



Andrews  University

Self-Study Report

PREPARED FOR

The Accrediting Association of
Seventh-day Adventist Schools,
Colleges and Universities

October 2009

Self-Study Report

PREPARED FOR

The Accrediting Association of
Seventh-day Adventist Schools,
Colleges and Universities

October 2009

Andrews  University
Seek Knowledge. Affirm Faith. Change the World.

Berrien Springs, Michigan 49104
www.andrews.edu 800.253.2874

CREDITS

INTRODUCTION: The J.N. Andrews sculpture. *Photo by Vaughan Nelson*

CRITERION 1: The iconic images of **Seek Knowledge, Affirm Faith,** and **Change the World.** *Photos by Dave Sherwin*

CRITERION 2: Andreeanne Cadet, senior psychology major, on the 2009 Tanzanian interdisciplinary study tour. *Photo by Donald May*

CRITERION 3: The Administration building. *Photo by Sarah Lee*

CRITERION 4: Fares Magesa, financial advisor, assists a student. *Photo by Sarah Lee*

CRITERION 5: Glenn Russell, assistant professor of religion. *Photo by Sarah Lee*

CRITERION 6: Don Smith, assistant manager of the Arboretum. *Photo by Jeffery Habenicht*

CRITERION 7: Using the benefits of wireless Internet while studying in the James White Library. *Photo by Daniel Bedell*

CRITERION 8: Pioneer Memorial Church is the setting for weekly chapels and Weeks of Spiritual Emphasis. *Photo by Rebekah Helsius*

CRITERION 9: Alumni are welcomed back to campus every fall during Homecoming weekend. *Photo by Justin Jeffery*

RESPONSES: Nethery Hall, home of the College of Arts & Sciences, and hub of the campus. *Photo by Sarah Lee*

SUMMARY AND RECOMMENDATIONS: The campus clock, donated by the Class of 2004, is situated between the Ad Building and Nethery Hall. *Photo by Gerald Paul New*

Additional photography, layout and design provided by the Office of Integrated Marketing & Communication.

TABLE OF CONTENTS

Introduction	7
A Profile of Andrews University	9
History	14
Changes During The Past Five Years	16
Accreditation Overview	29
The Self-Study Process	38
Criterion 1: Philosophy, Mission and Objectives	29
Summary and Recommendations	43
Criterion 2: Spiritual Development, Service and Witnessing	47
Planning and Implementing Spiritual Development	47
Administration, Faculty and Staff Contributions	54
Student Involvement and Responses	59
Roles of Campus Ministries in Spiritual Development	63
Roles of Pioneer Memorial Church in Spiritual Development	64
Spiritual Life Reporting Mechanisms	67
Summary and Recommendations	67
Criterion 3: Governance, Organization and Administration	71
Board of Trustees	71
Institutional Evaluation Processes	77
Campus Spiritual Life Committees	77
Administrator Evaluation	79
Quality Assurance and Outcomes Assessment	79
Pastoral Training and Faculty	86
Summary and Recommendations	87
Criterion 4: Finances, Financial Structure and Industries	91
Summary and Recommendations	99
Criterion 5: Programs of Study	103
Distance Education	125
Affiliation and Extension Programs	126
Summary and Recommendations	129
Criterion 6: Faculty and Staff	133
Summary and Recommendations	147
Criterion 7: Library and Resource Centers	151
James White Library	151
Information Technology Services	162
Other Academic Resources	167
Summary and Recommendations	169
Criterion 8: Student Services	173
Philosophy and Mission	173
Student Organizations, Activities and Programs	178

2009 SELF-STUDY REPORT

Student Counseling Programs and Prevention	194
Student Housing and Residential Programming	201
Student Demographics and Targeted Initiatives	205
Summary and Recommendations	213
Criterion 9: Public Relations and External Constituencies	217
Enrollment Management	217
Integrated Marketing & Communication	225
Other Constituencies	232
Summary and Recommendations	235
Response to Recommendations from the 2004 Accreditation Review Committee	239
Preparation for the Accreditation Visit	245
Summary and Recommendations	249
The University, Mission and Operations	249
Student Life and Spiritual Development	250
Educational Programs and Resource Centers	252
The Faculty, Administration and Staff	254
Relationships with External Constituents	255
Conclusions	256
Spiritual Master Plan	257
Index	267

ABBREVIATIONS AND DEFINITIONS

AAA	The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities; aka the Adventist Accrediting Association
AACU	Adventist Association of Colleges and Universities
AEA	Adventist Enrollment Association
ADEC	Adventist Digital Education Consortium
AICER	Adventist International Center for Educational Research
AMG	Architecture Mission Group
ASDAL	Association of Seventh-day Adventist Librarians
ATLA	American Theological Library Association
ATS	Association of Theological Schools
AUSA	Andrews University Student Association
Banner®	Banner® is a collegiate administrative software suite of student, financial aid, finance, human resources, enrollment management and advancement systems, designed to support institutions of all sizes and types
CFI	Composite Financial Index, a measure used to evaluate financial health of the institution
CAS	College of Arts & Sciences

COT	College of Technology
CYE	Center for Youth Evangelism
CUPA-HR	College and University Professional Association for Human Resources
D2L®	Desire 2 Learn®, an online course management system
DEC	Distributed Education Council
DLiT	Center for Distance Learning & Instructional Technology
DOE	U.S. Department of Education, a source of methodology to evaluate the financial health of the institution
EEF	Electronically Enhanced Format for courses offered with online components
EGW	Ellen G. White
FLAG Camp	Fun Learning About God, a summer day camp for local children, operated by Pioneer Memorial Church
FTIAC	First-Time-in-Any-College (refers to first-year or freshman students, who may have completed college credits through Advanced Placement, dual enrollment, or other routes, but are new to the collegiate campus experience)
GC	General Conference of Seventh-day Adventists
HLC/NCA	The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA)
HR	Human Resources
IMC	Integrated Marketing & Communication
ITS	Information Technology Services
JeWeL	James White Library electronic catalog
JWL	James White Library
LUC	Lake Union Conference of Seventh-day Adventists
NAD	North American Division of Seventh-day Adventists
NSSE	National Survey of Student Engagement
PDC	Professional Degree Council, a curricula and program governing body specific to a professional degree program. Examples include physical therapy and clinical laboratory science programs.
PMC	Pioneer Memorial Church of Seventh-day Adventists, on the campus of Andrews University
PT	Physical Therapy
SAGES	Scholars Alternative General Education Studies, the General Education package for the J.N. Andrews Honors Program
SAIL	Service to Adventist International Libraries
SArch	School of Architecture

2009 SELF-STUDY REPORT

SBA	School of Business Administration
SDA	Seventh-day Adventist
SDATS	Seventh-day Adventist Theological Seminary
SEC	Seminary Executive Committee, a subcommittee of the Board of Trustees
SED	School of Education
SSC	Student Success Center
UCRLA	University Center for Reading, Learning & Assessment
USIT	University Student Intervention Team, to respond to threat situations
VPAA	Vice President for Academic Administration
VPFA	Vice President for Financial Administration



INTRODUCTION

TABLE OF CONTENTS

A Profile of Andrews University	7
History	11
Changes During the Past Five Years	13
Academics	13
Student Life	15
Diversity and Multiculturalism	17
Administration	18
Academic Administration	20
Constituency and Board of Trustees	21
Facilities	21
Development and Imaging	23
Accreditation Overview	24
Accreditation History	24
Professional Accreditations	25
The Self-Study Process	26
The Self-Study Team	26
Organization of the Document	26

This chapter presents a profile of the mission and distinctive aspects of Andrews University, includes a short history and the major changes of the past five years, and provides an overview of the accreditation relationships of the University.

The self-study addresses the challenges and suggestions provided by the visiting team in 2004 and presents a chapter for each of the nine Criteria for Accreditation. A final chapter summarizes the document and provides recommendations.

A PROFILE OF ANDREWS UNIVERSITY

“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.”¹ This mission statement,² conceptualized and crafted by the Strategic Planning Committee and adopted by the Board of Trustees early in 2007, reflects the commitment of the institution to provide innovative, relevant, high quality Christian education in the context of the Seventh-day Adventist faith. A core concept in the mission statement and the learning goals outlined therein is service to humanity throughout the world. The vision statement further elucidates the aspirations of the institution:

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.³

This concept of transformational learning in a faith-based environment, preparing students for service throughout the world, underlies all activities at Andrews University. Graduate and

¹ A New Andrews for a New Century, Strategic Plan, 2007–2012

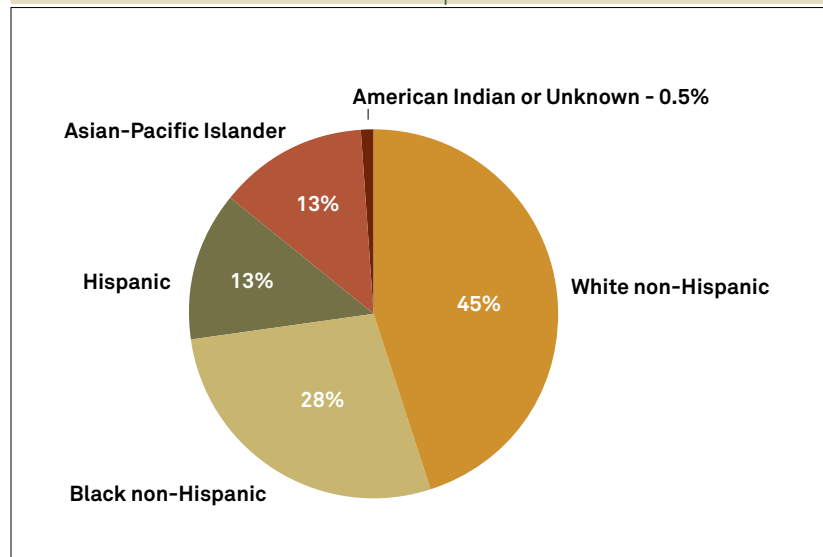
² See Criterion 1.1.1.

³ 2007-2012 Strategic Plan, p. 2

undergraduate students are prepared to become scholars, leaders, and global servants, intentionally prepared for an interconnected and complex world lived in common.⁴

Furthermore, Andrews University is the only Seventh-day Adventist university classified as a national university, a category that includes only five percent of all institutions of higher learning in the United States.⁵ Ranked multi-culturally seventh and internationally sixth by *U.S. News & World Report*, University students, especially graduate students, come from all parts of the United States and nearly 100 countries around the world. Almost 600 students, or about 17 percent, are here on visas.⁶ The total student body is 45 percent White non-Hispanic, 28 percent Black non-Hispanic, 13 percent Hispanic, 13 percent Asian-Pacific-Islander and 0.5 percent American Indian or Unknown. This exciting intersection of domestic and international diversity creates the perfect laboratory for the University to analyze and articulate the educational, societal and spiritual benefits of diversity for a larger higher education marketplace and to chart the movement from representational to transformational diversity.

Ethnic Profile of Student Population



In terms of locale, Andrews University is situated in a village within easy driving distance of major urban areas. Of the more than 3,400 students enrolled in main-campus programs, about 1,750 (51.5 percent) are undergraduate and 1,525 (44.8 percent) are graduate, professional

⁴ Reference I-1
⁵ Reference I-2
⁶ Reference I-3

and post-professional.⁷ Total enrollment on affiliated and extension campuses totals nearly 4,000 students.⁸ Students in professionally accredited programs totaled 57.7 percent of the student body in 2007–2008,⁹ thus creating an interesting mix of programs, which grounds the timeless values of liberal education blended with the practical competencies of professional education, all in the context of a Seventh-day Adventist Christian comprehensive university.

An essential part of the University’s mission, especially in its graduate programs, is to help prepare future church administrators, clergy, educators and professionals in various fields for the Seventh-day Adventist Church. This expectation has led to the development of diverse and unique degree programs on the main campus and extension sites.

Presently, the university consists of the following academic units:

- College of Arts & Sciences—graduate and undergraduate programs
- College of Technology—undergraduate programs and one graduate program
- School of Architecture—professional program
- School of Business Administration—undergraduate and graduate programs
- School of Education—undergraduate and graduate programs
- School of Graduate Studies—administrative oversight of graduate programs
- Seventh-day Adventist Theological Seminary—graduate programs and graduate professional programs
- Affiliation & Extension Programs—administrative oversight of affiliation and extension programs, and tours
- Andrews Academy—secondary school (grades 9–12)
- Ruth Murdoch Elementary School—elementary school (grades K–8)

An essential part of the University’s mission...is to help prepare future church administrators, clergy, educators and professionals in various fields for the Seventh-day Adventist Church.

⁷ Reference I-4

⁸ HLC Self-Study Chapter 6

⁹ Criterion 5

As a Christian institution, Andrews encourages and strongly supports the values and lifestyle choices endorsed by the Seventh-day Adventist Church, and endeavors to integrate faith and learning in the curriculum and co-curriculum.

Doctoral degrees are offered primarily in education and theology, with professional doctorates in physical therapy. Graduate programs, primarily in education, theology and development, are offered at multiple extension sites in various parts of the world. Through affiliation programs, the University strengthens undergraduate programs in the Church's educational institutions in other countries. More Seventh-day Adventist institutions in other countries are receiving government charters, and the Seventh-day Adventist Church membership is expanding exponentially in some regions of the world.

With these changes in the Church, the role of Andrews University is shifting to one of providing graduate programs at extension campuses and facilitating development of graduate programs at Seventh-day Adventist institutions of higher education around the world, an appropriate role for the institution that thinks of itself as a servant to the world Church.

As a Christian institution, Andrews encourages and strongly supports the values and lifestyle choices endorsed by the Seventh-day Adventist Church, and endeavors to integrate faith and learning in the curriculum and co-curriculum. The University offers a diverse wholistic curriculum and co-curriculum. Having a philosophy of education and life that pervades both the curriculum and campus experiences requires faculty and staff who are members of the Seventh-day Adventist Church and have a commitment to Christian education. To illustrate, the Division of Student Life articulates the University's shared community values within four Hallmarks, which provide the framework for the integrated development of critical thinking and Christian character at Andrews University:¹⁰

- ▶ A Faith-Based University
- ▶ A Gathered Community
- ▶ A Residential Campus
- ▶ A Wholesome Lifestyle

Additionally, the Division of Student Life has published a document,

¹⁰ 2009-2010 University Bulletin, pp. 18-20, and 2009-2010 Student Planner/Handbook, pp. 159-176

“Understanding the Co-Curriculum,”¹¹ which explains the relationships between the curriculum and co-curriculum. The institution recognizes no artificial boundaries between the Academic and Student Life divisions, which work collaboratively to ensure a partnership on behalf of the Andrews University student body. For example, an Undergraduate Leadership Certificate¹² is available for students completing an integrated curriculum of leadership studies. This Leadership Certificate Program is a collaborative project developed by the Student Life and Academic sectors of the University and highlights the campus’ core commitment to leadership development across the campus community.

Students who are not members of the Seventh-day Adventist Church may enroll, provided they consent to live in harmony with the University’s policies. The University is committed to equal educational opportunities for persons who seek academic excellence and a positive lifestyle. The University does not discriminate on the grounds of race, color, creed, disability, national or ethnic origin, gender, marital status or handicap.

Further discussion of the Four Hallmarks and the Co-Curriculum appears in the Criteria 2 and 8 chapters.

HISTORY

Andrews University was established in 1874, as Battle Creek College in Battle Creek, Michigan—a collegiate program offering literature, languages, science and mathematics, training for teachers, and theology. The founders, visionaries of the young Seventh-day Adventist denomination, believed they should use every avenue to spread the gospel and serve the world, including providing higher education to train workers for the world church.¹³

On the brink of a new century, seeking room for expansion and a fresh start, the school moved in 1901 to a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel

The University is committed to equal educational opportunities for persons who seek academic excellence and a positive lifestyle.

¹¹ Reference I-1

¹² Reference I-5

¹³ A New Andrews for a New Century, Strategic Plan 2007–2012

Missionary College. From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of academic buildings, residence halls and apartments, and service buildings.

The vision blossomed still further when, in 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University, located in Washington, D.C., were moved to the campus of Emmanuel Missionary College. The following year the three entities united under one charter bearing the name Andrews University—with an integrated board of trustees, administration and faculty. The name honors John Nevins Andrews (1829–83), pioneer Adventist theologian and intellectual and the denomination’s first official missionary to serve outside North America. Accreditation for university status was granted by the North Central Association of Colleges and Schools in 1961.

James White Library is under construction in this aerial photo from the early 60s

In 1974, the undergraduate division of Andrews was organized into two colleges—the College of Arts & Sciences and the College of Technology.



The School of Business Administration, derived from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. In 1993, the Department of Architecture became the Division of Architecture, and is now the School of Architecture. The present organizational structure of the School of Graduate Studies was adopted in 1987. All of the colleges and schools offer both undergraduate and graduate degrees. The Seventh-day Adventist Theological Seminary maintains graduate and professional programs only. The only Seventh-day Adventist doctoral research university, Andrews University is also a comprehensive institution of higher learning integrating an exemplary liberal arts and sciences core with five powerful professional schools and several excellent graduate programs.

Rooted in a tradition of visionaries who saw what was possible and enriched by an international and diverse faculty and student body, Andrews University now offers a broad array of degree and certificate programs to prepare its graduates for life in the new century. The mission of this distinguished institution, however, remains the same—to serve God and humankind in the spirit of generous service while ushering in a New Andrews for a New Century.

CHANGES DURING THE PAST FIVE YEARS

Since the last visit from the Adventist Accrediting Association in 2004, Andrews University has continued to mature and develop as a Seventh-day Adventist institution of higher learning and as a learning organization.

Academics

As the University entered the 21st century, many changes occurred as the institution sought to engage students more fully in the experience of transformational learning. An emphasis on this concept, and its accompanying pedagogies, became an apt response as Andrews aimed

to educate its students with the skill sets necessary to both survive and thrive in the new century. This paradigmatic shift is further embodied in Andrews University's new Strategic Plan entitled, *A New Andrews for a New Century*.

Initiated in the 1990s by the School of Education to deliver its Leadership Program, distance learning at Andrews, as an innovative new mode of delivery, has received expanded support over the past several years. In 2003, the Center for Distance Learning and Instructional Technology (DLit) was established under the direction of Marsha Beal, replacing a patchwork of services. DLit provides a central clearinghouse for online graduate courses offered primarily by the School of Education and the Seventh-day Adventist Theological Seminary. DLit also administers the Andrews University/Griggs University Partnership through which undergraduate students can take correspondence courses (five of them now offered online in electronically enhanced versions). In addition, the Center assists teachers as they enhance their classroom and alternative course offerings through technology.

In collaboration with other Seventh-day Adventist colleges and universities, the University has invested in Desire2Learn® (D2L), an online learning management system, making it possible for teachers to develop courses that include teacher to student and student to student interaction. Although undergraduate education in some fields has been somewhat slow to adopt online delivery of courses, at the graduate level two programs have been developed and recently approved. The Educational Administration graduate degrees (MA, EdS, EdD, PhD) and the graduate program in Nursing Education (MS: Nursing) can now be delivered completely online. Approval was received in May 2008 from the Higher Learning Commission/North Central Association. A request to offer the Curriculum and Instruction graduate degrees online accompanied the HLC Self-Study document and approval is expected concurrently with reaccreditation.¹⁴ The School of Business Administration is in the initial stages of developing an online MBA.

¹⁴ Reference I-6

As an indicator of high quality, academic programs at Andrews have continued to garner accreditation; since 1999 the University has added to its list of accredited programs.¹⁵ In 2003 the postgraduate School Psychology program was approved, for the first time, by the National Association of School Psychologists, allowing graduates to be nationally certified upon receiving a passing score on the school psychology portion of the National Teachers Exam. In 2008, the Engineering program was accredited by ABET. The School of Business Administration had a successful site visit from IACBE in April 2009. Accreditation has been renewed for several other programs in recent years.

Student Life

At the heart of the University's life lies the student experience. Therefore, as a fitting complement to the academic division, the student life dimensions of the campus have also seen transformation during the past five years. The most visible changes include revisions in how financial aid is awarded and new ways of encouraging spiritual development.

In fall 2002, Andrews University instituted the Andrews Partnership Scholarship, which increased its levels of student financial support, making it possible for more, well-qualified students to enroll at Andrews by offering four years (up to nine semesters) of scholarship funding based on high school or transfer GPAs and ACT/SAT test scores. This enrollment initiative has allowed the institution to grow in academic quality, as well as student diversity, thus ensuring both access and success to its dynamic multicultural student body.¹⁶ As tuition rates have risen, the scholarship has increased in value.

A worship experience which has electrified the Andrews student body is a monthly Friday evening service called Fusion, a multicultural integration of worship styles and substance. Prior to the origination of Fusion, a variety of Friday vespers services met across campus, often defined along ethnic lines. Fusion has skillfully and seamlessly brought all those groups together to worship in what has become the

The most visible changes include revisions in how financial aid is awarded and new ways of encouraging spiritual development.

¹⁵ See Accredited Programs, p. 25

¹⁶ Reference I-7



Fusion, February 2009

most anticipated gathering on campus. The Howard Performing Arts Center, which holds 850 people, is packed to capacity for every Fusion event for a service which honors, simultaneously, Andrews University's diversity and its commitment to enriching the spiritual lives of its students.¹⁷

The Division of Student Life has made significant changes in the area of required chapels and assemblies, opening up student options. One of the most well-received programs has been Chapel Choices, which takes place two to three times each semester. Rather than all gathering in the church for traditional worship options, students can now choose

¹⁷ Criterion 2

from multiple options that will fulfill their chapel attendance—musical programs, academic and cultural lectures, panel discussion, campus tours and many other possibilities. Similar initiatives have begun for assemblies.

Diversity and Multiculturalism

According to the 2009 Best Colleges edition of *U.S. News & World Report*, Andrews University ranks seventh in the nation for its multicultural student population and sixth in the nation for its international student enrollment among national universities. Only one other national university has the distinction of appearing in the top ten universities on both lists, which demonstrates a convergence of inclusive excellence and global education. Thus, it is appropriate that in the past half-decade the University has become more intentional than ever in assessing the needs of its diverse student body, and the ways in which the institution responds to these needs. Throughout this time, the University has moved from the construct of representational diversity to one of transformational diversity¹⁸—preparing students to be culturally competent and proactive in their interactions with others as they go forth to serve the world.

Several initiatives demonstrate Andrews University’s new level of engagement and commitment to its growing diversity. Former Vice President for Academic Administration Patricia Mutch, in 2000, set in motion the Minority Faculty/Student Success Initiative, bringing together minority faculty members (as leaders and mentors) with focus groups of students sharing their ethnic backgrounds to discuss their campus experiences and make recommendations to the University’s Academic Administration Council.¹⁹

In 2001, the Andrews University Board of Trustees established the Institute for Diversity and Multiculturalism²⁰ with Walter Douglas, Seminary professor from Grenada, as director. Stella Greig became the director upon his retirement. At inception, the main purpose of the Institute was to provide diversity training to on-campus groups such as

...in the past half-decade the University has become more intentional than ever in assessing the needs of its diverse student body, and the ways in which the institution responds to these needs.

¹⁸ Reference I-8

¹⁹ Reference I-9

²⁰ Reference I-10

Student Life personnel and residence hall student assistants. However, the Institute has expanded its role, activating a Diversity Faculty Research Unit to assess campus needs and the results of the diversity initiatives enacted by the University. Douglas and Greig also generated a succession planning document for the Office of Human Resources and search committee use, “Diversity with Inclusion,”²¹ partly in response to Board of Trustees concerns about a lack of diversity in the top levels of administrative leadership of the University. The document was presented to the Board of Trustees and approved in school year 2004–2005. In the context of this heightened awareness about diversity issues, Daniel Agnetta, director of Human Resources, began to give the Board of Trustees an annual report on the diversity of the faculty, staff and student body at Andrews to facilitate Board discussion and review of this important topic.²²

The University Diversity Committee was upgraded to Council status in 2001, reporting directly to and advising the President. Beginning in fall 2005, upon the recommendation of the Council and through the efforts of the General Education Committee, five courses taught in the freshman year were required to add a diversity component to the material taught.²³ Additionally, academic departments have been asked either to identify the upper division courses for majors and minors that address diversity and multicultural issues or add courses or course material that expose the students to such concerns.²⁴ Until accepting her new position at Pacific Union College, Provost Heather Knight chaired the Diversity Council; she added new members to continue to revitalize the Council as the country underwent a watershed moment in the areas of diversity theory and action.

Administration

Dramatic changes in University administration occurred in spring and summer of 2006. Over the course of several meetings of the Board of Trustees, resignations of the President, Vice President for Academic Administration and Vice President for Financial Administration were requested and accepted. President Niels-Erik Andreasen was later reinstated. In a restructuring of administration, the Board approved the creation of a provost position, to serve as the Chief Operating Officer,

²¹ Reference I-11

²² Reference I-3

²³ HLC Self-Study Component 4B

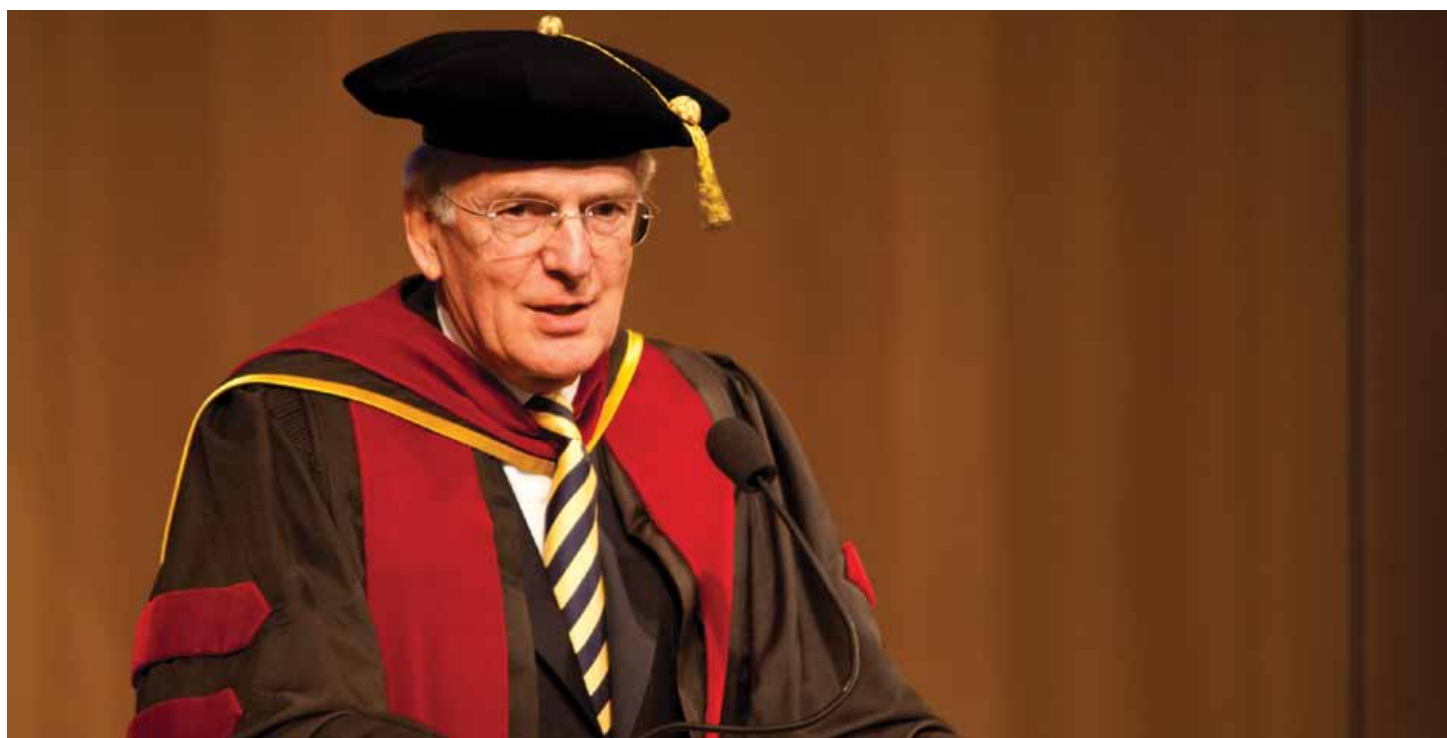
²⁴ Reference I-12

with responsibility for day-to-day operations and execution of strategy for the University, as well as to serve in the role of Chief Academic Officer. In this new model, the President's role was redefined to include expanded time for fund-raising for the Legacy of Leadership capital campaign. The Provost position was filled in July 2006 by Dr. Heather J. Knight, formerly associate provost for faculty development, diversity and special programs at University of the Pacific in Stockton, Calif. In September 2009, she accepted the presidency of Pacific Union College. An interim provost, Dr. William E. Richardson, has been appointed and a search process will have begun by the time of the AAA site visit in October 2009. In March of 2007, Lawrence Schalk was appointed the new vice president for financial administration; his background includes a long career as a CFO in health care administration. The position of associate vice president for academic administration, filled by Dr. Emilio Garcia-Marenko, was transitioned to Associate Provost.

Other senior leadership positions have been stable for the past several years. Dr. Frances Faehner continues as Vice President for Student Life. Faehner has reorganized her area to include two assistant/associate deans. A director of Social Recreation and Athletics, David Jardine, oversees a variety of activities, including intramural athletics.

Stephen Payne remains the Vice President for Enrollment Management. His role has recently been expanded to include

President Niels-Erik Andreasen



Integrated Marketing & Communication, in which he oversees the University's new branding and marketing initiatives. The University boasted a record enrollment of 3,419 in the fall of 2008, an increase of 700 since fall 2001. Dr. David A. Faehner continues in the position he has held, Vice President for University Advancement.

A further addition has been a position titled Assistant to the President for Spiritual Life, filled since 2005 by Ron Whitehead, director of the Center for Youth Evangelism and assistant professor in the Department of Christian Ministry of the Seventh-day Adventist Theological Seminary. The purpose of this new position is to better coordinate and communicate the many aspects of spiritual life and opportunities for ministry on- and off-campus.

Academic Administration

Several college and school deans have been replaced during the past several years. Dr. Keith E. Mattingly, formerly chair of the Department of Religion & Biblical Languages, became dean of the College of Arts & Sciences in 2006, replacing Dr. William E. Richardson, who retired. Dr. Verlyn R. Benson, formerly a professor in the department of technology of Pacific Union College in California arrived in 2004 as the dean of the College of Technology, replacing Dr. M. Wesley Shultz, who was dean for 22 years. In the School of Architecture Carey Carscallen has been dean since the Division of Architecture became a school in 2007. He was previously director of the division. In 2007, Dr. Allen F. Stembridge, a former faculty member, most recently chair of the Business Department at Southwestern Adventist University in Keene, Texas became the dean of the School of Business Administration. He replaced Dr. Charles Tidwell, interim dean, who replaced Dr. Annetta Gibson when she returned to teaching as the Hasso Endowed Chair for Business Ethics. In the School of Education, Dr. James R. Jeffery has served as dean since 2002. Dr. J.H. Denis Fortin, former associate dean, became dean of the Seminary in 2006, replacing Dr. John McVay, who left to take the presidency of another institution. The School of Graduate Studies presently awaits the appointment of a

The purpose of this new position is to better coordinate and communicate the many aspects of spiritual life and opportunities for ministry on- and off-campus.

new dean. Dr. Lyndon G. Furst became dean in 2003 and served until his retirement in 2008. Since then, Dr. Emilio Garcia-Marenko has served as Interim Graduate Dean. Larry Onsager remains the Dean of Libraries.

Constituency and Board of Trustees

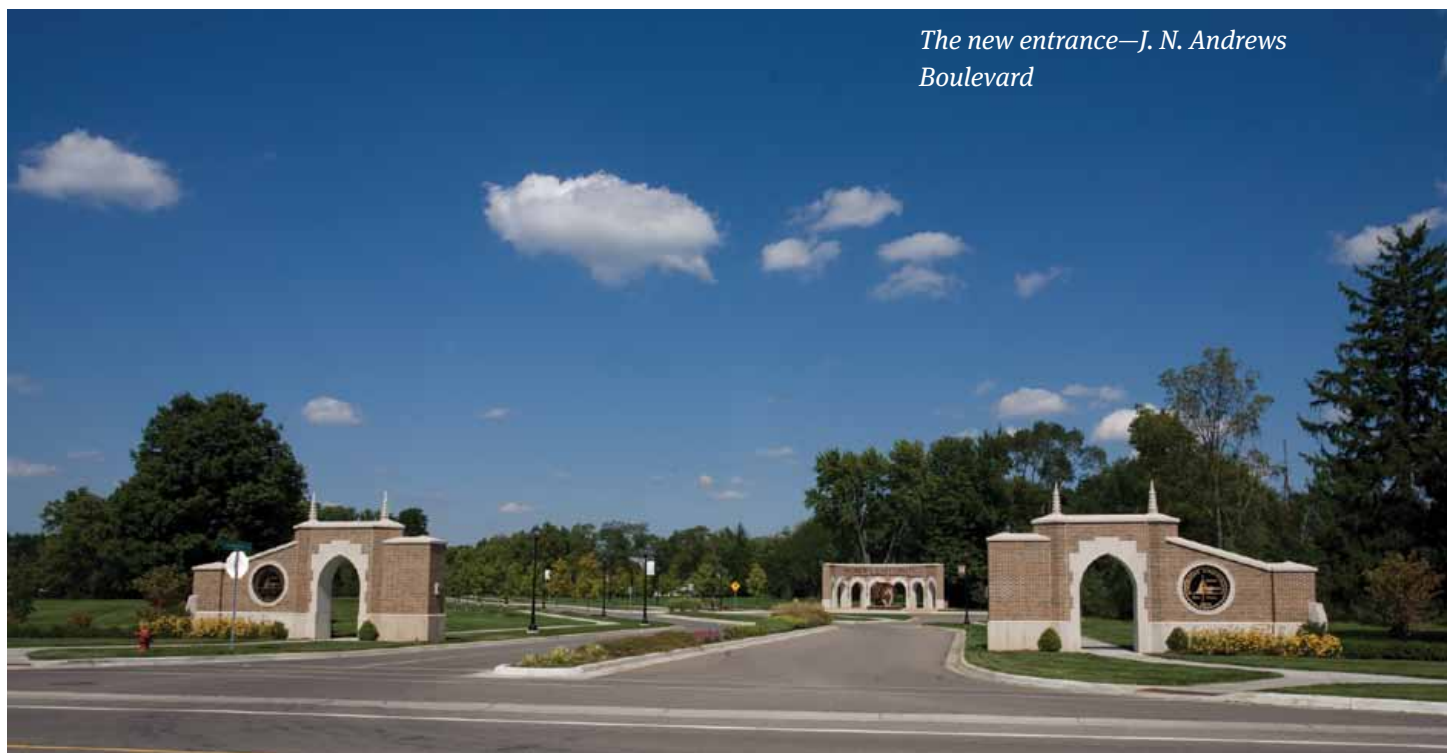
Several changes have taken place in the composition of the Constituency of the Corporation and the Board of Trustees. These are discussed under Criterion 3.

Facilities

Facility changes—new roads and new buildings—define the history of an institution most visibly and tangibly. Andrews University has experienced more physical change in the past decade than in the previous 20 years, thus creating a new and heightened sense of place.²⁵ The most visible changes to the campus since 2004 include the creation of a new entrance to campus and a completely renovated cafeteria.

In 2001 Andrews University received a significant gift from community members John and Dede Howard of St. Joseph, Mich., for the purpose of adding a performing arts center. In October of 2003, the University inaugurated a state-of-the-art concert hall that seats 850. Further

²⁵ HLC Self-Study Component 2B



The new entrance—J. N. Andrews Boulevard

development of the new facility brought the University's radio station, WAUS 90.7 FM, into new studios in the Howard Performing Arts Center in 2006.

Another generous gift from William and Bonnie Colson, friends of the University, in addition to gifts from other donors, has changed the topography of Andrews University forever. At the beginning of summer 2008, the University opened a new, clearly designated entrance that leads guests onto the campus along a boulevard through a green park area. The President, in his dedicatory remarks, characterized it as a "welcome mat" rolled out for the community.

Another change in facilities is having a significant impact on student life. This project, also sponsored by the Colsons, involved a complete makeover of the dining services in the Campus Center. Built in 1960, the cafeteria has received some updating over the years but none so transforming as the renovation completed in the fall of 2008. The entire upper floor of the Campus Center, including the kitchen, the serving area, and the dining areas, has been redone to better meet the expectations of students in the 21st century and make on-campus dining a world-class experience.

Detailed planning is currently underway for Buller Hall, a new Undergraduate Learning Center which will replace Griggs Hall, home of the Departments of Religion & Biblical Languages and International Language Studies. The project also includes renovation of Nethery Hall, the home of the College of Arts & Sciences; the combined complex will be a center for undergraduate liberal arts and general education in order to provide a powerful context and tools to enable effective learning. A new women's residence hall is also being planned to help accommodate increased enrollment.

These changes and others planned for the future are being guided by a master plan for the campus, entitled *The Spirit of the Place*,²⁶ developed, voted and put in motion in 2001–2002. Given all of the recent facilities development on campus, however, this plan is now being updated by the Campus Master Planning Committee.²⁷

...the combined complex will be a center for undergraduate liberal arts and general education in order to provide a powerful context and tools to enable effective learning.

²⁶ Reference I-13

²⁷ Reference I-14

Development and Imaging

The list of physical changes on campus over the past decade highlights Andrews University's maturation in development and marketing. The University has made strides in cultivating a culture of philanthropy among its alumni and friends and has developed a more conscious, coherent public image to represent its ideals and goals.

The University has initiated two new programs to honor publicly the new levels of generosity in its donors. The Spirit of Philanthropy Award was established in 2005 to "honor friends and supporters who have demonstrated outstanding generosity and commitment to furthering the interests of Andrews University." The Daniel Augsburg Society, named for a well-loved professor who taught at Andrews for over 60 years, was developed to honor those who remember Andrews University in their planned giving.

As a result of this generosity, the University's endowment continues to rise steadily and was approaching \$30 million before the current economic downturn. The annual total of giving and support to the University remains steady. The number of named scholarships has grown from 277 in 2000 to 316 in 2007.

This growth in development has been accompanied by a new self-awareness in the University community and a new effort to communicate its characteristics, values and goals beyond the borders of the campus. Indeed, the new entrance symbolizes a physical shift in University attitude and awareness toward its broader constituency.

In the 2001–2002 school year a new enrollment motto was developed—"Seek Knowledge. Affirm Faith. Change the World."—around which the University has subsequently molded its public identity. Along with the new mission statement this watchword has helped to shape marketing, imaging and strategic planning.²⁸

In July 2008, a restructuring of the Office of University Relations

The Daniel Augsburg Society, named for a well-loved professor who taught at Andrews for over 60 years, was developed to honor those who remember Andrews University in their planned giving.

²⁸ See Criterion 9

combined with marketing and design staff from the Division of Enrollment Management became the Office of Integrated Marketing & Communication. This team is integrating their skills and gifts to further the branding and public relations imaging for the University as they continue to serve, solve and tell the Andrews story.

ACCREDITATION OVERVIEW

Accreditation History

Andrews University has been a member of the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) since its inception. Andrews University administrators and faculty often serve as site visitors for AAA visits to other Seventh-day Adventist colleges and universities.

Emmanuel Missionary College, later to become Andrews University, first received accreditation from the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education (NCA) in 1922, when its degree programs were accredited as junior-college work. In 1939, NCA granted Emmanuel Missionary College accreditation as a senior college.

In 1963, NCA granted preliminary approval, and in 1968 full approval, for Andrews University to offer master's degrees. Approval for the various doctoral degrees occurred between 1974 and 1982.

The most recent comprehensive visit from the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA) occurred in March 2009. Preliminary conversations indicate that the visiting team will recommend approval of requests to offer additional online degrees in Curriculum and Instruction and 10-year reaccreditation when the visits to extension sites are complete and the reporting processes finalized. During a focused site visit in 2007, a proposal to offer graduate degrees in Educational Administration and Nursing Education through online delivery was evaluated. The team recommended approval, which was subsequently granted.

Professional Accreditations

Professional accreditations help to demonstrate the quality of the programs offered by Andrews University. The following programs have professional accreditations from organizations recognized by the Commission for Higher Education Accreditation (CHEA):

- ▶ Architecture: National Architectural Accrediting Board (NAAB)
- ▶ Chemistry: American Chemical Society (ACS)
- ▶ Clinical Laboratory Science: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- ▶ Dietetics: Commission on Accreditation for Dietetics Education of the American Dietetic Association (CADE-ADA)
- ▶ Engineering and Computer Science: Accrediting Body of Engineering and Technology (ABET)
- ▶ Music: National Association of Schools of Music (NASM)
- ▶ Nursing: National League for Nursing Accreditation Commission (NLNAC)
- ▶ Physical Therapy: Commission on Accreditation in Physical Therapy Education (CAPTE)
- ▶ Social Work: Council on Social Work Accreditation (CSWE)
- ▶ School of Education: National Council for the Accreditation of Teacher Education (NCATE)
- ▶ Educational and Counseling Psychology: Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- ▶ Seminary: The Association of Theological Schools (ATS)

As evidenced by these accredited programs, the University has improved its ability to provide high quality educational programs to an increasingly diverse and professionalized clientele around the world.

THE SELF-STUDY PROCESS

The Self-Study Team

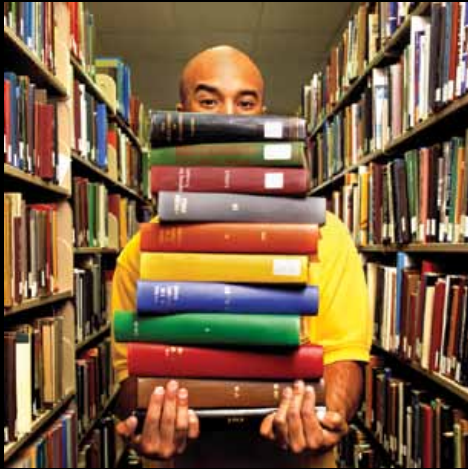
The self-study process was initiated in spring 2007, with the appointment of Alice Williams, Director of Assessment, as Self-Study Coordinator. Teams for each HLC criterion and the AAA self-study were recruited from across the University, utilizing staff, faculty and student representatives from all schools and many support departments. Many participants volunteered in response to a general invitation. A list of committee members appears in the Appendix. Broad and inclusive representation from many groups was not difficult, given the diversity of the campus community.

All in all, the process has been a self-reflective, meaningful and inclusive experience for Andrews University.

The Self-Study Steering Committee was formed from the chairs of the subcommittees, plus several individuals whose expertise was appropriate to the task. The Provost and Self-Study Coordinator chaired the steering committee. In addition to subcommittees for each Higher Learning Commission criterion and the AAA group, two other committees were formed. Distance education, affiliated institutions and extension programs were studied by a separate committee. A Document Preparation committee oversaw design decisions. While the HLC Self-Study Report served as a resource for the AAA self-study, new information and analyses have been developed for this document. All in all, the process has been a self-reflective, meaningful and inclusive experience for Andrews University.

Organization of the Document

The self-study presents a chapter for each of the nine Criteria for Accreditation, with an Introduction, Section A to report on issues identified at the 2004 visit, and a final chapter which summarizes the document and makes recommendations.



SEEK KNOWLEDGE



AFFIRM FAITH



CHANGE THE WORLD

CRITERION 1

Philosophy,
Mission and
Objectives

TABLE OF CONTENTS

Criterion 1: Philosophy, Mission and Objectives	29
1.1.1 Andrews University's mission documents are clear and articulate Andrews University's commitments publicly.	29
1.1.2 Andrews University mission documents commit the University to sustain and advance excellence in higher learning.	30
1.1.3 The vision statements in the 2007–2012 Strategic Plan and the Legacy of Leadership Campaign. prospectuses further elucidate the philosophy, values and aspirations of Andrews University.	31
1.1.4 The mission of the University pervades the institution. Statements of mission and the objectives of the University and the sub-units reflect commitment to Seventh-day Adventist Church mission, beliefs, values and lifestyle practices.	33
1.2 The statements of professional ethics, approved by the board and the administration, demonstrate the level of commitment to the Seventh-day Adventist Church expected of all employees of the institution.	35
1.3.1 Andrews University supports and promotes the mission of the Seventh-day Adventist Church around the world.	36
1.3.2 Andrews University mission documents specify the organization's function in a multicultural church and society and address the charge from the Seventh-day Adventist Church to prepare students for service in diverse cultures and settings.	37
1.4 Andrews University cooperates with other Seventh-day Adventist colleges and universities in helping the church achieve its mission. Formal and informal relationships are nurtured and are sensitive to the needs of the world field.	38
1.5 Andrews University plans to meet the various challenges presented by long range trends in higher education and the Seventh-day Adventist Church.	40
Summary and Recommendations	43

PHILOSOPHY, MISSION AND OBJECTIVES

The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics, and evidenced in the total life of the institution.

Mission and Objectives

1.1.1 *Andrews University's mission documents are clear and articulate Andrews University's commitments publicly.*

The current statement of the University mission and objectives was developed as part of the 2007–2012 Strategic Planning process. The statement and strategic plan were approved by the Board of Trustees in spring 2007; the mission statement reads as follows:

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.

Below, this statement is followed by 15 learning outcomes, organized under the “seek, affirm, change” headings.

Andrews University students will:

Seek Knowledge as they

- Commit to a mindset of intellectual discovery
- Demonstrate the ability to think clearly and critically
- Communicate effectively utilizing multiple media
- Understand the arts, letters and sciences from a Christian point of view
- Become competent to serve humanity in their chosen disciplines and professions
- Prepare for meaningful work in a complex, technological and global society

Affirm Faith as they

- ▶ Nurture life in the Spirit through a personal relationship with Jesus Christ
- ▶ Deepen their faith commitment and practice
- ▶ Demonstrate personal and moral integrity
- ▶ Embrace a wholesome way of life
- ▶ Respect ethnic and cultural diversity

Change the World as they go forth to

- ▶ Cultivate the capacity for creative problem-solving and innovation
- ▶ Commit to generous service through civic engagement
- ▶ Create a caring culture of global leadership
- ▶ Carry out the worldwide mission of the Seventh-day Adventist Church¹

This statement expresses the reality of how the University functions as a community of Seventh-day Adventist Christian scholars. This mission statement is exhibited and demonstrated daily through the actions and interactions of Andrews University administrators, faculty, students and staff.

1.1.2 *Andrews University mission documents commit the University to sustain and advance excellence in higher learning.*

Throughout its mission documents, Andrews University defines itself as a doctoral research university, a comprehensive institution of higher learning integrating an outstanding liberal arts and sciences core with five professional schools and multiple graduate programs.² The University further seeks to sustain and advance excellence in higher education around the world through its affiliation and extension programs. Historically, the University has assisted many Church-affiliated colleges around the world to achieve accredited status within their own countries.³ Around the world, many church leaders and

¹ A New Andrews for a New Century, Strategic Plan, 2007–2012, p. 1

² 2009–2010 Andrews University Bulletin, p. 10

³ HLC Self-Study, Chapter 6

administrators have earned degrees from Andrews. They and their constituents often regard Andrews University as the intellectual center of the Seventh-day Adventist Church.⁴ The plethora of institutes and centers at the University contribute to scholarly research and provide service to the Church in many ways.⁵

The mission statement and learning goals clearly identify the University's commitment to its sponsoring organization, the Seventh-day Adventist Church, and are congruent with the goals of the Church:

The commission of Jesus Christ compels us to lead others to accept Jesus as their personal savior and to unite with His church, and nurture them in preparation for His soon return. That's at the heart of the church's mission and is accomplished through preaching, teaching and healing ministries.⁶

As part of the Andrews University commitment to the ideals of the Church, the institution is committed to providing opportunities for spiritual, physical, social, emotional and intellectual growth of all its publics, including students, faculty and staff, the local community, and the global community.

1.1.3 *The vision statements in the 2007–2012 Strategic Plan and the Legacy of Leadership Campaign prospectuses further elucidate the philosophy, values and aspirations of Andrews University.*

The vision statement accompanying the 2007–2012 Strategic Plan identifies students, parents and employees as constituents of the University:

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.⁷

The mission statement and learning goals clearly identify the University's commitment to its sponsoring organization, the Seventh-day Adventist Church, and are congruent with the goals of the Church

⁴ Strategic Plan 2007–2012

⁵ 2009–2010 Bulletin, pp. 11–18

⁶ www.adventist.org/mission_and_service

⁷ Strategic Plan 2007–2012, p. 2



PMC worship team for the collegiate second service

The University sees itself providing a dynamic multicultural faith community of teacher/scholars who serve their church and local, national and global communities in a variety of ways. Internal constituents include faculty, staff, administrators, and graduate and undergraduate students. Parents, church administrators and administrative units, church members from around the world, alumni, donors and other community members are acknowledged as external constituents with interests in the success of the institution. To help train and professionalize leaders for the Church, Andrews University provides service to the world church through affiliations with Church-owned colleges in other countries and on extension campuses worldwide.

Mission documents and references appear in the *Bulletin*, the *Student Handbook*, the Legacy of Leadership Campaign materials,⁸ the University website,⁹ the *Working Policy*, the *Employee Handbook*, and the Strategic Plan materials. In addition to the Board of Trustees and faculty and staff representation on the Strategic Planning Committee, faculty, staff and University Senate committees had multiple opportunities to review the Strategic Plan and the Strategic Implementation Plan. The Board of Trustees approved the Strategic Implementation Plan at the October 2008 Board meeting.¹⁰ Various mission documents are distributed widely to students, employees, alumni, donors and potential donors, church members and administrators locally and worldwide.

⁸ Reference 1-1

⁹ www.andrews.edu/

¹⁰ Reference 1-2

1.1.4 *The mission of the University pervades the institution. Statements of mission and the objectives of the University and the sub-units reflect commitment to Seventh-day Adventist Church mission, beliefs, values and lifestyle practices.*

Across the University, administrators, faculty, staff and students are aware of the core mission of the University. The mission statement is posted in most buildings. It encircles the globe at the University entrance road. It is printed on campus banners, incorporated into the web pages, and appears in the publications and wordmark of the institution. The core statement—“Seek Knowledge. Affirm Faith. Change the World.”—can be recited by almost everyone across the University.

Published mission statements of various University entities were analyzed for coherence with the Andrews University mission, Christian thought, and distinctive Seventh-day Adventist constructs.¹¹ While mission statements may exist in other documents, only statements appearing in the *2008–2009 Bulletin*, on the Web, or other readily accessible publications were analyzed here.

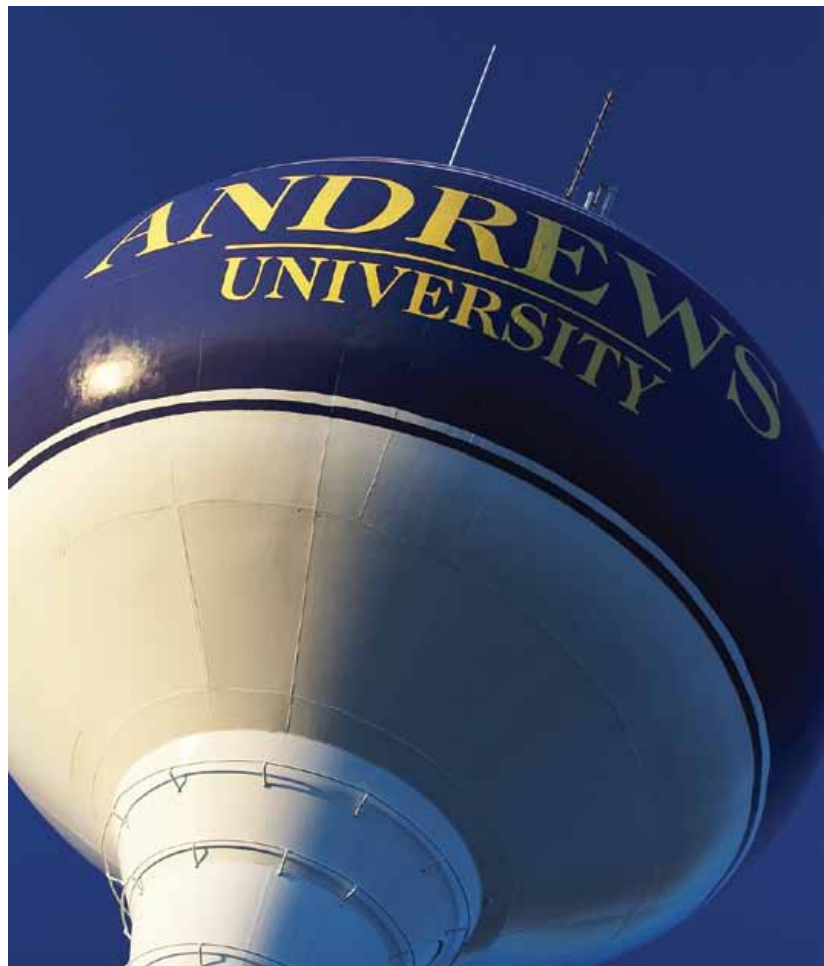
The Andrews University mission statement is unquestionably academic, clearly Christian, and distinctively Seventh-day Adventist. Of the seven schools and colleges, the Schools of Architecture, Business Administration, Education, and the Seventh-day Adventist Theological Seminary have published their mission statements in the *Bulletin* or on the Web. The statements from Architecture, Education, and the Seminary are distinctively Seventh-day Adventist. The College of Arts & Sciences, the College of Technology, and the School of Graduate Studies are developing concise mission statements that support the University and Church missions.

Of the academic departments in the schools and colleges, 31 (93.9 percent) have clearly stated mission statements. Twenty-eight (84.8 percent) of those have Christian language and 12 (36.3 percent) include terminology that specifically reflects the Seventh-day Adventist Church mission. There are 56 entities identified as programs, offices, centers, institutes, support services or resources. Of these, 14 (25

¹¹ Reference 1-3

percent) have published mission statements or purposes; only one includes no language to distinguish it from a secular institution. Five of the 14 include language giving a distinctive Seventh-day Adventist perspective.¹²

The mission, beliefs, values and lifestyle practices of deeply committed members of the Seventh-day Adventist Church appear in stark contrast to members of other denominations. The department mission statements appearing in the Resource Room also stand in stark contrast to those of a typical institution, department or support service of higher learning. Most of these mission statements are stated explicitly in the context of Christian education or Seventh-day Adventist Christian education. They may also include references to restoring in man the image of his Maker, being Christ-centered, promoting spiritual development, honoring God, fostering a Christian world view, making disciples, and proclaiming the gospel. Clearly these statements are supportive of the mission of the Seventh-day Adventist Church. Only a few of the entities with published mission statements use language indistinguishable to that found in any other secular institution.



¹² Reference1-4

1.2 *The statements of professional ethics, approved by the board and the administration, demonstrate the level of commitment to the Seventh-day Adventist Church expected of all employees of the institution.*

Like the Sabbath and marriage, ethics is rooted in the creation story. Because we are created beings, we have a responsibility to care for each other in the same way that the Creator would and to care for the natural world around us. While here on earth, Jesus modeled how we should treat each other. Accountability for ethical behavior exists at every level of the institution.

Andrews University places a high value on the ethical treatment of the natural world and more importantly, the people that Christ died to save. The central focus of the Andrews University community of scholars is our students. Transforming students is at the center of our mission. For most students, that transformation comes through student/faculty and student/staff interactions and relationships. A “Faculty Ethics” section of the *Andrews University Working Policy*¹³ covers relationships with colleagues, students, the church and the community in addition to academic freedom, scholarly endeavors and conduct.

Each new faculty member is asked to sign a hire letter that lays out explicit guidelines and expectations concerning ethical behavior.¹⁴ Each student signs a Community Values Agreement¹⁵ that details the various forms of ethical behavior expected of our students. The *Student Handbook* expands and describes these values in more detail.¹⁶ Ethical expectations of hourly and salaried staff are delineated in the *Employee Handbook*.¹⁷ Adherence to church teachings and lifestyle, ethical standards, conflict of interest, and other expectations are stated. In March 2004, the Board of Trustees voted a Code of Ethics for Financial Managers. This code was revised in March 2006 and now appears with a schedule of implementation.¹⁸

Some professors have their students sign an honor code¹⁹ at the start of each course to ensure that all understand University expectations of ethical behavior in classroom work as detailed in the *Andrews University*

Transforming students is at the center of our mission.

¹³ *Working Policy*, Section 2:158

¹⁴ Reference 1-5

¹⁵ *Student Planner/Handbook*; Reference 1-6

¹⁶ See Criterion 8

¹⁷ *Employee Handbook*, www.andrews.edu/HR/emp_handbook

¹⁸ Reference 1-7

¹⁹ Reference 1-8 is an example



2009-2010 *Bulletin*²⁰ under the heading “Academic Integrity.” The University Senate is collaborating with the AUSA to develop a campus-wide honor code which builds on the *Bulletin* statement and unifies other existing statements.²¹ All SAGES honors students are required to subscribe to an honor code as a condition of acceptance into the program. Abundant descriptions of ethical behavior appear in the “Code of Student Conduct”²² and throughout the *Student Life Handbook*.²³

1.3.1 *Andrews University supports and promotes the mission of the Seventh-day Adventist Church around the world.*

The mission of the Seventh-day Adventist Church is to proclaim to all peoples the everlasting gospel in the context of the Three Angels’ messages of Revelation 14:6–12, leading them to accept Jesus as their personal Savior and to unite with His church, and nurturing them in preparation for His soon return.²⁴

The University acknowledges that while we await Jesus’ imminent return, there is much work to do. There are children to be raised and taught; the sick to be treated and cared for as they heal; the hungry to be fed; the poor to be helped; more schools, churches, hospitals and communities to be built; businesses to be developed and ethically

²⁰ Page 30

²¹ Reference 1-9

²² 2009–2010 *Bulletin*, p. 21

²³ www.andrews.edu/services/studentlife/handbook

²⁴ www.adventist.org/mission_and_service

managed; and yes, churches to be organized, pastored and skillfully managed. There is so much work to do, and Andrews University supports the mission of the Seventh-day Adventist Church in these and innumerable other ways. Here are just a few examples.

The largest school of the university, the College of Arts & Sciences, serves the world church by preparing students to enter the professional workforce or by preparing them for professional or graduate schools of their choice. Students are prepared for pastoral ministry and equipped to enter the Seminary; they are prepared to teach and pursue advanced degrees in educational psychology, curriculum and instruction, or school administration; and they are trained as scientists and qualify for graduate, medical or dental school. Students also use a background in arts and sciences as preparation for law school, governmental or corporate employment, and a wide range of other careers.

The Seventh-day Adventist Theological Seminary (SDATS) prepares pastors, scholars, bible workers and administrators for service at all levels of church structure. Some departments have specific roles, although they carry them out with the help of all other departments and programs within the SDATS. For example, the Department of World Mission and the Institute of World Mission study how to make the function and process of sending missionaries more effective; they also prepare missionaries and their families for their work. In doing so, they assist the Seventh-day Adventist Church in answering the call to heal a lost and broken world.

The School of Education prepares teachers and administrators to serve in many of the Church's 7,442 schools around the world.²⁵ The graduate programs in Leadership are offered in multiple worldwide locations. Graduate programs in Educational Administration and Curriculum & Instruction are offered online to make it easier for teachers and administrators to apply the lessons learned in their workplace.

1.3.2 *Andrews University mission documents specify the organization's function in a multicultural church and society and address the charge from the Seventh-day Adventist Church to prepare students for service in diverse cultures and settings.*

²⁵ <http://education.gc.adventist.org>

As a Seventh-day Adventist academic institution, Andrews University was established to serve a worldwide church. In 1874, the year its predecessor, Battle Creek College, was founded, John Nevins Andrews became the first Seventh-day Adventist missionary to Europe. Building upon this foundation, Andrews University has always maintained a global scope and view. Throughout the bulletin, website, capital campaign materials, other publications, and strategic plans, the goal of service to a world in need is evident. As the seventh most domestically diverse and the sixth most international national university in the United States,²⁶ the University is moving beyond mere representational diversity to transforming students into change agents as world citizens. The learning goal is that students will “commit to generous service through civic engagement”²⁷ by becoming active participants in a global public square.

To that end, the University established the Institute for Diversity and Multiculturalism (IDM) as a means to carry out its commitment to fostering understanding and inclusiveness in matters of race, ethnicity, culture, mental and physical abilities, age and gender throughout the campus, the local community and the worldwide Seventh-day Adventist Church. The IDM provides workshops, lectures and seminars to a variety of audiences; a faculty research group studies diversity and multiculturalism issues and disseminates their findings.²⁸

The institute includes the University Diversity Council, which “recommends practical guidelines and initiatives to the president which will support inclusiveness and multiculturalism at all levels within the institution and to advise on diversity issues.”²⁹ The Diversity Council and the IDM were valuable resources in the changes in the General Education (GE) curriculum to emphasize skills in diversity and multiculturalism. In addition, the faculty research group assisted in development of a survey to measure student knowledge, attitudes and skills at the beginning of the new curriculum.³⁰

1.4 *Andrews University cooperates with other Seventh-day Adventist colleges and universities in helping the church achieve its mission. Formal and informal relationships are nurtured and are sensitive to the needs of the world field.*

²⁶ Reference I-2

²⁷ 2007–2012 Strategic Plan

²⁸ Reference I-10

²⁹ Reference I-10

³⁰ Reference I-10

In the 2009–2010 *Andrews University Bulletin*³¹ and the 2008 *Andrews University Self Study for HLC/NCA*,³² Andrews University details how it supports the mission of the Seventh-day Adventist Church through affiliation, extension and distance education programs, which are important mission methodologies. More than 25 global institutions and organizations benefit from graduate and undergraduate course delivery by Andrews University faculty.

Five affiliated colleges and universities offer Andrews University degree programs at their institutions; their graduating students receive Andrews University degrees. Eleven international and multiple United States locations serve as sites for extension programs where Andrews University faculty teach courses. For several programs, students can complete entire degree programs through these extension sites. Distance education is yet another course delivery option in which courses and several degrees may be delivered through correspondence and online.³³ The affiliation and extension programs are administered by the Office of Affiliation & Extension Programs and its dean, whereas distance education is managed by individual schools and colleges with

*Newbold College is affiliated with
Andrews University*



³¹ p. 18
³² Chapter 6
³³ Criterion 5

...less than half of Andrews University's students live and take their coursework on the main campus.

the cooperation of the Center for Distance Learning & Instructional Technology (DLiT).

In fall 2008, Dean Charles Tidwell gave a report to the Dean's Council entitled "Internationalization at Andrews University"³⁴ in which he reviewed the international extension sites and faculty activity at those sites. His report also reviewed tours from 2004–2008 and included an appendix of faculty who reported international activity. This report shows that less than half of Andrews University's students live and take their coursework on the main campus.

1.5 *Andrews University plans to meet the various challenges presented by long range trends in higher education and the Seventh-day Adventist Church.*

Multiple administrators maintain awareness of demographic trends in the Church and in higher education nationally. The entire community of scholars—administration, faculty, students, and staff—is active in visioning and setting trends in higher education both nationally and in the Seventh-day Adventist Church. Examples below include the President, the former Provost, the Vice-President for Enrollment Management and Integrated Marketing & Communication, and the academic community.

The President: Dr. Niels-Erik Andreasen is a well-recognized leader in Seventh-day Adventist higher education. He is well-positioned to spot trends and guide in shaping creative responses; and he is a scholar with a deep understanding of Christian education coupled with a gift for visioning what could and should be. He is an active board member of eight major General Conference, North American Division or Union boards, as well as nine regional higher education or major health institution boards.³⁵ Thus, he is closely connected to day-to-day trends and needs in higher education, within and outside of the Seventh-day Adventist system. In addition to these connections, Andreasen has a personal passion for making substantive improvements in higher education. This passion is evidenced by numerous consultations throughout the South Africa Indian Ocean Division and the Southern Asia Division.

³⁴ Reference 1-10

³⁵ Reference 1-11



The former Provost: As a long-time member and active leader in the Association of American Colleges & Universities (AAC&U),³⁶ Dr. Heather Knight interacted vigorously within national higher education circles as she helped to guide Andrews University’s response to state, national and international trends. She regularly took groups of faculty, department chairs and students to AAC&U meetings to give presentations and participate in the ongoing discussions.³⁷

The Vice President for Enrollment Management and Integrated Marketing & Communication: Stephen Payne studies data from a variety of sources to spot trends and plan strategies for maximizing the mission of Andrews University. For example, in August 2005 Payne made a formal presentation to the Adventist Enrollment Association entitled “Enrollment Assessment Student Results.” In this report, he presented the results of a study conducted by Strategic Resources Partners LLC.³⁸ This study showed that the top reasons non-academy students didn’t apply to an Adventist College included perceptions that it was either too far away or cost too much. Factors ranked much lower on the importance scale included (1) not knowing about the college, (2) the college not offering the major of their choice, or (3) having low grades/test scores. Payne led out as the enrollment managers

³⁶ www.aacu.org/about/index.cfm

³⁷ Reference I-8

³⁸ Reference 1-12

of Seventh-day Adventist institutions of higher education worked together to contact and attract Adventist students in public high schools and other sites into Adventist higher education. Because of his research and campus-wide leadership, Payne has been successful in increasing enrollment during times when many other schools are seeing their enrollments decline.

Other administrators are active in attending and participating in Church, professional and academic organizations and stay aware of the trends in the Church and in national and international higher education. Academic departments are active in monitoring trends in their disciplines and adapting curricula to prepare students for new directions. In addition, academic programs actively participate in recruiting students. A program created within Banner® by Andrews University's ITS department, preVue, allows departments and programs to access lists of prospective students and contact them individually. This tool has improved departmental participation in recruitment and helps provide additional contacts with prospective students.

The Community of Scholars: The international nature of the faculty and student body gives multiple opportunities to maintain contacts within and outside the University and Seventh-day Adventist Church, locally, nationally and internationally. Thus, faculty and students, especially graduate students, are often aware of socioeconomic and educational trends around the world faster than through media outlets. For example, a graduate student in educational administration, Zachary Mngo, is from Cameroon and has firsthand knowledge of the implementation of the Bologna Accords there.³⁹ As faculty teach in extension programs, they become aware of the needs and challenges in the countries they visit. These multiple contacts provide a rich source of information as the University makes decisions about how best to serve the world Church.

Most administrators and faculty are members of the Seventh-day Adventist organization for their discipline. In addition, many administrators and some faculty work with AAA to conduct site visits

³⁹ Mngo, Z., & Associates. (2009). "Socio-cultural Roadblocks to Higher Education Harmonization: Understanding Cameroon's Harmonization Experience in the Light of Bologna." NAFSA Conference: Calif.

and help build higher education in other countries. These contacts also enhance their ability to stay abreast of trends and challenges in Seventh-day Adventist higher education.

SUMMARY AND RECOMMENDATIONS

Summary

1. University mission documents are clearly stated, easy to understand, and overtly Seventh-day Adventist. They clearly articulate the University's commitments and constituencies and are disseminated through a variety of media.
2. Andrews University seeks to prepare students for service to the church and society around the world.
3. Andrews University collaborates with other Seventh-day Adventist entities to provide educational programs in multiple sites to meet students where they are.
4. Andrews University is committed to upholding high ethical standards and to teaching its students to maintain strict integrity in all their activities.
5. Andrews University plans to meet the challenges of trends in higher education and the Seventh-day Adventist Church.

Recommendations

1. Some department and program mission statements across the University need to be reviewed for coherence with the revised University mission and the mission of the Church. This process would make the current statement of mission more pervasive and provide an opportunity for everyone to move into a clearer understanding of the mission. Several departments and programs need to develop mission statements and/or publish existing ones in public venues.
2. The University administration, University Senate, or other appropriate entity should develop a comprehensive code of ethics for the university with provisions for specialized subsets. One

model is suggested by the General Conference Department of Education.⁴⁰

3. Andrews University can continue to evaluate worldwide needs for extension programs and other distance delivery systems to better prepare more students to serve the church and society with distinction.

⁴⁰ Reference 1-13



CRITERION 2

Spiritual
Development,
Service and
Witnessing



Andrews
University
Seek. Affirm. Change.

TABLE OF CONTENTS

Planning and Implementing Spiritual Development	47
2.1.1 The Spiritual Master Plan is based on Goal 2 of the 2007–2012 Strategic Plan and the objectives presented in the Affirm Faith section of the Mission Statement.	47
2.1.2 Implementation of the Spiritual Master Plan is overseen by multiple committees, each with specific responsibilities.	49
2.1.3 The beliefs and values to be conveyed to the students are rooted in the mission, lifestyle and traditions of the Seventh-day Adventist Church.	49
2.1.4 Various tools are used to evaluate and assess spiritual growth, especially of students.	50
Administration, Faculty and Staff Contributions	54
2.2.1 Administration, faculty and staff participate in the spiritual development of students, including inreach, nurture, service and witnessing activities.	54
2.2.2 Also discussed in Criterion 6, development of faculty and staff skills in promoting the spiritual growth of students is facilitated by several means.	55
2.2.3 Residence hall administration and staff provide opportunities for the spiritual development of students in multiple venues.	57
2.2.4 Student Life personnel have an active role in spiritual development of students.	58
2.2.5 The University is sensitive and attentive to the needs of students not identifying with the Seventh-day Adventist Church and to the needs of off-campus students.	59
Student Involvement and Responses	59
2.3.1 Students are involved and represented at all levels of planning for both Inreach and Outreach activities.	59
2.3.2 Students are involved in service and outreach activities through the Division of Student Life and the Office of Campus Ministries.	60
Roles of Campus Ministries in Spiritual Development	63
2.4 The Office of Campus Ministries, including two chaplains and support staff, works closely with other groups to support spiritual formation and spiritual growth among the students.	63
Roles of Pioneer Memorial Church in Spiritual Development	64
2.5.1 Pioneer Memorial Church (PMC) and its pastoral staff cooperate with University staff in planning for and carrying out programming to support student, faculty and staff spiritual growth.	64
2.5.2 A variety of activities are provided by Pioneer Memorial Church to enhance the spiritual development of students, faculty and staff.	66
Spiritual Life Reporting Mechanisms	67
2.6 The Board of Trustees and other groups receive reports about spiritual life at the University on a regular basis.	67
Summary and Recommendations	67

SPIRITUAL DEVELOPMENT, SERVICE AND WITNESSING

The institution will have a strong and vibrant spiritual life program, described in a Spiritual Master Plan that broadly involves and affects both the institution and the communities beyond.

Planning and Implementing Spiritual Development

2.1.1 *The Spiritual Master Plan is based on Goal 2 of the 2007–2012 Strategic Plan and the objectives presented in the Affirm Faith section of the Mission Statement.*

The Spiritual Master Plan¹ of the University correlates with the University’s strategic plan, Goal Two: “to deepen the connections between faith and learning.”² The objectives include:

- Create a spiritual environment that encourages a personal relationship with Jesus Christ as well as respect for, and commitment to, the Seventh-day Adventist church, its values, and its mission
- Promote integration of faith and learning in the curriculum through the Center for College Faith and other such initiatives
- Educate for spiritual formation, character development, biblical and religious literacy, as well as ethics
- Encourage students and employees to grow together spiritually through experiential activities that engage the whole person
- Update the University’s Spiritual Master Plan, which identifies the spiritual goals of the institution and outlines how to meet them

The Mission Statement establishes five objectives or goals for spiritual development of students:

1. Nurture life in the Spirit through a personal relationship with Jesus Christ
2. Deepen their faith commitment and practice
3. Demonstrate personal and moral integrity
4. Embrace a wholesome way of life
5. Respect ethnic and cultural diversity

¹ Appendix

² 2007–2012 Strategic Plan, p. 11

The Spiritual Master Plan acknowledges that students arrive on campus at various stages of spiritual development including:

1. not yet committed
2. open to commitment
3. committed to grow spiritually
4. committed to serve others
5. committed to lead others

The plan continues with elucidation of the student profile and needs at each stage, followed by a structured set of approaches for each. These structured approaches acknowledge that Andrews University has four main delivery systems of spiritual care: workplace opportunities, classroom opportunities, residence hall opportunities, and Campus

Ministries/Pioneer Memorial Church opportunities. Thus, the University is aware that spiritual development and formation takes place across the campus and is not limited to spiritual programming or specific courses. The basic approaches are viewed as a progression from “modeling” to “mentoring” to “mantling” of students.

...the University is aware that spiritual development and formation takes place across the campus and is not limited to spiritual programming or specific courses.

Spiritual outcomes are defined in three areas: Be, Do and Think. Within Being, the desired outcomes are to be “connected with the Creator” and “in community with believers.” Thinking “holistically about one’s faith” and ‘biblically about the world” are followed by Doing outcomes, including service to others with compassion and leading others with conviction. Broad measures are suggested for each outcome, followed by specific actions, responsibilities and assessment plans.

Spiritual outcomes are accomplished through five approaches to spiritual development: relational, conversational, formational, experiential and influential. Each approach has specific methods of promoting spiritual commitment and growth for each developmental level. The plan acknowledges that spiritual care takes place in the workplace, the classroom or laboratory, campus housing, and events planned by Campus Ministries and PMC.

2.1.2 *Implementation of the Spiritual Master Plan is overseen by multiple committees, each with specific responsibilities.*

The committees charged with overseeing the spiritual life of the campus are outlined below.

GROUP	COMMITTEE	CHAIR	TERMS OF REFERENCE/RESPONSIBILITIES
Board of Trustees	Subcommittee for Students, Leadership, and Spirituality ³	<i>Barbara Randall</i>	Oversee progress toward meeting spiritual goals of the institution.
Campus-wide	Committee for Development of Spiritual Life ⁴	<i>Ron Whitehead</i>	Oversee variety of campus initiatives and support a wholesome spiritual life within the institution. ⁵
Campus Ministries	Campus Ministries Administrative Committee ⁶	<i>Ron Whitehead</i>	
	Campus Ministries Missions Advisory ⁷	<i>Japhet De Oliveira</i>	Meet the needs of student missionary and task force volunteers
Center for Youth Evangelism	Administrative Committee	<i>Ron Whitehead</i>	
	Easter Passion Play	<i>Richard Parke</i>	Plans and carries out the annual event.
Campus Ministries	Chaplains' committees ⁸	<i>Individual chaplains</i>	Plan and carry out the Inreach, Outreach, and other ministries of the office.
Student Life	Chapel, Choices and Changes Co-Curriculum Committee	<i>Steve Yeagley</i>	Oversee, plan and evaluate the programming for weekly chapels, Weeks of Prayer, PowerPac weekends, and related events.
Residence Halls	Internal Spiritual Planning Committees	<i>Residence hall deans</i>	Oversee, plan and carry out programming for spiritual life in the residence halls.
Faculty	Center for College Faith Board	<i>Mickey Kutzner</i>	Understand religious values formation during the college experience, sponsor research, improve methods of developing faith and commitment in undergraduate students particularly as it relates to the Seventh-day Adventist Church. ⁹

2.1.3 *The beliefs and values to be conveyed to the students are rooted in the mission, lifestyle and traditions of the Seventh-day Adventist Church.*

The University sees itself as a primary promoter of the mission, lifestyle and traditions of the Seventh-day Adventist Church. The *Student Handbook* outlines the “Four Hallmarks of Student Life”¹⁰ which include that the University is (1) a faith-based institution that expects students to (2) adopt a wholesome lifestyle, (3) live on a residential campus, and (4) be part of a gathered community. The *2009–2010 Bulletin* describes what being a Seventh-day Adventist campus means.¹¹ The menu served at Dining Services is vegetarian with vegan

³ Reference 2-1

⁴ Reference 2-2

⁵ *Working Policy*, 1:601:5

⁶ Reference 2-3

⁷ Reference 2-4

⁸ Office of Campus Ministries

⁹ *Working Policy*, Appendix 1-BB

¹⁰ See Criterion 8.1.2

¹¹ Page 19



A recent Fitness Expo featured a 5K run

...the distinctive Seventh-day Adventist nature of the University permeates every publication and activity.

options offered. The General Education program includes wellness and fitness components; the faculty of these courses is explicit in linking wellness to the Seventh-day Adventist lifestyle.

More than that, the distinctive Seventh-day Adventist nature of the University permeates every publication and activity. Sciences are taught with the understanding that the world is God’s creation; arts and literature are taught from the vantage point of glorifying the Creator of all beauty; history demonstrates God’s guiding hand throughout; the social sciences celebrate the wonders of the human mind and our need for community; professional programs prepare graduates to serve the church, whether employees and/or active members of a local church. Recreational activities frequently open with prayer; as discussed in the Criterion 8 chapter, nearly half of the activities planned by student clubs are spiritual in nature.¹²

2.1.4 *Various tools are used to evaluate and assess spiritual growth, especially of students.*

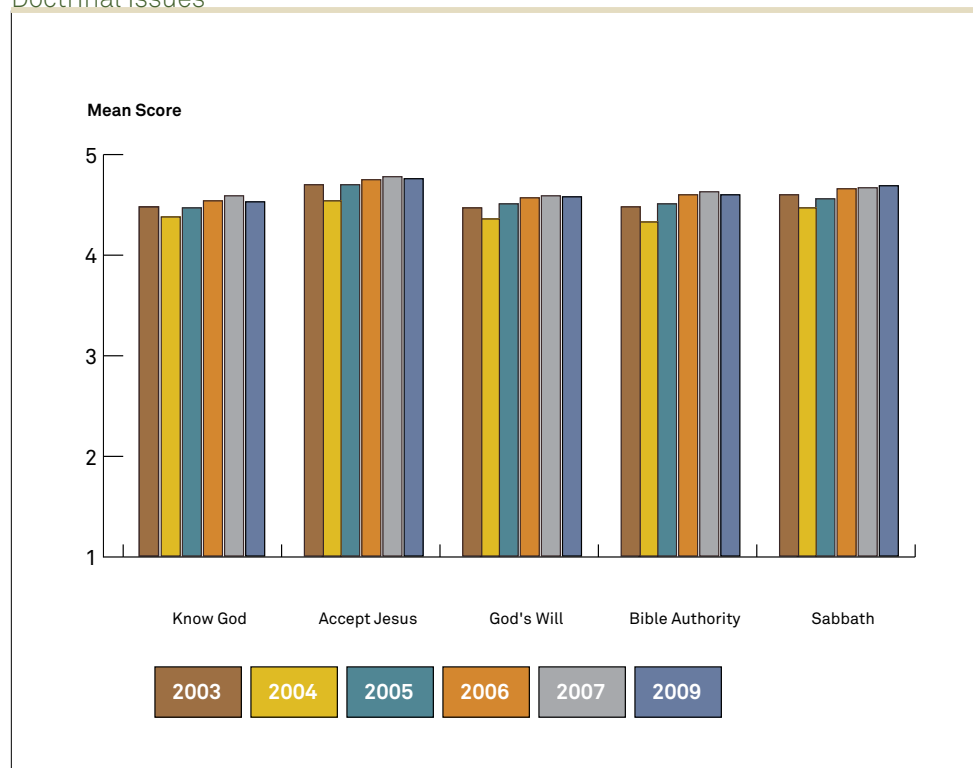
Multiple programs and organizations seek feedback about spiritual programming on a regular basis. The collegiate Sabbath School—Higher Ground, the residence halls, Fusion, and co-curricular offerings conduct regular surveys to evaluate student appreciation of programming. This feedback is used for planning future programs. Over time, the Chapel Choices format has been expanded to provide more opportunities for smaller groups, with more personal interaction. Thus, students have more opportunities to form relationships with faculty and staff as spiritual mentors.

¹² Section 8.2.4

Peter Swanson, director of assessment for the Seventh-day Adventist Theological Seminary, administers an entrance survey for seminary students. This is followed by annual Assessment Days, when all Seminary students are surveyed about their experiences, including queries about their perceived spiritual growth. These data are used to make decisions about Seminary programs, courses and chapels.

An annual Senior Survey, administered when first-baccalaureate seniors take the Senior Exit Exam, collects data about spiritual commitments and accomplishment of Andrews University mission. The fifteen commitments include constructs about accepting of Jesus as our Saviour, belonging to a church and being active in a local church, having allegiance to God’s will, using the Bible as an authority, maintaining a devotional life, and having a healthy lifestyle.¹³ Students are asked to rank commitments on a scale from 5=willing to keep even at great personal sacrifice to 1=have not made. Mean scores show an increase on all indicators since 2004 for Adventist seniors, stabilizing between 4.0 and 4.5 for most indicators between the years 2005 and 2009. Figures show commitments for doctrinal issues, church involvement and lifestyle issues.

Doctrinal Issues

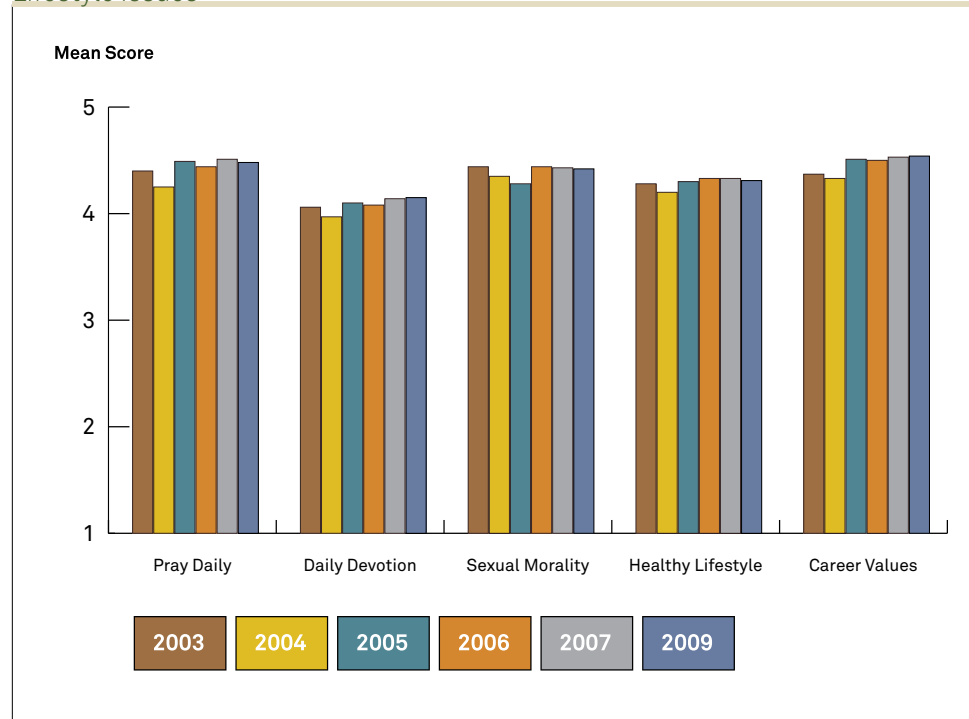


¹³ Reference 3-12

Church Involvement



Lifestyle Issues



While the commitment to participate actively in the life of a local church is lower than the commitment to belong to a church, this may indicate that students have difficulty getting involved in the life and work of local churches while in college. Between the size of most

local churches and class schedules, students may not feel able to be as involved as they would be, or will be after graduation, in a church near their home. The distinct rise in support for world evangelism may reflect increased emphasis on community service and student missionary/task force involvement.

During the 2008–2009 academic year, the University participated in the National Survey of Student Engagement (NSSE). The NSSE surveys first-year and senior students, evaluating their participation in programs and activities provided for their learning and personal development.¹⁴ NSSE provides data that help institutions identify areas where the undergraduate experience can be improved. One item asks whether students have developed a deepened sense of spirituality. Andrews University students were much more likely to respond that their experience at the institution had contributed to their spiritual development ($p < .001$).¹⁵ Eighty-one percent of first-year students frequently engage in spiritually enhancing activities such as worship, meditation or prayer.¹⁶

The NSSE also asks about community service and exposure to diverse people. Andrews students were more likely to have participated in community service and more likely to have had serious conversations with students of a different race or ethnicity than the comparison groups. Respondents were also more likely to feel that the University encouraged contact among students of different economic, social, and racial or ethnic backgrounds. Andrews University students reported growth in contributing to the welfare of their community.¹⁷ Seventy-three percent of first-year students reported having frequent, serious conversations with those of a different race.¹⁸ The University is investigating the possibility of incorporating institution-specific items about spirituality and spiritual growth.

Other surveys evaluate student response to Fusion, Higher Ground Sabbath School, residence hall spiritual programming, and the co-curriculum. These data are reviewed and considered by the various committees and groups as they plan future programming.

Students have opportunities to observe and interact with faculty, staff and administration in spiritual experiences, individually and corporately.

¹⁴ <http://nsse.iub.edu/html/about.cfm>

¹⁵ Reference 2-5

¹⁶ Reference 2-6

¹⁷ Reference 2-5

¹⁸ Reference 2-6

Administration, Faculty and Staff Contributions

2.2.1 *Administration, faculty and staff participate in the spiritual development of students, including inreach, nurture, service and witnessing activities.*

Spiritual life is an integral part of conducting the business of the university. From the President’s Cabinet meetings to departmental workshops to the classroom, prayer is offered at the beginning of committee meetings, classes and the workday. Students have opportunities to observe and interact with faculty, staff and administration in spiritual experiences, individually and corporately. Thus, faculty and staff involvement has a significant role in the spiritual development of many students.

...the distinctive Seventh-day Adventist nature of the University permeates every publication and activity.

Each year, faculty and staff from many departments open their homes on Friday nights for faculty home vespers. In fall 2008, 20 faculty and staff opened their homes to students for supper and vespers during the first week of school. In addition, a number of faculty provide worship programs throughout the year. For example, the School of Architecture sponsors “Munchies and the Book,” a Friday night worship program with weekly attendance of 20–30 students. The Departments of Physics and Mathematics have a regular eigen dinner and vespers on Friday evenings.¹⁹ These are just two of many monthly faculty home worship activities, with others receiving higher attendance, such as the pre-med vespers. Faculty also participate with students in community service programs. The Socrates program is one example.²⁰

While many teachers offer prayer at the beginning of each class and/or have a short worship or devotional thought, not every student is able to connect with a faculty member in the classroom setting, for a variety of reasons. However, students have unique access to faculty and staff in the workplace. Many departments have worship at the beginning of the workday, including their student workers. Many students are able to build relationships with faculty and staff in the workplace, providing them with the opportunity to have a spiritual influence on students. Students working as laboratory assistants, graduate assistants, research assistants, and other department needs have many

¹⁹ www.andrews.edu/cas/physics/eigen

²⁰ Reference 2-7



opportunities to interact with faculty and staff and build spiritually nurturing relationships.

180° Symposium participants

The Department of Physical Therapy offers a weekly graduate chapel service, as does the Seminary. Many departments participate with the Choices options for chapels, providing a rich array of worship experiences and frequently tying Christian principles to the study of the discipline.

Faculty also contribute to the efforts of the Church to keep young people connected to the Church through writings and service. For example, they participated in the 180° Symposium²¹ during fall 2008. Several University institutes and centers conduct research for the Church.

2.2.2 *Also discussed in Criterion 6, development of faculty and staff skills in promoting the spiritual growth of students is facilitated by several means.*

One of the primary means of supporting faculty and staff development in promoting student spiritual growth is the Center for College Faith (CCF).²² Founded in 1998 to study and answer questions about how the college experience can best affirm the validity of the Christian faith, CCF focuses on the spiritual concerns of the undergraduate student body. One of the chief aims is to provide resources for teachers and

²¹ www.adventistyouth.org/180

²² Reference 2-8

departments to help them address faith issues within each discipline. These resources are intended not only for Andrews University, but for the wider, global Adventist and Christian higher education community.

CCF undertakes three major initiatives—producing a series of books, hosting conferences and conducting research. At the beginning of the 2008–2009 school year, CCF planned the Fall Fellowship, which had the theme of creation care. Matthew Sleeth, M.D., who spoke at two of the meetings, started the year off with an emphasis on environmental stewardship.

CCF's book series currently includes texts covering three subject areas: history, literature and sociology. The first two books are for professors only, whereas the sociology book was designed to be used as a supplemental text for sociology students. A new book on biology is currently being developed. These are published by the Andrews University Press and subsidized by the G.C. Education Department.²³

Conferences have been hosted on-campus that bring together professors from Adventist universities across North America to discuss the integration of their discipline and Christian faith. On average there have been three per semester with one topic per conference. World-

*RA residence hall
worship in Meier Hall*



²³ Reference 2-9

renowned speakers from other faiths, such as Sir John Polkingham, Nancy Murphy and Alvin Plantinga, have presented at these conferences also.

2.2.3 *Residence hall administration and staff provide opportunities for the spiritual development of students in multiple venues.*

Residence hall worship programs support student spiritual growth collectively. Students must attend a set number of religious meetings each semester.²⁴ Residence hall options include small groups, hall worships, dean's worships, men's and women's club worships, and co-ed worships. Small groups meet once per week and are generally attended by twelve or fewer members, with an emphasis on prayer, support or Bible study. Six groups met regularly in the 2008–2009 school year. Other groups meet outside the residence halls.

Hall worships, led by resident advisors, usually have 40 or fewer attendees. Slightly larger in size, dean's worships are held in the chapel and are led by a dean. Topics are chosen based on issues raised by residents, such as making life decisions or knowing God's will. Club worships are planned and led by the club officers. Co-ed worships are the most popular option, with attendance averaging around 80 students. Held in Meier Hall, guest speakers often follow worship music led by students.

Residence hall deans, student deans and resident advisors support student spiritual growth individually through a variety of personal contacts. Resident advisors receive two weeks of training prior to the start of the school year to improve their ability to serve the students under their care. Frequently, residence halls sponsor evangelism or community outreach events.

*Future Plans:*²⁵ A co-curricular council is planning how to encourage students to decompartmentalize spiritual life and maintain a connection with God at all times, not just on Friday night or Sabbath morning. They hope to provide more everyday programming, beyond liturgical programs. For men, they hope to provide more topics about life skills and appeal more to their kinesthetic nature. The goal is to create more

²⁴ Criterion 8

²⁵ Reference 2-10

Few undergraduate students (less than 7 percent) are from other faiths; the proportion of graduate students who identify with other faiths is less than 11 percent.

experiences with God, to experience more time with God in real life. They are considering incorporating more prayer into dean worships and providing an emphasis or niche for each type of worship such as community/relationship building events. Many ideas are being considered and developed for the 2009–2010 academic year and beyond.

Challenges: Providing spiritual growth opportunities for students requires ongoing attention and effort. Often the day-to-day responsibilities of deans and RAs are focused on student needs.

Programming for the worship experiences needs to occur during the summer. The most significant ministry is caring for students, rather than leading or delivering worship talks. Helping students connect with campus resources can be difficult. The teams see a need to create a culture of Sabbath in the residence halls, and are considering something tangible in the lobbies for Friday evenings to mark the transition to Sabbath. Now that the cafeteria is open on Sabbath mornings, a free breakfast in the dorm isn't as appealing. Training students for ministry and financing the various ministries are ongoing challenges. Having a blessing service for each hall, involving at least a dean and the resident advisor is being considered. New students may be welcomed into the residence hall with prayer offered by a staff member in their room.

2.2.4 *Student Life personnel have an active role in spiritual development of students.*

Further discussed above and in the Criterion 8 chapter, Student Life personnel are deeply involved in spiritual development of students. Frances Faehner, vice-president for Student Life, attends chapel, Fusion, and University Forum programs. She opens her home to the resident advisors and hosts a Freshman Faehner Fling.

When a student loses a loved one, funeral support is provided by Student Life personnel. A member of the staff attends the funeral; where possible, this is someone who knows the student. Further grief support is provided later with referral to the Counseling & Testing Center as needed.

2.2.5 *The University is sensitive and attentive to the needs of students not identifying with the Seventh-day Adventist Church and to the needs of off-campus students.*

Few undergraduate students (less than 7 percent) are from other faiths; the proportion of graduate students who identify with other faiths is less than 11 percent. Most students not of the Seventh-day Adventist faith are concentrated in programs such as physical therapy and graduate programs in the School of Education. In general, such students are committed Christians. Faculty are sensitive to the needs of these students. Staff may be less aware of their presence on campus and may offend unwittingly. As outlined in Section 8.5, Campus Ministries and Student Life personnel are developing strategies to be aware of the needs of these students and minister to their needs in appropriate ways.

Off-campus students are expected to meet minimum requirements for participation in spiritual activities. Adjustments are made for non-traditional students such as older students and caregivers of small children or elderly parents.²⁶

Student Involvement and Responses

2.3.1 *Students are involved and represented at all levels of planning for both Inreach and Outreach activities.*

Each area of the Office of Campus Ministries has student leaders for the ongoing ministries sponsored. Inreach²⁷ includes chapels, Fusion, Higher Ground Sabbath School, Impact, Mosaic, New Life Fellowship, summer programming, student chaplains and fellowship opportunities. Outreach²⁸ sponsors programs for children, many in Benton Harbor; community programs from Berrien Springs to Chicago; a puppet ministry; and street ministries in Benton Harbor. Each of these activities is led by students, under the supervision of the Inreach chaplain, Timothy Nixon, or Outreach chaplain, Keren Toms. In addition, the Missions²⁹ chaplain, Japhet De Oliveira, works with returning, current and outgoing student missionaries and sponsors a student missions club, led by a student. Regular leadership meetings help to maintain cohesiveness and unity among these leaders. The

The annual Passion Play, held Easter Weekend, draws several thousand people.

²⁶ See Section 8.5

²⁷ www.andrews.edu/life/spiritual/inreach

²⁸ www.andrews.edu/life/spiritual/outreach

²⁹ www.andrews.edu/life/spiritual/missions

Campus Ministries budget includes stipends for student leaders and the programs.

Other leadership opportunities include the resident assistants, who have hall worships and other devotional experiences for their small communities. Student musicians are involved in chapels, Fusion, church services and outreach activities. The annual Passion Play,³⁰ held Easter Weekend, draws several thousand people. Several hundred volunteers, including students, faculty and staff, and community people participate as actors and support personnel.

Stewardship opportunities include a collaborative effort between the University Senate and the AUSA Senate to sponsor “AU Goes Green,” including multiple recycling events and opportunities, an Earth Day celebration, a social action club, and a Ten Thousand Villages Shop during the Creative Arts Festival.

Students lead out in evangelistic meetings and community service programs both locally and abroad, some sponsored by Campus Ministries, some by the Center for Youth Evangelism (CYE), and some as part of academic courses.

As noted in Criterion 1, students are represented and are active participants on spiritual life committees. Student-led organizations plan and carry out a variety of public activities, nearly half of which are spiritual in nature.³¹ Multiple resources³² are provided for student leaders to improve their abilities and continue preparing them to serve in wider roles in the church after graduation. *FOCUS* and church publications from the *Lake Union Herald* to the *Adventist Review* feature a few of the spiritual activities led by and carried out by students.

2.3.2 *Students are involved in service and outreach activities through the Division of Student Life and the Office of Campus Ministries.*

“It’s not the fusion, it’s the diffusion of spiritual activities that make Andrews University so unique.” Steve Yeagley

Throughout the University, opportunities to serve and witness to others by word and deed abound, some sponsored by academic departments, others by Campus Ministries and CYE.

³⁰ <http://passionplay.andrews.edu/www.andrews.edu/life/spiritual/inreach>

³¹ Criterion 8, Section 8.2.4

³² www.andrews.edu/services/studentlife/clubs/organization_resource.html

Throughout the University, opportunities to serve and witness to others by word and deed abound, some sponsored by academic departments, others by Campus Ministries and CYE. International academic experiences have included travel to Mexico, Guatemala, Thailand, Costa Rica, Albania, Kenya, Solomon Islands, India, Romania, Peru, Belize and Brazil. Social work students work internationally with orphans, foster families, refugees, displaced peoples, health projects, research and evaluation, policy and advocacy, and community building.

One leader in providing international service experience for its students is the School of Architecture. As part of the curriculum, students are expected to spend at least one summer participating in community projects. During the 1993–1994 school year, in collaboration with Adventist Development and Relief Agency (ADRA), the Architecture Mission Group (AMG)³³ began to design the Drug Rehabilitation Center and Children’s Home in Lajas, Bolivia, called CERENID. In late summer of 1995, the first group of students went to Bolivia to begin the construction of the first house for the children. Since then there have been one or more trips per year to Bolivia to



Each year the School of Architecture holds a birdhouse auction to raise money for the CERENID orphanage in Bolivia

³³ www.andrews.edu/arch/programs/missions_group.html

continue the design and construction of a church, administration and health-care building, a general purpose building that contains kitchen, dining area, classrooms and quarters for volunteer workers, and a sanitary sewer system. Current projects include a house for volunteer workers and repair and renovation of the first duplex built at the site. Other projects of the AMG include schools, clinics and churches in Ojo Caliente, Cadereyta, and Villa Juarez, Mexico; Liberia; Kisangani, Congo; and Pacallpa, Peru. Within the United States, projects from Berrien Springs to Wisconsin to Utah, the AMG helps design church buildings and other structures to serve the church and multiple communities.

In July 2008, physical therapy students and alumni traveled to Santa Barbara, Honduras for 10 days of service learning.³⁴ They provided physical therapy services to the underserved, educated the hospital staff and community, allowed students to apply practical skills where very few resources were available, and gave third-year students the opportunity to mentor their second-year classmates.

Glenn Russell's Introduction to Missions class includes a three-week trip to the Middle East. In spring 2007, 12 students from an array of majors organized and put on a total of four weeks of prayer in Egypt at Middle East University, Nile Union Academy and in the community. They also conducted worships and taught classes at a school for Sudanese refugees. In their reflection papers, the students repeatedly described the Missions class and the trip as an "awesome experience" which included biblical study, crosscultural missions, and mentoring in ministry. Other study tours to Lebanon and Turkey have been conducted.³⁵

During May and June 2007 a team of 10 students shared the gospel in Nyamira, Kenya. Faculty members Lael Caesar and Brian Manley conducted evangelistic campaigns with the students at 12 campaign sites. Elaine Manley, former Andrews Academy faculty and missionary to Kenya, led out in children's ministries and family life talks. Glenn Russell from the Department of Religion & Biblical Languages served as the coordinator and director of the team. The Andrews team

³⁴ www.andrews.edu/cas/pt/pt_news

³⁵ www.andrews.edu/cas/religion/study_tours



*Providing disaster relief
for Hurricane Ike*

consisted of students from majors such as social work, biology, religion and theology. The final Sabbath was a high day as 1,353 individuals were baptized and joined God’s global church family.

Students, faculty and staff responded to disaster relief for Hurricanes Katrina, Gustav, and Ike. Both immediate assistance and follow-up help in rebuilding were sponsored by Campus Ministries and the CYE.

Roles of Campus Ministries in Spiritual Development

2.4 *The Office of Campus Ministries, including two chaplains and support staff, works closely with other groups to support spiritual formation and spiritual growth among the students.*

As noted in the Introduction, Ron Whitehead is the assistant to the president for Spiritual Life. Two chaplains, Timothy Nixon and Keren Toms, serve as Inreach and Outreach coordinators respectively. Japhet De Oliveira coordinates student missions and taskforce involvement. Job descriptions are available for review.³⁶ A support staff assists in the work of the office. Chaplains serve on the Pioneer Memorial Church pastoral staff, with one chaplain position, currently filled by Keren

³⁶ Reference 2-11

Toms, being funded by the Michigan Conference; the other, filled by Timothy Nixon, funded by the University. Ron Whitehead's position is split between Campus Ministries and the CYE. Japhet De Oliveira's position is funded by the CYE.

Chaplains serve on committees both in the Division of Student Life and across the campus community. Planning for academic outreach activities is under the jurisdiction of the dean of affiliations & extensions; planning for outreach activities sponsored by Campus Ministries is overseen by the Campus Ministries Administrative Committee.³⁷

Roles of Pioneer Memorial Church in Spiritual Development

2.5.1 *Pioneer Memorial Church (PMC) and its pastoral staff cooperate with University staff in planning for and carrying out programming to support student, faculty and staff spiritual growth.*

Pioneer Memorial Church (PMC) interacts with Andrews University in two broad ways. First, it serves students by providing programs and training opportunities. Second, students are enabled to use their gifts in ministry opportunities.

Programs and training from PMC include classes on witnessing, Chapel Choices on marriage and relationships including showing of the movie *Fireproof*, a Valentine's Day banquet, the "Something in Common" Sabbath School, financially supporting a student evangelistic series in 2009–2010 in partnership with the Department of Religion & Biblical Languages, classes on family financial management, multiple women's ministries opportunities, and family fun nights.

The 11:20 a.m. worship service is intentionally more contemporary for students, while the 8:15 a.m. service is more traditional and oriented toward families. Arne Swanson is charged with pastoral care for graduate students. All pastors are available for counseling opportunities with students.

³⁷ Reference 2-3



Volunteer opportunities abound. Children's ministries include Pathfinders and Adventurer clubs and the Sabbath Schools. Students are encouraged to participate in outreach at Neighbor to Neighbor, the local Adventist Community Services facility. Students, faculty and staff participate in worship services, from the worship teams to helping with traffic control, greeting and hosting ministries on Sabbath mornings or taking up the offering and assisting with other facilities management tasks. Other students help with fellowship dinners, operate and maintain the media ministry and sound systems, or volunteer at the soup kitchen when PMC takes its turn with other local agencies. Students, especially from the Department of Nutrition & Wellness, may help teach classes in health and temperance at PMC or other local churches. Training to give Bible studies or lead Living Free seminars is also available through the church. Students participate in jail ministries and volunteer at the local youth fair, helping with health screening and other tasks.

An abundance of opportunities are available at the current church plant, Harbor of Hope, in Benton Harbor, Mich. Students have volunteered in every role and are major supporters of Sabbath services, evangelistic outreach and fellowship dinners.

Inviting children to attend the Harbor of Hope church plant in Benton Harbor

2.5.2 *A variety of activities are provided by Pioneer Memorial Church to enhance the spiritual development of students, faculty and staff.*

The lives of the University and Pioneer Memorial Church (PMC) are integrally linked to each other. PMC sponsors and participates in many ministries serving students, faculty and staff.³⁸ These ministries include personal counseling, open church services, and a variety of internal and external opportunities for service. An annual ministry fair helps student select ministries that suit their talents. Campus Ministries, CYE and PMC collaborate to help students become aware of the plethora of service opportunities available to students.

Students are welcome at all church services, including Wednesday prayer meeting. They can receive chapel/worship credit for some services. Students help in the Sabbath Schools and the summer FLAG³⁹ Camp. The pastors attend and participate in chapel programming and are available for personal counseling for students. The Contagious Adventist program and small group ministries encourage students to share and develop their skills in witness and service. Small groups also provide a forum for spiritual nurture.

Flag Camp is sponsored by PMC



³⁸ www.pmchurch.org
³⁹ Fun Learning About God

PMC and its members participate in the Passion Play each year. On occasion, pastors teach University courses. The organist's appointment is split between the church and the Department of Music. Music faculty serve on worship and ministry teams, both planning programming and performing at events. The church serves as a venue for many University functions. In short, without PMC, Andrews University would not be able to offer the variety of spiritual, intercultural and service experiences it does to its students.

Spiritual Life Reporting Mechanisms

2.6 *The Board of Trustees and other groups receive reports about spiritual life at the University on a regular basis.*

As noted above, survey and attendance data are reported to internal committees as well as to the Board of Trustees. The various committees take survey results into account when planning future programming. The Board Subcommittee for Students, Leadership and Spirituality receives reports during at least two meetings each year. Copies of these reports are available in the Resource Room,⁴⁰ as are minutes from other committees charged with promoting spiritual development.

SUMMARY AND RECOMMENDATIONS

Summary

1. The University has a Spiritual Master Plan that acknowledges spiritual developmental stages and the variety of spiritual influences on students.
2. Oversight committees plan programming and develop appropriate ways to promote spiritual growth.
3. As measured by various means, Andrews University students are committed to the Seventh-day Adventist Church, its values and its beliefs.
4. All faculty, staff and administrators participate in promoting spiritual development of students.

⁴⁰ Reference 2-1

5. Through the Center for College Faith, faculty study how best to promote spiritual development of their students.
6. Students participate in planning and conducting spiritual development and service activities for themselves and others.

Recommendations

1. Methods of assessing spiritual growth and development need to be refined and some results need to be shared with the wider campus community.
2. Faculty and staff need to be reoriented to the Spiritual Master Plan and their part in implementing it.
3. Residence halls, Campus Ministries, Student Life and PMC should continue to seek ways to meet the spiritual needs of all students.



CRITERION 3

Governance,
Organization and
Administration

TABLE OF CONTENTS

Board of Trustees	71
3.1.1 The Board of Trustees makes strategic decisions based on the mission of the University	71
3.1.2 The Board of Trustees is committed to the mission of Andrews University and the Seventh-day Adventist Church.	73
3.1.3 New and existing members of the Board of Trustees are oriented to their responsibilities through a handbook and participation in periodic retreats.	74
3.1.4 The members of the Board of Trustees are committed to the success of the institution and supportive of its special relationship with the Church. Through their various responsibilities and contacts with the worldwide institutional community, they are able to facilitate two-way communication in multiple venues.	74
3.1.5 The Board of Trustees allows chief administrative personnel to exercise effective leadership.	76
Institutional Evaluation Processes	77
3.2 Periodically, the Board of Trustees of Andrews University evaluate their work and accomplishment of University mission.	77
Campus Spiritual Life Committees	77
3.3 Committees focused on campus spiritual life include the Committee for Development of Spiritual Life (University-level), the Chapel, Choices and Changes Co-Curriculum Committee (Student Life), and the Board subcommittee on Students, Leadership and Spirituality. The Center for College Faith was established to provide resources for helping students to grow spiritually.	77
Administrator Evaluation	79
3.4 Andrews University has evaluation processes and procedures in place for the president, provost and administrators reporting to them. Evaluation tools reflect the expectation that these individuals support the mission of the University and the Church.	79
Quality Assurance and Outcomes Assessment	79
3.5.1 Andrews University demonstrates its success in fulfilling the mission of the Seventh-day Adventist Church and uses the data to improve planning for continued excellence.	79
3.5.2 Andrews University evaluates structures and processes regularly and strengthens them as needed.	81
3.5.3 As it prepares for the future, the University conducts SWOT analyses and uses other tools to identify ways to improve its operations. These tools facilitate planning to improve the University's use of resources.	82
3.5.4 Many administrative departments in the University document continuous improvement processes.	83
3.5.5 Systems for collecting, analyzing and using organizational information include data prepared by the Office of Institutional Research.	84
3.5.6 The university uses multiple methods to maintain contact with external constituencies.	84
Pastoral Training and Faculty	86
3.6 Andrews University cooperates with the North American Division in assuring that pastoral training and the faculty involved are loyal to the mission and expectations of the Seventh-day Adventist Church.	86
Summary and Recommendations	87

GOVERNANCE, ORGANIZATION AND ADMINISTRATION

The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met and nurtures a campus environment characterized by good communication, inclusive decision-making and strong internal quality management processes.

Board of Trustees

3.1.1 *The Board of Trustees makes strategic decisions based on the mission of the University.*

A review of minutes of Board of Trustees meetings and subcommittee meetings demonstrates the board's commitment to the mission of the University.¹ For the HLC/NCA self-study a member of the board surveyed the Board of Trustees members about decisions which demonstrated the board's commitment to University mission.² They identified the following:

- Administrative restructuring:
 - ▶ Authorizing Provost post and filling it
 - ▶ Hiring a new Vice President for Financial Administration
 - ▶ Authorizing a new job description and a central committee to oversee and coordinate all University spiritual activities. The Assistant to the President for Spiritual Life oversees the work of the Campus chaplains, the Office of Campus Ministries, and the Seminary spiritual activities (under the direction of the Seminary chaplain and the spiritual activities director of the Seminary Student Forum). The Spiritual Life Committee combines and coordinates all campus spiritual activities.

- Renewed commitment to the AU capital campaign by increasing large donations and appealing for increased alumni financial commitment

- Commitment to retention of faculty and staff and hiring of new and replacement personnel who are committed to the institution's mission

¹ Reference 1-2

² Reference 3-1

- ▶ Ensuring that programs, development and resourcing are mission-driven
- ▶ Development of new facilities and systematic renovation of older facilities
 - ▶ Seminary renovation and expansion with “smart classrooms” throughout
 - ▶ Building the Howard Performing Arts Center
 - ▶ Building the new entrance
 - ▶ Campus Center renovation
 - ▶ Dairy renovation and expansion
- ▶ Revamping Seminary curriculum and delivery
- ▶ Establishing a Committee on Governance with a focus on mission

Constituency membership documents, Board of Trustees minutes and supporting documents, and University mission documents³ are consistent in their adherence to the values and common purposes of the University mission and the mission of the Seventh-day Adventist Church. All discuss the centrality of service to God, Church and humanity as the underlying reasons for the existence of Andrews University as an institution of higher education. The constructs of seeking knowledge, affirming faith and changing the world are pervasive and embedded in various documents and publications. As noted in Criterion 1, the core mission constructs appear in multiple sites across campus and in publications of the University.

Revised bylaws of the University were approved by the Corporation in June 2007.⁴ They specify that the purposes of the institution are to

- ▶ Further the mission of the Seventh-day Adventist Church to carry the gospel to all the world;
- ▶ Educate students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church;
- ▶ Provide courses of study based on a Biblical foundation, which integrate faith, learning and research;
- ▶ Provide an educational experience that recognizes the priority of spiritual life and honors the value of diversity; and

³ 2009-2010 Bulletin, Student Handbook, 2007-2012 Strategic Plan

⁴ Working Policy, Appendix 1B

- Offer its material and human resources to support local, regional, national and global outreach programs of the Seventh-day Adventist Church.⁵

The document also articulates the membership of the corporation, its officers and responsibilities. The close relationship between the Church and the University is reflected in the membership of the corporation and the Board of Trustees.

3.1.2 *The Board of Trustees is committed to the mission of Andrews University and the Seventh-day Adventist Church.*

The Andrews University Board of Trustees is designed intentionally to represent the Seventh-day Adventist Church membership and administration. In 2006, in response to ongoing concerns about the size and composition of the constituency and Board of Trustees, the bylaws affecting those entities were changed. The constituency has been cut approximately in half, from 558 to 275. One major change in the make-up of the constituency membership is the inclusion of 35 alumni (an increase from the previous seven), 75 percent of whom must be employed outside the Seventh-day Adventist church.⁶

The constituency membership also changed the composition of the Board of Trustees, increasing the size from 38 to 41 to achieve more balance between lay and church-employed trustees. From two Andrews alumni and 14 members not employed by Andrews, the specifications have shifted to 20 non-denominationally employed trustees, at least five of whom must be Andrews alumni. The Board of Trustees includes approximately 50 percent church officials. The board now meets a minimum of three times each calendar year.

Furthermore, changes have been made in the way trustees are selected. A Board of Trustees Governance Committee will identify prospective trustees and examine and evaluate the effectiveness of the board. The terms of reference for the Governance Committee⁷ were approved by the Board in March 2008 and the committee was formed in June 2008. The constituency nominating committee will work in advance of

A Board of Trustees Governance Committee will identify prospective trustees and examine and evaluate the effectiveness of the board.

⁵ Working Policy, Appendix 1B

⁶ Reference 3-2

⁷ Reference 3-3

membership meetings, which are now held annually, to meet State of Michigan requirements for colleges and universities.⁸

3.1.3 *New and existing members of the Board of Trustees are oriented to their responsibilities through a handbook and participation in periodic retreats.*

A welcome letter is sent to all new board members.⁹ Enclosures include Board membership information, subcommittees of the Board of Trustees, a schedule of meeting dates, the current *Bulletin and Information Directory*, and a parking pass. The new member is asked to complete and return documents about biographical information, conflict of interest and acceptance of the appointment to the Board. An *Andrews University Board of Trustees Handbook*¹⁰ was published in 2000. It is not used at present, as the Governance Committee, formed June 2008, is developing a new board policy manual.

Board retreats were held in March 2006 and October 2008. Thomas Flynn, president of Alvernia College (now University),¹¹ facilitated the 2006 retreat. The emphasis was on board best practices.¹² The 2008 board retreat was facilitated by Bob Andringa, president of The Andringa Group.¹³ He specializes in all aspects of governance and the relationship between boards and their chief executives.¹⁴ The Workshop booklet used for the retreat, “Effective Governance: Principles and Practices That Work,” is available for review.¹⁵

Board dinners with campus personnel are held every year on the evening before the March board meeting. A Board dinner with university leaders in June 2009 has helped board members become better acquainted with the institution and its internal ethos.

3.1.4 *The members of the Board of Trustees are committed to the success of the institution and supportive of its special relationship with the Church. Through their various responsibilities and contacts with the worldwide institutional community, they are able to facilitate two-way communication in multiple venues.*

Because the Board of Trustees includes representatives from every level of the Seventh-day Adventist Church organization, they are able

⁸ Reference 3-2

⁹ Reference 3-4

¹⁰ Reference 3-5

¹¹ www.alvernia.edu/president/

¹² Reference 3-6

¹³ www.theandringagroup.com/pages/

¹⁴ Reference 3-7

¹⁵ Reference 3-8



Don Schneider, president of the North American Division, participating in a panel discussion during 2008 GC Spring Council held at Andrews

to represent their constituencies, sharing concerns and requests of the University, and, in turn, sharing the needs of the University with those constituencies. The board is organized to address the various functions of the University through subcommittees¹⁶ which utilize their professional expertise. Andrews University maintains contacts with Church-related constituencies. Several University administrators serve on administrative boards within the international, national and regional church organization.¹⁷ An example of how Andrews University interacts with the international church organization occurred in April 2008. The General Conference of Seventh-day Adventists held its semi-annual worldwide business meeting at the University.¹⁸ More than 150 administrators visited the campus. Many were able to meet with students and faculty from their home administrative units and/or become more aware of the university's resources, opportunities and challenges. Many other conferences and gatherings of church-related groups are held annually on campus.¹⁹ These interactions with church leaders and members facilitate accomplishment of the University's role in the global advancement of Seventh-day Adventist higher education.

About 50 percent of the board members are church employees, from whom major financial contributions are not expected because of their pay structure and multiple educational and health board responsibilities. However, as noted above, they help keep the needs

¹⁶ Reference 3-9

¹⁷ Criterion 1

¹⁸ www.andrews.edu/news/2008/04/gc_meetings_end.html

¹⁹ HLC Self-Study Criterion 5

of the University before the various constituencies. This support has incalculable benefit. Most members of the board do support the University financially, some donating substantial funds, especially to capital projects.²⁰ Total board member philanthropic gifts for 2008–2009 were \$140,030.

3.1.5 *The Board of Trustees allows chief administrative personnel to exercise effective leadership.*

The *Working Policy* provides for the president of Andrews University to supervise and control all academic functions, business and affairs of the institution (the Corporation).²¹ Section 7.4 provides for a provost to serve in the capacity of chief operating officer, accountable to the president, with authority to act on the president's behalf in his absence. All vice presidents and the directors of Information Technology Services (ITS) and Human Resources (HR) report to and are accountable to the provost, who works collaboratively with institutional leadership to maintain and improve the quality of undergraduate, graduate and professional education programs. Further delineated in the *Working Policy*²² are the responsibilities of University administrators, all of whom work in concert to fulfill the mission of the University. New organization charts have been prepared by senior administration and appear in the Appendix of this document. Faculty and staff have a clear understanding of reporting lines and collaborate in carrying out the mission. Committee memberships²³ include faculty, staff and administrators, facilitating collaboration across the institution.

The Board respects and appreciates administration and faculty. Restructuring the administrative staff has allowed for more effective leadership. Changes in personnel (provost and vice president for financial administration) have increased faculty and staff morale and promoted changes in management and allocations of financial resources.²⁴ Effective leadership is also evident in the improved financial status of the institution, increases in enrollment, attention to academic program review, and progress on managing deferred facility maintenance.

Effective leadership is also evident in the improved financial status of the institution, increases in enrollment, attention to academic program review, and progress on managing deferred facility maintenance.

²⁰ Reference 3-10

²¹ *Working Policy*, Appendix 1-B, Section 7-3

²² Sections 1:420-540; pp. 10, 12, 14, 16, 18, 19, 22, 26, 32, 37, and 38

²³ *Working Policy*, 1:600-650 and Committee lists <http://commdb.andrews.edu/>

²⁴ HLC Self-Study Components 2A and 2B

In June 2008, marketing personnel from the Division of Enrollment Management joined the Office of University Relations staff, resulting in a new entity, the Office of Integrated Marketing & Communication (IMC), that more closely links branding, marketing and communication functions of the University.

Institutional Evaluation Processes

3.2 *Periodically, the Board of Trustees of Andrews University evaluate their work and accomplishment of University mission.*

In March 2009, the Board of Trustees evaluated their spring meeting. The evaluation instrument and results are available.²⁵ The Governance Committee is reviewing evaluation instruments for individual and corporate evaluation of the work of the Board of Trustees.

University administrators are evaluated by the faculty and staff every five years, corresponding with the quinquennial Seventh-day Adventist General Conference sessions and formal reappointment or change of administrators.

In addition, the Office of University Assessment surveys first baccalaureate seniors annually. One item asks about our success in inculcating the values represented by the various mission constructs. In general, seniors rate each area close to the 4.0 mark on a 5-point scale. More detail can be found in the annual Assessment Reports.²⁶

Campus Spiritual Life Committees

3.3 *Committees focused on campus spiritual life include the Committee for Development of Spiritual Life (University-level), the Chapel, Choices and Changes Co-Curriculum Committee (Student Life), and the Board subcommittee on Students, Leadership and Spirituality. The Center for College Faith was established to provide resources for helping students to grow spiritually.*

The Board of Trustees has a board subcommittee on Students, Leadership & Spirituality that meets at least twice a year. Membership

²⁵ Reference 3-11

²⁶ Reference 3-12

includes several board members and University administrators, including the vice president for Student Life, the special assistant to the president for spiritual life, and the vice president for Enrollment Management and Integrated Marketing & Communication. Reports about University spiritual life and student development are presented at the meetings. A review of the minutes gives an overview of the activities discussed at each meeting.²⁷

The Spiritual Life Committee seeks to oversee all spiritual life activities on campus. Under the chairmanship of Ron Whitehead, it meets at least six times a year. Minutes are available for review.²⁸

The Chapel, Choices and Changes Co-Curriculum Committee was formed recently as part of the change to a co-curriculum approach to student development. Further discussed in both Criteria 2 and 8, the committee oversees the co-curriculum—its philosophy and goals, the structure and requirements, quality and assessment, the balance between content and programming, and the development of marketing and communication strategies and materials. A sub-group of this committee meets once or twice a semester to review attendance and accountability issues. Chaired by Stephen Yeagley, the committee aims to meet twice a semester. The committee develops the co-curriculum

Impressions drama team performs for a Chapel Choice in Burman Hall



²⁷ Reference 2-1

²⁸ Reference 2-2

in a cohesive and multilateral way, with input from Student Life personnel, faculty and students.

Further discussed under Criterion 5, the Center for College Faith exists to help faculty and staff promote spiritual growth among students.

Programs are offered 2–3 times a semester.

Administrator Evaluation

3.4 *Andrews University has evaluation processes and procedures in place for the president, provost and administrators reporting to them. Evaluation tools reflect the expectation that these individuals support the mission of the University and the Church.*

The president is evaluated in the spring by the Board of Trustees chairman, Gerald Karst. A copy of the instrument is available for review.²⁹

Other administrators are evaluated by their next-level supervisor. Thus, the provost is evaluated by the president; the provost evaluates the associate provost, vice presidents, directors of ITS and HR, deans of the schools, and other directors of academic support units. Each individual in turn evaluates those s/he supervises. All evaluation tools include items evaluating the individual's support of the missions of the University and the Church. Sample evaluation documents are available.³⁰

Quality Assurance and Outcomes Assessment

3.5.1 *Andrews University demonstrates its success in fulfilling the mission of the Seventh-day Adventist Church and uses the data to improve planning for continued excellence.*

Documents prepared by and for the former vice president for academic Administration (VPAA) and other University leaders verify achieved goals from the 2001–2006 Strategic Plan in the following areas:³¹

- Enrollment Management
 - ▶ Developed seamless systems with customer-driven processes and personal touch
 - ▶ Collaborated with others to develop marketing and communication approaches that are consistent and effective

²⁹ Reference 3-13

³⁰ Reference 3-14

³¹ Reference 3-15

- ▶ Expanded efforts to recruit among high school students at schools not owned and/or operated by the Seventh-day Adventist church
- ▶ Increased undergraduate enrollment

- ▶ Student Success
 - ▶ Improved first-year to second-year retention rates
 - ▶ Made parents partners of the University in promoting student development and learning success
 - ▶ Established the Center for Student Success
 - ▶ Supported students with special needs

- ▶ Student Life
 - ▶ Enhanced social and cultural opportunities and experiences
 - ▶ Connected student living and learning
 - ▶ Improved student quality of life
 - ▶ Facilitated successful workplace commitment and interaction

- ▶ Diverse, multicultural community
 - ▶ Identified and met the culturally distinctive needs of students
 - ▶ Developed improved skills, knowledge and attitudes about inclusiveness and multiculturalism among faculty, staff and administration
 - ▶ Developed an Institute for Diversity & Multiculturalism
 - ▶ Enriched the learning experiences and skill-sets of students to enhance their abilities to function successfully in the diverse global workplace

- ▶ Spiritual and moral formation
 - ▶ Surrounded students with love and a sense of value to the community from faculty, staff and local church members
 - ▶ Nurtured students toward greater spiritual and moral commitments
 - ▶ Encouraged students to live wholesome lives and make healthy choices
 - ▶ Prepared and motivated graduating students to share their faith

- ▶ Faculty development and student success
 - ▶ Demonstrated continuing excellence in teaching, tutoring and mentoring

- ▶ Provided increased service to the University and wider communities
 - ▶ Demonstrated growth and productivity as professionals in their disciplines and society
 - ▶ Employed emerging technologies to enhance learning with skill
- Graduate education
 - ▶ Increased enrollments in graduate programs
 - ▶ Increased research opportunities in several graduate programs
 - ▶ Increased financial resources for highly qualified students
- Leadership in international education
 - ▶ Provided leadership preparation through graduate education using field-based and extension models
 - ▶ Consulted and mentored international Seventh-day Adventist educational institutions
- Distance education and the off-campus student
 - ▶ Increased the number of courses available online
 - ▶ Increased faculty competence in instructional design and delivery, technology use and pedagogical methods
 - ▶ Assured adequate support services to off-campus students
- Financial resources
 - ▶ Increased enrollment and provided appropriate support for students, especially well-qualified students
- The public profile
 - ▶ Increased the number of friends and quantity of monetary resources to help the University maintain and improve its ability to provide Seventh-day Adventist Christian education

3.5.2 *Andrews University evaluates structures and processes regularly and strengthens them as needed.*

During the past decade, extensive revision of the *Working Policy* has taken place. While some revisions have involved simple improvements in wording; others have reflected the University's ongoing commitment to overall improvement. For example, the extensive revisions of

requirements for advancement in rank and continuous appointment (tenure)³² were thoroughly discussed at several faculty meetings before being approved and implemented. The annual evaluation process for faculty, administrators and staff was changed when the Board of Trustees approved a change in the wage structure.³³

Concerns about statements and implementation of academic integrity policies led to changes in *Bulletin* copy, in procedures and in oversight.³⁴ Academic programs proposing major changes in their curricula, governance or existence are now expected to undergo a program review process, newly established to be more efficient and focused on improvement.³⁵ Further changes in academic integrity processes involve faculty and students and will include an Honor Code which is being developed.³⁶

Academic programs proposing major changes in their curricula, governance or existence are now expected to undergo a program review process, newly established to be more efficient and focused on improvement

In response to the Sarbanes-Oxley Act of 2002, the National Association of College and University Business Officers (NACUBO) recommended that institutions of higher education implement similar internal controls and processes to assure independence of audit procedures. In 2004, the Board of Trustees established an audit subcommittee, composed of board members, but with no Andrews University employees, to oversee internal and external audit processes independently of University financial managers. At that time, an internal auditor was hired to recommend to University management processes and procedures that assure good practice in financial matters. These recommendations are designed to help the institution's managers to improve control mechanisms, accuracy of financial records and efficiency of operations.³⁷ The internal auditor implements internal audit processes and verifies that internal controls and best practices are utilized. The internal auditor may also recommend changes. Thus, throughout the institution, appropriate accountability, integrity and transparency are upheld.³⁸ A confidential complaint mechanism has been established for individuals to report concerns.³⁹

3.5.3 *As it prepares for the future, the University conducts SWOT analyses and uses other tools to identify ways to improve its operations. These tools facilitate planning to improve the University's use of resources.*

³² HLC Component 3B

³³ HLC Self-Study Component 2B

³⁴ HLC Self-Study Component 4D

³⁵ HLC Self-Study Component 4C

³⁶ Criterion 8

³⁷ Reference 3-16

³⁸ Reference 3-17

³⁹ www.andrews.edu/services/auditor

The university's strategic planning process for 2007–2012 included a SWOT analysis which identified the institution's strengths, weaknesses, opportunities and threats (SWOT).⁴⁰ Financial analyses at various levels of the institution are ongoing,⁴¹ and specific financial goals have been developed for the institution.

The SWOT analysis demonstrated strengths and/or weaknesses in multiple areas: academics, diversity and internationalism, finances, human resources, leadership, physical plant, spiritual life, student life and support services. Twenty-five opportunities and 12 threats were identified. The strategic plan for 2007–2012 took these findings into account in developing seven areas for planning and development in order to aid the University to build on its strengths, eliminate its weaknesses, capitalize on its opportunities, and stay alert to possible threats.

Financial analyses and processes that promote improvement in fiscal stability are discussed under Criterion 4.

3.5.4 *Many administrative departments in the University document continuous improvement processes.*

Many departments in the university set goals and make plans for their respective departments, using both simple and formal planning processes. During the self-study process, a cross-section of non-academic departments was surveyed to evaluate whether or not they set goals, conduct periodic reviews or evaluations, and engage in other continuous improvement processes.

Thirteen department heads responded to the following three questions:

1. Does your department have a formal strategic plan in place or a less formal set of goals?
2. If so, does your department do any type of assessment of their ability to meet their goals or follow their strategic plan?
3. Is there any other type of evaluation being done, either internally or externally, on the department and its ability to serve its customers or fulfill its mission?

⁴⁰ Reference 3-18

⁴¹ HLC Self-Study Component 2B1

In response to the first question, eight of the 13 department heads reported doing some form of strategic planning or goal setting. This ranged anywhere from simply having a written mission statement to having a formal strategic plan in place, including goals and action steps. Most of the departments had developed a set of goals. Of the respondents, two departments periodically performed an assessment of their ability to meet their strategic plan and goals. The others were not as proactive.

Most of these non-academic departments had developed some form of formal or informal evaluation document or protocol. These ranged from internal surveys administered to residents of the women's residence hall to financial audits being done by external auditors on departments such as Financial Records, Student Financial Services, and Planned Giving & Trust Services. Some of the evaluations assessed selected portions of a department's responsibilities. One example is Academic Records' internal review of registration processes.⁴²

3.5.5 *Systems for collecting, analyzing and using organizational information include data prepared by the Office of Institutional Research.*

Andrews University provides support for its evaluation and assessment processes through the Office of Institutional Research. As part of Information Technology Services, the Office of Institutional Research collects, analyzes, interprets and reports data to support decision making in institutional effectiveness/assessment, budget preparation and planning.

Since the last Self-Study, registration and enrollment reporting have been enhanced. Admissions reporting is now provided by the Office of Institutional Research almost year-round.⁴³ Generation of registration and opening reports is more efficient since both have been converted to work with the Banner® system. A secure, limited access website contains a majority of these reports for convenient access, including a PDA-friendly version.

3.5.6 *The university uses multiple methods to maintain contact with external constituencies.*

⁴² Reference 3-19

⁴³ Reference 3-20

Andrews University maintains contacts with Church-related constituencies. Several administrators serve on administrative boards within the international, national and regional Church organization. Interactions with the widest possible representation of Church leaders and members help the Church and the University to remain aware of its indispensable role in the global advancement of Seventh-day Adventist higher education.

Senior Survey: Conducted annually, the Senior Survey collects information about spiritual commitments,⁴⁴ mission accomplishment, and program satisfaction. In some years, data is collected about other important topics as well. For example, diversity issues were surveyed in academic years 2005 and 2006, and again in 2008–2009. General Education satisfaction and perceptions are collected periodically, as are attitudes and practices related to service. Results are compiled in the annual Assessment Report⁴⁵ and made available to relevant administrators and committees. Departments also receive a summary of results from their majors (first major, self-reported).

Registration Survey: Administered by the registrar, a link to the Registration Survey is available on the final screen of online registration.⁴⁶ Feedback from students has helped fine-tune the academic and financial registration processes and improve student satisfaction.⁴⁷

Prospective Students: Enrollment and admissions personnel tabulate information from interest cards to help the University be aware of what majors are most in demand. Prospective students and their parents are also a valuable source of information about expectations, hopes and dreams for the college experience.

The Office of Alumni Services maintains electronic, print, voice and face-to-face contacts with individual alumni members and alumni associations. *FOCUS* magazine, published by the Office of Integrated Marketing & Communication in partnership with the Office of Alumni Services, is the primary print-based communiqué. Alumni websites⁴⁸

Conducted annually, the Senior Survey collects information about spiritual commitments, mission accomplishment, and program satisfaction.

⁴⁴ by Dr. Jane Thayer, Associate Professor Emeritus of Religious Education.

⁴⁵ Reference 3-12

⁴⁶ Registration Central

⁴⁷ Reference 3-19

⁴⁸ www.alumniconnections.com/olc/membersonly/ADU/mypage.jsp; www.andrews.edu/alumni/about



*The Seventh-day Adventist
Theological Seminary*

provide spaces and platforms for interaction with alumni and with the institution. The Office of Alumni Services and Alumni Association Board coordinate, sponsor or host an average of 30 regional alumni meetings a year where alumni can meet, share a meal and interact with University officials (e.g., the president or provost and Advancement personnel).⁴⁹ Feedback from these groups also helps the Advancement offices and the president stay aware of the needs and priorities of the wider Andrews University community.

Gaining in popularity and participation is the annual fall Alumni Homecoming. During the three-day event, several hundred alumni reconnect with the University through religious services, salad dinners, concerts, golf tournaments and parades. The Criterion 9 chapter elaborates further on alumni contacts.

Pastoral Training and Faculty

3.6 *Andrews University cooperates with the North American Division in assuring that pastoral training and the faculty involved are loyal to the mission and expectations of the Seventh-day Adventist Church.*

The Seminary Executive Committee (SEC), a subcommittee of the Board of Trustees, oversees the curriculum and operations of the Seventh-

⁴⁹ Reference 3-21

day Adventist Theological Seminary (SDATS), especially in regard to the Master of Divinity and Doctor of Ministry professional degrees. Membership of the SEC includes the presidents of all North American Division union conferences and many board members. As the primary unit preparing pastors for the North American Division, the SDATS works closely with the SEC to ensure that degree programs, faculty and activities support and advance the mission and expectations of the Seventh-day Adventist Church.

Undergraduate pastoral preparation is the province of the Department of Religion & Biblical Languages in the College of Arts & Sciences. As the faculty prepare students for entry-level assignments and/or admission to the SDATS, they work closely with Lake Union Conference presidents to ensure that students have the skills needed to be successful. Frequent evaluations by the faculty of student pastoral calling and spiritual development facilitate advising students whether to continue in the program or consider another profession.

SUMMARY AND RECOMMENDATIONS

Summary

4. All levels of administration, from Board of Trustees to departments, make decisions based on the mission of the University and the Church.
5. Evaluation processes are used throughout the University to assure adherence to the mission and measure progress toward accomplishing it.
6. Committees and centers focused on campus spiritual life and student spiritual development seek to improve the University's ability to accomplish these goals.

Recommendations

1. The process of Board self-evaluation should be initiated and continued.

2. Completion of the Board policy manual should be a high priority.
3. The program review process should be fully implemented.
4. A formal alumni survey should be reinstated.
5. The University should continue to seek feedback from multiple constituencies as it evaluates mission accomplishment.



CRITERION 4

Finances,
Financial
Structure and
Industries

TABLE OF CONTENTS

Finances, Financial Structure and Industries	91
4.1.1 Andrews University manages its financial resources to maintain and improve its core business, the instructional programs.	91
4.1.2 The University uses appropriate analyses to identify and evaluate ways to improve utilization of resources.	93
4.1.3 Support from the Seventh-day Adventist Church to Andrews University is consistent and predictable. However, this support does not match the requests and expectations of the world field.	94
4.2 Andrews University receives U.S. federal, state and local funds for student financial aid, grant monies for research, and for an advanced placement high-school math and science program. Policies and procedures govern how these funds are used and the University maintains appropriate records of their disbursement.	96
4.3 The processes of budgeting and planning are linked at Andrews University. All cost centers are involved in the process; institutional mission is always considered in setting budget priorities.	97
4.4 Andrews University is steadily reducing debt and manages long- and short-term debt effectively.	98
4.5 Andrews University is making progress in meeting Church expectations for working capital and liquidity. Patterns of institutional financial health reflect this.	99
Summary and Recommendations	99

FINANCES, FINANCIAL STRUCTURE AND INDUSTRIES

The institution will have a strong financial base (including support from the church), be managed efficiently, with budget priorities selected to support institutional mission.

4.1.1 *Andrews University manages its financial resources to maintain and improve its core business, the instructional programs.*

Overview: Like many private religious institutions, Andrews University is heavily dependent on tuition income, which currently constitutes about two-thirds of the total revenues.¹ A select peer group of private doctoral universities report 67 percent of revenues as tuition; so, the University is not out-of-line with trends. Overall, the University's total unrestricted revenue increased by 33.1 percent from 2003–2008. As discussed below, other indicators improved as well over the same period.²

Most expenses remained fairly stable, increasing by 27.2 percent from 2003 to 2008. However, the financial history for 2001–2005 indicates that the University experienced some financial difficulties. Administration and faculty differ in their assessment of the causes of the financial difficulties. The suggested causes include declines in student enrollment, changes in how financial aid is awarded, dramatic increases in energy costs, a failure to change financial models when changing from the quarter to the semester system, and changes in faculty compensation.³

Data for 2003–2008 are presented in this chapter. Fiscal year 2009 was a 10-month year, as the University changed the fiscal year to begin in May. This action places all four months of uncertain income at the beginning of the fiscal year, allowing for more accurate projections of revenue and expenses by January of each fiscal year. However, comparisons between FY2009 and FY2008 must be made with care. FY2009 statements have been audited and are available for review in the Financial Administration suite.

Most expenses remained fairly stable, increasing by 27.2 percent from 2003 to 2008.

¹ Reference 4-1

² Reference 4-2

³ HLC Self-Study, pp. 82–85

A-Team Report: In December 2005, in response to the ongoing financial difficulties, the President empanelled a team of faculty, administrators and interested parties to recommend to University administration actions that would achieve specific financial goals:

- ▶ A positive income to expense ratio of three percent
- ▶ Retire the operating debt of the University
- ▶ Build the working capital reserves to 20 percent
- ▶ Fully fund depreciation
- ▶ Reach parity for faculty salaries

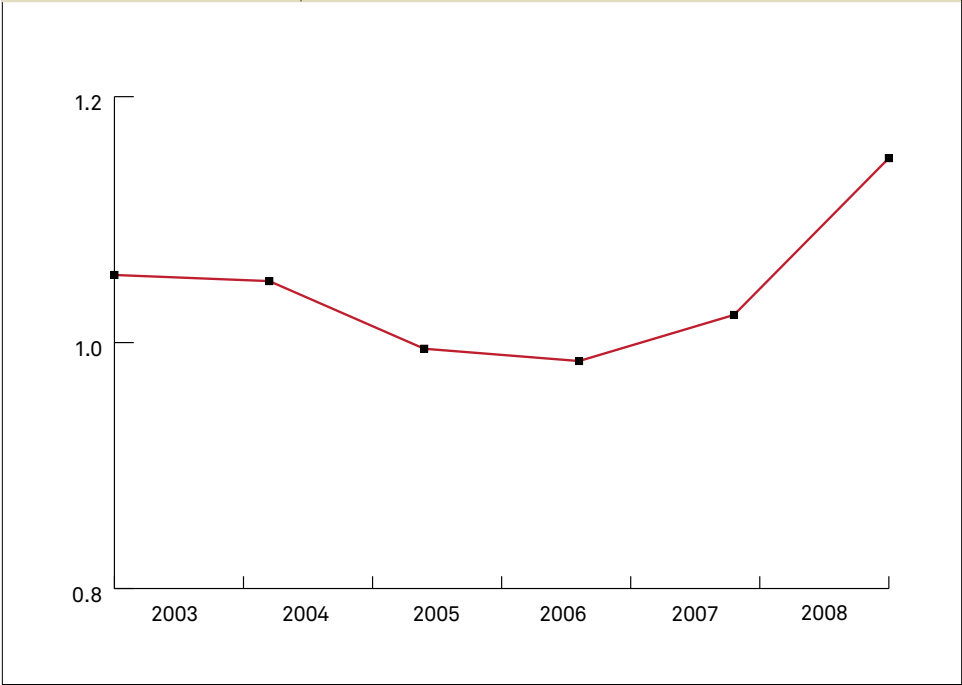
The team sought suggestions from the campus, filtered those suggestions, and developed a list of 22 suggestions in three areas, covering financial management processes, recommendations for the near term, and corollary recommendations. They concluded that successful implementation of these recommendations could result in a cumulative gain of \$12.3 million for the years 2008–13.⁴ These recommendations were found to be consistent with the mission of the University. Some have been implemented; some have been incorporated into the 2007–2012 Strategic Plan; and others are under discussion.

Recent Financial Trends: The unrestricted revenue to expense ratio decreased from 1.055 in FY2003 to 0.986 in FY2006 and then increased to 1.103 in FY2009 (see graph), demonstrating improvement in financial stability. During FY2007 and FY2008, enrollment increased; additional increases in enrollment are expected in FY2009 and 2010.

The University has achieved an unrestricted funds gain for four of the last six years and projects a four percent bottom line in the immediate future. Total external debt has been reduced from \$11,191,967 on June 30, 2003, to \$7,566,769 on June 30, 2008. Accounts receivable have been reduced from \$7,107,174 on June 30, 2003, to \$4,965,837 on June 30, 2008.

⁴ Reference 4-3

Unrestricted Revenue Expense Ratio



4.1.2 *The University uses appropriate analyses to identify and evaluate ways to improve utilization of resources.*

Financial ratios are computed to determine the institution’s financial health. Beginning with FY2003, the Composite Financial Index (CFI)⁵ and the U. S. Department of Education (DOE) ratios have been computed to provide objective measures of the financial viability of the institution. Such analyses help University administration to make decisions to improve the ratios.

The CFI indicator was fairly constant for 2003 and 2004 (see table). It slid to 1.31 in FY2006 and improved to 2.68 for FY2008. These ratios should continue to rise with the continuation of recently introduced fiscal initiatives. Higher CFI indicators signal an improved financial position for the university.

CFI Ratios	2003	2004	2005	2006	2007	2008
Primary Reserve	0.60	0.57	0.42	0.35	0.62	0.37
Net Income	0.45	0.39	0.00	(0.13)	0.21	0.86
Return on Net Assets	0.17	0.27	0.20	0.27	1.82	0.25
Viability	1.24	1.33	0.98	0.82	1.67	1.20
CFI	2.46	2.56	1.60	1.31	4.33	2.68

Scale: -1 to 10

⁵ www.cahigherlearningcommission.org/download/annualmeeting/07Handouts/GMON1045l.pdf

As this table shows, the university had a composite DOE score of 2.6 out of 3 for 2003. The score fell to 1.7 in 2006. A score this low indicated that close supervision and fiscal prudence were indicated. This score increased to 2.3 again in FY2008. Projections are that this score will remain in the 2.3 to 2.7 range for the foreseeable future.

Dept of Education Ratios	2003	2004	2005	2006	2007	2008
Primary Reserve	0.8031	0.5583	0.5034	0.4194	0.8980	0.5183
Equity	1.2000	1.2000	1.2000	1.2000	1.2000	1.2000
Net Income	0.6000	0.6000	0.2056	0.1138	0.4730	0.6000
Composite Score	2.60	2.36	1.91	1.73	2.57	2.32

Scale: Fail -1 to .9; Zone 1.0 to 1.4; Pass 1.5 to 3.0

Cash Flow Analysis: Beginning in FY2002, the president asked for a monthly cash flow analysis to help project and plan for fluctuations in income and expense. This tool has helped the University to plan ahead to meet expenses more effectively and to continue to observe important trend lines. Financial goals include improving the amount of cash on hand.

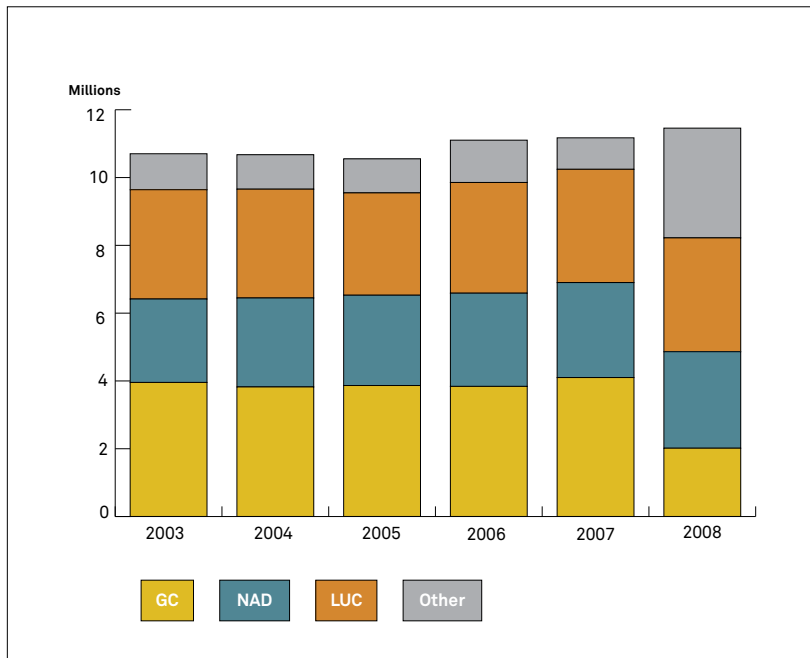
4.1.3 *Support from the Seventh-day Adventist Church to Andrews University is consistent and predictable. However, this support does not match the requests and expectations of the world field.*

The University receives subsidies from the Lake Union Conference (LUC), the North American Division (NAD), and the General Conference (GC) of the Seventh-day Adventist Church organization. The University subsidies received from these entities are designated for capital expenditures or to fund programs, mostly graduate programs. These monies continue to be a major source of unrestricted revenue for the University.⁶ They are allocated in accordance with the intentions of the source of the funds.

While this source of revenue has increased by 7.1 percent during the six-year period from FY2003 to FY2008, the amount received each year depends on factors beyond the University’s control, including contributions to the church and the other global needs of the Church. Some funds are based on tithe monies, while some are based on need and the appropriations voted by a particular organization. While the University does not have direct control of the subsidy income, the level of support has been predictable over the past six years.

⁶ Reference 4-4

Church Subsidies



The General Conference subsidies are based on need as established by the University and approved by the GC on an annual basis. However, if the amount requested by the University cannot be met within the constraints of the GC budget, the University's allocation may be revised downward from that requested. Negotiations are in process between University administration and church officials to base more of the subsidies on a percentage of tithes received. This would provide more stability and potential growth in the amounts received.

The major NAD subsidy is for Master of Divinity students in the seminary. The size of this subsidy is determined by a formula based on a fixed number of seminary students plus a cost-of-living adjustment. Although the subsidy grows with inflation, it does not change with fluctuations in seminary enrollment.

The two primary types of subsidies received from the LUC are an operation subsidy and a capital subsidy. They are based on tithe remitted to the union conference. The tithe income has grown 0.0 percent to 4.1 percent over the six-year period. With adjustment for inflation, the growth has been less.

Because of the high level of expertise among the faculty, many departments and international educational institutions of the Seventh-day Adventist Church request assistance from University personnel, particularly those in the Seminary and the School of Education. Typically, expenses are covered for these requests, but there is no reimbursement to the University or the individual for the time spent away from campus. The University understands these services are expected because of our unique position as the premier learning center of the Seventh-day Adventist world church. One way the University anticipates serving these needs is the recent establishment of Service to Adventist Graduate Education (SAGE).⁷ The Legacy of Leadership Business Plan includes funding to support this form of service to other Seventh-day Adventist institutions.

4.2 *Andrews University receives U.S. federal, state and local funds for student financial aid, grant monies for research, and for an advanced placement high-school math and science program. Policies and procedures govern how these funds are used and the University maintains appropriate records of their disbursement.*

The Office of Student Financial Services maintains required legal documents such as the “Fiscal Year Cohort Default Rate” from the United States Department of Education. Andrews was given a very good rating of 2.4 in 2008.⁸ Another document from this department also attests to the fact that Andrews “satisfies the definition of an eligible institution under the Higher Education Act of 1965.”⁹

In response to the Sarbanes-Oxley Act of 2002, the National Association of College and University Business Officers (NACUBO) recommended that institutions of higher education implement similar internal controls and processes to assure independence of audit procedures. In 2004, the Board of Trustees established an audit subcommittee, composed of Board members, but with no Andrews University employees, to oversee internal and external audit processes independently of University financial managers. At that time, an internal auditor was hired to recommend to University management processes and procedures that assure good practice in financial matters. These recommendations are designed to help the

⁷ Reference 4-5

⁸ Reference 4-6

⁹ Reference 4-7

institution's managers to improve control mechanisms, accuracy of financial records, and efficiency of operations.¹⁰ The internal auditor implements internal audit processes and verifies that internal controls and best practices are utilized, and also recommends changes. Thus, throughout the institution, appropriate accountability, integrity and transparency are upheld.¹¹ A confidential complaint mechanism has been established for individuals to report concerns.¹²

4.3 *The processes of budgeting and planning are linked at Andrews University. All cost centers are involved in the process; institutional mission is always considered in setting budget priorities.*

The University has taken steps to more closely tie planning for the future of the organization with the budgeting process. Shortly after the arrival of the new provost, the budgeting group was enhanced and renamed, University Planning and Budget Committee. The intention of this action is for the University to become more proactive, planning further in advance, such that the necessary institutional changes can occur to improve the financial base of the University.

The University has taken steps to more closely tie planning for the future of the organization with the budgeting process.

Other fiscal goals being instituted by the vice president for financial administration, Lawrence Schalk, who joined the organization in March 2007, include:

- Budget for a four percent bottom line in unrestricted net assets
- Increase cash by \$2 million per year to reach a goal of 30 days cash on hand (approximately \$8 million). A long-range goal would be to reach 60 days cash on hand
- Budget \$3 million (inflation adjusted for subsequent periods) available for capital spending, increasing in subsequent years as cash flow permits
- Structure debt repayments not to exceed \$1 million per year including new debt.

Achieving these goals will help increase working capital.¹³ Another fiscal initiative centers on improving the decision-making process for capital

¹⁰ Reference 3-16

¹¹ Reference 3-17

¹² www.andrews.edu/services/auditor

¹³ Section 4.5

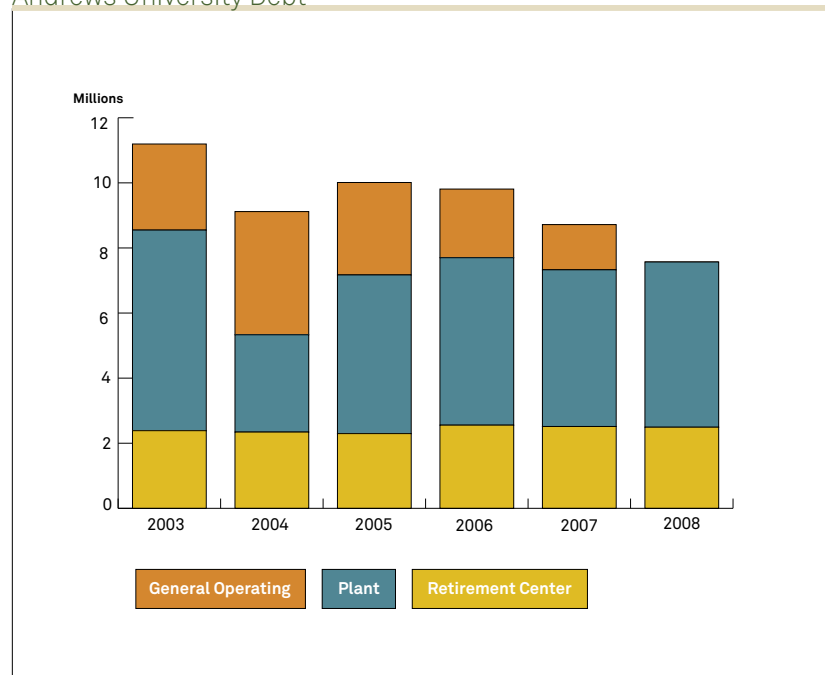
spending to ensure that resources are allocated on purchases that produce the greatest return on investment (ROI) for the organization. The Vice President for Financial Administration (VPFA) formed a Capital Expenditures Committee at the start of the 2008 fiscal year. This committee finalizes the capital budget for the organization each year and plans capital needs for the subsequent five years. The committee also reviews and approves all capital purchases. As an additional “integrity measure,” procedures are in place to prohibit capital purchases without documented approval from the Capital Expenditures Committee.¹⁴

Senior administrators remain focused on the consequences of major fiscal decisions on the university’s economic viability as evidenced by CFI and DOE ratios. One by-product of this due diligence is identifying a mix of well-subscribed programs that provide a strengthened enrollment profile, especially at the undergraduate level.

4.4 *Andrews University is steadily reducing debt and manages long- and short-term debt effectively.*

As shown below, total debt decreased from 2003–2008. Debt repayment from June 30, 2003 to June 30, 2008, was \$3,625,198. The University has a line of credit with a local bank of \$10,000,000 and utilizes it during the summer months.

Andrews University Debt



¹⁴ References 4-8, 4-9

4.5 *Andrews University is making progress in meeting Church expectations for working capital and liquidity. Patterns of institutional financial health reflect this.*

The *General Conference Working Policy* recommends that working capital be funded at 20 percent of the current year's unrestricted expense. For the 2008 fiscal year, that would be \$15,468,797. For several years now, working capital, computed by subtracting the current unrestricted liabilities from the current unrestricted assets, has been negative. The financial management goals (see section 4.3) are intended to move the university toward increases in working capital. Accomplishment of this goal would improve the University's ability to respond to new opportunities and plan new initiatives.

SUMMARY AND RECOMMENDATIONS

Summary

The University has the financial resources necessary to accomplish its purposes as evidenced by the following:

1. The University has achieved an unrestricted gain for four of the last six years and has undertaken an initiative to have a four percent bottom line.
2. Debt has been reduced from \$11,191,967 on June 30, 2003 to \$7,566,769 on June 30, 2008.
3. Accounts receivable has been reduced from \$7,107,174 on June 30, 2003 to \$4,965,837 on June 30, 2008 including accounts with students, staff and other sources.
4. Church subsidies have increased by 7.1 percent over the past six years.

Recommendations

1. The University should continue to improve the financial position of the institution, including increasing working capital to recommended levels. Monitoring the CFI and DOE ratios and the

cash flow analysis and planning to improve these indicators will help accomplish this goal.

2. The University needs to develop a mix of well-subscribed programs that provide a strengthened enrollment profile, especially at the undergraduate level, where some programs are undersubscribed.
3. Subsidies from Seventh-day Adventist Church entities need to increase to help support graduate extension programs around the world.



CRITERION 5

Programs
of Study

TABLE OF CONTENTS

Programs of Study	103
5.1.1 The procedures for curricular development at Andrews University focus on the Church 103 and institutional mission and provide for the integration of faith and learning. Faculty and administrators share responsibility for coherence of the curricula and the integrity of academic processes.	
5.1.2 Since 2004 several curriculum changes have taken place. These changes in academic programs 106 improve Andrews University's ability to carry out its mission and meet the needs of students, the Seventh-day Adventist Church and society.	
5.1.3 Andrews University has multiple programs and centers in place to support student learning 113 and increase student success.	
5.1.4 Andrews University is acknowledged as a transformative institution with the capacity to help 120 other institutions improve their services to students.	
5.2.1 The core mission statements, Seek Knowledge, Affirm Faith and Change the World, are carried 121 out in both the curriculum and the co-curriculum. Beliefs, values and lifestyle practices of the Seventh-day Adventist Church are conveyed throughout the curriculum.	
5.2.2 Discussed in detail in Criterion 6, Section 1, Andrews University has multiple programs, 122 practices and procedures in place to encourage and ensure that faculty integrate their faith with their teaching.	
5.2.3 The faculty of Andrews University have a positive effect on how students learn Christian values. 122	
5.3 Andrews University seeks to prepare graduates who can meet the needs of the Church. 123	
Distance Education	125
5.4 Andrews University offers several programs through distance modalities, including 125 extension, affiliated and web-based courses. The institutional mission and Seventh-day Adventist Christian values are embedded in these courses and programs.	
Affiliation and Extension Programs	126
Summary and Recommendations	129

PROGRAMS OF STUDY

The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objective of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all the disciplines.

5.1.1 *The procedures for curricular development at Andrews University focus on the Church and institutional mission and provide for the integration of faith and learning. Faculty and administrators share responsibility for coherence of the curricula and the integrity of academic processes.*

Mission: Since the institution was founded as an undergraduate college in 1874 in Battle Creek, Mich., the goal remains to prepare students for service to the Seventh-day Adventist Church and society.¹ When the young college moved to Berrien Springs in 1901 and became a university in 1960, this core construct of the mission did not change, though many other descriptive words have been used. Senior surveys reveal that students feel well-prepared to serve their Church and society. Preparation for those mission constructs is typically rated at or above 3.5 on a 5-point Likert-type scale.²

The 2007–2012 Strategic Plan document included a restatement of the mission, including goals of preparing students to “Affirm Faith” and “Change the World by creating a caring culture of global leadership.”³ The Affirm Faith construct includes developing a personal relationship with Jesus Christ, nurturing life in the Spirit, deepening one’s faith commitment and practice throughout the university years, demonstrating personal and moral integrity, embracing a wholesome way of life, and respecting ethnic and cultural diversity. The overall intent is to help students deepen their understanding of what it means to be a committed Seventh-day Adventist in the twenty-first century.

Explicitly stated in recent mission statements is a commitment to prepare graduates who value diversity and are interculturally competent. As called for in the 2001–2006 Strategic Plan, an Institute

The overall intent is to help students deepen their understanding of what it means to be a committed Seventh-day Adventist in the twenty-first century.

¹ Reference 5-1

² Reference 3-12 (2002, 2003, 2004, 2005, 2006, 2007)

³ 2007–2012 Strategic Plan

for Diversity and Multiculturalism (IDM) was established to foster “understanding and inclusiveness in matters of race, ethnicity, culture, mental and physical abilities, age, and gender in multiple ways.”⁴ In addition, students were to be prepared “to function successfully in a global and increasingly diverse workplace.”⁵

Curriculum Governance Processes: Faculty and administrators serve on councils and committees at all levels of the institution and collaborate in ensuring the mission focus and overall coherence of the curriculum and academic processes. The committee structure provides ascending levels of oversight to maintain integrity of the curriculum and academic processes. For example, the Undergraduate and Graduate Councils establish minimum standards for enrollment, advancement through, and graduation from academic programs. Schools and programs may establish more stringent policies. In addition, the Councils oversee academic programs through the program review and approval processes.⁶

The following university-wide committees make policy decisions and establish procedures: Undergraduate Council, Graduate Council, General Education Committee, Effective Learning Council, Research Council, Awards Committee, and Advisors Council. The majority of members on these committees are faculty members from the University’s schools. This intentional representation of faculty underscores the University’s commitment to faculty-driven curricula, academic policies and teaching practices. Such representation also reflects faculty commitment to the mission of the institution.

Undergraduate Council: The Undergraduate Council is composed of faculty and administrative representatives from all University schools offering undergraduate programs and degrees. The majority of council members are undergraduate educators with a commitment to mission emphasis and effective teaching across the undergraduate programs. This committee, first established in the 1980s, sets academic policies and procedures which guide all undergraduate university curricula and teaching. The committee approves all substantive changes in undergraduate programs and verifies that programs are consistent

⁴ 2009–2010 *Bulletin*, p. 14

⁵ 2001–2006 Strategic Plan

⁶ HLC Self-Study Component 4C



with University and Church mission. This council also determines any changes in admissions requirements, grading policies, academic progression, degree requirements, testing procedures, and other issues directly related to classroom instruction. Deans, chairs and instructors have the joint responsibility of applying the standards and procedures voted by the Undergraduate Council.⁷ Undergraduate programs serve the Church both by preparing students for service to the Church and providing specific programs needed by students in the primary service area—the Lake Union Conference of Seventh-day Adventists.

Graduate Council: The Graduate Council, a parallel committee to the Undergraduate Council, functions as the university-wide body which coordinates and controls graduate curricula and policies. As with the Undergraduate Council, membership is made up of graduate-level teachers and administrators from the University’s graduate programs. This body sets the minimum policy standards for graduate student academic progress. The committee also makes decisions regarding substantive curriculum changes to existing programs, new graduate programs, and deletion of existing graduate programs. In accordance with the University and Church mission constructs, graduate professors deliver relevant course content and meet instructional objectives within the general parameters and policies set by the

Undergraduate students are mentored by their advisors

⁷ Reference 5-2

Graduate Council.⁸ The graduate programs offered by the University are designed intentionally to prepare graduates for service to the Church.

General Education Committee: The General Education Committee, a subcommittee with delegated authority from the Undergraduate Council, determines the university-wide general education requirements and procedures for undergraduate teachers and students. The General Education Committee is composed of representative undergraduate educators and administrators. Since the general education component makes up a considerable portion of each undergraduate student's graduation requirements, this committee verifies that classroom delivery of the required curriculum is efficient, effective and mission-focused.⁹

Other University Structures: Each school has a curriculum and policies committee, which oversees curriculum and course changes within that school. In addition, some professional programs (physical therapy, social work and clinical laboratory sciences) have specialized professional degree councils (PDCs) which serve as program-specific curricula and policies committees, parallel with the school committees. Department and program faculty, and other graduate faculty and administrators form the curriculum and policies committee within those units, and make recommendations for change to the school- and University-level committees. Some schools have separate graduate and undergraduate curriculum committees; others may combine these functions. Committee lists may be viewed online with a University user name and password. At every level of curriculum governance, mission concerns are discussed and addressed.

5.1.2 *Since 2004 several curriculum changes have taken place. These changes in academic programs improve Andrews University's ability to carry out its mission and meet the needs of students, the Seventh-day Adventist Church and society.*

Academic Programs: Some programs and departments remained relatively stable in the past five years. These include the Departments of English, Speech-Language Pathology & Audiology, Agriculture,

⁸ Reference 5-3

⁹ Reference I-12

Management, Marketing & Information Systems, and most programs in the Seventh-day Adventist Theological Seminary. Departments such as Social Work have added emphases to allow students to specialize within the profession.

The School of Education added emphases in Educational Administration to include higher education (M.A., Ed.S., Ed.D. and Ph.D.) and new degrees in Special Education (M.A.), and Leadership (M.A. and Ed.S.), plus certificates for the North American Division (NAD) of Seventh-day Adventists for principals and superintendents. Many of these changes in the School of Education were made specifically to meet the needs of the Seventh-day Adventist Church in North America and around the world. As noted later in more detail, online course and program options also increase the ability of the institution to serve the Church.

A few new programs were added. A behavioral neuroscience major (CAS) was added with degrees in biology (B.S.) and psychology (B.S.). A cross-disciplinary B.F.A. was added with degree options in art (CAS), communication (CAS), and digital multimedia (COT). The ability to provide graduate programs online was added for nursing (M.A.) and educational administration (M.A., Ed.S., Ed.D., and Ph.D.) with approval from The Higher Learning Commission of The North Central Association of Colleges and Schools being granted in May 2008. Other changes included programs dropped and, in some cases, replaced. Programs deleted in the past five years include:

- College of Arts & Sciences: Physical Therapy (MPT program in Dayton, Ohio)
- College of Technology
 - ▶ Automotive Technology
 - ▶ Several engineering and computer science degrees became B.S. degrees
- School of Business Administration: B.B.A. in Business Economics

Many of these changes in the School of Education were made specifically to meet the needs of the Seventh-day Adventist Church in North America and around the world.

- Seventh-day Adventist Theological Seminary is deleting the M.Th. program (because of no enrollment and increased student interest in other programs)¹⁰

Programs deleted, but replaced by a similar program, include the following:

- The Human Nutrition M.S. degree was replaced by an M.S. in Nutrition and Wellness
- In the College of Technology, several digital media and photography degrees were replaced by B.F.A. degrees

The University mission was served by these changes as the University sought to maintain a portfolio of programs to increase market viability both in serving the interests of prospective students and in meeting the needs of the Seventh-day Adventist Church for leaders around the world. Decisions about where to offer extension programs are directly related to the needs of the world Church.¹¹

General Education: Several changes in the General Education (GE) program have occurred during the past five years. Several team-taught courses have been revised or deleted, in general because of poor student ratings and lack of evidence that the desired outcomes were being attained. A major revision of several components was undertaken to make diversity and multicultural competencies more explicit in the GE curriculum.¹²

In addition, the GE Committee is currently revising the curriculum to meet the needs of the students and the Church in the twenty-first century. More detail is found in the HLC Self-Study, pp. 199–201.

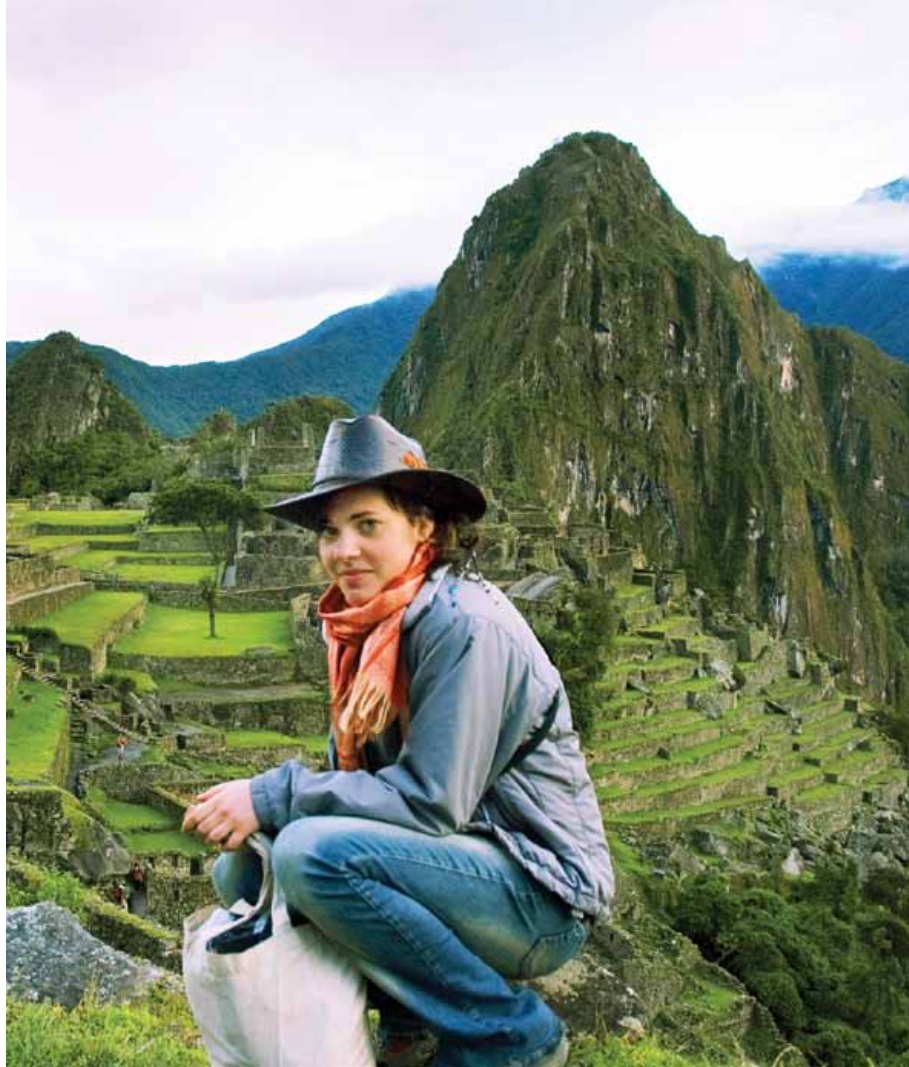
The 2009 summer term featured a General Education study tour to Tanzania in May. The goal was to tie academic studies to the real world, drawing students and teachers alike into a dialogue about our shrinking global village. A wealth of learning opportunities, from the natural heritage of Africa, to its traditional cultures and contemporary African life, included courses in cultural psychology, African travel literature, service credit and comparative religions.

A major revision of several components was undertaken to make diversity and multicultural competencies more explicit in the GE curriculum.

¹⁰ Reference 5-4

¹¹ HLC Self-Study, pp. 239–252

¹² HLC Self-Study, pp. 189–197



Peru study tour

The Department of Behavioral Sciences offers a tour of Peru and the Andes Mountains every other year. Stops on the tour include the Amazon River, Lima, Cuzco and Lake Titicaca. Students interested in archaeology may participate in archaeological research projects overseas. The Madaba Plains Project at Tall Hisban in Jordan is offered every other year and focuses on the Islamic centuries, particularly the Mamluk governor's palace area and the Ottoman cave village.

Diversity and Multiculturalism: On the Senior Survey seniors are asked about accomplishment of various mission concepts; they rate accomplishment of "respect for ethnic/cultural diversity" consistently higher than any other mission construct, at 3.9 or above on the 5-point scale; however, other data suggests that students are not as comfortable or competent with cross-cultural issues as faculty desire.¹³ In response to these goals and concerns, the GE Committee reviewed the curriculum for intentionality in preparing students for a diverse workplace and society.¹⁴ Finding that syllabi were not explicit about the many ways faculty incorporated diversity and multicultural issues

¹³ Reference 3-12 (2000–2002)

¹⁴ Reference I-12, 2009–2010 *Bulletin*, p. 38

into their courses, the GE Committee accepted and implemented a proposal to make changes in six GE courses: RELT100 God and Human Life; ENGL115 English Composition I; COMM104 Communication Skills; HIST117 and 118 Civilization and Ideas I and II; and BHSC100 Philosophy of Service. The goals for the change included that students would be able to:

- Articulate the main issues surrounding various contemporary attitudes towards the terms multiculturalism and diversity, and how these terms and their implications are presently understood and experienced in the United States and in other world cultures
- Understand how cultural and social norms, religion, historical events and life experiences have shaped and influenced individual and group attitudes, beliefs and behaviors within global and national societies
- Understand and confront the origins of their own past and present belief systems and be able to develop and act on a plan to enhance their cross-cultural beliefs, attitudes and skills
- Communicate effectively with diverse individuals and groups in a variety of settings
- As a result of their knowledge of Biblical principles, moral values and ethical practices and their application in on-and-off-campus experiences, respect and respond appropriately, professionally and comfortably to people representing diverse societal cultural norms in various settings
- Demonstrate a worldview based on the oneness in Christ of all believers, justice for all, and service to all regardless of ethnic or cultural background, gender, age, disability, religious beliefs or ideological differences¹⁵

These curriculum changes were implemented fall 2005. The Office of University Assessment, in collaboration with the IDM, collected baseline data from students in several courses during the same period, including several of the revised courses. Findings demonstrated that students at all levels felt comfortable with ethnic and cultural differences, but were less comfortable with people with physical or mental disabilities.¹⁶ A possible explanation of this finding is that

¹⁵ Reference I-12

¹⁶ References 5-5, 5-6

students have had less exposure to people with disabilities. Student comfort was mixed in response to items about lifestyle practices incongruent with the values of the Seventh-day Adventist Church. Students above the freshman level were more likely than freshmen to indicate they understood the historical and social origins of racial/ethnic prejudice.

Planned changes in the GE curriculum will include upper-division course options, within the major and/or the GE curriculum, to provide students opportunities to critically assess and articulate the integration and synthesis of their attitudes and skills relating to diversity and multiculturalism. Additional data collection taking place in the 2008–2009 Senior Survey will be compared with the 2005 data.

*Team-taught courses:*¹⁷ The 1996 revision of the GE program included two tracks for meeting the physical/natural sciences requirement. All students were expected to complete courses in both the physical and natural science areas. Students majoring or minoring in science-related or health-science-related disciplines were usually able to meet the requirement through required laboratory science courses. Those in other disciplines were expected to take new courses IDSC321 and 322 Scientific Inquiry I and II, plus another science lab course for a total of nine credits. Exceptions were made for certain disciplines, transfer work and significant scheduling difficulties.

When initiated, the two new courses were envisioned as interdisciplinary approaches to how science works, especially designed for the non-science-related major. In preparation for implementing one of the most unique contributions to the revised GE curriculum, the initial team of instructors for the courses spent considerable time and effort developing interdisciplinary approaches, with several of them attending a national seminar on interdisciplinary teaching.

From the beginning, the courses were not a success. Students had problems relating to a multidisciplinary approach to science and were confused by having three instructors and three teaching approaches to assignments, exams and grading. Over time, the original conception of

¹⁷ HLC Self-Study, pp. 195–197

the courses was lost. Changes were implemented in 2002, but concerns about the courses persisted.

In 2005–2006 the new general education director and the GE Committee appointed a subcommittee to review IDSC321 and 322 and the GE Science component. In the end, the GE Committee decided to phase out IDSC321 and 322 and institute a new science core of eight semester units of science lab courses, one from physical sciences and one from life sciences, each course to be worth four credits. The changes were implemented for the 2006–2007 academic year. Because of the newness of the implementation of these revised requirements, the Senior Exit Tests do not yet reflect any changes in student achievement, but further assessment of student learning will continue.

Conceived as a way to integrate the teaching of visual, aural and written creative work, the course IDSC211 Creativity and the Arts was team-taught for several years. Because of the cost of team-taught courses and poor student evaluations, the course has not been taught for two years. The future of the course will be determined as part of the current process of reviewing and revising the GE curriculum.

Co-Curriculum: A review of the changes in the co-curriculum demonstrated the ways the co-curriculum seeks to complement the academic curriculum.¹⁸ The “*Understanding the Co-Curriculum*” document from Student Life makes it clear that “Andrews University is dedicated to creating a transformative faith and learning environment

Co-Curricular Calendar

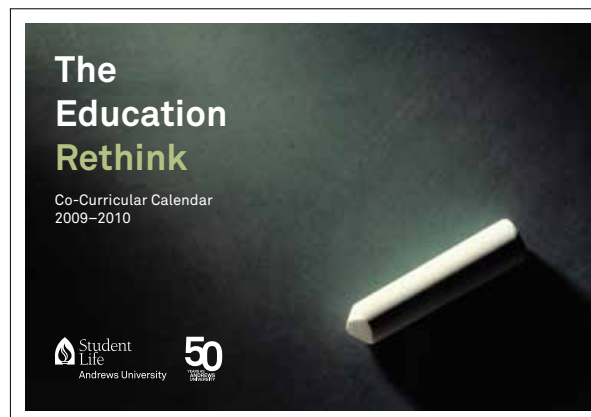


TABLE OF CONTENTS	
Rethink—HISTORY	3
The Co-Curriculum:	5
• What Is Required?	
• Why Is It Required?	
• Frequently Asked Questions	
Rethink—EDUCATION	7
• Add-Ons, Events & Speakers	
Rethink—TENURE	9
• October Events & Speakers	
Rethink—INTELLIGENCE	11
• New On's, Events & Speakers	
Rethink—IMAGE	13
• January Events & Speakers	
Rethink—SERVICE	15
• February Events & Speakers	
Rethink—TRUTH	17
• March Events & Speakers	
Rethink—LEADERSHIP	19
• April Events & Speakers	
Rethink—GRADUATION	21
• Resident Hall Choice Schedule	
• Creative Arts Choice Schedule	

¹⁸ See Criteria 2 and 8

that educates the whole person, consistent with the Christian liberal arts tradition. The document acknowledges that opportunities for learning and faith development exist both in and out of the classroom” and that “academic life...is not sufficient by itself to deliver the transformative Seventh-day Adventist liberal arts education envisioned by the University.” It further states that

“The co-curriculum supports the work of the curriculum by:

- Creating a campus environment that is conducive to faith and learning
- Developing student skills that support success in the classroom
- Structuring opportunities for students to apply their knowledge, skills, faith and values
- Creating a community that cultivates qualities of character and lifestyle expected of Andrews University students and graduates”¹⁹

5.1.3 *Andrews University has multiple programs and centers in place to support student learning and increase student success.*

Andrews University has a variety of programs and services that support the entire range of undergraduate student abilities. From a recently revised Honors Program to support from the Student Success Center for students needing remediation, the University provides opportunities for students to improve and develop their abilities to honor and glorify God in their work.

The J. N. Andrews Scholars Honors Program: Extensive revisions of the honors program were implemented in fall semester 2001. The program now incorporates an advanced curriculum for General Education, termed Scholars Alternative General Education Studies (SAGES). The curriculum was designed to be both intellectually challenging and distinctively Seventh-day Adventist Christian. Through courses designed around original texts and opportunities to conduct research in the major field, gifted students have opportunities to incorporate religion and faith into academic study instead of compartmentalizing

¹⁹ Reference I-1, p. 1

spiritual life into a separate sphere of learning. The revised honors program supports learning and the exercise of intellectual inquiry. Leading to the designation of “John Nevins Andrews Scholar” at graduation, the program offers new ways of learning through interdisciplinary courses, discussions and seminars.²⁰

Student Success Center:²¹ The Student Success Center (SSC) supplements the educational process by providing academic guidance, support and developmental instruction. The center serves as a resource for all students—from freshmen to doctoral candidates—in all schools of the University. The SSC staff identifies students’ needs; provides resources for faculty, staff and parents; and facilitates physical, emotional, social, intellectual and spiritual development of students. The center also networks with other campus support centers and functions as a referral base for students and advisors. The Student Success Center:

- ▶ Facilitates academic advising
- ▶ Provides guidance and advising for undecided students
- ▶ Maintains on-campus referral and academic support information
- ▶ Updates undergraduate students’ changes of majors and advisors
- ▶ Manages the Academic Skills Program, a campus-wide tutoring service
- ▶ Trains individual and group tutors
- ▶ Provides guidance for students who need to document a disability
- ▶ Facilitates accommodations for students with documented disabilities
- ▶ Coordinates student intervention programs and provides follow-up as needed
- ▶ Oversees the General Studies degree program
- ▶ Facilitates Prior Learning Assessment
- ▶ Offers placement services to potential employers and students

²⁰ 2009–2010 *Bulletin*, pp. 90–92

²¹ 2009–2010 *Bulletin*, p. 17; and HLC Self-Study Criterion 2

- Assists students with job search strategies, résumé and cover letter writing, and interview preparation²²

A program of prescribed intervention,²³ sponsored by the SSC, is designed for students who have any test scores below the 50th percentile or have high school GPAs below 2.25. The program helps and encourages students to build their skills (mathematics, reading or writing) and retake qualifying tests to demonstrate their readiness for college-level work. A “Transitions to College Week” provides some of these services and includes campus tours and workshops such as an introduction to the library. Most students show improvement in test scores during this week.²⁴ The Student Success Center also conducts an ACT/SAT test preparation camp for prospective students needing additional assistance. Students with two or more deficits in skills or high school grades are advised academically by the director of the SSC, who uses tutor support and specially designed courses to help students improve their skills. Students with one deficit area are advised in the academic departments, with the Student Success director serving as a co-advisor. The advising role provided by Student Success is termed a “success advisor,” emphasizing its supportive nature.

Skills Centers: Mathematics and Writing Centers²⁵ are operated by the Departments of Mathematics and English, respectively, to assist students in specific skill development. Tutoring at the Mathematics Tutoring Center is free and available to students enrolled in all math classes. The Writing Center is open to all students requesting free help on basic writing skills and strategies. Computer-assisted tutorial sessions, drop-in help, and a library of rhetoric and usage texts are available.

The University Center for Reading, Learning & Assessment (UCRLA),²⁶ located in Bell Hall, provides academic courses to improve reading skills, assessment of learning and reading-skills, and tutoring services. The Student Success Center works closely with UCRLA when students need diagnostic services. Most services in UCRLA are course-based or

The Student Success Center (SSC) supplements the educational process by providing academic guidance, support and developmental instruction.

²² 2009–2010 Bulletin, p. 17

²³ 2009–2010 Bulletin, p. 34

²⁴ Reference 5-7

²⁵ 2009–2010 Bulletin, pp. 16, 18

²⁶ 2009–2010 Bulletin, p. 17

fee-based. The Center serves the local community in addition to the campus community.

On-line Student Advising Resources: Since 1999, Andrews University has developed two important online resources that assist teachers in their student advisement activities and contribute to improved academic progress. First is *iVue*, a Banner®-supported, computer-based university resource developed specifically to track and encourage student success at the undergraduate level. The data available to *iVue* qualified users include student academic profiles such as student entrance test scores, student class loads and student academic records.

The data available to iVue qualified users include student academic profiles such as student entrance test scores, student class loads and student academic records.

This proprietary software system allows individual teachers and others to post “alerts” concerning students who are not performing adequately in their classes or have issues that may affect academic success. Access is limited to the individual student, current semester instructors, the academic advisor, major department chair, academic dean’s office and Student Life personnel. Early notification about problems allows for responses from other teachers about the student’s success in other courses. The alerts are often followed with helpful academic interventions from faculty and advisors which can improve a student’s chances for success. More importantly, students can be alerted through this system as to their standing in a particular class, so that they can take more aggressive and proactive steps to improve their performance. The system can also be used to post notices that students are doing well in a class, although it is used less frequently for this purpose. Graduate advisors and faculty also find the system useful for tracking the progress of graduate students.

A second resource activated to assist teachers and students in the various academic programs at the undergraduate level is the Curriculum, Advising and Program Planning (CAPP) module in Banner.® This tool is an online academic checklist, which allows advisors and students to quickly and accurately determine what courses have been completed in every major and what courses must yet be taken. This resource speeds up the advising process and encourages students to take ownership of their own academic programs. CAPP was

fully implemented in the 2006–2007 school year, after a pilot year in 2005–2006. Although there are often problems with transfer courses from other universities, and there will always be a need for academic petitions to handle various exceptions, CAPP has improved teaching and advising efficiency for teachers and students and releases more teacher time to concentrate on classroom teaching. In addition to tracking progress toward the student’s current major, the program allows a “what if” analysis to evaluate student progress to date if s/he should choose another major. The CAPP module for graduate students is under development at this time.

Disability Services: The Student Success Center serves students with physical disabilities and learning disabilities. The most common learning disabilities are ADHD, dyslexia and slow processing speed. Interventions include extended time and a quiet place for testing; peer note-taking, and modified texts. The SSC arranges for disabled students to have access to all university facilities, in all types of weather. Visually-impaired students are provided with readers and are guided to classes until they are familiar with the campus. The Center has not, to date, served any hearing-impaired students. If available, information can be shared confidentially with instructors if a student has a history of emotional challenges or physical episodes (e.g., seizures). The SSC can place an “alert sticker” in classrooms which gives clear directions about how one can contact the Office of Public Safety in the event a student requires special attention, handling or becomes a threat.

Academic Probation Students: Undergraduate students whose academic performance places them in academic probation are assisted by the Student Success Center (SSC) and the deans of the respective schools. The SSC provides referrals to the various on-campus resources, depending on the needs of the student. There is some variation among the schools for handling students on academic probation within the University minimum requirements. Because the College of Arts & Sciences (CAS) is the largest undergraduate school, the associate dean works with the majority of students on academic probation. In consultation with CAS faculty, he has developed a

set of specific expectations and a contract for these students.²⁷ CAS students on academic probation are expected to take a reduced load (12 credits), work no more than 12 hours weekly, attend class consistently, limit extracurricular activities, and consult with the dean at midterm. Sometimes students only need help organizing themselves for success in college life. However, others are not socially, emotionally or academically ready for college, and are advised to prove their readiness elsewhere before reapplying to Andrews University. A contract spells out the requirements and the consequences of failing to meet expectations.

Graduate students with academic performance issues placing them on academic probation are monitored by school dean's offices and the directors of the programs in which they are enrolled. In some programs, for students to move off academic probation, a faculty committee may oversee the process of establishing expectations, in addition to the minimum standards established by the Graduate Council.

Advising: Support for undergraduate academic advisors includes training, advisors' breakfasts, prayer lunches, circulation of information regarding course offerings, and a new advising handbook. An advising syllabus is currently being tested. Applicants are directed to their specific advisor by the coordinator of advising services in the Student Success Center. A connection between advisor and freshman students is facilitated at the advisors' breakfast during the week before college classes commence.

At present, graduate student advisors are assigned by the respective programs. There is no central training program or support for graduate advisors.

Career Selection: Coordination of career selection services is a function of the Counseling & Testing Center.²⁸ A computer program, College Central, guides students to available job openings. An employer base is being developed of businesses, institutions and service organizations interested in value-added Andrews University graduates. An

²⁷ Reference 5-8

²⁸ www.andrews.edu/services/ctcenter

outstanding example of this collaboration is the annual health career job fair which has grown in popularity over recent years. Recently, in partnership with the Office of Alumni Services, a fall program has been implemented during which alumni from a variety of professions team up with students to discuss career goals and development tracks. At this time resources are being gathered and preliminary plans are being made for humanities and technology job fairs. For at least 17 years, the School of Business Administration has conducted an annual career job fair to assist students with job placement.

Transfer Policies: Transfer students²⁹ represent about five percent of Andrews University enrollment and are most likely to enroll in professional and science programs. Andrews University accepts transfer students from any accredited institution. The articulation database in Banner® simplifies the transfer process from most institutions. An articulation coordinator reviews transfer work and enters it into the student's computer record of completed coursework. The computer system is designed to articulate courses quickly from institutions from which work is most often transferred. Courses may be transferred into graduate programs on a limited basis.³⁰

To recognize each student's prior academic successes, Andrews University cooperates with the College Entrance Examination Board (CEEB) in this organization's Advanced Placement Program (AP). CLEP and Dante exams are administered by the Counseling & Testing Center. Course-specific challenge exams are available for students who feel they are prepared to demonstrate their advanced knowledge and abilities. In addition, students presenting scores from the International Baccalaureate Exam may receive credit if scores are high enough and other conditions are met.³¹

Andrews University was an early adopter of the Michigan Transfer Network,³² a database developed by Michigan State University under the sponsorship of the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO). While Andrews University does not guarantee that equivalent courses will transfer, prospective

An employer base is being developed of businesses, institutions and service organizations interested in value-added Andrews University graduates.

²⁹ 2009–2010 Bulletin, p. 33

³⁰ 2009–2010 Bulletin, p. 54

³¹ Reference 5-9; 2009–2010 Bulletin, pp. 35–36

³² www.michigantransfernetnetwork.org/

students can check whether the University recognizes the courses taken elsewhere.

Andrews University will accept transfer credits from selected unaccredited institutions, including some Adventist-affiliated institutions. In such a case, the student's status is probationary until the student demonstrates the ability to perform at Andrews' standards. Students must complete a certain number of credits with satisfactory grades before the transfer work from an unaccredited institution is accepted. Such transfers are reviewed on a case-by-case basis.

5.1.4 *Andrews University is acknowledged as a transformative institution with the capacity to help other institutions improve their services to students.*

The ethos of Seventh-day Adventist education includes providing encouragement and support for students who may appear to be under-prepared for college. One example is the Department of Biology³³ (CAS). In early 2006, following a decades-long track record of transformational learning in the department, the National Science Foundation requested and funded a three-year study of factors leading to the unusual success of biology majors, especially those who entered college with lower admissions test scores. The hope is that, once these factors are identified, they can be exported to other universities as a means of improving biology education nationally. Already, the University of Connecticut has scheduled consultations in hopes of learning what those factors are so they can begin implementing changes in their programs.

The Department of Teaching, Learning & Curriculum (SED) has collaborated with other departments to improve teaching strategies in mathematics and other fields for middle-school students. They also collaborated with the aforementioned study of biology students.

To meet the needs for English-language training around the world, the Department of English provides short-term English-language experiences through *Action America*. A number of these students

The ethos of Seventh-day Adventist education includes providing encouragement and support for students who may appear to be under-prepared for college.

³³ Reference 5-10;
<http://luc.adventist.org/Herald%20Site%20PDFs/Vol99-04.pdf>



return for study in other Andrews University programs.

2009 Action America attendees from Brazil

A theme throughout these endeavors is the personal attention Andrews University faculty offer students. Students are helped in developing the skills for successful learning and encouraged that they have the abilities to succeed. A hallmark of Seventh-day Adventist education, this willingness to treat students as Christ would has eternal consequences.

5.2.1 *The core mission statements, Seek Knowledge, Affirm Faith and Change the World, are carried out in both the curriculum and the co-curriculum. Beliefs, values and lifestyle practices of the Seventh-day Adventist Church are conveyed throughout the curriculum.*

For the Higher Learning Commission self-study, a subcommittee conducted a review of press releases and features online and in *FOCUS*, local newspapers, and the *Student Movement*.³⁴ The mission statement, variations thereon, and examples of how the University carries out its mission were plentiful. In addition to campus publications, news articles about the University appear in various church publications, including *Adventist World*, *Adventist Review*, *Lake Union Herald*, and Lake Union local conference newsletters. Commitment to the mission and ideals of the Seventh-day Adventist Church was evident throughout the artifacts collected. A review of student association

³⁴ Reference 5-11

clubs, with newspaper information and announcements of various projects was conducted, demonstrating that students are active in carrying out the mission of the University during their time on campus.³⁵ See Criterion 8 for more information about campus clubs.

Research opportunities for graduate and undergraduate students abound and are often tied both to the mission of the University and the mission of the Church. Research findings are disseminated broadly, frequently benefitting entities of the world Church. A multitude of opportunities to consider how academic disciplines relate to faith issues are presented by academic departments in various venues, including classrooms, department chapels and assemblies, and faculty homes. The Chapel Choices programs and University Forum programming provide many opportunities to consider the intersections between spiritual matters and professional knowledge and practice.³⁶

5.2.2 *Discussed in detail in Criterion 6, Section 1, Andrews University has multiple programs, practices and procedures in place to encourage and ensure that faculty integrate their faith with their teaching.*

5.2.3 *The faculty of Andrews University have a positive effect on how students learn Christian values.*

The annual Senior Survey seeks to discover how students perceive their preparation for service and mission in several ways.³⁷ Sections which are always included are:

- How well-prepared the students perceive themselves to be to carry out the Andrews University mission
- Spiritual commitments
- Program satisfaction
- Open-ended items on favorite memories and helpful faculty and staff

Each of these sections contains spiritual elements. Students perceive that Andrews University is successful in preparing them for a global and diverse society. The item about respect for ethnic and cultural diversity is rated at or above 4.00 on a five-point Likert-type scale

³⁵ www.andrews.edu/services/studentlife/clubs

³⁶ See Criteria 2 and 8

³⁷ Reference 3-12

(5 = strongly agree; consistently, this item is rated higher than any other item in the mission section).³⁸ Anecdotal data and responses to an open-ended item on the senior survey also indicate that students attend Andrews University because of the diverse and international population and value those aspects of the University.

A write-in item asking for favorite memories demonstrates the high value students place on their spiritual experiences at Andrews University, including Sabbath and PMC.³⁹ When asked about helpful faculty and staff, students often record their appreciation for the spiritual help they received.⁴⁰ A review of these comments is a reminder of the high value students place on the spiritual food they received all across campus.

On the Senior Survey, students are asked about satisfaction with their academic programs. Typically, the item about how “faculty teach the relation of Christian faith and ethics to the discipline and profession” is ranked very high at about 4.00 on a 5-point Likert-type scale.⁴¹ This rating has risen slightly in recent years.

5.3 *Andrews University seeks to prepare graduates who can meet the needs of the Church.*

The programs of study at Andrews University were developed to serve the Seventh-day Adventist Church at every level. At the union conference level, the undergraduate curriculum is designed to serve the needs and priorities of the Lake Union Conference. However, undergraduate students are drawn from all over North America and the world.⁴² An honors program and the student success program support and enhance the ability of the University to meet the needs of all students.⁴³

Graduate curricula serve the North American Division (NAD) and the world Church in a variety of ways. The Seventh-day Adventist Theological Seminary (SDATS) prepares ministerial personnel for the NAD at the M.Div. and D.Min. levels. In addition, the SDATS provides advanced divinity, religion and theological programs onsite in Berrien Springs, and in extension programs around the world. Both faculty

A review of these comments is a reminder of the high value students place on the spiritual food they received all across campus.

³⁸ Reference 3-12, Seventh, pp. 3–4, 33–36

³⁹ Reference 3-12, Seventh, p. 40

⁴⁰ Reference 5-12

⁴¹ Reference 3-12, Seventh, pp. 37, 38

⁴² Criterion 9 provides enrollment statistics

⁴³ Section 5.1.3

and students come and go “from everywhere to everywhere.”

Other graduate programs, in all schools, prepare students for service in various professions. Health professions include clinical laboratory sciences, dietetics, nursing, and physical therapy. Other programs include architecture, business, biology, communication, English, education, mathematics and science, music, social work and software engineering.

Through much of its history, to meet the needs of a growing church and developing higher education around the world, the University has collaborated with colleges around the world to offer its programs on their campuses. As these colleges have attained accredited status within their respective countries, that need has been largely met. At present, Andrews University offers affiliated programs at only five institutions. However, extension programs, graduate programs for the most part, are offered around the world at multiple locations.⁴⁴ These programs are tailored to meet the needs of an ever-expanding church in specific locations, with emphasis on training for professional roles in ministry, education, leadership and international development. See also Section 5.4, following this one.

Multiple academic programs have been developed specifically to meet the needs of the Seventh-day Adventist Church. Historically, programs were developed in education, sciences and religion to meet the needs of the education, health and evangelistic branches of a growing church and to provide programs undergirded with Christian Seventh-day Adventist values. While those needs continue, other needs of the church have triggered programs in more diverse areas. The needs for leaders of the world church have led to programs in leadership, administration, international development, health professions and other professional programs. Almost sixty percent of main-campus enrollment is in programs affiliated with professional accrediting organizations.

Almost sixty percent of main-campus enrollment is in programs affiliated with professional accrediting organizations.

Distance Education

⁴⁴ HLC Self-Study, pp. 241–245

5.4 *Andrews University offers several programs through distance modalities, including extension, affiliated and web-based courses. The institutional mission and Seventh-day Adventist Christian values are embedded in these courses and programs.*

In addition to affiliation and extension programs, Andrews University offers distance education programs. As described below, these involve several undergraduate degrees and, more recently, graduate degree programs in four fields.

Courses to be offered online are approved through the Distributed Education Council (DEC)⁴⁵ and overseen by the Center for Distance Learning & Instructional Technology (DLiT). The center also offers support for faculty to use the online course management system, Desire 2 Learn® (D2L), which was purchased when the North American Seventh-day Adventist institutions of higher education agreed to collaborate for purposes of online education. For approving online courses, DEC uses guidelines developed by the Adventist Digital Education Consortium (ADEC), which include good practice for online courses and the spiritual dimension. See also the proposals for offering programs online.⁴⁶

Undergraduate Programs: Since 1995 Andrews University has offered five undergraduate distance education programs. The degrees available are: B.A. in Religion, B.A. in General Studies with emphasis in Humanities, B.S. in General Studies with emphases in Cross-cultural Studies and in Human Organization and Behavior, and an A.A. in Personal Ministries. While these degrees are usually offered through a paper-based, self-paced correspondence program, as of July 2008, eight courses are available in an electronically-enhanced format (EEF). An EEF uses Desire2Learn® (D2L) to access additional information, for electronic submission of assignments, and for taking exams. There has been a steady increase in enrollment in courses supporting these programs from 250 in 2003 to nearly 400 in 2007.

Graduate Programs: In early May 2008 Andrews University received approval from the Higher Learning Commission of The North Central Association for Colleges and Schools to offer graduate degrees

⁴⁵ Reference 5-13

⁴⁶ References I-6 and 5-14

online in two fields. These degrees are the graduate degrees—M.A., Ed.S., Ed.D. and Ph.D.—in Educational Administration and an M.S. in Nursing Education. In addition, Andrews University expects approval for graduate programs in Curriculum and Instruction when the reaccreditation process is complete. With the assistance of Desire2Learn® these courses are offered in an asynchronous format and within an identified semester.⁴⁷

Affiliation and Extension Programs

Andrews University offers affiliated programs at five locations: Newbold College in England, Hong Kong Adventist College in China, Spicer Memorial College in India, Tyrifjord Vidergaaende Skole in Norway, and University of the Southern Caribbean in Trinidad and Tobago. Extension programs are offered at these international locations:

- ▶ Babcock University in Nigeria
- ▶ Chile Adventist University in Chile
- ▶ Helderberg College in South Africa
- ▶ Korean Samyook Language Institute in Korea
- ▶ Italian Theological Seminary in Italy
- ▶ Middle East Adventist College in Lebanon
- ▶ Peruvian Union University in Peru
- ▶ Romanian Adventist Theological Institute in Romania
- ▶ University of Eastern Africa—Baraton in Kenya
- ▶ University of the Southern Caribbean in Trinidad and Tobago
- ▶ Zaokski Theological Seminary in Russia

In addition, extension programs are offered at the following U.S. sites: Portland Adventist Hospital in Oregon and Columbia Union College in Maryland. The specific programs offered either through affiliation or extension are detailed in Reference 5–15. Tuition charges for these courses are often at sharply discounted rates which may cover only

⁴⁷ Reference I-6 and 5-14



Zaoski Theological Seminary

direct costs.

Enrollment and Graduation Data: Enrollment has grown rapidly at the affiliated and extension sites during the past several years, especially at the University of Southern Caribbean in Trinidad, which received a government charter in March 2006. In addition, there has been significant growth through the addition of graduate programs, notably the Doctor of Ministry in Africa and Russia. Details of enrollment for the past five years, 2003–2008 and the number of graduates for the past five years are available.⁴⁸

Quality Control Processes: Quality control at affiliated and extension sites is maintained through several processes and procedures at both the main campus and the affiliated or extension campus. Processes involved include admissions through to the completion of programs and the awarding of degrees. Quality control includes, but is not limited to, the following areas: admission of students, approval of affiliated faculty, review of courses and examinations at affiliated sites, review of student academic records prior to the awarding of degrees,

⁴⁸ Reference 5-16

and periodic audits at each affiliated site.

Admissions: Andrews University reviews and approves the admission of every student. Undergraduate students are admitted through the Office of Affiliation & Extension Programs. Graduate students are admitted by the schools in which their degrees are offered. Graduate admissions processes are coordinated by the Office of Graduate Admissions, which coordinates with the schools, programs and departments.

Affiliated Faculty: Each affiliated site sends curriculum vitae for each faculty member in an affiliated program. These are reviewed by the appropriate Andrews University department and recommended to the Affiliation and Extension Programs Committee which votes approval. The Board of Trustees also approves all affiliated faculty as adjunct faculty of Andrews University.⁴⁹

Course Content: Each affiliated site periodically submits copies of course syllabi and examination to the Office of Affiliation & Extension Programs. These are reviewed by Andrews University faculty in the appropriate department and feedback is provided to the faculty at the affiliated site. In addition, current course syllabi are sent to each affiliated site to enable adjunct affiliate faculty to pattern their courses after the on-campus programs. This is done to ensure comparability between the main campus and the affiliated campuses.

The Board of Trustees also approves all affiliated faculty as adjunct faculty of Andrews University.

Graduation: Upon completion of the program of studies, the academic records of all students in either an affiliate or extension site are fully reviewed to insure that all program requirements have been met. Any exceptions to standard policies must be formally approved by the dean of Affiliation & Extension Programs through the standard petition process.⁵⁰ Only after a graduation audit are affiliate and extension graduates listed as participants in the next graduation exercise. Diplomas and transcripts are mailed out to students only after the official graduation date. These procedures are carried out by the Office of Academic Records in consultation with the Office of Affiliation &

⁴⁹ 2009–2010 *Bulletin*, pp. 385–399; References 1-2 and 5-16

⁵⁰ Reference 5-17

Extension Programs.

Audits: Periodic audits are conducted at each affiliated site. The length of time between audits is determined by the audit team. 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 affiliated programs. Samples of recent audit reports are available for review in the Resource Room.⁵¹

SUMMARY AND RECOMMENDATIONS

Summary

1. The Andrews University curriculum is designed to carry out the mission of the University and the Seventh-day Adventist Church by preparing individuals for service as Church employees and members around the world.
2. The University has processes and programs in place to ensure that faith is integrated in the learning processes.
3. Recent changes in the General Education curriculum improve the ability of the University to prepare young people to serve humanity in a multi-cultural, diverse world.
4. The co-curriculum is integrated with the academic curriculum (See Criterion 8).
5. The University has multiple programs and services in place to help disabled and academically under-prepared students succeed.
6. Seventh-day Adventist beliefs, values and lifestyle are inculcated in a variety of ways throughout the curriculum.
7. Faculty at Andrews University have multiple opportunities to improve their skills in teaching and integration of faith and learning.
8. Technology is used to improve service to students, both on- and off-campus.

⁵¹ Reference 5-18

9. Andrews University offers online, affiliated and extension programs to help students prepare for service to God and humanity with less travel and living expense.

Recommendations

1. The CAPP system should be fully implemented for graduate students.
2. Graduate academic advisors need better training to improve their service to students.
3. The direct and indirect costs of extension programs should be computed before setting tuition rates.



CRITERION 6

Faculty
and Staff

TABLE OF CONTENTS

Faculty and Staff	133
6.1.1 Andrews University faculty and staff are expected to be Seventh-day Adventist Church members in good and regular standing and support the values of the Church. The University has policies and processes to govern hiring, orientation, and management of faculty from other religious affiliations.	133
6.1.2 Andrews University integrates Seventh-day Adventist Church mission expectations into its employment contracts; promotion and reappointment processes reflect this commitment.	136
6.1.3 Faculty and staff report serving the Seventh-day Adventist Church in many ways and at various levels of church administration. Working with students is regarded as one of the most rewarding aspects of employment at the University. Many faculty and staff members are invited to assist various entities of the Seventh-day Adventist Church in their work.	137
6.1.4 Andrews University is committed to academic freedom within the context of the institutional mission and the mission of the Seventh-day Adventist Church.	138
6.2.1 Andrews University maintains a well-qualified faculty who are dedicated to the mission of the University.	139
6.2.2 Faculty and staff development is a priority at Andrews University, evidenced by multiple centers, institutes and programs that encourage effective teaching and carrying out the mission of the University and Church.	140
6.2.3 Non-teaching staff support and are supported in a life of learning.	140
6.2.4 Andrews University demonstrates its strong commitment to effective teaching through organizational policies and procedures and through funding of resources for enhancement of classroom instruction and faculty-student interaction.	142
6.2.5 An Office of Research & Creative Scholarship encourages endeavors that support and facilitate both the advancement of knowledge and the mission of the Seventh-day Adventist Church.	146
Summary and Recommendations	147

FACULTY AND STAFF

Faculty and staff will be personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and the administrative processes of the institution will ensure that faculty and staff development and evaluation procedures include mission-focused elements.

6.1.1 *Andrews University faculty and staff are expected to be Seventh-day Adventist Church members in good and regular standing and support the values of the Church. The University has policies and processes to govern hiring, orientation, and management of faculty from other religious affiliations.*

The practice of Andrews University is to employ only Seventh-day Adventist faculty and staff who are in good and regular standing. In 2005 Andrews University revised their *Working Policy* for faculty to include qualifications for employment of Seventh-day Adventists and those who are not members of this church.¹

In exceptional cases, namely professional areas for which qualified Seventh-day Adventist personnel are not available, the Andrews Board of Trustees may make an exception. To maintain qualified staffing levels and cover all courses needed, the School of Architecture, Department of Physical Therapy, Department of Agriculture, and School of Business Administration have, at times, needed to implement these exceptions. “In such special circumstances Seventh-day Adventist beliefs do not constitute employment conditions.” Employees who are not members of the Seventh-day Adventist Church are eligible for rank advancement but not continuous appointment. Compensation remains equal between Seventh-day Adventists and non-Seventh-day Adventists.

Andrews University Working Policy stipulates that departments with “exceptional case” circumstances must have the chair or director be a Seventh-day Adventist. The policy also stipulates that “at least half of the full-time faculty in the department are Seventh-day Adventist.”² When a person who is not an Adventist is hired, the search committee must “demonstrate how they have sought qualified Adventist

¹ *Working Policy*, Section 2:101

² *Working Policy*, Section 2:225:2

candidates before considering candidates who are not Seventh-day Adventist.” The search committee must seek the advice of the dean of the school involved.

The *Working Policy* does not make allowance for staff who are not Seventh-day Adventist; exceptions are made in very rare circumstances.

Analysis of employment data demonstrates that the faculty and staff of Andrews University are overwhelmingly Seventh-day Adventist. Of a total of 848 Andrews administrators, faculty (full-time, part-time and contract), and staff (salary and hourly), only 45 are either not Seventh-day Adventists or unknown. Seventh-day Adventist faculty and staff represent nearly 95 percent of employees.

University faculty total 354, of which 236 are regular faculty and 118 are contract faculty. Of the contract faculty, 26 persons or 22 percent are not Seventh-day Adventists or of unknown religious affiliation. Thus, the percent of regular faculty who are Seventh-day Adventists is nearly 98 percent.

Dwight K. Nelson conferring with colleagues in the Seminary stairwell





The *Employee's Handbook Conditions of Employment*³ section specifies that all employees must be members of the Seventh-day Adventist Church in good and regular standing. Exceptions to this policy are made only in consultation with University administration.⁴ The University has 53 administrative and faculty administrative employees of whom 100 percent are Seventh-day Adventists. There are a total of 441 regular staff employees (salaried and hourly); all but 12 are Seventh-day Adventists. Thus, over 97 percent of University regular staff are Seventh-day Adventists. Whether or not faculty and staff are members of the Seventh-day Adventist Church, all are expected to live lives that exemplify the principles of the Seventh-day Adventist Church.

³ www.andrews.edu/HR/emp_handbook.html, Section 4:2-105

⁴ *Ibid.*, Section 4:1-115

6.1.2 *Andrews University integrates Seventh-day Adventist Church mission expectations into its employment contracts; promotion and reappointment processes reflect this commitment.*

Annual letters of appointment for faculty and salaried staff include the expectation that individuals will live up to and be loyal to the principles and mission of the Seventh-day Adventist Church.⁵ Employment materials for hourly staff also include information about these expectations.

New University staff are required to participate in orientation sessions⁶ that review the principles, objectives and mission of the institution, the *Employee's Handbook*, and provide training in customer service.⁷ New faculty members participate in a New Faculty Seminar⁸ coordinated by the Office of the Provost. In addition to presentations about teaching, research and campus orientation, the seminar includes presentations on spiritual development, working with multicultural students and resources such as the Center for College Faith.

The annual evaluation process for faculty and staff includes components that give emphasis to Adventist identity and mission. The "January Report"⁹ is the process used for faculty evaluation and includes goals in three areas: teaching, scholarly work and service. The service goal includes focus on involvement in local Seventh-day Adventist church and university activities including nominated positions that would require the faculty member being a Seventh-day Adventist in good and regular standing.

The annual evaluation for staff in January includes six categories with separate evaluation documents.¹⁰ Each of the six categories includes a section titled "Mission Orientation" that evaluates organizational knowledge, commitment, trustworthiness, and other moral and Christian values. While employment at the University assumes a Seventh-day Adventist lifestyle, perhaps the "Mission Orientation" component of the staff evaluation should be strengthened to include Adventist identity issues.

The annual evaluation process for faculty and staff includes components that give emphasis to Adventist identity and mission.

⁵ Sample letter

⁶ *Employee's Handbook*, Section 4:2-155

⁷ *Advanced Connections* by Noel-Levitz

⁸ Reference 6-1 and HLC Self-Study, p. 140

⁹ www.andrews.edu/documents/academic/january_report

¹⁰ www.andrews.edu/HR/doc_eva_instructions.html

For faculty advancement in rank, a demonstrated ongoing emphasis on service and mission as a part of academic rigor is expected. To receive continuous appointment, the faculty member must have demonstrated ongoing extensive service and mission emphasis and a clear commitment to Seventh-day Adventist beliefs. The Working Policy states the following:

Andrews University is a community of scholars whose mission is guided by the classical tradition of liberal arts, the profession, and intellectual and spiritual heritage of the Seventh-day Adventist Church, which acknowledges God as the source of all truth. The University values academic freedom and responsibility and encourages its faculty to pursue truth in ways that contribute to their disciplines, the University and its schools, and its communities. Andrews University policies, procedures and practices for advancement in rank and continuous appointment are driven by the mission, purposes and objectives of the University.¹¹

6.1.3 *Faculty and staff report serving the Seventh-day Adventist Church in many ways and at various levels of church administration. Working with students is regarded as one of the most rewarding aspects of employment at the University. Many faculty and staff members are invited to assist various entities of the Seventh-day Adventist Church in their work.*

About 250 of more than 800 full-time and part-time employees participated in a survey in the spring of 2008. About half the respondents were faculty; fifteen percent were administrators; a very small percentage were retirees; the remainder were salaried and hourly staff. Nearly all respondents reported serving entities of the Seventh-day Adventist Church at various organizational levels; more than 100 respondents reported service in local, national and international settings.¹²

An open-ended question on the survey elicited responses to a query about what excited them most about working at Andrews University. Many responses emphasized their delight in working with students, especially in a multicultural environment, whether on the main campus or on an extension campus. Responses about rewarding service experiences emphasized the joy of working together with

Responses about rewarding service experiences emphasized the joy of working together with students on service projects.

¹¹ Working Policy, section 2:307

¹² Reference 6-2

students on service projects. Many respondents commented favorably on their experiences serving the Church in other countries.¹³

Because of the high level of expertise among the faculty, many departments and international educational institutions of the Seventh-day Adventist Church request assistance from University personnel, particularly in the Seminary and the School of Education. Typically, expenses are covered for these requests, but there is no reimbursement to the University or the individual for the time spent away from campus. The University subsidies received from these entities are designated for capital expenditures or to help fund programs, mostly graduate programs. The University understands these services are expected because of our unique position as the premier learning center of the world Church of Seventh-day Adventists. One way the University anticipates serving these needs is the recent establishment of Service to Adventist Graduate Education (SAGE).¹⁴ The Legacy of Leadership Business Plan includes funding to support these kinds of service to other Seventh-day Adventist institutions.

6.1.4 *Andrews University is committed to academic freedom within the context of the institutional mission and the mission of the Seventh-day Adventist Church.*

The University subscribes to the general concepts of academic freedom as stated by the Association of American Colleges and Universities (AAC&U)¹⁵ and the American Association of University Professors (AAUP),¹⁶ interpreted in the *Working Policy*¹⁷ for the following three contexts:

- ▶ Freedom to engage in research and publication
- ▶ Freedom in the classroom
- ▶ Freedom as a private citizen

Because the University is a faith-based institution, founded and commissioned to carry out the worldwide mission of the Seventh-day Adventist Church, faculty are expected to demonstrate in word and deed their harmony with the core tenets of the Church. Similarly,

¹³ Reference 6-3

¹⁴ Reference 4-5

¹⁵ www.aacu.org/About/statements/academic_freedom.cfm

¹⁶ www.aaup.org/AAUP/issues/AF/

¹⁷ *Working Policy* 2:159, pp. 42–43, updated July 26, 2005; and HLC Self-Study, pp. 185–186

bringing discredit to the institution, to an academic discipline, or to an individual in a manner that is illegal, unethical or violative of individual or institutional rights and processes is considered beyond the bounds of academic freedom.¹⁸

The *Working Policy* specifies consequences of apparent academic irresponsibility and provides a grievance policy for faculty members and administrators if they feel their freedom of expression has been violated.¹⁹ The Faculty Policy Development Committee is updating policies about copyright, patents and rights to software and inventions.²⁰

Information also appears in the *Employee's Handbook* addressing moonlighting²¹ and conflict of interest.²²

6.2.1 *Andrews University maintains a well-qualified faculty who are dedicated to the mission of the University.*

Andrews University has a well-qualified faculty which is dedicated to the mission of the University. While the faculty, staff and administration are less diverse than the student body, conscious attention to diversity in hiring processes has resulted in more faculty of color being hired.²³ With nearly 60 percent of faculty members over the age of 50, succession planning is critical to the university's position as the "Servant to the World Seventh-day Adventist Church."

Faculty are well-qualified to teach in their respective areas. Nearly 75 percent have doctorates or terminal degrees in their teaching field (see Table). Of these, about 15 percent have terminal degrees from Andrews University. Excluding contract, adjunct and extension faculty, 67.5 percent of University faculty hold doctoral degrees compared to 59 percent in 2004. Excluding the Seventh-day Adventist Theological Seminary, nearly 82 percent of faculty hold doctoral degrees from universities that are not Seventh-day Adventist. Of the religion and theology faculty from the College of Arts & Sciences and the Seventh-day Adventist Theological Seminary with doctoral degrees, 44 percent received those degrees from Andrews University.

While the faculty, staff and administration are less diverse than the student body, conscious attention to diversity in hiring processes has resulted in more faculty of color being hired.

¹⁸ *Working Policy* 2:159, page 42 and 2:375, updated July 26, 2005

¹⁹ *Working Policy* 2:159 and 2:160, updated July 26, 2005

²⁰ Reference 6-4

²¹ Section 4:2-190

²² Section 4:2-195

²³ HLC Self-Study, pp. 90–96

Faculty Qualifications, Excluding Administrators

School	Doctorates and Terminal Degrees	Total Faculty	Terminal Degrees from AU
CAS	116	145	7
COT	11	24	1
SArch	9	12	0
SBA	9	13	1
SED	23	26	8
SDATS	37	44	13
Total	173	264	37

6.2.2 *Faculty and staff development is a priority at Andrews University, evidenced by multiple centers, institutes and programs that encourage effective teaching and carrying out the mission of the University and Church.*

The University operates multiple centers and institutes that emphasize a Seventh-day Adventist and Christian identity. These include the Center for Adventist Research,²⁴ Center for College Faith,²⁵ Center for Youth Evangelism,²⁶ Christian Leadership Center,²⁷ Horn Archaeological Museum,²⁸ InMinistry Center,²⁹ Institute for Prevention of Addictions,³⁰ Institute of Church Ministry,³¹ Institute of Hispanic Ministry,³² Institute of Jewish-Christian Studies,³³ Institute of World Mission,³⁴ International Religious Liberty Institute,³⁵ North American Division Evangelism Institute³⁶ and the Seminary Collection.³⁷ A number of these entities are connected to the Seventh-day Adventist Theological Seminary. These centers and institutes include faculty and staff members who are directly involved in activities related to Adventist identity and mission.

6.2.3 *Non-teaching staff support and are supported in a life of learning.*

Through staff training programs and the development of a comprehensive co-curricular program, Andrews University staff not only engage in a life of learning themselves, they lead in the design and implementation of programs that train leaders. The newly constituted Office of Integrated Marketing & Communication (IMC)

²⁴ www.andrews.edu/library/car/

²⁵ 2009–2010 *Bulletin*, p. 12, Reference 2-8, see Section 2.2.2

²⁶ *Ibid*, p. 12

²⁷ www.andrews.edu/clc/

²⁸ www.andrews.edu/archaeology/museum/

²⁹ www.inministry.info/

³⁰ www.andrews.edu/ipa/

³¹ www.andrews.edu/sem/academics/icm/

³² www.andrews.edu/sem/article.php/

³³ www.andrews.edu/sem/article.php/

³⁴ www.andrews.edu/sem/article.php?id=9

³⁵ www.andrews.edu/sem/article.php?id=9

³⁶ www.nadei.org/

³⁷ Section 7.1.3

has been instrumental in disseminating information about these opportunities for growth, not only to the campus community, but also to the broader local and alumni communities through the university alumni magazine *FOCUS*, and various campus publications.

Employee Benefits: The University allows one free class a semester for administrators, full- and part-time, full-time faculty (9–12 month categories), salaried full-time staff, and hourly full-time staff. All of the above groups, except part-time administrators and full-time hourly staff, qualify for their spouses to take a free class. The total cost for this benefit for FY2008 was \$424,214. The tuition subsidy for enrollment of employee children in Seventh-day Adventist elementary, secondary and tertiary schools is available to the same groups who qualify for free classes for spouses. In FY2008, the University spent \$1,311,551 on this benefit.

The **Office of Human Resources** provides a variety of programs and workshops. Some are informative and institution-specific, such as workshops³⁸ on departmental budgeting and finance, payroll, and compensation issues for supervisors and budget managers. Others seek to build skills in leadership, communication and customer service. Information workshops, including those on retirement planning and sexual harassment training, are open to all employees.

The **Center for Distance Learning & Instructional Technology (DLiT)** offers workshops and individual instruction on the use of D2L® and other instructional aides, the content management system for the university website, and various technological issues.

The **Office of Integrated Marketing & Communication:** This new office, combining elements of enrollment management and university public relations offices, recently celebrated with an Open House and a week-long series of workshops to build university community skills in media relations, editorial guidelines, website work, branding issues, and other communication issues relating to the University. The workshops were well-attended and appreciated.

³⁸ Reference 6-5

6.2.4 *Andrews University demonstrates its strong commitment to effective teaching through organizational policies and procedures and through funding of resources for enhancement of classroom instruction and faculty-student interaction.³⁹*

One example of Andrews University's commitment to effective teaching is the newly-established Center for Teaching and Learning Excellence, housed in the James White Library, provides resources for faculty to improve teaching strategies. Other centers and resources provide help for faculty to improve academic advising skills and for students to develop needed skills for academic and personal success. Multiple methods encourage and support teaching that effectively transmits the mission and philosophy of the Seventh-day Adventist Church.

Multiple methods encourage and support teaching that effectively transmits the mission and philosophy of the Seventh-day Adventist Church.

Several on-campus resources increase the likelihood that classroom instruction functions carry out the mission of the University and the Church: the Effective Learning Council, new faculty orientation, faculty training workshops, the Center for College Faith, school and department retreats, conference attendance, and online student-advisement resources.

Effective Learning Council: Formerly the Instructional Development Subcommittee of the Faculty Policy Development Committee, this council, newly-established in 2005, is the body charged with enhancing teaching and learning processes throughout the campus. The committee initiates procedures and services which help to ensure that the Andrews faculty is aware of opportunities to update its expertise in effective teaching. The committee plans various in-service seminars and presentations which focus on how classroom techniques and innovations can better serve students and improve academic success. The plan for the 2008–2009 academic year included workshops in how neuroscience informs learning and education, assessment of student learning, scholarship of teaching and learning, faith and learning, and service learning and civic engagement. The grand opening of the Center for Teaching and Learning Excellence occurred in September 2008, and sponsorship is provided annually by the Office of the Provost for faculty members to attend the Scholarship

³⁹ See HLC Self-Study, 3B1

of Teaching and Learning conference in April in South Bend, Ind.⁴⁰ The Center for Teaching and Learning Excellence is located in the Media Center of the James White Library.

New Faculty Seminar: For several decades, academic administration and the former Instructional Development Subcommittee (now the Effective Learning Council), have planned and implemented a yearly orientation for new faculty members. At present, this orientation is sponsored through the Office of the Provost and provides a comprehensive three days of presentations regarding the teacher/scholar model and faculty roles and rewards at Andrews University. The New Faculty Orientation Program for 2007, for example, included:

- ▶ Sessions on classroom best practices
- ▶ University academic processes
- ▶ Spiritual development at Andrews University
- ▶ The Center for College Faith
- ▶ Andrews University wired/wireless navigation
- ▶ Graduate faculty roles and responsibilities
- ▶ Scholarly research
- ▶ Student Success Center resources
- ▶ Human Resources orientation
- ▶ James White Library resources
- ▶ Online grading
- ▶ Teaching and mentoring multicultural students
- ▶ Academic program assessment
- ▶ Classroom assessment

To synchronize new faculty with the University's goal of providing generous and quality service to students, parents and the community, a day-long workshop, Advanced Connections,⁴¹ has been added to acquaint new faculty with University customer service values. One-half day of the sessions is open to general faculty, with a menu of broad-interest presentations.⁴² For 2008, these workshop topics included "Engendering Transformational Learning," "Creating a Departmental Culture of Research Excellence and Collaboration," and "Assessment of Student Learning." A workshop for department chairs and program directors is planned for August 2009.

⁴⁰ References 6-6, 6-7

⁴¹ Noel-Levitz

⁴² Reference 6-1



James White Library

Faculty Training Workshops: Over the years, the university has sponsored workshops and seminars designed to enhance teaching effectiveness. In 2005, the university sponsored an all-faculty, two-day Critical Thinking Workshop, presented by the Institute for Critical Thinking of Ferris State University. The sessions centered on how to improve teaching and student learning by implementing various critical thinking teaching strategies in the classroom. These strategies help develop “thinkers, and not merely reflectors of other men’s thoughts.”⁴³

Two campus entities have been responsible for a series of ongoing in-service workshops and presentations in order to keep teachers current with technological changes and library resources. The Center for Distance Learning & Instructional Technology (DLiT), has provided ongoing assistance to teachers as they utilize technology to enhance courses and construct distance-learning courses. Programming has been offered in uses and applications of Access®, D2L, eClickers, Excel®, PowerPoint®, and the content management system for campus websites.

⁴³ *Education*, p. 17

The James White Library professional librarians provide regular instructional sessions for teachers and their students so that valid research resources can be discovered and used for citation in research projects. The library faculty and staff answer research queries from the holdings within the James White Library as well as through online resources and the collections of libraries throughout the world. In the 2006–2007 school year, for example, the library conducted 106 separate sessions for various university-level classes, students and faculty groups on such topics as online research resources, the James White Library online catalogues, web index resources, periodical access, and the holdings of the Center for Adventist Research. Library personnel conducted other sessions for students from K–12 entities and for the community. Approximately 1,260 people participated in the various library sessions during 2006–2007.⁴⁴

Center for College Faith: Established in 1999, the Center for College Faith is a faculty-led, interdisciplinary organization which acquires and disseminates knowledge about how college students develop their Christian beliefs, values and lifelong commitment to God and promotes the growth of a distinctly Christian undergraduate “culture of learning” informed by careful scholarship on the Andrews University campus.⁴⁵ The purposes are to a) sponsor research and serve as a think tank for new ideas and strategies, b) share information with others, and c) enhance efforts to assess spiritual development of college students. Center for College Faith luncheons and campus speakers encourage integration of faith and learning in and out of the classroom.

The Center, in cooperation with the Andrews University Press and the Institute of Christian Teaching,⁴⁶ sponsors the publication of a book series which documents the integration of faith and learning from a Seventh-day Adventist perspective in various academic disciplines. Presently, Andrews faculty members have authored four such books in the areas of history, literature and sociology. A text on biology is nearing completion and one on psychology is being discussed.⁴⁷

The James White Library professional librarians provide regular instructional sessions for teachers and their students so that valid research resources can be discovered and used for citation in research projects.

⁴⁴ Reference 6-8; HLC Self-Study Component 2B

⁴⁵ 2009–2010 *Bulletin*, p. 12

⁴⁶ Education Department, General Conference of Seventh-day Adventists

⁴⁷ Reference 6-9

6.2.5 *An Office of Research & Creative Scholarship encourages endeavors that support and facilitate both the advancement of knowledge and the mission of the Seventh-day Adventist Church.*

The Office of Research & Creative Scholarship⁴⁸ (recently renamed from Office of Scholarly Research) administers internal faculty research grants, in addition to facilitating external research grant applications. Research grants range from pilot grants for first time applicants to collaborative grants for seasoned faculty researchers who have developed a history of quality research. As part of the faculty research grants, faculty may apply for funds for undergraduate or graduate research assistants. With or without faculty research grants, many faculty increase research productivity through collaboration with graduate and undergraduate students. Thus, students also gain expertise in research and many are presenting at professional conferences. Much of the research conducted at Andrews University benefits the Seventh-day Adventist Church. The *ValueGenesis* projects and the research undertaken by the Institute for Prevention of Addictions are examples of how the University seeks to advance the

Undergraduate research benefits both faculty and students



⁴⁸ HLC Self-Study, pp. 174–177

mission of the Church. Note the Behavioral Risk Survey discussed under Criterion 8.

Research by faculty and faculty/student collaboration is conducted in almost all of the disciplines represented by faculty specialties. Seventh-day Adventist values provide guidance in both the topics chosen for research and the impact the research has on societal values and practice. If the research project involves human subjects, it must be approved by the Institutional Review Board. The board does have guidelines for ethical principles that follow national guidelines. Research that is clearly outside the framework of Seventh-day Adventist values is limited. Also, the board may deny research requests that do not follow “University policy.”⁴⁹

SUMMARY AND RECOMMENDATIONS

Summary

1. Andrew University is intentional about maintaining a Seventh-day Adventist faculty and staff.
2. The University will continue its practice of hiring quality Seventh-day Adventist members in good standing for faculty and staff positions.
3. The University will also continue its strong support for faculty and student research through faith-affirming centers, institutes and programs.
4. In addition to the advantages to students, involvement in research contributes to the institution’s conscious effort to develop future Seventh-day Adventist faculty for local, national and international communities.

Recommendations

Based on the evidence above, the following recommendations are made regarding Andrews University faculty and staff:

⁴⁹ Reference 6-10

1. The University should develop clearly written employment policy for staff who are not members of the Seventh-day Adventist Church.
2. The written research guidelines should include reference to a consistent application of the mission of the University and the Church.
3. Continued support of student research would increase faculty research productivity in addition to enhancing student professional development.



CRITERION 7

Library and
Resource
Centers

TABLE OF CONTENTS

James White Library	151
7.1.1 Policies and procedures used for accessioning new materials support the Seventh-day Adventist ethos of the University.	151
7.1.2 James White Library provides access to print, electronic and other media for students, faculty, alumni and other constituents.	152
7.1.3 The special collections of James White Library are designed specifically to support the missions of both Andrews University and the Seventh-day Adventist Church.	155
7.1.4 Other collections within the James White Library serve students and scholars from the University, the Seventh-day Adventist Church, and the local and global community.	157
7.1.5 The procedures for resource development at James White Library involve teaching faculty and support the instructional and research functions of the University.	159
7.1.6 The James White Library supports the Seventh-day Adventist ethos in the following specific ways.	160
Information Technology Services	162
7.2.1 Policies and procedures for computer use and Internet access reflect the mission of Andrews University.	162
7.2.2 The Internet-based services of the University reflect the mission of the institution and the Church and support the functions of the University. The application process for prospective students is being upgraded and improved to facilitate online application for both undergraduate and graduate students.	163
7.2.3 Andrews University is equipping classrooms for advances in technology and the use of technology to enhance teaching. Distance education students are well supported by the library, Student Financial Services, the Office of Academic Records and DLiT.	165
Other Academic Resources	167
7.3 Andrews University hosts and supports a variety of institutes and centers to promote scholarship in specific areas and to assist the Seventh-day Adventist Church to carry out its mission.	167
Summary and Recommendations	169

LIBRARY AND RESOURCE CENTERS

Andrews University provides resource centers, including library and computer services, that provide high-quality resources and demonstrate ethical and mission concerns in the resourcing choices.

James White Library

7.1.1 *Policies and procedures used for accessioning new materials support the Seventh-day Adventist ethos of the University.*¹

The James White Library (JWL) Resource Development Policy² is comprised of the following sections: (A) The Guiding Philosophy, (B) General Guidelines, and (C) Specific Guidelines for each collection development area. The Library supports Andrews University's unique mission in the following ways:

Seek Knowledge by

- Offering various services that encourage faculty and students to accomplish their academic research agenda, teaching goals and learning needs
- Working closely with the faculty in conducting information literacy sessions in their classes to better equip the students to accomplish their academic responsibilities more efficiently and to broaden their horizons by teaching them to access relevant information within and outside the library's walls
- Using current technology that makes it possible for librarians to manage resources seamlessly and for the faculty and students to access library resources from anywhere around the world
- The implementation of a liaison program whereby librarian and departmental representatives work together in developing the collections to meet the pedagogical and research needs of the University
- Providing resources in various formats and by going beyond owned resources to meet the information needs of the patrons, for example, subscribing to databases and networking with other libraries

Affirm Faith by

- Presenting materials that reflect Christian perspectives and different worldviews; by preserving and organizing the

¹ HLC Self-Study 2B4, 2B5, 3C2, 3C3, 3C2, and 4A4; SDATS Self-Study, Chapter 5

² www.andrews.edu/library/collections/policies/resdevpol.html

Seventh-day Adventist Church publications for posterity and historical research

- Responding to the queries received from the laity, ministers, church offices and the community regarding our religion
- Utilizing various opportunities to blend faith and learning in a work setting and in a teaching/learning environment
- Instilling Christian values and a good work ethic in its employees
- Modeling respect for people coming from various cultures and faiths
- Recognizing the faith dimension in every interaction with fellow employees or with patrons

Change the World by

- Providing resources through which students can exercise academic freedom and open their eyes to opportunities by which they can make a difference in the world
- Challenging them to develop critical thinking skills as they deal with the information explosion on the Internet and the media
- Instilling in the student employees valuable habits, marketable skills and moral fortitude to face the world after graduating from Andrews
- Providing collection development support and interlibrary loan services to Adventist institutions around the world

7.1.2 *James White Library provides access to print, electronic and other media for students, faculty, alumni and other constituents.*

The 1.6 million books, bound periodicals and multimedia materials held by JWL can be searched from the electronic Library Catalog (JeWeL)³ by keyword, title, author, call number and other criteria. Searches can be limited by multiple criteria including location, publication year, material type and language. Via the Internet, patrons can access the Library Catalog while on campus or from anywhere around the world. The Library implements the Information Commons concept which offers patrons one central access point to electronic, print, and staff resources. Andrews University students, faculty and

³ <http://jewel.andrews.edu/search~/>



New compact shelving in the library provides space efficiency

staff may select from over 150 subscription databases and 9 e-journal collections. Library users can manage their records on MyLibrary by setting up alerts, canceling holds, maintaining records of books borrowed, and renewing materials without being physically present in the library. They can search a combination of several databases through *Research Pro* or other databases, such as *ProQuest*, and *OCLC FirstSearch*. Through the Serials Solutions software, the 39,000 periodical holdings in print and electronic format can be searched by title, standard number or subject category, or linked from a citation in the database. Off-campus access is authenticated by the patron's University username and password.

Collections available to patrons include the Michigan Electronic Library Catalog (*MeLCat*), a union catalog of 7.8 million bibliographic entries from member libraries of the Michigan Library Consortium, and *WorldCat*, a union catalog of 110 million entries from libraries throughout the world; both offer interlibrary lending. Andrews faculty may also check out materials from member libraries participating in the OCLC (Online Computer Library Center) Faculty Reciprocal Borrowing Program. A union catalog is a list of holdings of all libraries in a library system.

The resources held by the Library cover the entire range of subject areas provided in the Library of Congress classification scheme with emphasis on those fields which support the mission and curricula of the University.

The Library collections, cooperatively developed by library faculty and teaching faculty, support Ellen White's purpose of education which is to "restore in man the image of his Maker."⁴ The JWL staff interpret that to mean the inclusion of "the freedom to choose, the power to think, and the ability to make independent decisions."⁵ The mission of the Library is embodied in Edward Heppenstall's statement: "The purpose of the Christian college is to instruct and to capture the life of the student for Christ without violating his freedom or bypassing his right to think for himself."⁶

The Library reflects a Christian perspective regarding the development of the whole person and the relationship of faith and learning. Thus, a wide range of disciplines and various perspectives is represented, demonstrating the value placed on academic freedom. As stated by the General Conference of Seventh-day Adventists, "the principle of academic freedom is central to establishing" the aims of a Christian university.⁷

Students are encouraged "to pursue and investigate truth, test their discoveries against the framework of scriptures" with the guidance of their teachers and librarians.⁸

The resources held by the Library cover the entire range of subject areas provided in the Library of Congress classification scheme with emphasis on those fields which support the mission and curricula of the University. Conscious efforts are made to permeate the collection with Seventh-day Adventist (Adventist) views and philosophies in all disciplines. Keeping in step with the twenty-first century, the Library provides resources in an ever-increasing number of electronic formats. As a global leader among Adventist libraries, the Library continues to strengthen and enrich the resources in diversity studies and multiculturalism, actively looking for multicultural/diversity perspectives in the materials purchased. There are 37,000 items in over 150 non-English languages among the Library's holdings, thousands of which are in German, French, Spanish, Italian and Latin, and hundreds in Cherokee, Delaware, Efik, Finnish, Greek, Hungarian, Kannada, Norwegian, Portuguese, Russian and Swedish.

⁴ *Education*, p. 15.

⁵ www.andrews.edu/library/collections/policies/resdevpol.html, p. 4

⁶ Cited in www.andrews.edu/library/collections/policies/resdevpol.html, p. 4

⁷ www.adventist.org/beliefs/statements/main_stat36.html

⁸ www.andrews.edu/library/collections/policies/resdevpol.html, p. 3

7.1.3 *The special collections of James White Library are designed specifically to support the missions of both Andrews University and the Seventh-day Adventist Church.*

JWL has the largest collections in topics relevant to the Adventist Church, namely, Sabbath, Creationism, the Second Advent, and Daniel and Revelation, according to a WorldCat analysis comparing JWL with other significant theological libraries. In addition, an analysis for the SDATS Self-Study⁹ showed a strong collection in practical theology and a weakness in philosophy and patristics. Through Special Projects accounts, the Library has been able to purchase titles such as the *Bibliorum sacrorum Graecorum Codex Vaticanus B* (facsimile), *The Dead Sea Scrolls Electronic Reference Library* (CD-ROM), and *CETEDOC Library of Christian Latin Texts* (CD-ROM) to enhance these collections.

The Library collections that most strongly support the Adventist ethos include the Seminary Collection and the Center for Adventist Research. Other special collections support values important to the Adventist Church and the unique mission of Andrews University, including global leadership, diversity and multiculturalism.

Seminary Library: The Seminary Library is a valuable resource for Seminary students and the Seventh-day Adventist Church as a whole. Preserving the collective memory of our Church history, the Seminary Library serves as a center for communicating our heritage and a catalyst for spiritual growth. The collection is composed of 152,612 books, 21,143 bound periodicals, 57,222 microforms, 10,000 pamphlets and 23,370 audiovisual items. Twenty-six religion-related computer databases including Religious and Theological Abstracts, ATLA (American Theological Library Association) database, eHRAF (electronic Human Relations Area Files), *Thesaurus Linguae Graecae*, Digital Library of Classic Protestant Texts, are available in addition to the general subscription databases.¹⁰ The Seminary Library led out in the creation of the Adventist Digital Library¹¹ during the 2008–2009 school year. As a result, Andrews University dissertations and theses are now available electronically in full text. Eventually the site will include other academic and professional materials valuable

JWL has the largest collections in topics relevant to the Adventist Church, namely, Sabbath, Creationism, the Second Advent, and Daniel and Revelation...

⁹ Reference 5-4

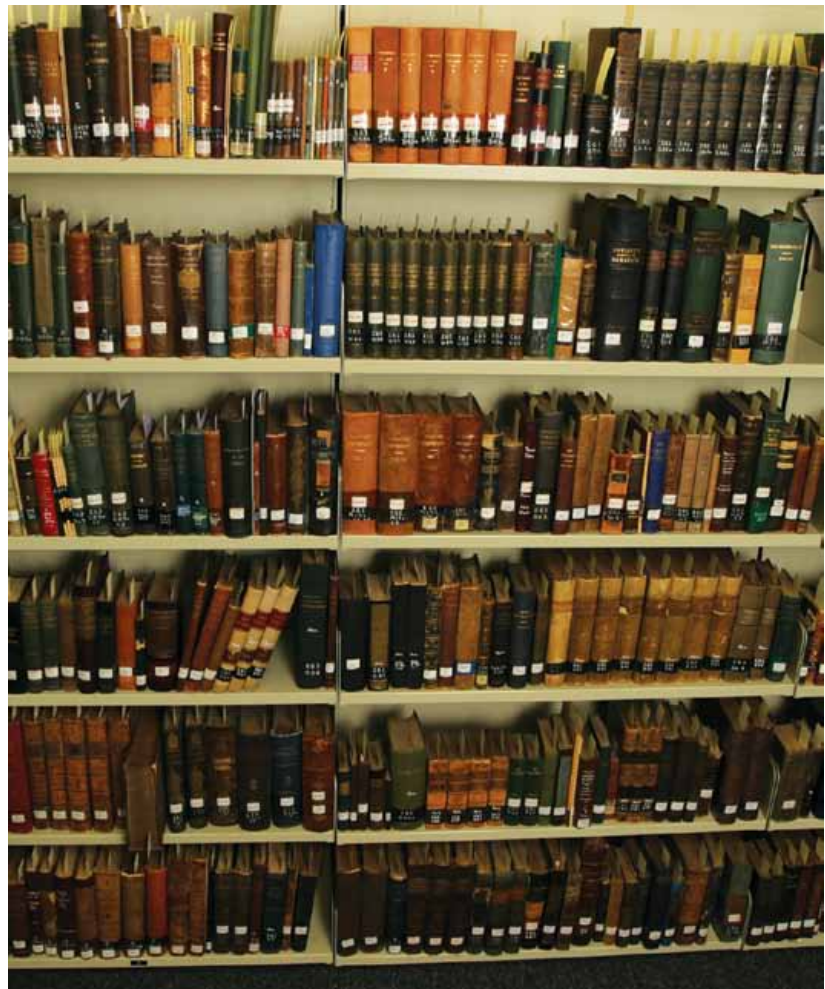
¹⁰ Reference 5-4, pp. 134, 138

¹¹ www.adventistdigitallibrary.org

to Seventh-day Adventist higher education, especially theological education.

Center for Adventist Research: The Center for Adventist Research (CAR) was established to promote understanding and appreciation of the mission and heritage of the Seventh-day Adventist Church. The center was formed by combining the Adventist Heritage Center, the Ellen G. White Estate branch office, the Andrews University Archives and Records Center, the James White Library Rare Materials Collection, and the Seventh-day Adventist Periodical Index. CAR is a leading document collection for the study of the Adventist Church, including its predecessors and related groups from the Millerite movement of the mid-nineteenth century to the present. More than 45,000 books, 30,000 non-book print items, 3,000 SDA periodical titles, 10,000 audio-visual titles, 30,000 photographs, nearly 300 distinct manuscript collections and artifacts, and 20 file cabinets of documents, including question and answer files, are housed in CAR. The periodical titles comprise the largest collection in the Adventist church, often in complete runs. The Center has a complete collection of Ellen White's

The Center for Adventist Research houses more than 45,000 books



letters and manuscripts, many in their original typed form, with her handwritten comments. The Center plans to complete a replication of White's personal library.

Architecture Research Center (ARC): This branch library housed in the Architecture Building contains circulating books, reference resources, videos and periodicals. ARC is also the repository for the Environmental Design Research Association (EDRA),¹² an international organization addressing the relationship between humanity and the environment. The EDRA collection is an embodiment of our role as stewards of our environment. Scholars from around the world access the EDRA collection. In addition, the ARC houses other special collections and is widely regarded as the most comprehensive collection in the world applying human factors to design.

Music Materials Center: This branch library housed in Hamel Hall, the Music Building, holds major church music references dealing with hymnody, Christian and Jewish music, a strong hymnal collection, and a large collection of performance scores of church music. The Center also provides recording and listening facilities, scores and electronic materials.

Horn Archeological Museum: This non-circulating collection is for the use of students and faculty in the fields of religion, anthropology, ancient history, art history, and archaeology. Although the Horn Archeological Museum is a separate entity from the Library, its collections were added to the Library catalog in 2007. This integration has made it possible for scholars to see the Museum's holdings on the Internet and request copies of materials held in the Museum through interlibrary loan.

7.1.4 *Other collections within the James White Library serve students and scholars from the University, the Seventh-day Adventist Church, and the local and global community.*

Reference: The General Reference Collection on the main floor contains basic Seventh-day Adventist and religion reference

...the ARC houses other special collections and is widely regarded as the most comprehensive collection in the world applying human factors to design.

¹² www.andrews.edu/library/arc/edra.html

resources for undergraduate needs. The collection includes Bibles, encyclopedias, commentaries and dictionaries. Books on world issues, countries, cultures and dictionaries in various languages, are included. Seminary students find a more robust Seminary Reference Collection in the Seminary Library.

Databases: The provision of general databases such as Academic Search Complete and WilsonSelectPlus, as well as subject-specific databases in education, sociology, social science, religion, business and others are useful tools for research topics that support the Church. Researchers can receive the latest publications in their fields of interest by setting up alerts on some of the library's subscription databases. The availability of Andrews University dissertations in the *Dissertations and Theses: Fulltext* database and their availability for purchase from the UMI ProQuest website¹³ have made it possible for the scholarly world to access scholarly publications by our students, including those addressing Adventist doctrines, philosophy and lifestyle. The *Adventist Digital Library*¹⁴ will also increase the availability of such scholarly materials.

Periodicals: The General Periodical print collection occupies a large area on the lower floor and provides for the current, historical, recreational and scholarly needs of library patrons. Visible on the shelves is a small portion of the 37,000 print and electronic periodical titles held by the library. The general periodical holdings include all conference magazines from the North American Division. Spanish, Korean and Chinese newspapers are included in the periodical collection.

Ellen G. White Collection: Although the Ellen G. White books in the Center for Adventist Research are non-circulating, the Library has made books by and about Ellen White accessible to the general public on the main floor. These books are arranged alphabetically by English title followed by each title's foreign language equivalent. For titles with multiple copies, at least one copy is designated as library use only and the rest can be checked out. The collection has been classified according to the Seventh-day Adventist Classification Scheme¹⁵ which uses W for White.

¹³ <http://proquest.umi.com>

¹⁴ www.adventistdigitallibrary.org/

¹⁵ www.asdal.org/sdaclass/sdaclass2008.pdf

Mary Jane Mitchell Multimedia Center: In addition to supporting the curricular needs of the University, the Multimedia Center on the top floor provides religious and inspirational videos to meet the spiritual needs of the patrons and their families. The Center collects Adventist textbooks for elementary and secondary levels. Non-book materials for learning languages (e.g., Hebrew, French, German, Italian, Spanish, Japanese and English) are also available.

General Reading: A small browsing collection near a lounge on the top floor provides a quiet and relaxing respite from the scholarly materials while offering religious and inspirational reading materials for adults.

Children's Collection: The provision of a Children's Collection on the top floor recognizes that faculty, staff and students desire that their children be nurtured spiritually and socially. Many of the children's books focus on religion, moral education, nature and socio-cultural understanding.

7.1.5 *The procedures for resource development at James White Library involve teaching faculty and support the instructional and research functions of the University.*

Development: The development of the James White Library holdings is a joint effort of the teaching faculty and the library faculty. Library faculty serve as liaisons to academic and other departments and are coordinated by the Collection Development Librarian who also serves as the chair of the Liaison Subcommittee. Collection development issues as well as policy issues that relate specifically to the Seminary Collection are dealt with by the Seminary Library Committee.¹⁶

Acquisition: The library liaisons manage the budgets assigned to them. Requests for purchases are made through the liaisons who then submit the request to the Acquisitions Librarian, who in turn uses a variety of purchasing agreements to acquire the materials requested. In support of the Center for Adventist Research's mission to collect Seventh-day Adventist publications in various formats, editions and languages, comprehensive orders with the Review and Herald, Pacific Press, and AdventSource are currently being negotiated.

¹⁶ www.andrews.edu/library/RefDesk/general/liaison.html

Questions about Materials: In support of the values of academic freedom and critical thinking, the Library may have items in the collection that are deemed objectionable by some. According to the challenge procedure, a patron who objects to a particular item in the library may pick up a Materials Review Form from the Office Manager and submit the completed form to the Dean of Libraries who will present it to the Materials Review Committee. The committee, in consultation with subject specialists, will review the title in question and convey the decision in writing to the person who submitted the request. The decision may be to withdraw the material from the collection or to retain it. Some retained videos (particularly R-rated ones) may have warning labels that say that the item is for curricular purposes and may not be suitable for recreational viewing. No materials have been submitted to the Materials Review Committee within the last five years.

7.1.6 *The James White Library supports the Seventh-day Adventist ethos in the following specific ways.*

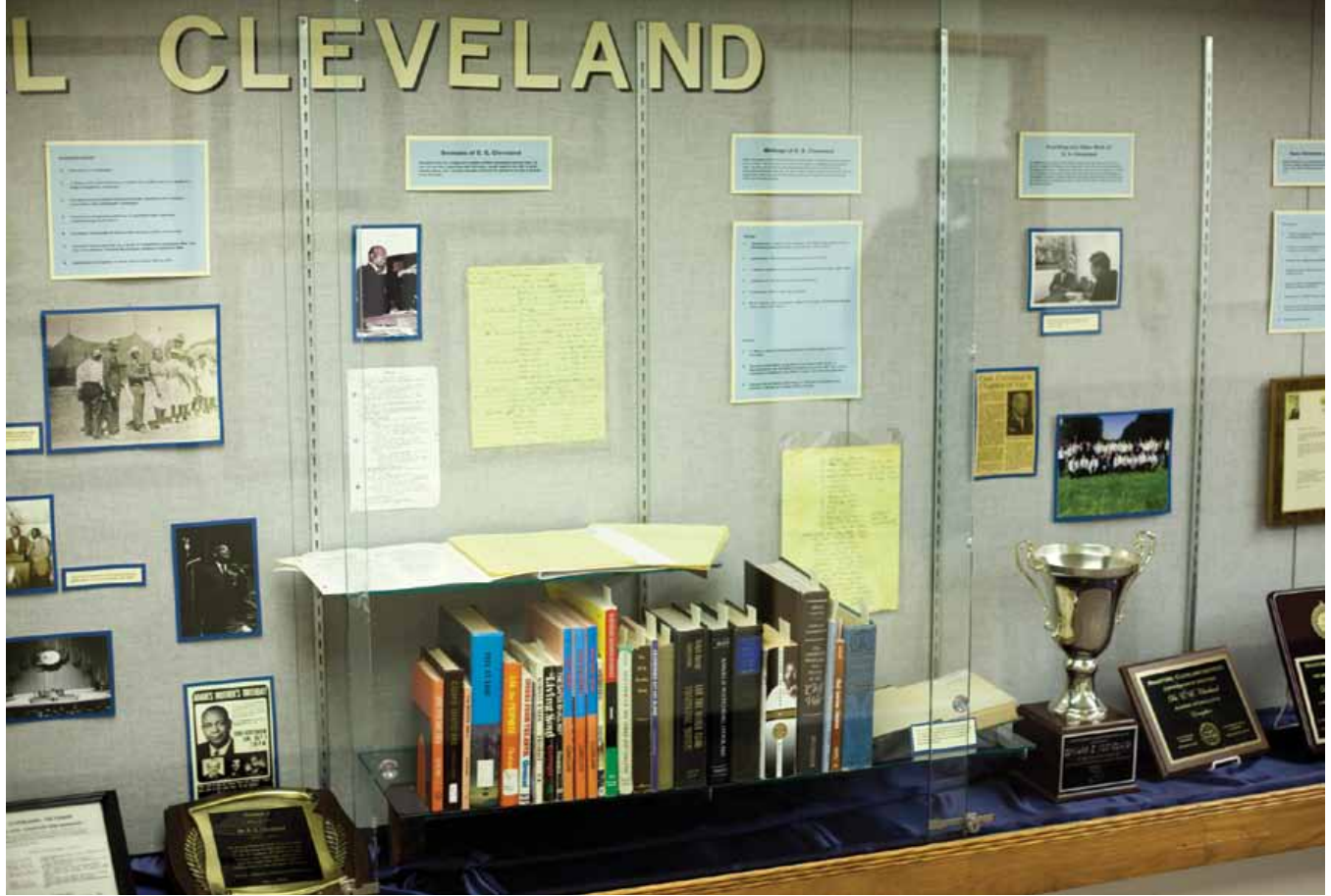
Displays: The Library regularly displays and exhibits collections with social, cultural and religious themes. The Center for Adventist Research (CAR) displays items about Adventist church work around the world, prophetic symbols, Adventist pioneers and special Adventist collections.

Alumni: After graduates leave the University, the Library continues to support their research needs through the provision of electronic access to two paid databases. Graduates of the Theological Seminary who need resources for their sermons and scholarly research may apply for free access to ATLA's full-text materials. Business graduates may apply for free access to the foremost business database, ABI-Inform. Alumni can contact the Library for reference questions and avail themselves of the copying services of the Center for Adventist Research.

World Church: The James White Library offers a special interlibrary loan service called the Article Delivery Arrangements with Seventh-day Adventist academic libraries outside North America.¹⁷ This service

After graduates leave the University, the Library continues to support their research needs through the provision of electronic access to two paid databases.

¹⁷ www.andrews.edu/library/collections/policies/OverseasSDALibraries.pdf



grants these libraries the privilege of requesting five free articles per month from our collections. From 2001 to 2008, a total of 500 articles were sent to sister institutions in Argentina, Austria, England, Mexico, Philippines, Puerto Rico and Spain.

A recent display of E.E. Cleveland's donated collection at the library

Services to Adventist International Libraries (SAIL): For a one-time membership fee, the SAIL¹⁸ program helps Seventh-day Adventist international libraries develop their collections by sending donations or by purchasing books and periodicals for them. About 40 countries are represented in the membership list.

Consultation and Training: The librarians at James White Library give professional consultation and training to international librarians from other countries such as Nigeria, Thailand and Ethiopia. Adventist Information Ministry, located in the Information Technology building, and the Center for Adventist Research receive and answer questions about church doctrines and organization from laymen, officers and other interested individuals in the United States and around the world.

Leadership: The JWL librarians have held positions of leadership, including president and secretary, in the Association of Seventh-

¹⁸ www.andrews.edu/library/screens/sail/index.html

day Adventist Librarians (ASDAL). The Classification Scheme for Adventists and Ellen G. White (EGW) and the Seventh-day Adventist Periodical Index (SDAPI) are all under the auspices of ASDAL but they are managed from James White Library. The editor of the Adventist and EGW Classification Scheme is the head cataloger of the Library. The SDAPI Office is in the Center for Adventist Research and the editor is a member of the library faculty. The editorship of the association's publication, ASDAL Action, has been held by various members of the library faculty. Andrews University collaborates with 13 other Adventist institutions around the world in ALICE (Adventist Library Information Cooperative), an ASDAL-sponsored consortium that subscribes to databases at a reduced rate.

Secular World: Union catalogs and interlibrary loans are powerful ways of telling the world about the Seventh-day Adventist Church. The library has made positive connections with libraries in the United States and around the world by cataloging its holdings in WorldCat and participating in interlibrary loans. Since 2005, the library catalog records have been included in MeLCat (Michigan Electronic Library Catalog). The Library participates in patron-initiated interlibrary loan services with MeLCat member libraries in Michigan.

Information Technology Services

7.2.1 *Policies and procedures for computer use and Internet access reflect the mission of Andrews University.*

The Computers and Networks Usage Policy¹⁹ in the *Andrews University Working Policy* explains responsible and appropriate use of the data communications and computing services offered by the University. Section 1:762:14 specifies that “information transmitted over the network or made available to others (e.g. through web pages or bulletin boards) should be representative of a Christian university. For example, materials—text or graphics—should not contain content characterized by or promoting profanity or obscene language; defamation of any individual or group; hatred of cultural, ethnic or religious groups; advocacy of lifestyles contrary to University policy; or pornography or other sexually-oriented material. Illegal materials such as child

¹⁹ *Working Policy*, 1:762

pornography may not be accessed by or stored on any computer while connected with the University, whether private or University-owned.” Section 1:762:20 further explains that the University filters “objectionable e-mail such as unsolicited commercial e-mail, e-mail spreading viruses, and e-mail containing inappropriate references to pornography.”

The policy supports good work ethics by stating in Section 1:762:18 that “University-owned personal computers are to be used for University business....Employees’ use of games on University-owned personal computers is prohibited during work hours except where an academic or administrative objective arises.” It also states that “use of university computers for personal commercial activities is prohibited,” which is an indication of the University’s stand regarding conflict of interest. The value of academic honesty is upheld in Section 1:762:52 where copyrighted materials are not allowed on websites unless they fall under fair use as defined by the United States Copyright Act. Departmental home pages are expected to “reflect the University’s image.”

This policy has been adapted to serve a student audience in the *Student Planner/ Handbook*.²⁰ The section, “Student Use of Computer and Network Resources Policy,” provides a list of prohibited activities on p. 183. The consequences for non-compliance and further violation are outlined on p. 184 of the same section.

The Web Policy²¹ recognizes that technology is an educational tool that can be used to “glorify God.” The objectives of the Web Policy are to market the University, to project a positive image for Andrews University, to support the educational mission, and to improve internal communication. Access to pornography is blocked by Open DNS, a service subscribed to by Information Technology Services. This program has been effective in preventing casual and accidental access to pornography.

7.2.2 *The Internet-based services of the University reflect the mission of the institution and the Church and support the functions of the University. The application process for prospective students is being upgraded and improved to facilitate online application for both undergraduate and graduate students.*

The objectives of the Web Policy are to market the University, to project a positive image for Andrews University, to support the educational mission, and to improve internal communication.

²⁰ www.andrews.edu/services/studentlife/docs/final_planner_08_h.pdf

²¹ www.andrews.edu/siteinfo/web_policy.html

The Internet is used to market the University and its mission on its home page²² through the *Andrews Agenda*, providing access to the departmental/service home pages, and providing links to sites for future students, current students, faculty and staff, parents and visitors, and alumni. Web pages are managed by a webmaster, using a content management system. The webmaster sets up a template for each webpage; after training through the Office of Distance Learning & Technology (DLiT), departments and programs can manage their own web pages.

Undergraduate online applications have been available for several years. Over the past two years the online application process has been upgraded and brought in-house. Prospective graduate students are also now able to apply online. Ongoing enhancements to the system to allow populating fields in Banner[®] are being completed.

To manage financial, academic and other institutional records, the University utilizes Banner[®], a database contracted from the company SunGard Higher Education which provides (1) a database design, (2) forms and web pages to display and enter data, and (3) processes to manipulate data. It is organized into five areas: Student, Alumni/ Advancement, Finance, Human Resources and Financial Aid, plus a general area that applies to all. Internally, the Banner[®] software can be customized and programmed to provide needed programs and reports.²³

An intranet termed Vault provides institutional constituents' secure access to portals, depending on permission status, that interact with Banner.[®] These include

- *iVue*—restricted to the student, academic advisor, department chair, deans, Division of Student Life staff and teachers of currently-enrolled courses—is an electronic system where academic records can be viewed and alerts and concerns posted
- *finVue*—which tracks financial clearance and registration processes
- *preVue*—an Internet-based program designed by Andrews to track the enrollment process of prospective students

²² www.andrews.edu

²³ See section 5.1.3

- *Registration Central*—where students can accomplish each step in the registration process and then confirm each step by checking a box provided on the site. A majority of the process is student-initiated except for actual course registration which is partly advisor-mediated.
- Access to other institutional tasks such as financial records, human resources reports, orientation, residence hall occupancy, senior testing registration and student success

7.2.3 *Andrews University is equipping classrooms for advances in technology and the use of technology to enhance teaching. Distance education students are well supported by the library, Student Financial Services, the Office of Academic Records and DLiT.*

The University changed its learning management system in 2005 from WebCT to Desire2Learn^{®24} to increase collaboration with other Seventh-day Adventist colleges and universities in North America. This system facilitates both distance education and face-to-face instruction, and it is being used to some extent for committee work. Developmental mathematics classes (Math091 and Math092) provide a flexible

The screenshot shows the 'My Profile' page for a student at Andrews University. The page is titled 'My Profile' and includes a navigation menu with 'Home', 'Vault', 'Student Success', 'Vault', and 'My Profile'. The main content area is divided into several sections:

- Success Rating For This Student:** A vertical bar chart showing a success rating from 0 to 100. The bar is currently at approximately 80%.
- Student Contact Info:** Fields for Phone Number, Email Address, and Mailing Address.
- Select A Term:** A dropdown menu set to 'Spring Semester 2009' with a 'Get My Profile for Selected Term' button.
- Personal Information:** Name of Student, Student ID, Birthday, Major(s) (MBA (2008-2009 Bulletin) : General), Minor(s) (None), GPA, Class Standing (Graduate), Academic Advisor(s) (Dr. Robert Schwab), Preprofessional Program (None), and Academic Standing (Fall Semester 2008 Good academic standing).
- Enrollment Status:** Registered, Student Status (Professional), International Student (No), Student Has Holds (No), Honors Student (No), FERPA Form On File (Yes), and Department Chair(s).
- Class Schedule For Spring Semester 2009:** A table with columns for Class, Registration Status, Credits/Schedule, and Teacher(s). One class is listed: MKTG 680 Marketing Strategy **Registered** 0L/09 3.0 CSH 208 6:30 PM - 9:15 PM Mo Tu Bruce Wrenn.
- Test Scores Through Spring Semester 2009:** A table with columns for Test, Score/Minimum/Maximum, Test Date, and Test Source. One test is listed: GMAT Total Converted 500 200 800 2008-08-15 Official test agency report.

iVue provides current students, teachers and advisors with information on registration and financial status

²⁴ <https://d2l.andrews.edu/index.asp>

arrangement for students to do individualized instruction on the ALEKS® website.²⁵ Wireless technology is available campus-wide, thus services can be accessed easily.

In conjunction with the renovation and addition to the Seminary building, 13 technology integrated classroom and seminar rooms are available; each includes a projector, DVD and VHS players, document camera, control systems for lights and blinds, and a single touch pad control system that is very user-friendly. Three other fully integrated classrooms exist in Bell Hall, Price Hall and Haughey Hall. Most classrooms have some level of technology assistance available to faculty. DLiT has developed a strategic plan to bring a majority of classrooms to higher levels of technology integration. Understandably, the strength of the collaboration among ITS personnel, DLiT and faculty was noted by the HLC/NCA site visitors for the focused visit to ascertain the institution's ability to effectively deliver online programs

such as nursing education and educational administration.²⁶

This collaboration will be enhanced by a redefined staff position for classroom technology in the Office of Information Technology Services.

The institution of Registration Central has simplified and streamlined the registration process for most students. From nearly anywhere, students can consult with their advisor by e-mail or telephone, obtain their advisor PIN and register for classes. Financial clearance, signing the Community Values Agreement, and other matriculation matters can be handled online at any time. Pre-registration for fall and spring semesters is facilitated, which enhances planning for the coming semester. However, many registrations are still handled manually. These include high school and academy students taking enrichment classes, employees taking a free class, students in programs with special tuition rates (e.g., extension programs and physical therapy), graduate students registering for continuation courses, participants in most extension programs, people taking part in tours and workshops, and student missions and task force workers. The Office of Academic Records and ITS personnel are collaborating to find ways to automate registration

The institution of Registration Central has simplified and streamlined the registration process for most students.

²⁵ www.aleks.com/

²⁶ Reference 7-1

for these individuals and reduce the delays inherent in manual data entry. Prompt registration for extension students ensures access to the electronic databases in the library and access to other Internet-based services of the University.

Other Academic Resources

7.3 *Andrews University hosts and supports a variety of institutes and centers to promote scholarship in specific areas and to assist the Seventh-day Adventist Church to carry out its mission.*

The following centers were established after the 2004 AAA Report or were not included in that report. A complete list of centers, institutes and other resources appears in the *2009–2010 Andrews University Bulletin*, pp. 10–18.

Adventist International Center for Educational Research (AICER), 2008: The mission of this Center is to create, disseminate and apply research on international education with a special focus on Adventist education. As the research center of the School of Education, it creates an empirical knowledge base and a network of international researchers that can provide technical research and evaluation services to international educational organizations. They are currently working on five projects.²⁷

Center for Teaching and Learning Excellence, 2008: This intentional approach to faculty development is sponsored by the Office of the Provost and administered by the Effective Learning Council. It helps faculty members focus on student learning through scholarship of teaching and learning, faith-learning integration, diversity, assessment and service. It strengthens the faculty member's teaching through the provision of a faculty development collection, workshops and brochures/newsletters.²⁸

Center for Women Clergy, 2004: This Center provides support, networking and information for the nurture of women who are considering, pursuing or engaged in professional ministry. A website is provided where women can get helpful information and meet and talk

²⁷ Reference 7-2

²⁸ Reference 6-6, 6-7

with other women clergy. The Center also offers a mentoring program that puts new and developing clergy in contact with experienced women clergy eager to act in a mentoring role, and provides regional gatherings and conferences where women clergy can gain inspiration and professional skills while building community with others in the field.²⁹ Last fall the Center held its first annual Leadershaping Conference, which featured contributions from women leaders in a variety of disciplines. The Center also hosts a Speakers' Bureau and Mentoring Program on its website, www.womenclergy.org.

Office of Distance Learning & Instructional Technology (DLiT), Sept. 2003: DLiT was established to meet the growing distance learning and instructional needs of the University. DLiT comprises the Andrews University and Griggs University Partnership, a multimedia lab and Desire2Learn® administration. It provides information and support for online and other non-traditionally delivered courses, and assists faculty in developing and implementing learning and teaching with technology.

Howard Performing Arts Center, Oct. 2003: Funded by a significant gift from John and Dede Howard, this performance hall showcases music performances from the University, surrounding community and beyond. It is also the home of the University's classical music radio station, WAUS 90.7 FM.

*Howard
Performing
Arts Center*



²⁹ Reference 7-3

InMinistry Center, 2000:³⁰ This ministry of the North American Division (NAD) specializes in providing off-campus seminary education by offering master’s-level learning events in most NAD unions. The programs offered include the Master of Arts in Pastoral Ministry degree and the first part of the Master of Divinity degree. The Center for Continuing Education Ministry (CEEM) is housed in the InMinistry Center and serves the ministry employees of NAD by providing credentialed and continuing education events and resources. CCEM also serves as NAD’s official educational outlet for accrediting, monitoring and registering ministry continuing education units (CEUs).

International Religious Liberty Institute, 2004:³¹ The purpose of this institute is to foster the study of the principles of religious liberty and church-state relations based upon sound methods of biblical, historical, legal and philosophical scholarship; and to spread these principles through publications, lectureships, conferences, symposiums and the support of public advocacy.

SUMMARY AND RECOMMENDATIONS

Summary

1. James White Library develops its mission-centered collections by a partnership of the library faculty and the teaching faculty.
2. Access to library resources has grown particularly through the purchase of print resources, the addition of electronic resources and the Horn Archeological Museum holdings, and by joining the Michigan Electronic Library.
3. Andrews University has computer use policies that support the University’s mission and Seventh-day Adventist ethos.
4. Technological advances are evident in the adoption of the D2L learning system, the design and implementation of Banner® and Vault programs, and the move towards smart classrooms.

³⁰ 2009–2010 AU Bulletin, p. 13;
www.inministry.info/

³¹ 2009–2010 AU Bulletin, p. 14

Recommendations

1. James White Library should continue developing both electronic and print collections to reflect the mission and curricular offerings of the University.
2. Andrews University should seek funding to speed up the process of meeting the technological needs of classes, particularly those that require quiet testing rooms for administering Internet-based tests to large classes.
3. The University needs to coordinate registration of distance education students so they can have timely access to all services.



CRITERION 8

Student Services

TABLE OF CONTENTS

Philosophy and Mission	173
8.1.1 The Division of Student Life is aligned with the mission of the University and guided by 173 the philosophy of Seventh-day Adventist education.	
8.1.2 The Division has clarified and communicated its positions to faculty, staff, current and 173 future students through the Four Hallmarks of Student Life.	
8.1.3 The Division recognizes the diversity of the student population in its policies, procedures 175 and staff assignments.	
Student Organizations, Activities and Programs	178
8.2.1 The Division of Student Life supports and promotes the spiritual plans of the University 178 by collaborating closely with the Office of Campus Ministries.	
8.2.2 The Division of Student Life supports and promotes the spiritual mission and values of the 179 University as they address the lifestyle and behaviors of students.	
8.2.3 The Office of Social Recreation & Athletics demonstrates ownership of the University's spiritual 181 goals by planning activities that combine a spiritual mindset with healthy social alternatives.	
8.2.4 Student organizations at Andrews University are overseen by the Division of Student Life and 184 play an important role in student life and leadership on campus.	
8.2.5 The Division of Student Life is collaborating with colleagues in Academic Life to create a 187 program and culture of undergraduate leadership development.	
8.2.6 The Division of Student Life promotes wholistic development of students and assists in the 188 transmission of Seventh-day Adventist beliefs and values through its formal co-curriculum.	
Student Counseling Programs and Prevention	194
8.3.1 The Counseling & Testing Center seeks to serve the student body of the University with a variety 194 of programs and services encouraging wholistic development within the context of the University and Church missions.	
8.3.2 The Division of Student Life shapes and strengthens a culture of prevention by administering 197 and responding to a quinquennial Risk Behavior Survey.	
8.3.3 The Division of Student Life leads a campus-wide effort to create a culture of responsible reporting 200 and student care through the coordinated efforts of the University Student Intervention Team (USIT).	
Student Housing and Residential Programming	201
8.4 The University Housing units promote student spiritual growth as part of the University's plans 201 for spiritual development. Student feedback helps staff plan and prepare for improvements in the spiritual curriculum.	
Student Demographics and Targeted Initiatives	205
8.5 Acutely aware of the diversity of the student body, the University seeks to identify the unique 205 needs among various groups and plans to meet those needs in a variety of ways. Academic and Student Life personnel collaborate in planning and responding to these groups.	
Summary and Recommendations	213

STUDENT SERVICES

The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

Philosophy and Mission

8.1.1 *The Division of Student Life is aligned with the mission of the University and guided by the philosophy of Seventh-day Adventist education.*

The Division of Student Life is comprised of professionals in ten offices whose purpose is to serve and support students in their life and learning outside of the classroom. These offices include Campus Ministries, the Central Office, Counseling & Testing Center, Family & Graduate Housing, Guest & Convention Services, International Student Services, the Men's Residence Halls, Social Recreation & Athletics, Undergraduate Leadership Development, and the Women's Residence Hall.

According to the Division's mission statement, the Student Life team "assumes an integral role in the development of Christian character and critical thinking consistent with the philosophy of Seventh-day Adventist education, which is designed to guide students to the Redeemer. We support the mission of the University by nurturing students for continuing growth in Christ, developing positive and rewarding relationships, accepting and appreciating diversity, and developing personal integrity reflected in a balanced spiritual, mental and physical lifestyle."¹

Within this whole-person philosophy of education, the Division seeks to work collaboratively with its academic partners for the integrated, faith-centered development of each student.

8.1.2 *The Division has clarified and communicated its positions to faculty, staff, current and future students through the Four Hallmarks of Student Life.*

¹ Student Handbook, p. 156

A messaging framework entitled the Four Hallmarks of Student Life² has been crafted as a means of clarifying and communicating the unique features of Seventh-day Adventist campus life. Attendance at Andrews University is positioned as a choice to 1) attend a “Faith-Based University” by respecting Andrews University’s Seventh-day Adventist Christian perspective and values, 2) adopt a “Wholesome Lifestyle” guided by the core values of the Andrews University community, 3) live on a “Residential Campus” while single and under the age of 22, and 4) be part of a “Gathered Community” by attending chapels, forums and other required co-curricular programs. These four phrases provide a consistent and positive approach to articulating the Andrews University experience and expectations.

The Four Hallmarks appear in the University’s undergraduate application, are shared by Enrollment staff as they assist future students and parents in making an informed decision, and are reinforced by Student Life staff as they orient new students to

campus life. Students are repeatedly exposed to the Hallmarks throughout their University stay as these four points provide the organizational framework for the *Student Handbook*, appear in the *Andrews University Bulletin*, and form the basis for the Community Values Agreement signed by every undergraduate each semester. The Hallmarks are also used when communicating with faculty and staff about student life outside the classroom.

The Four Hallmarks have become an important part of orienting the greater numbers of Adventist students from outside the Seventh-day Adventist educational system. In the past three years, the number of students from GED completions, home schooling, public high schools and other private schools has nearly tripled to represent a third of Andrews University’s incoming freshman population. Given the decline in Adventist academy enrollment and increased efforts to recruit Adventist students outside of the system, those with little or no previous Adventist educational experience could soon constitute nearly half of our freshman class. Articulating the unique aspects and advantages of the University’s mission and

In the past three years, the number of students from GED completions, home schooling, public high schools and other private schools has nearly tripled to represent a third of Andrews University’s incoming freshman population.

² *Student Handbook*



philosophy is important to attracting these students and to helping them understand, maintain and continue to strengthen the distinctive campus culture once they arrive.

Students paused for a group photo after the first chapel of 2008.

8.1.3 *The Division recognizes the diversity of the student population in its policies, procedures and staff assignments.*

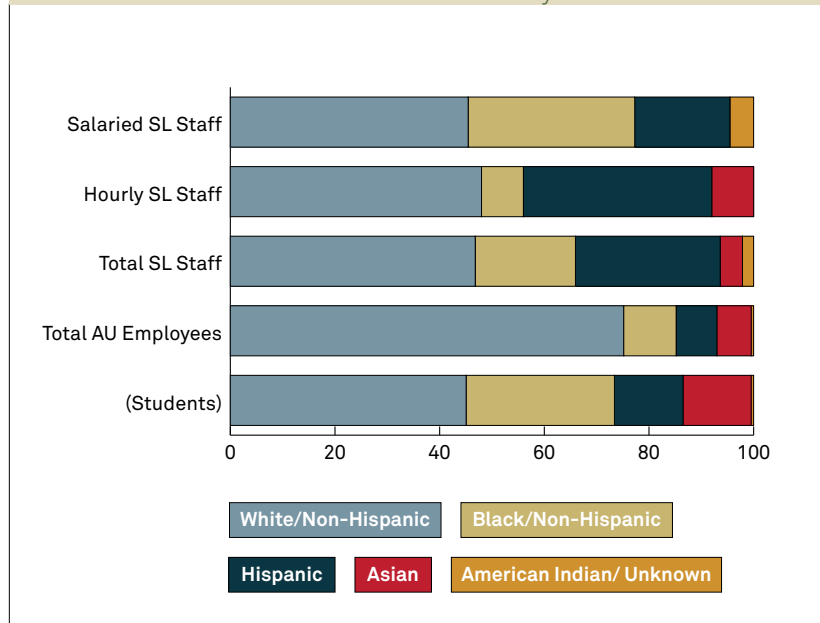
As a national university, Andrews University has been ranked seventh in multicultural diversity and sixth in international diversity by the 2009 Best Colleges Edition of *U.S. News and World Report*,³ with students coming from nearly 100 countries. White, non-Hispanics comprise 45 percent of the student population, with the remainder coming from a variety of other minority groups. As such, no one ethnic group can claim “majority” status. This demographic picture is comparable to the latest statistics released on Seventh-day Adventist membership in North America,⁴ and anticipates wider population trends in the United States as we move toward the year 2050.⁵ The composition of Andrews University’s student body and the character of its campus life is a significant influence on the future of the church and the nation as young adults find new ways to live and learn together.

³ Reference I-2

⁴ Reference 8-1

⁵ www.census.gov/population/www/projections/summarytables.html

2008 Student Life Staff Race/Ethnic Diversity



Student Life Staff Gender Distribution



Other non-ethnic minority groups, such as disabled persons, adult learners, and persons not of the Seventh-day Adventist faith are important parts of the diverse composition of the Andrews student body.

Within this diverse environment, the right of every student to be free from discrimination or harassment is protected. According to the *Student Handbook*, “it is the policy of Andrews University to prohibit unlawful discrimination against any student on the basis of race, color, sex, national origin, religion, age, disability or any other legally

protected characteristic under state or federal law. Harassment that occurs because of a legally protected characteristic may be unlawful and/or violate the policies of the University. The student, therefore, has a right to enjoy a study, work and living environment that is free from conduct that could create a hostile, intimidating or offensive environment.” Steps for reporting and responding to harassment are clearly outlined,⁶ including when and how to access the services of the University’s ombudspersons.⁷

The Division makes intentional efforts to be representative in its hiring practices. Student Life staff are more ethnically diverse than the University norm in both the salaried and hourly categories, bringing them closer to the student demographic. As shown, Student Life employees represent the student body well in every category except Asian-Pacific Islander. The Division is led by a female Vice President and staff gender ratios are similar to those of the student population.

The Division pays careful attention to proper representation when recruiting and forming student teams such as men’s and women’s Resident Assistants or new student orientation Family Group Leaders. Anecdotally, Student Life staff note increased participation in leadership on the part of traditional minority students, with white students—especially white males—requiring more encouragement to take up leadership roles. Representing a diverse population of students equally and well requires constant awareness and effort.

In addition to the activities of the Office of International Student Services (see 8.5), Student Life staff members have maintained an active role in the Institute for Diversity & Multiculturalism and on the University’s Diversity Council. They have also participated in the Martin Luther King Jr. Committee and the Black History Month Committee as those groups plan and implement programs that celebrate diversity and tackle important issues related to social justice and freedom. Currently, the associate dean for Student Life, Paul Buckley, is responsible for diversity issues and programming for the Division.

Representing a diverse population of students equally and well requires constant awareness and effort.

⁶ *Student Handbook*, pp. 198–199

⁷ *Student Handbook*, p. 203 and Reference 8-2

Student Organizations, Activities and Programs

8.2.1 *The Division of Student Life supports and promotes the spiritual plans of the University by collaborating closely with the Office of Campus Ministries.*

In 2005, the position of Assistant to the President for Spiritual Life was added “to better coordinate and communicate the many aspects of spiritual life and opportunities for ministry on and off the campus.”⁸ Campus Ministries staff report to this position which is filled by Ron Whitehead. However, the Office of Campus Ministries continues to be part of the Division of Student Life. This structure expresses the organic unity between campus spiritual life and other aspects of student life outside of the classroom.

There are many points of collaboration between Campus Ministries and other Student Life offices.

- ▶ The Campus Activities Calendar Planning Committee, chaired by the associate dean for Student Life, Steve Yeagley, coordinates annual event planning among a number of programming entities, including Campus Ministries, Residence Halls, and the Office of Social Recreation & Athletics
- ▶ Student Life deans, Counseling & Testing professionals, and Campus Ministries chaplains work in a coordinated fashion to respond to student crises and loss⁹
- ▶ Once a semester, staff members from the Office of Campus Ministries attend Student Life Division-wide meetings that facilitate strategic planning and staff development
- ▶ With the recent hire of a director for Undergraduate Leadership Development, there has been increased discussion about coordinating some aspects of student leadership training within the Division, so as to provide a common spiritual vision for leadership
- ▶ The most notable site of collaboration is the required co-curriculum. The Co-Curriculum Committee oversees a newly consolidated Chapels, Choices and Changes program¹⁰ and is comprised of campus chaplains, Student Life and residence hall deans, faculty and student leaders

⁸ HLC Self-Study, pp. 22–23

⁹ www.andrews.edu/services/safety/procedures/

¹⁰ Reference I-1

8.2.2 *The Division of Student Life supports and promotes the spiritual mission and values of the University as they address the lifestyle and behaviors of students.*

Support for the spiritual values and mission of the University permeates the ways Student Life and residence hall deans offer guidance and discipline to students. Spiritual development is presented to students as a process within a whole, integrated and well-disciplined life, rather than as a compartmentalized activity.

Community Values Orientation: As part of the New Student Orientation process, coordinated by the Central Office, students are introduced to the institution's Christian values and standards. "These standards are part of the unique mission and spiritual heritage of Andrews University and reflect core values that are grounded in biblical principles. These values include honesty, modesty, sexual purity, respect for others, healthful living and safety."¹¹

Ongoing Values Dialogue: Student Life staff continues to dialogue with students about these values as they assist them in planning campus events, guide them in residential living, or encounter students who have made life choices out of harmony with these values.



¹¹ *Student Handbook*, p. 163

Restorative Discipline: Holding students accountable for their actions is viewed as part of their spiritual development, fulfilling education's purpose to "restore in man the image of His Maker."¹² The *Student Handbook* states: "The goal of discipline at Andrews University is to shape and maintain a culture that fosters personal growth within a vibrant and caring community. The University's approach is first restorative as well as educational as it seeks to transform students for this life and for eternity."¹³

Protocols¹⁴ for crisis intervention or responding to a violation of the Student Code of Conduct demonstrate a concern for student learning and development. Tools include in-office conversations, prayer with faculty or staff, professional assessment and counseling, educational sessions, research and reflective papers, pastoral support, and community service. These tools may be followed by more consequential measures such as official letters, probation, suspension, restitution and bans from campus. All measures work together to provide for the spiritual, emotional and physical welfare of the individual and the campus community at-large.

The wider goal is to help students "develop ethical habits of scholarship that will translate into a lifelong commitment to personal and professional integrity."

Academic Honor Code Development: Over the past year, the Faculty Standing Committee of the University Senate has been working with student representatives from the Andrews University Student Association to update and reshape the University's Academic Integrity Policy¹⁵ into an Academic Honor Code which will be signed by each student upon enrollment. The J.N. Andrews Honors Program honor code, implemented about five years ago, is being used as a model. The wider goal is to help students "develop ethical habits of scholarship that will translate into a lifelong commitment to personal and professional integrity."¹⁶ The Faculty Standing Committee is working with the Student Life Central Office to place education about integrity into New Student Orientation and the formal co-curriculum, in order to raise the level of public dialogue about academic integrity. Furthermore, these changes will empower faculty and advisors as "the preferred agents for addressing breaches of academic integrity in a firm but redemptive manner" by developing "new tools that can be used to

¹² White, E.G., *Education*, p. 15

¹³ *Student Handbook*, pp. 204–205; Reference I-9

¹⁴ *Student Handbook*, pp. 156–158, 163–165

¹⁵ *Student Handbook*, pp. 156–158; *2009–2010 Bulletin*, p. 30

¹⁶ Reference I-9



The Cardinals men's basketball team has a friendly rivalry with the alumni team every Homecoming Weekend

enhance the impact and educational value of interventions in cases of violations of academic integrity.”¹⁷ This initiative models the kind of collaborative effort centered on the development of the whole student that is envisioned by Goal 4 of the 2007–2012 Strategic Plan.

8.2.3 *The Office of Social Recreation & Athletics demonstrates ownership of the University's spiritual goals by planning activities that combine a spiritual mindset with healthy social alternatives.*

The Office of Social Recreation & Athletics has undergone a number of improvements in the last five years. A new director was hired in 2004 and several contract workers were retained shortly thereafter. As a result, participation in intramural sports has nearly doubled since 2001, with a total of ten sports now represented. Currently, the University supports four intercollegiate athletic teams—men's and women's Cardinal soccer, and men's and women's Cardinal basketball. A national Adventist high school basketball tournament, the Cardinal Classic, is now in its third season, attracting teams from around the nation for a weekend of team play and spiritual programming.

Athletics: Andrews University is a member of the United States Collegiate Athletic Association. Director David Jardine says, “We are

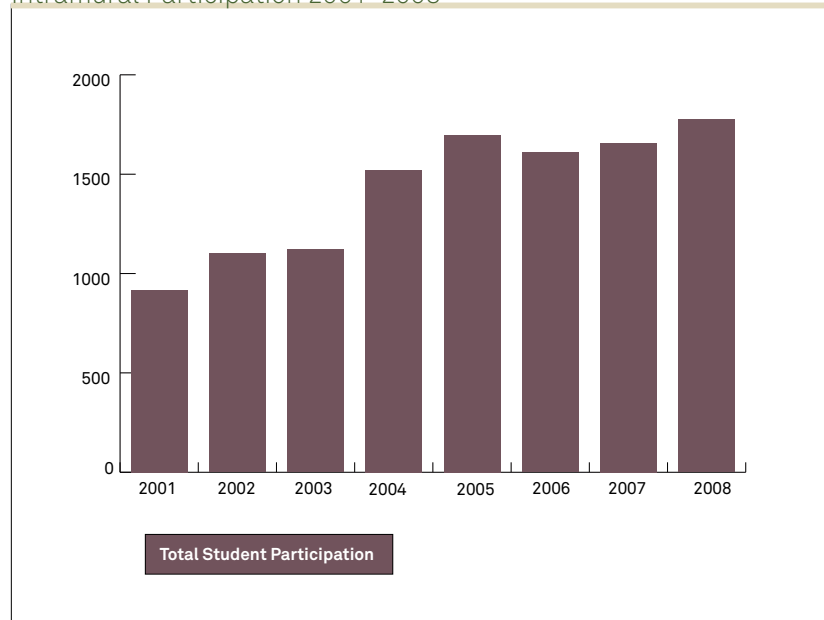
¹⁷ Reference I-9

members of this association because of their respect for our beliefs and their willingness to accommodate our Sabbath. The USCAA was prepared to play all games including the Championship during a time that would not infringe upon our Sabbath.”

Cardinal teams begin and end their games by inviting guest teams to join them in public prayer. They also emphasize the development and display of Christian character and conduct. The women’s Cardinal soccer team received a bid to the 2008–2009 USCAA National Tournament in Burlington, Vermont, and went on to finish in fourth place. While at the tournament, the women had an opportunity to answer many questions regarding their faith, as each morning and night the sounds of their praise songs could be heard during their team worship.

The men’s Cardinal basketball team also received a bid to the 2008–2009 USCAA National Tournament in Uniontown, Pa., finishing with three wins and one loss. Out of 1,000 men in the League, Andrews senior Sean Thorne was awarded one of ten National All-American Awards for his individual skills as a player. One of ten All-Academic Team Awards was also given to women’s Cardinal basketball player, Julia Straub, for academic excellence. The combined GPA of the women Cardinal team was an impressive 3.86.

Intramural Participation 2001–2008



Recreational Trips: In 2005 the Office of Social Recreation & Athletics added a Spring Break scuba diving trip to Cozumel to its already popular Steamboat ski trip held over Christmas Break. That year, students taking these trips could elect to earn physical education credit. About 265 students have taken advantage of this learning opportunity. Steps are taken to ensure that students who participate in recreational trips are representative of the University. Applicants must be students in good Student Life standing and sign a detailed behavioral contract before being accepted. While visiting Cozumel in 2008, the demeanor of 65 Andrews University students spoke volumes. Ashleigh Jardine, a pre-physical therapy student, wrote about the impact their group made.¹⁸ “Dive masters were impressed with our manners and glad we didn’t use bad language or drink.” She reports that a couple from Canada later e-mailed: “After you and your group left the resort it seemed to be a darker place. Several groups moved in that enjoyed their drink, loud music, and making general fools of themselves....It was so good to have you and your group there.” She concludes by saying, “God is amazing! He uses His people (even when they’re on vacation!) to reach the world.”

Social Programming: In 2008 a Social Recreation Event Coordinator’s position was added to bring greater consistency and quality to Christian social alternatives provided for and by the students. The coordinator works with the AUSA social vice president and a group of student employees and volunteers to plan and coordinate each year’s events. This allows for student input and evaluation, as well as institutional wisdom and judgment. Here are a few highlights:

- The Christian Artist Series brought performers including Acappella, The Katinas, and FFH to a packed Howard Performing Arts Center
- Events such as AU IQ rally teams from academic departments across campus and feature a mission opportunity by raising money for charity. Last year, approximately 350 attendees raised \$2,000 for an orphanage in Bolivia
- Variety shows such as AU’s Got Talent become an occasion for students to share their talents, with many choosing to do so through Christian songs and performances

¹⁸ *Lake Union Herald*, June 2009, Reference 8-3



Beach2Bank

- The annual Beach2Bank multi-event endurance race promotes the church's emphasis on health and fitness
- The All Fired Up conference, led by Social Recreation during New Student Orientation Week, gives current students an opportunity to minister to new ones by becoming Family Group leaders. Family Groups help new students establish friendships and introduce them to older peers who can offer guidance. The conference also features praise and worship sessions, small group activities, Christian entertainment, service projects and faculty/staff home suppers

8.2.4 *Student organizations at Andrews University are overseen by the Division of Student Life and play an important role in student life and leadership on campus.*

Student organizations play a key role in Andrews University's campus life and culture. In 2008–2009, 78 student organizations registered with the Division of Student Life, an increase of nearly 50 percent over the last five years. These organizations exist “to encourage students to engage in activities which complement classroom instruction, to broaden and strengthen students' abilities and interests, to enrich the campus culture and promote an ethic of service, and to offer students opportunities to develop leadership skills.”¹⁹ All student organizations are guided by a faculty or staff advisor, and engage a minimum of

¹⁹ *Student Handbook*, p. 165

three student leaders. One in five undergraduates is now involved in leadership with a student organization.

The most common type of student organization is academic clubs and societies followed by cultural clubs, ministry groups, class organizations, musical groups, and clubs dedicated to common pursuits and causes. An analysis of Activity Approval forms for 2008–2009 reveals that 60 percent of clubs had recorded activities for the year. Approval is not needed for club in-house functions, which may account for the remaining 40 percent. Nearly half (46 percent) of the 138 recorded activities planned by student organizations were spiritual in nature, providing evidence of students' support for the University's spiritual values and mission. Cultural and educational programs (22 percent) were almost as frequent as social and recreational events (24 percent). Service activities (four percent), however, were no more common than fundraising and sales events (four percent), suggesting an area for growth and improvement.

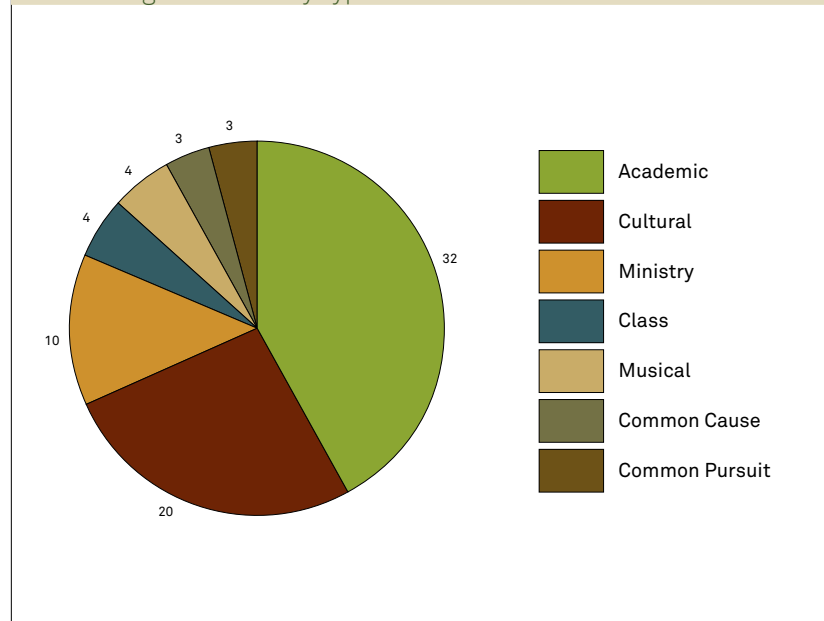
An activity approval process²⁰ has been re-established in the last three years, and requires student organizations to submit their activity plans with an advisor's signature to the Student Life office at least two weeks in advance of an event. Campus facilities and services cannot be secured, nor can promotional materials be approved, until this process has been completed. The approval process has played an important role in triggering conversations related to institutional values, risk management, and program planning. In 2009–2010 a post-activity assessment will be added to this process.

Student organizations go through an orientation as part of their registration process each year. Topics such as finances, transportation, facilities, planning, organizational purposes and institutional values are covered with student leaders and their advisors. Ongoing leadership training is also provided through the Global Leadership Choices component of the required co-curriculum. The following expectations of student-led activities are communicated.

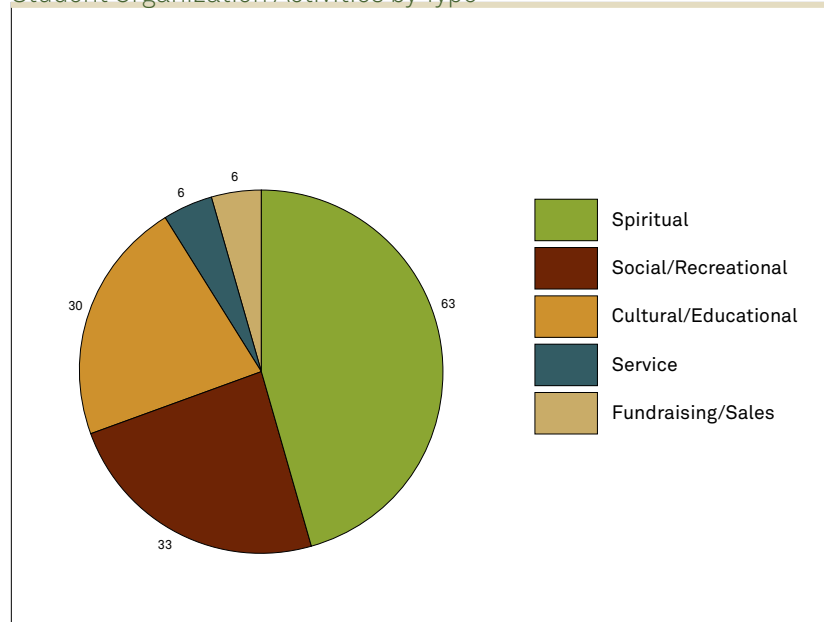
In 2008–2009, 78 student organizations registered with the Division of Student Life, an increase of nearly 50 percent over the last five years.

²⁰ www.andrews.edu/services/studentlife/clubs/activity_guideline.html

Student Organizations by Type



Student Organization Activities by Type



Student leaders must show respect in their activity planning for the mission, values and policies of the University.

- Their activity plans must respect a Christian worldview and our unique Adventist perspective
- Their choices must demonstrate respect for the consciences of others

- They must show sensitivity to the convictions of the University's varied constituencies (board members, alumni, parents, donors), even as those planning activities ask these stakeholders to respect the generational differences of today's young adults²¹

The Activity Planning Guide is available on the Student Organizations website and provides helpful questions and criteria for student leaders and advisors to work through as they make programming choices.

The website also contains a number of helpful resources for student leaders and advisors including a complete library of informational sheets on a variety of leadership topics, and an extensive list of links to other leadership resources on the Internet.

8.2.5 *The Division of Student Life is collaborating with colleagues in Academic Life to create a program and culture of undergraduate leadership development.*

In December 2005, following the close of a leadership development program based in the residence halls, President Andreasen called together a taskforce to explore the idea of a more broadly-based effort. After an extensive process of research and development a new interdisciplinary Undergraduate Leadership Certificate was proposed that combined the theory of coursework with the practice of out-of-class experiences. In 2007 the Strategic Planning Committee included leadership development as part of the five-year plan,²² and in August of 2008 a pilot program was launched. Leaders observed that a full-time position was needed to build this new initiative. In May of 2009, Dave Ferguson was named director of Undergraduate Leadership Development. Ferguson has successfully taught leadership at the secondary level for a number of years and co-founded his own leadership development organization, TrueWind LLC. He now leads the new Undergraduate Leadership Certificate program with the support of an Undergraduate Leadership Council, comprised of all academic deans as well as Student Life administrators. The 11-credit Certificate is designed to work with any degree program, employing a simple introduction-to-capstone sequence, centering on the development of a student-initiated Change Project intended to hone and demonstrate

²¹ www.andrews.edu/services/studentlife/clubs/planning_guide.html

²² 2007–2012 Strategic Plan, p. 13

As a key player in Adventist higher education, Andrews University looks forward to meeting the growing demand for spiritually committed, well-trained young adults who are ready to lead in their churches and communities.

leadership skills. In addition to leading the Certificate program, Ferguson has been tasked to assist in the development of student leaders across campus.

While crafting a leadership model for the Certificate program, attention was paid to the unique character and mission of Seventh-day Adventist leadership. To the more familiar themes of Authentic Leadership (leadership and the self), Servant Leadership (leadership with others), and Transformational Leadership (leadership in systems and structures) has been added an emphasis on Prophetic Leadership, focusing on leadership in time. This allows leadership educators to discuss the unique role and opportunity of Adventist leadership in this crucial period of earth's history.²³

As a key player in Adventist higher education, Andrews University looks forward to meeting the growing demand for spiritually committed, well-trained young adults who are ready to lead in their churches and communities. Speaking of the University's new *Legacy of Leadership* campaign, President Andreasen says,

There remains a tremendous need for educated leaders to support the church's expansion, to bring Adventist influence to various fields in the public sector, and to provide faith-based education for the world Adventist family. Andrews University stands on the cusp of a new era in Adventist education and is uniquely prepared to serve the global needs of our worldwide church....Andrews is distinctly situated to draw on our legacy, our leadership, and our substantial resources in developing future leaders during this challenging time of earth's history.²⁴

The Undergraduate Leadership Certificate officially launched in fall semester 2009.

8.2.6 *The Division of Student Life promotes wholistic development of students and assists in the transmission of Seventh-day Adventist beliefs and values through its formal co-curriculum.*

Understanding the Whole Picture: In 2008 the Division of Student Life

²³ Reference 8-4

²⁴ Reference 1-1

released a document, *Understanding the Co-Curriculum*,²⁵ explaining the relationship between the curriculum and the co-curriculum in the context of whole-person education.

Andrews University is dedicated to creating a transformative faith and learning environment that educates the whole person, consistent with the Christian liberal arts tradition. This includes opportunities for learning and faith development both in and out of the classroom.

This co-curriculum aims to support and complement the curriculum. Academic life is not sufficient by itself to deliver the broader transformative Seventh-day Adventist liberal arts education envisioned by the University. The co-curriculum supports the work of the academic curriculum by:

- Creating a campus environment that is conducive to faith and learning
- Developing skills that support students' success in the classroom
- Structuring opportunities for students to apply their knowledge, skills, faith and values
- Creating a community that cultivates qualities of character and lifestyle expected of Andrews University students and graduates²⁶

Revisiting the Co-Curriculum: This document provides the rationale for a series of changes made to the University's formal co-curriculum over the last two years. Like many Christian institutions, Andrews University has required attendance at weekly chapel and assembly programs. As is the practice at other Adventist institutions, residential students are required to attend worship programs in the residence halls. While commitment to faith and learning outside of the classroom remains strong, the delivery systems involved appeared to need revision. A number of students viewed the worship requirements as a nuisance, unrelated to the pursuit of their academic degree. Others felt confused by having two sets of expectations, one for chapels and assemblies and another for residence hall worships.

Like many Christian institutions, Andrews University has required attendance at weekly chapel and assembly programs.

²⁵ Reference I-1

²⁶ Ibid, p. 1

In the spring of 2007, a taskforce comprised of students, staff and faculty began the process of revisiting the University's co-curriculum with the goal of making it more cohesive and educationally purposeful. The residential worship requirement was consolidated with the chapel and assembly requirements. A single, more accommodating program was created for all traditional undergraduate students, regardless of class standing or place of residence. This was done to:

- provide a similar "Andrews experience" for all traditional undergraduate students;
- allow for a more integrated and balanced approach to programming;
- place all required co-curricular programs within an *educational context* (related to learning and the curriculum), rather than a *maturational context* (related to a set of age-appropriate citizenship expectations such as curfew); and
- simplify the accountability process from two management systems to one.

The new program, known as Chapels and Choices, requires undergraduates to attend 30 programs a semester (an average of two per week). Non-traditional students, those 25 years of age and older or with a child in their care, are given a 50 percent reduction and are offered an online option for completing the requirement.

Students must attend a weekly campus-wide chapel, but can fulfill the remainder of their requirement from a wide variety of smaller programs throughout the week on campus and in the residence halls. These smaller programs, called Choices, are organized under five themes:

- Spiritual Life and Growth
- Academic Discovery and Development
- Student Success and Wellness
- Global Understanding and Leadership
- Creativity and the Arts

As the authors point out, “Chapels and Choices moves beyond the old paradigm of ‘required worships and assemblies’ to form a wholistic co-curriculum guided by a set of learning objectives that complement the academic curriculum.”²⁷ And,

Students are encouraged to explore opportunities found in the marketplace of a faith-centered liberal arts community.... The advantage of a rich and diverse campus such as Andrews University is the wide variety of out-of-class engagements it can offer....The co-curriculum is the place, for example, where a pre-med student can attend a gallery opening by an art major; listen to a professor share keys to a happy marriage; watch a documentary on the fate of Uganda’s child soldiers; and have lunch with the chaplain of the U.S. Senate—all in a single semester.²⁸

Completing the Transition: In fall semester 2009 a third component will be introduced into the formal co-curriculum entitled Changes. Students electing to be part of Changes will work with mentors to engage in and reflect upon significant out-of-class learning experiences, with an emphasis on transferable skills and transformational outcomes. Learning placements will require a minimum of 10 hours of involvement in a student organization, campus ministry, workplace, wellness group, athletic team, community agency or local church. In a 2008 survey, two-thirds of the students expressed interest in co-curricular credit through experience, if it became available.

The Chapels, Choices and Changes program plans to take its final step in 2010–2011 with the offering of a Co-Curricular Transcript. This will be built upon experiences offered in the program, as well as other out-of-class learning experiences that students may choose to document. Co-curricular transcripts have become a well-accepted practice in higher education, and formally reflect an institution’s commitment to educating the whole person. They also can help students gain an advantage in the competitive job and graduate school marketplaces.

Once Andrews University’s Co-Curricular Transcript is in place, the transition from merely requiring students to attend religious programs

²⁷ Ibid, p. 6

²⁸ Ibid, p. 3

to offering them a wholistic path of learning and achievement will be complete.

Evaluating the Progress: Annual student evaluations of student satisfaction and compliance²⁹ with the new co-curricular program have been conducted each spring semester since its inception, yielding a 20–30 percent response rate and demographics similar to the student population. Semester-by-semester analysis of attendance patterns has also been done. This feedback has informed programming and policy decisions, and is now being provided to the newly formed Co-Curriculum Committee for use in their work.

Attendance records reveal that a solid majority of undergraduates are meeting their co-curricular requirement. Seventy percent

of the students either fulfill or come close to fulfilling the semester requirement (0–3 programs missing). Fifty-six percent completely fulfill the requirement. Only eight percent are meeting half or less of the requirement. The group most challenged in meeting the requirement is community students under 25 years of age.

Program evaluations reveal that students enjoy a wide variety of program formats and group sizes, with the mid-sized group (25–100 people) being their strongest preference. When given a choice of ten subject areas for programming, “Spiritual Growth” came out as most preferred followed by “Health, Finances & Relationships,” “Art & Music Appreciation,” and “Career Preparation & Professional Development.” Eight out of ten students are satisfied with the number of program options available, and most desire programs involving fellow students or community guests. Student ratings on the quality, relevance and overall value of programs have remained steady or increased over the last year, with a total mean of 3.3 on a five-point Likert-type Scale. Forty-one percent of students expressed interest in helping to plan a co-curricular program in 2007–2008. Thirty-four percent have been involved in planning, leading or performing during the past year.

Eight out of ten students are satisfied with the number of program options available, and most desire programs involving fellow students or community guests.

²⁹ Reference 8-5

When asked to share one co-curricular program throughout the year that was meaningful, a wide variety of responses was received.³⁰ These comments were focused on various spiritual events, with smaller venues receiving the majority of responses. However, several larger events such as Week of Prayer and nationally-known guest speakers were also cited. When asked how the University could make co-curricular programs more valuable to students, the large majority of students offered constructive feedback. A small percentage (nine percent) of responses were related to eliminating co-curricular fees, reducing the requirement, or doing away with it altogether. This was similar to the percentage of students who have attended less than half of the programs (eight percent). Whether these two percentages represent the same groups of students is unknown.

Creating Accountability: Since the 2004 Administrative Report to the Adventist Accrediting Association and its response to the recommendation: “That the administration explore alternative ways of motivating students to attend Chapels apart from levying fines,” the Division of Student Life has continued to examine issues surrounding co-curricular accountability. The ideas of offering academic credit for chapel attendance and/or making satisfactory completion of the chapel requirement a graduation prerequisite have failed to gain support to date. Still, some form of accountability is necessary to support the expectation.

The current approach has moved away from the notion of levying “fines” for not attending and emphasizes instead the real costs involved in delivering this portion of a student’s education. If regular tuition rates were applied to the instructional hours delivered in the co-curriculum, students would be charged in excess of \$1,200 per semester. Instead, students are assessed a maximum educational fee of \$315 per semester. As an incentive for attendance, this fee is reduced or eliminated altogether depending on the percentage of the requirement completed. Finding a way to represent this educational fee system to students and parents earlier in the financial planning process is now underway.

³⁰ Reference 8-6

Students, however, are not allowed to “buy” their way out of the program. Those who complete 50 percent or less of their requirement are given a semester to bring their participation levels up to the “pass” (60 percent) mark. If not, a hold is placed on their registration until make-up work can be done. Students who fail to complete a third or more of their requirement in any semester are placed on “co-curricular probation” and this is noted in their online educational profile (iVue). In fall semester 2008, 25 percent of the students on co-curricular probation were also noted as being on academic probation. Being able to view this information allows student life deans and academic advisors to address wider patterns of behavior.

Comparison with the Seminary Requirement: In 2007 the Seventh-day Adventist Theological Seminary instituted a mandatory Tuesday chapel requirement for all its students, faculty and staff.³¹ This practice reflects a community-wide commitment to a time of weekly spiritual reflection. In comparison, undergraduate Chapel programs, while viewed as part of students’ wholistic educational experience, have not yet become part of the wider institutional culture. Although faculty and staff are made aware of upcoming *Chapel and Choices* programs through the campus communication system, and are encouraged to attend or participate in delivering programs, they are not required to do so. Chapel programs are streamed live so that faculty and staff unable to attend physically can still access these programs. Being aware of what has been presented in Chapel programs gives professors and work supervisors the ability to engage in “water cooler” talk with students on spiritual topics, or to tie a spiritual thought shared in Chapel into their lecture or staff meeting, thus providing another opportunity for the integration of faith, living and learning.

In 2007 the Seventh-day Adventist Theological Seminary instituted a mandatory Tuesday chapel requirement for all its students, faculty and staff.

Student Counseling Programs and Prevention

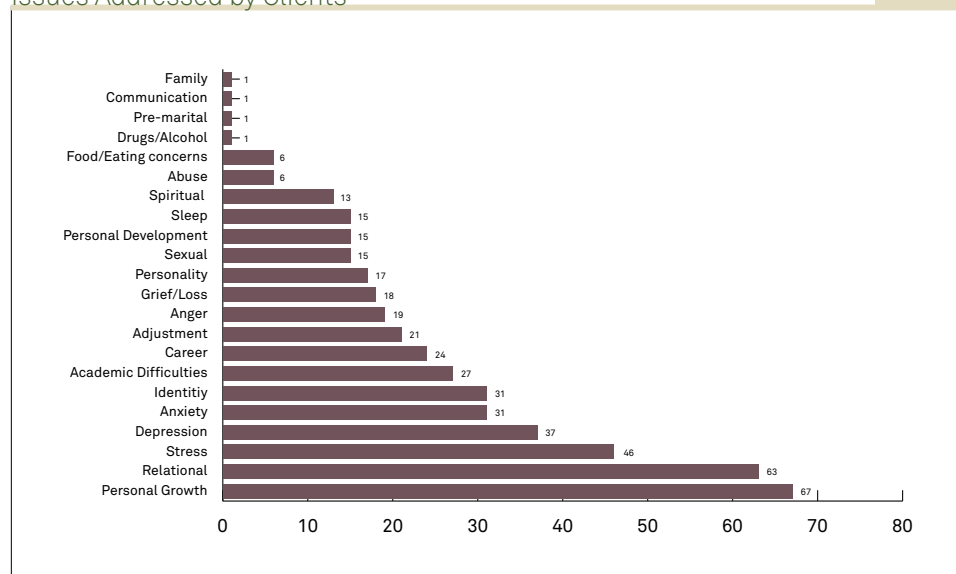
8.3.1 *The Counseling & Testing Center seeks to serve the student body of the University with a variety of programs and services encouraging wholistic development within the context of the University and Church missions.*

³¹ www.andrews.edu/sem/Worship/Readings/Worship%20attendance%20policy%20June%2009%20M.pdf

*Mission, Philosophy and Practice: The Counseling & Testing Center*³² contributes to the overall mission of Andrews University by endorsing a wholistic approach in working with students. The Center seeks to facilitate the integration of the emotional, intellectual, physical, social and spiritual qualities of the individual, with the goal of assisting each client to reach his or her potential. The Christian perspective of the Center, giving emphasis to individual will and choice, mandates respect for the individuality and dignity of the client at all times. In serving a highly multicultural population, Center staff members are sensitive to the uniqueness of each individual.

Center staff members recognize that the stress experienced in a challenging academic environment during a critical developmental phase can lead to problems which can be alleviated through therapeutic intervention. Thus, in their work they attend to the developmental, environmental and remedial concerns of individual students. The Center believes that the counseling relationship is a cooperative endeavor on the part of the counselor and the client, aimed at helping the client function more effectively and efficiently as an individual. The counseling approaches used facilitate the development of the whole person. While the client is responsible for decision-making, the counselor helps in finding healthy solutions to problems. The graph lists issues addressed by Center clients and the percentage of clients who addressed that issue with a counselor.

Issues Addressed by Clients



³² www.andrews.edu/services/ctcenter/

The Center administered 1,585 psychological, academic-aptitude and career-interest instruments during the August to December 2008 time period. A major group of these tests include a battery of career and wellness tests given to every incoming freshman. Results are reviewed with each student, with special attention paid to those who may be at greatest risk for depression in the transitional year. As a member of the Division of Student Life, the Center serves in a collaborative capacity, referring students as needed to other resources including University Medical Specialties, Office of Campus Ministries, University Center for Reading, Learning & Assessment, Student Success Center, academic departments, and residence hall personnel.

Staff members are committed to a preventive approach, since interventions are often most effective when they are offered before problems develop.

The Center places a strong emphasis on campus outreach and consultations with faculty and staff. Staff members are committed to a preventive approach, since interventions are often most effective when they are offered before problems develop. The Center conducts two Wellness Weeks each academic year, including a wellness fair and a variety of educational presentations. It also coordinates an array of Tuesday Choices three times a semester, offering workshops on such issues as relationships, addictions, depression, stress and anxiety, proper nutrition, personal discovery and career preparedness.

The Center is fully accredited by the International Association of Counseling Services and remains committed to the good practice of psychology as determined by the ethical code of the American Psychological Association and the laws of the State of Michigan.

Client Satisfaction. Counseling & Testing Center clients respond to an anonymous satisfaction survey throughout each semester of the academic year. The results of the surveys contribute to the formative and summative components of the Center's self-evaluation efforts. Clients are encouraged to fill out the anonymous questionnaire during four separate weeks throughout the year. A summary of the 2007–2008 survey reveals that nine percent of those served were international students. Thirty-seven percent were seen by a master's level intern,

and 63 percent were seen by a staff therapist. Ninety-five percent said they would refer a friend to the Center, and 100 percent said they would return to the Center. The overall mean for client satisfaction was 4.5 on a 5-point Likert-type scale (see table for details).

Question Regarding Satisfaction	Mean Satisfaction
Helpfulness of the staff who greeted you—support staff	4.4
Process of obtaining service	4.4
Time it took to see a counselor—responsiveness	4.5
Way you were treated by your counselor—care	4.7
Strict confidentiality regarding your contact	4.7
Outcome of service—helpfulness	4.2
Length of service—number of sessions	4.3
Quality of services	4.4
Overall Satisfaction Mean	4.5

5=extremely satisfied; 4=very satisfied; 3=neutral; 2=very dissatisfied; 1=extremely dissatisfied

8.3.2 *The Division of Student Life shapes and strengthens a culture of prevention by administering and responding to a quinquennial Risk Behavior Survey.*

In 2005 Andrews University administered its third quinquennial survey measuring student at-risk behavior patterns and the protective factors which contribute to healthy decision-making.³³ This ongoing survey process, overseen by the Department of Behavioral Sciences, has provided three valuable outcomes:

- **Reliable data has been generated on the extent of at-risk behaviors.** This data has helped to answer questions about the extent of inappropriate substance³⁴ use and other risk behaviors at Andrews University. Among other things, the findings indicate that our students use alcohol, tobacco and other drugs at about one-third the rate of the general United States college student population. Longitudinal analysis has shown that substance use/abuse rates are not increasing and there has been very little, if any, “cultural leveling” with national averages. These results have been reported to the General Conference, the Andrews University board, and other University groups, helping them offer definitive answers to questions they may receive about alleged rates of use at the University.

³³ Reference 8-7

³⁴ Alcohol, tobacco, illegal drugs

- **Key protective factors have been identified within the Andrews University environment.** These factors include the primary role of spirituality and the faith community, the importance of faculty and staff mentoring, and the value of parental bonds. Knowing the factors that play the greatest roles in preventing at-risk behaviors has enabled the Division to focus resources and strategic planning more effectively.
- **Opportunities for student research and scholarly contribution have been created.** The survey projects have provided excellent training in research for Andrews University students, who have won awards for their work. This has not only raised awareness of the low rate of use at Andrews University, but highlighted the emphasis on student research. Andrews students have demonstrated these protective effects and the lack of cultural leveling in the scholarly literature.

Using the results of the 2005 survey, a number of steps have been taken to shape and strengthen a culture of prevention on campus. Some of these have already been noted, but are repeated here for their contextual value. In the past five years, the Division has:

- **Strengthened protective relational factors.** There has been an increased level of support given to students' relationship with God by restructuring campus spiritual leadership and allocating additional financial resources to Campus Ministries. The new integrated co-curriculum also offers a greater variety of opportunities for faith development. Relationships with faculty and staff have been encouraged with the addition of annual residence hall retreats and a required co-curriculum that encourages faculty and staff engagement through home vespers and academic department activities. An emerging framework for restorative discipline also encourages relationship building and maximizes a student's campus support system. Plans to partner more closely with parents are demonstrated by making parent relations a high priority in the job description of the new associate dean for Student Life, Paul Buckley.
- **Strengthened campus education and prevention programs.** Campus Ministries has used a newly minted Power Pac Weekend format as an extended opportunity to address issues pertaining to a wholesome Christian lifestyle. Tuesday Choices also offer a wide variety of wellness workshops six times during the year, in addition to the Wellness Week already conducted each semester by the Counseling & Testing Center.

The recent appointment of a full-time Social Recreation Event Coordinator has allowed the Division to focus on creating attractive, high-quality social opportunities offering healthy social and recreational opportunities for students. New programs such as AUIQ and AU's Got Talent have met with great success.

- ▶ **Strengthened student awareness and commitment to community values.** A restructured Community Values Agreement is located prominently within the application and enrollment process. Commitment to the Community Values Agreement is renewed each semester as students register online for classes. In addition, the Four Hallmarks of Student Life³⁵ provide a framework for marketing our unique institutional character and expectations with new students and reinforcing them with current ones. Among these is the adoption of “A Wholesome Lifestyle.”
- ▶ **Strengthened education of Andrews University faculty, staff, trustees and other constituents.** The research has been used in faculty in-service training, educating them on their role as mentors and how that protects students from at-risk behaviors. Administrators and trustees have been equipped with reliable data to correct misperceptions and present a realistic picture of campus usage rates. More importantly, campus leaders are now empowered to speak about the protective advantages of attendance at Andrews University, and to advocate for a continued strengthening of the University's unique spiritual and relational aspects.

As the Division looks to the future and another round of data gathering in 2010, plans are being developed for utilization of the new study.

- ▶ **Social Norming.** Andrews University has already led the way among other Adventist institutions in breaking the stigma of studying at-risk behavior on campus. The University hopes to continue on this path of transparency by using new data to launch a social norms campaign. This campaign will help students understand that they are in the majority when making positive choices. Social norming is one of the most effective prevention strategies available for the college campus, and the plan is to use it to lower Andrews' already below-average usage rates.
- ▶ **Perspectives on Increased Reporting.** The Central Office of Student Life has noted a slight increase in the number of

Commitment to the Community Values Agreement is renewed each semester as students register online for classes.

³⁵ *Student Handbook*, p. 159

reported at-risk cases. New data could reveal whether this is related to an improved culture of student care and reporting or to an actual change in usage. Any changes, positive or negative, in self-reported usage would help us craft new strategies and priorities for the next five years.

- **Added Measures.** The 2005 survey added new measures for sexual conduct and gambling. In the 2010 survey the Division hopes to explore the possibility of further measures such as reported levels of online gaming behavior and the degree to which students are aware of Andrews' community values and policies and pertinent State of Michigan laws.
- **New Student Orientation.** The Division intends to use 2010 data on students' awareness of institutional values and state laws to measure the effectiveness of our new student communication and orientation processes. We plan to strengthen these processes where necessary to increase levels of student awareness, ownership and self-discipline.

8.3.3 *The Division of Student Life leads a campus-wide effort to create a culture of responsible reporting and student care through the coordinated efforts of the University Student Intervention Team (USIT).*

After Virginia Tech: The April 16, 2007, shootings on the campus of Virginia Polytechnic Institute and State University prompted colleges and universities across the nation to reassess their mental health and public safety protocols. That incident, coupled with a student's attempted strangling of an Andrews University professor on the same morning, called for an immediate response. A campus Mental Health Taskforce was established, experts were engaged, and best practices reviewed. By fall semester 2008 the University Student Intervention Team (USIT) had been formed, comprised of the vice president for Student Life, the director of Counseling & Testing, the director of Public Safety, and a faculty representative.³⁶

The USIT Process: In order to provide early and appropriate interventions, Andrews faculty, staff and students are now asked to report to USIT any behaviors they observe to be disturbing, disruptive or dysfunctional. This is particularly important when behavior may be potentially harmful to the health and safety of the individual

³⁶ www.andrews.edu/services/safety/procedures/

or community. Members of USIT review the report and implement an investigative process to determine the actual level of risk. An appropriate course of action is established and intervention services are activated to provide support to the individual and to address behaviors that may jeopardize the safety of the campus at large.

USIT Awareness and Activity: A program of campus-wide awareness was rolled out in September 2008, with a visit from W. Scott Lewis from the National Center for Higher Education Risk Management. Lewis addressed a student body forum, and consulted with members of USIT and campus administrators. USIT began meeting weekly in the 2009 spring semester and has since handled nine cases, five of which have required protective care for the student. In April 2009, a faculty and staff training framework was presented to the President's Cabinet for implementation in the 2009 fall semester. This will further educate the campus about legal, mental health and student conduct trends in higher education, and how to utilize the University's intervention mechanism.

USIT began meeting weekly in the 2009 spring semester and has since handled nine cases, five of which have required protective care for the student.

Student Housing and Residential Programming

8.4 *The University Housing units promote student spiritual growth as part of the University's plans for spiritual development. Student feedback helps staff plan and prepare for improvements in the spiritual curriculum.*

A Residential Campus: Andrews University operates under a residential living philosophy similar to that of many Adventist institutions. All students who are single and under the age of 22 must live in one of three campus residence halls, unless residing in the community with a parent, close relative or full-time University employee. In 2008 Lamson Hall housed nearly 600 female residents; Meier and Burman Halls accommodated almost 500 male residents. Some older undergraduates as well as single graduate students choose to live in the residence halls, although recent capacity issues have curtailed that opportunity for women.



Meier Hall, undergraduate men's residence

Philosophy and Mission: While providing students with safe and comfortable accommodations, the residential programs see their primary task as developmental. Lamson Hall's mission statement, for example, is "To lead our residents to 'Love the Lord with all their hearts, and souls, and minds, and their neighbor as themselves.'"³⁷ This wholistic philosophy is also reflected in the goals of the men's residence halls:

- Promote an intimate relationship with our Lord and Savior, Jesus Christ
- Embrace cultural/ethnic differences and promote unity
- Mentor wholistic growth in spiritual, intellectual, physical, social and emotional unity
- Use redemptive discipline in upholding policies and expectations
- Teach leadership skills and provide opportunities for residents to exercise them³⁸

³⁷ www.andrews.edu/life/living/housing/lamson/about/mission.html

³⁸ www.andrews.edu/life/living/housing/meier_burman/about/mission.html

Residential Staffing: These objectives are included in the job descriptions of seven full-time residence hall deans (four in Lamson, three in Meier/Burman) who oversee spiritual, educational and

social programming, health club operations, facility management, and housing coordination. Residence hall deans may be assigned responsibility for managing front desk operations, providing evening and co-curricular accountability, and overseeing building safety and security. All deans assist in providing student counseling and intervention, with some having a background in professional counseling and/or ministerial training, which enhances their work.

Resident Assistants (RA's) and Dean's Assistants (DA's) play a key role in fulfilling the mission of the residence halls. More than 40 students are screened and selected for these positions each spring. These leaders undergo an intensive two-week training process just prior to fall semester. Over \$1,000 is invested in each staff member to train, mentor and support them through the year.

Residential Programming: The tone for residential life is established each year through spiritual themes for men's and women's residences. These themes provide focal points for programming and are reinforced by logos emblazoned on student products such as handbooks, manuals, sweatshirts, key chains and water bottles.

New students are welcomed into the residence hall with prayer offered by a staff member in their room. They begin to form a residential community through off-campus residence hall retreats on the final Sabbath of Orientation Week. The women meet in a conference-like setting while the men opt for an extended overnight experience. In both instances, the weekend is focused on worship, community building and bonding with fellow residents, student staff and deans.

Throughout the year, a number of weekly spiritual programs are offered for men and women under the Choices portion of the required co-curriculum. Some programs are delivered by full-time staff, while others are led by student staff or the residents themselves. Programs vary from mid-sized meetings to small group Bible studies. Residential students are required to attend a minimum of ten programs each semester within their residence as part of the 30 required co-

Throughout the year, a number of weekly spiritual programs are offered for men and women under the Choices portion of the required co-curriculum.

curricular programs. This minimum is designed to build and maintain a sense of community.

Community is also built through the social, spiritual and service activities planned by the men's club, Sigma Psi Delta, and the women's club, Kappa Phi Gamma. Lamson Hall's student-led Break Through Ministries operates a prayer ministry and a monthly book club, offers a weekly worship option, and distributes *Insight* and *Women of Spirit* magazines to residents.

Annual Program Evaluation: At the end of each spring semester, residents are asked to rate their satisfaction with residence hall services, including the quality, style and timing of spiritual programming. Opportunity is also given for programming suggestions. Analysis of the 2008 results reveals a solid commitment (on a 5-point Likert scale) to spiritual growth on the part of residents (women=4.37, men=4.23). Residents were more likely than not to say that the residence hall worships had enriched their spiritual lives (women=3.61, men=3.24). Attendance records reveal that women were more faithful than men in attending spiritual programs. These results seem consistent with studies that show religious services are more appealing to women than men.³⁹ Consequently, the men's residence hall is exploring more effective ways to connect spiritually with residents. The development of a new "Man Class," focusing on some of the more practical aspects of Christian manhood, will be one such attempt.

Office of Family & Graduate Housing: Students over the age of 22 who do not live in a residence hall may opt to live in one of the 310 University apartments managed by the Office of Family & Graduate Housing. These units range from one-bedroom efficiencies to four-bedroom family apartments.

In addition to providing maintenance and rent collection services, Housing staff members attend to the needs of the community they oversee. Tenants receive monthly newsletters filled with activity announcements, public notices, want ads, spiritual thoughts and recipes. Housing staff pray for seven tenants each day, specifically

³⁹ www.christianpost.com/article/20090303/women-more-likely-than-men-to-pray-believe-in-god/

mentioning prayer requests received in response to a “What can we pray for?” e-mail query to each resident. Social and spiritual activities planned for tenants include winter tubing, a beach party on Lake Michigan, supper and vespers at the park, and a fall festival. The office also responds to the transitional and financial needs of its many international and low-income tenants by cooperating with Pioneer Memorial Church’s twice-weekly food ministry, the local Adventist Community Services Center (Neighbor to Neighbor), and other social service agencies. In the event of a student or family crisis, the director of Family & Graduate Housing works closely with the Central Office to determine the best response. The Housing office collaborates with the summer day camp operated by Pioneer Memorial Church, FLAG⁴⁰ Camp, to offer reduced rates for children of students.

Housing staff pray for seven tenants each day, specifically mentioning prayer requests received in response to a “What can we pray for?” e-mail query to each resident.

Student Demographics and Targeted Initiatives

8.5 *Acutely aware of the diversity of the student body, the University seeks to identify the unique needs among various groups and plans to meet those needs in a variety of ways. Academic and Student Life personnel collaborate in planning and responding to these groups.*

Students not Affiliated with the Adventist Church: Students who do not belong to the Seventh-day Adventist faith make up a small minority of the student population, with only seven percent of undergraduate students and eleven percent of graduate students identifying as “Other Faith” or “None” upon enrollment. Providing an inclusive environment for such students in a setting dominated by Seventh-day Adventist students, faith practices and subculture poses a challenge.

On a day-to-day basis much of Andrews University’s success in this arena relies on the sensitivity of individual faculty and staff members. In programs such as physical therapy or architecture, where there are higher concentrations of students who are not Adventists, faculty and staff may be more attuned to this group’s varied needs. The Doctor of Physical Therapy program, for instance, works with the Department of Religion & Biblical Languages to offer a comparative religions course.

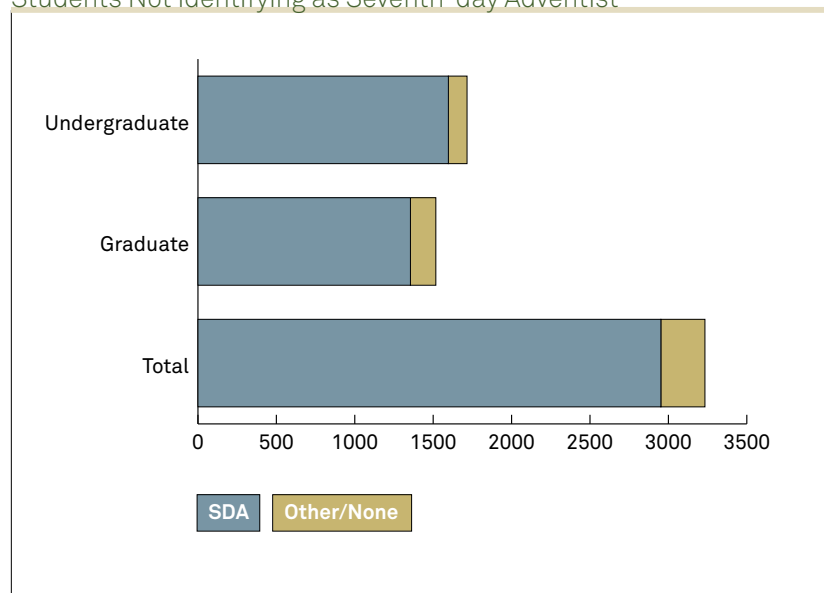
⁴⁰ www.pmchurch.org/article.php?id=6#FLAG

This helps students to appreciate the diversity of religious experiences within their department, as well as of the patients they will serve. The department has also instituted a voluntary, student-led Chapel service that encourages students of varying denominations to affirm each others' faith on a weekly basis.

In the area of campus-wide spiritual programming the possibility of exclusion is the greatest. The assumption many guest speakers make is that they are addressing a group comprised totally of Seventh-day Adventist young adults; in their talk they may alienate those who are neither Adventist nor young adults. Greater care is being taken by our chaplaincy staff to orient Chapel speakers to the diverse make-up of their audience.

An equally detrimental assumption is that students of other faiths are not committed Christians and need to be converted, or that they pose some type of threat to the values of Adventist students. In fact, students of other Christian faiths have often chosen Andrews University specifically for its Christian environment and may be eager to support common spiritual values and respect those that are uniquely Adventist. Publicly affirming the faith of these Christian students on campus may help to overcome these unfortunate stereotypes.

Students Not Identifying as Seventh-day Adventist



The possibility of religious “culture shock” is especially acute for new students. Beginning with the 2009 New Undergraduate Student Orientation, additional measures are being taken to welcome and acclimatize students who are either not of the Adventist faith or who have never studied in an Adventist educational institution.

For the benefit of students who are unfamiliar with Adventism, new language has been added to the “Faith-Based Institution” section of the 2009 *Student Handbook* outlining some of the central tenets of the Adventist faith.⁴¹ The Community Values Agreement also alerts incoming students to some of the institution’s beliefs and practices and has, at times, sparked valuable conversations.

Adult Learners: With over 1,500 graduate and post-graduate students on the Andrews campus, adult learners comprise almost half of the student population. In the undergraduate population, however, adult learners (or “non-traditional” students) make up a small minority (eight percent) of students. Adult learners, defined as students 25 years or older or those with children in their care, may have different learning styles than their younger counterparts; often carry primary roles other than that of “full-time student,” juggling multiple responsibilities; and are more focused on earning a degree than on having the “college experience.”

Again, success in meeting the needs of this population may depend largely on the knowledge and sensitivity of individual faculty or staff members. Those working in graduate programs will be very familiar with the issues and needs of adult learners, while those in undergraduate programs may not be as aware. Undergraduate programs with higher concentrations of adult learners, such as social work, have proven to be especially accommodating. More could be done to educate Student Life employees about the needs of this population. While residence hall deans focus largely on a traditional undergraduate population, other members of the Student Life team are more likely to encounter adult learners and could benefit from staff development in this area.

For the benefit of students who are unfamiliar with Adventism, new language has been added to the “Faith-Based Institution” section of the 2009 Student Handbook outlining some of the central tenets of the Adventist faith.

⁴¹ *Student Handbook*, p. 160

Special accommodations have been made in the required undergraduate co-curriculum for adult learners, reducing their requirement by 50 percent and offering them the added flexibility of viewing programs online. The campus Children’s Learning Center, The Crayon Box, also serves the needs of students with children, as do the many churches, church schools and Sabbath Schools in the area. Pioneer Memorial Church’s summer “FLAG Camp” continues to be an important resource for students with children.

Graduate Students: The Andrews University Graduate Student Association (AUGSA) was formed in 1987 with the mission “to consider, evaluate and meet the academic, social, spiritual and career needs and concerns of graduate students.”⁴² All graduate students registered with regular or provisional status in all the schools and colleges of the Berrien Springs campus are voting members of the Association. Six officers, one from each of the University’s schools and colleges, are selected according to the Association’s Constitution and Bylaws. All AUGSA candidates must maintain a 3.0 cumulative GPA to be eligible for and to hold office. Candidates must exemplify good citizenship and receive an endorsement from a faculty advisor.⁴³ A portion of the General Student Fee goes to the AUGSA to fund its activities.

The last several years have seen renewed levels of AUGSA leadership and activity on behalf of graduate students.

The last several years have seen renewed levels of AUGSA leadership and activity on behalf of graduate students. Most recent has been the creation of a Graduate Student Week of Spiritual Emphasis, held in conjunction with the Seminary Student Forum. Other events include home vespers, debates, game nights, potlucks, barbecues, and the annual Valentine’s Banquet. The current slate of officers will be considering how to further an action step within the University’s Strategic Plan that calls for the creation of a common meeting space for graduate student use.

The associate dean for Student Life, Steve Yeagley, is the AUGSA advisor and also serves as the primary dean for graduate student needs and concerns. In addition, Seminary graduate students are supported by the services of Dr. James North, who is responsible for Seminary

⁴² www.andrews.edu/gsa

⁴³ *Student Handbook*, pp. 194–195

student life and spiritual support, and Dr. Peter Swanson, who responds to counseling needs in the Seminary population.

Women in the Seminary: Over the last decade, the Seventh-day Adventist Theological Seminary's population has seen the number of women enrolled more than double, from 49 in 1999 to 108 in 2009. The percentage of women at the Seminary has gone from 11 percent in 1999 to 13 percent in 2009, with six women now serving on the teaching faculty of the Seminary. In 2004, the Center for Women Clergy was formed to respond to the needs of this small but growing number of women in ministry.⁴⁴

The objective of the Center is to take an active part in creating community among Adventist women clergy and in gathering resources to assist them in their ministry as pastors, chaplains and theologians. The Center reaches out to all women considering, pursuing or currently engaged in clergy ministry with the goal of enhancing the work of God and His church in bringing the good news of Jesus Christ to all peoples.⁴⁵

Undergraduate Students: The Andrews University Student Association is the hub of undergraduate student governance and activity. The purposes of the AUSA are to:

- Serve the University community and contribute to the fuller unfolding of the Adventist program of education
- Serve as a channel for organizing student activities
- Provide a vehicle for the expression of student opinion
- Provide opportunity for leadership experience and the development of skills in organization and administration⁴⁶

All undergraduate students taking at least five credits are automatically members of the Student Association. AUSA officers are elected each year according to its Constitution and Bylaws. Candidates for AUSA elections must be members of the AUSA, have a cumulative grade point average of at least 2.25, as well as a satisfactory citizenship record. No student who is on academic probation, citizenship probation or who has been on citizenship probation or suspended during the school year

⁴⁴ See section 7.3

⁴⁵ www.womenclergy.org/article.php?id=2

⁴⁶ *Student Handbook*, pp. 194–195

in which the election takes place, may be cleared for office or be able to hold office. To be approved as a candidate for office, a student must give prior and ongoing evidence of commitment to the standards and objectives of Andrews University.⁴⁷ A portion of the General Student fee goes to the AUSA to fund its activities.

During the 2008–2009 academic year, the AUSA has been especially active in working with faculty, staff and other student organizations in promoting “green” initiatives, including the establishment of a campus-wide recycling program. They have worked with faculty in the aforementioned effort to create an Academic Honor Code.

They have overseen the planning of several annual social traditions, such as the Labor Day Blast, AUSA Banquet and weekly AUSA Vespers. The organization also produces the following publications: *Student Movement*, the campus’ student newspaper; the *Cardinal* yearbook; and the *Cast*, the student, faculty and staff directory. The associate dean for Student Life, Paul Buckley, serves as the AUSA advisor, and is assisted by faculty members who advise the student publications.

Undergraduate Community Students: Nearly 700 undergraduate students, or about 40 percent of the undergraduate population, live in the community and commute to campus. The associate dean for Student Life, Paul Buckley, was recently given the responsibility for undergraduate community students; he will be crafting a set of initiatives to tie these students more directly to campus life. In addition to overseeing the approval process for living off-campus, he will respond to community undergraduate needs and concerns.

Students with Disabilities: Students with registered disabilities made up just over 1 percent (39 students) of the student population in 2009, ranging from physical and learning disabilities, to visual and hearing impairments, to chronic illnesses that result in disabilities. The University acceptance packet includes a notice that students with documented disabilities are entitled to the services of the Disability Support Officer in the Student Success Center. Students with suspected

...the AUSA has been especially active in working with faculty, staff and other student organizations in promoting “green” initiatives, including the establishment of a campus-wide recycling program.

⁴⁷ *Student Handbook*, p. 195

disabilities may receive assistance from the Center in locating proper diagnostic services.⁴⁸ Many students are directed to the Center's services through notices about disability accommodations in course syllabi. There have been two initiatives to support the spiritual needs of disabled students. The hearing-impaired community in Berrien Springs offers interpretive services at a local Seventh-day Adventist church service. This moves from church to church, depending on where the core group chooses to worship that week. A visually-impaired doctoral student plans to start a small group Bible study for other disabled persons during the fall 2009 semester.

International Students: The Office of International Student Services serves nearly 800 students with international visas or immigrant status, who come from every division within the General Conference of Seventh-day Adventists. The department offers immigration advice and documents, travel tips, orientation and scholarship information, general counseling, and referrals to other University services.

Students are supported and connected to one of approximately 20 international student organizations. These clubs represent their respective countries and cultures to the University and its constituents.



International Flag Raising Ceremony

⁴⁸ See Section 5.1.3



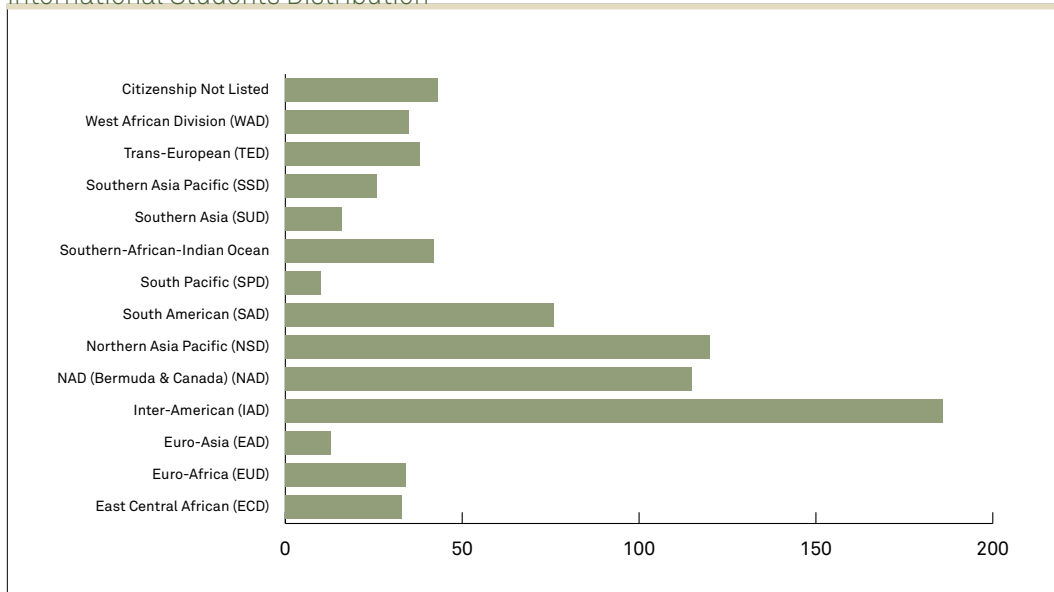
New servery in Dining Services

International Week, held each spring semester, showcases the activities of these clubs through Chapel and Sabbath services. The week culminates in the International Food Fair which attracts large numbers of visitors each year, grossing over \$20,000 in support to these organizations.

A newly redesigned Dining Services now offers a daily ethnic food line, with dishes prepared by a cook from the culture represented on any particular day.

Over a dozen area churches and campus fellowships, meeting anywhere from once a month to once a week, provide a sense of spiritual connection for believers from various cultural traditions. The on-campus Pioneer Memorial Church, with the words “An House of Prayer for All People” chiseled over its entrance, is a truly multicultural congregation served by a diverse staff, including two African Americans, one East Indian, and three women. Additionally, the student-led Fusion worship service draws over 850 students each month for a Friday night experience that intentionally blends the contributions of various ethnic groups on campus.

International Students Distribution



- Ethnic Seventh-day Adventist Churches**
- All Nations
 - Highland
 - Korean
 - Michiana African
 - Michiana Fil-Am
 - Niles Philadelphia
 - Spanish
- Ethnic Campus Fellowships**
- Beit B'Nei Shalom
 - Chinese
 - Francophone
 - Indian
 - New Life
 - South East Asia
 - South Pacific Division
 - Zimbabwe

SUMMARY AND RECOMMENDATIONS

Summary

1. The Andrews University Division of Student Life is committed to the University mission and seeks to support the Seventh-day Adventist Church in all its operations. A co-curriculum document provides a framework for planning and implementing a wholistic approach to student development.
2. The Division of Student Life orients students to the mission and values of the University and Church, using the Four Hallmarks of Student Life.
3. The diversity of students attending Andrews University is celebrated and protected throughout the Division. Programs are in place to support the various groups of international students, those with special needs, and other unique characteristics.
4. The Office of Campus Ministries and Student Life collaborate to encourage growth in spirituality and commitment to the Seventh-day Adventist Church throughout the student body.
5. As they address lifestyle and behaviors of students, the Division of Student Life seeks to restore the lives of students and to advance the mission of the University and the Seventh-day Adventist Church.

6. All activities planned by the Division of Student Life are designed to support spiritual development and advancement of the spiritual goals of the institution. Processes are in place to ensure that student organizations meet these expectations.
7. The Division of Student Life collaborates with Academic Life to develop spiritually mature, ethical and committed young adults who can lead in their churches and communities.
8. Evaluation of Student Life programming provides data for future improvement of the co-curriculum.
9. Student counseling and prevention programs help students develop healthy social, emotional, intellectual, physical and lifestyle habits. In collaboration with the Department of Behavioral Sciences, data about the students informs these efforts.
10. A Mental Health Taskforce and University Student Intervention Team (USIT) help protect the campus from potentially harmful behavior on the part of students.

Recommendations

1. The Division of Student Life should continue to implement the co-curriculum, including leadership development opportunities for undergraduate students.
2. Efforts to improve the Chapels and Choices programming and student attitudes about the programming should continue.
3. Increased attention should be given to how Student Life and Campus Ministries personnel interact with students not affiliated with the Seventh-day Adventist Church.



CRITERION 9

Public Relations
and External
Constituencies

TABLE OF CONTENTS

Enrollment Management	217
9.1.1 The mission and goals of the Enrollment Management team are congruent with those of Andrews University.	217
9.1.2 The Division of Enrollment Management is organized to interact with prospective students effectively.	218
9.1.3 Andrews University collaborates with other Seventh-day Adventist Church institutions of higher education in recruiting prospective students.	220
9.1.4 Andrews University has improved the marketing strategies used to communicate with prospective students.	220
9.1.5 Graduate student recruitment and admissions is managed through the School of Graduate Studies and graduate programs.	224
Integrated Marketing & Communication	225
9.2.1 Recently organized, the Office of Integrated Marketing & Communication has a coherent mission and plan that supports and communicates the unique mission and values of Andrews University.	225
9.2.2 New initiatives include developing brand coherence and architecture to promote consistency in how the University is presented.	228
9.2.3 The Office of Integrated Marketing & Communication communicates effectively with the campus community.	228
9.2.4 Community response to the University is positive, as evidenced by both media coverage and personal contacts.	230
9.2.5 The University web presence has been enhanced and improves internal and external communication for the University.	231
Other Constituencies	232
9.3.1 The Office of Alumni Services is proactive in encouraging alumni and others to stay connected with each other and the University.	232
9.3.2 The University Offices of Development and Planned Giving & Trust Services communicate directly with donors in several ways, in addition to the methods outlined above.	234
9.3.3 Several methods are used to communicate with Board of Trustees members. The Seventh-day Adventist Church constituency has multiple opportunities to be aware of University events and activities.	235
9.3.4 Improved communication of the revised mission and brand architecture with affiliate and extension campuses is planned.	235
Summary and Recommendations	235

PUBLIC RELATIONS AND EXTERNAL CONSTITUENCIES

The institution's public relations program will provide an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institution and that positions the college/university and its mission positively in the minds of various constituent groups.

The University communicates extensively with multiple internal and external constituencies. These groups include prospective students, current students, alumni, faculty and staff, donors, and local, national, and international communities within and outside the Seventh-day Adventist Church. The sections below will describe the various modalities used for different constituencies.

Enrollment Management

9.1.1 *The mission and goals of the Enrollment Management team are congruent with those of Andrews University.*

The mission of Enrollment Management at Andrews University is to build effective relationships with prospective students and internal and external key stakeholders and influencers to help them best understand God's plans for their lives and, where appropriate, to successfully enroll them as students at Andrews University.¹

Former Provost Heather Knight and Stephen Payne, Vice President for Enrollment Management and Integrated Marketing & Communication, established an Ad Hoc Enrollment Growth Think Tank to strategize enrollment growth initiatives for the University. As part of these discussions, the University has revamped its undergraduate admissions policy and procedures, and improved the services provided by the Division of Enrollment Management.

In 2001, a campaign was launched to be more proactive in communicating with prospective students. A program within Banner,[®] *preVue*, was designed to facilitate personalized communication

¹ Reference 9.1

with prospective students by Enrollment Management, academic departments, Student Financial Services and the residence halls. Enrollment coordinators were added to specialize in recruiting students for specific areas, such as health professions.² A guest relations coordinator arranges formal and informal opportunities for prospective undergraduate students to visit the campus and meet with faculty, Division of Student Life staff and current students. A graduate enrollment coordinator was added to facilitate communication with graduate applicants.

Recently, University leaders verified that previous Enrollment Management goals from the 2001–06 Strategic Plan were achieved, as noted below:

- Developed seamless systems with customer-driven processes and personal touch
- Collaborated with others to develop consistent and effective marketing and communication approaches
- Expanded efforts to recruit among high school students at schools not owned and/or operated by the Seventh-day Adventist Church
- Increased undergraduate enrollment

The goal since 2007 is to increase the yearly enrollment of FTIACs³ at Andrews University from an average of 300 to above the 400 mark and to increase the transfer enrollment from an average of 165 to above 200 students.

9.1.2 *The Division of Enrollment Management is organized to interact with prospective students effectively.*

The Division of Enrollment Management oversees the process of creating interest in Andrews University as an educational choice for prospective students and their families. The team works with these prospective students throughout the processes of inquiry, campus visits, application, communication, admission and enrollment. Enrollment Management works in partnership with the Office of Integrated Marketing & Communication (IMC), the Student Success

² See Section 9.1.4

³ First-Time-In-Any-College students



Academy students participate in an activity at the Aviation department during Junior Preview.

Center, academic advisors, the Office of Student Financial Services, and the Division of Student Life.

Three parts of the Enrollment Management team contribute equally to the enrollment process. Recruitment connects with prospective students on campus, at high schools and colleges, and through various events during the year. Prospective students have an opportunity to begin the application process. Recruitment officers provide guidance through multiple means of communication throughout the application and enrollment processes. Guest Relations facilitates the visits of prospective students individually, in groups, or at events; and coordinates connections throughout the campus. The role of Admissions is to enter application documents accurately and in a timely manner to move each applicant through the admissions process, culminating in their enrollment.

These goals and processes have helped to increase the FTIAC enrollment from 290 in fall 2006 to 396 in fall 2008 and to increase the undergraduate transfer enrollment from 141 in fall 2005 to 174 in fall 2008. Current applicant and admissions numbers for fall 2009 suggest continued improvement in enrollment.

9.1.3 *Andrews University collaborates with other Seventh-day Adventist Church institutions of higher education in recruiting prospective students.*

At the middle of this decade, a significant shift for Andrews University and the North American Division system of Adventist higher education was to create a unified marketing strategy that moves beyond a focus on Adventist secondary schools to reach out to high school-aged Adventist students who do not attend schools within the Adventist system.⁴ Andrews University participates actively in the Adventist Association of Colleges and Universities and Adventist Enrollment Association joint marketing campaign to these students. Andrews representatives also serve on the Joint Marketing Committee that has overseen these efforts.

This national campaign, which includes direct marketing and a central website⁵ for the system, has been designed to communicate the benefits of a Seventh-day Adventist college or university education to these students who, according to national research, are not well informed about Adventist colleges. While initial enrollment numbers system-wide are still relatively small, Andrews University has as many or more of these students enrolled as have the other Adventist institutions of higher education.

9.1.4 *Andrews University has improved the marketing strategies used to communicate with prospective students.*

The Division of Enrollment Management now carries out a multi-pronged approach to recruitment of prospective students. It has added a focus on students outside the traditional feeder academies, including those in public high schools, international students and home-schooled individuals. Inauguration of an undergraduate Andrews Partnership Scholarship (APS) in 2002,⁶ guaranteeing four years of merit-based financial assistance, has encouraged more freshmen and transfer students to choose Andrews University. These initiatives have generated the highest enrollment in Andrews University history and the largest freshman class in the past 25 years.

Andrews University participates actively in the Adventist Association of Colleges and Universities and Adventist Enrollment Association joint marketing campaign to these students.

⁴ Reference 9-2

⁵ www.adventistcolleges.org

⁶ 2009–2010 Bulletin, p. 70

To achieve this, the Enrollment team has done the following:

- Enhanced the on-campus visit program for both individuals and groups, using a broader team approach and improving the ability of the staff to meet individual prospective students' needs and questions.
- Made a concerted effort to speed up the admissions process by working with feeder schools more actively to get transcripts and ACT/SAT scores. The admissions process has been standardized by developing threshold levels that allow automatic admission for any student meeting the criteria.⁷ Only prospective students who are exceptions to these criteria are discussed individually by the Undergraduate Admissions Committee.
- Increased the number of Adventist academies visited and the number of visits, especially during second semester. The team follows the AEA guidelines,⁸ allowing recruiting activities outside our specific territory.
- Changed the methods used to recruit prospective students from outside the Seventh-day Adventist secondary school system. A full-time recruiter has been appointed to work exclusively with this population. The post is currently held by Andrea Jakobsens, who oversees a spiritual retreat, *Standout*, for public school students on the Andrews campus. This event attracted nearly 200 participants in spring 2009. She also participates in public school retreats and camp meetings held by conferences throughout and beyond the Lake Union. A ministry team has been developed to lead out in these retreats and camp meetings, and targets key feeder churches.



Standout, a spiritual retreat for public high school students

⁷ 2009–2010 Bulletin, p. 32

⁸ Reference 9-3

- ▶ Assigned other specialized recruiters. One works with prospective students interested in health careers offered at Andrews University. Another develops materials for the Hispanic population, attends several Hispanic events each year including Adventist Hispanic camp meetings, and conducts a local Hispanic college fair in partnership with three other area colleges.
- ▶ Approved additional scholarships⁹ to recognize the National Achievement Finalists (for African-Americans), the National Hispanic Recognition Program Scholars, and exceptionally high scores on the ACT or SAT.
- ▶ Developed an agreement, in collaboration with academic committees, with an Adventist school in Norway where specific courses taken during the 13th year in Norway count toward the general education requirements at Andrews University. A goal is to expand this agreement to other European Adventist colleges with similar programs.

Overall freshmen enrollment from public and other non-Adventist private schools has grown from just under 70 to over 150 during the last four years. This represents an increase from 22 percent to 38 percent of new freshmen.

Additional changes in marketing strategy include the following:

- ▶ Moved from indirect to direct marketing methods by changing the focus from general and non-personalized communication and advertising to more personalized and direct communication. These strategies include customized packets of information and expanded telecounseling. An online resource called *preVue* allows department faculty and staff to review the overall profile of a student, University communication to date, and the elements required for admission and enrollment, including the steps that the student still needs to take.
- ▶ Changed from being reactive to proactive throughout the recruiting and admission cycle, with campaigns and messages that reinforce the spiritual dimension, the academic strength, extracurricular opportunities, and discipline-specific information. The goal is for information to flow to students on a three-to-four-week cycle throughout the year leading to enrollment. Campaigns that target prospective students during the freshmen through junior years in secondary school have

⁹ 2009–2010 *Bulletin*, pp. 70-71

been added. Follow-up communication is conducted with students who were admitted but did not enroll, with the hope we can attract these students as transfer students later in their college career.

- ▶ Developed a relationship-focused, integrated communication system in harmony with Enrollment Management’s mission statement. This system focuses on building relationships with prospective students, starting with a desire to understand God’s calling for these students’ lives, and then building a communication plan to connect each student with the specific options and ways Andrews can help fulfill those plans. Built on increasingly personalized communication, from e-mails to letters to phone calls, the intent is to respond to each student’s personal interests and needs. These expanded communication tracks and systems are monitored in each student’s profile. The web-based system, *preVue*, tracks overall communication, checklists for admissions and enrollment, a student’s academic profile, and creates communication reminders.
- ▶ Improved the print communication plan including the creation of a new marketing campaign and look early this decade. The theme “Seek Knowledge. Affirm Faith. Change the World.” is now part of the overall mission statement of Andrews University. The words “Connect” and/or “Let’s be connected” are also used consistently in communication and advertising to prospective students. Everything from stationery to application forms was redesigned and, where possible, streamlined to provide appropriately detailed information in each printed piece.
- ▶ Personalized communication pieces so the prospective student’s name is part of the overall design of the completed piece, including Christmas and Campus Visit postcards and related pieces.
- ▶ Shifted from church magazine advertising as an overall marketing strategy to local and/or direct marketing. Partly this was in response to flat or limited advertising budgets, but it also allows the Division to communicate more directly with target markets.
- ▶ Integrated marketing strategy with academic departments and services. Along with the development of expanded and coordinated communication within the Enrollment functions, there has been an increased emphasis on personal involvement of faculty in recruiting students. Faculty now

Built on increasingly personalized communication, from e-mails to letters to phone calls, the intent is to respond to each student’s personal interests and needs.

have expanded participation in the University Preview campus visit program and individual student visits, and they engage in proactive and direct communication with prospective students. The online *preVue* resource gives academic department's individual student information and overall reporting on applicant/admitted student trends for each academic department.

- Relied more on tested marketing tools and strategies. New marketing campaign(s) grew out of the marketing communication analysis conducted early in the decade by Noel-Levitz. The primary communication pieces developed since then—from a viewbook to individual departmental brochures—have relied on informal but consistent research, including testing of everything from overall concepts, including writing and photography, to the design of the newly developed website.¹⁰
- Planned future marketing goals to include increased use of web 2.0 and social media such as Facebook, Zinch and Twitter.

9.1.5 *Graduate student recruitment and admissions is managed through the School of Graduate Studies and graduate programs.*

A graduate admissions office is staffed by a graduate admissions supervisor, a graduate admissions clerk (0.5 FTE), and a graduate admissions assistant, with student workers helping to manage workflow. An international transcripts specialist evaluates international transcripts for both graduate and undergraduate applicants. Recruitment of prospective graduate students is managed by the specific graduate programs, with some help from the Director of Marketing & Communication and the Strategic Marketing Coordinator, both in IMC. During the spring of 2009, a temporary graduate enrollment coordinator with specific responsibilities for recruiting graduate students was hired by Enrollment Management.

The admissions process is more complicated for graduate students than undergraduate students. More documentation is required and the programs and schools make the final decisions about acceptance. In addition to the application, undergraduate transcripts and test scores, prospective graduate students are required to submit recommendations, a statement of purpose, and in some cases, a work history and/or professional experience form.¹¹ The Office of Graduate

¹⁰ See section 9.2.5

¹¹ 2009–2010 *Bulletin*, p. 47

Admissions collects these documents and communicates with the applicant about outstanding documents. When the file is complete, it is sent to the graduate program and school for evaluation and admission decisions. Over the past several years, the Office of Graduate Admissions has been scanning transcripts and other documents into electronic files. The goal is to manage all admissions processes electronically; however, at this time paper folders with original hard copies of documents are still sent out to the graduate programs for admission of students. While the total number of graduate applications (1,066 in fall 2008) each year is about half that of undergraduate applications (2,220 for fall 2008), the added paperwork and more complex acceptance process increase the labor required for each application.

In the summer of 2008, the Interim Graduate Dean appointed a Graduate Admissions Task Force to evaluate processes and propose improvements. In addition to the online graduate program application, they recommended changes in staffing and space allocation for the Office of Graduate Admissions.¹² The online graduate application has been implemented, but the Banner® system still needs to be programmed to allow data to be inserted directly into the computerized student record. This would eliminate the need to enter data manually. Other recommendations of the Graduate Admissions Task Force have been voted by the Graduate Council and recommended to Administration.

Over the past several years, the Office of Graduate Admissions has been scanning transcripts and other documents into electronic files.

Integrated Marketing & Communication

9.2.1 *Recently organized, the Office of Integrated Marketing & Communication has a coherent mission and plan that supports and communicates the unique mission and values of Andrews University.*

Parents, church administrators and administrative units, church members from around the world, alumni, donors and surrounding community members are acknowledged as external constituents of Andrews University with interests in the success of the institution. Service to the world Church includes affiliations with Church-owned

¹² Reference 9-4

colleges in other countries and programs on extended campuses around the world to help train and professionalize leaders for the Church. Many faculty and administrators also conduct workshops, provide consulting services to church and secular organizations around the world, and sponsor study tours. These study tours often incorporate community service into the educational experience.

In June 2008, Andrews University administration reorganized marketing staff from the Division of Enrollment Management and the Office of University Relations to create a new entity, the Office of Integrated Marketing & Communication (IMC). IMC was formed to tell the story of Andrews University consistently and effectively through a variety of targeted marketing and communication approaches. Their

mission statement reads: “Our goal is to help serve the campus of Andrews University by effectively identifying and solving the University’s varied marketing and communication needs, while also helping to assure that we all tell the story of Andrews University in consistent, powerful and compelling ways.”¹³

The newly formed office and its staff are charged with the goal of collaborating effectively with schools, colleges, programs, departments and individuals to determine and shape the story to be told about Andrews University. Under the leadership of Vice President Stephen Payne, the goal of IMC is to position

Andrews University effectively as a servant to the worldwide Seventh-day Adventist Church, committed to help not only students on the main campus, but literally all who encounter and partner with us, to fulfill—in creative and transforming ways—the goals contained in the university’s mission statement: **Seek Knowledge. Affirm Faith. Change the World.**

To help tell the story of Andrews University, IMC is comprised of strategic marketing and communication staff, providing resources in multiple areas:

- ▶ *FOCUS* magazine
- ▶ *Campus Connection* print newsletter

IMC was formed to tell the story of Andrews University consistently and effectively through a variety of targeted marketing and communication approaches.

¹³ www.andrews.edu/imc



Photo of the Week: Let it snow, let it snow, let it snow! There's no mistaking it: Winter is here. The Office of Human Resources' policies for weather closure for hourly and salaried employees are [online](#). Other resources are available in the [Blizzard Procedures](#). Remember, above all else, you have the personal right and responsibility to ensure your own safety when making travel decisions during inclement weather. Now bundle up, take a cue from student Stephanie Williams (pictured) and go enjoy the snow! (Wednesday, Jan. 14, 2009. Photo by Justin Jeffery, IMC print communications manager.)

[View All Week in Pictures -](#)

AU Online Calendar

Thursday, January 15

[Winter Prep Seminar](#)

[Parade Club Vespers](#)

Friday, January 16

[AUSA Vespers](#)

[Impact Worship Service](#)

Saturday, January 17

Andrews Agenda

For full details of this week's announcements, view the Online Edition: www.andrews.edu/news/agenda/

Campus Announcements

- Reminder: Employee Weather Closure Policy
- AU Tubing Hill Open

Online Andrews Agenda

- *Andrews Agenda*, dynamic electronic newsletter
- Media relations resources for the University
- Academic department marketing
- Enrollment and Advancement communication and marketing efforts
- Editorial style guide¹⁴
- Web and print design
- News articles in various church publications, including: *Adventist World*, *Adventist Review*, *Lake Union Herald* and various print or electronic newsletters published by Seventh-day Adventist organizations within the Lake Union Conference

An internal communication survey was conducted on-campus in January of 2008. Following this, and in response to the results, a multi-year internal communication plan was developed. Old strategies were refreshed and revised; new methods were developed; use of other modalities was diminished or discarded. More detail appears in Section 9.2.3.

¹⁴ www.andrews.edu/imc

Following the formation of IMC, a campus-wide effort has been launched to create coherence and consistency in the branding and presentation of the University...

9.2.2 *New initiatives include developing brand coherence and architecture to promote consistency in how the University is presented.*

The formal introduction of the new Integrated Marketing & Communication (IMC) function in 2008 resulted in a centrally managed office focusing on campus-wide marketing and communication needs. Following the formation of IMC, a campus-wide effort has been launched to create coherence and consistency in the branding and presentation of the University, whether in the use of a consistent logo system, or the overall spoken and written messages that communicate the strengths and unique qualities of the University.

This work will be guided by a brand booklet which will be introduced during the 2009–2010 school year. It will include guides to the use of logos in the different areas on campus, overall business/stationery systems, a style guide for use in written communication, and key messages and talking points to be shared by campus personnel as they present Andrews University to others.

The creation of this new office, with its assignment to create coherence in how the campus presents and talks about itself, is part of an intentional strategy on the part of Andrews University administration to present the University in mature and consistent ways across the campus and worldwide community.

9.2.3 *The Office of Integrated Marketing & Communication communicates effectively with the campus community.*

A variety of modalities are used by IMC to keep the campus community informed of needed information. Several are presented below, with goals for the future included in the descriptions.

- The *Andrews Agenda* provides information and links to the online calendar, published news items about the University, area Seventh-day Adventist church listings, campus news, announcements, events, life stories and classified advertising. The *Andrews Agenda* is now an online, electronic newsletter that is updated as new items are submitted. An e-mail

reminder is sent to subscribers twice a week. While its primary audience is campus-based, the Agenda also has a subscriber list of more than 200 community members. Long-term plans, currently in progress, will transform the *Andrews Agenda* into a comprehensive web-based tool for disseminating news, events, announcements, emergency alerts and multimedia to the campus community

- Accessed through the *Andrews Agenda* or the University homepage, both internal and external constituencies rely on the Online Events system (a web-based calendar) to keep abreast of upcoming events. All andrews.edu users can submit content to Online Events. This system is for Andrews University events only; as yet, not all departments fully utilize the system. Lack of proper education and user-friendliness have been identified as contributing factors to this issue. An IMC student worker ensures that events are listed in the system. This worker also conducts mini training seminars across campus. The goal is to have all campus users entering their own events within the next two years.
- Internal communication is also facilitated by *Campus Connection*, a monthly print newsletter published by IMC, which highlights happenings on campus, faculty research presentations and publications, and other campus news. The purposes of *Campus Connection* are to serve as a voice for the administration while linking each faculty and staff member to the University community. Currently, *Campus Connection* is a print-only newsletter. The goal is to maintain a print newsletter that will be complemented by an online archive of past issues and a forum for content contribution.
- The Andrews University Student Association (AUSA) publishes the student newspaper, the *Student Movement*. While the news and articles are written primarily from the student perspective, the *Student Movement* regularly publishes official news and press releases generated by IMC, thus functioning as an effective tool for internal communication targeting the student body.
- The University website has a Recent News section to help the campus stay aware of important announcements and happenings. This forum is used only for official Andrews University press releases. Over the past several years, fresh content was posted 1–2 times per month. Currently, the frequency is 4–8 new releases per month. Within the next two years, the goal is to reach a minimum of two new releases posted each week.

The purposes of Campus Connection are to serve as a voice for the administration while linking each faculty and staff member to the University community.

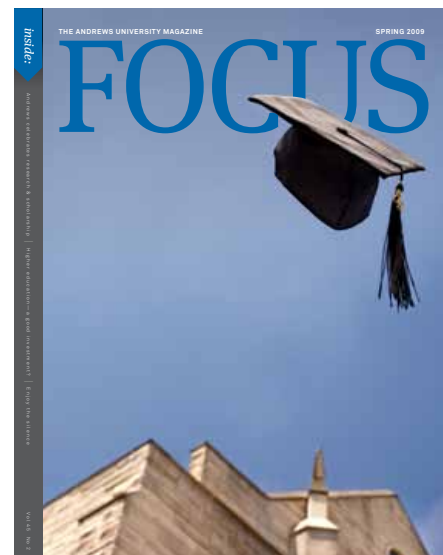
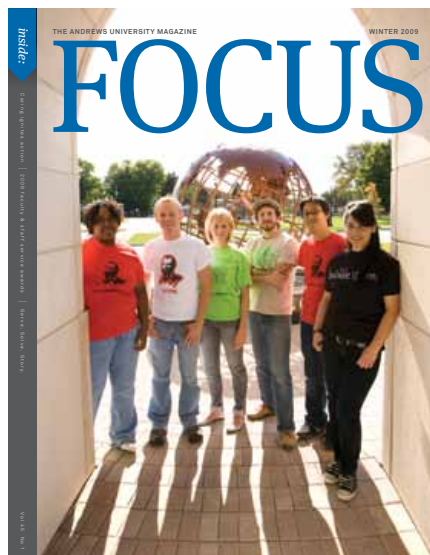
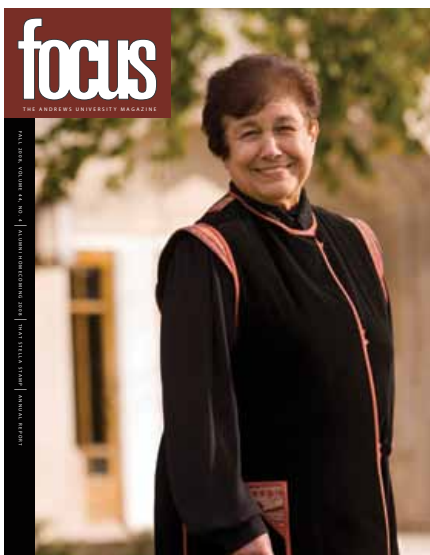
- E-mail and voicemail is used by IMC and other entities to send information to campus groups as needed. After conducting the internal communication audit in 2008, IMC now uses the voicemail system less and print and electronic media more frequently. Both campus-wide e-mail and voicemail systems are used primarily as methods for emergency and/or urgent communication.

9.2.4 *Community response to the University is positive, as evidenced by both media coverage and personal contacts.*

- Local media, including newspapers, radio and television, are used to communicate the mission of Andrews University with our local external constituents. Newspaper coverage has been the primary platform of communication, though the frequency of radio and television coverage is steadily increasing.¹⁵
- *FOCUS*, the Andrews University magazine, is published on a quarterly basis from the Office of Integrated Marketing & Communication. Currently, it is mailed to more than 23,000 Andrews University alumni and peer educational institutions, and distributed to multiple on-campus locations. A complete redesign incorporating the new branding architecture was introduced in the winter 2009 issue. Editorial objectives of the magazine include providing features, columns and stories that appeal to younger alumni; showcasing the campus community by featuring contributions of students, faculty and staff throughout the magazine; emphasizing campus-wide events and culture; and providing a vehicle for telling stories about the President’s vision and plans for the future of

¹⁵ Reference 9-5

Recent FOCUS magazine covers



Andrews University. To meet the latter objective, the editorial has been replaced by a letter from the University president in every issue.

- Over the past few years, many alumni have expressed the desire for an online version of *FOCUS*. Due to staffing constraints, a true online version isn't currently feasible, but an online PDF archive of issues from the past ten years (1998–present) will soon be available. *FOCUS* readers were invited to respond to an online survey in the summer of 2006 and an independent survey facilitated by CASE (Council for the Advancement and Support of Education) was conducted in the spring of 2009. Data collected from these surveys is useful in guiding the direction of the magazine. A *FOCUS* advisory group representing various disciplines and interests was also established in 2008.

9.2.5 *The University web presence has been enhanced and improves internal and external communication for the University.*

The Office of Integrated Marketing & Communication provides web services to the campus of Andrews University. The position of Web Coordinator was created in 1998 to provide leadership, guidance and instruction about using the web as a communication tool for internal and external audiences. The main goal is to promote the University through an integrated marketing and communication approach, with the web as the primary medium. The site seeks to unify and strengthen the university brand with a professional, usable and visually appealing user experience.

One of the most recent and visible improvements was a major redesign of Andrews' main website,¹⁶ launched April 19, 2005. This renovation was the first phase of an effort to redefine the site, which is under constant development and expansion.

University-wide web elements for Andrews are directed through the homepage including the University Events Calendar and the Future Students website.

The office oversees several other responsibilities including consultation and guidance for major web communication projects throughout Andrews, large-scale redesign projects, and examination

The site seeks to unify and strengthen the university brand with a professional, usable and visually appealing user experience.

¹⁶ www.andrews.edu/

of marketing strategies. The Web Coordinator played a key role in the selection and purchase of the first web content management system for Andrews (Serena Collage) and the current system (Cascade). Another full-time web designer/developer was hired in July 2007; together they manage the overall administration and governance of the Andrews web presence. Recent projects include the development of online undergraduate and graduate applications. A recent survey about the current website netted more than 500 respondents.

Other Constituencies

The University fosters relationships with other external constituencies, including alumni, donors, board members, and Seventh-day Adventist members and groups.

9.3.1 *The Office of Alumni Services is proactive in encouraging alumni and others to stay connected with each other and the University.*

The Office of Alumni Services serves as a comprehensive connection for various external constituents to the institution. Through the AU&ME online community, the Office of Alumni Services provides an easy way to be connected in several ways. The list of those employed most frequently by our constituents follows:

- **MyPage** is a way for individuals to review, update and edit personal information.
- **ClassNotes** is a dynamic section of personal updates where constituents login to submit personal highlights, career updates and family happenings. Alumni may authorize the printing of their note if chosen by the editor of FOCUS magazine.
- In **Alumni Events**¹⁷ the Office of Alumni Services maintains an up-to-date calendar of upcoming events, allows registration options, and provides comprehensive descriptions of events and photos.
- **AU&ME Facebook Application** is used to maintain relationships with users in popular social media. By adding the Facebook application users are able to review and update their AU&ME data without leaving the social networking website.

¹⁷ www.alumniconnections.com/olc/pub/ADU/geventcal/showListView.jsp

Furthermore, the Office of Alumni Services employs the administrative functions of AU&ME to execute and maintain communication strategies. Demographic targeting and various data-on-demand functions of the online community are used to identify groups of constituents. Through these state-of-the-art segmentation techniques, constituents are introduced only to the information that might be relevant to them. Such information may include “Events in My Area,” “News from My Department,” and similar items. Presence in various social networks is important to help maintain successful external relationships; thus, the Office of Alumni Services manages several groups on popular social media sites such as LinkedIn, Flickr, Facebook and YouTube.

Many departments also publish newsletters or engage in online interaction with their alumni. In addition to networking opportunities, alumni receive free James White Library cards and discounts on Liberty Mutual insurance policies.

To maintain open communication channels, the Office of Alumni Services uses surveys and polling to further understand the needs and preferences of university constituents. Surveys are sent after alumni events to increase satisfaction and gather ideas for improvement. In addition, the Office of Alumni Services manages several e-mail communication channels and voice phone lines. All feedback is welcome and e-mails are responded to, usually in less than 24 hours.

The Office of Alumni Services cultivates relationships with external constituencies through the following methods:

- Coordinating the annual Alumni Homecoming Weekend each fall, including the following community-oriented events:
 - ▶ The motorcycle Ride for AU which includes community members and the Berrien County Sherriff’s Department
 - ▶ 5K/10K run that involves community participation and sponsors
 - ▶ Wes Christiansen Golf Outing with community sponsors and participants

To maintain open communication channels, the Office of Alumni Services uses surveys and polling to further understand the needs and preferences of university constituents.

- Attending Lake Union Conference camp meeting events throughout the summer
- Hosting regional alumni gatherings, approximately 30 per year
- Meeting monthly with the 12-member Alumni Board of Directors
- Representing Andrews at the annual ASI Conference (Adventist Laymen’s Services and Industries) and hosting an alumni gathering there
- Representing Andrews at the biennial PSI Conference (Philanthropic Service for Institutions) and hosting an alumni gathering
- Participating in the quinquennial General Conference booth and hosting an alumni gathering there

9.3.2 *The University Offices of Development and Planned Giving & Trust Services communicate directly with donors in several ways, in addition to the methods outlined above.*

The President’s Council is composed of alumni, faculty, Seventh-day Adventist Church officials, and community members interested in the University. Many of the approximately 50 members are major donors.¹⁸ The President’s Council prioritizes capital improvement projects for the Board of Trustees. Often, members commit their own resources to projects. In September 2009, the group prioritized the Buller Hall Undergraduate Learning Center and Nethery Hall renovation project as the next building projects to complete when adequate funds become available. In support of this initiative, the Board of Trustees voted that recommendation on October 28, 2008.¹⁹

The President’s Council is composed of alumni, faculty, Seventh-day Adventist Church officials, and community members interested in the University.

Multiple mailings throughout the year keep alumni and friends of the University informed of campus events and opportunities for giving. Letters signed by the President and a quarterly newsletter, *enVision*, maintain awareness of current projects and events. Promotional brochures about the Legacy of Leadership campaign can be mailed or personally delivered as handouts. An extensive visitation campaign is focused on building friendships and exploring areas of interest.

¹⁸ Reference 9-6; *2009–2010 Bulletin*, p. 382.

¹⁹ Reference 1-2

Students write thank-you notes for scholarships; these are mailed to the donors and/or sponsors of the fund. Appreciation to donors is also expressed through phone calls, e-mails, and an annual dinner during Homecoming Weekend. Academic departments are encouraged to send a letter in July each year, to keep alumni and friends informed of the needs. Targeted mailings go out from both offices about the Annual Fund and other opportunities for giving. The Office of Planned Giving & Trust Services recently established The Daniel Augsburg Society for those who plan disposition of their estate through the University.

9.3.3 *Several methods are used to communicate with Board of Trustees members. The Seventh-day Adventist Church constituency has multiple opportunities to be aware of University events and activities.*

In addition to the materials distributed before and at Board of Trustees meetings, there is a website for Board Members²⁰ to help them stay aware of University matters.

9.3.4 *Improved communication of the revised mission and brand architecture with affiliate and extension campuses is planned.*

Although multiple faculty, staff and administrators maintain contact with affiliated and extension campuses and students, awareness of the Andrews University mission and brand architecture is limited. Greater efforts are planned to improve their knowledge and adoption, especially of the recent revisions.

SUMMARY AND RECOMMENDATIONS

Andrews University strives to be effective in communicating with all constituents of the University, from recruitment of prospective students to developing relationships with alumni and donors.

Summary

1. Recruitment of prospective students has been enhanced by changes in marketing strategies to be more proactive and personalized.

²⁰ www.andrews.edu/board/

2. Andrews University collaborates with other NAD Seventh-day Adventist institutions of higher education, especially in marketing to high-school students outside the Adventist secondary school system.
3. The reorganization of Enrollment Management and University Relations into the Office of Integrated Marketing & Communication has improved the consistency and coherence with which Andrews University communicates its story.
4. On-campus communication channels have been reorganized for greater effectiveness.
5. The number of press releases about events at Andrews University has increased.
6. Communication with Alumni and donors has been enhanced in several ways.

Recommendations

1. The University needs to implement the changes in brand architecture and continue its efforts to increase consistency in how the University story is told.
2. Suggested improvements in the Office of Graduate Admissions and graduate student processes need to be implemented.
3. The University needs to encourage use of the revised mission and brand architecture at affiliated and extension campuses.



RESPONSES

Responses to
Recommendations
from the 2004
Accreditation
Review Committee



Andrews
University

Seek. Affirm. Change.

TABLE OF CONTENTS

Responses to the Recommendations from the 2004 Accreditation Review Committee	239
1. The Board of Trustees and the General Conference maintain a substantial annual subsidy. towards the operating costs of Andrews University in support of the extensive role the University accepts in assisting the world church in training workers for its worldwide mission, in offering affiliations to overseas higher education institutions, and in providing consultation services to many church entities.	239
2. The administration focus on developing the institution's financial robustness and stability through such efforts as effective financial management, balancing budgets with provision to reduce Andrews University's debt, solid financial development efforts, and maintaining effective financial collection of student accounts. The administration continue to focus on developing ways to nurture the spiritual needs of students living off campus, by such means as appointing a dean of village students.	239
3. The academic administration develops a process that will involve all Schools in making intentional decisions regarding the spiritual component of graduate programs.	240
4. The administration develop strategies to nurture the personal spiritual growth of faculty and staff, and continue to provide forums for faculty to explore means of providing a deeper faith environment in the classroom.	240
5. The administration profile likely institution-wide needs for new faculty over the long-term, and plan a strategy that will help ensure qualified Seventh-day Adventist academics will be available to fill prospective vacancies.	241
6. The administration and faculty study ways to reduce the gap between student faith, which appears to be strengthening, and commitment to the denomination, which appears to be declining, a pattern repeated among many of today's college generation. The assessment tools and strategic plans to address the results of Andrews University's findings on this gap will be of use to the worldwide church in finding solutions to this challenge.	242
7. The administration gives study to developing a plan to facilitate ongoing dialog and communication regarding coordination of the many spiritual life opportunities available on campus for purposes of support and organization.	243
8. The Seminary develops a plan to solicit formal feedback regarding the performance of its graduates, after a defined period of service placement in the field, as a tool in assessing the success of its programs.	243
Preparation for the Accreditation Visit	245

RESPONSES TO THE RECOMMENDATIONS FROM THE 2004 ACCREDITATION REVIEW COMMITTEE

1. The Board of Trustees and the General Conference maintain a substantial annual subsidy towards the operating costs of Andrews University in support of the extensive role the University accepts in assisting the world church in training workers for its worldwide mission, in offering affiliations to overseas higher education institutions, and in providing consultation services to many church entities.

The Criterion 4 chapter, section 4.1.3, reviews the subsidies from church entities. While church subsidies have not increased significantly over the past five years, the University's service to the worldwide church has expanded. In addition to providing heavily discounted extension graduate programs, the University is providing consulting services to institutions developing graduate programs and to other church entities. While direct costs are covered for these functions, indirect costs usually are not. This increases the financial stress on the rest of the institution as the main campus programs bear the weight of most indirect costs. The institution is exploring ways to resolve this, which may include requests for more funds from church organizations, such as sponsors of extension programs.

2. The administration focus on developing the institution's financial robustness and stability through such efforts as effective financial management, balancing budgets with provision to reduce Andrews University's debt, solid financial development efforts, and maintaining effective financial collection of student accounts.

As discussed further in the Criterion 4 chapter, changes in financial administration and financial practice have improved the University's financial robustness and stability. Increases in enrollment have helped improve financial status as well. The current financial goals include to:

- Budget for a four percent bottom line in unrestricted net assets.

- Increase cash by \$2 million per year to reach a goal of 30 days cash on hand (approximately \$8 million). A long-range goal would be to reach 60 days cash on hand.
- Budget \$3 million (inflation adjusted for subsequent periods) available for capital spending, increasing in subsequent years as cash flow permits.
- Structure debt repayments not to exceed \$1 million per year including new debt.

The effect of accomplishing these goals will be to increase working capital, continue to reduce debt, improve the physical plant and reduce dependence on the line of credit.

3. The administration continue to focus on developing ways to nurture the spiritual needs of students living off campus, by such means as appointing a dean of village students.

Through a process of reorganization of the Division of Student Life, responsibility for undergraduate off-campus students has been assigned to the new associate dean of students, Paul Buckley. The other associate dean of students, Steve Yeagley, is responsible for off-campus graduate students. The director of Family & Graduate Housing provides Student Life support to students living in the apartments and University-owned houses.

University programs are open to all students and Student Life has increased efforts to connect all students to campus programming. More information is available in the Criteria 2 and 8 chapters.

4. The academic administration develops a process that will involve all Schools in making intentional decisions regarding the spiritual component of graduate programs.

The Graduate Council has discussed and reviewed this recommendation. All graduate programs are expected to have a spiritual component. Some have formal religion-based courses; for example, the School of Education requires Foundations of Education courses¹ in its graduate programs. The physical therapy doctoral program requires a specific sequence of religion courses, beginning

University programs are open to all students and Student Life has increased efforts to connect all students to campus programming.

with a Comparative Religions course to prepare the students to serve a varied clientele (PTH460 or PTH590), continuing with a course that prepares them for assessing and meeting the spiritual needs of patients (PTH646), and ending with a course focusing on stewardship, not only of financial resources, but resources such as time and talent (PTH728).² Other programs such as those in biology, communication, English, mathematics and science, nursing and social work also include courses with explicit spiritual components.³ For graduate programs in architecture, business, international development, music, and nutrition and wellness, the *Bulletin* is explicit about the spiritual direction of the programs, as they embed spiritual and uniquely Seventh-day Adventist constructs throughout the curriculum.⁴

The newly revised program review process constitutes a self-study process for each department and/or program. The protocol includes explicit questions about how the program meets the mission of the Seventh-day Adventist Church and provides for the spiritual development of students.⁵ The physical therapy and PhD in Leadership programs have completed self-studies for program review. Other selected programs have begun theirs. As the new process is implemented across campus, all programs, graduate and undergraduate, will be reviewed over a six- to seven-year period.

5. The administration develop strategies to nurture the personal spiritual growth of faculty and staff, and continue to provide forums for faculty to explore means of providing a deeper faith environment in the classroom.

The Center for College Faith⁶ continues to provide an opportunity for faculty to discuss methods of providing a deeper faith environment in the classroom. The new Center for Teaching and Learning Excellence⁷ provides a variety of programming, including methods of promoting spiritual development of students. Faculty also has access to the plethora of programs and conferences available on campus, many of which address spiritual development of young adults. The Fall Fellowship, before students return to campus, is a weekend of spiritual enrichment and fellowship for faculty and staff. Many departments

The newly revised program review process constitutes a self-study process for each department and/or program.

¹ 2009–2010 *Bulletin*, p. 297

² 2009–2010 *Bulletin*, pp. 197–200

³ 2009–2010 *Bulletin*, pp. 126, 141, 148, 171, 184,

⁴ 2009–2010 *Bulletin*, pp. 172, 186, 214–215, 248, 267

⁵ Reference A-1

⁶ Reference A-2

⁷ Criterion 6

Jan Paulsen was the featured speaker at Fall Fellowship 2009 to kick-off “50 Years as Andrews University”



and schools also have rich spiritual interaction among their faculty and staff, supporting their work with students. Faculty meetings at every level also provide opportunities for faculty and administration to discuss the spiritual climate on campus and share ways to promote student spiritual development. The chapters on Criteria 2, 5, 6 and 8 explore this concept.

6. The administration profile likely institution-wide needs for new faculty over the long-term, and plan a strategy that will help ensure qualified Seventh-day Adventist academics will be available to fill prospective vacancies.

Several departments and schools maintain contact with young professionals in their discipline and encourage them to consider faculty appointments. The Department of Behavioral Sciences has groomed and hired several younger faculty, as have the Departments of Biology and English. The School of Architecture also has several younger faculty. The Department of Biology maintains a database of science professionals. Many departments maintain contacts with their peers in other Adventist institutions and actively encourage high-achieving graduates to prepare for faculty roles.

In addition, the University is moving to a discipline-sensitive compensation plan, approved by the Board of Trustees during the June 2008 meeting.⁸ The new plan is based on CUPA-HR standards.⁹ The first step of the new scale was implemented in July of 2008. Given the changes in economic conditions in 2009, in March 2009, the

⁸ Reference 1-2

⁹ College & University Professional Association for HR

Board of Trustees voted to delay implementation of the 2009 salary scale changes until fall semester enrollment and FY2010 financial projections are more accurate. By the academic year 2011–12, the University hopes to have completed the planned adjustments and accomplished the purpose of moving the entire University towards the forty-fifth to fiftieth percentile.¹⁰

7. The administration and faculty study ways to reduce the gap between student faith, which appears to be strengthening, and commitment to the denomination, which appears to be declining, a pattern repeated among many of today's college generation. The assessment tools and strategic plans to address the results of Andrews University's findings on this gap will be of use to the worldwide church in finding solutions to this challenge.

As noted in the Criterion 2 chapter, the University continues to seek ways to increase student commitment to the life and work of the Seventh-day Adventist denomination. Recent findings from the Senior Survey show that mean scores for spiritual commitments have risen slightly over the past five years. In general, they are at the 4.50 mark, on a scale where 4 = Make considerable effort to keep and 5 = Willing to keep even at great personal sacrifice. While commitment to a local church is lower, this may indicate that students have difficulty getting involved in the life and work of local churches while in college. Between the size of most local churches and semester schedules, students may not feel able to be as involved as they would be, or will be after graduation, in a church near their home. For more detail, see the Criterion 2 chapter.

As further discussed in the Criterion 2 chapter, the Spiritual Master Plan and the University 2007–2012 Strategic Plan commit the University to promote spiritual development of all its constituents.

8. The administration gives study to developing a plan to facilitate ongoing dialog and communication regarding coordination of the many spiritual life opportunities available on campus for purposes of support and organization.

In 2005, Ron Whitehead was appointed Assistant to the President for

¹⁰ HLC Self-Study, pp. 95–96

Spiritual Life. Since then, he, the Campus Ministries staff, the PMC staff, and the multiple clubs and groups on campus have worked together to coordinate worship and service opportunities. Chapel services for undergraduates were moved to Thursday, facilitating PowerPac weekends, which bring in special speakers for Thursday chapel, Friday evening and Sabbath services several times a year. Timothy Nixon, chaplain for InReach, brought together leaders from multiple Friday evening worship services, some ethnically-defined, to develop a multicultural monthly service for everyone. The result is Fusion, which has become the most anticipated gathering on campus. The Howard Performing Arts Center, with a capacity of 850 people, is packed for each Fusion event as Andrews students celebrate both its diversity and its rich spiritual life. Alumni, family, friends and other constituents out of the area watch the streaming video of Fusion each month. See also the Criterion 2 chapter.

9. The Seminary develops a plan to solicit formal feedback regarding the performance of its graduates, after a defined period of service placement in the field, as a tool in assessing the success of its programs.

Plans have been developed and are being revised for evaluating and assessing the success of Seminary programs. The deans' office of the Seventh-Day Adventist Theological Seminary (SDATS) conducts a survey of recent Master of Divinity graduates to discover the rate of placements, kinds of employment and overall satisfaction with the program. These findings are reported to the Seminary Executive Committee; the next report should be available at the time of the site visit.¹¹ A recent initiative by Walt Williams will survey all NAD pastors. The Doctor of Ministry office conducts satisfaction studies with their students and graduates. The Seminary is also investigating the possibility of using the new ATS Alumni Questionnaire.

¹¹ Reference A-3

PREPARATION FOR THE ACCREDITATION VISIT

As part of the process of preparing for the March 2009 site visit from the Higher Learning Commission (HLC), a committee was appointed to develop the self-study for the Adventist Accrediting Association. Individuals from across the campus with expertise in the various criterion areas volunteered and/or were sought out to participate. They used information gathered by those preparing the HLC self-study and gathered additional information about University accomplishment of the mission of the Seventh-day Adventist Church. The AAA self-study was developed by the following group of individuals:

- Dr. Emilio Garcia-Marenko, committee co-chair; associate provost; registrar; interim dean, School of Graduate Studies; professor of family ministry
- Stephen Yeagley, committee co-chair, assistant dean for Student Life, adjunct professor of youth evangelism
- Dr. Alice C. Williams, Self-Study coordinator, director of Assessment & Institutional Excellence, associate professor of nutrition
- Dr. Jeanette W. Bryson, director, Center for Intensive English; assistant professor of English
- Dr. Merlin D. Burt, director, Center for Adventist Research; associate professor of church history
- Cynthia Mae Helms, associate professor of library science, head of Information Services, James White Library
- Dr. Beverly J. Matiko, associate professor of communication and English
- Nadine A. Nelson, director of marketing & communication, IMC
- Dr. Darah J. Regal, assistant professor of audiology
- Dr. David A. Steen, professor of biology
- Ronald H. Whitehead, assistant to the president for spiritual life; executive director, Center for Youth Evangelism; assistant professor of youth ministry

Other writers and consultants included Jeff Boyd, WeCare director, Center for Youth Evangelism; Justin Jeffery, print communications manager, IMC; Patricia Spangler, *FOCUS* editor & editorial manager, IMC; Keri Suarez, media relations specialist, IMC; and Keren Toms, campus chaplain for outreach, associate pastor, Pioneer Memorial Church.



**SUMMARY AND
RECOMMENDATIONS**

TABLE OF CONTENTS

The University, Mission and Operations	249
Summary	249
Recommendations	250
Student Life and Spiritual Development	250
Summary	250
Recommendations	252
Educational Programs and Resource Centers	252
Summary	252
Recommendations	253
The Faculty, Administration and Staff	254
Summary	254
Recommendations	254
Relationships with External Constituents	255
Summary	255
Recommendations	255
Conclusions	255

SUMMARY AND RECOMMENDATIONS

Andrews University is humbled and inspired by its role as servant to the worldwide Seventh-day Adventist Church, preparing students to serve the Church and society around the world. The University has been blessed with God-inspired leadership and management. The institution is committed to improving the ability to serve effectively in the future.

The University, Mission and Operations

Summary

The operations and life of Andrews University fully identify with the Seventh-day Adventist Church mission. The University mission and identity are stated clearly and lived fully. University mission documents are easy to understand and overtly Seventh-day Adventist. They clearly articulate the University's commitments to its constituencies and are disseminated through a variety of media. Most departments and internal organizations have mission statements that are congruent with that of the University and Church.

All levels of administration, from Board of Trustees to departments, make decisions based on the mission of the University and the Church. Administrative processes, including development and evaluation, encourage growth in mission focus. Evaluation processes assure adherence to the mission and measure progress toward its accomplishment.

Andrews University plans to be able to meet the challenges created by trends in higher education and the Seventh-day Adventist Church and collaborates with other institutions to increase the proportion of Seventh-day Adventist young people attending Church universities.

Over the past five years, financial operations have stabilized. The University has achieved an unrestricted gain for four of the last six years and has undertaken an initiative to have a four percent bottom line. Debt has been reduced from \$11,191,967 on June 30, 2003 to

\$7,566,769 on June 30, 2008. Accounts receivable have been reduced from \$7,107,174 on June 30, 2003 to \$4,965,837 on June 30, 2008. Church subsidies have increased by 7.1 percent over the past six years.

Recommendations

Some department and program mission statements across the University should be reviewed for coherence with the recently revised University mission and the mission of the Church. Several entities need to develop mission statements and/or publish existing ones in public venues. Published guidelines should specify application of the missions of the University and the Church to research projects. The process of Board self-evaluation should be continued.

Increased support is needed for graduate extension programs around the world, in part to ensure coverage of indirect costs.

The University will continue to improve the financial position of the institution, including increasing working capital to recommended levels. Monitoring various indicators and planning to improve operations will help accomplish this goal. Increased support is needed for graduate extension programs around the world, in part to ensure coverage of indirect costs. Funding is also needed to meet the technological needs of instruction.

Student Life and Spiritual Development

Summary

The Andrews University Division of Student Life is committed to the University mission and seeks to support the Seventh-day Adventist Church in all its operations. A co-curriculum document provides a framework for planning and implementing a wholistic approach to student development, integrating the co-curriculum with the academic curriculum. The Division of Student Life collaborates with Academic Life to develop spiritually mature, ethical and committed young adults who can lead in their churches and communities.

A Spiritual Master Plan acknowledges spiritual developmental stages and the variety of spiritual influences on students. All activities

planned by the Division of Student Life are designed to support spiritual development and advancement of the spiritual goals of the institution. Processes exist to ensure that student organizations meet these expectations.

The Division of Student Life orients students to the mission and values of the University and Church, using the Four Hallmarks of Student Life. The Office of Campus Ministries and Student Life collaborate to encourage growth in spirituality and commitment to the Seventh-day Adventist Church throughout the student body. As they address lifestyle and behaviors of students in redemptive ways, the Division of Student Life seeks to support and advance the mission of the University and the Seventh-day Adventist Church.

Evaluation of Student Life programming provides data for future improvement of the co-curriculum. Oversight committees plan programming and develop appropriate ways to promote spiritual growth. Students participate in planning and conducting spiritual development and service activities for themselves and others. Other University centers focused on campus spiritual life and student spiritual development seek to improve University and Church abilities to accomplish these goals for all Seventh-day Adventist young people.

Graduating University students are committed to the Seventh-day Adventist Church, its values and its beliefs. The diversity of students attending Andrews University is celebrated and protected throughout the Division of Student Life and the Office of Campus Ministries. Programs are in place to support the various groups of international students, those with special needs, and all other students with unique characteristics.

Student counseling and prevention programs help students develop healthy social, emotional, intellectual, physical and lifestyle habits. In collaboration with the Department of Behavioral Sciences, data about the students informs these efforts. A Mental Health Taskforce and University Student Intervention Team (USIT) respond to potentially harmful behavior on the part of students.

The Office of Campus Ministries and Student Life collaborate to encourage growth in spirituality and commitment to the Seventh-day Adventist Church throughout the student body.



Recommendations

Residence halls, Campus Ministries, Student Life and Pioneer Memorial Church will continue to seek ways to meet the spiritual needs of all students. The Division of Student Life will continue to implement the co-curriculum, including the undergraduate leadership initiative. Efforts to improve the Chapels and Choices programming and student attitudes about the programming will continue. Methods of measuring spiritual growth and development need to be refined and results shared more widely across the campus community. Continued attention to how Student Life and Campus Ministries personnel interact with students not affiliated with the Seventh-day Adventist Church is indicated.

Educational Programs and Resource Centers

Summary

The Andrews University curriculum is designed to carry out the mission of the University and the Seventh-day Adventist Church by preparing individuals for service as Church employees and members around the world. Seventh-day Adventist beliefs, values and lifestyle are inculcated in a variety of ways throughout the curriculum. The University has programs in place to encourage integration of faith into the learning processes. Recent changes in the general education curriculum improve the abilities of graduates to serve humanity in a

multicultural, diverse world. The University has programs and services in place to help disabled and academically underprepared students succeed.

Andrews University is committed to upholding high ethical standards and to teaching students to maintain strict integrity in all their activities. Multiple resource centers reflect the ethical and mission concerns of the institution and serve the Church in myriad ways.

Andrews University collaborates with other Seventh-day Adventist entities to provide educational programs in multiple sites to meet students where they are. The University offers online, affiliated and extension programs to help students prepare for service to God and humanity with less travel and living expense.

Technology is used to improve service to students, both on- and off-campus. The University has computer use policies that support the University's mission and Seventh-day Adventist ethos. Technological advances are evident in the adoption of the D2L learning system, the design and implementation of Banner and Vault programs, and the move towards smart classrooms.

James White Library develops its mission-centered collections through a partnership of the library faculty with the teaching faculty. Access to library resources has grown dramatically through the purchase of print resources, the addition of electronic resources, the Horn Archaeological Museum holdings, and membership in the Michigan Electronic Library. James White Library continues to develop and update the collections to reflect the mission and curricular offerings of the University.

Recommendations

The University should continue its efforts to develop a mix of well-subscribed programs to provide a strengthened enrollment profile, especially at the undergraduate level, where some programs are undersubscribed. The University will continue the program review process to maintain a curriculum that serves the church and society well.

Andrews University is committed to upholding high ethical standards and to teaching students to maintain strict integrity in all their activities.

The University will continue to evaluate worldwide needs for extension programs and other distance-delivery systems to better prepare more individuals to serve the Church and society with distinction. Services to these mostly graduate students need to improve. Suggested measures include the recommended improvements in graduate admissions and graduate student processes, coordination of registration for distance education students to improve their access to all services, and better training of graduate academic advisors to increase their ability to serve students.

The Faculty, Administration and Staff

Summary

The faculty and staff of Andrews University are individually and corporately supportive of the institutional mission and are effective in carrying out their responsibilities. All faculty, staff and administrators participate in promoting spiritual development of students. Faculty at Andrews University have multiple opportunities to improve their skills in teaching and integrate faith and learning in each course.

The University will continue its strong support for faculty and student research through faith-affirming centers, institutes and programs. In addition to the advantages to students, involvement in research contributes to the institution's conscious effort to develop future Seventh-day Adventist faculty for local, national and international communities.

Andrew University is intentional about maintaining a Seventh-day Adventist faculty and staff. The University will continue its practice of hiring committed Seventh-day Adventist members in good standing for faculty and staff positions.

The University will continue its strong support for faculty and student research through faith-affirming centers, institutes and programs.

Recommendations

Faculty and staff will be oriented to the revised Spiritual Master Plan and their part in implementing it during fall semester 2009. The University administration, University Senate or other appropriate entity should develop a comprehensive code of ethics for the university

with provisions for specialized subsets. The University should develop a clearly written employment policy for staff who are not members of the Seventh-day Adventist Church.

Relationships with External Constituents

Summary

The reorganization of marketing and design staff from the Division of Enrollment Management and Office of University Relations staff into the Office of Integrated Marketing & Communication has improved the consistency and coherence with which Andrews University communicates its story. On-campus communication channels have been reorganized for greater effectiveness. The number of press releases about events at Andrews University has increased. Communication with alumni and donors has been enhanced in several ways. Through these changes, the University seeks to benefit its varied constituencies.

Recruitment of prospective students has been enhanced by changes in marketing strategies to be more proactive and personalized. Andrews University collaborates with other NAD Seventh-day Adventist institutions of higher education, especially in marketing to high-school students outside the Adventist secondary school system.

Multiple faculty, staff and administrators maintain contact with affiliated and extension campuses and students. Because of distance and limited communication, these areas may lack complete awareness of the Andrews University mission and brand architecture. Greater efforts should be made to inculcate the distinctive ethos of Andrews University.

Recommendations

The University will continue to implement the changes in brand architecture and its efforts to increase consistency in how the University story is told. The University will continue to seek feedback from multiple constituencies as it evaluates mission accomplishments, including reinstating an alumni survey.

Recruitment of prospective students has been enhanced by changes in marketing strategies to be more proactive and personalized.

Conclusions

Andrews University continues to be able to serve the world Church effectively. Challenges abound, but, by the grace of God, resources are found to meet new goals and initiatives. The mission to help students, near and far, to Seek Knowledge, Affirm Faith and Change the World is fulfilled on a daily basis by committed administrators, faculty, staff, students and other constituents.

The University Faith Journey

Committed to Lead

Committed to Serve

Committed to Grow

Open to Commitment

Not Yet Committed

FOUR WHEELS

- Workplaces, Teams & Orgs.
- Classroom & Laboratories
- Residence Halls & Apts.
- Campus Ministries & Area Churches

Spiritual Master Plan (Institutional Rubric)

Spiritual Commitment (Developmental Stages)

	NOT YET Committed	OPEN to Commitment	Committed to GROW Spiritually	Committed to SERVE Others	Committed to LEAD Others
Student Profile ▶	<ul style="list-style-type: none"> • Antagonistic or • Indifferent or • Uninformed 	<ul style="list-style-type: none"> • Culturally Open or • Spiritually Curious or • Spiritually Seeking 	<ul style="list-style-type: none"> • Have accepted Christ • Want to grow spiritually • Seeking fellowship and accountability 	<ul style="list-style-type: none"> • Desire involvement • Discovering purpose • Want to make a difference 	<ul style="list-style-type: none"> • Have mastered skills • Spiritually mature • Ready to lead and mentor others
Student Needs ▶	<ul style="list-style-type: none"> • Caring community • Personal fulfillment • Dealing with brokenness 	<ul style="list-style-type: none"> • Safe places to explore spiritual truth/doubt • Spiritual role models • Open and honest dialogue 	<ul style="list-style-type: none"> • Biblical literacy and practical instruction • Mentoring and accountability • Invitations to put faith into action 	<ul style="list-style-type: none"> • Opportunities to serve and minister • Vision and goals • Training, support, and evaluation 	<ul style="list-style-type: none"> • Religious literacy • Opportunities to lead and mentor • Wisdom, guidance, and feedback

Spiritual Care (Delivery Systems)

	Relational Approach	Conversational Approach	Formational Approach	Experiential Approach	Influential Approach
Workplaces, Teams & Organizations (Staff & Faculty)	Model Christian character, care, and ethics	Invite conversations that include spiritual themes and topics	Conduct devotions in your group; invites students to religious programs or small group Bible studies	Structure and highlight opportunities to serve and minister in your area.	Place spiritually mature students in positions of leadership and influence
Classrooms & Laboratories (Faculty)	Invest time in students outside of class; model a Christian life of the mind	Dialogue about how the Christian worldview impacts the discipline taught	Encourage research into the Christian worldview; explore ways to live faithfully in the marketplace	Offer service and ministry opportunities specific to the discipline taught	Give spiritually mature students opportunities to teach and mentor others
Residence Halls & Apartments (Deans, Apt. Staff)	Provide a welcoming and supportive Christian environment	Encourage the sharing of spiritual journeys and personal witness	Offer opportunities for small groups, hall worships, and prayer ministries	Develop ways for residents to serve and minister to each other and the community	Recruit and train spiritually mature students as RA's and DA's to lead and mentor their peers
Campus Ministries & Churches (Chaplains, Pastors)	Develop avenues of relationship with the faith community	Provide small groups and safe places to explore faith and felt needs	Offer skill development in the spiritual life and disciplines	Recruit, train, and support students in service & ministry opportunities	Provide leadership training for spiritually mature students

Spiritual Care (Basic Approaches)

Relational Approach	Conversational Approach	Formational Approach	Experiential Approach	Influential Approach
<ul style="list-style-type: none">• Students who have no spiritual interest or are resistant to spiritual subjects are still open to genuine expressions of interest, care, and support. Simply by being friendly, helpful, and ethical we build bridges of trust and provide beacons of example that God can use over time. <ul style="list-style-type: none">• Be warm and accepting• Offer time and help• Take personal interest• Be an example	<ul style="list-style-type: none">• Students who are struggling with spiritual commitments or exploring their options need safe places with believers to ask questions, express doubts, and share their stories. Creating opportunities for open and honest dialogue is essential to growth at this stage. <ul style="list-style-type: none">• Listen to understand• Ask open questions• Trust the process• Share your own story	<ul style="list-style-type: none">• Students who have made a commitment to grow spiritually will require practical advice and biblical instruction. By offering disciplined settings where they can be mentored and held accountable, they will develop the spiritual habits needed to develop and sustain their faith. <ul style="list-style-type: none">• Invite them to belong• Share your practices• Assign personal work• Build accountability	<ul style="list-style-type: none">• Students with a growing commitment to serve others should be offered a variety of ways to become involved in the church and community. This activity ought to be accompanied by reflection on the task, their abilities, as well as on God's calling and purpose for their lives. <ul style="list-style-type: none">• Create opportunities• Supply training• Debrief experiences• Deepen understanding	<ul style="list-style-type: none">• Students who have reached a point of spiritual maturity and skill development should be offered increasing levels of responsibility and challenged to use their influence to lead and teach others. As emerging leaders they will require mentoring and support. <ul style="list-style-type: none">• Nurture new leaders• Share responsibility• Offer wisdom/guidance• Affirm and support



Spiritual Outcomes & Measures



Measure BEING

- Students' involvement in and growth through spiritual practices
- Students' belonging to and persistence in the community of faith

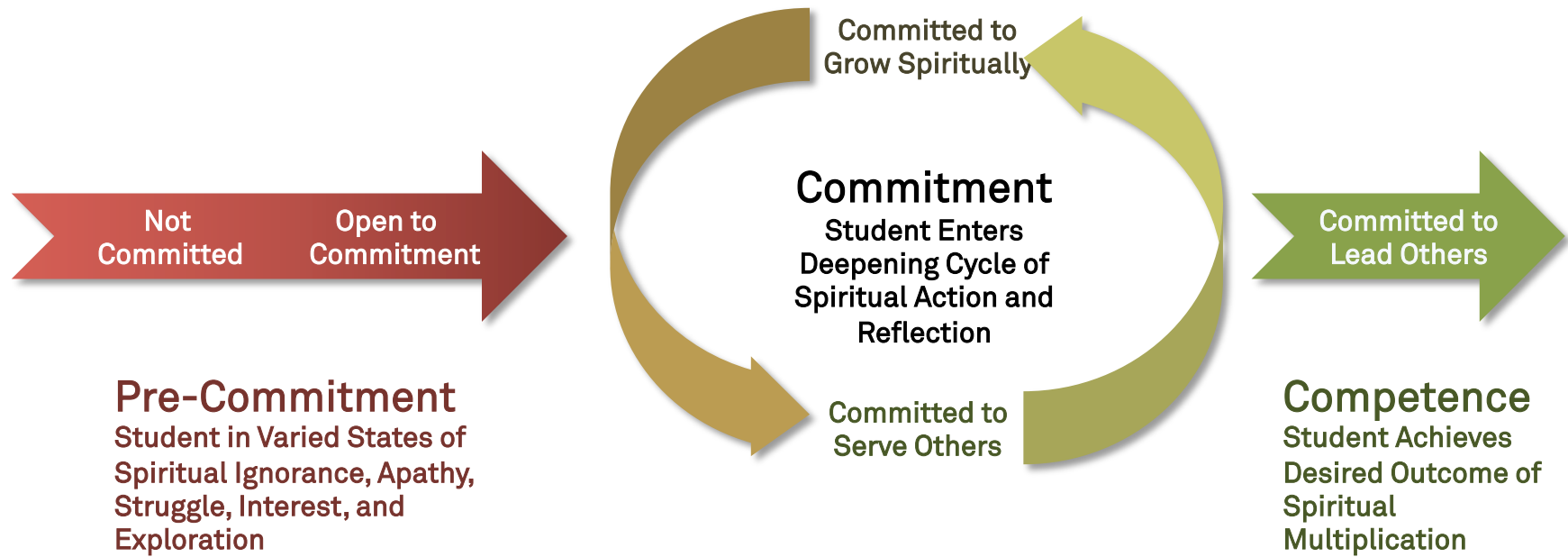
Measure THINKING

- Students' understanding of the biblical worldview in contrast to other views
- Students' ability to integrate biblical thinking into all areas of life

Measure DOING

- Students' involvement in and growth through service activities
- Students' involvement in and influence through leadership activities

Spiritual Development Process



[BEING] Goal: Create a Connective Spiritual Environment

Create a spiritual environment that encourages a personal relationship with Jesus Christ, as well as respect for and commitment to the Seventh-day Adventist Church body, its values, and its mission.

Actions	Who's Responsible	When	How to Measure It
1. Continue to create and support meaningful worship opportunities on campus.	Campus Ministries (Inreach); Residence Halls; Student Organizations; Pioneer Memorial Church	Annual Ongoing	Annual Co-Curricular Survey; Co-Curricular Accountability Records; Student Organization Activity Assessments
2. Increase the number of small groups meeting on and off campus for Bible study, prayer, vespers, etc.	Campus Ministries (Inreach); Faculty and Staff Homes; Student Life Office; Residence Halls; Pioneer Memorial Church	Annual Ongoing By Year 5	Annual Co-Curricular Survey; Co-Curricular Accountability Records; Student Organization Activity Assessments; Annual Residence Hall Survey
3. Develop a plan to spiritually support and care for faculty and staff within each University school and division.	Assistant to the President for Spiritual Life; Academic Deans; University Senate; Center for College Faith	Year 3	Measurement Needed

[THINKING] Goal: Promote the Integration of Faith and Learning

Promote the integration of faith and learning in the curriculum through the work of academic centers and committees.

Actions	Who's Responsible	When	How to Measure
<p>1. Expand faculty development opportunities in the area of faith and learning, including introduction of classroom strategies and materials that can build student faith.</p>	<p>Center for College Faith; Center for Teaching and Learning Excellence; Effective Learning Council</p>	<p>Year 4</p>	<p>Center for College Faith Minutes and Materials; Center for Teaching and Learning Excellence Usage Statistics; Effective Learning Council Minutes</p>
<p>2. Enhance the quality of the integration of faith and learning, both on campus and in online learning communities</p>	<p>Faculty; Center for College Faith; Center for Teaching and Learning Excellence; Center for Adventist Research; Distance Learning Office</p>	<p>By Year 4</p>	<p>Course Syllabi; Course Evaluations; Department Chair Reviews</p>
<p>3. Explore ways to address religious literacy in the General Education religion requirement, along with the existing emphases on spiritual formation, biblical literacy, and ethics.</p>	<p>General Education Committee</p>	<p>By Year 3</p>	<p>General Education Committee Minutes; Course Syllabi; Senior Survey</p>

[DOING] Goal: Grow Spiritually through Shared Experiences

Encourage students, faculty and staff to grow together spiritually through experiential activities that engage the whole person.

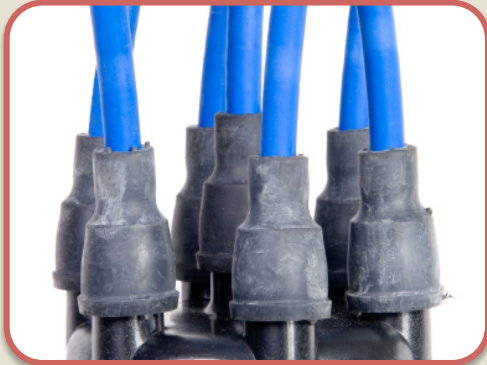
Actions	Who's Responsible	When	How to Measure It
1. Increase the number of academic and non-academic trips and tours that contain a faith-based or service learning component.	Center for Teaching and Learning Excellence; Center for Youth Evangelism; Pioneer Memorial Church; Campus Ministries (Missions)	Annual ongoing By Year 5	Trips and Tours Committee Minutes; Mission Advisory Minutes and Reports; Student Organizations Activity Assessments
2. Participate and reflect together in meaningful curricular and co-curricular community service activities .	Faculty; Staff; Campus Ministries (Outreach); Service Learning Office; Center for Youth Evangelism; Student Organizations; Pioneer Memorial Church	Annual Ongoing	Campus Ministries Records and Reports; Service Learning Reflection Documents; Student Organization Activity Assessments
3. Increase the number of student leadership opportunities in the area of spiritual life.	Campus Ministries; Center for Youth Evangelism; Pioneer Memorial Church; Student Organizations	Annual Ongoing By Year 1	Campus Ministries Records and Reports; PMC Nominating Committee Reports; Student Organization Records

[SMP] Goal: Communicate, Measure and Update the Plan

Communicate, measure, and update and the Spiritual Master Plan.

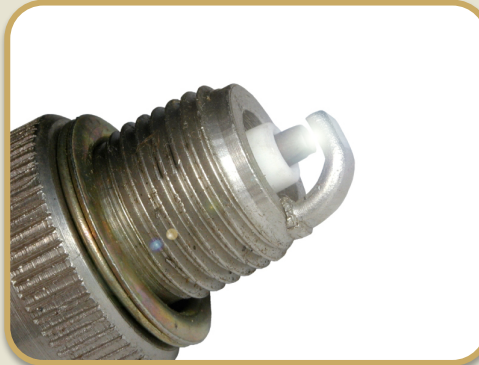
Actions	Who's Responsible	When	How to Measure It
1. Communicate the Spiritual Master Plan to the campus and build ownership of its mission, goals, and assignments.	Provost's Office; Campus Ministries; Integrated Marketing & Communication; Pioneer Memorial Church; Student Movement	Year 2	Integrated Marketing & Communication print & web pieces; Faculty and Staff Meeting Agendas
2. Use existing instruments to measure progress toward goals while exploring the development of a new instrument to measure spiritual formation.	ATP for Spiritual Life; Campus Ministries; Assessment Office	Year 4	Senior Survey; Freshman/Senior Spiritual Life Survey (develop)
3. Complete a strategic review of the Spiritual Master Plan every three years for the purpose of updating the plan.	Spiritual Life Committee; Assessment Office	Year 3	Spiritual Life Committee Minutes

Powering the Faith Journey



The Power of Being

- Connected to the Creator
&
- In Community With Believers



The Power of Thinking

- Biblically about the World
&
- Holistically About Your Faith



The Power of Doing

- Serving Others With Compassion
&
- Leading Others With Conviction

INDEX

2001–06 Strategic Plan	79, 103, 218
2007–12 Strategic Plan	29, 31, 32, 47, 83, 92, 103, 181, 243

A

Academic Records	84, 116, 129, 165, 166
Affiliation & Extension Programs	9, 39, 128, 129
Alumni Services	85, 86, 119, 232, 233
Andrews Partnership Scholarship	15, 220

B

Board of Trustees	7, 17, 18, 21, 29, 32, 35, 49, 67, 71–74, 76, 77, 79, 82, 86, 87, 96, 128, 133, 234, 235, 239, 242, 243, 249
-------------------------	---

C

Campus Master Planning Committee	22
Campus Ministries	48, 49, 59–61, 63, 64, 66, 68, 71, 173, 178, 196, 198, 213, 214, 244, 251, 252
Center for Adventist Research	140, 145, 155, 156, 158–162
Center for College Faith	47, 48, 56, 68, 77, 79, 136, 140, 142, 143, 145, 241
Center for Distance Learning & Instructional Technology	40, 125, 141, 144
Center for Teaching and Learning Excellence	142, 143, 167, 241
Chapels and Choices	190, 191, 214, 252
Co-Curriculum	10, 11, 49, 53, 77, 78, 112, 113, 121, 129, 178, 180, 185, 188–192, 203, 208, 213, 250–252
College of Arts & Sciences	9, 12, 20, 22, 33, 37, 87, 107, 117, 139
College of Technology	9, 12, 20, 33, 107, 108
Community Values Agreement	35, 166, 174, 199, 207
Curriculum, Advising, and Program Planning (CAPP)	116, 177, 130

D

Distance Education	26, 39, 81, 125, 165, 170
Diversity Council	18, 38, 177
Division of Enrollment Management	24, 77, 217, 218, 220, 226
Division of Student Life	10, 16, 60, 64, 164, 173, 178, 179, 184, 187, 188, 193, 196, 197, 200, 213, 214, 218, 219, 240

F

Financial Administration	18, 19, 71, 76, 91, 97, 98, 239
--------------------------------	---------------------------------

G

General Conference of Seventh-day Adventists	40, 75, 77, 94, 95, 154, 197, 211, 234, 239
General Education	18, 22, 38, 50, 85, 104, 106, 108, 112, 113, 129, 222, 252
Graduate Admissions	128, 217, 221, 224, 225, 236, 254
Graduate Council	104–106, 118, 225, 240

H

Honor Code	35, 36, 82, 180, 210
Howard Performing Arts Center	16, 22, 72, 168, 183, 244
Human Resources	18, 76, 141, 143, 164

