrestricted fund and allocated to special projects as recommended by the president and the

Board university operations & finance committee and approved by the Andrews University Board of Trustees. A named recognition on campus, i.e. a naming of a building, auditorium/classroom could suffice in lieu of the endowment.

5.7.4 The Board and the president reserve the right to accept (or, in some cases, to decline) any commitment offered to them. The president reserves the right to determine how any commitment will be credited and/or how such commitments will be recognized.

5.7.5 All gifts that will, or may, require expenditure of funds (other than *de minimus* funds) either at the time of the gift or at some future date (e.g., non-performing assets gifted to fund a charitable trust or charitable gift annuity, bargain sales, or outright gifts such as real estate that may impose obligations on the University) shall require the approval of both the president and the Board.

5.8 Miscellaneous policies

5.8.1 Litigation, or threatened litigation, which has the potential of substantially-affecting the University's finances, shall be reported to the Board in executive session.

Andrews University

Seek Knowledge. Affirm Faith. Change the World.

Academic Administration Committee Effectiveness

1. In which of the following committees do you hold membership? (Check all that apply)

		Response Percent	Response Count
Deans Council		**75.0%**	**9**
Academic Administration Council		**75.0%**	**9**
Institutional Operations Team		58.3%	7
		answered question	**12**
		skipped question	**0**

2. Please identify how much you agree with the following statements, as they relate to the academic administration committees on which you serve:

	Strongly agreee	Agree	Neutral	Disagree	Strongly disagree	Response Count
The agenda items for the committee(s) are appropriately related to the terms of reference	**66.7% (8)**	33.3% (4)	0.0% (0)	0.0% (0)	0.0% (0)	12
I can add agenda items that are important to the operation of my area of responsibility	**91.7% (11)**	8.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	12
Committee times are used to make decisions that are important to the academic life of the institution	**83.3% (10)**	16.7% (2)	0.0% (0)	0.0% (0)	0.0% (0)	12
As a committee member, I feel that my views are important	**66.7% (8)**	33.3% (4)	0.0% (0)	0.0% (0)	0.0% (0)	12
As a committee we keep track of our actions and follow-up is expected	**58.3% (7)**	33.3% (4)	8.3% (1)	0.0% (0)	0.0% (0)	12
I consider that the central academic decision-making processes at the University are timely	33.3% (4)	**58.3% (7)**	8.3% (1)	0.0% (0)	0.0% (0)	12
I consider that the central academic decision-making processes at the University focus on the important issues	**50.0% (6)**	41.7% (5)	8.3% (1)	0.0% (0)	0.0% (0)	12
The central academic committees and other academic processes on campus have a clear connection	25.0% (3)	**50.0% (6)**	16.7% (2)	8.3% (1)	0.0% (0)	12
I understand how the central academic committees connect to other decision-making processes on campus	33.3% (4)	**58.3% (7)**	8.3% (1)	0.0% (0)	0.0% (0)	12
					answered question	**12**
					skipped question	**0**

3. What are the strengths of the operation of the present academic administration committees?

	Response Count
	8
answered question	8
skipped question	4

4. Do you have any suggestions for the better operation of any of these three committees?

	Response Count
	7
answered question	7
skipped question	5

Q3. What are the strengths of the operation of the present academic administration committees?		
1	We have developed a good collegial atmosphere among administratorsm and a new willingness to work together to look at the needs of the university	Dec 11, 2012 7:43 AM
2	Making the strategic plan part of academic administration Following up on actions taken to see that they are accomplished. The Provost understands the correct roles of the dean council and the academic administrative council The Provost remembers that academics are a priority for the campus and the academic administration committee members are aware of this focus and priority.	Dec 4, 2012 2:56 PM
3	Good representation. Working together as a team. All suggestions and contributons are welcomed.	Dec 4, 2012 7:58 AM
4	Dean's Council is great place to discuss major policy issues affecting the various schools/olleges.	Dec 4, 2012 7:41 AM
5	Significant actions are taken with assigned follow-up to actually get things done.	Dec 3, 2012 7:36 PM
6	strong focus on relevant issues	Dec 3, 2012 12:02 PM
7	Great steps are being taken to improve the process of making decision. Bringing the right people together at frequent intervals with the Provost making sure everything keeps moving forward is a good recipe for success I believe.	Dec 3, 2012 12:02 PM
8	I think the addition of Institutional Operations helps close gaps that may have existed with Deans/Academic Administration which are, themselves, groups that balance each other.	Dec 3, 2012 11:50 AM

Q4. Do you have any suggestions for the better operation of any of these three committees?		
1	I am still not clear on how the decision-making circle endw--where the lines meet. In other words, when we make decisions, I am not certain how the information is shared or who should be informed.	Dec 11, 2012 7:43 AM
2	Making sure that all of the schools are kept in the loop when decisions are made. Some decisions made by the school of distance ed forget that the graduate dean should be involved. Somehow the members of these three committees need to be more team oriented.	Dec 4, 2012 2:56 PM
3	Only meet when a full agenda.	Dec 4, 2012 7:58 AM
4	I'm fuzzy sometimes on the real role and purpose of the Academic Administration Council	Dec 4, 2012 7:41 AM
5	Perhaps an updated flow chart of how these groups interact with each other other related groups and committees on campus.	Dec 3, 2012 7:36 PM
6	Just need to have some time to see the results begin to be seen through out our processes. Trying to find ways to lift some on the less essential tasks from staff and administrators trying to help get these changes made.	Dec 3, 2012 12:02 PM
7	I'm only directly involved with Institutional Operations, but I am enjoying the focused agenda with confirming feedback immediately (instead of at the next meeting).	Dec 3, 2012 11:50 AM

Andrews University
Off-Campus Programs Manual

Application Process for New Off-Campus Programs

The Formal Inquiry

International Adventist locations seeking an academic relationship with Andrews University should first contact the director of Off-Campus Programs at Andrews University.

The director will forward to the inquiry location a Proposal Form and brief description of the approval process, including an outline of costs and a list of supporting documents required to complete the proposal.

Andrews University will not proceed in building a new relationship with an Adventist entity until the proposed off-campus location has gained approval from the Seventh-day Adventist Division in which it resides. In addition, appropriate government and professional organizational approval must be gained as well.

The Application Process

1. Submit a completed Proposal document to the director of Off-Campus Programs who will then:
    - Share the proposal with the dean of the School of Distance Education and the provost and the compliance officer for a review of mission appropriateness and potential compliance issues.
    - Communicate with various Andrews University deans and departments whose programs and courses have been requested to review interest and capacity.
    - If the initial response is negative, the director of Off-Campus Programs will write to the inquiry location stating that a relationship with Andrews University will not be possible under the current circumstances.
    - If the response is positive, the application will be shared with the Off-Campus Programs Review Committee and the formal review process will begin.
2. The formal review process begins with the scheduling of a pre-agreement site visit to the prospective off-campus program location with a team of relevant Andrews University administrators and faculty.
3. The compliance officer and the assessment officer begin to look at what will be required in order to secure approvals for the proposed program.

4. The pre-agreement site visit team returns and shares its findings with the Off-Campus Programs Review Committee.
5. The compliance and assessment officers share their findings with the Off-Campus Programs Review Committee.
6. The Off-Campus Programs Review Committee then makes a decision on the feasibility of opening a site.

The Pre-Agreement Visit

The visit is a crucial phase in the procedure for establishing new off-campus locations. Conducted with deliberation and care, it will lay the foundation for a successful addition to Andrews University off-campus programs around the world. Conducted haphazardly, it will be the precursor for a myriad of obstacles along the way.

The visiting team's interests include:

- The location's facilities (especially the library), IT access and services, computer access for faculty and students, classroom facilities and equipment, student accommodation, administration and the general appearance of the campus
- The location's readiness to support the technology required to work with Andrews University Offices of Admissions and Academic Records in processing students through the various stages from application to graduation
- Stability of administration
- Quality and experience of instructional faculty and their academic credentials.
- Andrews University curriculum suitability/fit to socio-economic milieu of new off-campus location
- The level of enrollment management strategies in place in order to shape the enrollment of the institution and meet its established goals. (This will include marketing, admissions policies, retention programs and financial policies)

Particular services rendered by the visiting team will include:

- An orientation on how off-campus programs function with attention to admissions, records processing, academic assessment, language and cultural differences, punctuality, communication skills, and understanding the MANUAL
- A comprehensive overview of Andrews University curriculum with faculty. Plus, an explanation of how and when changes to the curriculum occur

- Meetings with administration to ensure understanding and training in matters of finance and procedural obligations, in maintaining timely reporting schedules, and recognizing the significance of Andrews University's accountability to accrediting agencies
- A full financial overview of initial and annual fees
- A review of contractual arrangements, terms and conditions

Off-Campus Programs Contract Process

After the pre-agreement visit, Andrews University, through its Off-Campus Programs Committee, will review the report from the visiting team and then take appropriate action such as:

- Approval of the new off-campus program and location
- Non-approval of the proposed new off-campus program and location
- Set final guidelines and contractual terms and conditions
- Empower the dean of the School of Distance Education, director of Off-Campus Programs and compliance officer to proceed with the issuing of the Contract between Andrews University and the new off-campus program

The Contract

1. The dean of the School of Distance Education, director of Off-Campus Programs, compliance officer and representatives from the relevant academic school will work on the details of the contract
2. The terms of the contract will be designed to meet all local and U.S. federal government requirements, as well as reflect best practices for such agreements and will include at a minimum the following:
    - Complete identification of parties involved
    - Definition of programs covered
    - Contact persons
    - A local university representative who will protect the university's interests
    - Distribution of responsibilities
    - Standards of operation
    - Business and financial policies and agreements, including a termination clause
3. Before it is signed, the contract will be given a full compliance review and the University will have applied for and been granted approval to operate the program by all governmental and accreditation bodies
4. Upon finalizing of the contract, the new off-campus program will commence operations according to the agreed upon schedule and the contractual cycle will begin with a review visit every year and a full audit every three years

Taken from the Off-Campus Programs Manual, Approval Process for New Off-Campus Programs

Andrews University
School of Distance Education
Off-Campus Programs

The Audit

Purpose

Andrews University maintains supervision and oversight of its off-campus locations through regular audit visits. The process emphasizes institutional self-reflection and self-improvement in its operational effectiveness as it relates to the contractual agreement.

The audit visit has three primary purposes:

- It provides Andrews University with an opportunity to review the effectiveness of the off-campus program being audited
- It ensures periodic review of compliance issues
- It provides opportunity for on-campus administration and faculty to interact physically with the local students and faculty
- It helps to identify action necessary for program improvement

Timeframe

Periodic audits are conducted at each off-campus location. The audit team determines the length of time between audits. However, audit visits will occur no later than every five years, and preferably every three years.

Focus

Each audit team reviews the programs, facilities and various academic processes; interviews administrators, faculty and students; and makes recommendations of improvements needed to enhance the quality of the off-campus programs.

Preparation for Audit Visit

Approximately one year before the audit visit, the Office of Off-Campus Programs will send notification to the off-campus location and establish a date for the audit team visit.

Then the off-campus location will begin the self-study process, following the *Audit Report Guidelines.* The self-study document will take about three months to complete.

Audit Report Document

The off-campus location will complete the Audit Report document, which will include:

1. Statement of off-campus location mission and relevance to programs offered
2. Academic information:
   - Enrollment and admissions
   - Graduates by degree and major for last three years
   - Faculty by degree, department and teaching loads
3. Academic Assessment Plan and its implementation
4. Physical facilities
5. Library
6. Financial Resources

The Audit Report document will be forwarded to the Office of Off-Campus Programs at least one month prior to the audit visit.

Audit Team

The audit team will always consist of one of the directors of Off-Campus Programs, and/or the dean of the School of Distance Education, and/or the provost, plus (at least) two other faculty or administrators. A team of three persons is considered necessary and, usually, no more than five persons.

Audit Visit

The audit visit will typically take three days. The visit includes both an opening session and an exit session. The off-campus location assumes the responsibility for transportation to and from the airport for the team as well as accommodation and food.

The audit team chair may request appointments with key people, such as members of the governing board, faculty, students, alumni and community leaders.

OFF-CAMPUS FACULTY REPORT								Information on Highest Degree			Information on Position				
Given Name	Family Name	Email Address	Gender	Date of Birth (dd/mm/yyyy)	Religious Affiliation	Citizenship	Ethnicity	Degree	Institution Granting	Date Earned (mm/yyyy)	Date of Hire (mm/yyyy)	Division / Department	Teaches in Program(s)	Full-time or Part-time?	Courses Taught
Example: Mordecai	*Njau*	*Mordecai.Njau@gmail.com*	*male*	*11/03/1984*	*Adventist*	*Kenyan*	*African*	*PhD*	*University of Puna*	*01/2005*	*01/2010*	*Business*	*MBA*	*Full-time*	*ACCT 132, ACCT 205, ACCT 341*

OFF-CAMPUS STUDENT ENROLLMENTS												
Given Name	**Family Name**	**Email Address**	**Gender**	**Date of Birth (dd/mm/yyyy)**	**Married**	**Religious Affiliation**	**Citizenship**	**Ethnicity**	**Degree / Program**	**Major**	**Anticipated Graduation (mm/yyyy)**	**Admission Date (mm/yyyy)**
Selena	*Raj*	selena.raj@gmail.com	*male*	*11/03/1984*	*No*	*Hindu*	*Indian*	*Asian*	*MA*	*Religion*	*12/2013*	*02/2010*

School of Distance Education
Andrews University

December 2012

Dear [Affiliate Contact],

We are preparing a report of student services available to Andrews University students studying at a distance. This includes students on your campus, registered for courses included in your affiliate agreement with Andrews University or Griggs University.

We need your voice. Please reply before February 28, 2013. Please reflect on each of the questions below. Consult those on your campus who are responsible for each area of service. Then write clear, concise answers (no more than a page each) that convey the quality and extent of student services on your campus at this time. Your honest answers will inform decisions about how we can best partner with you in providing quality Christian education.

Preferably type answers and attach the completed survey in an email to stuservgriggs@andrews.edu. You may also send questions to this email address. Thank you for taking time to reply today.

Glynis Bradfield, Director of Student Services
Andrews University School of Distance Education

BACKGROUND INFORMATION

A. Person Completing the Report

Full name:

Position:

Email:

B. Affiliate Institution

Institution name:

List all programs that are affiliated with Andrews University, if any:

List all programs that are affiliated with Griggs University, if any:

STUDENT SERVICE INFORMATION

C. Student Success

What help is available to students with their classes, outside of the classroom setting? Who is this help available to? Who provides help? How do students know what help is available? What kinds of assistance does this include?

D. Counseling and Testing

When a student is unsure about what program of study to take, what kind of career guidance is available? If any testing is included, what tests are administered? By whom? Who is this help available to? How do students know what help is available?

Where do students with mental health concerns get help? Who traditionally provides such counseling, in this culture? And where is it taking place in your community?

E. Campus Ministries

Andrews University is committed to affirming faith or values foundational to holistic living. How is faith development fostered on your campus? Describe the range of spiritual growth services provided by your institution.

F. Student Life

The third pillar of the Andrews University mission is "Change the World." How does your institution help students engage in healthy social, emotional and physical activities? Who are these services available to (full-time and/or part-time students, boarding and/or day students, for an extra fee, etc.)? Who provides these services (a specific department, spontaneous groups or clubs, etc.)? How do students know what is available?

G. Admissions and Registration

The first pillar of the Andrews University mission is '"Seek Knowledge." Admissions and registration are the gates to student learning. How do students know about policies and procedures? How are student complaints about admissions and registration addressed?

H. Library Services

How does your library compare to those at other universities or colleges of similar size in your region? On a scale of 0 (unacceptably poor) to 5 (excellent in every way), what rating would you give your library? ___ Briefly explain the strengths and weaknesses of your library service. What actions are likely to be completed within 2013 to improve your library (if any)?

ANDREWS UNIVERSITY
SCHOOL of DISTANCE EDUCATION
OFF-CAMPUS PROGRAMS

ANNUAL SITE VISIT EVALUATION FORM

Site Evaluator: _____ Date(s): _____

Program: _____Year: _____

Location: _____

_____

1. Is IDP at Villa Aurora consistent with the mission and educational objectives of AU?

_____

_____

_____

2. Is provision for IDP at Villa Aurora integrated into the regular planning processes of AU?

_____

_____

_____

3. Does IDP have sufficient resources to support its off-campus programs at Villa Aurora in:

   a. Finances

   _____

   b. Human

   _____

c. Physical

_____

d. Technology

_____

4. Does IDP ensure oversight of academic rigor of the program and quality of instruction?

_____

_____

_____

5. Does IDP at Villa Aurora maintain the same academic standards as those courses and programs offered at AU?

_____

_____

_____

6. Does on-campus faculty have a substantive role in the design and implementation of IDP programs at Villa Aurora?

_____

_____

_____

7. Does AU evaluate the educational effectiveness of IDP at Villa Aurora in the following areas of assessment:

a. Student learning outcomes?

_____

b. Student retention?

_____

c. Student & faculty satisfaction?

_____

8. Do students have adequate access to, and make effective use of, learning resources, including library, information resources, laboratories and equipment?

_____

_____

_____

9. Do students have adequate access to student services, including financial aid, academic advising, course registration, and career and placement counseling?

_____

_____

_____

10. Are publications and advertising accurate and do they contain necessary information such as the program's goals, requirements, academic calendar and faculty?

_____

_____

_____

11. Are contractual relationships and arrangements clear and guarantee that AU maintains direct and sole responsibility for the academic quality of all aspects of the off-campus program?

_____

_____

_____

12. Has AU obtained NCA-HLC approval for any substantive changes made recently to IDP at Villa Aurora contractual arrangement?

_____

_____

_____

13. After observing students in class, talking with them, and (perhaps) mingling with them in an informal situation, what is your assessment of the student group?

_____

_____

_____

14. After observing faculty in class, talking with them, and (perhaps) mingling with them in an informal situation, what is your assessment of the faculty?

_____

_____

_____

Thank you for completing this on-site evaluation form. Should you have additional comments, please feel free to write further comments/observations on the back of these pages.

Andrews University

Berrien Springs MI 49104
269-471-7771
andrews.edu

And now, as we set forth, we commit ourselves to the merciful protection of God, and we especially ask the prayers of the people of God that his blessing may attend us in this sacred work.

J.N. Andrews
September 15, 1874

Andrews University
2012–17 Strategic Plan

Andrews University
Seek. Affirm. Change.

Mission Statement

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Andrews University students will:

Seek Knowledge as they...
- Engage in intellectual discovery and inquiry
- Demonstrate the ability to think clearly and critically
- Communicate effectively
- Understand life, learning, and civic responsibility from a Christian point of view
- Demonstrate competence in their chosen disciplines and professions

Affirm Faith as they...
- Develop a personal relationship with Jesus Christ
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
- Apply understanding of cultural differences in diverse environments

Change the World as they go forth to...
- Engage in creative problem-solving and innovation
- Engage in generous service to meet human needs
- Apply collaborative leadership to foster growth and promote change
- Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

NOTE: As a Seventh-day Adventist institution, Andrews University recognizes the Scriptures as foundational to faith. Throughout this strategic plan, terms such as faith commitment, spiritual, or integration of faith and learning, assume the foundational role of Scripture in individual and corporate commitments to faith at the University, as well as in teaching and learning. Seventh-day Adventists also believe in the balance of the physical, mental, emotional and spiritual in education, within the context of biblical understanding. This belief is referenced in phrases such as holistic or balanced lifestyle throughout this plan.

Introduction

Universities are incredibly complex institutions for their size and the number of people they serve, and Andrews is no exception. Unlike manufacturing or financial services companies that provide a limited number of product lines that many customers use, a university offers a unique educational experience practically to every individual student. Similarly the faculty is composed of individual teachers each with unique academic interest, even among those serving in the same department. And the support staff that makes the university function resembles the variety of employees in a medium size city.

Moreover, the highly focused and individualized work of higher education must be carried out in a rapidly changing environment. Academic and financial regulations multiply as new stakeholders in education weigh in. Parents and students are looking for affordability with high quality. Non-traditional learners expect convenience of delivery. Providers of student financial aid expect high student success and graduation rates. Above all the "public interest" represented by the aspiration of the nation, our communities and church must be served. And Andrews must now document that we are responsive to all these matters by measuring the outcome of both teaching and learning. Clearly the challenges and opportunities of these changes call for planning, new strategies and creative energies.

This strategic plan attempts to guide the University in the next few years. It begins with seven pillars that hold up the entire institutional structure—quality, faith, service, leadership, community, growth and finance. Think of them as the seven "pillars of wisdom" we seek to convey to our students. Between these are six initiatives indicating what concrete steps the University plans to take in order to support these pillars, and reach its strategic goals.

Upon reading all of this, you may feel overwhelmed, even exhausted, wondering how we can do so many things effectively. Remember not all of these initiatives will happen at once, and as it is true about building a house, so about building a university, each step makes the next one easier, until the whole structure is completed.

Even so, we must not forget what it is we seek to build, and why it is so important to do it well. First of all, we think about our students and their families. Each student is most valuable as a unique child of God with great potential. Andrews wants all our students to discover their individual talents, and interests, and develop into competent, committed Christian professionals. The faculty also comes to campus with individual gifts and wonderful commitment to teaching and research. Andrews wants all our teachers to grow professionally and academically while here. Good teaching and creative research inspires student learning. And the University could not survive even for a day were it not for a support staff, so we want to make this campus a preferred place of employment for our staff. In truth, a beautiful and well-run campus enhances good education.

As we erect these pillars and accomplish our educational goals Andrews will prosper. It is our hope that this institution, established by divine ordination, will continue to be the flagship leading the flotilla of Adventist education, while developing into a distinctive Christian university in the country. That is our overarching goal. Fortunately, we are not beginning at the starting line, for Andrews has been at it for some time, and the achievement of its alumni, the accomplishment of its faculty and its service to both church and society are exemplary. To keep this institutional vision before us, we now have a new strategic plan that will guide us as we keep building this remarkable university during the next few years.

Niels-Erik Andreasen
President

Strategic Pillars

In order to reach and maintain its preferred future, and in the context of its mission, the Andrews University 2012–17 Strategic Plan will be guided by seven strategic pillars.

QUALITY: Andrews University will seek to provide exemplary education and services to its student body. Graduates will be highly skilled and possess the knowledge, attitudes and values that will be greatly valued by employers, as well as graduate and professional schools. In assuring its quality, the University will model a learning community that is accountable and will nurture a culture of assessment that will drive planning decisions.

FAITH COMMITMENT: As a Seventh-day Adventist University, Andrews University desires its faculty, staff and students to remain active in their biblical faith commitment, searching, renewing and growing in their understanding of the foundational role of Scripture in their personal and academic faith journey. The University will engage every student in the search for a spiritual home that encourages each to a committed life of faith and a personal acceptance of the values and beliefs of the Seventh-day Adventist Church, including a balanced and healthy (holistic) lifestyle.

SERVICE: Andrews University wants each employee, student and graduate to be known as an individual engaged in a life of service. Through its academic and co-curricular programming, the University will encourage development of lifelong attitudes of compassion and care. In its priorities the University will model a community where service to others is vital to its operation.

LEADERSHIP: At Andrews University, curriculum opportunities and extra-curricular programming will emphasize the University's focus on developing service-minded leaders who can bring change to the world. The University has and will provide leaders for the Seventh-day Adventist Church throughout the world. It will also actively develop skills and attitudes that will help position all graduates as potential leaders in their communities and careers.

COMMUNITY: Andrews University places a high value on community. Its residential expectations for undergraduate students assist in building community. In addition, graduate students will be part of a cohesive community of graduate learners. Students studying at a distance, whether as individuals or at a location, will find an identifiable place to belong in the Andrews University community. The University will embrace as its community the various constituencies impacted by its presence, including its alumni and the local community.

GROWTH: Andrews University is enjoying a time of expansion, particularly in distance education and international partnerships. Its successful future requires effective management of that growth. Program expansion on campus also demands campus growth in facilities, while the University continues to see its primary responsibility as the growth of its students: academically, physically and spiritually.

FINANCIAL RESILIENCE: Financial resilience at Andrews University will provide a healthy financial environment for the fulfillment of campus strategies. Such an environment will allow for reinvigoration of the physical environment and innovation in planning.

With these pillars in mind, the following six strategic initiatives identify the University priorities:

STRATEGIC INITIATIVE #1

Andrews University will provide an environment that nurtures excellence in pedagogy and research in a strong faith environment and be known for that excellence.

PILLARS:
Quality, Faith Commitment, Leadership, Community, Growth

In order to:

a. Intentionally nurture and develop faculty to ensure the University is known for its committed, professional faculty, who remain on the cutting edge of their disciplines and pedagogy

the University will:

i. Identify and develop a culturally diverse group of promising professionals for future faculty and staff needs
ii. Introduce a Faculty Institute to unify internal opportunities for faculty development, including support of workshops on pedagogy, assessment, research, faith and learning, leadership and teaching by distance modalities
iii. Increase professional development funding to provide equal opportunity for all faculty to regularly attend professional seminars or conferences
iv. Continue to increase funding and initiatives that support research, including sabbaticals
v. Refine orientation for new faculty and adjunct faculty
vi. Monitor and where appropriate, equalize, faculty workload and expectations
vii. Intentionally plan to develop the institutional reputation for research and education within the peer environment
viii. Maintain a vigorous and expanding academic publishing house (Andrews University Press) as a highly regarded publication outlet for Andrews scholars, and other scholars of the Adventist church

In order to:

b. Be known for focus on effective integration of faith, values and learning, both within the Adventist academic community and the wider community

the University will:

i. Ensure all faculty have the forum to discuss and grow in their understanding of the interface between their discipline, faith and/or core Adventist values (such as through, but not limited to, the Center for College Faith)
ii. Engage in forums on faith and learning within and beyond the Adventist community as leaders and participants
iii. Research and develop new opportunities for exploring faith and learning models that present Adventist uniqueness in this debate
iv. Engage in conversations and activities that identify health and balanced living as a core value of the University that is infused into the curriculum and co-curriculum

In order to:

c. Ensure the student environment provides maximum opportunity for students to access education successfully

the University will:

i. Ensure a culture of thoughtful reflection and development of strong core skills throughout the curriculum and at appropriate levels for each course
ii. Improve accessibility to an Andrews education for students with disability through improved academic accommodation for all students and ensuring the campus is free of physical barriers
iii. Continue to ensure that all accepted students are provided the academic and personal support systems to be academically successful

In order to:

d. Maintain and expand opportunities for students to excel

the University will:

i. Increase research opportunities for students, particularly in direct collaboration with faculty
ii. Maintain a strong honors program through careful selection and mentoring of appropriate honors faculty
iii. Continue to develop a community of honors scholars who are nurtured in both their classes and extracurricular activities to become exemplary scholars who support the Andrews University mission

In order to:

e. Be known for a graduate culture of excellence

the University will:

i. Seek endowments to financially support graduate programs and graduate students (endowed chairs, graduate assistantships, faculty and student research)
ii. Search for excellent potential students and ensure funding is available for them to study at Andrews University
iii. Nurture graduate faculty in best practice in areas such as graduate education, mentoring and dissertation advising

In order to:

f. Develop a strong mentoring environment for faculty, staff and students

the University will:

i. Ensure new faculty and staff experience a mentoring environment that helps induct them into the ethos and procedures of the University
ii. Develop practices that will encourage mentoring of staff and faculty throughout the University in areas such as research, pedagogy and mission
iii. Encourage student leadership development in the area of mentorship: academic, personal and spiritual
iv. Increase opportunities for mentorship of students by faculty, in service, research and professional development
v. Increase the collaboration between campus and alumni resources to strengthen the institutional connections for students during and after their transition from student to alumni

In order to:

g. Develop a learning commons, with a strong resource base

the University will:

i. Develop a phased-in plan to develop a campus-wide academic commons, which would include computer station kiosks to provide reference services, virtual displays on the library website, library links on all syllabi, etc.
ii. Develop a library endowment to ensure library resources remain appropriate or exceed those for an institution with Andrews University's profile
iii. Create a culture of lifelong learning that impacts alumni as well as current students

QUALITY

STRATEGIC INITIATIVE #2

2

Create a reflective, enriched and inclusive learning community that owns and lives shared goals and values, and is identified by a strong culture of assessment and planning

PILLARS:
Quality, Service, Leadership, Community

In order to:

a. Form a general education learning community through a defined outcome-based general education program

the University will:

i. Develop a strong outcome-based general education program
ii. Select and develop General Education teaching faculty based on their ability to engage first- and second-year undergraduates
iii. Identify overlap between the General Education program and the first-year experience, and implement plans for these to complement and enrich each other
iv. Ensure that leadership development is considered part of the general education program

In order to:

b. Ensure that Andrews University diversity is celebrated and enriches the community

the University will:

i. Institute an Office of Diversity
ii. Provide safe opportunities for individuals to voice concerns on diversity issues
iii. Maintain and further develop a rich variety of programs, resources and education opportunities to celebrate, dialog on and understand the diversity of the Andrews community and to develop more cross-cultural engagement
iv. Intentionally plan for administrative, faculty and staff succession, keeping in mind the need for diversity in educational and cultural backgrounds

In order to:

c. Take steps to develop Andrews University as a model international campus/community

the University will:

i. Develop and implement a unified plan to develop Andrews as a model international campus/community based on best practice
ii. Provide more unified services and seamless processes to support international students
iii. Develop a think-tank to consider ways of increasing financial support and work opportunities for international students
iv. Build a sense of community in off-campus student populations, whether they are studying using distance education modalities or attending a partner campus
v. Consider ways of highlighting and further developing leadership development opportunities for international students, particularly at the graduate level
vi. Develop tools to connect Andrews University's worldwide alumni constituent base and leverage their capacity for institutional connection and support

In order to:

d. Continue to develop a strong graduate culture and community

the University will:

i. Increase opportunities and events targeted at building the graduate school identity, including for students studying off-campus
ii. Develop spaces, such as in the library, for graduate students to meet and study in small groups

iii. Develop a unified marketing plan for graduate programs
iv. Enhance collaboration on campus across disciplines offering graduate programs

In order to:

e. Ensure that the full student experience is available beyond, but integrated with, the academic program

the University will:

i. Increase services that provide centralized career and placement advice and support for students
ii. Increase the cohesion between the academic and co-curricular program, including thorough assessment of the co-curricular programs
iii. Continue to develop campus strengths in leadership development
iv. Ensure that values representative of the Seventh-day Adventist Church, including integrity, are encouraged and upheld in all areas of the educational experience
v. Ensure that students studying at a distance (on-line or at locations) are integrated into the Andrews University student experience

In order to:

f. Continue to improve the Andrews University employee, student and alumni experience

the University will:

i. Develop an ongoing continuous quality improvement process for evaluating and improving campus services
ii. Continue to streamline campus committees and other operations for maximum efficiency
iii. Introduce a 5* approach to quality in all campus departments
iv. Increase automation of appropriate employee and student services to provide quicker and more accurate service
v. Manage communication processes to ensure maximum ownership and awareness by relevant Andrews University communities, including those studying at a distance
vi. Further encourage the faculty and staff voice on campus issues through strengthening of Senate operations
vii. Provide measurable opportunities for faculty and staff to improve wellness and commit to a balanced life of health

In order to:

g. Develop a campus culture of inclusive, cohesive assessment and planning

the University will:

i. Unify institutional research, assessment and accreditation functions
ii. Identify key performance indicators for the University and gather consistent data
iii. Engage all major departments and units of the University in active assessment and using data for planning
iv. Move the campus towards a "learning" environment that is responsive to assessment information and open to change and creative improvement

STRATEGIC INITIATIVE #3

3

Extend the footprint and reach of Andrews University locally, nationally and internationally in support of the institution's mission

PILLARS:
Quality, Faith Commitment, Service, Leadership, Community, Growth

In order to:

a. Strategically expand the opportunities for students to study through distance modalities, focusing on accessibility, quality and flexibility

the University will:

i. Become a leader in distance education, especially amongst the Adventist community, both in quality and process
ii. Promote collaboration through distance education both within Andrews University and the larger Adventist educational community
iii. Identify short- and long-term plans for expanding opportunities for students to study through distance modalities and start implementation of the plan
iv. Develop a robust infrastructure that supports distance education on campus

In order to:

b. Review and adjust program mix based on relevance to the market and mission

the University will:

i. Develop and implement a strategy to position a strong future for the new School of Health Professions
ii. Implement program and marketing plans to ensure the School of Architecture, Art & Design is widely recognized as the preeminent School for design for the world church
iii. Strengthen program review processes to assist in decisions on program marketability and development

In order to:

c. Develop a unified strategy for developing and sustaining a strong world presence through off-campus program delivery

the University will:

i. Manage the transition of Griggs University programs to Andrews University, particularly in the areas of business, religion and general education
ii. Decide on priorities in off-campus delivery, especially in graduate programs, and the models for that delivery
iii. Improve processes for off-campus delivery (jurisdictional approvals, assessment, student support)
iv. Ensure Andrews University identity and branding is integral to the operations and marketing of off-campus programs

In order to:

d. Broaden collaborative endeavors in order to more effectively support the mission of the University

the University will:

i. Strengthen ties with the North American Division and other church organizations, particularly on seminary education and wellness
ii. Develop a stronger base for delivery of off-campus or specialized programs by increased collaboration with other universities nationally and internationally
iii. Increase collaboration with professional organizations and individuals, especially in the professional degrees
iv. Increase collaboration with potential employers of graduates

v. Initiate projects that support K–12 education, both within the University schools and beyond
vi. Develop a strategy for community engagement and collaboration with businesses, services and professionals that will support University operations, mission and programs

In order to:

e. Be known as a University driven by a strong service ethic: locally, nationally and internationally

the University will:

i. Develop a cohesive plan of service to the local community, through academic programs, clubs and employee commitments
ii. Reconsider the service expectation within all programs to ensure applicability and focus
iii. Plan and prioritize institutional response to requests for service internationally
iv. Identify an individual who will help facilitate service initiatives at the institution

In order to:

f. Be known as a thought leader in the church, helping form the future mind and heart of the church

the University will:

i. Engage with the church on topical and theological issues, providing leadership when appropriate
ii. Ensure the wider church is aware of the resources available at the University, particularly its faculty and staff
iii. Organize conferences and symposiums that show the University's leadership in issues related to Seventh-day Adventist education, the church and its values
iv. Support and expand a vigorous academic publishing program through Andrews University Press to provide the best in Adventist scholarship to the wider academic community, and to lay and organizational church leadership around the world
v. See ways to represent the church, its beliefs, its values and message in the wider academic community
vi. Be known for the excellence of the faculty, both in their discipline and their focus on service

In order to:

g. Maintain and initiate targeted recruitment and communication plans that focus on the geographic and programmatic footprint of the University

the University will:

i. Increase customization of marketing strategies
ii. Develop further distance education (and off-campus location) marketing and communication strategies
iii. Launch a new marketing campaign
iv. Develop a cohesive plan across campus to better affect relationship building/yield rate for prospective students
v. Continue to improve the campus-wide website
vi. Benchmark and expand usage of digital processes for student recruitment

FAITH COMMITMENT

STRATEGIC INITIATIVE #4

Ensure the strength of the spiritual heart of the campus, including student holistic growth

4

PILLARS:
Quality, Faith Commitment, Service, Leadership, Community, Growth

In order to:

a. Support students and employees to know Christ as their personal Savior through a deep, personal engagement with God

the University will:

i. Support and/or create worship services that are engaging, meaningful and transformational
ii. Support personal faith development with resources, training, mentoring and other means
iii. Find intentional ways to teach students how to study the Scriptures and discover the power to transform their lives
iv. Create planned leadership opportunities for students to engage with peers in faith development events and programs

In order to:

b. Strengthen the faith identity and congregational belonging of all students

the University will:

i. Support students in spiritual transition during and following their university experience
ii. Review and promote spiritual care across all demographics, including the training of students and employees to provide that care
iii. Intentionally plan multiple pathways to faith commitment inside and outside the classroom

In order to:

c. Promote holistic learning and development inside and outside the classroom, with a particular focus on wellness

the University will:

i. Partner with student and faculty to create initiatives that harness the academic disciplines for Christian mission and outreach
ii. Develop a campus-wide wellness strategy that includes the building of a multi-purpose wellness center and increasing opportunities for student and employee involvement in wellness events
iii. Provide distance learners with access to student life experiences and promote a sense of belonging to the University and its values

In order to:

d. Provide opportunities to help students and employees commit to being an active, balanced, global Adventist Christian

the University will:

i. Educate students about the major religions of the world, encouraging them to develop interfaith relationships while clarifying their own belief system
ii. Explore ways to take full advantage of the unique global diversity on and beyond campus to develop spiritual depth and understanding of others
iii. Equip students and employees to share Christ in the global "marketplace"
iv. Equip students to be leaders in their faith communities
v. Be known for students and employees that are active in service

GROWTH

STRATEGIC INITIATIVE #5

5

Ensure financial resilience in support of mission and institutional growth

PILLARS:
Growth, Financial Resilience

In order to:

a. Meet the annual institutional financial goals that will increase financial stability and resilience and as voted by the Board

the University will meet the following goals:

i. Debt ratio at less than 20%, with annual debt reduction at $1 million annually
ii. Annual capital allocation equal to the annual operating gain
iii. Annual operating gain at 4% annually
iv. Increase cash reserve by at least $2 million annually

In order to:

b. Increase the financial strength of the organization by increased donations and grants

the University will:

i. Increase annual gifts to $5 million and Fund for Andrews to at least $1 million annually
ii. Increase the University Endowment by at least $15 million for a total of $50 million and the membership of the Daniel Augsburger Society to 400 friends

In order to:

c. Expand potential giving pool through increased alumni engagement

the University will:

i. Expand alumni connections by increasing contactable alumni by at least 100% and successfully integrating Griggs University records
ii. Engage alumni early on as students and continue to keep them connected through enhanced alumni benefits and networking initiatives on AU & ME

In order to:

d. Increase potential giving and institutional support through a Comprehensive Community Relations program

the University will:

i. Highlight and develop annual community events at the Howard
ii. Host and network with local authorities and businesses
iii. Ensure collaboration on local service initiatives by various campus groups

FINANCIAL RESILIENCE

In order to:

e. Target budget changes to support central institutional strategy

the University will:

i. Move faculty and staff salaries and benefits towards agreed goals
ii. Ensure equal access to opportunities for professional development and research
iii. Target endowments towards student scholarships (undergraduate and graduate) and endowments for program quality and development (such as endowed chairs, library development)
iv. Maintain a minimum $250,000 annual fund for funding new initiatives and projects
v. Allow for funding in support of leadership capacity building (administrative, senior staff and faculty succession planning)
vi. Ensure budget flexibility to respond to changes in University programs and demographics

STRATEGIC INITIATIVE #6

6

Build and renew the campus infrastructure to provide an environment that will support the expectations for a 2025 quality educational institution

PILLARS:
Quality, Community, Growth

In order to:

a. Ensure a reliable technology infrastructure and excellent technology support services for students and faculty/staff both on- and off-campus

the University will:

i. Automate University processes via customer centric systems to meet the needs of our students, prospective students, faculty and staff, alumni, donors and parents, eliminating the need for paper forms
ii. Provide the option for all web and online information to be viewed effectively from mobile devices
iii. Improve the uptime of ITS critical services in the context of the University expansion in providing education worldwide
iv. Develop a central repository for key institutional reporting and queries

In order to:

b. Provide the environment and facilities that support the operation of a quality academic and student life program

the University will:

i. Build a Wellness Center that provides recreational facilities for students, a connection point with the community, some educational programs and evidence of the Andrews University commitment to wellness of students and employees
ii. Reinvigorate and/or expand facilities for professional programs, especially health professions, music, architecture and engineering
iii. Reinvigorate and/or expand facilities providing recreational, residential and social space for students
iv. Develop a strategy to reinvigorate the library space to meet contemporary expectations, including the potential of an off-site or automated retrieval system for some resources
v. Develop a campus facilities plan that integrates the plans for campus development, and provides a proposed timeline for development
vi. Identify and plan for the space needs in ITS for the expanding audio/visual services and client services areas

COMMUNITY

Assessment of Plan

The Andrews University 2012–17 Strategic Plan unifies the campus-wide planning processes. Responsibilities, detailed action plans and measurements will be managed at unit levels. An annual review of the plan will collect data and information from all relevant parties to engender a full report on progress. This will be shared with the Board of Trustees and employees and will be part of the institutional assessment report. Benchmarked assessment data that identify institutional trends in meeting preferred future goals (as outlined below) will also be prepared annually and will be available on the assessment webpages of the University.

Preferred Future Benchmarks

Andrews University's preferred future will be evidenced by:

I. Quality

- First-year retention will be 80%
- Undergraduate degree completion rate (6 years) will be 60%
- Undergraduate faculty-student ratio will be 12:1
- Master degree completion rate (4 years) will be 80%
- Professional doctoral completion rate (6 years) will be 65%
- PhD completion rate (10 years) will be 45%
- Out-of-U.S. degree completion rates will be the same as the home campus
- 78% of regular faculty will have terminal qualifications for their discipline
- Out-of-U.S. faculty qualifications will be the same as the home campus
- Average faculty productivity research score will exceed 1.35
- 80% of alumni will be accepted into graduate school or in employment in their field one year after graduation
- The professional licensure pass rate in all disciplines will be at 80% or higher
- The ETS Senior Text cumulative score will be at or above the national norm for all institutions

II. Faith Commitment

- Percentage of bachelor degree graduates stating personal commitment to an active life of faith will be 85%
- Percentage of master & doctoral graduates stating personal commitment to an active life of faith will be 80%
- Percentage of annually surveyed alumni stating personal commitment to an active life of faith will be 75% five years after graduation

III. Service

- Percentage of bachelor degree graduates stating personal commitment to service will be 80%
- Percentage of master & doctoral graduates stating personal commitment to service will be 80%
- 80% of annually surveyed alumni will be actively engaged in service to the community, locally or internationally, five years after graduation

IV. Community

- The NSSE Campus Environment score will be at or above the mean for similar institutions
- Average undergraduate tuition discount will be between 35%–40% of total tuition
- Average graduate tuition discounts and scholarships will be between 35%–40% of total tuition
- Faculty salaries will be at or above the 40th percentile for similar institutions and disciplines/positions
- Professional staff salaries will be at the marketplace median for similar institutions and positions
- 15% of U.S.-based alumni will give annually to the University
- 75% of graduates will indicate active commitment to a healthy and balanced lifestyle

V. Growth

- 2,000 undergraduate students will study on the Andrews University campus, or by distance education through the main campus
- The undergraduate admission to enrollment yield rate will be 45%
- 2,000 graduate students will study on the Andrews University campus, by distance education through the main campus and at locations in the United States
- The graduate admission to enrollment yield rate will be 40%
- Around 7,000 students will study at international locations

VI. Financial Resilience

- Debt ratio will be less than 20%, with annual debt reduction at $1 million annually
- Annual capital allocation equal to the annual operating gain
- Annual operating gain will be 4% annually
- The annual cash reserve will be increased by $2 million annually

Andrews University

Seek Knowledge. Affirm Faith. Change the World.

Strategic Initiative One

Intentionally nurture and develop faculty to ensure the University is known for its committed, professional faculty, who remain on the cutting edge of their disciplines and pedagogy

Pillars: Quality, Faith Commitment, Service, Leadership, Growth

Identify and develop a culturally diverse group of promising professionals for future faculty and staff needs			
Introduce a Faculty Institute to unify internal opportunities for faculty development, including support of workshops on pedagogy, assessment, research, faith and learning, leadership and teaching by distance modalities	• Start Institute • Integrate existing groups to unify annual program • Activate Staff Development Committee • Develop 3-yr program and assessment process	Office of the Provost FACULTY	Primary: Staff Development Committee Secondary: Academic Admin Council
Increase professional development funding to provide equal opportunity for all faculty to regularly attend professional seminars or conferences	• Decide on ideal funding level • Strategize phased in adjustments • Adjust as possible	Office of the Provost ADMINISTRATIVE	Primary: Office of the Provost Secondary: Deans Council
Continue to increase funding and initiatives that support research, including sabbaticals	• Develop research focus group to focus on institutional culture • Prioritize initiatives and funding • Start to implement and review	Office of Research ADMINISTRATIVE	Primary: Research Focus Group Secondary: Research Council
Refine orientation for new faculty and adjunct faculty	• Define faculty groupings • Develop process for orientation—schools and institutional • Implement and assess	Office of the Provost ADMINISTRATIVE	Primary: Office of the Provost Secondary: Deans Council
Monitor and where appropriate, equalize, faculty workload and expectations	• Develop procedures and written expectations on workload • Agree level of implementation and stage implementation	Office of the Provost ADMINISTRATIVE	Primary: Office of the Provost Secondary: Deans Council
Intentionally plan to develop the institutional reputation for research and education within the peer environment	Develop plan and recommend steps for implementation	Office of Research FACULTY	Primary: Research Focus Group Secondary: Institutional Research

Maintain a vigorous and expanding academic publishing house (Andrews University Press) as a highly regarded publication outlet for Andrews scholars, and other scholars of the Adventist church	Ongoing	Director of Andrews University Press ADMINISTRATIVE	Primary: Andrews University Press Board

Be known for focus on effective integration of faith, values and learning, both within the Adventist academic community and the wider community			
Ensure all faculty have the forum to discuss and grow in their understanding of the interface between their discipline, faith and/or core Adventist values (such as through, but not limited to, the Center for College Faith)	• Develop a holistic approach to integration of faith and learning in policies, workshops, etc. • Develop implementation plan • Implement and monitor	Institute for College Faith Office of the Provost FACULTY	Primary: Staff Development Committee Secondary: Deans Council
Engage in forums on faith and learning within and beyond the Adventist community as leaders and participants	• Intentionally plan for Faculty engagement in faith and learning • Maintain record of involvement	Institute for College Faith FACULTY	Primary: CCF Secondary: Staff Dev Committee
Research and develop new opportunities for exploring faith and learning models that present Adventist uniqueness in this debate	• Develop plan to lead in faith and learning conversations and provide forums for exploring Adventist uniqueness • Implement and monitor	Institute for College Faith FACULTY	Primary: CCF Secondary: Staff Dev Committee
Engage in conversations and activities that identify health and balanced living as a core value of the University that is infused into the curriculum and co-curriculum	• Develop process and plan to implement this strategy • Implement as possible and assess	Chair of Wellness Focus Group FACULTY AND ADMINISTRATIVE	Primary: Wellness Focus Group Secondary: Student Life, AAC

Ensure the student environment provides maximum opportunity for students to access education successfully			
Ensure a culture of thoughtful reflection and development of strong core skills throughout the curriculum and at appropriate levels for each course	• Development of philosophy as part of undergraduate experience plans • Integrate implementation and assessment within academic processes	Chair of Undergraduate Exp Focus Group Assistant Provost FACULTY	Primary: Undergraduate Exp Focus Group Secondary: Academic Admin Council

Improve accessibility to an Andrews education for students with disability through improved academic accommodation for all students and ensuring the campus is free of physical barriers	• Develop a disabilities policy • Continue to move towards implementation as possible • Assess	Director of Student Success ADMINISTRATIVE	Primary: Student Success/ Disabilities Secondary: Academic Admin Council
Continue to ensure that all accepted students are provided the academic and personal support systems to be academically successful	• Ensure a robust structure is in place for retention and support of students • Have process for cross-campus implementation and assessment	Vice President for Enrolment Management Student Life rep FACULTY AND ADMINISTRATIVE	Primary: Retention Focus Group Secondary: Student Life, AAC

Maintain and expand opportunities for students to excel			
Increase research opportunities for students, particularly in direct collaboration with faculty	• Decide on undergraduate research goals • Plan implementation and assess	Chair of UG Research Focus Group Research Office FACULTY	Primary: Undergraduate Research Focus
Maintain a strong honors program through careful selection and mentoring of appropriate honors faculty	Ongoing	Director of Honors FACULTY	Primary: Honors Council
Continue to develop a community of honors scholars who are nurtured in both their classes and extracurricular activities to become exemplary scholars who support the Andrews University mission	Ongoing	Director of Honors FACULTY	Primary: Honors Council

Develop a strong mentoring environment for faculty, staff and students			
Ensure new faculty and staff experience a mentoring environment that helps induct them into the ethos and procedures of the University	• Mentorship Focus Group develop plan • Implementation plan scheduled • Plans introduced and monitored	Office of the Provost HR Office ADMINISTRATIVE	Primary: Mentorship Focus Group Secondary: Academic Admin Council/CQI

Develop practices that will encourage mentoring of staff and faculty throughout the University in areas such as research, pedagogy and mission	• Mentorship Focus Group develop plan • Implementation plan scheduled • Plans introduced and monitored	Office of the Provost HR Office ADMINISTRATIVE	Primary: Mentorship Focus Group Secondary: Academic Admin Council/CQI
Encourage student leadership development in the area of mentorship: academic, personal and spiritual	• Mentorship Focus Group develop plan • Implementation plan scheduled • Plans introduced and monitored	Student Life Admin Chaplain UG Leadership ADMINISTRATIVE	Primary: Mentorship Focus Group Secondary: Student Life Council
Increase opportunities for mentorship of students by faculty, in service, research and professional development	• Mentorship Focus Group develop plan • Implementation plan scheduled Plans introduced and monitored	Appointed Faculty FACULTY	Primary: Mentorship Focus Group Secondary: Academic Admin Council
Increase the collaboration between campus and alumni resources to strengthen the institutional connections for students during and after their transition from student to alumni	To be developed	Director of Alumni Services ADMINISTRATIVE	Primary: Alumni Council

Develop a learning commons, with a strong resource base			
Develop a phased-in plan to develop a campus-wide academic commons, which would include computer station kiosks to provide reference services, virtual displays on the library website, library links on all syllabi, etc.	• Develop plan and budget • Phase-in implementation over 3-5 year period	Dean of Libraries ADMINISTRATIVE	Primary: University Library Council Secondary: Academic Admin Council
Develop a library endowment to ensure library resources remain appropriate or exceed those for an institution with Andrews University's profile	Ongoing	Dean of Libraries Vice President, Advancement ADMINISTRATIVE	Primary: Advancement Office
Create a culture of lifelong learning that impacts alumni as well as current students	• Develop definition and plan • Ongoing implementation of plan	Dean of Libraries ADMINISTRATIVE	Primary: University Library Council Secondary: Academic Admin Council

Strategic Initiative Two

Create a reflective, enriched and inclusive learning community that owns and lives shared goals and values, and is identified by a strong culture of assessment and planning

Pillars: Quality, Service, Leadership, Community

Form a general education learning community through a defined outcome-based general education program			
Develop a strong outcome-based general education program	• Build (confirm) framework and define implications • Transition and assess	Director of Gen Ed FACULTY	Primary: Gen Ed Committee Secondary: UGC
Select and develop General Education teaching faculty based on their ability to engage first and second year undergraduates	Ongoing	Director of Gen Ed Christon Arthur FACULTY	Primary: Gen Ed Committee Secondary: Staff Dev Committee
Identify overlap between the General Education program and the first year experience, and implement plans for these to complement and enrich each other	• Development of integrated first year experience • Trial • Implementation and assess	Director of Gen Ed Chair of UG Exp Focus Group Student Life Rep ADMINISTRATIVE	Primary: Undergraduate Experience Focus Group Secondary: UGC/Faculty
Ensure that leadership development is considered part of the general education program	On agenda for General Education Committee	Director of Gen Ed FACULTY	Primary: Gen Ed Committee Secondary: UGC

Ensure that Andrews University diversity is celebrated and enriches the community			
Institute an Office of Diversity	Institute Office	Office of the President ADMINISTRATIVE	Primary: Senior Administration Secondary: Strategic Planning Committee
Provide safe opportunities for individuals to voice concerns on diversity issues	• Evaluate level of safety • Develop plan to meet perceived needs • Re-evaluate	Office of the President ADMINISTRATIVE	Primary: Senior Administration Secondary: Strategic Planning Committee

Maintain and further develop a rich variety of programs, resources and education opportunities to celebrate, dialog on and understand the diversity of the Andrews community and to develop more cross-cultural engagement	• Develop master list of existing programs and resources • Evaluate gaps in existing programs and possible improvements to present operations • Identify adjustments and additions	Director of Diversity ADMINISTRATIVE	Primary: Diversity Council Secondary: Strategic Planning Committee
Intentionally plan for administrative, faculty and staff succession, keeping in mind the need for diversity in educational and cultural backgrounds	Ongoing	Office of the President ADMINISTRATIVE	Primary: Senior Administration Secondary: Strategic Planning Committee

Take steps to develop Andrews University as a model international campus/community			
Develop and implement a unified plan to develop Andrews as a model international campus/community based on best practice	To be developed	Chair, international student focus group Office of the Provost ADMINISTRATIVE	Primary: Office of the Provost Secondary: Academic Master Planning/Student Experience Master Planning Coms
Provide more unified services and seamless processes to support international students	To be developed	Chair, international student focus group Office of the Provost ADMINISTRATIVE	Primary: Academic Management Team
Develop a think-tank to consider ways of increasing financial support and work opportunities for international students	To be developed	Chair, international student focus group Student Financial Services ADMINISTRATIVE	Primary: Financial Management Com
Build a sense of community in off-campus student populations, whether they are studying using distance education modalities or attending a partner campus	• Develop protocol for off-campus programs that expect University ownership • Develop strategies for community building through SDE student services and online course development plans	Dean, School of Distance Education FACULTY	Primary, SDE Team Secondary: Off-Campus Programs Committee Distance Learning Com

Consider ways of highlighting and further developing leadership development opportunities for international students, particularly at the graduate level	To be developed as part of leadership focus group planning	Chair, leadership focus group School of Graduate Studies FACULTY ADMINISTRATIVE	Primary: Leadership Focus group Secondary: Graduate Council
Develop tools to connect Andrews University's world-wide alumni constituent base and leverage their capacity for institutional connection and support	To be developed	Alumni Director ADMINISTRATIVE	Primary: Alumni Council Secondary: Advancement Strategic Planning

Continue to develop a strong graduate culture and community			
Increase opportunities and events targeted at building the graduate school identity, including for students studying off-campus	Ongoing	Dean of Graduate Studies ADMINISTRATIVE	Primary: Graduate Council
Develop spaces, such as in the library, for graduate students to meet and study in small groups	• Develop recommendations to relevant facilities committee • Support as necessary in implementation	Dean of Graduate Studies Dean of Libraries ADMINISTRATIVE	Primary: Graduate Council
Develop a unified marketing plan for graduate programs	• Build schedule for implementation of a unified marketing plan, and implement as possible	Dean of Graduate Studies ADMINISTRATIVE	Primary: Graduate Council
Enhance collaboration on campus across disciplines offering graduate programs	• Plan to be developed	Dean of Graduate Studies FACULTY	Primary: Graduate Council

Ensure that the full student experience is available beyond, but integrated with, the academic program			
Increase services that provide centralized career and placement advice and support for students	• Develop plan for services • Implement	Director of Student Success ADMINISTRATIVE	Primary: Career Focus Group Secondary: Academic Admin Council

Increase the cohesion between the academic and co-curricular program, including thorough assessment of the co-curricular programs	• Undergraduate Experience focus group to appoint a sub-group to recommend on actions • Proposals to go to relevant academic and student life committees	Chair of UG Exp focus group Student Life rep FACULTY ADMINISTRATIVE	Primary: Undergrad Experience Focus Group Secondary: Academic Admin Council Student Life Council
Continue to develop campus strengths in leadership development	• Set up a leadership development focus group • Recommendations from group to be distributed for consideration and action	Chair of Leadership Development Group FACULTY ADMINISTRATIVE	Primary: Leadership Development Focus Group Secondary: Strategic Planning committee (or subcommittees)
Ensure that values representative of the Seventh-day Adventist church, including integrity, are encouraged and upheld in all areas of the educational experience	• Implement integrity policy • Ongoing in all areas	Office of the Provost FACULTY ADMINISTRATIVE	Primary: Deans Council
Ensure that students studying at a distance (online or at locations) are integrated into the Andrews University student experience	• Revise off-campus procedures and contracts to ensure strategy is met • Complete revision of online course expectations to meet strategy • Ensure evaluation of students studying at a distance include AU student experience questions	Dean, School of Distance Education Associate Dean for Online Education FACULTY ADMINISTRATIVE	Primary: Off-campus Programs Committee Distance Learning Committee Secondary: Academic Admin Council

Continue to improve the Andrews University employee, student and alumni experience			
Develop an ongoing continuous quality improvement process for evaluating and improving campus services	• Institute cycle of evaluation and review for all departments • Institute process for evaluation and review	Office of the Provost HR Office ADMINISTRATIVE	Primary: CQI Committee Secondary: Strategic Planning Committee
Continue to streamline campus committees and other operations for maximum efficiency	Ongoing, annual review	Office of the Provost ADMINISTRATIVE	Primary: Administrative Management Team Secondary: Strategic Planning Committee

Introduce a 5* approach to quality in all campus departments	• Institute strategy and approach • Expect implementation by all departments	Office of the Provost HR Office ADMINISTRATIVE	Primary: CQI Committee Administrative Man Team Secondary: Strategic Planning Committee
Increase automation of appropriate employee and student services to provide quicker and more accurate service	• Maintain a list of prioritized needs • Set goals for meeting priorities • Check levels of success regularly	Chief Information Officer ADMINISTRATIVE	Primary: Academic Computer Committee Secondary: Admin Management Team Strategic Planning Committee
Manage communication processes to ensure maximum ownership and awareness by relevant Andrews University communities, including those studying at a distance	• Develop integrated communication plan with goals • Evaluate regularly and implement changes	Vice President for Integrated Marketing and Communication ADMINISTRATIVE	Primary: IMC Team Secondary: Strategic Planning Committee
Further encourage the faculty and staff voice on campus issues through strengthening of Senate operations	• Review of Senate structure • Develop multifaceted approach to ensuring faculty and staff engagement • Implement and review	Office of the Provost FACULTY	Primary: General Faculty Secondary: Strategic Planning Committee
Provide measurable opportunities for faculty and staff to improve wellness and commit to a balanced life of health	Continue to develop wellness plans and monitor success	HR Office Chair, Wellness Focus Group ADMINISTRATIVE	Primary: Cabinet Wellness Focus Group Secondary: Strategic Planning Committee

Develop a campus culture of inclusive, cohesive assessment and planning			
Unify institutional research, assessment and accreditation functions	• Develop plan to unify processes with timeline • Follow through	Office of the Provost ADMINISTRATIVE	Primary: Office of the Provost
Identify key performance indicators for the University and gather consistent data	• Identify KPIs • Gather for a year/two years • Refine	Assistant Provost ADMINISTRATIVE	Primary: Assessment Committee Secondary: Academic Admin Com
Engage all major departments and units of the University in active assessment and using data for planning	• Ongoing • Develop ongoing action plan to keep assessment involvement active	Assistant Provost FACULTY ADMINISTRATIVE	Primary: Assessment Committee Secondary: Academic Admin Com

Move the campus towards a "learning" environment that is responsive to assessment information and open to change and creative improvement	Plan to be developed	Office of the Provost FACULTY ADMINISTRATIVE	Primary: Academic Management Team Secondary: Deans

Strategic Initiative 3

Extend the footprint and reach of Andrews University locally, nationally and internationally in support of the institution's mission

Pillars: Quality, Faith Commitment, Service, Leadership, Community, Growth

Strategically expand the opportunities for students to study through distance modalities, focusing on accessibility, quality and flexibility			
Become a leader in distance education, especially amongst the Adventist community, both in quality and process	• Develop vision and goals • Implement on an annual basis	Dean, School of Distance Education ADMINISTRATIVE FACULTY	Primary: Off-Campus Programs Committee Secondary: Academic Admin Committee
Promote collaboration through distance education both within Andrews University and the larger Adventist educational community	Ongoing	Dean, School of Distance Education ADMINISTRATIVE	Primary: Off-Campus Programs Committee Secondary: Academic Admin Committee
Identify short and long-term plans for expanding opportunities for students to study through distance modalities and start implementation of the plan	• Identification of plans • Implement on annual basis	Dean, School of Distance Education ADMINISTRATIVE	Primary: Off-Campus Programs Committee Secondary: Academic Admin Committee
Develop a robust infrastructure that supports distance education on campus	• Identify priorities to develop infrastructure • Ensure procedures, policies and timelines are in place • Annual movement towards infrastructure	Dean, School of Distance Education ADMINISTRATIVE	Primary: Academic Management Team Secondary: Academic Admin Committee

Review and adjust program mix based on relevance to the market and mission			
Develop and implement a strategy to position a strong future for the new School of Health Professions	• Institute new School • Develop strategy for school • Start implementation	Dean, School of Health Professions ADMINISTRATIVE	Primary: SHP Secondary: Academic Master Planning Com
Implement program and marketing plans to ensure the School of Architecture, Art & Design is widely recognized as the preeminent school for design for the world church	• Institute new School • Develop marketing plan in concert with program development	Dean, SAAD Vice President, IMC ADMINISTRATIVE	Primary: SAAD Secondary: Academic Master Planning Com

Strengthen program review processes to assist in decisions on program marketability and development	Plan to be developed	Office of the Provost FACULTY	Primary: Program Review Committee Secondary: Academic Master Planning Comm

Develop a unified strategy for developing and sustaining a strong world presence through off-campus program delivery			
Manage the transition of Griggs University programs to Andrews University, particularly in the area of Business, Religion and General Education	• Timelines for adjustments set • Actions taken by relevant schools • All adjustments to be made by 2017	Dean, School of Distance Education Deans of Schools ADMINISTRATIVE FACULTY	Primary: Off-campus Programs Committee Secondary: Academic Master Planning Comm
Decide on priorities in off-campus delivery, especially in graduate programs, and the models for that delivery	Agenda item for Off-campus Programs Committee	Dean, SDE Deans of Schools ADMINISTRATIVE FACULTY	Primary: Off-campus Programs Committee Secondary: Academic Master Planning Com
Improve processes for off-campus delivery (jurisdictional approvals, assessment, student support)	• Best practices defined and approved • Timeline for improvement • Progress annually	Dean, School of Distance Education ADMINISTRATIVE	Primary: Off-campus Programs Committee Secondary: Academic Master Planning Com
Ensure Andrews University identity and branding is integral to the operations and marketing of off-campus programs	Plan to be developed	Dean, School of Distance Education VP IMC ADMINISTRATIVE	Primary: School of Distance Education Secondary: Strategic Planning Committee

Broaden collaborative endeavors in order to more effectively support the mission of the University			
Strengthen ties with the North American Division and other church organizations, particularly on seminary education and wellness	Plan to be developed	Dean, Seminary Dean, SHP Senior Admin ADMINISTRATIVE	Primary: Seminary; SHP Secondary: Strategic Planning Committee
Develop a stronger base for delivery of off-campus or specialized programs by increased collaboration with other universities nationally and internationally	Plan to be developed	Dean, School of Distance Education Deans of Schools ADMINISTRATIVE	Primary: Deans Council Secondary: Academic Master Planning Com
Increase collaboration with professional organizations and individuals, especially in the professional degrees	Plan to be developed	Deans ADMINISTRATIVE	Primary: Deans Council Secondary: Academic Master Planning Com

Increase collaboration with potential employers of graduates	Plan to be developed	Office of the Provost ADMINISTRATIVE	Primary: Deans Council Secondary: Academic Master Planning Com
Initiate projects that support K-12 education, both within the University schools and beyond	• Approve K–12 focus group • Evaluate present initiatives and prospective ones • Prioritize, implement and evaluate annually	Chair, K–12 focus group ADMINISTRATIVE FACULTY	Primary: K-12 focus group Secondary: Strategic Planning Committee
Develop a strategy for community engagement and collaboration with businesses, services and professionals that will support University operations, mission and programs	Plan to be developed	Chair, Community Engagement focus group ADMINISTRATIVE	Primary: Community Engagement focus group Secondary: Strategic Planning Committee

Be known as a University driven by a strong service ethic: locally, nationally and internationally			
Develop a cohesive plan of service to the local community, through academic programs, clubs and employee commitments	• Initiate service focus group • Develop cohesive and collaborative service plan • Start to prioritize projects	Chair, Service focus group ADMINISTRATIVE	Primary: Service focus group Secondary: Strategic Planning Committee
Reconsider the service expectation within all programs to ensure applicability and focus	Part of evaluation in developing plan	Chair, Service focus group ADMINISTRATIVE	Primary: Service focus group Secondary: Strategic Planning Committee
Plan and prioritize institutional response to requests for service internationally	Part of evaluation in developing plan	Chair, Service focus group ADMINISTRATIVE	Primary: Service focus group Secondary: Strategic Planning Committee
Identify an individual who will help facilitate service initiatives at the institution	Identify an individual	Office of the Provost ADMINISTRATIVE	Primary: Senior Administration

Be known as a thought leader in the church, helping form the future mind and heart of the church			
Engage with the church on topical and theological issues, providing leadership when appropriate	Ongoing but decided strategically	Seminary Dean University Press ADMINISTRATIVE	Primary: Seminary; University Press Board Secondary: Strategic Planning Committee

Ensure the wider church is aware of the resources available at the University, particularly its faculty and staff	Ongoing	Deans of Schools Office of the Provost ADMINISTRATIVE	Primary: Deans Council Secondary: Academic Master Planning
Organize conferences and symposiums that show the University's leadership in issues related to Seventh-day Adventist education, the church and its values	Ongoing	Deans of Schools Office of the Provost ADMINISTRATIVE	Primary: Deans Council Secondary: Academic Master Planning
Support and expand a vigorous academic publishing program through Andrews University Press to provide the best in Adventist scholarship to the wider academic community, and to lay and organizational church leadership around the world	To be developed	University Press ADMINISTRATIVE	Primary: University Press Board
Seek ways to represent the church, its beliefs, its values, and message in the wider academic community	To be developed	Deans of Schools Office of the Provost ADMINISTRATIVE	Primary: Deans Council Secondary: Academic Master Planning
Be known for the excellence of the faculty, both in their discipline and their focus on service	To be developed	Deans of Schools Office of the Provost ADMINISTRATIVE	Primary: Deans Council Secondary: Academic Master Planning

Maintain and initiate targeted recruitment and communication plans that focus on the geographic and programmatic footprint of the University			
Increase customization of marketing strategies	To be developed	VP IMC ADMINISTRATIVE	Primary: IMC Team Secondary: Strategic Planning Committee
Develop further distance education (and off-campus location) marketing and communication strategies	To be developed	VP IMC ADMINISTRATIVE	Primary: IMC and SDE Team Secondary: Strategic Planning Committee
Launch a new marketing campaign	• Develop plan • Launch plan • Review plan success. Adjust as necessary	VP IMC ADMINISTRATIVE	Primary: IMC Team Secondary: Strategic Planning Committee
Develop a cohesive plan across campus to better affect relationship building/yield rate for prospective students	To be developed	VP Enrollment Management ADMINISTRATIVE	Primary: EM Team Secondary: Strategic Planning Committee

Continue to improve the campus-wide website	To be developed	VP IMC ADMINISTRATIVE	Primary: IMC Team Secondary: Strategic Planning Committee
Benchmark and expand usage of digital processes for student recruitment	To be developed	VP Enrollment Management ADMINISTRATIVE	Primary: EM Team Secondary: Strategic Planning Committee

Strategic Initiative 4

Ensure the strength of the spiritual heart of the campus, including student holistic growth

Pillars: Quality, Faith Commitment, Service, Leadership, Community, Growth

Support students and employees to know Christ as their personal Savior through a deep, personal engagement with God			
Support and/or create worship services that are engaging, meaningful and transformational	To be developed	Chaplaincy ADMINISTRATIVE	Primary: Spiritual Life Committee
Support personal faith development with resources, training, mentoring and other means	To be developed	Chaplaincy ADMINISTRATIVE	Primary: Spiritual Life Committee
Find intentional ways to teach students how to study the Scriptures and discover the power to transform their lives	To be developed	Chaplaincy ADMINISTRATIVE	Primary: Spiritual Life Committee
Create planned leadership opportunities for students to engage with peers in faith development events and programs	To be developed	Chaplaincy ADMINISTRATIVE	Primary: Spiritual Life Committee

Strengthen the faith identity and congregational belonging of all students			
Support students in spiritual transition during and following their university experience	To be developed	Chaplaincy ADMINISTRATIVE	Primary: Spiritual Life Committee
Review and promote spiritual care across all demographics, including the training of students and employees to provide that care	To be developed	Chaplaincy ADMINISTRATIVE	Primary: Spiritual Life Committee
Intentionally plan multiple pathways to faith commitment inside and outside the classroom	To be developed	Chaplaincy Institute for College Faith ADMINISTRATIVE FACULTY	Primary: Spiritual Life Committee

Promote holistic learning and development inside and outside the classroom, with a particular focus on wellness			
Partner with student and faculty to create initiatives that harness the academic disciplines for Christian mission and outreach	• Appoint service focus group • Develop recommendations to unify and focus faith and service activities	Chaplaincy Office of the Provost FACULTY	Primary: Spiritual Life Committee
Develop a campus-wide wellness strategy that includes the building of a multi-purpose wellness center and increasing opportunities for student and employee involvement in wellness events	• Appoint wellness focus group to develop wellness strategy excluding building • Develop building committee • Work with President's Council to raise money for building	Associate VP Ad Chair of Wellness focus group HR Office ADMINISTRATIVE	Primary: Cabinet Secondary: Strategic Planning Committee
Provide distance learners with access to student life experiences and promote a sense of belonging to the University and its values	• Create model of access • Implement and monitor	Dean, School of Distance Education Student Life rep ADMINISTRATIVE	Primary: Off-Campus Programs Committee Secondary: Strategic Planning Committee

Provide opportunities to help students and employees commit to being an active, balanced, global Adventist Christian			
Educate students about the major religions of the world, encouraging them to develop interfaith relationships while clarifying their own belief system	• Curriculum review related to interfaith understanding • Make curriculum adjustments as agreed	Office of the Provost CAS Director of Gen Ed FACULTY	Primary: Academic Master Planning Committee
Explore ways to take full advantage of the unique global diversity on and beyond campus to develop spiritual depth and understanding of others	To be developed	Chaplaincy Student Life Office Office of the Provost ADMINISTRATIVE	Primary: Diversity Council Secondary: Student Exp Master-Planning
Equip students and employees to share Christ in the global "market place"	To be developed	Chaplaincy Office of the Provost FACULTY ADMINISTRATIVE	Primary: Student Exp Master Planning Com Academic Master-Planning Com
Equip students to be leaders in their faith communities	To be developed	Chair, Leadership Focus Group Chaplaincy ADMINISTRATIVE FACULTY	Primary: Student Exp Master Planning Com
Be known for students and employees that are active in service	To be developed	Chair, Service Focus Group Office of the Provost ADMINISTRATIVE FACULTY	Primary: Service Focus Group Secondary: Academic Master-Planning

Strategic Initiative 5

Ensure financial resilience in support of mission and institutional growth

Pillars: Growth, Financial Resilience

Meet the annual institutional financial goals that will increase financial stability and resilience and as voted by the Board			
Debt ratio at less than 20%, with annual debt reduction at $1m annually	Ongoing	VP Finance ADMINISTRATIVE	Primary: Financial Management Committee Secondary: Board of Trustees
Annual capital allocation equal to the annual operating gain	Ongoing	VP Finance ADMINISTRATIVE	Primary: Financial Management Committee Secondary: Board of Trustees
Annual operating gain at 4% annually	Ongoing	VP Finance ADMINISTRATIVE	Primary: Financial Management Committee Secondary: Board of Trustees
Increase cash reserve by at least $2m annually	Ongoing	VP Finance ADMINISTRATIVE	Primary: Financial Management Committee Secondary: Board of Trustees

Increase the financial strength of the organization by increased donations and grants			
Increase annual gifts to $5 million and Fund for Andrews to at least $1,000,000 annually	Ongoing development	VP Advancement ADMINISTRATIVE	Primary: Advancement Strategic Planning Committee Secondary: Strategic Planning Committee
Increase the University Endowment by at least $15,000,000 for a total of $50,000,000 and the membership of the Daniel Augsburger Society to 400 friends	Ongoing development	VP Advancement ADMINISTRATIVE	Primary: Advancement Strategic Planning Committee Secondary: Strategic Planning Committee

Expand potential giving pool through increased alumni engagement			
Expand alumni connections by increasing contactable alumni by at least 100% and successfully integrating Griggs University records	To be developed	Alumni Director ADMINISTRATIVE	Primary: Advancement Strategic Planning Committee Secondary: Strategic Planning Committee
Engage alumni early on as students and continue to keep them connected through enhanced alumni benefits and networking initiatives on AU & ME	To be developed	Alumni Director ADMINISTRATIVE	Primary: Advancement Strategic Planning Committee Secondary: Strategic Planning Committee

Increase potential giving and institutional support through a comprehensive Community Relations program			
Highlight and develop annual community events at the Howard	Ongoing	Howard Director VP Advancement ADMINISTRATIVE	Primary: Advancement Strategic Planning Committee Secondary: Strategic Planning Committee
Host and network with local authorities and businesses	To be developed	VP Advancement ADMINISTRATIVE	Primary: Advancement Strategic Planning Committee Secondary: Strategic Planning Committee
Ensure collaboration on local service initiatives by various campus groups	To be developed	Chair, Service Focus Group ADMINISTRATIVE	Primary: Service Focus Group Secondary: Strategic Planning Committee

Target budget changes to support central institutional strategy			
Move faculty and staff salaries and benefit towards agreed goals	• Set goals and priorities • Annual movement towards goals	VP Finance HR Office ADMINISTRATIVE	Primary: Compensation Committee Secondary: Financial Management Committee
Ensure equal access to opportunities for professional development and research	• Set goals and priorities • Annual movement towards goals	VP Finance Deans FACULTY ADMINISTRATIVE	Primary: Deans Council Secondary: Academic Master Planning Comm

Target endowments towards student scholarships (undergraduate and graduate) and endowments for program quality and development (such as endowed chairs, library development)	• Identify endowment priorities annually • Build endowments through donor development on an ongoing basis	VP Advancement (Deans) ADMINISTRATIVE	Primary: Advancement Strategic Planning (Deans Council)
Maintain a minimum $250,000 annual fund for funding new initiatives and projects	• Incrementally build fund into budget • Maintain	Senior Administration ADMINISTRATIVE	Primary: Financial Management Committee
Allow for funding in support of leadership capacity building (administrative, senior staff and faculty succession planning)	Include in annual planning	Senior Administration ADMINISTRATIVE	Primary: Financial Management Committee
Ensure budget flexibility to respond to changes in University programs and demographics	Incrementally develop budget flexibility	Senior Administration ADMINISTRATIVE	Primary: Financial Management Committee

Strategic Initiative 6

Build and renew the campus infrastructure to provide an environment that will support the expectations for a 2025 quality educational institution

Pillars: Quality, Community, Growth

Ensure a reliable technology infrastructure and excellent technology support services for students and faculty/staff both on and off campus			
Automate University processes via customer centric systems to meet the needs of our students, prospective students, faculty and staff, alumni, donors and parents, eliminating the need for paper forms.	To be developed	ITS Team ADMINISTRATIVE	Primary: Academic Administration Team Secondary: Strategic Planning Committee
Provide the option for all web and online information to be viewed effectively from mobile devices.	To be developed	ITS Team ADMINISTRATIVE	Primary: ITS Administration Secondary: Strategic Planning Committee
Improve the uptime of ITS critical services in the context of the University expansion in providing education worldwide	Ongoing	ITS Team ADMINISTRATIVE	Primary: Academic Administration Team Secondary: Strategic Planning Committee
Develop a central repository for key institutional reporting and queries	To be developed	ITS Team ADMINISTRATIVE	Primary: ITS Administration Secondary: Strategic Planning Committee

Provide the environment and facilities that supports the operation of a quality academic and student life program			
Build a Wellness Center that provides recreational facilities for students, a connection point with the community, some educational programs and evidence of the Andrews University commitment to wellness of students and employees	To be developed	Advancement Team Office of the President ADMINISTRATIVE	Primary: Wellness Center Planning Group Secondary: Facilities Master Planning Committee
Reinvigorate and/or expand facilities for professional programs, especially health professions, music, architecture and engineering	To be developed as part of campus master plan	Deans of Schools Senior Administration ADMINISTRATIVE	Primary: Facilities Master Planning Committee

Reinvigorate and/or expand facilities providing recreational, residential and social space for students	To be developed as part of campus master plan	Student Life Committee Senior Administration ADMINISTRATIVE	Primary: Facilities Master Planning Committee
Develop a strategy to reinvigorate the library space to meet contemporary expectations, including the potential of an off-site or automated retrieval system for some resources	To be developed as part of campus master plan	Library Council Senior Administration ADMINISTRATIVE	Primary: Library Committee Secondary: Facilities Master Planning Committee
Identify and plan for the space needs in ITS for the expanding audio/visual services and client services areas	To be developed as part of campus master plan	ITS Team Senior Administration ADMINISTRATIVE	Primary: ITS Team Secondary: Facilities Master Planning Committee
Develop a campus facilities plan that integrates the plans for campus development, and provides a proposed timeline for development	To be developed	Office of the President ADMINISTRATIVE	Facilities Master Planning Committee

Andrews University
Philosophy of Assessment

Andrews University believes that assessment is an integral part of good educational practice. Assessment occurs at admission, in the classroom, in departments, in schools, and at the administrative level. Routine assessments are made of faculty and staff effectiveness, and quality of services offered across the University. Assessment is also conducted within non-academic programming and residence halls.

The ultimate goal of assessment at Andrews University is the improvement of student learning. This includes not only competence and skills in one's field, but also goals relating to spiritual and ethical development, service and the ability to work with people of diverse backgrounds. Results from a well thought-out assessment plan provide evidence of how well students are learning what is expected of them. They also identify areas where students may not have learned as well as intended. This information provides a starting place for useful discussions among faculty to inform teaching and improve learning. Assessment results also assist administrators as they develop strategies and policies to help ensure an institutional culture and environment that facilitates improvement and change.

Effective assessment is cyclical in nature. Assessment of student learning is an ongoing process of:

- Establishing clear, measurable, expected outcomes
- Ensuring that students have sufficient opportunities to achieve those outcomes
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches expectations
- Using the resulting information to understand and improve student learning (Suskie, 2009, p. 4)

Effective assessment utilizes a variety of methods. These methods may be quantitative or qualitative, direct or indirect, objective or subjective, embedded within courses or add-on assessments, and may be formative or summative. There is a place for standardized tests and for the informed professional judgment of faculty.

Assessment at Andrews is integrated across all levels. Assessment in courses includes routine measures such as assignments, quizzes and tests. The aggregation and examination of these measures provides comprehensive information about students' progress towards mastery of key points of instruction. At the program level, assessments indicate not only students' mastery of knowledge and skills learned in courses, but also the ability to apply what they've learned to the broader context. Program assessment, the assessment of co-curricular programs and campus environment, and University-wide assessments, such as major field tests and student surveys, inform the institution how well it is achieving its mission that students will Seek Knowledge, Affirm Faith, and be prepared to Change the World.

Andrews University believes that assessment information should be shared at several levels. Student learning outcomes are shared with students in course outlines, program handbooks, and program descriptions in the *Bulletin*. Assessment results are shared with program faculty to facilitate discussions on program improvement. Program goals, outcomes and results are evaluated during regular program reviews by external reviewers. Assessment results that span entire schools are shared with school faculty, who discuss what improvements may be needed. Institutional assessments are shared in committees, general faculty meetings and board meetings, as well as electronically with all faculty. Through an electronic recording system, all assessment information is available for review by the Office of Institutional Assessment, the deans, the provost, and our external accreditors. Highlights of assessment results and improvement initiatives are shared on the University's assessment website, and more details are available on request.

At Andrews University, the systematic collection and analysis of data on student learning in order to improve the instructional experience is part of our routine practice. Andrews believes that assessment is an important part of good teaching and learning. Assessment results substantiate the quality of an Andrews education so that students, parents, employers and other stakeholders can feel assured that their investment in the institution is of value.

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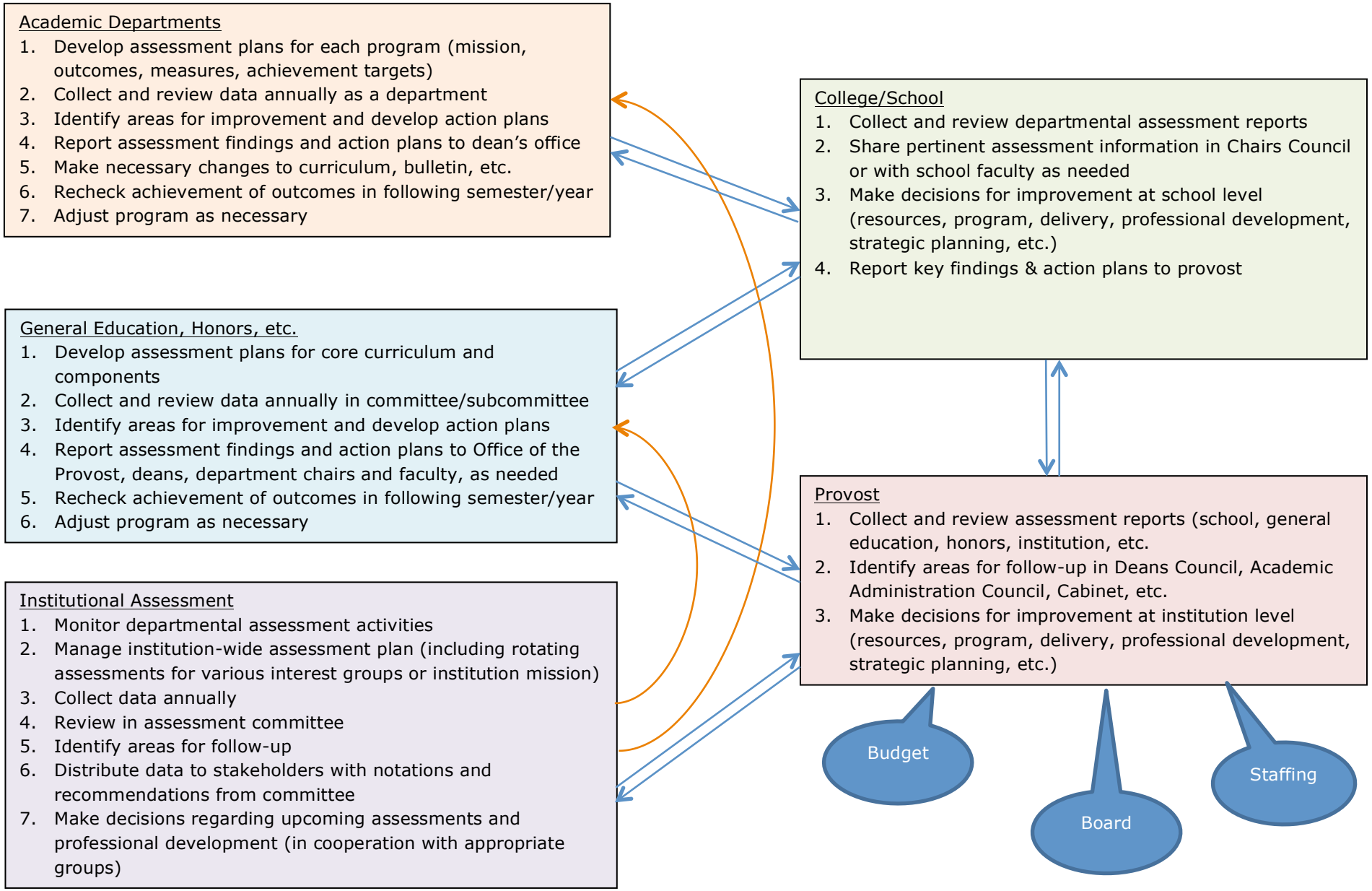
Voted by faculty 8-29-11

Andrews University
Academic Assessment Process Map



Voted September 26, 2011

Andrews University
Assessment Policies

Assessment Validation Process

The University's assessment processes are linked to the mission and goals of the University. Assessment plans of programs across the University are periodically evaluated for relevance to the University mission, as well as for reliability, validity and usability, by the Committee for Institutional Assessment. Assessment plans of academic programs are also evaluated through the routine academic program review process facilitated by the Program Development and Review Committee. Proposals for new programs are submitted to the same committee, and are required to include an assessment plan. These committees include faculty from across the University at both the undergraduate and graduate levels. In addition, the Committee for Institutional Assessment includes representatives from administration, Student Life and other support services. Recommendations are sent to program faculty and/or staff for their review, input and where appropriate, implementation.

Annual Assessment Cycle and Data Collection

Assessments of personnel, students, courses, programs and the University follow a regular cycle. Staff, faculty and administrators undergo a review each January, with staff evaluated by their supervisors, faculty by their department chairs, department chairs by the deans, deans by the provost and faculty in their schools, and administrators by their peers. Areas for improvement and personal goals are noted in faculty files, and are reviewed the following year. Faculty and courses are assessed by students at the end of each semester through course evaluations. Throughout the year, faculty evaluate assessment data in courses for student achievement of course and program outcomes. Course outcomes are in harmony with program outcomes, and program outcomes are linked to University goals. Support programs and offices assess indicators of how well they are supporting the operations of the University, in order to facilitate student learning. Data for each program are aggregated and compiled by the departments at the end of each school year. Assessment summaries are reported in the University's assessment management system by the end of summer or shortly thereafter, and are shared with and reviewed by program faculty and/or staff. Any changes for program improvement are drafted and voted on by the appropriate group in early fall. Academic changes are included in the new *Andrews University Bulletin*.

Feedback Loop Process

The feedback loop consists of formative feedback, plans for improvement, summative feedback, evaluation decisions, and revisions and renewal. The sequence of these elements leads toward improved student outcomes and may be recursive. For example, summative feedback leads to making evaluation decisions, which may lead back to further plans for improvement. The decisions may also lead to student advancement through a program, faculty/staff members' advancement on the salary scale or in rank, administrators' advancement on the salary scale, or revisions of University programs or operations. In any case, these evaluation decisions are treated as steps on the path to re-visioning and renewing University persons and programs. After action plans are developed for re-visioning or renewing, these plans are shared with key stakeholders in the programs. These stakeholders may provide corrective feedback that leads to rethinking these plans. Eventually the feedback from the University's partners helps ensure that the University maintains quality programs for the preparation of qualified graduates.

Follow-up Studies
The University gathers follow-up information on all graduates and programs through such means as exit interviews or surveys, alumni surveys, and employer surveys. Exit interviews or surveys are conducted by some programs or departments prior to students' graduation. The University regularly conducts surveys of alumni after they graduate from their programs. Some programs also conduct their own alumni and employer surveys at intervals determined by the program faculty or their own external accreditation requirements. Follow-up studies gather information on job placement and the attainment of University goals, as well as information related to program quality.

Assessment of Unit Operations
Three different entities are responsible for managing the assessment of unit operations: the provost, the school deans, and the director of Human Resources. The provost is responsible for managing the processes related to evaluation of the deans and directors of academic support units or programs. The official records for the relevant administrator Performance Reviews are kept in the Office of the Provost. The school deans are responsible for managing the processes related to budget accountability and chair evaluations. Department chairs are responsible for managing the processes related to faculty evaluations. Official budget records and the Faculty Annual Report documentation for chairs and faculty are kept in the offices of the school deans. The director of Human Resources is responsible for managing the processes related to support staff evaluations. Official records of support staff evaluations are kept in the Office of Human Resources.

The deans are also responsible for monitoring the assessment of unit operations that relate to overall program quality in their schools. The assessment director, in cooperation with the deans, assists department chairs and program coordinators in developing and refining program assessment plans, and reviewing results. The assessment director monitors assessment activity and makes regular reports to the deans regarding the progress of each of the programs in their schools. Department chairs and program coordinators submit annual assessment reports to their deans each fall, including any recommendations program faculty have made for areas for improvement. The deans take these recommendations into consideration as they prepare the budget for the upcoming year. The school deans submit major recommendations for their schools to the provost. Together in Deans Council, the provost and deans make decisions for improvements to be made at the University level. (See Academic Assessment Process Map)

Similarly, directors of academic support units and programs are responsible for the assessment of their areas, with the support of the assessment director. The assessment director reports the progress of these units to the provost. Directors submit their assessment reports to the provost annually each fall, along with recommendations from their faculty or staff for program improvement. Major improvements and budget decisions are made in consultation with the provost.

Andrews University

Institutional Assessment Committee
Terms of Reference

Reports to: Provost

Membership: Director of Institutional Assessment (chair)
Institutional Assessment Administrative Assistant (secretary)
Statistician
Provost
Registrar
Graduate Dean
Director of Human Resources
Director of General Education
Representatives from the library, Counseling & Testing Center, Student Life, Alumni Services
Representatives from CAS (5), COT (2), SED (1), SOA (1), SBA (1), Seminary (2), SDE (1)
Graduate student

Appointment and Term: By position; faculty in respective colleges/schools/divisions appointed according to assessment interest and in consultation with the deans for a three-year term (terms will be staggered); graduate student representative appointed by the Student Association (one-year appointment)

Purpose: To serve as the Committee of Institutional Assessment, assisting in the oversight and management of assessment practices at Andrews University.

Terms of Reference:

Responsibility	Power
To examine what should be assessed and evaluated	To act
To define and clarify University goals for assessment purposes	To recommend to the provost and relevant University committees and faculty councils
To examine existing assessment instruments for usefulness/alignment with goals	To act
To assist in developing appropriate assessment instruments for University purposes	To act
To examine assessment procedures across the University	To act
To assist departments with the development of goals, criteria and assessment tools as needed	To act
To review University assessment data	To act
To determine how data should be used and who needs to see it	To act and to make recommendations to the provost and faculty councils

Approved December 2010

To promote the use of assessment as a tool for continuous quality improvement, particularly in regards to student learning	To act
To evaluate progress towards the integration of assessment and evaluation into University practice	To act
To act as an advisory group to the assessment director	To act

Agenda and Minutes: Agenda prepared by committee secretary. Minutes are distributed to all members of the committee.

Frequency and Venue: Meetings are scheduled monthly on the second Thursday of each month during the fall and spring terms and at the call of the chair during the summer term.

Approved by: Deans Council **Date:**

Course Development Four-Year Plan				
Description/Degree	**Development Description**	**# of 3-credit Courses**	**Development Estimate**	**Annual Total**
Year 1: 2012–2013				
Note: Andrews infrastructure will take at least another year of Janine's time; we can't support or create new courses at a production level until the infrastructure (registration, financial aid, policies, Griggs moved into Banner/Moodle, etc.) is done.				
General education courses already in development	New courses	7	$ 31,150.00	
General education courses	Convert from paper to online	6	$ 7,200.00	
Business Prerequisites	Minor rewrites	2	$ 6,100.00	
MA in TESOL	New courses	1	$ 4,650.00	
MBA upgrades	Training, student labor	5	$ 7,250.00	
Master of Christian Ministry	Already written; put online	7	$ 4,900.00	
2012–2013 Total		28		$ 61,250.00
Year 2: 2013–2014				
New general education courses	New courses	6	$ 26,700.00	
General education courses	Convert from paper to online	6	$ 7,200.00	
General education courses	Minor upgrades	2	$ 6,100.00	
Religion BA	New courses	5	$ 22,250.00	
Theology BA	New courses	5	$ 22,250.00	
Business Prerequisites	Minor rewrites	4	$ 12,200.00	
Consortium BA Upgrade	Minor rewrites	1	$ 3,050.00	
Early Childhood AA	New courses	4	$ 18,600.00	
MA in TESOL	New courses	2	$ 9,300.00	
MBA upgrades	Training, student labor	6	$ 8,700.00	
MA in Christian Ministry Track II	New courses	6	$ 27,900.00	
2013–2014 Total		47		$ 164,250.00

Course Development Four-Year Plan				
Description/Degree	**Development Description**	**# of 3-credit Courses**	**Development Estimate**	**Annual Total**
Year 3: 2014–2015				
New general education courses	New courses	7	$ 31,150.00	
General education courses	Convert from paper to online	6	$ 7,200.00	
General education courses	Minor upgrades	4	$ 12,200.00	
Consortium education courses	New courses	2	$ 8,900.00	
Religion BA	New courses	5	$ 22,250.00	
Theology BA	New courses	4	$ 17,800.00	
Consortium BA Upgrade	Minor rewrites	5	$ 15,250.00	
Early Childhood AA	New courses	4	$ 18,600.00	
Teacher Certification Courses	New courses	2	$ 9,300.00	
MA in TESOL	New courses	4	$ 18,600.00	
MA in Christian Ministry TRACK III	New courses	4	$ 18,600.00	
2014–2015 Total		47		$ 179,850.00
Year 4: 2015–2016				
New general education courses	New courses	12	$ 53,400.00	
General education courses	Convert from paper to online	7	$ 8,400.00	
General education courses	Minor upgrades	4	$ 12,200.00	
Consortium education courses	New courses	2	$ 8,900.00	
Religion BA	New courses	4	$ 17,800.00	
Theology BA	New courses	9	$ 40,050.00	
Consortium BA Upgrade	Minor rewrites	3	$ 9,150.00	
Early Childhood AA	New courses	3	$ 13,950.00	
Teacher Certification Courses	New courses	2	$ 9,300.00	
MA in TESOL	New courses	4	$ 18,600.00	
2014–2015 Total		50		$ 191,750.00
Four-Year Plan Total				**$ 597,100.00**

Description/Degree	Development Description	# of 3-credit Courses	Development Estimate	Annual Total
Additional Ideas As Yet Unfunded				
New general education courses	New courses	1	$ 4,450.00	
Consortium—Psych degree	Minor rewrites	10	$ 30,500.00	
MA in Communication	New courses	11	$ 53,900.00	
MA in Nutrition	New courses	11	$ 53,900.00	
Teacher Certification Courses	New courses	4	$ 18,600.00	
MA in Distance Education	New courses	11	$ 53,900.00	
MA in Instructional Technology	New courses	11	$ 53,900.00	
Consortium MA in Ed Admin (NAD wants)	New courses	11	$ 53,900.00	
2014–2015 Total		70		$ 323,050.00