

Andrews  University

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## Application for Institutional Change of Control

PREPARED FOR

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

May 11, 2011





# TABLE OF CONTENTS

<b>A. GENERAL INTRODUCTION</b> .....	<b>5</b>
1. Context of Change of Control .....	5
2. The Gift of Griggs to Andrews University .....	6
3. Accreditations .....	7
4. Overview of Change Plan .....	8
<b>B. TRANSACTIONAL DOCUMENTS</b> .....	<b>9</b>
1. Contract of Transfer .....	10
2. Articles of Incorporation .....	10
3. Filings for Stock-Related Transactions .....	10
4. Corporate Bylaws .....	10
1. Pre-Acquisition Documents .....	10
2. Financial Information .....	10
a. Financial Provisions for Transfer .....	11
b. Financial Status of Griggs University .....	11
Table 1. Summary of Griggs University Actual and Budgets: FY 2009–13 .....	12
Table 2. Selected Assets, Liabilities, and Fund Balances for Andrews University, March 31, 2010 and March 31, 2011 .....	13
c. Financial Status for Andrews University .....	13
Table 3. Andrews University Current Operating Activities YTD .....	14
3. Institutional Organizational Charts .....	14
Figure 1. Organization Chart for Andrews Prior to Acquisition of Griggs .....	15
Figure 2. Organization Chart for Andrews Following Change of Control .....	16
4. Key Administrators and Governing Board Members .....	17
Table 4. Andrews University: Key Administrators .....	17
Table 5. Andrews Board of Trustees .....	18
<b>C. INSTITUTIONAL STATEMENT</b> .....	<b>19</b>
1. Mission of the Institution and Changes from Transaction .....	19
a. Current Mission of Andrews University .....	19
b. Griggs University Mission .....	19
c. Possible Changes in Andrews University Mission from Transaction .....	19
2. Educational Programs at Andrews University .....	20

a.	Current Online and Technology-Supported Distance Education .....	20
b.	Distance Education Partnership with GRIGGS .....	20
	<i>Table 6. Andrews Approved Faculty and Courses for Andrews Students.....</i>	<i>22</i>
c.	Current Process at Andrews for Course and Degree Approval .....	23
d.	Anticipated Changes.....	24
e.	Affiliations and Extension Programs at Andrews University .....	24
	<i>Table 7. Andrews Affiliations and Extensions Programs: 2009–2010.....</i>	<i>25</i>
	<i>Table 8. Enrollment in Griggs University Affiliations: 2009–2010.....</i>	<i>26</i>
f.	Changes Anticipated for Affiliations & Extensions After Change of Control.....	27
g.	Learning and Support Services .....	27
h.	The New School of Distance Education .....	28
	<i>Figure 3. Organizational Chart for New School of Distance Education .....</i>	<i>29</i>
<b>3.</b>	<b>Current Delivery Mode for Institutional Programs .....</b>	<b>30</b>
a.	Course Platforms .....	30
b.	James White Library Resources .....	31
c.	Changes Anticipated with Transfer of Griggs.....	31
<b>4.</b>	<b>Current Student Enrollment in Distance Education.....</b>	<b>32</b>
	<i>Table 9. Enrollment in Andrews Courses Provided by Griggs .....</i>	<i>32</i>
	<i>Table 10. Credits Taken by Andrews Students in Various Modes.....</i>	<i>32</i>
a.	Plans to Support Griggs Students Through Transition .....	32
b.	Adoption or Teachout of Griggs Degree Programs by Andrews .....	33
c.	Changes in Andrews Student Enrollment .....	34
<b>5.</b>	<b>Projected Enrollment Over Next Five Years.....</b>	<b>35</b>
<b>6.</b>	<b>Marketing Plan .....</b>	<b>35</b>
<b>7.</b>	<b>Business Plan: 2011–2016 .....</b>	<b>36</b>
a.	Financial Goals.....	36
b.	Financial Sustainability.....	37
c.	Debt Acquired by Transfer .....	38
d.	Improvements and Expansions .....	38
e.	Investor Commitment .....	38
<b>8.</b>	<b>Strategic Planning for Andrews University: 2012–2017 .....</b>	<b>38</b>
a.	The Andrews Feasibility Study .....	38
b.	The School of Distance Education .....	40
c.	Immediate Planning.....	40
	<i>Table 11. Transition Timeline .....</i>	<i>41</i>
d.	Andrews University Long-Range Strategic Planning .....	42
	<i>Table 12. Strategic Planning Timeline for Andrews University.....</i>	<i>43</i>
<b>9.</b>	<b>Governance and Management Structure .....</b>	<b>43</b>
a.	Improved Electronic Service to Students.....	44
b.	Improved Infrastructure for Onsite Student Enrollment .....	44
<b>10.</b>	<b>Knowledge and Understanding in Higher Education of Key Parties .....</b>	<b>45</b>
<b>11.</b>	<b>Current Griggs Faculty and Anticipated Faculty .....</b>	<b>45</b>

<b>12. Assessment of Student Learning.....</b>	<b>46</b>
<b>13. Continuing Fulfillment of Accreditation Requirements by NCA/HLC .....</b>	<b>46</b>
a. Criteria for Accreditation:.....	47
1. Criterion One. Mission and Integrity. ....	47
2. Criterion Two. Preparing for the Future.....	50
3. Criterion Three: Student Learning and Effective Teaching. ....	52
4. Criterion Four: Acquisition, Discovery, and Application of Knowledge .....	55
5. Criterion Five: Engagement and Service .....	56
b. Andrews' Commitment to Continuing NCA/HLC Accreditation .....	58
<b>14. Addressing Challenges from Most Recent Team Visit .....</b>	<b>59</b>
a. Stronger Oversight for Affiliations/Extensions.....	59
b. Creating An Assessment Culture .....	60
c. Providing Adequate Staffing for Assessment, Affiliation/Extensions Programs.....	61
d. Implementing Endeavors in Online Programming.....	61
<b>15. Summary.....</b>	<b>62</b>

## **D. APPENDICES**

- I. Documents of Transfer**
- II. Governance Documents**
- III. Financial Documents**
- IV. Board of Trustees**
- V. Educational Programs**
- VI. Management Plans**



## A. GENERAL INTRODUCTION

Andrews University was established in 1874 as Battle Creek College in Battle Creek, Mich; it moved to Berrien Springs, Mich. in 1901 and was renamed Emmanuel Missionary College. It received accreditation from North Central Association of Colleges and Schools for undergraduate degrees in 1939. Owned and operated by the Seventh-day Adventist Church, this college was combined with the Seventh-day Adventist Theological Seminary and Potomac University (a school of graduate studies) to become Andrews University in 1959. It was accredited to grant doctoral degrees by HLC in 1979.

In 1999, approval was given by HLC for Andrews to offer four distance education undergraduate degrees by correspondence through Home Study International, which later became Griggs University. Five graduate degrees by distance education were added following a focused NCA/HLC site visit in 2007. Approval for these degrees is reflected in the current Andrews University Statement of Accreditation Status.

This application is for a Change of Control, whereby Griggs University, a religiously-affiliated private, distance education institution, will be merged into Andrews University. The resulting institution would continue to be known as Andrews University. The governance structure for Andrews University will remain essentially the same.

### 1. Context of Change of Control

The context of the planned Change of Control is that both Andrews University and Griggs University are private, religiously affiliated institutions owned by the Seventh-day Adventist Church. Both have been connected with the world headquarters of Seventh-day Adventists<sup>1</sup> since their founding. Griggs University, formerly known as Home Study International, has been physically housed at the world Church headquarters in Maryland since 1909. Both are known, colloquially, as “GC Institutions” and have governing boards containing members who are world Church leaders. Both receive annual operational subsidies from the world Church budget.

Thus, the two institutions, as religiously affiliated institutions of higher education, have the same parent, and they share the same general mission.

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1 General Conference of Seventh-Day Adventists, 12501 Old Columbia Pike, Silver Spring, MD 20904.

## 2. The Gift of Griggs University to Andrews University

In 2009, the Seventh-day Adventist Church leadership formed a Commission on Distance Education Models and Structure<sup>2</sup>. The intent was to conduct an in-depth investigation of current best practices for distance education structures and make recommendations to the Church on the future of distance education supported by the world Church. The major focus was to evaluate whether Griggs University, including Griggs International Academy (K-12), should continue to be housed at Church headquarters, should be moved to another site, or be integrated into another Seventh-day Adventist institution of higher education.

The Commission made its report to Church leadership on April 10, 2010 (see Appendix I) and was empowered to continue its work with direction to bring a final report to the 2010 Annual Council which is the annual business session of world Church leadership. During the summer, considerable discussion and negotiation ensued about alternatives for the future of Griggs University.

To consider this, a Feasibility Task Force was appointed by the president of Andrews University, which made recommendations to University administration about characteristics desired if Griggs University was to become part of Andrews University. The recommendations and how they have informed the Business Plan for this merger will be reviewed in section C-7 below. In August 2010, Andrews University gained a new provost, Dr. Andrea Luxton, who reviewed the proposal and feasibility findings. A financial analysis was prepared by the Chief Financial Officer in September 2010. In September, Andrews University administration also sought advice from The President's Council, a group of significant donors. This group concurred that such a transfer would be an opportunity for Andrews University if financial provisions were adequately made. The importance of adequate capitalization for online course development was emphasized. These informed the conditions under which Andrews University could accept the transfer.

Financial arrangements for the transfer are described in detail in section B-6 below. The following major provisions were made: (a) Church headquarters would cover the costs of all termination and retirement packages for those Griggs personnel unable or unwilling to move to Michigan; (b) annual allocations for the lease of new space for Griggs in Michigan would be given; (c), the costs of the actual transfer would be paid, up to \$1.25 million; and (d) a special allocation of \$1 million over four years to Andrews University to develop new, improved distance education programs and modalities.

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2 Commission on Distance Education Models and Structures Report, 4-7-2010. See Appendix I.

Accordingly, Andrews University indicated that with these provisions, it was willing to receive the transfer of Griggs University to Andrews University.

The decision of the world Church's Executive Committee, voted October 11, 2010, was to transfer the administration of Griggs University in its entirety to Andrews University, beginning November 1, 2010, with the transfer of personnel and records occurring in 2011. The financial conditions (above) were accepted without change. The Griggs University Constituency voted on Oct. 11, 2010, to accept changes to the Griggs Bylaws which would transfer ownership of the corporation to Andrews University. Subsequently, on October 26, 2010, the Andrews University Board voted to accept Griggs University as a corporation it would own.

Thus, this change of control is more like a gift than a buyout or investment by Andrews University. No sales of shares were involved and no real estate was transferred.

### **3. Accreditations**

This transfer brings two accredited institutions into alliance. Andrews University is accredited with the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), and numerous special professional accreditations. Griggs University has been accredited since 1991 for distance education by the Distance Education and Training Council (DETC). It also holds approval for its K-12 programs within Griggs International Academy from two regional accrediting associations<sup>3</sup> and SACS and NCA through AdvancEd. Griggs is licensed to operate in the State of Maryland. Both universities are accredited by the denomination's Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA).

Continuation of all these accreditations is planned for the immediate future. Griggs University administration has notified DETC, Middle States and SACS, and the State of Maryland of the change of corporate ownership to Andrews University. It is preparing a Self-Evaluation Report (SER) to DETC and anticipates a site visit after the physical move to Michigan.

The plan which has been made for how the merger of Griggs University with Andrews University will occur is described in detail in Section C-2 below.

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<sup>3</sup> Middle States Commission on Elementary Education, Middle States Commission on Secondary Education, and Southern Association of Colleges and Schools (SACS).



#### **4. Overview of Change Plan**

Griggs University (hereinafter Griggs) is presently a separately operated corporation belonging to Andrews University and will continue so, until a Change of Control has been approved by NCA/HLC. It will physically move to Michigan and should be fully operational in a repurposed facility adjacent to Andrews University (hereinafter Andrews) by or before July 1, 2011.

When a Change of Control has been approved, Griggs will be moved into a new School of Distance Education and the academic change process (see C-2 below) will begin. It will begin functioning as a service unit facilitating online course development, managing Andrews affiliations and extensions, providing instructional technology support and training in distance education modalities for the various academic entities of Andrews University.

This application seeks approval for a Change of Control in the context of the continued accreditation of Andrews University with the Higher Learning Commission of the North Central Association of Colleges and Schools.

## B. TRANSACTIONAL DOCUMENTS

Because this transaction was essentially a gift, rather than a buyout or corporate takeover, two items in this section of the application do not pertain and so are not discussed. These are (a) Item #3 Filings for Stock-Related Transactions; and (b) Item #5 Pre-Acquisition Documents.

### 1. Contract of Transfer

The process of change for Griggs began in October 2009 with the appointment by the world Church headquarters of a Study Commission on Distance Education Structure and Models. The Report of this Study Commission in April, 2010, recommended to the Executive Committee of world Church leadership a restructuring of Griggs (see Appendix I).

Between May and September 2010, Andrews University did due diligence through its own feasibility study. The Griggs University Feasibility Report<sup>4</sup> made a number of recommendations as to how such a merger could be successful. These have been utilized in transition planning and are presented in Section C-7 below. This report was presented both to The President's Circle (an advisory council of major donors) and to the Andrews University Board of Trustees. On October 26, 2010, the Andrews University Board of Trustees voted to accept the transfer of Griggs University, anticipating that further planning (as demonstrated in this application) would follow.

After further discussions and negotiations with Andrews University and other Church institutions, a final decision by Church leadership to transfer ownership of Griggs to Andrews University was voted by the world Church's Annual Council on October 11, 2010. The Griggs University membership met on October 11, 2010, and voted to pursue the recommended transfer of Griggs University to Andrews University; this action represents the official transfer document.

The following documents relating to the transfer are located in Appendix I:

- General Conference Study Commission Report on Griggs University
- Voted Action, General Conference: Annual Council 2010 Business Session
- Voted Action, Griggs Constituency Meeting, October 11, 2010.
- Voted Action, Andrews University Board of Trustees, October 26, 2010.

Further information regarding the financial arrangements is found in section B-6 below.

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<sup>4</sup> Griggs University Feasibility Report is found in Appendix I.

## **2. Articles of Incorporation**

No changes have been made in the Andrews Articles of Incorporation, because Andrews plans for the eventual merger of the academic programs of Griggs University into the existing academic schools of Andrews University, as described in C-2 below. The current Andrews Articles of Incorporation are found in Appendix II.

## **3. Filings for Stock-Related Transactions**

This is not applicable to this change of control.

## **4. Corporate Bylaws**

No changes were required in the Andrews University Bylaws to permit ownership of Griggs University as a separate corporation. These Andrews Bylaws are found in Appendix II. However, the Griggs University Bylaws were amended on March 1, 2011 by an action of the Andrews University Board. The voted action and the amended Bylaws are also found in Appendix II.

The changes in the Griggs Bylaws included (a) relocation of the principal office to Berrien Springs, Mich., (b) a change in the membership of the Corporation to be individuals who serve on the Andrews University Board of Trustees, and (c) a change in the corporation officers to three (chair, vice chair(s), and secretary) who would be chosen by the Corporation Board at a quinquennial membership meeting. Article XIII Dissolution provides for the distribution of any remaining assets to Andrews University.

## **5. Pre-Acquisition Documents**

No pre-acquisition packet was filed with the U.S. Department of Education, since this was not a buyout or corporate takeover. Both Andrews University and Griggs University are listed as accredited institutions with the U.S. Department of Education.

## **6. Financial Information**

This is not a change of control which is related to buyout or a change to a for-profit institution, but rather a gift from a parent of both institutions (the world headquarters of the Seventh-day Adventist Church) from themselves to Andrews. Griggs University has never filed a Form 990 because as an organization under the Church's headquarters, it was not required to do so.



Therefore, information in this section concerns three items: (a) financial provisions voted for the transfer of Griggs to Andrews University; (b) financial status evidence for Griggs for 2009–2010; and (c) financial status evidence for Andrews for 2009–2010. Specific documents referred to below are located in Appendix III.

**a. Financial provisions for transfer**

During the October 11, 2010 discussion of the transfer of Griggs ownership by the GC Executive Committee the following financial arrangements were proposed and subsequently voted:

- (1) \$122,000 special appropriation from the GC plus \$1,128,000 remaining from reserve building funds<sup>5</sup> totaling \$ 1.25 million was allocated to Andrews University to cover the costs of the transition, including lease payments of \$ 180,000 annually for four (4) years for a replacement location in Berrien Springs, Mich.
- (2) \$1.0 million GC special appropriation over the following four years to expand distance education programs at Andrews University in cooperation with Griggs University.
- (3) Assumption by the GC of the costs of Griggs personnel retiring or termination packages for those who are unable or unwilling to move from Maryland to Michigan.
- (4) All of the above funds to be provided in addition to the regular operating appropriations from the GC to Andrews University and Griggs University.

**b. Financial status for Griggs University**

Griggs University is a financially healthy non-profit institution. It operates on a fiscal year (FY) beginning July 1 and ending June 30. Financial reports for Griggs for FY2009 and 2010 and the budget for FY2011 are shown in Table 1 below. Full details for this Financial Overview are found in Appendix III. The budget approved for FY 2011, the year including transfer, is essentially a break-even plan. The Griggs budget for 2013 anticipates a modest operating gain, but also includes increasing \$320,000 for course development.

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<sup>5</sup> Prior to moving to the new GC headquarters building, Griggs had owned an older building in Takoma Park, Md. The proceeds of that sale had been held as building reserves by the GC.

**TABLE 1. Summary of Griggs University Actual and Budgets: FY 2009–2013**

CATEGORY	Actual 2009	Actual 2010	Budget 2011	Budget 2013
Total Operating Income	\$ 2,675, 372	\$ 3,034,930	\$ 2,975,921	\$ 2,975,921
Total Church Appropriations	\$ 986,817	\$ 969,520	\$ 960,266	\$ 695,266
Total Income	\$ 3,662,189	\$ 4,004,450	\$ 3,671,187	\$ 3,671,187
Total Operating Expenses	\$ 4,017,069	\$ 3,897,925	\$ 3,840, 770	\$ 3,524,340
Net Income (Loss)	\$ - 354,880	\$ 106,525	\$ 10,417	\$ 146,847

Audit results for Griggs in FY2010 are found in Appendix III. As desired, the audit was unqualified. Neither significant accounting weaknesses nor deficiencies of internal controls were reported.

Monthly Cash Flow statements for Griggs University from October 2010 through February 2011 are available in Appendix III. Griggs began its 2010–11 fiscal year on July 1, 2010, with a cash balance of \$1,178,488. At the end of eight months (February 28, 2011) there had been a small decrease of \$ 1,971. While Griggs University practices open enrollment, students tend to enroll in August, January, and May/June in larger numbers than they do at any other time of year. Griggs also works closely with a number of students and schools in Asia who are not billed until May/June in order to conform to their school year. As a result, February, March and April tend to be low income months with revenue picking up in May and June. Despite the period of low activity, Griggs University remains solvent and has cash reserves that will be replenished in June 2011.

Beginning July 1, 2011, Griggs will utilize a 10-month budget for its operations in Michigan. A transition will be made during this FY from the present Griggs University financial management software to that used by Andrews University (Banner software), which will become their accounting and management system. The costs of this transition activity will be reimbursed to Andrews from Griggs University operating revenues. Starting May 1, 2012, the plan is for the School of Distance Education to be operating under a regular twelve-month budget in alignment with the Andrews University fiscal year (May 1 to April 30).

**c. Financial Status for Andrews University**

A current summary of the Andrews University Consolidated Statement of Financial Position is displayed in Table 2. Notes and mortgages are increased in FY2011 due to the 2010–11 building program for a new undergraduate building, Buller Hall, on the Andrews Berrien Springs campus. This debt is scheduled for payout over 20 years. The original loan is for 10 years with a balloon payment due at the end of Year 10. It is anticipated the remaining balance would be financed for an additional 10 years.

**TABLE 2. Selected Assets, Liabilities, and Fund Balance for Andrews University  
YTD for March 31, 2010 and March 31, 2011**

<b>Selected Categories</b>	<b>Unrestricted</b>	<b>Temp. Restrict</b>	<b>Permanently Restricted</b>	<b>2011 Total YTD</b>	<b>2010 Total YTD</b>
Cash Assets	\$776,221			\$776,221	\$1,134,623
Accts Receivable, net	\$7,115,860			\$7,115,860	\$6,504,880
Investments	\$9,113,824	\$19,500,179	\$23,658,689	\$52,272,692	\$42,637,422
<b>Total Assets</b>	<b>\$119,765,742</b>	<b>\$20,273,721</b>	<b>\$23,023,172</b>	<b>\$163,062,635</b>	<b>\$143,197,867</b>
Accounts Payable	\$3,576,402	\$(318)		\$3,576,084	\$3,092,474
Notes & Mortgages	\$23,348,016			\$23,348,016	\$6,579,587
<b>Total Liabilities</b>	<b>\$42,067,125</b>	<b>\$2,785,794</b>	<b>\$718,697</b>	<b>\$45,571,615</b>	<b>\$29,764,036</b>
<b>Total Net Assets</b>	<b>\$77,698,617</b>	<b>\$17,487,927</b>	<b>\$22,304,475</b>	<b>\$117,491,019</b>	<b>\$113,433,830</b>
<b>Total Net Assets &amp; Fund Balance</b>	<b>\$119,765,742</b>	<b>\$20,273,721</b>	<b>\$23,023,172</b>	<b>\$163,062,635</b>	<b>\$143,197,867</b>

Andrews University uses a May 1 to April 30 fiscal year in order to be more closely aligned with the academic year. The budget for Andrews University for FY 2011 as of March 31, 2011 as compared to actual YTD is shown in Table 3. The complete budget is included in Appendix III.



**TABLE 3. Andrews University Current Operating Activities  
for YTD, March 31, 2011 and March 31, 2010**

	<b>FY2011 Budget</b>	<b>FY2011 YTD Budget</b>	<b>FY2011 YTD Actual</b>	<b>FY2010 YTD Actual</b>
Total Revenues & Other Support	\$61,811,213	\$55,413,443	\$55,528,324	\$53,872,468
Total Expenses	\$60,390,278	\$55,300,671	\$56,797,539	\$53,573,345
Net Ancillaries	\$(94,996)	\$(118,009)	\$(261,522)	\$(188,332)
Net Auxiliaries	\$1,784,574	\$1,505,039	\$1,759,215	\$(186,615)
Net Univ. Schools	2	\$20,302	\$115,009	\$135,096
Increase (Decrease)	\$3,110,515	\$1,520,104	\$343,487	\$59,271

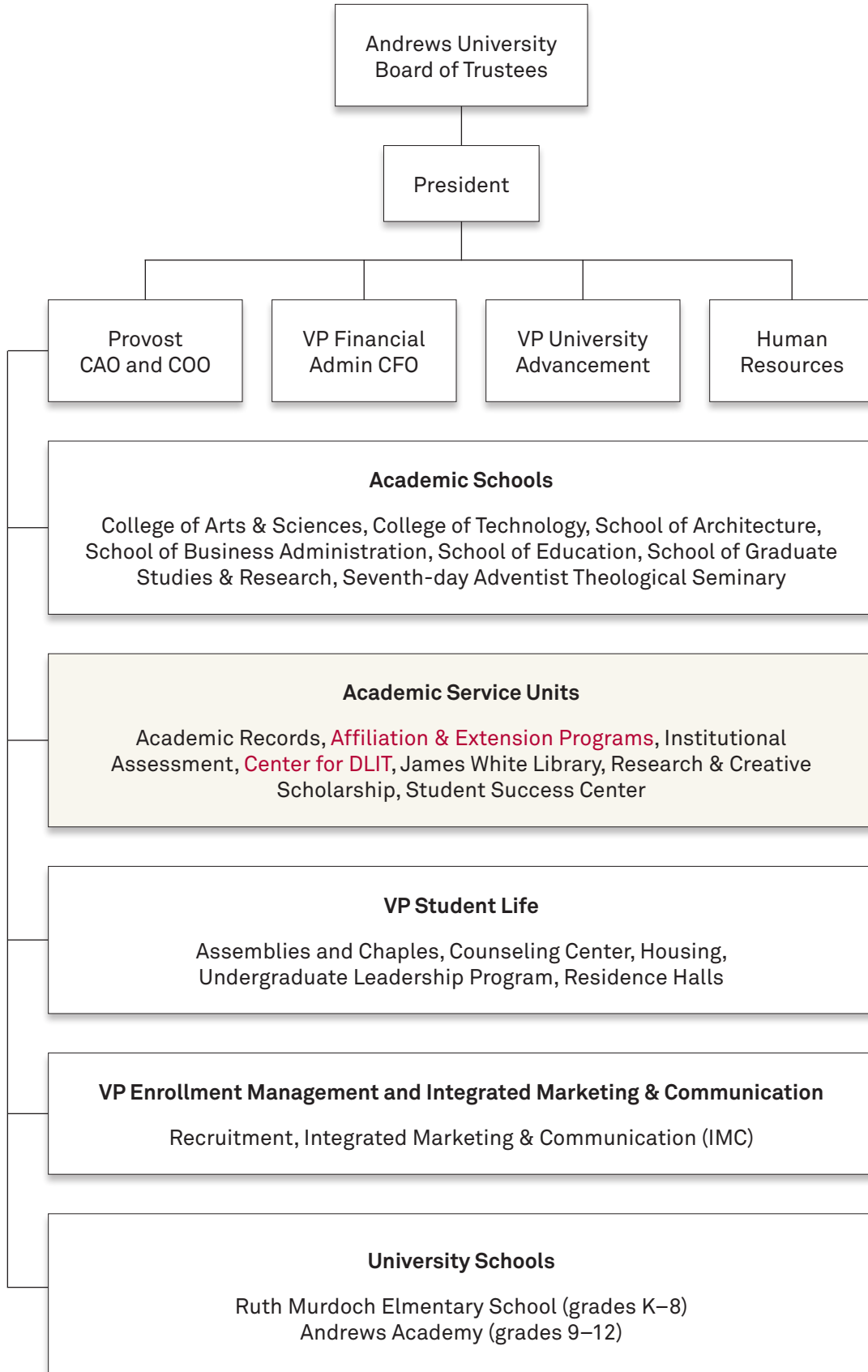
Six months of cash flow statements for Andrews University, October 2010 through March 2011 are also found in Appendix III.

## **7. Institutional Organizational Charts**

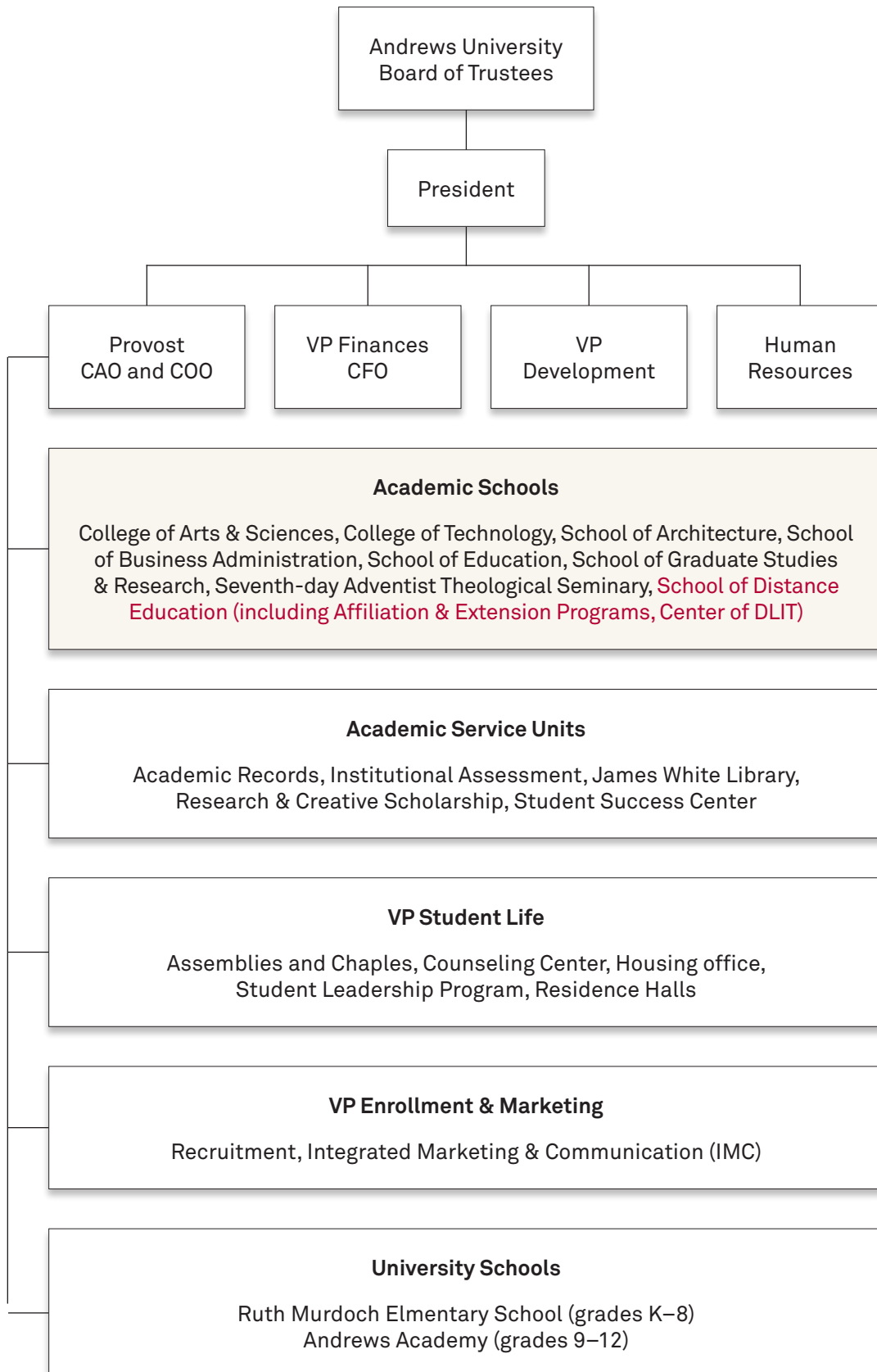
The current organizational chart for the administrative entities of Andrews University is displayed in Figure 1 below. Figure 2 shows how a new School of Distance Education will be placed following NCA/HLC approval of the change of control. This school would collaborate with other academic units as well as academic support centers. The higher education aspect of GU would continue to function as a degree-granting educational corporation until all of its degree programs and affiliations have been reviewed and either absorbed into the Andrews schools and colleges, or discontinued with teach-out.

The present Andrews University Office of Affiliation & Extension Programs and the Center for Distance Learning & Instructional Technology (DLIT) will be located in the School of Distance Education. See Section C-3 for further discussion of the new School of Distance Education.

**FIGURE 1. Organization Chart for Andrews University Prior to Acquisition of Griggs**



**FIGURE 2. Organization Chart for Andrews University Following Change of Control**





## 8. Key Administrators and Governing Board Members

The current Andrews officers and key administrators are shown below (Table 4). Andrews gained a new provost with extensive administrative experience as of August 2010, joining a well-experienced administrative team. The dean of the proposed School of Distance Education will be Dr. Alayne Thorpe, presently interim president of Griggs. Her vita is found in Appendix V, and demonstrates the many years she has worked in distance education.

**TABLE 4. Andrews University Key Administrators**

Area of Responsibility	Person	Qualifications	Comments
Niels-Erik Andreasen	<i>President</i>	PhD	President since 1994
Andrea Luxton	<i>Provost (CAO, COO)</i>	PhD	Provost since 2010
Emilio Garcia-Marenko	<i>Associate Provost, Registrar</i>	EdD	
Lawrence Schalk	<i>VP for Financial Administration (CFO)</i>	MBA	CFO since 2007
Frances Faehner	<i>VP for Student Life</i>	PhD	
David Faehner	<i>VP for University Advancement</i>	PhD	
Stephen Payne	<i>VP for Enrollment Management and Integrated Marketing &amp; Communication</i>	BA	
Lorena Bidwell	<i>CIO</i>	MBA	
<b>Academic Deans</b>			
Christon Arthur	<i>Dean, School of Graduate Studies &amp; Scholarly Research</i>	EdD	
Verlyn Benson	<i>Dean, College of Technology</i>	DIT	
Carey Carscallen	<i>Dean, School of Architecture</i>	MArch	
Denis J.H. Fortin	<i>Dean, Seventh-day Adventist Theological Seminary</i>	PhD	
James R. Jeffery	<i>Dean, School of Education</i>	PhD	
Keith E. Mattingly	<i>Dean, College of Arts &amp; Sciences</i>	PhD	
Larry W. Onsager	<i>Dean of Libraries</i>	MLS, MA	
Allen F. Stenbridge	<i>Dean, School of Business Administration</i>	EdD	
Alayne Thorpe		PhD	Dean, School of Distance Education
Charles H. Tidwell Jr.	<i>Dean, Affiliation &amp; Extension Programs</i>	PhD	Will become part of School of Distance Education

The Andrews University Board of Trustees is elected for a five-year term by the University Membership on a quinquennial basis. Current membership is shown in Table 5.

**TABLE 5. Andrews University Board of Trustees, 2011–2016**

1. Benjamin D. Schoun, Chair	<u>Advisors</u>
2. Don Livesay, Vice Chair	1. Lowell Cooper
3. Niels-Erik A. Andreassen	2. G. Thomas Evans
4. Lisa M. Beardsley	3. Thomas Lemon
5. RoseMarie Cazeau	1. Rudi Maier
6. Debbi J. Christensen	2. Ella Simmons
7. Jerome Davis	3. Max Torkelsen
8. Michael G. Edge	4. Max A. Trevino
9. Jay Gallimore	5. David Weigley
10. Cletus Georges	
11. Ricardo Graham	<u>By Invitation/AU</u>
12. Lynn Gray	1. Daniel Agnetta
13. Rodney A. Grove	2. Christon Arthur
14. Loren Hamel	3. Verlyn Benson
15. Edwin Hernandez	4. Lorena Bidwell
16. Dann Hotelling	5. Carey Carscallen
17. Van G. Hurst	6. David A. Faehner
18. Illinois Conference President	7. Frances M. Faehner
19. Daniel Jackson	8. J. H. Denis Fortin
20. Mark A. Johnson	9. Emilio Garcia-Marenko
21. Sandra Johnson	10. Brent Geraty (recording secretary)
22. Donald King	11. James Jeffery
23. Robert E. Lemon	12. Andrea Luxton
24. Fred Manchur	13. Keith E. Mattingly
25. William G.C. Murdoch, Jr.	14. Glenn Meekma
26. G.T. Ng	15. Lawrence Onsager
27. Juan Prestol	16. Stephen Payne
28. Barbara J. Randall	17. Lawrence Schalk
29. Gordon L. Retzer	18. Allen Stembridge
30. David R. Rowe	19. Charles Tidwell
31. Glynn Scott	20. Sharyl Turon
32. Dolores E. Slikkers	21. Ronald Whitehead
33. Paul A. Stokstad	22. Larry Blackmer (VP Education, NAD)
34. Judith L. Storfjell	
35. Garry E. Sudds	
36. Lynne K. Waihee	
37. Dana L. Wales	
38. Rebekah Wang-Cheng	
39. Ted N.C. Wilson	
40. Danielle Wuchenich	
41. E. Edward Zinke	

Details of Board members' qualifications are found in Appendix IV. Disclosure statements of Conflicts of Interest which are being gathered by the Office of the President are on file for examination if needed.

## C. INSTITUTIONAL STATEMENT

### 1. Mission of the Institution and Changes from Transaction.

#### a. Current Mission of Andrews University

The mission statement, which is posted in prominent locations around the campus, reads:

“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.”

A set of broad learning goals is then captured by the motto; “Seek Knowledge; Affirm Faith; Change the World.”

#### b. Griggs University Mission

The mission statement in the Griggs 2009–2011 *International Bulletin* reads: “Griggs University provides accredited coursework and programs for students around the world from preschool through university. Our values-based distance education programs are adaptable to individual learner needs—available to an individual or to a group. Griggs’ nurturing faculty and staff are committed to inspiring students to achieve a high standard of academic excellence that will build a foundation for service to God, church, and society.”

#### c. Possible Changes in Andrews University Mission from Transaction

Because the two missions are already compatible, the anticipated changes for Andrews’ mission would be to expand its ability to transform students through greater opportunities to learn at a distance from the home campus. The Griggs Feasibility Study, noted in A-2 above, undertaken by Dr. Andrea Luxton, Andrews provost, observed the benefits anticipated from placing Griggs University under Andrews University ownership:

“By placing the center for distance education at AU, the world Church would combine the existing strengths of AU and GU in responding to the educational and mission needs of the world Church...In addition to direct delivery of courses, a centralized and balanced portfolio of affiliations and extensions programs would ensure Church needs are served both in building capability for self-operation in Adventist institutions as well as opening up contacts in less entered areas of the world.” Luxton. *Feasibility Report to Andrews University Board of Trustees*, October, 2010, pg. 4.

## 2. Educational Programs at Andrews University

Andrews University now has six academic colleges and schools<sup>6</sup> which provide a wide array of degree programs for students from the undergraduate through the doctoral level. Besides accreditation with NCA/HLC, Andrews University holds 14 specialized professional accreditations<sup>7</sup>. Since this application for a change of control concerns itself with the acquisition of a university devoted to distance education, the following discussion will limit itself to what Andrews now offers in distance education and how this would change following an NCA/HLC approved Change of Control to incorporate Griggs University.

### a. Current Online and Technology Supported Distance Education

Fully online degree programs are currently approved by NCA/HLC as shown in the Andrews SAS to be offered at the graduate level in three schools of the university: an MSN (from the Nursing Department in CAS), an online MBA from SBA, and an M.A., Educational Specialist, EdD and PhD programs in Educational Administration, and Curriculum and Instruction from SED. In the Seminary, a blend of face-to-face and a variety of teaching modalities are utilized.

In 2001, the university's Distance Education Committee advocated for development of a center to serve the needs of faculty engaged in teaching with electronic technology. The Center for Distance Learning and Instructional Technology (DLIT) offers assistance to students who want to take correspondence, online, video-based and audio-based courses and/or work towards a distance degree. DLIT, located in the university library, also has a lab for faculty and staff to assist with their technology needs. See <http://www.andrews.edu/dlit/>. DLIT will become housed within the new School of Distance Education and will continue its educational technology support services in an expanded way, as described in C-3 below.

### b. Distance Education Partnership with Griggs

Andrews University has had a close working partnership with Griggs as a preferred provider for distance education courses and 5 degree programs since 1995. An agreement, in the form of a Memorandum of Understanding (MOU), was signed with Home Study International (predecessor to Griggs) in 1997. This MOU remains in operation. The MOU provides for Andrews faculty

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6 College of Arts & Sciences (CAS), College of Technology (COT), School of Architecture (SOA), School of Business Administration (SBA), School of Education (SED), Seventh-day Adventist Theological Seminary (SEM)

7 See 2010–11 *Andrews University Bulletin*, pages 410–411.

review and approval of the qualifications of Griggs course instructors, course syllabi and degree programs.

Approved Griggs courses appear in the Andrews University Bulletin with Andrews course acronyms, numbers, titles, and semester credits. A list of all such courses now obtained from Griggs is shown in Appendix V and the faculty characteristics are displayed in Table 6 below. Courses are offered by correspondence, either solely by paper (P) correspondence or with electronic technology support (O). The dates when these courses were last reviewed are also shown. Most have been reviewed within the past five years.

Students enrolled in a degree program at Andrews, who are resident on the Berrien Springs campus, enroll in such distance education courses with the approval of their Andrews program advisor. Andrews or other interested undergraduate students can obtain further assistance in enrolling for a Griggs course from the Andrews director of the Center for DLIT. They are able to register online through the Andrews Registration Central system.

Upon completion of courses offered through Griggs, the student's grades are reported to the Andrews University Office of Academic Records and their course grades are added to their Andrews transcript. Full information about how to enroll as an Andrews student is found on the Griggs website at <http://www.Griggs.edu/college.html>.

Under this agreement, five undergraduate majors associated with four degrees were eventually created by Andrews University with assistance from Griggs which provides the course infrastructure and delivery. These degrees were approved by the Andrews University College of Arts & Sciences (CAS) faculty:

AA in Personal Ministries

BA in General Studies: Humanities

BS in General Studies: Human Organization and Behavior

BS in General Studies: Cross-cultural Studies

BA in Religion



**TABLE 6. Andrews Approved Faculty and Courses for Andrews Students**

**Catalog of Courses and Faculty Utilized by Griggs Consortium  
AU Approved Faculty and Courses**

DEPARTMENT	Course #	Course Name	Semester Credits	Review Date	Faculty	Highest Degree	
<b>Behavioral Sciences</b>	BHSC 220	Interdis. Approach to Contemporary Social Issues (P)	3	2006	Lionel Matthews	PhD	
	BHSC 235	Culture, Place & Interdependence (P)	3	2007	Bertram Melbourne	PhD	
<b>Communication</b>	COMM 104	Intro. to Oral Communication (O, P)	3	2008	Marsha Beal	MA	
<b>English</b>	ENGL 115	English Composition (P)	3	2006	Janalee Shaw	PhD	
	ENGL 270	American Literature I (P)	3	2008	Jill Walker Gonzalez	MA	
	ENGL 375	English Literature I (P)	3	2006	Ethan Jones	JD	
	ENGL 376	English Literature II (P)	3	2006	Ethan Jones	JD	
	ENGL 464	Major Authors Dickens/Twain (P)	3	2006	Janalee Shaw	PhD	
<b>Geography</b>	GEOG 260	Cultural Geography (P)	3	1997	Gladstone Gurubatham	PhD	
<b>History &amp; Political Science</b>	HIST 117	Civilization & Ideas I (P)	3	2006	Joan Francis	DA	
	HIST 118	Civilization & Ideas II (P)	3	2008	Joan Francis	DA	
	HIST 204	American Experience I (P)	3	2008	Jackie Gonzalez-Feezer	MA	
	HIST 205	American Experience II (P)	3	2008	Jackie Gonzalez-Feezer	MA	
	HIST 316	History of Christian Church I (O,P)	3	2008	Douglas Morgan	PhD	
	HIST 317	History of Christian Church II (O,P)	3	2007	Douglas Morgan	PhD	
	HIST 404	Adventist Heritage (O,P)	3	2006	Gary Land	PhD	
	PLSC 104	American Government (P)	3	2007	Gladstone Gurubatham	PhD	
	<b>Interdisciplinary Studies</b>	IDSC 211	Creativity and the Arts (P)	3	2006	Bruce Closser	PhD
	<b>International Language Studies</b>	FREN 171	Elementary French I (P)	4	2001	Lily Odera	MS
FREN 172		Elementary French II (P)	4	2001	Lily Odera	MS	
FREN 275		Intermediate French (P)	4	2006	Lily Odera	MS	
<b>Mathematics</b>	MATH 165	College Algebra (3) (P)	3	2007	Elwin David	MS	
	MATH 168	Precalculus (P)	4	1999	William Onuska	MS	
	STAT 285	Elementary Statistics (P)	4	2008	Jane Nesbit	MS	
<b>Music</b>	MUHL 214	Music Appreciation (P)	3	2007	Michael Stepniak	EdD	
	MUHL 214	Music Appreciation (O)	3	2007	Michael Stepniak	EdD	
<b>Nutrition &amp; Wellness</b>	FDNT 230	Nutrition (P)	3	2008	Terry Leitma	MA	
	FDNT 230	Nutrition (O)	3	2008	Stephanie Goddard	MS	
<b>Physics</b>	PHYS 110	Astronomy (P)	3	2006	Mickey Kutzner	PhD	
<b>Psychology</b>	PSYC 101	Introduction to Psychology (P)	3	2007	James Hammond	PhD	
	PSYC 101	Introduction to Psychology (O)	3	2008	Richard James Sr.	PhD	
	PSYC 252	Developmental Psychology (O,P)	3	2009	Grant Leitma	PhD	
	PSYC 269	History & Systems of Psychology (P)	3	2008	Grant Leitma	PhD	
	PSYC 315	Organization and Work (P)	3	2007	James Hammond	PhD	
	PSYC 364	Learning and Behavior (P)	3	2007	Grant Leitma	PhD	
	PSYC 434	Research Methods IV (P)	3	2000	Grant Leitma	PhD	
	PSYC 495	Indepndnt Study/Rdngs/Project (P)	1 to 3	1998	James Hammond	PhD	
	<b>Religion &amp; Biblical Languages</b>	BIBL 204	Elementary Greek I (P)	4	2008	Bertram Melbourne	PhD
	BIBL 205	Elementary Greek II (P)	4	2007	Bertram Melbourne	PhD	
	BIBL 304	Intermediate Greek I (P)	3	1997	Bertram Melbourne	PhD	
	BIBL 305	Intermediate Greek II (P)	3	1994	Bertram Melbourne	PhD	
	RELB 210	Jesus in His Time & Ours (P)	3	2007	Duane Potter	MA	
	RELB 210	Jesus in His Time & Ours (O)	3	2008	Rajkumar Dixit	DMin	
	RELT 100	God and Human Life (P)	3	2008	Rajkumar Dixit	DMin	
	RELT 100	God and Human Life (O)	3	2006	Helena Gregor	PhD	
	RELT 225	Doctrines of Adventist Faith (P)	3	2007	E. Earl Blackwell	MDiv	
	RELT 225	Doctrines of Adventist Faith (O)	3	2007	E. Earl Blackwell	MDiv	
	RELT 308	Prophetic Guidance (O,P)	3	1997	Trevor Delafield	DMin	
	RELB 335	Acts and Epistles (O,P)	3	2008	Trevor Delafield	DMin	
	RELB 374	Prophets of Israel—Early Proph (P)	3	2006	Rajkumar Dixit	DMin	
	RELB 375	Prophets of Israel—Later Proph (P)	3	2006	Rajkumar Dixit	DMin	
	RELB 304	Studies in Daniel (P)	3	2007	Gerhard Pfandl	PhD	
	RELB 305	Studies in Revelation (P)	3	2001	Courtney Ray	MDiv	
	RELG 360	Topics: World Religions (P)	3	2006	Trevor Delafield	DMin	
	RELT 235	Principles of Bible Instruction (P)	3	2006	Trevor Delafield	DMin	
	RELT 308	The Gift of Prophecy (P)	3	2006	Trevor Delafield	DMin	
	RELT 320	Personal Evangelism (P)	3	2008	Trevor Delafield	DMin	
	RELT 340	Christian Ethics & Modern Soc. (O,P)	3	2006	Trevor Delafield	DMin	
	RELP 290	Intro. To Pastoral Counseling (P)	3	1997	James Hammond	PhD	
	RELP 441	Intro. To Pastoral Ministry (P)	3	1996	Trevor Delafield	DMin	
<b>Sociology</b>	SOCI 119	Principles of Sociology (P)	3	2008	Gladstone Gurubatham	PhD	
	SOCI 120	Principles of Sociology (O)	3	2008	John Gavin	MSW	
	SOCI 425	Racial & Ethnic Relations (P)	3	2007	Lionel Matthews	PhD	
	SOCI 488	City in Industrialized World (P)	3	1999	Lionel Matthews	PhD	

In 1999, NCA/HLC approved these as distance education (by correspondence) degrees at Andrews University; they continue to be so noted in the current Statement of Affiliation Status (SAS) which is included in Appendix V.

Besides Andrews University, two other regionally accredited institutions, Oakwood University (SACS accredited) and Washington Adventist University (Middle States accredited), have made similar agreements with Griggs University. These are considered part of a Distance Education Consortium among Seventh-day Adventist universities in the U.S. which uses Griggs as the preferred provider for undergraduate distance education courses. The details of these consortium courses are contained in a *Griggs Consortium Catalog: 2010–2012*, available on request from [https://www.Griggs.edu/request\\_catalog.html](https://www.Griggs.edu/request_catalog.html).

**c. Current Process at Andrews for Course and Degree Approval<sup>8</sup>**

The creation of a new course, or a change of course title and credits, requires a proposal from the sponsoring department to a school Curriculum Committee. This faculty committee reviews the rationale, the course description, and its position with the department's existing majors. Generally, these school committees require that for every new course, an existing course be dropped in order to avoid proliferating courses. If approved, the course will be added to the university Bulletin in that department's section, and the department is free to "advertise" its new course.

The development of a new major or degree program, or a substantive change to a program requires a more rigorous faculty review. First, the department must submit its proposal to the school Curriculum Committee, justifying such a new program through having done a needs assessment, benchmarking, or providing other rationales. If the school committee concurs with the department's proposal, it will recommend the proposal to the faculty Undergraduate or Graduate Council. There a wider review of the justification for such a degree is made. Departments in other schools have the opportunity to question or to support the proposal. The availability of sufficient qualified faculty to teach the proposed major will be considered, as well as the availability of adequate library resources. Financial implications for the department's productivity may be reviewed. Once the program has been approved by the appropriate Council, it may be placed in the next *Andrews University Bulletin*.

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8 *Andrews University Working Policy: Approval of Curricula: Policy Making, 2:411. Approval of Courses: 2:412.*

#### **d. Anticipated Changes**

Briefly, the academic plan post-transfer can be summarized as follows. First, Andrews University students pursuing Griggs-provided courses and who are already regular Andrews students will continue to obtain AU approved courses directly from their relevant department and school, receiving advisor assistance. Subsequent to NCA/HLC approval of the change of control, Andrews University faculty will use the regular process described above for new courses and degree programs to review the qualifications of all Griggs instructors, course syllabi, and program curricula and, if found satisfactory, will “adopt” those offerings into their own departmental or school catalog.

Through the usual Andrews school curriculum adoption process, the distance education courses and programs will be shifted from Griggs to Andrews departments and schools. Those courses and degree programs which Andrews faculty does not wish to adopt will go through teach-out and be discontinued. Thus, over the next several years, all academic offerings currently made by Griggs will be provided by the appropriate academic unit at Andrews University. For further details about teach-out, see C-4 below.

#### **e. Affiliation and Extension Programs at Andrews University**

Andrews University has a long history of partnering with Seventh-day Adventist educational and Church institutions to deliver quality education in distant sites. The complete information about these programs and their governance is contained in the *2009 Andrews University Self-Study to NCA/HLC*. The off-campus programs offered in 2009–2010 at affiliation<sup>9</sup> campuses or at extension<sup>10</sup> locations are shown in Table 7 below. There were 3,576 persons enrolled in undergraduate affiliation programs and 1,085 students enrolled in graduate extension programs.

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9 An affiliation refers to a relationship with an institution which has been approved to offer specific Andrews University degree programs under academic quality control requirements. These programs are reviewed and audited on a regular basis and courses taught are transcribed as Andrews University courses.

10 Extension sites are locations away from the home campus where Andrews University faculty teach the same courses as offered on the home campus by a department or school.

**TABLE 7. Andrews University Affiliations and Extensions Programs: 2009–2010**

UNDERGRADUATE PROGRAMS: AFFILIATIONS		
Location	Degree and Sponsoring Schools <sup>1</sup>	Enrolled '09–'10
Hong Kong Adventist College	CAS: <i>BS Health; BS Psychology</i>	2 27
Newbold College, UK	CAS: <i>general education courses, Andrews Year Abroad</i>	30
University of the Southern Caribbean, Trinidad/Tobago	CAS: <i>BA and BS in various majors</i>	3,503
Washington Adventist University	CAS: <i>BSW Social Work</i>	14
GRADUATE PROGRAMS: EXTENSIONS		
Babcock University, Nigeria	SEM: <i>DMin</i>	34
Brazil Adventist University	SED: <i>MA Leadership</i>	46
Helderberg College, South Africa	SEM: <i>DMin</i>	26
Korean Samyook Language School	CAS: <i>MA-TESL</i>	32
Middle East University	SEM: <i>MA Religion</i>	27
Four sites: Kenya, Ghana, Chile, Italy	<i>Interdisciplinary: MSA in International Development</i>	246
Peruvian Union University	SED: <i>MA and PhD Leadership</i>	14
Romania Theological Institute	SEM: <i>MA Religion</i>	56
Spicer College, Pune, India	SED: <i>MA Education, M Educ.</i> SEM: <i>MA Religion</i>	83
University of the Southern Caribbean, Trinidad/Tobago	SBA: <i>MBA; SED: MA Educational Psych.</i>	56
Zaoksky Theological Seminary, Russia	SEM: <i>MA Religion; DMin</i>	82
U.S.A. Various sites for In-ministry and field school programs	SEM: <i>MAPM, MDiv, D Min</i>	344
Kenya and Thailand	<i>Institute of World Missions</i>	39

Griggs presently has a much larger number of affiliations, some within Adventist institutions and others with proprietary institutions at undergraduate and graduate levels. Table 8 displays the Griggs higher education enrollment by headcount and full-time equivalents (FTE) for students in the higher education programs.

**TABLE 8. Enrollment in Griggs University Higher Education Affiliations: 2009–2010**

Category	Headcounts <sup>2</sup> : Traditional <sup>3</sup> Enrollments	FTE: Traditional Enrollments	Affiliates Headcounts	Affiliates FTE	TOTAL Headcount Traditional + Affiliates	TOTAL FTE Traditional + Affiliates
College & Graduate <sup>4</sup>	487	89	2,375	1,652	2,862	1,741

- 1 CAS=College of Arts and Sciences; SBA=School of Business Administration; SED=School of Education; SEM=Seventh-day Adventist Theological Seminary
- 2 Headcounts are unduplicated students
- 3 Traditional students are those who enroll through the home office, versus affiliates
- 4 Nearly all (99.6%) are undergraduate students whose home campus is Andrews University, or who attend institutions in a consortium arrangement with Griggs: Oakwood University, or Washington Adventist University. These are enrolled via the Griggs University home office with the assistance of home campus advisors/counselors.

The complete listing of current Griggs affiliations at the college or graduate level is found in Appendix

V. The following degree programs are offered internationally:

- AA in Personal Ministries
- BA in Religion
- BA in Theological Studies
- BS in Business Management
- BS in Religious Education
- MBA (in collaboration with Washington Adventist University)
- Master of Christian Ministry (MCM)

Details of the Griggs programs regarding admission, financial information, curricular requirements and course descriptions are found in the Griggs University Bulletin: International Edition, 2009-2011 which can be requested from their website: [http://www.Griggs.edu/pdfs/college/catalog/GU\\_catalog2009-11](http://www.Griggs.edu/pdfs/college/catalog/GU_catalog2009-11)

These affiliations must meet Griggs quality control standards including faculty qualifications, library resources, and prescribed course syllabi. Students are admitted, complete courses under the guidance of a qualified teacher, either face-to-face or via paper or electronically supported distance education modalities, and their course grades are transcribed by Griggs University. When degree requirements are met, graduated students become alumni of Griggs University. Many of these affiliations use a cohort-based enrollment system.



**f. Changes Anticipated for Andrews Affiliations and Extensions**

The plan is that the present Andrews Office of Affiliation & Extension Programs will continue to provide quality control administration and services for both Andrews and Griggs affiliation and extension programs, but the director will report to the provost until after approval of the change of control. The director will then report to the dean of the School of Distance Education. The governing committee for these programs will be the Affiliations and Extensions Committee, chaired by the Andrews provost. This committee will contain the deans of the schools participating in affiliation and extension programs as well as the director of Affiliations and Extensions, serving as secretary. See Appendix V for the Terms of Reference for this committee.

Program review of the Griggs affiliations will begin once a change of control has been approved. This process will be done by the Andrews University faculty in the relevant departments and will consist of reviewing Griggs faculty qualifications, curricula and course syllabi. As described above, when the Andrews faculty are satisfied, the affiliation program will be “adopted” into their own departmental or school catalog and be shifted from Griggs to Andrews departments and schools. Those courses and degree programs which Andrews faculty does not wish to adopt will go through teach-out and be discontinued. Thus, over the next several years, all academic offerings currently made by Griggs through its affiliations will move to the appropriate academic unit at Andrews University. For further details about teach-out, see C-4 below.

**g. Learning and Support Services**

In 1999, a group of faculty interested in expanding collaboration and innovative teaching methods banded together and called their network the Adventist Virtual Learning Network (AVLN). From their interactions, the need for more support in this area for Andrews faculty was evident. A committee was created in 2000 to guide electronic education efforts, the Distributed Education Committee, chaired by the chief academic officer. The committee developed a process<sup>11</sup> for approval of proposed online courses which included meeting the standards of AVLN which state that “Courses developed shall:

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11 DLIT: *Policies, Procedures and Best Practices for the Development and Teaching of Online Courses*. Updated November 2010.

- (1) Be faith-driven and mission-oriented
- (2) Focus on thinking processes
- (3) Address the relational basis of learning
- (4) Create stimulating learning experiences
- (5) Address the individuality of learners
- (6) Incorporate appropriate assessment processes
- (7) Provide access to appropriate support services and learning materials.”<sup>12</sup>

The course approval process also required faculty to obtain professional training in teaching an online course before such a course would be posted on the Andrews website as being available to students. Because there were few completely online courses offered, this expectation has been difficult to maintain.

This committee also recommended and guided the formation of a Center for Distance Learning & Instructional Technology (DLIT) and this was housed in a location within James White Library. The services at DLIT are described on their website at <http://www.andrews.edu/services/dlit/>.

#### **h. The New School of Distance Education**

A new academic unit, the School of Distance Education, was proposed by the Andrews Feasibility Study and this concept was approved on October 26, 2010, by the Andrews University trustees. This unit will be expected to centralize the administration of all admission services to distance education applicants, maintain quality control for distance courses, and support services to faculty involved in providing distance education. As noted above, within this school will be the Office of Affiliation & Extension Programs as well as the Center for DLIT. The School of Distance Education will become a reality upon approval by NCA/HLC of the change of control.

The dean of the School of Distance Education will be the Griggs University interim president, Dr. Alayne Thorpe, who will be assisted by an associate dean, a director of Affiliations and Extensions, a director of Student Services, and a Course Project manager. The proposed organizational chart for this school is shown in Figure 3 below. As can be seen, the dean of Distance Education will report directly to the Andrews University provost. She will sit

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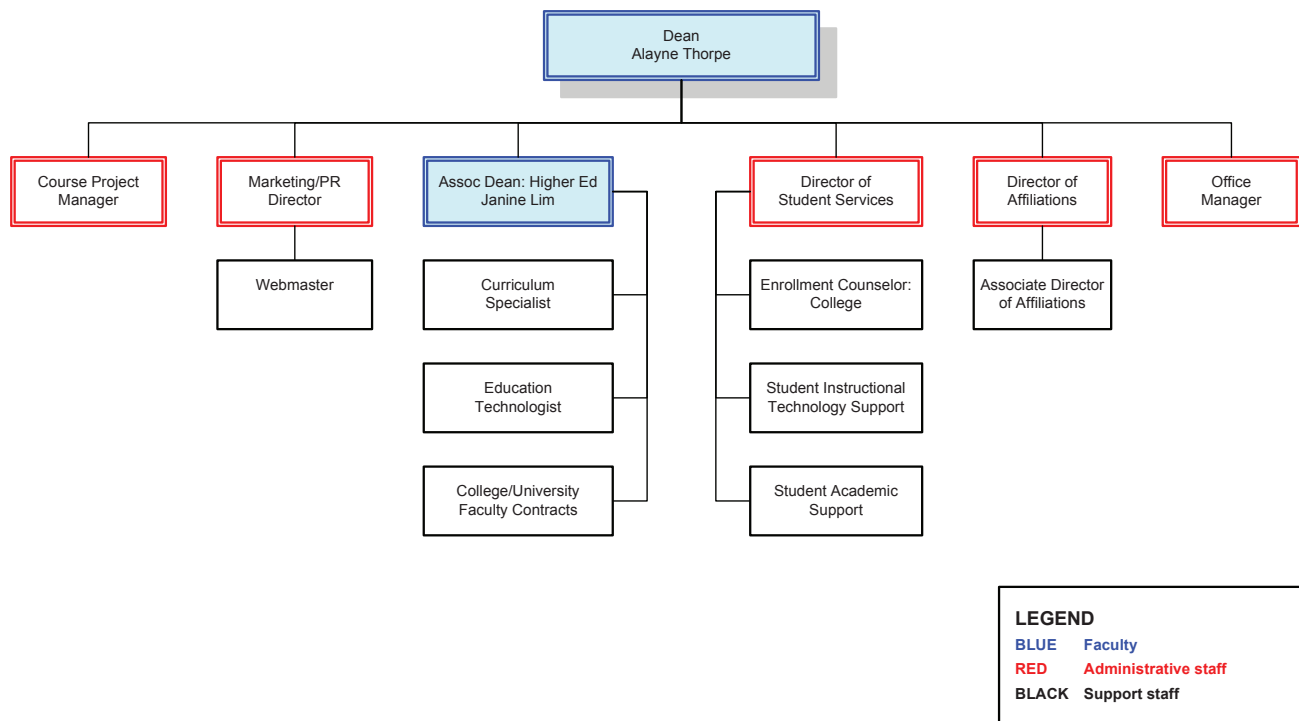
12 AVLN Standards for Teaching Online. <http://www.avln.org/article.php?id+5>.

on the Academic Deans Council with the deans of the academic schools. In addition, the dean of Distance Education will participate in various academic administration committees, such as the Affiliations and Extensions Committee. See further discussion about this committee in section 14 below. She will also chair the Distributed Education Committee which includes faculty from all the schools of the university.

**FIGURE 3. Organizational Chart for New School of Distance Education.**

**School of Distance Education: Higher Education Division  
PROPOSED STRUCTURE**

May 2011



*NOTE: This chart is designed to show the primary functions of each staff member. It may not accurately reflect the chain of command or an employee's relative level within the organization.*

By centralizing distance education services in this new School of Distance Education, collaboration with the academic units and central control over education at a distance will be fostered. This structure is one of the ways that Andrews expects to meet NCA/HLC Team

Recommendations<sup>13</sup> about “... 3) strengthening oversight of affiliate and extension programs; ... 6) providing adequate staffing in support of institutional commitments to agenda such as assessment and affiliation and extension programming; and 7) implementing present and new endeavors in online programming...”

Our plan is for this School to provide the infrastructure and capacity to strengthen all distance education programs at Andrews.

### **3. Current Delivery Modes for Andrews University Programs**

The dominant mode of instruction in the university’s programs is face-to-face. This is true both on the Berrien Springs campus, and for the distant affiliation and extension program sites as well. Even so, Andrews began ventures with electronic support for teaching in the late 90s. A number of teachers have added technological tools to their teaching resources. Presently, the electronic modes range from technologically supported models using a course platform through a mixture (mostly in graduate degree programs) of face to face instruction on-campus or in the field with online courses. Only the MSN degree is offered entirely online.

#### **a. Course platforms**

Andrews began in the late 90s with the course platform WebCT. In 2001, it moved to Desire-2-Learn (D2L) which seemed more effective in facilitating faculty work. As a result, many faculty at the university have used Desire-2-Learn (D2L) as a course platform to support their face-to-face instruction. This blended mode facilitates students to obtain resources and class presentations, receive assignments, submit papers and receive evaluations via D2L. During 2010–11, approximately 208 faculty, or 81% of Andrews faculty, were utilizing D2L in 560 courses. Presently there are 21 fully online courses which have been approved.

On March 24, 2011, Andrews began a shift from D2L as its course platform to Moodle Rooms. DLIT provided kick-off workshop sessions to introduce this platform to faculty not currently using any platform as well as to assist faculty who need to change their D2L-based courses to Moodle for the rest of the spring and summer terms. By fall term 2011, it is anticipated that all courses will be on Moodle or backup from D2L for future reference if wished.

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13 NCA/HLC Team Recommendations for the State of Affiliation Status, 2012–2013 Focused Visit. 2009.

Griggs also uses D2L and the K–12 programs will continue to do so for the immediate future. Undergraduate and graduate courses, however, will transition to Moodle Rooms during the fall of 2011.

**b. James White Library resources**

The James White Library has been particularly responsive to the needs for electronic resources for students and faculty, whether on-campus or in a distant location. From 2001–2008, the number of online databases available through the library increased from 81 to 154, including both paid subscriptions and free databases from the State of Michigan. More than 58,134 full-text electronic journals (paid and unpaid) are provided, made accessible by special software within the library databases which links the search results to the full-text articles identified anywhere within our automated library system. This service is available to any registered student or faculty member by the use of their username and password. In addition to a computer instructional lab for providing information literacy and research skills, there are video, PDF and interactive tutorials mounted on the library website. A campus-wide Endnote license is available for students and faculty to assist them develop bibliographies in the correct bibliographic format. These resources are used especially for students at extension sites<sup>14</sup>.

**c. Changes anticipated with transfer of Griggs**

When a change of control is approved, the organization chart for the School of Distance Education shown above (Fig. 3) will come into full existence. The experience which Griggs brings in enrolling and retaining students at a distance and supporting them in their studies will become a major asset for the future of distance education at Andrews University. As shown by the (O) symbol beside the course names in Table 3 above, nearly all their courses are now provided with online support.

The new School of Distance Education will considerably expand staff capacity to support effective teaching through online courses. Under the associate dean for Higher Education, there will be a Curriculum specialist as well as the current DLIT director working as educational technologist. Two colleagues, a Curriculum specialist and Educational technologist, who

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14 See <http://www.andrews.edu/library/ocls/offcamp.html>.



will work in the K–12 programs of Griggs International Academy, will also be available. These plans will foster a much stronger team to support Andrews faculty now teaching in Andrews programs which are fully or extensively online.

#### 4. Current Student Enrollment in Distance Education

Andrews students enrolled in distant affiliations or extension sites totaled 3,576 persons in 2009–2010 (see Table 6 above). Table 9 shows the undergraduate enrollment by students on the Andrews campus who took Andrews courses provided through Griggs either by correspondence or via online supported instruction.

**TABLE 9. Enrollment in Andrews Courses Provided Through Griggs University**

Registration Central Data	2009–2010	2010–2011
Headcount	141	148
Credits taken	716	743

Enrollment by students in various other modes of distance education are displayed in Table 10. Some undergraduate students choose to enroll in correspondence courses other than those provided by Griggs. Video/Internet is the most frequently selected course modality.

**TABLE 10. Credits Taken by Andrews Students in Various Modes of Distance Education**

Academic Year	Non-Griggs Correspondence	Internet	Video/Internet	Lecture/Online	All Modes
2009–10	125	127	490	121	863
2010–11	107	198	418	NA	723

##### a. Plans to Support Griggs Students Through Transition

A Griggs Transition Committee was created in January 2011 to serve as an administrative advisory council to the Andrews provost and Griggs interim president during the transition of Griggs University to form a school located in Berrien Springs, Mich. This committee included

staff members in both institutions and was co-chaired by the two administrative officers. The committee agreed in its first meeting that a primary goal was to achieve the transition without any disadvantage to students taking Griggs courses and degrees.

Students taking undergraduate courses, either through the above-mentioned Distance Education Consortium or independently, would be the ones most at-risk. Students in the Griggs affiliations partnerships, which operate in a cohort fashion, are less likely to be affected by the physical move to Michigan. Current Andrews University students are unlikely to be affected by the transition.

Several activities and tactics are being used to protect students from inconvenience and difficulties:

- (1) Endeavoring to bring as many current Griggs staff to Michigan as possible. This allows GRIGGS to operate with experienced persons who know what distance-students need. Where key personnel were unable or unwilling to move, a number of them were offered and have accepted temporary employment of 6–12 months and will remain in Maryland, working for Griggs by remote VPN connection.
- (2) Assuring that where replacement staff must be hired by Griggs, whether they serve directly within Griggs or are embedded into core Andrews offices, they are trained in both Andrews and GRIGGS student information and financial systems.
- (3) Providing information about Andrews University to Griggs affiliation students by a video<sup>15</sup> that is available on the Griggs website.
- (4) Plans for the physical move call for the shortest possible interruption time in services to students. Students will be notified that there may be a delay of a week in receiving books and supplies ordered as they enroll in a given course through Griggs.

#### **b. Adoption or Teachout of Griggs Degree Programs by Andrews**

As noted in Section C-2 above, after a change of control has been approved, a process of program review by Andrews faculty will begin with faculty and course review as well as affiliation agreements review. It is likely that some changes to improve courses or affiliation

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<sup>15</sup> After Griggs became owned by Andrews University, a video with Andrews' president and Griggs' interim president was prepared. This explained the new partnership and provided information to students about Andrews University. It was duplicated and taken to the largest affiliation site in Vietnam in January 2011.

agreements will be made through this process of review and adoption. However, in other cases, the decision may be made to not continue present Griggs arrangements.

For students currently enrolled in programs which are not adopted by Andrews departments, a process of teachout will begin. This process will follow the principles of student notification, teaching all students in the course “pipeline” and providing adequate time for all students in the pipeline to complete their coursework before course offerings will cease. The teachout will follow these steps:

- (1) The starting date of the teachout will be identified and the period of teachout will be defined to be 18 months from the starting date. After the starting date, no students will be enrolled in the discontinued course and no new cohort will begin, so the teachout will have a well-defined ending point.
- (2) Students in the course or cohort pipeline will be notified of the date by which the course(s) will no longer become available.
- (3) Department chairs and deans will maintain attention to all students in the pipeline during the teachout period.
- (4) Students who wish to withdraw from the course and seek a different provider will be refunded for the part of the course not finished, and will be counseled (if desired) on other provider options which may be available to them.
- (5) Students in an affiliation cohort who have missed some part of the cohort’s curriculum will be advised on how they can complete their degree by using other provider options.

### **c. Changes in Andrews Student Enrollment**

The merger of Griggs University into Andrews University will significantly expand the enrollment of Andrews University, particularly the sector involving affiliations enrollments.

General projections about enrollment would include the following:

- (1) Maintenance of the current enrollment of undergraduate students through the consortium which Griggs has had for many years with other Adventist institutions.
- (2) A net decline will occur in undergraduate students involved in one major Andrews affiliation. Teachout for the affiliation with the University of Southern Caribbean began in the fall of 2010 because the Trinidad government requires its chartered private institutions to

- nationalize undergraduate studies. In 2009–10 there were more than 3,300 students at this affiliation, but by fall 2014 there will be only about 500 still enrolled in their senior year.
- (3) Significant growth potential in graduate program affiliations presently held by Griggs. This is particularly true of those located in Asia and in Saudi Arabia. Other parties throughout Asia are expressing interest in developing partnerships with Griggs. Once a change of control is approved, all new agreements for affiliations will be guided by the present Andrews process for adding such programs. This process is displayed in Appendix VI.
  - (5) The Andrews University Division of Enrollment Management sees the integration of Griggs as an opportunity to expand recruitment outreach for undergraduate students. A designated new recruiter added to the Enrollment Management team will focus on enrolling both secondary students from GIA and early recruitment efforts with the many home-schooling parents who use GIA courses.

Maintaining and encouraging steady growth in enrollment through various distance education modalities will result from continuing to foster high quality educational services.

## **5. Projected Enrollment Over Next Five Years.**

As already noted, the acquisition of GRIGGS was not made as an investment by Andrews but occurred as a gift of the parent organization to both institutions. The feasibility study reflected concerns that this change not pose a financial threat to Andrews. Because the final financial acquisition plans were deemed robust against such risks, attention in this first year of acquisition is to ensure a smooth relocation of Griggs to Michigan and begin attention to strategic planning (see Section C-8 below).

The undergraduate student population on the Berrien Springs campus is targeted to grow by an additional 200 students, anticipating reaching just over 2,000 undergraduate students enrolled by the fall of 2015. This growth rate continues the pace of undergraduate student enrollment growth since 2007. The Andrews Enrollment History and Projections Chart is displayed in Appendix VI.

## **6. Marketing Plan**

Both Andrews University and the distance education options will be marketed through an increasing reliance on proactive, personalized electronic communication or on-demand printed publications. In addition to expanding the traditional base of full-time students studying at Andrews University, distance

education marketing efforts will focus not only on students taking individual courses, while studying full-time at Andrews University or other Griggs Consortium partner universities, but on seeking students to enroll in courses even before they attend the University. Such prospective students may come from GIA affiliations serving advanced high school or home school students, or be aimed at students doing community college studies before attending Andrews University. This latter approach will be designed to continue targeting the significant number of Adventist students nationally who do not immediately choose a Seventh-day Adventist university or college to attend.

Presently, Griggs has a marketing consultant contract with Ron Gregory who has assisted in their website development and done several marketing surveys. He has visited the Berrien Springs campus for discussions with the Andrews Enrollment Management and Integrated Marketing & Communication teams. After change of control, Andrews will maintain this contract for the near future.

Affiliation and extension partnerships will continue to remain important to both Andrews University and Griggs University, and during the next five years existing partnerships will be deepened and new partnerships will be sought.

## **7. Business Plan for Next Five Years**

### **a. Financial Goals**

The financial business plan for Andrews University is built around financial goals. The financial goals are based on cash flow. The financial goals for our next budget year, May 1, 2011 –April 30, 2012, are explained below. Following are comments related to each goal.

**Goal #1—Profit:** The university will develop a budget each year to yield an increase to net assets (profit) of 4%. This has been established to meet internal capital needs, repayment of principal debt and increase our cash balance. Many decisions are made to yield the desired profit objective, but the decisions will be made to achieve the goal.

**Goal #2—Depreciation:** This is provided by our fixed assets log. This is recorded as an expense but is a non-cash item and will increase cash.

**Goal #3—Capital:** The university develops a five year capital plan for capital purchases that

are not for replacement of buildings or new buildings. Every two years this plan is updated. An extensive review is made of all requests and a prioritization is placed. The amount allocated has been determined to be the profit generated by the university. The initial goal was 3% of profit but it was determined this was not enough, so in 2008 the goal was changed to 4%.

**Goal #4—Debt Repayment:** Our external debt will be reduced by \$1,000,000 per year plus any donations received for projects completed and debt incurred. The university borrowed an additional \$17,500,000 in the current year. This brings total debt to \$21,000,000, excluding one wholly owned subsidiary.

**Goal #5—Working Capital:** It has been evaluated that current assets will increase \$600,000 per year more than current liabilities.

**Goal #6—Cash:** In addition to profit the next major financial goal is to increase cash by \$9,000,000 over the next five years. The financial model presented achieves this goal. After the five years a decision will be made as how to shift the final goals to reduce profit, increase capital, repay debt more quickly or keep increasing cash reserves.

Each year a new budget is developed to achieve each of the financial goals.

#### **b. Financial Sustainability**

As noted above, there was considerable discussion and negotiations to assure sufficient financial support from Church headquarters for this transfer. The final commitments provide funding adequate for the transition without impairing either institution's operating budget. The transition budget is built in part on reserves held by the GC for Griggs when they consolidated a previous building from Takoma Park, Md., to a new headquarters building in Silver Spring, Md.

It also included a continued appropriation to Griggs for rent payable to Andrews, which Andrews has used to leverage a purchase arrangement of a nearby regional church headquarters building. The transition funding is also paying for the refurbishing and furnishing of this building, located just on the south side of the campus.



**c. Debt Acquired by Transfer**

No debt has been accrued by the acquisition of Griggs by Andrews University. As noted in Goal #4 above, the current Andrews University debt is being paid down minimally at the rate of \$1 million annually through achieving operations goals, in addition to funds raised from donors to the Buller Hall building campaign.

Increased costs for expansion of the Andrews student body will result in increased costs for library database and Microsoft computer licenses. Distance learners have an access fee for library services at Andrews. If there are increased costs, the general fee is increased to cover these when the next budget is made.

**d. Improvements and Expansions**

The President's Council, while supportive of the concept of an alliance between Andrews and Griggs, cautioned that sufficient capitalization should be provided. This has been done through a four-year commitment of \$250,000 annually to support the development of high quality distance education courses.

One of the improvements facilitated by this funding, which will benefit both institutions, is to accomplish the goal of completely automated admission as well as course registration for all students wherever they reside.

**e. Investor Commitment**

No investments were made in this transfer. The appropriations provided annually by the General Conference world headquarters to both institutions are unchanged by the transfer, as specifically noted in the voted action of October 11, 2011.

**8. Strategic Planning**

**a. The Andrews Feasibility Study<sup>16</sup>**

This preliminary evaluation, involving a Feasibility Committee, resulted in a report provided to the Andrews Board of Trustees in September 2010 by Provost Luxton. This preceded the October 11 vote by Church headquarters to move Griggs University in its entirety to Andrews

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16 Griggs University Feasibility Report. Found in Appendix I.

University. The Study recommended a model with specific characteristics which have been used in both short- and long-term planning for the transition of Griggs physically to Michigan.

These recommendations included:

1. A School of Distance Education led by a dean, with all degree programs/courses offered according to the expectations of NCA.
2. A staff of specialists in distance education which would include a mix of the following: curriculum specialists, course developers, media/graphics designer, registration coordinator, IT technicians, management systems support, accreditation director and materials/resource coordinator (not all full-time positions).
3. Degree courses and programs offered in a range of modalities (but with a strong focus on online) run through the existing academic Schools and Colleges.
4. Continuing education courses that carry no academic credit offered directly through the Distance Education School.
5. The School of Distance Education through the Dean would be responsible for:
  - Setting a vision for the development of the Distance Education program in cooperation with an advisory committee (or Board)
  - Quality assurance of distance education courses
  - Approval of new programs
  - Cooperating with the other Deans in recruitment of contract teachers
  - Ensuring faculty involved in distance education are trained in best practice
  - Preparing documents as appropriate to meet accreditation requirements on distance education courses
  - Preparing and managing the budget
6. A Distance Education Advisory would support the work of the dean and assist in maintaining strong coordination with other campus schools/colleges.
7. Existing degrees/programs that are offered by Griggs through other institutions would be discontinued, or adjusted so that they could be considered affiliations or extension programs, or redesigned to meet NCA distance education requirements.
8. The School would be supported by a percentage of the tuition received through distance education courses across campus as well as income from continuing education and non-credit programs. The cost for distance education courses would be less than on-campus courses. The amount of the reduction to be decided as the budget is developed.

9. Faculty would be largely contract, with a few key faculty remaining (or being hired) as full-time core faculty. Faculty would be appointed as faculty of existing Andrews University departments.
10. Additional library resources, particularly electronic databases, would be needed to respond to the larger number of students studying at a distance.

These recommendations have provided the context for transition planning.

#### **b. The School of Distance Education**

The organization chart for the new School of Distance Education, shown in Figure 3 above (Section 2-H), reflects the intent to have this school provide services to all academic units which will enhance their distance education offerings. As already explained, all Griggs academic programs which are found by program review to be harmonious with Andrews academic standards would eventually be “adopted” by the appropriate academic school and department, or would go through teachout. The Andrews Feasibility Study also laid out a four-year timeline for full integration of Griggs academic programs with the schools of Andrews University. Table 11 below shows this timeline and indicates the progress already made.

#### **c. Immediate Planning**

To facilitate the transition process, a Transition Committee<sup>17</sup> was appointed in December 2011, comprised of representatives from both Andrews and Griggs. The members of this committee, shown in Appendix VI, were management staff who carried responsibilities in the various areas of both institutions which would be primarily involved in the change process.

Monthly meetings have been held to provide sharing and team-building. A number of visits were made by Andrews management staff to the Griggs campus to learn how their policies and procedures function and map effective ways to blend these together with Andrews procedures, once Griggs moved to Michigan. Work teams were formed for the areas of (a) Admissions & Academic Records, (b) Facilities Preparation, and (c) Technical Support. An individual was employed on a part-time basis from November 2010 to July 2011 to serve as a special assistant

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17 See Appendix VI.

to Provost Luxton and Interim Griggs President Alayne Thorpe in facilitating the logistics of that process. Table 11 below summarizes the overall timeline developed with input from the Transition Committee.

**TABLE 11. Transition Timeline**

Academic Year	Actions Planned	Comments
2010–11	<ul style="list-style-type: none"> <li>• Hiring of dean</li> <li>• Physical move to Michigan campus</li> <li>• Core staff and faculty in place to enable movement to full integration</li> <li>• Decisions made on programs/ degrees offered in cooperation with other institutions; phase-out for degrees which would not meet NCA accreditation expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Done</i></li> <li>• <i>Will occur in July 2011. The facility to house Griggs was purchased and renovated in April–May 2011.</i></li> <li>• <i>Transfer arrangements and hiring of replacement staff will be completed by May 2011.</i></li> <li>• <i>Initial actions taken to improve affiliation performance</i></li> <li>• <i>Hospitality Management affiliation program in Korea has been closed by Griggs because of disharmony with mission</i></li> </ul>
2011–12	<ul style="list-style-type: none"> <li>• Program review begins. First year of phase-out of existing programs that cannot transfer</li> <li>• Development/refinement of quality control processes</li> <li>• Development of strategic plan section focused on distance education expansion</li> <li>• Review of existing courses for transfer and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Restructuring of the Andrews Affiliation/ Extensions Committee done; will tighten central control</i></li> <li>• <i>Plan explained to faculty for developing 2012–16 AU Strategic Plan includes section on distance education</i></li> <li>• <i>Deans of academic schools have interacted with new dean of Distance Education</i></li> </ul>
2012–13	<ul style="list-style-type: none"> <li>• Conclusion of phase-out of existing programs that cannot transfer</li> <li>• Conclusion of adjustments of existing affiliation agreements and distance education courses</li> <li>• Transition by faculty adoption of Griggs courses and degree programs</li> <li>• Quality assurance plans concluded</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The process to be followed has been presented to the General Faculty</i></li> </ul>
2013–14	<ul style="list-style-type: none"> <li>• Finalizing of all transition plans</li> </ul>	

Because many of the Griggs employees residing in Maryland were unable to move to Michigan, key administrative and management staff will be maintained as Griggs employees for 6–12 months, working by remote electronic connection from Maryland and training replacement personnel in Michigan. A number of new employees were sought who could be trained to serve both Griggs needs but also be embedded in the Andrews infrastructure to implement change processes for full integration.

**d. Andrews University Long-Range Strategic Planning**

The current five-year Andrews University Strategic Plan expires at the end of academic year 2011–12. Accordingly, a new Strategic Planning process has been developed by the provost to prepare for a 2012–2016 Plan (see Appendix VI). Provost Luxton has presented to the Andrews General Faculty the approach she will take with faculty involvement in making the 2012–2016 Strategic Plan. Academic planning is central to this process. The full Strategic Planning Committee will draw from all major sectors of the institution; faculty and academic committees will be facilitated by an Academic Master Planning Committee. The dean of Distance Education will be a member of the Academic Master Planning Committee. The Andrews Facilities Master Planning Committee, which is responsible for long-range planning for major changes in the physical campus design and buildings, will continue to function.

Previous Andrews strategic plans have been largely static in nature. The new process is designed to produce a five-year rolling plan which will be updated annually. In this way, the operational plans of Andrews can be more responsive and flexible to changing environments and needs. The development timeline for this process is shown in Table 12 below. The members of the Academic Master Planning Committee (AMC) have been appointed, including a senior faculty chair.

**TABLE 12. Strategic Planning Timeline for Andrews University**

Phases by Terms	Academic	Full University Plan
<b>Phase I by fall 2011</b>	Schools/departments/councils identify major plans	Council agrees on major strategic pillars and initiatives
	AMC identifies major academic needs & thrusts	Board input and vote on major pillars and initiatives
<b>Phase II by February 2012</b>	Academic benchmarking decisions concluded	Preferred institutional profile agreed and shared with Board
	Academic Profile recommended	Integration of plans from all subcommittees
	Sub-plans identified	AMC manages oversight of development of final document
	Schools/departments finalize details of their plans	
<b>Phase III by May1, 2012</b>	Plan completed & operational	Plan completed & operational

To strengthen the work of the Academic Master-Planning Committee, a Program Review Process has been developed and began its work in fall 2010. This process makes use of the same tool, WeaveOnline, which contains campus-wide course and program assessment materials. Thus, faculty work towards assessment of learning outcomes is also incorporated into departmental and school program review. The process uses a seven-year cycle by which each University program is scheduled for program review. After the change of control for Griggs is approved, it is anticipated that all the present programs now under Griggs University which have been adopted by the appropriate department and school faculty, will be included in a timely way in the Program Review Process. Details of the Program Review Process are provided in Appendix V.

## **9. Governance and Management Structure at Andrews After Transfer**

The governance structure will change only in a limited way. The addition of a new School of Distance Education to the academic units of Andrews University, as shown in Figure 2 above, allows greater



coordination and focus on the work of Andrews in serving students at a distance. Some management elements, blended into this new school, will be strengthened, such as the present Andrews University Office of Affiliation & Extension Programs and technological support services provided through DLIT (see section 14-c below). In addition, the school will have a financial manager for distance education who will provide administrative support to the dean in much the same way as the two largest schools at Andrews (CAS, SEM) now do.

In the first months since the ownership change was made, there are several encouraging indicators that Andrews will benefit from acquiring Griggs: (a) commitment to a common goal that the physical move and subsequent changes will not jeopardize or inconvenience Griggs students, thus maintaining existing Griggs enrollment; (b) transparency and mutual respect among management staff of both institutions fostered by a Transition Committee and visits to each others' campuses, thus building inter-institutional teamwork; and (c) the development of close working relationships between the administrative officers of both institutions.

The campus community has been kept informed of the planned changes and given progress reports through an electronic Provost's Bulletin as well as by updates at monthly meetings of the General Faculty.

**a. Improved Electronic Services to Distance Students**

A major goal was set in the Transition Committee to improve electronic registration processes for both institutions so that both admissions and registration become fully automated. Presently both institutions use on-site registrars for some affiliation partners. This has posed difficulties of timeliness in processing admissions and course enrollments which are not aligned with good academic practice. Having this goal in mind has been a useful platform in discussions about how the two Student Information Systems can be integrated after NCA/HLC approval of a change of control.

**b. Improved Infrastructure for Onsite Student Enrollment**

Presently both institutions use on-site registrars for their affiliation partners. This has posed difficulties of timeliness in processing admissions and course enrollments. During the work of the Transition Committee, it became evident that ongoing audit visits should strengthen better practices by on-site registrars.

To this end, a joint team of school deans representing both institutions made an audit visit to Spicer College in India in March 2011. This Adventist college has a history of difficulties with compliance with academic standards and management processes expected by agreements with both Andrews and Griggs. Conditions were set by which continuation of the Griggs affiliation will be dependent on upgrading and providing the expected faculty and library resources required for such an affiliation. If such improvements are made and verified within the coming year, there is the potential that this affiliation could be adopted by the Andrews University School of Business Administration.

#### **10. Knowledge and Experience in Higher Education of Key Parties.**

All parties in this transfer are well-experienced in higher education, as evidenced by their commitment to holding appropriate accreditations (section A-3). As noted earlier, Alayne Thorpe, whose vitae is found in Appendix V, has had many years of experience as the chief academic officer of Griggs University.

#### **11. Current Griggs Faculty and Anticipated Faculty**

Course instructors for Griggs, shown in Table 6 above (section 2b), who have been approved for teaching Andrews courses delivered by Griggs, will continue as Andrews University adjunct faculty. A list of these faculty with their locations is included in Appendix V. Several of these faculty have been or currently are faculty on the Andrews' home campus.

Course instructors have been paid on a piece-work system and treated as independent contracts at Griggs, since it was a unit located within the Church headquarters. That process will change when Andrews takes control of Griggs. Griggs instructors will then be part of the part-time faculty employment protocol for Andrews.

We anticipate that with the new School of Distance Education which can provide greater training and technology support to Andrews faculty, more Andrews faculty will become interested in developing online courses. The change from D2L to Moodle Rooms is also anticipated to facilitate course management efforts for all Andrews faculty.

#### **12. Assessment of Student Learning**

Andrews University has a Philosophy of Assessment which was recently voted by the University Assessment Committee and provided as information to the General Faculty. This document is located in Appendix V.

Principles from this statement build upon the Andrews mission and its goals; they will increasingly guide the assessment efforts on the Andrews home campus. An important feature of this statement is the campus-wide application to be made, not only in the classroom, but also within non-academic programming and residence halls.

During discussions of the Griggs Transition Committee, note was made that more attention must be given to assessment practices in both Griggs or Andrews affiliation campuses and extension locations. Thus, development of an assessment culture in all the distance sites has become a goal for both institutions. For instance, among the requirements presented to Spicer College for continued affiliation with Griggs is that they become fully engaged in assessment of student learning outcomes.

The director of Institutional Assessment is a member of the Griggs Transition Committee, and has indicated her plan to begin work with assessment activities among the affiliations and extensions programs in the fall of 2011. Future review of Griggs programs by faculty for possible adoption will include plans for assessment which align with strategic plans of the Andrews academic units.

### **13. Continued Fulfillment of NCA/HLC Accreditation Requirements**

Andrews University received continued accreditation from the Higher Learning Commission for ten years following its most recent NCA/HLC team visit (2009). A focused visit is planned for 2012–2013. See Appendix VI for how Andrews University meets the NCA/HLC Eligibility Requirements. Section 14 below presents how Andrews University is addressing the challenges raised by the visiting team.

Andrews now owns Griggs University as a separate corporation. As described in section C-2d, after approval of a change of control, Andrews expects over time to consolidate and integrate the educational programs and affiliations of Griggs University into Andrews University. This will be done first by transferring the administration of Griggs higher education programs into a new School of Distance Education, and then over the next several years, by review and adoption of Griggs courses and degree programs through the regular Andrews academic policies. Such a plan is aided by the history of partnership with Griggs in which Andrews has used Griggs to provide undergraduate courses which are electronically supported. Griggs has also maintained its own quality processes, as evidenced in its present accreditation status with DETC.

Thus, Andrews has sufficient academic and corporate control to continue to meet NCA/HLC's Eligibility Requirements for Accreditation and the standards already maintained by Griggs will assist in

ensuring this process. In most cases, therefore, Andrews will continue to meet eligibility requirements in the same way after the change of control as before.

**a. Criteria for Accreditation:**

**1. Criterion One. Mission and Integrity.<sup>18</sup>**

**a. Core Component 1a<sup>19</sup>**

The mission statement (see Section C-1 above) is found in all public documents and the website of the University and displayed prominently as a framed statement in all major buildings. Andrews University (as a religiously affiliated institution) has aligned its mission statement, its vision statement, and associated learning goals with its serious commitment to values-based education.

As noted in Section C-1c, the missions of Andrews and Griggs are already compatible. After approval of a change of control, Griggs as the new School of Distance Education will come under the Andrews mission.

**b. Core Component 1b<sup>20</sup>**

Andrews is owned and operated by the Seventh-day Adventist denomination, and membership in this denomination is expected for its faculty and staff. However, admission is open to qualified students without distinctions of race, church membership/creed, disability or gender. About a fourth of Andrews present student body are members of other faith communities or claim no faith.

The University is involved with its community in many ways through student and faculty service projects; membership in community organization boards and committees; and weekly student ministries to the inner city of Benton Harbor. The president sets the pace by serving on the Board of Lakeland Community HealthCare, Inc. which operates the local healthcare institutions.

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18 CRITERION 1: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

19 Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

20 Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies and the greater society it serves.

Revised bylaws voted by the board in 2007 include an emphasis on selected purposes of the institution including developing faith among its students and educating for generous service in the world.

Presently, diversity is so prevalent at Andrews that no ethnic group has a majority of the enrollment; this is widely considered as a major strength of the campus. Gains in faculty and administration diversity have been made in the past decade. The general education courses have an emphasis on multiculturalism and inclusion. A director of diversity has been appointed to help facilitate the continued emphasis on diversity.

c. **Core Component 1c**<sup>21</sup>

In 2008, a faculty committee did an extensive survey of all University publications from the department level to the board regarding their alignment with and use of the Andrews mission statement. They found widespread recognition that Andrews as an international university serves the world Seventh-day Adventist Church and inculcates service as a value in its students, while all levels used language derived from the mission statement. The 2009 site visit report concurred, noting: “The ‘mission of generous service’ is pervasive across the University.”

d. **Core Component 1d**<sup>22</sup>

Administrative restructuring occurred in 2006–07 with the appointment of a provost as Chief Operating Officer (COO) and the appointment of a new CFO. Some redistribution of reporting lines to the provost position occurred in 2010 in response to the recommendation of the NCA/HLC visiting team. A vacancy in the office of Dean of the Graduate School was filled in 2010.

The top officers and division heads meet weekly as a Cabinet with the president. A University Senate represents all areas of the campus with elected members and student representatives. Periodic president and provost *Bulletins* provide information electronically about key administrative activities to the entire campus. A recent example is a query to the

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21 Core Component 1c: Understanding of and support for the mission pervade the organization.

22 Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission

campus from President Andreasen about their opinions on giving a name, Griggs Hall, to the newly refurbished building which will house Griggs University and the future School of Distance Education.

The School Deans' Council, comprised of the various academic school deans, the graduate dean, and the dean of libraries meets monthly with the provost. After a change of control, the new dean of distance learning will participate in this council as well. In all governance matters, the proposed School of Distance Education will be integrated with Andrews, complying with Andrews policies and practices.

Monthly meetings of the general faculty and general staff occur as updates and forums for discussion, such as the April 2011 discussion by the general faculty about the new program review process.

e. **Core Component 1e<sup>23</sup>**

Trustees and administrative leadership are all expected to disclose conflicts of interest. The *University Policy*, with its component parts (administrative, faculty, staff and students) is available either electronically or in print to all employees and all students. In 2010–11, the provost began upgrading university committee functions by the development of Terms of Reference which clarify the role, responsibilities and boundaries of action for all University committees.

Andrews abides by all federal and state requirements for a private institution of higher education. It is compliant with requirements for international students, federal aid and state grants.

Both Andrews and Griggs are on the semester system and use the same ruler to measure the credit hour: 1 semester credit is equivalent to 15 classroom lecture hours. Except for a limited number of courses listed as “Independent Study,” most Andrews courses are 3 credits/course. Griggs provides only 3-credit hour courses.

Andrews University has a system of dispensing financial aid which has been judged by the U.S. Dept. of Education as “very good.” The February 2011 report indicated the three-year default rate on repayment of student loans is 3.0. Financial aid is given only to

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23 Core Component 1e: The organization upholds and protects its integrity.

Andrews students who are taking Griggs distance courses if these students are on-campus residents. Although University scholarships are provided to international students, to receive such funds these students must also be on-campus students. No scholarship funds are provided to students enrolled in Andrews affiliated or extension sites. There is no financial aid presently provided by Griggs University to higher education students. Andrews does not intend to change these financial aid policies.

## **2. Criterion Two.<sup>24</sup> Preparing for the Future.**

### **a. Core Component 2a<sup>25</sup>**

Andrews has been noted as being good at planning but less successful in implementing those plans. However, the process of planning for the acquisition of Griggs University by use of a Feasibility Study has been a notable exception.

Further, as the previous Strategic Plan comes to an end in 2012, a new process of planning is underway under the auspices of the provost. This tactic will produce a rolling (rather than a static) strategic plan, and an Academic Master-Planning Committee will include input from a wide variety of faculty committees. The proposed School of Distance Education will be a participant in this planning process, as will all the Andrews academic schools. See Section C-8 and Appendix VI.

### **b. Core Component 2b<sup>26</sup>**

As described in section C-7, there is a solid business plan based on financial goals for Andrews for the next five years. The Andrews budget for FY2011 as well as financial information about Griggs University is found in Appendix III.

Beyond this plan, the president has been consulting with the President's Council, a group of high-capacity donors about the future of Andrews under the rubric of the Legacy of Leadership Campaign. This group has assisted the University in funding the construction of Buller Hall, part of the Undergraduate Learning Center (see further information below).

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24 CRITERION 2: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

25 Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

26 Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.



Of note for application for change of control, this Council continues to provide advice on how to receive and benefit from the gift of Griggs University to Andrews. At its most recent meeting in May 2011, this Council received an update on the Griggs transition process with enthusiasm. The group recommended to the board that the valuable brand equity of Griggs University be maintained to take advantage of new opportunities for Andrews in Asia through Griggs' affiliations there.

c. **Core Component 2c**<sup>27</sup>

Improvement of assessment participation for affiliation and extension programs in both Andrews and Griggs is a mutually agreed upon goal (see section C-12 and C-14b). Attention to growing an assessment culture on-campus has been a priority since 2010, and progress has already been made.

Also, a program review process has been initiated in the 2010–2011 academic year, which closely allies with assessment findings and uses the same database tool. See Appendix V for the faculty manual for program review.

d. **Core component 2d**<sup>28</sup>

The mission statement, updated in 2007, has guiding value at all levels of University planning. As noted in Table 12, Section C-8d, the planning process for the 2012–2017 Strategic Plan will draw from all levels of the University, including academic departments. Note should be made that the similarity of Andrews and Griggs missions as institutions serving the world Church, has been helpful in the transition planning for the integration of Griggs with Andrews as described in Section C-8c.

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27 Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

28 Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

### 3. Criterion Three:<sup>29</sup> Student Learning and Effective Teaching.

#### a. Core Component 3a<sup>30</sup>

Andrews has adopted a Philosophy of Assessment (see Appendix V) which calls for assessment to occur at all levels and use a variety of methodology. A useful electronic tool, Weave Online, has been introduced to the faculty and individualized department coaching has been occurring throughout the 2010–11 academic year. A feature of the Andrews Assessment Plan is inclusion of both academic programs and non-academic programming, and residence halls. Plans to extend assessment to all affiliation locations and extension sites will be implemented after approval of a change of control.

Assessment is a central practice of the various programs which hold special professional accreditations. These departments and schools encompass about 60% of the student body of Andrews. Special pride is taken in the School of Education, whose teacher preparation program has received external affirmation from the State of Michigan's assessment by receiving a perfect score for four consecutive years.

An alumni survey to obtain information from recent graduates at both undergraduate and graduate levels will be implemented in spring 2012. The University continues to use standardized national tests on general knowledge competencies for all undergraduate seniors and an internal senior survey for evaluating campus services, learning experiences and satisfaction.

As described in sections C-12 and C-14b, plans to extend and strengthen assessment practices in affiliated campuses and extension sites are already underway. The inclusion and expansion of the Office of Affiliation & Extension Programs within the proposed new School of Distance Education will facilitate this effort for all courses and degree programs at a distance.

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29 CRITERION 3: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

30 Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

b. **Core Component 3b**<sup>31</sup>

Andrews is committed to being a teaching university. Faculty development events in the past six years have emphasized increased teaching skills. Promotion in rank and tenure are significantly influenced by evidence that a candidate demonstrates teaching skills at a growing pace. Faculty are expected to use course evaluation tools to obtain feedback from students in order to improve their teaching. The recent creation of the Center for Teaching and Learning Excellence that organizes workshops on effective teaching facilitates such faculty development.

c. **Core Component 3c**<sup>32</sup>

All on-campus buildings are equipped with wireless Internet access and most lecture halls are now “smart” in terms of technology support.

A major building program began in 2009 to improve the undergraduate learning spaces for the humanities and social sciences in the central campus. Buller Hall, a large new classroom building, will open for use in fall 2011. This building, which houses the Departments of Religion & Biblical Languages, Behavioral Sciences and History & Political Science, has improved spaces for academic and social interaction for students, and a large amphitheater classroom/auditorium. It is connected to Nethery Hall, where the Departments of Communication, English, International Language Studies and Social Work reside. Nethery Hall is also under renovation to improve its classroom spaces and infrastructure.

Griggs University will be moving mid-summer 2011 into a refurbished facility purchased from the regional church headquarters. Besides administrative and staff offices, it will have a demonstration classroom where interactive learning methods can be demonstrated. In addition, the Center for DLIT which supports electronic learning technology and an expanded IT Help Desk to assist students with information technology problems, will be located in this venue (see C-14d for further information).

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31 Core Component 3b: The organization values and supports effective teaching.

32 Core Component 3c: The organization creates effective learning environments.

d. **Core Component 3d**<sup>33</sup>

A variety of resources are available to on-campus students to support student learning.

The James White Library, positioned near the center of campus, continues to provide extensive electronic resources for students, both within its walls in the Information Center computer work area and for distance students via its electronic database holdings. Access to these resources is presently available to all distance students who have Andrews ID numbers and passwords (see also section C-3b). After a change of control is approved, access to the library's electronic databases will be expanded to provide services to students in Griggs' affiliations in Asia where English libraries are not available. Other affiliations rely on libraries at local campuses or nearby institutions for such services; assuring that such resources are adequate is a requirement for an institution to acquire an affiliation with Andrews University.

Other resources include a Student Success Center which provides tutoring services, academic counseling and transitional coursework for provisionally admitted students, and disability services including learning disability support. This office networks with the Math Center, Reading Center and Writing Center which provide more intensive assistance to students with learning needs. Students may obtain individualized mental health services from the Counseling & Testing Center.

Every student has a faculty advisor who supports the student in planning their degree program. Although the mechanism by which this occurs varies with program level, the overall satisfaction students express for their faculty advisors is high.

Students enrolled in extension programs at distance sites are advised either by the program coordinator or a designated faculty advisor for that location. Students located in affiliated campuses are advised by faculty on those campuses.

As shown in Fig. 3 (Section C-2h), the organization chart for the proposed School of Distance Education includes a director of Student Services. This individual will be responsible for making certain that resources available to students on campus are available to students studying at a distance whether they are on affiliated campuses or individual enrollments.

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33 Core Component 3d: The organization's learning resources support student learning and effective teaching.

#### 4. Criterion Four:<sup>34</sup> Acquisition, Discovery, and Application of Knowledge

##### a. Core Component 4a<sup>35</sup>

The 2007–2012 Strategic Plan had seven goals of which five directly addressed a lifetime of learning. These goals were intended to (a) engender transformational learning, with particular attention to encouraging a teacher/scholar model and involving students in research; (b) deepen connections between faith and learning, including ethical understandings; (c) promote inclusion and inculcation of cultural competence for all members of the campus community; (d) model whole-person education with attention to a co-curriculum which fostered development of Christian leadership skills in students; and (e) improve the environments in which learning takes place. A high percentage of the actions identified in these sections of the strategic plan have been completed or are in progress.

##### b. Core Component 4b<sup>36</sup>

Andrews has been particularly successful in involving undergraduate students in research, yielding opportunities for many science and behavioral science students to present and publish scholarly papers. There are at least six NSF grants in progress, two of which emphasize the development of minority AP high school students and undergraduate students involvement in chemistry research.

Several graduate extension programs involve mature students in applied research. The MSA in International Development, an interdisciplinary program enrolling more than 300 professionals in various humanitarian agencies, has a capstone research project which seeks answers to major global humanitarian issues. The Seminary's DMin degree requires a substantial research paper, equivalent to a dissertation, in a topic of applied theology.

A major cocurricular project to foster undergraduate student leadership skills began

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34 CRITERION 4: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

35 Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

36 Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

in 2009. The Leadership program involves students in a variety of academic courses and student activities (such as leadership in student clubs and student government) which yield leadership skills and confidence. A newly established undergraduate leadership program is housed on the main floor of the Campus Center.

c. **Core Component 4c**<sup>37</sup>

As shown in Section 12 and 14b, Andrews is seeking to create a wider culture of assessment for the campus. This is already a common goal with Griggs and after a change of control will be a major thrust for all the affiliation and extension programs.

d. **Core Component 4d**<sup>38</sup>

Andrews supports faculty research in several ways. One is by encouraging a balanced work load, in which 70% of time is devoted to research with the other 30% allocated to scholarly activity, advising, committee and community service. Small faculty research awards are provided annually to faculty for scholarly publications.

The Office of Research & Creative Scholarship facilitates faculty and graduate students in their research projects, including review of human subject research proposals.

## 5. **Criterion Five:**<sup>39</sup> **Engagement and Service**

a. **Core Component 5a**<sup>40</sup>

The primary constituency served by Andrews University is the Seventh-day Adventist Church on a worldwide basis. Most of the present world Church leaders and the administrators of its educational institutions obtained their higher education degrees from Andrews University. In former decades, many of these persons studied on the Berrien campus or on affiliated campuses. Today, most Church leaders are students of extension

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37 Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

38 Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

39 CRITERION 5: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

40 Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

programs offered near their countries of origin and residence. From this viewpoint, the proposed change of control is in harmony with Andrews mission.

**b. Core Component 5b<sup>41</sup>**

An important opportunity is available by the integration of Griggs into Andrews University following approval of a change of control. This has been noted by trustees, members of the President's Council, and faculty. Having adequate staffing for affiliation and extension programs management, as well as expanded staff for technical support of online courses, will build Andrews capacity for distance education. Such improvements were recommended by the 2009 HLC site team.<sup>42</sup>

Thus, the merger of Griggs with Andrews will expand the capacity of Andrews to serve its church constituencies through distance education, both in the U.S. and internationally.

**c. Core Component 5c<sup>43</sup>**

See Section A-1 and B-1 for how the preparatory steps in acquiring Griggs demonstrates how Andrews was responsive to the wishes of its Church constituency.

**d. Core Component 5d<sup>44</sup>**

The positive regard and confidence in Andrews University as the flagship comprehensive university in the Seventh-day Adventist Church was the reality which framed the decision of the world headquarters leadership to move Griggs University to Andrews.

The Office of Institutional Assessment has undertaken a 2011 alumni survey in the spring term to obtain detailed information on how Andrews graduates view their learning experiences at Andrews. At this point, Griggs has done very little to communicate with its alumni or undertake such a survey. After approval of a change of control, the next alumni survey will include their graduates.

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41 Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

42 2009 HLC Site Team Report. Part 1 Assurance. Pg. 29.

43 Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

44 Core Component 5d: Internal and external constituencies value the services the organization provides.



## **b. Andrews' Commitment to Continuing NCA/HLC Accreditation**

Key points which provide additional evidence that after a change of control Andrews University will continue to fulfill the Eligibility Requirements and Criteria for Accreditation, follow in this section.

- (1) The preparatory decisions which have been made by the Andrews Board of Trustees and administration in preparing for the gift of Griggs from its parent organization, as well as the processes of the transition period have been made with continual attention to accreditation requirements. The Church's Study Commission Report and the Andrews Feasibility Report both refer to the expectation that NCA accreditation standards would be met in the process of integrating Griggs with Andrews.<sup>45</sup> Further, the acquisition of Griggs University brings to Andrews a distance education institution which is also highly committed to accreditation, as evidenced by its full accreditation by DETC, the national body which accredits distance education. Refer to section A-3 above for Griggs accreditation information.
  
- (2) **Financial Viability of Andrews is Maintained.** In this acquisition Andrews has not needed to expend any of its own resources. It has received Griggs as a financially healthy organization. Also, all transition costs should be covered and a generous appropriation to assist Andrews in expanding its distance education programs has been provided.
  
- (3) **Andrews Academic Policies Will Guide Integration.** As described in section C-2 c,d above, the process of course and program review of Griggs higher education courses, degree programs, or affiliation agreements will adhere to current Andrews academic policies involving faculty review and vote. No Griggs programs which fail to meet quality standards (and cannot be improved to meet them) will be retained but will go through teach-out. Andrews faculty have been kept informed about the acquisition and plans throughout the transition phase.

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45 See Appendix I.

**(4) Special HLC Approval Will Be Sought for New Affiliated Sites Which Are Not Seventh-day Adventist Operated.** Griggs has a wide array of higher education affiliation partners. Many are with institutions owned and operated by the Seventh-day Adventist denomination. These will have the first priority for Andrews review, in alignment with the present NCA/HLC SAS which gives approval for Andrews to begin new affiliation sites which are connected with the Seventh-day Adventist denomination. As the review process considers non-Church operated partnerships now held by Griggs, applications for additional approvals will be sought from NCA/HLC. Such applications will provide the rationale and evidence of acceptable alignment with Andrews mission and quality education standards.

#### **14. Addressing Challenges from Most Recent Team Visit**

The most recent NCA/HLC Team visit to Andrews was in March 2009. The team report recommended 10-year reaccreditation, but also called for a Focused Visit in 2012–2013 to ascertain if progress had been made in seven areas: (1) governance documents for Board; (2) responsibilities of senior administrators; (3) strengthened oversight of affiliate and extension programs; (4) enhancing institutional planning; (5) strengthening assessment culture, strategies and ties to planning; (6) providing adequate staffing in support of institutional commitments; and (7) implementing present and new endeavors in online programming. While efforts are ongoing in all these areas, this application has particular relevance to areas #3, 5, 6 and 7 which are discussed below. Enhancing institutional planning (area #4) has been discussed in C-9 above.

##### **a. Stronger Oversight for Affiliations/Extensions**

The present Andrews Committee on Affiliations and Extensions has been restructured and given new Terms of Reference.<sup>46</sup> It will be chaired by the provost; the dean of Distance Education will be the secretary. Some agenda items planned for the coming year include more oversight, improved consistency of operations and best practices, including assurance that jurisdictional authority is present, for each Andrews extension program offered by various other academic schools. In the proposed School of Distance Education staffing levels,

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<sup>46</sup> Terms of Reference: Andrews Affiliations and Extensions Committee. See Appendix VI.

including increased legal expertise to deal with jurisdictional challenges internationally will further help meet expectations in this area.

#### **b. Creating An Assessment Culture**

Attention to the NCA/HLC expectation of a culture of assessment began in the fall of 2009. The position of director of Institutional Assessment was reevaluated and by the spring of 2010, a new director had been recruited and began serving in this role full-time.

The new provost gave attention to strengthening the functions of the University Assessment Committee by providing clear Terms of Reference in fall 2010. She has made clear the expectation that the committee will work on assessment in all areas of the University.

The new director of Institutional Assessment, Lynn Merklin,<sup>47</sup> brought interest and experience in program evaluation to the assessment challenge. She has introduced the use of WeaveOnline as an electronic web-based tool for departments to record their learning outcome and enter assessment data.

During 2010, she has reported to the provost the following areas of progress:

- (1) Assistance to the deans of Architecture, Education, and Seminary with preparing for fall 2011 specialized accreditation team visits or annual reports, all of which expect to see strong assessment programs in operation.
- (2) Consulting with individual academic departments in other schools in creating a workable assessment plan. In CAS, 13 (of 18) departments have begun using WeaveOnline, the SBA has mounted assessment plans into this tool, and the COT's Department of Aeronautics has mounted their routine assessment into WeaveOnline.
- (3) Developed, with assistance of the Assessment Committee which she chairs, the Andrews alumni survey which will be mailed in spring 2011.

A review of minutes of the Assessment Committee during 2010–11 shows that they have recommended outcomes for the University goal and outcomes statements to improve their measurability. They have also advised attention be given to strategies to improve the culture by selling the need of assessment to the faculty; increasing training and development

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<sup>47</sup> See Appendix VI for the resume of Lynn Merklin, PhD, director of Institutional Assessment

opportunities; and assuring that assessment is a part of the strategic planning process.

Merklin is a member of the Griggs Transition Committee and has indicated her plan to begin work with assessment activities among the affiliations and extensions programs in the fall of 2011. Undoubtedly, after approval of the change of control, the review of Griggs programs by faculty for possible adoption will include plans for assessment which align with those of the Andrews academic units.

**c. Providing Adequate Staffing for Assessment, Affiliation/Extensions Programs**

As noted above, an increase in Andrews staff has recently occurred for leadership in assessment and program review. Prior to 2009, there was a 0.75 FTE devoted to this process with a graduate student assistant. Beginning in 2010–11, a full-time person (Dr. Lynn Merklin) became director of Institutional Assessment. She has an additional half-time assistant and support services from the Center for Statistical Services in the School of Education.

The addition of an associate director for Affiliations and Extensions to the School of Distance Education will increase Andrews capacity for greater oversight and needed tightening of the central regulatory Andrews system over all degree programs offered with affiliation partners.

As described in the next sub-section, Andrews capacity for online programming will expand with the proposed new School of Distance Education.

**d. Implementing Endeavors in Online Programming**

Presently, the support system for Distance Education has been limited to one person divided between telecounseling of prospective students interested in distance education courses, and faculty support for developing online and other electronically supported courses. Although this person has had student helpers, the ability to develop new innovations through faculty coaching and training has been constrained.

With this transfer of the Center for DLIT to the School of Distance Education, the capacity for such support services will be notably strengthened. A Course Development manager will give oversight to the higher education online courses and programs, as well as the GIA courses, and additional specialists will build a stronger team. The provision of four years of

appropriations for online course development will prime the pump for expanding enrollment in such courses.

The dean of Distance Education will chair the Andrews Distance Education Committee, increasing the amount of administrative involvement in this area.

## **15. Summary**

This application seeks approval from the NCA/HLC for a change of control whereby Griggs University can be integrated into Andrews University in a comprehensive manner. We believe this will expand the ability of Andrews to fulfill its mission as an institution which seeks to serve the international community and the world Seventh-day Adventist denomination.

# APPENDIX I

## Documents of Transfer

	PAGE
GC Commission on Distance Education Models and Structures Report, 4-7-2010 .....	2
Report of Andrews University Feasibility Study .....	3
Actions, General Conference Executive Committee, October 11, 2010 .....	7
Action, Griggs University Constituency, October 11, 2010.....	8
Confirmation of Transfer. Letter GC Executive Secretary, G.T. Ng .....	9
Action, Andrews University Board of Trustees, October 26, 2010 .....	10

## **138-10G COMMISSION ON DISTANCE EDUCATION MODELS AND STRUCTURES (GCC-A)—REPORT. April 2010**

The 2009 Annual Council appointed the Commission on Distance Education Models and Structures (GCC-A) to conduct an in-depth investigation of current best practices for distance education structures, placement, and operations and to present recommendations at the 2010 Spring Meeting for the future of distance education supported by the world Church. Recommendations of the Commission are as follows:

1. Separate tertiary (higher education) from the pre-college programs (elementary and secondary) that comprise Griggs International Academy.
2. Release Griggs International Academy (pre-college) to the North American Division or an existing K-12 program within the North American Division such as the pre-college programs operated in alignment with Andrews University.
3. Retain Griggs University for post-secondary programs only, including graduate and undergraduate degree programs, along with post-secondary continuing education programs (some with and some without academic credit attached: certificates or experience only).
4. Restructure and reposition Griggs University into a formal relationship with Andrews University that is either into (a part of) Andrews University in a “seminary-type” model or at (aligned with) Andrews University in a closely orchestrated academic and operational alliance.
5. Locate Griggs University in Berrien Springs, Michigan.
6. In this new entity retain the current distance modality programs of Griggs University and Andrews University; create new academic and informal program options in response to the needs of the world Church and available resources; and engage new partners by articulation agreements.
7. Create a central core faculty (teachers) and staff; provide and require for them specific training, including integration of faith and learning, for the various distance delivery modalities; and share teachers with Seventh-day Adventist institutions throughout the world fields as possible.
8. Establish a system for continuous assessment and evaluation drawing on regional accreditation from Andrews University (and partners), DETC for use with nontraditional and emergency affiliation services, Adventist Accrediting Association for the assurance of Seventh-day Adventist beliefs and ethos, all of which require self-assessment as part of regular operations.

### **VOTED:**

1. To receive the report from the Commission on Distance Education Models and Structures (GCC-A).
2. To approve the recommendations of the Commission on Distance Education Models and Structures (GCC-A) in principle and empower it to continue its work until it brings a report back at the 2010 Annual Council.



## **ANDREWS UNIVERSITY FEASIBILITY REPORT ON ALLIANCE WITH GRIGGS UNIVERSITY**

### **Scope of Report**

To recommend the structure and profile of a model that would best integrate the mission and operational scope of Griggs University with that of Andrews University, and the transitional arrangements that would need to be made to maximize the likely success of that model.

### **Present Offerings at Griggs University**

Griggs University presently serves a variety of constituencies and student groups. These focus on three primary groups:

1. Students who take programs in another institution or through another organization—combination of distance education and teaching on-site by local faculty approved by Griggs (considered affiliations by Griggs University). This is the largest part of the program.
2. Students who take courses or degrees directly through Griggs University through online or other distance delivery modalities. Many of these are taught through partnerships with Andrews University, Oakwood or WAU.
3. Students who are taking continuing education and/or certificates for professional or mission training.

### **Present Distance Education Engagement at Andrews University**

Andrews University offers a range of courses through distance education modalities.

1. Over the last five years an average of 150 courses have been taught a year in partnership with Griggs University. These are delivered in a combination of paper-based and electronically enhanced courses.
2. Online graduate degrees are being offered (or are being developed) in Business (MBA), Nursing (Nursing Education) and in Education (Curriculum and Instruction, Educational Administration and Leadership). The Education degrees include campus orientation and/or intensives/roundtables.
3. Field-based distance education courses are being taught in the Seminary, requiring completion and/or intensives on campus or at other sites.
4. A range of other courses using video, CDs or delivered online are targeted at professional development (Seminary, Education, etc.)
5. The Center for Distance Learning & Instructional Technology provides support to faculty who are involved in distance education or in classroom web-based delivery and maintains a level of control over quality in online courses.

## **Best Practice**

A survey of other institutions offering successful distance education programs indicates the following:

1. Many distance education courses cost less than on-campus equivalent degrees.
2. Online is the majority modality for delivery though many campuses include intensives or face-to-face orientations in their programs. Video-conferencing is also used in many instances.
3. Contract teachers are used extensively.
4. Structures within institutions vary. In some cases, degrees and courses that are offered by distance education are offered through one central “college” that operates parallel to the operation of the remainder of the university. In other institutions a central operation supports degrees and courses offered throughout the university. Some institutions focus solely on distance education.
5. Online degrees seek to build a community of learning and ensure a rich, varied and vibrant educational experience.
6. Quality control, ensuring adequate resourcing and training of faculty in best practice: all are key to program success.

## **Context of Conclusion**

In the context of Andrews University and Griggs University any model will need to:

1. Keep faith with existing constituencies served by Griggs University.
2. Ensure that all degree-level courses and degrees operated through Andrews University are offered within quality controls that will meet NCA accreditation standards.
3. Recognize the desire of the world church for professional development for laity, pastors and teachers in addition to fully accredited degrees.
4. Recognize that a range of delivery modalities may be needed to respond to the constituencies of both Universities.
5. Respond to the complexity of Griggs University while ensuring that the existing courses and degrees at Andrews University are supported.
6. Reflect best practice in operations and curriculum delivery.
7. Keep cost effective through means such as using a majority of contract teachers.
8. Remain responsive to the needs of the world church and the institution(s).

## **Recommendation**

That if Griggs University moves to Andrews University, the final arrangement be characterized by the following:

1. A School of Distance Education led by a dean, with all degree programs/courses offered according to the expectations of NCA.

2. A staff of specialists in distance education, which would include a mix of the following: curriculum specialists, course developers, media/graphics designer, registration coordinator, IT technicians, management systems support, accreditation director and materials/resource coordinator (not all full-time positions).
3. Degree courses and programs offered in a range of modalities (but with a strong focus of online) run through the existing academic schools and colleges.
4. Continuing education courses that carry no academic credit offered directly through the School of Distance Education.
5. The School of Distance Education, through the dean, would be responsible for:
  - Setting a vision for the development of the distance education program in cooperation with an advisory committee (or Board)
  - Quality assurance of distance education courses
  - Approval of new programs
  - Cooperating with the other deans in recruitment of contract teachers
  - Ensuring faculty involved in distance education are trained in best practice
  - Preparing documents as appropriate to meet accreditation requirements on distance education courses
  - Preparing and managing the budget
6. A Distance Education Advisory would support the work of the dean and assist in maintaining strong coordination with other campus schools/colleges.
7. Existing degrees/programs that are offered by Griggs through other institutions would be discontinued, or adjusted so that they could be considered affiliations or extension programs, or re-designed to meet NCA distance education requirements.
8. The School would be supported by a percentage of the tuition received through distance education courses across campus as well as income from continuing education and non-credit programs. The cost for distance education courses would be less than on-campus courses. The amount of the reduction to be decided as the budget is developed.
9. Faculty would be largely contract, with a few key faculty remaining (or being hired) as full-time core faculty. Faculty would be appointed as faculty of existing Andrews University departments.
10. Additional library resources, particularly electronic databases, would be needed to respond to the larger number of students studying at a distance.

A proposed flow chart is attached.

## **Transition Timeline**

**2010–11:** Hiring of a dean and the following transitional arrangements made for 2011–12:

- Physical move of Griggs University to the Andrews University Campus
- Core staff and faculty in place to enable movement to full transition
- Decisions made on programs/degrees that are offered in cooperation with other institutions. Plans made for phase-out of degrees that would not meet NCA accreditation expectations or the adjustment of arrangements.

### **2011–12**

- First year of phase-out of existing programs that cannot transfer
- Development/refinement of quality control processes
- Development of strategic plan for distance education—degrees to offer, etc.
- Transition of present courses as ready and appropriate to new modalities. Until transfer is complete courses will need to be offered under present accreditation arrangements.

### **2012–13**

- Conclusion of phase-out of existing programs that cannot transfer
- Conclusion of adjustment of arrangements for existing arrangements and degrees to meet NCA accreditation expectations through affiliations/extensions or distance education.
- Transition of remaining existing courses/degrees
- Quality assurance plans concluded

### **2013–14**

- Finalizing of all transition plans

**ACTION: GENERAL CONFERENCE EXECUTIVE COMMITTEE,  
ANNUAL COUNCIL. OCTOBER 11, 2011**

From: Boward, Tami  
Sent: Wednesday, March 16, 2011 1:38 PM  
To: Simmons, Ella  
Cc: Malcolm, Mayra  
Subject: Griggs University/Andrews University Proposal

There was no handout, so we don't have back up for this item, but here is what was voted at Annual Council, October 11, 2010:

**PRE/10AC TO ESS  
GRIGGS UNIVERSITY/ANDREWS UNIVERSITY PROPOSAL**

Ella S Simmons, General Vice President of the General Conference, presented the following proposal from the Commission on Distance Education Models and Structures:

Whereas the study commission on distance education is recommending that Griggs University and the International Academy be aligned with or transferred to Andrews;

Whereas the Andrews University Board has expressed interest in receiving Griggs University and the International Academy;

Whereas the General Conference has certain financial commitments to Griggs University/International Academy;

**VOTED,**

1. To recommend to the Constituency of Griggs University, Inc, to approve the transfer of ownership of both Griggs University and the International Academy to Andrews University subject to ratification of the transfer of ownership by the Board of Trustees of Andrews University.
2. To approve the funding arrangements from the General Conference as outlined in the Griggs University/Andrews University proposal with the understanding that the estimated cost of meeting the various combined obligations and commitments is expected to be approximately \$2.5 million over the next four years in addition to the ongoing appropriations. The funding to come from the GC Security Fluctuation Fund with the fund being replenished from operations to its current level as funds become available.

Tami Boward  
General Conference of Seventh-day Adventists  
Office of the Undersecretary  
Senior Office Assistant/Recording Secretary  
301-680-6642; [BowardT@gc.adventist.org](mailto:BowardT@gc.adventist.org)

## **Griggs Constituency (Membership) Meeting**

Silver Spring, Maryland

October 11, 2010

VOTED, to accept the proposed changes to the Griggs Bylaws and in so doing, to transfer ownership of the corporation from the General Conference of Seventh-day Adventists to Andrews University.



SEVENTH-DAY  
ADVENTIST  
CHURCH

General Conference  
World Headquarters

April 21, 2011

Secretariat

2501 Old Columbia Pike  
Silver Spring, Maryland  
20910-5601 USA  
Telephone: (301) 480-5600  
Fax: (301) 610-6525

TO WHOM IT MAY CONCERN:

Griggs University is a not-for-profit Corporation incorporated under the laws of the District of Columbia established as a global Seventh-day Adventist educational institution. Andrews University is similarly a not-for-profit Corporation incorporated under the laws of the State of Michigan and established to further the educational ministries of the Seventh-day Adventist Church. This letter is provided to certify that at a meeting of the Membership of Griggs University held on the 11th of October, 2010, it was voted to transfer the Membership Interest of Griggs University from the General Conference of Seventh day Adventists to Andrews University.

Sincerely,

G. T. Ng  
Executive Secretary  
General Conference of SDA

GTA:mlt



## **From the Minutes of a Meeting of the Andrews University Board of Trustees—October 26, 2010**

### **GRIGGS UNIVERSITY ALLIANCE WITH ANDREWS**

President Andreasen, Dr. Luxton and Lawrence Schalk gave a PowerPoint presentation (hard copy attached with the original of these minutes in Tab “G”) outlining the General Conference action pertaining to the proposed alliance of Griggs University with Andrews University. Upon recommendation from Annual Council, Griggs University constituency voted acceptance of the proposed move of GU membership to Andrews University. Dr. Luxton reviewed the goals and underlying assumptions of the alliance as well as anticipated changes, including accreditation, to Griggs’ current program base. The governance and management is expected to transition in three phases, from 12-18 months from the time of decision to a five+ year period. A proposed governance chart was presented as a hybrid model where existing Andrews resources are utilized and programs flow through appropriate academic departments. Larry Schalk then gave an overview of the proposed budget to move Griggs as well as its operations through 2013 (as attached with the original of these minutes in Tab “G”). President Andreasen noted the advantages of the alliance to Andrews and the church. The proposed alliance has been extensively reviewed in several Andrews committees including President’s Council. He then introduced Chuck Randall, co-chair of President’s Council. Mr. Randall noted the Council’s support of the alliance adding caution not to undercapitalize and advised administration to secure outside counsel to ensure best performance.

Mr. Randall noted that Andrews faculty and staff are actively participating in an employee campaign to raise \$750,000 for the Buller Hall project and have raised \$436,000 thus far. President’s Council, inspired by the employees’ generosity has agreed to match the remaining balance of \$314,000. Another topic of concern to the Council is the decline of enrollment in the Adventist K–12 system. A study was commissioned by the Council the results of which will be presented later in the meeting. Mr. Randall thanked the board for the privilege to serve as co-chair of President’s Council.

On behalf of the Committee on Academic Programs and Educational Services, Lisa Beardsley read two recommendations to the board of trustees:

To accept the proposed alliance between Andrews University and Griggs University, with the arrangements and financial commitments outlined in the Feasibility Report; and  
Affirm the vote of the Griggs University constituency and accept the responsibility to serves as the constituency of Griggs University effective November 1, 2010.

### **BOARD RECESS**

The board recessed at 10:55 a.m. and re-convened at 11:06 a.m.

### **GRIGGS UNIVERSITY ALLIANCE WITH ANDREWS 10-33**

In response to trustees’ questions and concerns during discussion, it was stated that budget for Griggs

will be provided by the General Conference; the legal transition will be smooth in that both Andrews and Griggs are GC entities therefore there are no sales of shares, etc.; substantial funding for curriculum development is in the budget; current Andrews distance students are well-integrated into the Andrews community, including the spiritual component, and it is expected that the same will occur for current and future distance students; many online courses are taught by contract faculty who already have expertise in the respective subjects therefore additional faculty development is not a big issue although some funds have been budgeted for faculty development; updating technology costs have been included in the budget; distance education must be done well in order to serve the church and succeed overall.

VOTED: to approve both recommendations from the Committee on Academic Programs and Educational Services as noted above.



# APPENDIX II

## Governance Documents

	PAGE
Andrews University Articles of Incorporation.....	2
Andrews University Bylaws .....	6
Griggs University Articles of Incorporation, 1983 .....	20
Griggs University Revised Bylaws, March 1, 2011.....	22

## **APPENDIX 1—A**

### **ARTICLES OF INCORPORATION (ASSOCIATION) OF ANDREWS UNIVERSITY**

**As last amended February 25, 1996**

ANDREWS UNIVERSITY was incorporated as Emmanuel Missionary College on July 28, 1910, under the provision of Act 39, Public Acts of 1855 (Michigan).

#### **Article I**

The name of this Association shall be ANDREWS UNIVERSITY.

#### **Article II**

The character of the Association shall be that of an institution of learning for general educational purposes.

#### **Article III**

The purposes of this Association (corporation) are to further the educational and spiritual ministries of the Seventh-day Adventist Church by establishing, maintaining and conducting a College or University with organized departments or schools of instruction, and including elementary and secondary schools, as part of the system of educational institutions established and operated by the Seventh-day Adventist Church; to give instruction in religious, moral and industrial lines and in the various academic disciplines; to teach preparatory subjects, the arts, sciences, professions, special occupations and higher learning; to conduct research and render service to the Seventh-day Adventist Church and society; to grant honors, certificates, diplomas and undergraduate and graduate degrees for completion of academic work as required by the Association (corporation); to establish, maintain and conduct, in furtherance of the educational and spiritual purposes of the Association (corporation), industrial activities and enterprises for the instruction of students in business, industrial and trade skills and to provide an opportunity for students to defray, in whole or in part, the cost of their education.

This Association (corporation) is organized exclusively for the purposes defined in Section 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue Law).

#### **Article IV**

This Association shall be a non-stock and non-profit-sharing corporation and the amount of capital subscribed in behalf of the Association is Seven Hundred Seventy-Two Thousand Twenty-eight and 18/100 (\$772,028.18) Dollars, all of which is paid in.

#### **Article V**

The membership of the Association (corporation) shall be prescribed and made up as specified in the Bylaws of the corporation.

#### **Article VI**

The Trustees of this Association shall be made up of the number of members specified in the Bylaws, the manner of the election of the Trustees, the conditions of their service and the length of terms which they serve shall be specified in the Bylaws.

#### **Article VII**

The schools and colleges of the Association (corporation) and the departments thereof and the principal office and place of business of the Association (corporation) shall be in the township of Oronoko, Berrien County, Michigan.

#### **Article VIII**

The Bylaws of the Association (corporation) and the rules and regulations governing the operation of the Association (corporation) may be made, adopted or amended at any regular meeting of the members or at any special meeting thereof called for such purpose, such adoption or amendment to be made by the vote of two-thirds of the members present; any and all Bylaws heretofore filed with any agency of The State of Michigan are hereby rescinded and revoked and the Bylaws currently in effect but not filed shall continue as the Bylaws of the Association (corporation) until amended as here provided.

#### **Article IX**

The term of the corporate existence is perpetual.

#### **Article X**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributed to, its members, trustees, officers, or private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to

influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any provision of these Articles, the corporation shall not carry on other activities not permitted to be carried on (a) by a corporation exempt from Federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Revenue Law). Upon dissolution of the corporation, the Board of Trustees shall, after paying or making provisions for the payment of all of the liabilities of the corporation, transfer all the assets of the corporation to the General Conference Corporation of Seventh-day Adventists, a religious corporation organized under the laws of the District of Columbia, if it shall at the time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law). If it does not then so qualify, such assets of the corporation shall be transferred to such other organization or organizations that shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Revenue Law) as the Board of Trustees shall determine. Any of such assets not so disposed of shall be disposed of by the Circuit Court of the County in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said Court shall determine, which are organized and operated exclusively as Section 501(c)(3) exempt organizations.

## **Article XI**

- A. The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding by reason of the fact that he or she is or was a director/trustee, officer, employee, or agent of the Corporation, to the fullest extent such indemnification is permitted under Michigan law.
- B. The Corporation assumes all liability to any person other than itself and its members for acts or omissions of a volunteer director/trustee incurred in the good faith performance of the volunteer director's/trustee's duties.
- C. The personal liability of a volunteer director/trustee to the corporation or its members for monetary damages for breach of the director's/trustee's fiduciary duty is eliminated, except for the following:
  - 1. A breach of the director's trustee's duty of loyalty to the Corporation or its members.
  - 2. Acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law.
  - 3. A transaction from which the director/trustee derived an improper personal benefit.



4. An act or omission that is grossly negligent
  5. Voting for or concurring in any of the following:
    - a. A distribution of assets to members contrary to law or any restriction in these Articles of Incorporation or the Corporation's Bylaws.
    - b. A purchase of memberships of the Corporation contrary to law or any restriction in these Articles of Incorporation or the Corporation's Bylaws.
    - c. A distribution of assets to members during or after dissolution of the Corporation without paying, or adequately providing for, all known debts, obligations, and liabilities of the Corporation.
    - d. A loan to an officer, director/trustee, or employee of the Corporation or of a subsidiary thereof contrary to law.
- D. The corporation assumes the liability for all acts or omissions of a nondirector/ nontrustee volunteer if all of the following are met:
1. The volunteer was acting or reasonably believed he or she was acting within the scope of his or her authority.
  2. The volunteer was acting in good faith.
  3. The volunteer's conduct did not amount to gross negligence or willful and wanton misconduct.
  4. The volunteer's conduct was not an intentional tort.
  5. The volunteer's conduct was not a tort arising out of the ownership, maintenance, or use of a motor vehicle for which tort liability may be imposed as provided in section 3135 of the insurance code of 1956, Act No. 218 of the Public Acts of 1956, being section 500.3135 of the Michigan Compiled Laws, as amended.

BYLAWS OF  
ANDREWS UNIVERSITY  
*Revised and Restated ~ March 1, 2011*

**Article I – Name**

The name of this Corporation is Andrews University.

**Article II – Principal Location**

The principal office of the Corporation shall be located at Berrien Springs, Michigan. The Corporation may have such other offices, either within or without the State of Michigan, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

**Article III – Organization, Purposes, and Reserved Powers**

**Section 3.1 – Organization.** Andrews University, as set forth in its Articles of Incorporation, is an international institution of higher education established by the General Conference of Seventh-day Adventists as part of the educational ministry of the world-wide church. In accordance with the laws of the state of Michigan, Andrews University is organized exclusively for the purposes defined in Section 501(c)(3) of the Internal Revenue Code as a non-profit, non-stock educational corporation upon a membership basis with the number, qualifications, rights, preferences and limitations of the Members of the Corporation set forth in these Bylaws.

**Section 3.2** - The Members of the Corporation adopt bylaws and elect a Board of Trustees. The Board of Trustees leads by providing intellectual, spiritual, reputational, financial, and social capital to ensure the fulfillment of the institution's mission. The Board of Trustees also appoints officers who manage the day-to-day operations of the institution and carry out the Board's strategic priorities, policies and directives.

**Section 3.3 – Purposes.** The purposes of Andrews University are to serve the interests of the Seventh-day Adventist church, including:

- 3.3.1 To further the mission of the Seventh-day Adventist church to carry the gospel to all the world;
- 3.3.2 To 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;
- 3.3.3 To provide courses of study, based upon a Biblical foundation, which integrate faith, learning and research;
- 3.3.4 To provide an educational experience that recognizes the priority of spiritual life and honors the value of diversity; and
- 3.3.5 To offer its material and human resources to support local, regional, national and global outreach programs of the Seventh-day Adventist church.

**Section 3.4 – Reserved Powers.** Any changes in the international scope or essential purposes of the University shall be approved by at least fifty percent (50%) of the entire membership of the Corporation.

## **Article IV – Membership of the Corporation**

**Section 4.1 – Membership (Constituency).** The membership of the Corporation shall be comprised of the persons specified in Sections 4.1.1 through 4.1.7. All Members of the Corporation shall be members of the Seventh-day Adventist church in regular standing.

- 4.1.1 Each member of the Executive Committee of the General Conference of Seventh-day Adventists who resides in the North American Division shall serve as an *ex officio* Member.
- 4.1.2 Each executive officer (president, secretary and treasurer) of a world division of the Seventh-day Adventist church shall serve as an *ex officio* Member.
- 4.1.3 Each member of the Executive Committee of the Lake Union Conference of Seventh-day Adventists shall serve as an *ex officio* Member. The Lake Union Conference executive committee may appoint up to an additional fifteen (15) Members from individuals who serve on local conference executive committees.
- 4.1.4 Each member of the Andrews University Board of Trustees shall serve as an *ex officio* Member.
- 4.1.5 The president of the Andrews University Corporation shall serve as an *ex officio* Member.
- 4.1.6 The alumni board of Andrews University, in consultation with the Corporation president or her/his designee, shall appoint up to thirty-five (35) Members, each of whom shall be a graduate of Andrews University, none of whom shall be primarily employed by Andrews University and at least seventy-five percent (75%) of whom shall not be primarily employed by the Seventh-day Adventist church.
- 4.1.7 Thirty-seven (37) employees of Andrews University shall be Members, selected as follows:
  - (a) The general faculty of Andrews University shall elect nineteen (19) Members, each of whom shall be employed full-time as a member of the Andrews University faculty and at least ten (10) of whom shall be faculty on continuous appointment.
  - (b) The general staff of Andrews University shall elect ten (10) Members, each of whom shall be employed full-time by Andrews University and at least seven (7) of whom shall be salaried staff.
  - (c) The president of Andrews University shall appoint eight (8) Members from the university administration, three (3) of whom shall be academic deans.

**Section 4.2-** All appointments or elections of Members shall be finalized and communicated to the secretary of the Corporation not less than sixty (60) days prior to the quinquennial meeting of the Corporation.

### **Section 4.3 – Term and Termination.**

- 4.3.1 *Term of Membership:* The regular term of membership in the Corporation shall be five (5) years unless sooner terminated as specified in Section 4.3.2.

- 4.3.2 *Termination of Membership:* Membership in the Corporation shall not be transferable (except for *ex officio* Members whose membership automatically transfers to successors in office) and shall be terminated by death, resignation, expiration of a term of membership or upon failure of a Member of the Corporation to retain the incidents of qualification as described in these Bylaws.
- 4.3.3 *Replacement of Members:* A terminated Member shall be replaced by the relevant group or individual empowered by these Bylaws to appoint or elect Members of this Corporation. The replacement Member's term shall be the remainder of the original Member's five-year (5) term.

**Section 4.4 – Meetings of the Members of the Corporation.**

- 4.4.1 *Quinquennial Meetings:* The Membership of the Corporation shall hold its regular quinquennial meeting no later than nine (9) months after the conclusion of the regular session of the General Conference of Seventh-day Adventists.
- 4.4.2 *Annual Meetings:* In any year in which a quinquennial meeting is not held, an annual meeting of the membership of the Corporation shall be held for the purpose of receiving reports and for other purposes as may be set forth in the notice of the meeting.
- 4.4.3 *Special Meetings:* Special meetings of the Members, which when held may only address items specified in the notice of such a meeting:
- (a) may be called by the Board of Trustees, and
  - (b) shall be called upon written request of not less than ten percent (10%) of the Members of the Corporation, delivered to the secretary of the Corporation.
- 4.4.4 *Time and Place:* The time of the quinquennial, annual, or any special meetings of the Membership of the Corporation shall be set by action of the Board of Trustees. The place of the quinquennial meetings shall be at the principal location of the Corporation and the place of the annual or special meetings may be at any location either within or without the state of Michigan as determined by the chair of the Corporation in consultation with the president of the Corporation.
- 4.4.5 *Notice of Meetings:* Notice of all meetings of the Members shall be distributed by the secretary of the Corporation who shall:
- (a) give written notice of the time, place and purposes of quinquennial, annual and special meetings of the Members of the Corporation not less than ten (10) nor more than sixty (60) days before the day of the meeting either personally or by electronic or regular mail to each Member of record entitled to vote at the meeting;
  - (b) for a quinquennial meeting, publish in the *Lake Union Herald* and the *Adventist Review* a notice of the meeting at least four (4) weeks before the date of the meeting; and
  - (c) if a special meeting is called in accordance with Section 4.4.3(b), above, give the required notice of the meeting no later than thirty (30) days after the request is delivered to the secretary, or such longer period as the written request from the Members specifies:

- 4.4.6 *Quorum:* At any meeting of the Members of the Corporation, fifty (50) or more Members present shall constitute a quorum, except that a lesser number shall have power to adjourn the meeting from time to time until a quorum shall be present, and such adjournment and the reasons therefore shall be recorded in the minutes of the proceedings.
- 4.4.7 *Parliamentary Authority:* The current edition of *The General Conference Rules of Order* shall govern the proceedings of all meetings when not in conflict with the specific provisions of these Bylaws.
- 4.4.8 *Voting:* Each Member shall have one (1) vote, and there shall be no voting by proxy. The chair of the membership meeting shall determine the method of any vote, except that a secret ballot shall be used if a majority of the Members present requests it.

#### **Section 4.5 - Officers at Corporate Meetings**

- 4.5.1 *Chair.*
- (a) The chair of the Board of Trustees shall serve as chair for meetings of the Members of the Corporation;
  - (b) The chair shall consult with the vice chair(s), secretary and president of the Corporation in setting the agenda for each quinquennial, annual and special meeting of the Members;
  - (c) The chair shall collaborate with the secretary in the preparation and distribution of the agenda and materials for meetings of the Members; and
  - (d) The chair, if present and unless the chair designates a vice chair to do so, shall preside at quinquennial, annual and special meetings of the Members.
- 4.5.2 *Vice Chair(s).*
- (a) The vice chair(s) of the Board of Trustees shall serve as vice chair(s) for meetings of the Members of the Corporation;
  - (b) The vice chair(s) shall participate in the preparation of the agenda; and
  - (c) The vice chair(s) shall preside at quinquennial, annual or special meetings of the Members in the absence of the chair or at the chair's request.
- 4.5.3 *Secretary.*
- (a) The secretary of the Corporation shall serve as secretary for meetings of the Members of the Corporation;
  - (b) The secretary shall collaborate with the chair in the preparation and distribution of the agenda and materials for meetings of the Members; and
  - (c) The secretary shall take, prepare, distribute, and be custodian of the minutes of meetings of the Members.

**Section 4.6 – Powers and Duties of the Members.** In addition to the powers conferred upon the Members of the Corporation by law, the Members shall have the following powers, functions and duties:

- 4.6.1 At its quinquennial meeting, and after receiving a report from the nominating committee, to elect those trustees who serve under Section 5.3.5 of these Bylaws;
- 4.6.2 At any annual or special meeting, to remove any trustee for any reason deemed sufficient by the Members;
- 4.6.3 To receive reports of the operation of the Corporation;
- 4.6.4 To amend or restate the Articles of Incorporation and/or the Bylaws of the Corporation;

- 4.6.5 To take such other actions as may be necessary and proper to carry out the purposes of the Corporation and to advance its interests.

**Section 4.7 – Nominating Committee for Election of Trustees.**

- 4.7.1 *Composition of Nominating Committee:* The nominating committee shall consist of twenty-four (24) Members of the Corporation as follows:

- (a) *Ex Officio members.* The following six (6) individuals shall be members of the nominating committee:
- (i) President of the General Conference of Seventh-day Adventists;
  - (ii) Secretary of the General Conference of Seventh-day Adventists;
  - (iii) Treasurer of the General Conference of Seventh-day Adventists;
  - (iv) President of the North American Division of Seventh-day Adventists;
  - (v) President of the Lake Union Conference of Seventh-day Adventists; and
  - (vi) Chair of the Governance Committee of the Board of Trustees.
- (b) *Appointed members.* Eighteen (18) individuals shall be appointed to serve on the nominating committee as follows:
- (i) Six (6) Members who obtained Membership under 4.1.3 shall be appointed to serve on the nominating committee by the executive committee of the Lake Union Conference of Seventh-day Adventists;
  - (ii) Six (6) Members who obtained Membership under 4.1.6, shall be appointed to serve on the nominating committee by the alumni board of Andrews University;
  - (iii) Four (4) Members who obtained Membership under 4.1.7(a), shall be appointed to serve on the nominating committee by the general faculty of Andrews University; and
  - (iv) Two (2) Members who obtained Membership under 4.1.7(b), shall be appointed to serve on the nominating committee by the general staff of Andrews University.
- (c) No member of the nominating committee, whether *ex officio* or appointed, may designate proxies to serve on the nominating committee in her/his place.

- 4.7.2 *Nominating Committee Officers:* The chair of the nominating committee shall be the president of the General Conference of Seventh-day Adventists or such other member of the nominating committee as designated by the General Conference president except that the chair of the nominating committee cannot be a current officer of the Board of Trustees. The secretary of the nominating committee shall be elected from its members.

- 4.7.3 *Nominating Committee Functions:* At the quinquennial meeting of the Members of the Corporation, the nominating committee shall nominate individuals to serve as trustees under Section 5.3.5 of these Bylaws.

- 4.7.4 *Nominating Committee Meetings:* The nominating committee shall meet and accomplish its work in advance of the quinquennial meeting of the Members. The chair shall have the power to designate the time and place of the meetings.

- 4.7.5 *Nominating Committee Quorum:* Fifteen (15) members of the nominating committee shall constitute a quorum.

- 4.7.6 *Nominating Committee Process:* The following process shall be observed during the nominating committee's work:
- (a) The secretary of the Corporation or her/his designee shall meet with the committee as a non-voting member to facilitate the committee's work in accordance with the Bylaws.
  - (b) The committee shall receive from the executive officers of the General Conference, North American Division and Lake Union Conference and/or the Governance Committee of the Board of Trustees, brief biographical information about the *ex officio* trustees and individuals appointed as trustees under the authority of the respective executive officers.
  - (c) The committee shall receive and carefully consider the report and recommendations of the Governance Committee of the Board of Trustees, as stated in Section 6.5 of these Bylaws.
  - (d) In its work and deliberations, the committee shall consider the diversity of race, ethnicity, gender, experience, background and professional expertise of its nominees.
  - (e) At one or more of its meetings, the committee shall invite as guests the chair of the Board of Trustees and the president of the Corporation to address the committee to share their views on prospective trustees. Invited guests shall not be present during the nominating committee's final determination of nominees.
  - (f) The committee shall report to the Members its nominees for the Board of Trustees. The committee also shall report the names of *ex officio* and appointed trustees as received by the nominating committee under Section 4.7.6(b).
  - (g) If Members reject one or more of the nominees, the nominating committee shall be immediately reconvened for the purpose of considering other nominees.
  - (h) The Members have the final authority and responsibility to elect the trustees who serve under Section 5.3.5 of these Bylaws.

## **Article V – Board of Trustees**

**Section 5.1 – Governance by Board of Trustees.** The Board of Trustees shall ensure that the Corporation is administered properly by the Corporation officers and in accordance with the Board's policies and decisions.

**Section 5.2 – Qualification and Term of Trustees.** The trustees shall all be members of the Seventh-day Adventist church in regular standing and support its mission, goals and strategic objectives. Trustees shall hold office from the time of their election and qualification until the earlier of: (a) the date that their successors are duly elected and shall qualify or (b) the date of their resignation or removal. A trustee shall be qualified as such only after filing a written acceptance of such office after being presented with the acceptance form by the secretary of the Corporation.

**Section 5.3 – Membership of the Board of Trustees.** The membership of the Board of Trustees shall consist of up to forty-one (41) persons as follows:



- 5.3.1 *General Conference of Seventh-day Adventists.* The president, secretary and treasurer of the General Conference shall serve as *ex officio* trustees. The General Conference executive officers may appoint up to three (3) additional trustees.
- 5.3.2 *North American Division of the General Conference of Seventh-day Adventists.* The president of the North American Division shall serve as an *ex officio* trustee. The North American Division executive officers may appoint up to four (4) additional trustees.
- 5.3.3 *Lake Union Conference of Seventh-day Adventists.* The president, secretary, treasurer and education director of the Lake Union Conference, and each of the presidents of the five (5) local conferences within the Lake Union Conference, shall serve as *ex officio* trustees.
- 5.3.4 The president of the Corporation shall serve as an *ex officio* trustee.
- 5.3.5 Twenty (20) trustees shall be elected by the Members from persons not primarily employed by the Seventh-day Adventist church and representing a wide range of professional and business interests relevant to the mission of the university. At least five (5) of these twenty (20) trustees must be alumni of Andrews University.
- 5.3.6 In the selection of trustees, appropriate efforts shall be made to achieve diversity and inclusiveness.

**Section 5.4 – Officers of the Board of Trustees.** At the first meeting following its election at a quinquennial meeting of Members, the Board of Trustees shall elect the officers of the Board of Trustees. The Board of Trustees shall elect its officers as follows:

- 5.4.1 *Board Chair.* The chair shall be chosen by the Board from among the trustees appointed in accordance with Section 5.3.1. The functions of the chair of the Board of Trustees shall be to:
- (a) Collaborate with the president of the Corporation in the leadership of the University;
  - (b) Act as official spokesperson for the Board of Trustees;
  - (c) Be fully acquainted with the Board and Corporation’s policies and procedures;
  - (d) Support the purposes, vision, goals and mission of the University;
  - (e) Be knowledgeable of issues in higher education;
  - (e) Call and preside at regular and special meetings of the Board of Trustees;
  - (f) Prepare agendas in consultation with the secretary and vice chair(s);
  - (g) With the advice of the secretary, provide for appropriate orientation of new trustees;
  - (h) Consult with the secretary and vice chair(s) before making recommendations to the Board regarding membership of the committees of the Board of Trustees; and
  - (i) Act as confidante of, and adviser to, the Corporation president.
- 5.4.2 *Board Vice Chair(s):* One or more trustees shall be chosen by the Board as vice chair(s), at least one of whom shall be the president of the Lake Union Conference of Seventh-day Adventists. The functions of the vice chair(s) of the Board of Trustees shall be to:
- (a) Support the purposes, vision, goals and mission of the University;
  - (b) Be knowledgeable of issues in higher education;
  - (c) Preside at all meetings of the Board of Trustees in the absence of the chair or at the chair’s request;
  - (d) Consult with the chair and secretary in the preparation of meeting agendas; and

- (e) Consult with the chair and secretary in making recommendations on membership of committees of the Board of Trustees.

5.4.3 *Board Secretary:* The secretary shall be the president of the Corporation. The functions of the secretary of the Board of Trustees shall be to:

- (a) Collaborate with the chair and vice chair(s) in preparing agendas for meetings of the Board of Trustees;
- (c) Prepare and distribute to trustees written notices of meetings, together with agendas and supporting materials;
- (d) Keep and circulate to trustees a full and complete record of the proceedings of all Board of Trustees meetings;
- (e) Correspond on behalf of the Board of Trustees;
- (f) Maintain all Board of Trustees' policy statements, minutes, and other official records;
- (g) Consult with the chair and vice chair(s) in making recommendations on membership of committees of the Board of Trustees; and
- (h) Perform other duties as prescribed by the Board of Trustees.

**Section 5.5 – Meetings of the Board of Trustees.**

5.5.1 *Organizational Meeting.* The first meeting of the Board of Trustees following a quinquennial meeting of the Members shall take place not less than thirty (30) days nor more than one-hundred twenty (120) days from the date of the Members' quinquennial meeting. At this regular meeting, the trustees shall elect the officers of the Board of Trustees, appoint the officers of the Corporation, and conduct such other business as is necessary and desirable.

5.5.2 *Regular Meetings.* Regular meetings of the Board of Trustees shall be held at least three (3) times during each calendar year at such time and place as the Board of Trustees may determine.

5.5.3 *Special Meetings.* Special meetings of the Board of Trustees may be called by the chair of the Board of Trustees or if the chair of the Board of Trustees is absent or unable or refuses to act, by a vice chair of the Board of Trustees, or upon written request of not less than twenty percent (20%) of all the trustees in office delivered to the secretary of the Corporation.

5.5.4 *Notice of Meetings.* Notice of time and place of all meetings of the Board of Trustees shall be given at least seven (7) days before the meeting by written notice delivered personally or sent by electronic or regular mail to each trustee. If mailed, such notice shall be deemed to be delivered when mailed. Notice may be waived if the waiver is accomplished either by an affirmative vote of, or by written waiver from, at least three-fourths (3/4) of the trustees then in office.

5.5.5 *Meetings by Teleconference or Videoconference.* Special meetings of the Board of Trustees convened in accordance with Sections 5.5.3 and 5.5.4 above may be held via teleconference, videoconference or other methods that provide for full participation of voting members. Any votes taken by this method must be ratified by written and signed ballots of trustees participating in the meeting and otherwise meeting the quorum and voting requirements of these Bylaws. Ratification ballots must be delivered to the Chair or a Vice Chair within twenty-four (24) hours of a meeting held in accordance with this

subsection to sustain the validity of any action taken. If mailed, such ratification ballots shall be deemed to be delivered when mailed.

- 5.5.6 *Voting.* Each trustee shall have one (1) vote, and there shall be no voting by proxy. The chair of the Board of Trustees shall determine the method of any vote, except that a secret ballot shall be used if a majority of the trustees present request it.
- 5.5.7 *Advisors/Observers.* The chair of the Board of Trustees or the president of the Corporation may invite individuals to attend meetings of the Board of Trustees as advisors or observers, except during executive sessions of the Board of Trustees.
- 5.5.8 *Quorum.* Nineteen (19) trustees shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, but if less than nineteen (19) trustees are present at any meeting, a majority of the trustees present may adjourn the meeting from time to time without further notice. The act of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees, unless the act of a greater number is required by law, by these Bylaws or by previous act of the Board of Trustees.

**Section 5.6 – Powers and Duties of the Board of Trustees.** The business, property and affairs of the Corporation shall be governed by its Board of Trustees. In addition to those general powers, and those powers conferred upon Corporations by statute, the Board of Trustees shall have the following powers, functions and duties:

- 5.6.1 Maintain the University as a Seventh-day Adventist institution of higher learning and as an integral part of the Seventh-day Adventist church in fulfillment of its mission;
- 5.6.2 Formulate, establish and/or approve significant University policies;
- 5.6.3 Develop adequate financial support for the operation and development of the University;
- 5.6.4 Adopt annual budgets;
- 5.6.5 Elect the officers of the Board of Trustees;
- 5.6.6 Create committees of the Board of Trustees and appoint and/or remove any member of any Board committee;
- 5.6.7 Remove any trustee with or without cause by an affirmative vote of two-thirds (2/3) of the trustees then in office;
- 5.6.8 Fill any vacancy occurring in the Board of Trustees;
- 5.6.9 Elect honorary trustees;
- 5.6.10 Consistent with Section 7.2, appoint or remove officers of the Corporation;
- 5.6.11 Review, vacate or alter any appointment, promotion, demotion or removal of any administrative personnel, academic department chairs and faculty members. Appointment, promotion, demotion or removal of other personnel is delegated to the officers of the Corporation;
- 5.6.12 Authorize the acquisition and disposition of all real property of whatever value, and authorize the acquisition and disposition of any personal property that exceeds the cost of Two Hundred Fifty Thousand Dollars (\$250,000); and
- 5.6.13 Establish and discontinue schools, departments and degrees.

**Section 5.7 – Honorary Trustees.** The Board of Trustees may appoint a former member of the Board of Trustees to the status of Honorary Trustee. Honorary trustees shall assist in the development of the University under the direction of the president of the Corporation. Honorary trustees may attend all meetings of the Board of Trustees and participate therein but shall not have the right to vote.

**Section 5.8 – *Unanimous Consent Without Meeting.*** Any action required or permitted by the Articles of Incorporation or Bylaws or any action required by provision of law to be taken by the Board of Trustees or a committee thereof at a meeting or by resolution may be taken without a meeting if, before or after the action, all trustees or of the committee consent thereto in writing. The written consents shall be filed with the minutes of the proceedings of the Board of Trustees or committee. The consent has the same effect as a vote of the Board of Trustees or committee for all purposes.

**Section 5.9 – *Conflict of Interest.***

- 5.9.1 A conflict of interest is considered to exist in those instances where a relationship, responsibility or interest that an individual has or had might influence the individual's actions on a matter which is, or might be, contrary to the best interest of the University.
- 5.9.2 The Board of Trustees shall adopt and apply a conflict of interest policy and procedure designed to ensure that trustees and officers of the Corporation as well as other senior administrators and deans undertake their respective responsibilities with an uncompromised duty of loyalty and fidelity and confidence consistent with their fiduciary relationship to the University. The policy shall require that all such persons make full disclosure of interests which might result in, or have an appearance of, a conflict of interest or of a competing interest.
- 5.9.3 The trustees, officers and senior administrators of Andrews University shall refrain from considering or consummating any transaction involving any conflict of interest until all relevant and pertinent facts regarding the transaction and the conflict of interest have been disclosed, considered, avoided and/or resolved.

**Article VI – Committees of the Board of Trustees**

**Section 6.1 – *Committees of the Board of Trustees***

- 6.1.1 At its first meeting following its election, the Board of Trustees shall establish the committees provided in this Article VI. The Board of Trustees may designate any number of additional committees, along with terms of reference, to assist the Board of Trustees in the fulfillment of its functions and duties.
- 6.1.2 The Board of Trustees shall have power at any time, consistent with these Bylaws, to change the membership of committees, fill all vacancies in them and discharge them, with or without cause.
- 6.1.3 Unless otherwise specified in these Bylaws, the Board of Trustees may designate, at its sole discretion, the size and composition of its committees. Unless otherwise specified in these Bylaws, the Board may appoint up to one (1) non-trustee Member of the Corporation to serve on each of its committees.
- 6.1.4 Committee meetings of the Board of Trustees may be held via teleconference, videoconference or other methods that provide for full participation. Although committee members who are not present may participate in all discussions via these methods, binding votes may only be taken by committee members who are present in person.
- 6.1.5 Minutes of each meeting of any committee of the Board shall be kept and filed with the corporate records maintained by the Corporation secretary. The Board may adopt rules for

the governance of any committee that are consistent with these Bylaws, or in the absence of rules adopted by the Board, the committee may adopt such rules.

**Section 6.2 – Executive Committee**

- 6.2.1 The Board of Trustees shall appoint fifteen (15) trustees to serve as an Executive Committee. Eight (8) members of the executive committee shall be trustees by virtue of their appointment under Sections 5.3.1 through 5.3.4 of these Bylaws. Seven (7) members of the executive committee shall be trustees by virtue of their election under Section 5.3.5 of these Bylaws.
- 6.2.2 The chair, vice chair(s) and secretary of the Board of Trustees shall be *ex-officio* members of the executive committee and shall serve as the chair, vice chair(s) and secretary of the executive committee, respectively.
- 6.2.3 A quorum of nine (9) shall be necessary for the transaction of business by the Executive Committee.

**Section 6.3 – Finance Committee.** The Board shall establish a Finance Committee consisting of at least seven (7) trustees. This committee shall serve as a strategic budgetary and financial planning committee with authority to make recommendations to the Board in the development and implementation of financial policies and procedures for the Corporation.

**Section 6.4 – Audit Committee.** The Board shall establish an Audit Committee consisting of five (5) trustees, none of whom shall be employees of the Corporation. This committee shall review audit and compliance issues involving the University and make recommendations to the Board regarding policies and actions necessary to address any issues identified in an audit. The Board of Trustees shall select the University's outside auditor after receiving a recommendation from the Audit Committee.

**Section 6.5 – Governance Committee.** The Board shall establish a Governance Committee consisting of at least seven (7) trustees. This committee shall provide leadership and oversight relative to governance issues facing the Board and University. Among other responsibilities, the committee shall: assist the relevant church executive officers and the Members' nominating committee in identifying and recruiting qualified persons to be appointed as trustees prior to the time of the quinquennial meeting and establish and implement annual performance standards and evaluation tools for individual trustees and the full Board of Trustees.

**Section 6.6 – Strategic Planning Committee.** The Board shall establish a Strategic Planning Committee consisting of at least seven (7) trustees. This committee shall work in partnership with the university's strategic planning efforts to determine priorities and processes that ensures a strategic approach to the University's future.

## **Article VII – Officers of the Corporation**

**Section 7.1 – Officers of the Corporation.** The officers of the Corporation shall be a president, provost, secretary and treasurer. No offices may be held concurrently by the same person.

**Section 7.2 – Appointment and Removal of Officers.** All officers serve the Corporation at the pleasure of the Board of Trustees which appoints them. Officers of the Corporation are appointed by the Board of Trustees at the first meeting after a quinquennial meeting of the Members. The Board of Trustees

reserves the power to remove any officer of the Corporation at any time. The removal of any officer can be accomplished with or without cause by vote of at least fifty percent (50%) of the trustees then in office.

**Section 7.3 – President.** The president shall be the chief executive officer of the Corporation and shall in general supervise and control all of the academic functions, business and affairs of the Corporation. The president may, in consultation with the Board, appoint any and all vice presidents. The president may sign, with any officer of the Corporation or other any other individual authorized by the Board of Trustees, any deeds, mortgages, bonds, contracts, or other instruments, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees, by these Bylaws or by statute to some other officer or agent of the Corporation; and in general shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Trustees from time to time.

**Section 7.4 – Provost.** The provost shall serve in the capacities of second officer of the university and chief operating officer. The provost may also hold the title of chief academic officer. The provost shall report to, and be accountable to, the president of the University and shall act on the president's behalf during any absence of the president. Any vice presidents shall report to, and be accountable to, the provost. The provost shall work collaboratively with the president, vice presidents, college/school deans, faculty, and student leadership to maintain and improve the quality of undergraduate, graduate, and professional education programs. In addition, the provost shall be the principal participant in collaborative decision-making involving strategic planning and budget development, management of auxiliary enterprises and the conduct of research and scholarship. The provost shall perform such other duties as assigned or delegated by the president or by the Board of Trustees.

**Section 7.5 – Secretary.** The secretary shall: maintain the minutes of the meetings of the Members of the Corporation and of the Board of Trustees in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; keep a register of the post office address of each Member which shall be furnished to the secretary by such Member; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the president.

**Section 7.6 – Treasurer.** The treasurer, who shall also be the chief financial officer, shall: be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source; and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article VIII of these Bylaws. In general the treasurer shall perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned by the president. If required by the Board of Trustees, the treasurer shall give a bond for the faithful discharge of the treasurer's duties in such sum and with such surety or sureties as the Board of Trustees shall determine.

**Section 7.7 – Officer Vacancies**

- 7.7.1 A vacancy in any office because of death, resignation, removal, termination, disqualification or otherwise, shall be filled by the Board of Trustees.



- 7.7.2 In the event of a vacancy in any corporation office, the Board of Trustees shall appoint a search committee consistent with the university's working policy.

### **Article VIII – Contracts, Checks, Deposits, and Gifts**

**Section 8.1 – Contracts.** The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. Unless otherwise specifically determined by the Board of Trustees or otherwise required by law, contracts of the Corporation, deeds, conveyances, leases, bonds and other papers, instruments and documents of the Corporation shall be executed, signed or endorsed by the president, provost or treasurer, together with the secretary, who may affix the corporate seal thereto.

**Section 8.2 – Checks, Drafts, etc.** All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the treasurer, and countersigned by the president, the provost, or the secretary of the Corporation.

**Section 8.3 – Deposits.** All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the president and treasurer may select, provided that the Board of Trustees has not otherwise directed.

**Section 8.4 – Gifts.** The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

### **Article IX – Audit**

The financial statements and records of Andrews University shall be audited annually by an independent firm of certified public accountants as the Board directs. This audit shall not preclude any services requested by the General Conference Executive Committee, or required by denominational policy, to be performed by the General Conference Auditing Service.

### **Article X – Indemnification**

The Corporation shall indemnify any trustee or officer, or former trustee or officer of the Corporation or any person who may have served at its request as a trustee or officer of another Corporation which it controls or in which it owns shares of capital stock, or of which it is a creditor, against reasonable expenses, including reasonable attorney's fees, in connection with the defense of any civil, criminal or administrative action, suit or proceeding in which s/he is made a party or with which s/he is threatened by reason of being or having been or because of any act as such trustee or officer, within the course of her/his duties or employment, except in relation to matters as to which s/he shall be adjudged in such action, suit or proceeding to be liable for gross negligence or intentional misconduct in the performance of her/his duties. The Corporation may also reimburse any trustees or officer for the reasonable costs of settlement of any such action, suit or proceeding, if it shall be found by a majority of a committee composed of the trustees not involved in the matter in controversy (whether or not a quorum) that it was to the interests of the Corporation that such settlement be made and that such trustee or officer was not

guilty of gross negligence or intentional misconduct. The right of indemnification provided in these Bylaws shall extend to the estate, executor, administrator, guardian and conservator of any deceased or former trustee or officer or person who her/himself would have been entitled to indemnification. Such rights of indemnification and reimbursement shall not be deemed exclusive of any other rights to which such trustee or officer may be entitled under any statute, agreement, vote of Members, or otherwise.

#### **Article XI – Non-discrimination**

The Corporation shall be committed to equal educational and employment opportunities for men and women, and shall not unlawfully discriminate on the basis of race, color, sex, national origin, age, disability (if otherwise qualified), or other legally-protected characteristics not otherwise inconsistent with the values and teachings of the Seventh-day Adventist church.

#### **Article XII – Waiver of Notice**

Whenever any notice is required to be given under the provisions of the Michigan Nonprofit Corporation Act or under the provisions of the Articles of Incorporation or the Bylaws of the Corporation, a waiver thereof in writing signed by all persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice in a timely manner.

#### **Article XIII – Amendments**

These Bylaws may be amended or repealed and new Bylaws adopted by a two-thirds (2/3) vote of the Members of the Corporation present and voting at any quinquennial, annual or special meeting at which a quorum is present. Any proposed amendments shall not conflict with federal or state laws or with the Articles of Incorporation. When it is proposed to change the Bylaws at any meeting of the Corporation, notice shall be given to that effect in the notice of the meeting.



## Home Study International—ARTICLES OF INCORPORATION

*Amended October 20, 1983*

KNOW ALL MEN BY THESE PRESENT, that we, the undersigned, a majority of whom are residents of the District of Columbia, desiring to form a corporation under Chapter 5, Title 3, of the incorporate laws of the District of Columbia, as provided in the code of law of the District of Columbia, enacted by Congress and approved by the President of the United States, do hereby certify:

*First:* That the corporate name of this Corporation shall be known as “HOME STUDY INTERNATIONAL,” and the objectives for which it is formed are as follows:

- a. To give instruction, chiefly by correspondence, in elementary, junior high and high school, college, and adult education subjects under a faculty of highly-trained and experienced teachers.
- b. To cooperate with colleges and academies of the Seventh-day Adventist denomination by giving instruction suitable to the needs of person, young and old, who are temporarily unable to attend a resident school.
- c. To give instruction to persons so situated that there is little hope of their ever being able to go to a resident college or academy.
- d. To minister to the education needs of professional men and women, such as ministers of the gospel, teachers, Bible workers, etc., who desire to take advanced courses in order to keep themselves mentally fit and to broaden their field of knowledge so that they may attain to greater efficiency in their chosen fields of labor.
- e. To grant a grade report to each student meeting the requirements of one of the said courses and passing the final examination.
- f. To confer a diploma on each person who has received a sufficient number of academic credits leading to such diploma.
- g. To give publicity to the work through various publications and by the use of other channels, and to promote the interest and welfare of students, and do all acts necessary or incidental to the furtherance of the purpose of this corporation.

*Second:* The work of the institution is mainly supplementary to that of the colleges and academies of the Seventh-day Adventist denomination and is coextensive with the evangelistic and institutional activities of the said denomination.

*Third:* The persons signing and acknowledging the certificate and their successors shall be a body politic and have the rights to have and use a common seal, and to alter and change the same at pleasure, and to make and alter from time-to-time its bylaws, not inconsistent with the Constitution of the United States, and laws enforced in the District of Columbia, as may be deemed necessary and proper.

*Fourth:* The Corporation shall have the right in law and in equity to take and to hold property, and to conduct the business for which it is formed throughout the States of the Union, and in general to do and to perform lawful acts and things necessary or expedient to be done or performed for the efficient and profitable

conduction of said business as authorized by the laws of Congress, and to have and to exercise all the power conferred by the laws of the District of Columbia upon corporations under said title of the incorporation laws of the District of Columbia.

*Fifth:* The term of its existence shall be perpetual.

*Sixth:* Its establishment is solely for public good and not for private gain.

*Seventh:* The Corporation for the first year shall be managed by a Board of Trustees, namely, C. W. Irwin of Takoma Park, MD, S. A. Wellman of Washington, DC, I. H. Evans of Washington, DC, D. W. Reavis of Washington, DC, M. E. Olsen, of Takoma Park, MD, all of whom are subscribers hereto.

*Eighth:* The operation of the Corporation and the main office shall be at 6940 Carroll Avenue, Takoma Park, Maryland, 20912.

This Corporation reserves the right to amend, alter, or change any provision contained in these Articles of Incorporation in any manner described by statute.

IN WITNESS WHEREOF, we have hereunto affixed our signatures and seals this 24<sup>th</sup> day of September, AD, 1931.

C. W. Irwin ..... (Seal)  
I. H. Evans ..... (Seal)  
S. A. Wellman ..... (Seal)  
D. W. Reavis ..... (Seal)  
M. E. Olsen ..... (Seal)

**UNITED STATES OF AMERICA  
DISTRICT OF COLUMBIA, TO WHIT:**

I, H. Edson Rogers, a Notary Public in and for the District of Columbia aforesaid do hereby certify that C. W. Irwin, I. H. Evans, S. A. Wellman, R. W. Reavis, M. E. Olsen parties to the foregoing and the annexed Certificate of Incorporation of the Home Study Institute bearing the date of the 24<sup>th</sup> day of September, AD, 1931, personally appeared before me in the District of Columbia aforesaid, the said C. W. Irwin, I. H. Evans, S. A. Wellman, R. W. Reavis, M. E. Olsen being personally known to me to be the persons who made and signed the said Certificate and severally acknowledged the same to be their act and deed for the purposes therein set forth.

WITNESS, my hand and seal this 24<sup>th</sup> day of September, AD, 1931

H. E. Rogers  
Notary Public

(These Articles of Incorporation are found under the date of October 2, 1931, in Book 47, page 471, in the offices of the Recorder of Deeds of the District of Columbia, 6<sup>th</sup> and D Streets.)

# BYLAWS OF GRIGGS UNIVERSITY

*Revised and Restated—March 1, 2011*

## **Article I—Name**

The name of this Corporation is Griggs University.

## **Article II—Principal Location**

The principal office of the Corporation shall be located at Berrien Springs, Michigan. The Corporation may have such other offices, either within or without the State of Michigan, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

## **Article III—Organization and Purpose**

**Section 3.1—*Organization.*** Griggs University, as set forth in its Articles of Incorporation, is an international institution of education established by the General Conference of Seventh-day Adventists as part of the educational ministry of the world-wide church. In accordance with the laws of the state of Maryland, Griggs University is organized exclusively for the purposes defined in Section 501(c)(3) of the Internal Revenue Code as a non-profit, non-stock educational corporation upon a membership basis with the number, qualifications, rights, preferences and limitations of the Members of the Corporation set forth in these Bylaws.

**Section 3.2—*Purpose.*** The primary purpose of Griggs University is to provide guided, independent, high quality, distance education that is responsive to learner needs in the context of a comprehensive lifetime learning experience. Griggs University provides educational services which include preschool, elementary, secondary, tertiary, and adult education courses. Griggs University's sub-tertiary programs/courses are offered through the part of its organization called Griggs International Academy. Griggs University's programs/courses are available to all who can benefit from them including Seventh-day Adventists and the world population at large.

## **Article IV—Membership of the Corporation**

**Section 4.1—*Membership (Constituency).*** The membership of the Corporation shall be comprised of the individuals who serve on the Andrews University Board of Trustees. All Members of the Corporation shall be members of the Seventh-day Adventist church in regular standing.

**Section 4.2—*Meetings of the Members of the Corporation.***

- 4.2.1 *Regular Meetings:* The Membership of the Corporation shall hold its regular meeting one time each year.

- 4.2.2 *Special Meetings:* Special meetings of the Members, which when held may only address items specified in the notice of such a meeting:
- (a) may be called by the Board of Directors,
  - (b) may be called by the chair of the Corporation membership, and
  - (c) shall be called upon written request of not less than ten percent (10%) of the Members of the Corporation, delivered to the secretary of the Corporation.
- 4.2.3 *Time and Place:* The time of the regular or any special meetings of the Membership of the Corporation shall be set by action of the Board of Directors. The place of the regular or any special meeting shall be at any location either within or without the state of Michigan as determined by the chair of the Corporation membership in consultation with the president of the Corporation.
- 4.2.4 *Notice of Meetings:* Notice of all meetings of the Members shall be distributed by the secretary of the Corporation who shall:
- (a) give written notice of the time, place and purposes of regular and special meetings of the Members of the Corporation not less than ten (10) nor more than sixty (60) days before the day of the meeting either personally or by electronic or regular mail to each Member of record entitled to vote at the meeting;
  - (b) if a special meeting is called in accordance with Section 4.2.2(c), above, give the required notice of the meeting no later than thirty (30) days after the request is delivered to the secretary, or such longer period as the written request from the Members specifies:
- 4.2.5 *Quorum:* At any meeting of the Members of the Corporation, a simple majority of the Members shall constitute a quorum, except that a lesser number shall have power to adjourn the meeting from time to time until a quorum shall be present, and such adjournment and the reasons therefore shall be recorded in the minutes of the proceedings.
- 4.2.6 *Parliamentary Authority:* The current edition of *The General Conference Rules of Order* shall govern the proceedings of all meetings when not in conflict with the specific provisions of these Bylaws.
- 4.2.7 *Voting:* Each Member shall have one (1) vote, and there shall be no voting by proxy. The chair of the membership meeting shall determine the method of any vote, except that a secret ballot shall be used if a majority of the Members present requests it.

**Section 4.3—Officers at Corporate Meetings.**

4.3.1 *Chair.*

- (a) The chair of the Andrews University Board of Trustees shall serve as chair for meetings of the Members of the Corporation;
- (b) The chair shall consult with the vice chair(s), secretary and president of the Corporation in setting the agenda for each regular and special meeting of the Members;

- (c) The chair shall collaborate with the secretary in the preparation and distribution of the agenda and materials for meetings of the Members; and
- (d) The chair, if present and unless the chair designates a vice chair to do so, shall preside at regular and special meetings of the Members.

4.3.2 *Vice Chair(s).*

- (a) The vice chair(s) of the Andrews University Board of Trustees shall serve as vice chair(s) for meetings of the Members of the Corporation;
- (b) The vice chair(s) shall participate in the preparation of the agenda; and
- (c) The vice chair(s) shall preside at regular or special meetings of the Members in the absence of the chair or at the chair's request.

4.3.3 *Secretary.*

- (a) The secretary of the Corporation shall serve as secretary for meetings of the Members of the Corporation;
- (b) The secretary shall collaborate with the chair in the preparation and distribution of the agenda and materials for meetings of the Members; and
- (c) The secretary shall take, prepare, distribute, and be custodian of the minutes of meetings of the Members.

**Section 4.4— Powers and Duties of the Members.** In addition to the powers conferred upon the Members of the Corporation by law, the Members shall have the following powers, functions and duties:

- 4.4.1 At its regular meeting, and after receiving a report from the nominating committee, to elect the trustees;
- 4.4.2 At any regular or special meeting, to remove any trustee for any reason deemed sufficient by the Members;
- 4.4.3 To receive reports of the operation of the Corporation;
- 4.4.4 To amend or restate the Articles of Incorporation and/or the Bylaws of the Corporation;
- 4.4.5 To take such other actions as may be necessary and proper to carry out the purposes of the Corporation and to advance its interests.

**Section 4.5—Nominating Committee for Election of Trustees.** The Andrews University Board of Trustees' governance committee shall serve as a nominating committee and shall recommend to the Members individuals who can serve as trustees.

## **Article V—Board of Trustees**

**Section 5.1 – Governance by Board of Trustees.** The Board of Trustees shall ensure that the Corporation is administered properly by the Corporation officers and in accordance with the Board’s policies and decisions.

**Section 5.2 – Qualification and Term of Trustees.** The trustees shall all be members of the Seventh-day Adventist church in regular standing and support its mission, goals and strategic objectives. Trustees shall hold office from the time of their election and qualification until the earlier of: (a) the date that their successors are duly elected and shall qualify or (b) the date of their resignation or removal.

**Section 5.3 – Membership of the Board of Trustees.** The membership of the Board of Trustees shall consist of not less than ten (10) and not more than fifteen (15) individuals elected by the Members.

**Section 5.4 – Removal of Trustees.** A trustee may be removed by a majority vote at a meeting of the Members.

**Section 5.5—Officers of the Board of Trustees.** At the first meeting following its election at a quinquennial meeting of Members, the Board of Trustees shall elect the officers of the Board of Trustees. The Board of Trustees shall elect its officers as follows:

- 5.5.1 *Board Chair.* The chair shall be chosen by the Board from among the trustees. The chair shall call, and preside at, meetings of the Board of Trustees.
- 5.5.2 *Board Vice Chair(s):* The vice chair shall be chosen by the Board from among the trustees. The vice chair shall preside at meetings of the Board of Trustees in the absence of the chair or at the chair’s request.
- 5.5.3 *Board Secretary:* The secretary shall be the president of the Corporation. The functions of the secretary of the Board of Trustees shall be to:
  - (a) Collaborate with the chair and vice chair(s) in preparing agendas for meetings of the Board of Trustees;
  - (b) Prepare and distribute to trustees written notices of meetings, together with agendas and supporting materials;
  - (c) Keep and circulate to trustees a full and complete record of the proceedings of all Board of Trustees meetings;
  - (d) Correspond on behalf of the Board of Trustees;
  - (e) Maintain all Board of Trustees’ policy statements, minutes, and other official records;
  - (f) Perform other duties as prescribed by the Board of Trustees.

**Section 5.6—Meetings of the Board of Trustees.**

- 5.6.1 *Regular Meeting.* Regular meetings of the Board of Trustees shall hold a regular meeting at least

one time each calendar year at such time and place as the chair of the Board shall determine. Generally, the regular meeting of the Board of Trustees shall be held at a time that is in close proximity to a meeting of the Andrews University Board of Trustees.

- 5.6.2 *Special Meetings.* Special meetings of the Board of Trustees may be called by the chair of the Board of Trustees or if the chair of the Board of Trustees is absent or unable or refuses to act, by a vice chair of the Board of Trustees, or upon written request of not less than twenty-five percent (25%) of all the trustees in office delivered to the secretary of the Corporation.
- 5.6.3 *Notice of Meetings.* Notice of time and place of all meetings of the Board of Trustees shall be given at least seven (7) days before the meeting by written notice delivered personally or sent by electronic or regular mail to each trustee. If mailed, such notice shall be deemed to be delivered when mailed. Notice may be waived if the waiver is accomplished either by an affirmative vote of, or by written waiver from, at least three-fourths (3/4) of the trustees then in office.
- 5.6.4 *Meetings by Teleconference or Videoconference.* Meetings of the Board of Trustees convened in accordance with these bylaws may be held via teleconference, videoconference or other methods that provide for full participation of voting members.
- 5.6.5 *Voting.* Each trustee shall have one (1) vote, and there shall be no voting by proxy. The chair of the Board of Trustees shall determine the method of any vote, except that a secret ballot shall be used if a majority of the trustees present request it.
- 5.6.6 *Quorum.* Two-thirds of the trustees shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees, but if less than two-thirds of trustees are present at any meeting, a majority of the trustees present may adjourn the meeting from time to time without further notice. The act of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees, unless the act of a greater number is required by law, by these Bylaws or by previous act of the Board of Trustees.

**Section 5.7—Powers and Duties of the Board of Trustees.** The business, property and affairs of the Corporation shall be governed by its Board of Trustees. In addition to those general powers, and those powers conferred upon Corporations by statute, the Board of Trustees shall have the following powers, functions and duties:

- 5.7.1 Maintain the University as a Seventh-day Adventist institution of higher learning and as an integral part of the Seventh-day Adventist church in fulfillment of its mission;
- 5.7.2 Formulate, establish and/or approve significant University policies;
- 5.7.3 Develop adequate financial support for the operation and development of the University;
- 5.7.4 Adopt annual budgets;
- 5.7.5 Elect the officers of the Board of Trustees;
- 5.7.6 Create committees of the Board of Trustees and appoint and/or remove any member of any Board committee;



- 5.7.7 Remove any trustee with or without cause by an affirmative vote of two-thirds (2/3) of the trustees then in office;
- 5.7.8 Fill any vacancy occurring in the Board of Trustees;
- 5.7.9 Consistent with Section 6.2, appoint or remove officers of the Corporation;
- 5.7.10 Authorize the acquisition and disposition of all real property of whatever value, and authorize the acquisition and disposition of any personal property that exceeds the cost of Two Hundred Fifty Thousand Dollars (\$250,000); and

**Section 5.8—*Unanimous Consent Without Meeting.*** Any action required or permitted by the Articles of Incorporation or Bylaws or any action required by provision of law to be taken by the Board of Trustees or a committee thereof at a meeting or by resolution may be taken without a meeting if, before or after the action, all trustees or of the committee consent thereto in writing. The written consents shall be filed with the minutes of the proceedings of the Board of Trustees or committee. The consent has the same effect as a vote of the Board of Trustees or committee for all purposes.

**Section 5.9—*Committees of the Board of Trustees.*** The Board of Trustees may designate any number of committees to assist the Board in the fulfillment of its functions and duties. The Board may designate, at its sole discretion, the size and composition of its committees and it shall have the power to change the membership of committees, fill all vacancies in them and discharge them, with or without cause.

**Section 5.10—*Conflict of Interest.***

- 5.10.1 A conflict of interest is considered to exist in those instances where a relationship, responsibility or interest that an individual has or had might influence the individual's actions on a matter which is, or might be, contrary to the best interest of the Corporation.
- 5.10.2 The Board of Trustees shall adopt and apply a conflict of interest policy and procedure designed to ensure that trustees and officers of the Corporation as well as other senior staff undertake their respective responsibilities with an uncompromised duty of loyalty and fidelity and confidence consistent with their fiduciary relationship to the Corporation. The policy shall require that all such persons make full disclosure of interests which might result in, or have an appearance of, a conflict of interest or of a competing interest.
- 5.10.3 The trustees, officers and senior staff of Griggs University shall refrain from considering or consummating any transaction involving any conflict of interest until all relevant and pertinent facts regarding the transaction and the conflict of interest have been disclosed, considered, avoided and/or resolved.

## **Article VI—Officers of the Corporation**

**Section 6.1 – *Officers of the Corporation.*** The officers of the Corporation shall be a president, secretary, and treasurer. No offices may be held concurrently by the same person.

**Section 6.2 – *Appointment and Removal of Officers.*** All officers serve the Corporation at the pleasure of the



Board of Trustees which appoints them. The Board of Trustees reserves the power to remove any officer of the Corporation at any time. The removal of any officer can be accomplished with or without cause by vote of at least fifty percent (50%) of the trustees then in office.

**Section 6.3—*President.*** The president shall be the chief executive officer of the Corporation and shall in general supervise and control all of the academic functions, business and affairs of the Corporation. The president may sign, with any officer of the Corporation or other any other individual authorized by the Board of Trustees, any deeds, mortgages, bonds, contracts, or other instruments, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees, by these Bylaws or by statute to some other officer or agent of the Corporation; and in general shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Trustees from time to time.

**Section 6.4—*Secretary.*** The secretary shall: maintain the minutes of the meetings of the Members of the Corporation and of the Board of Trustees in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of corporate records; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the president.

**Section 6.5—*Treasurer.*** The treasurer shall: be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source; and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected. In general, the treasurer shall perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned by the president. If required by the Board of Trustees, the treasurer shall give a bond for the faithful discharge of the treasurer's duties in such sum and with such surety or sureties as the Board of Trustees shall determine.

**Section 6.6—*Officer Vacancies.*** A vacancy in any office because of death, resignation, removal, termination, disqualification or otherwise, shall be filled by the Board of Trustees.

## **Article VII—Contracts, Checks, Deposits, and Gifts**

**Section 7.1—*Contracts.*** The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. Unless otherwise specifically determined by the Board of Trustees or otherwise required by law, contracts of the Corporation, deeds, conveyances, leases, bonds and other papers, instruments and documents of the Corporation shall be executed, signed or endorsed by the president, secretary, or treasurer.

**Section 7.2—*Checks, Drafts, etc.*** All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution

of the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the treasurer, and countersigned by the president, or the secretary of the Corporation.

**Section 7.3—Deposits.** All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the president and treasurer may select, provided that the Board of Trustees has not otherwise directed.

**Section 7.4—Gifts.** The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

### **Article VIII—Audit**

The financial statements and records of the Corporation shall be audited annually by, at a minimum, the General Conference Auditing Service.

### **Article IX—Indemnification**

The Corporation shall indemnify any trustee or officer, or former trustee or officer of the Corporation or any person who may have served at its request as a trustee or officer of another Corporation which it controls or in which it owns shares of capital stock, or of which it is a creditor, against reasonable expenses, including reasonable attorney's fees, in connection with the defense of any civil, criminal or administrative action, suit or proceeding in which s/he is made a party or with which s/he is threatened by reason of being or having been or because of any act as such trustee or officer, within the course of her/his duties or employment, except in relation to matters as to which s/he shall be adjudged in such action, suit or proceeding to be liable for gross negligence or intentional misconduct in the performance of her/his duties. The Corporation may also reimburse any trustee or officer for the reasonable costs of settlement of any such action, suit or proceeding, if it shall be found by a majority of a committee composed of the trustees not involved in the matter in controversy (whether or not a quorum) that it was to the interests of the Corporation that such settlement be made and that such trustee or officer was not guilty of gross negligence or intentional misconduct. The right of indemnification provided in these Bylaws shall extend to the estate, executor, administrator, guardian and conservator of any deceased or former trustee or officer or person who her/himself would have been entitled to indemnification. Such rights of indemnification and reimbursement shall not be deemed exclusive of any other rights to which such trustee or officer may be entitled under any statute, agreement, vote of Members, or otherwise.

### **Article X—Non-discrimination**

The Corporation shall be committed to equal educational and employment opportunities for men and women, and shall not unlawfully discriminate on the basis of race, color, sex, national origin, age, disability (if otherwise qualified), or other legally-protected characteristics not otherwise inconsistent with the values and teachings of the Seventh-day Adventist church.

### **Article XI—Waiver of Notice**

Whenever any notice is required to be given under the provisions of the Michigan Nonprofit Corporation Act or under the provisions of the Articles of Incorporation or the Bylaws of the Corporation, a waiver thereof in writing signed by all persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice in a timely manner.

### **Article XII—Amendments**

These Bylaws may be amended or repealed and new Bylaws adopted by a two-thirds (2/3) vote of the Members of the Corporation present and voting at any quinquennial, annual or special meeting at which a quorum is present. Any proposed amendments shall not conflict with federal or state laws or with the Articles of Incorporation.

### **Article XIII—Dissolution**

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to Andrews University or its successor in interest. If for any reason Andrews University or its successor in interest has lost its tax exempt status under Internal Revenue Code Section 501(c)(3), at the time of the dissolution of the Corporation, then the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation organized and operated exclusively for the charitable or religious purposes that has established its tax exempt status under Internal Revenue Code Section 501(c)(3) and is listed in the official *Yearbook of the Seventh day-Adventist Church*.

# APPENDIX III

## FINANCIAL MANAGEMENT DOCUMENTS

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	PAGE
Andrews University Financial Documents:	
Current Budget for FY2011 .....	2
Cash Statements: October 2010 to March 2011 .....	3
Griggs University Financial Documents	
External Audit for FY2010.....	9
Current Budget for FY2011 .....	12
Cash Statements: September 2010 to February 2011 .....	17

Andrews University Budget  
 FY 2011  
 May 1, 2010 to April 30, 2011

	FY 2011 Budget
<b>Revenues and other support</b>	
Tuition and fees	64,287,718
Tuition Discounts	(20,207,911)
Net Tuition	44,079,807
Private Contributions	594,800
Other Contributions and Grants	10,103,198
Contractual Income	1,179,747
Educational and Other Sales	5,553,661
Investment Income	300,000
Realized gain (loss)	-
Unrealized gain (loss)	-
<b>Total Revenues and other support</b>	61,811,213
<b>Expenses</b>	
Instructional	28,962,914
Research	619,553
Public Service	670,593
Academic Support	8,838,633
Student Services	4,033,880
Institutional Support	9,698,543
Plant Operations	4,416,162
Depreciation	3,150,000
<b>Total Expenses</b>	60,390,278
<b>Net E&amp;G Before Ancillaries</b>	1,420,935
<b>Ancillaries</b>	
Income	844,980
Expense	939,976
<b>Net Ancillaries</b>	(94,996)
<b>Net E &amp; G Operations</b>	1,325,939
<b>Auxiliary Enterprises</b>	
Income	18,415,551
Expense	16,630,977
Net Auxiliary	1,784,574
<b>University Schools</b>	
Income	3,319,548
Expense	3,319,548
Net University Schools	2
<b>Increase (decrease)</b>	3,110,515

**Andrews University**  
**Statement of Unrestricted Cash Flow**  
**For 6 Months Ended Oct 31, 2010**

	FY 2010
<b>Cash Flows from Operating Activities</b>	
Increase in net assets	(7,798,632)
Adjustment to reconcile increase in net assets to net cash from operating activities:	
Depreciation	1,717,190
Provision for bad debts	-
Loss on disposal of property and equipment	
Change in value of split-interest agreements	
Unrealized gain on investments	68,432
Realized (gain) loss on investments	26,972
Contributions received restricted for long-term investment	(23,611)
(Increase) decrease in assets:	
Accounts receivable	(2,941,997)
Contributions receivable	-
Inventories	(711,604)
Prepaid expenses and other	305,934
Due to/from	(477,435)
Increase (decrease) in liabilities:	
Accounts payable and accrued liabilities	976,042
Deposits and deferred income	10,465,337
Funds held for others	(13,775)
Accrued and Related Liabilities	334,107
Liabilities on annuity contracts and trusts	-
<b>Net cash provided by operating activities</b>	<b>2,144,960</b>
<b>Cash Flows from Investing Activities</b>	
Net proceeds from sale of securities	(11,602,864)
Purchases of property and equipment	(1,525,148)
Purchases of property and equipment-New Construction	(2,639,661)
Net cash flow from student loans and other notes rec	
Collections on student loans	-
<b>Net cash used in investing activities</b>	<b>(15,787,673)</b>
<b>Cash Flows from Financing Activities</b>	
Contributions received restricted for long-term investment	23,611
Borrowing on Line of Credit	(4,500,000)
Proceeds on issuance of long-term debt (WWTP)	-
Principal payments on long-term debt	17,869,103
Payments to beneficiaries under split-interest agreements	-
Increase in refundable U.S. Government loan funds	-
<b>Net cash provided by financing activities</b>	<b>13,394,716</b>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>(247,997)</b>
<b>Cash and Cash Equivalents - Beginning of Year</b>	<b>528,604</b>
	<b>280,607</b>

**Andrews University**  
**Statement of Unrestricted Cash Flow**  
**For 7 Months Ended November 30, 2010 and 2009**

	FY 2010
<b>Cash Flows from Operating Activities</b>	
Increase in net assets	(6,467,855)
Adjustment to reconcile increase in net assets to net cash from operating activities:	
Depreciation	1,998,514
Provision for bad debts	142
Loss on disposal of property and equipment	
Change in value of split-interest agreements	
Unrealized gain on investments	68,432
Realized (gain) loss on investments	22,626
Contributions received restricted for long-term investment	(22,783)
(Increase) decrease in assets:	
Accounts receivable	(1,124,427)
Contributions receivable	-
Inventories	(820,417)
Prepaid expenses and other	496,328
Due to/from	(772,173)
Increase (decrease) in liabilities:	
Accounts payable and accrued liabilities	342,497
Deposits and deferred income	5,084,118
Funds held for others	(68,031)
Accrued and Related Liabilities	484,590
Liabilities on annuity contracts and trusts	-
Net cash provided by operating activities	(778,440)
 <b>Cash Flows from Investing Activities</b>	
Net proceeds from sale of securities	(9,930,591)
Purchases of property and equipment	(1,750,721)
Purchases of property and equipment-New Construction	(4,902,232)
Net cash flow from student loans and other notes rec	
Collections on student loans	-
Net cash used in investing activities	(16,583,544)
 <b>Cash Flows from Financing Activities</b>	
Contributions received restricted for long-term investment	22,783
Borrowing on Line of Credit	750,000
Proceeds on issuance of long-term debt (WWTP)	-
Principal payments on long-term debt	17,819,486
Payments to beneficiaries under split-interest agreements	-
Increase in refundable U.S. Government loan funds	-
Net cash provided by financing activities	18,592,269
 Net Increase (Decrease) in Cash and Cash Equivalents	1,230,285
 Cash and Cash Equivalents - Beginning of Year	528,604
	1,758,889

**Andrews University**  
**Statement of Unrestricted Cash Flow**  
**For 8 Months Ended December 31, 2010**

	FY 2010
<b>Cash Flows from Operating Activities</b>	
Increase in net assets	(3,135,037)
Adjustment to reconcile increase in net assets to net cash from operating activities:	
Depreciation	2,280,077
Provision for bad debts	142
Loss on disposal of property and equipment	
Change in value of split-interest agreements	
Unrealized gain on investments	68,432
Realized (gain) loss on investments	11,029
Contributions received restricted for long-term investment	(96,120)
(Increase) decrease in assets:	
Accounts receivable	(151,142)
Contributions receivable	-
Inventories	(1,233,836)
Prepaid expenses and other	502,293
Due to/from	(3,041,984)
Increase (decrease) in liabilities:	
Accounts payable and accrued liabilities	2,435,184
Deposits and deferred income	(138,335)
Funds held for others	401,301
Accrued and Related Liabilities	746,191
Liabilities on annuity contracts and trusts	-
<b>Net cash provided by operating activities</b>	<b>(1,351,805)</b>
<b>Cash Flows from Investing Activities</b>	
Net proceeds from sale of securities	(8,375,432)
Purchases of property and equipment	(1,781,129)
Purchases of property and equipment-New Construction	(6,153,134)
Net cash flow from student loans and other notes rec	
Collections on student loans	-
<b>Net cash used in investing activities</b>	<b>(16,309,695)</b>
<b>Cash Flows from Financing Activities</b>	
Contributions received restricted for long-term investment	96,120
Borrowing on Line of Credit	4,500,000
Proceeds on issuance of long-term debt (WWTP)	-
Principal payments on long-term debt	16,943,924
Payments to beneficiaries under split-interest agreements	-
Increase in refundable U.S. Government loan funds	-
<b>Net cash provided by financing activities</b>	<b>21,540,044</b>
<b>Net Increase (Decrease) in Cash and Cash Equivalents</b>	<b>3,878,544</b>
<b>Cash and Cash Equivalents - Beginning of Year</b>	<b>528,604</b>
	<b>4,407,148</b>



**Andrews University**  
**Consolidated Statements of Financial Position**  
**January 31, 2011 and 2010**

	Unrestricted*	Temporarily Restricted	Permanently Restricted	2011 Total	2010 Total
<b>ASSETS</b>					
Cash and cash equivalents	3,844,918			3,844,918	3,440,875
Accounts Receivable - Net	10,847,849		-	10,847,849	9,430,372
Grants and other receivables	580,338	9,883	1,849	601,048	454,883
Inventories	4,965,590	-	-	4,965,590	4,468,518
Prepaid expense and other assets	1,177,068	-	-	1,177,068	1,158,867
Student loans and other notes receivable	3,030,731	134,127	-	3,164,857	3,303,180
Investments	12,327,022	18,711,571	23,568,599	54,607,192	39,851,343
Contributions receivable, net	-	399,381	-	399,381	368,074
Beneficial interest in perpetual trusts			932,684	932,684	881,089
Restricted cash and cash equivalents		136,824	-	136,824	184,102
Investments in educational properties	87,245,033	-	-	87,245,033	80,438,315
Investments in commercial properties	2,158,773	-	-	2,158,773	2,262,288
Due from (to) other funds	620,817	937,471	(1,558,288)	(0)	(0)
<b>Total Assets</b>	<b>128,805,158</b>	<b>20,329,017</b>	<b>22,944,824</b>	<b>189,878,997</b>	<b>148,307,847</b>
<b>LIABILITIES AND NET ASSETS:</b>					
<b>Liabilities</b>					
Accounts payable	4,548,884	5,183	-	4,551,847	3,598,899
Accrued payroll and related liabilities	3,882,521			3,882,521	3,304,581
Accrued and other liabilities	(1,553)	-	-	(1,553)	31,741
Deferred income	15,874,928	-	-	15,874,928	15,283,551
Deposits	1,505,834	-	-	1,505,834	1,429,877
Line of Credit	-	-	-	-	-
Notes and Mortgages Payable	23,408,377	-	-	23,408,377	8,854,201
Liabilities Under Split-Interest Agreements	-	1,880,158	718,897	2,598,852	2,472,038
Annuity payment liability		254,873		254,873	288,338
Funds advanced for Student Loans	2,891,434			2,891,434	2,891,434
Funds held for others	690,734	651,083	-	1,341,817	1,039,911
<b>Total Current Liabilities</b>	<b>52,578,758</b>	<b>2,791,275</b>	<b>718,897</b>	<b>56,088,728</b>	<b>37,044,489</b>
<b>Net assets</b>					
Unrestricted	74,028,400			74,028,400	71,873,917
Temporarily restricted		17,537,742		17,537,742	15,435,509
Permanently restricted			22,228,127	22,228,127	21,963,952
<b>Total Net Assets</b>	<b>74,028,400</b>	<b>17,537,742</b>	<b>22,228,127</b>	<b>113,792,269</b>	<b>109,269,378</b>
<b>Total Net Assets and Fund Balance</b>	<b>128,805,158</b>	<b>20,329,017</b>	<b>22,944,824</b>	<b>189,878,997</b>	<b>148,307,847</b>

**Andrews University**  
**Statement of Unrestricted Cash Flow**  
**For 10 Months Ended February 28, 2011 and 2010**

	FY 2010
<b>Cash Flows from Operating Activities</b>	
Increase in net assets	2,164,705
Adjustment to reconcile increase in net assets to net cash from operating activities:	
Depreciation	2,842,724
Provision for bad debts	142
Loss on disposal of property and equipment	
Change in value of split-interest agreements	
Unrealized gain on investments	195,539
Realized (gain) loss on investments	7,205
Contributions received restricted for long-term investment	(145,131)
(Increase) decrease in assets:	
Accounts receivable	(3,833,506)
Contributions receivable	-
Inventories	(928,839)
Prepaid expenses and other	285,128
Due to/from	(4,252,085)
Increase (decrease) in liabilities:	
Accounts payable and accrued liabilities	(846,646)
Deposits and deferred income	10,166,952
Funds held for others	(110,166)
Accrued and Related Liabilities	1,106,251
Liabilities on annuity contracts and trusts	-
Net cash provided by operating activities	 6,652,273
<b>Cash Flows from Investing Activities</b>	
Net proceeds from sale of securities	(5,396,057)
Purchases of property and equipment	(2,002,361)
Purchases of property and equipment-New Construction	(8,282,233)
Net cash flow from student loans and other notes rec	
Collections on student loans	-
Net cash used in investing activities	 (15,680,652)
<b>Cash Flows from Financing Activities</b>	
Contributions received restricted for long-term investment	145,131
Borrowing on Line of Credit	(5,500,000)
Proceeds on issuance of long-term debt (WWTP)	-
Principal payments on long-term debt	16,890,402
Payments to beneficiaries under split-interest agreements	-
Increase in refundable U.S. Government loan funds	-
Net cash provided by financing activities	 11,535,534
Net Increase (Decrease) in Cash and Cash Equivalents	2,507,156
Cash and Cash Equivalents - Beginning of Year	528,604
	3,035,760
	3,035,760
	(0.00)

**Andrews University**  
**Statement of Unrestricted Cash Flow**  
**For 11 Months Ended March 31, 2011 and 2010**

	FY 2010
<b>Cash Flows from Operating Activities</b>	
Increase in net assets	3,404,369
Adjustment to reconcile increase in net assets to net cash from operating activities:	
Depreciation	3,128,416
Provision for bad debts	142
Loss on disposal of property and equipment	
Change in value of split-interest agreements	
Unrealized gain on investments	241,716
Realized (gain) loss on investments	119
Contributions received restricted for long-term investment	(172,938)
(Increase) decrease in assets:	
Accounts receivable	(1,914,232)
Contributions receivable	-
Inventories	(802,164)
Prepaid expenses and other	55,719
Due to/from	(4,405,584)
Increase (decrease) in liabilities:	
Accounts payable and accrued liabilities	(1,254,139)
Deposits and deferred income	5,227,523
Funds held for others	(120,137)
Accrued and Related Liabilities	1,419,618
Liabilities on annuity contracts and trusts	-
Net cash provided by operating activities	4,808,428
<b>Cash Flows from Investing Activities</b>	
Net proceeds from sale of securities	(4,381,919)
Purchases of property and equipment	(2,300,336)
Purchases of property and equipment-New Construction	(9,409,377)
Net cash flow from student loans and other notes rec.	
Collections on student loans	-
Net cash used in investing activities	(16,091,633)
<b>Cash Flows from Financing Activities</b>	
Contributions received restricted for long-term investment	172,938
Borrowing on Line of Credit	(5,500,000)
Proceeds on issuance of long-term debt (WWTP)	-
Principal payments on long-term debt	16,857,884
Payments to beneficiaries under split-interest agreements	-
Increase in refundable U.S. Government loan funds	-
Net cash provided by financing activities	11,530,822
Net increase (Decrease) in Cash and Cash Equivalents	247,617
Cash and Cash Equivalents - Beginning of Year	528,604
	776,221
	776,221
	(0.00)



# OAO Mohn & Allen, PC

Certified Public Accountants

Harold L. Mohn, Jr.  
James G. Z. Allen  
Emily R. Haugy  
H. Mack Alexander, Jr.  
K. Scott Handel  
(1963-2008)

October 6, 2010

Board of Directors  
Griggs University/Griggs International Academy  
Silver Spring, Maryland

Alice L. Orzechowski  
*Consultant*

To the Board of Directors:

In planning and performing our audit of the financial statements of Griggs University/ Griggs International Academy as of June 30, 2010, in accordance with auditing standards generally accepted in the United States of America, we considered Griggs University's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Griggs University's internal control. Accordingly, we do not express an opinion on the effectiveness of the Griggs University's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. A material weakness is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, Griggs University's board of directors, and others within the organization, and is not intended to be and should not be used anyone other than these specified parties.

Sincerely,

*OAO Mohn & Allen, P.C.*

OAO Mohn & Allen, P.C.

25 East Patrick Street | Frederick, MD 21701-5671 | 301.695.1040 ph | 301.695.1098 fx  
8811 Colesville Road, Suite 5 | Silver Spring, MD 20910-4327 | 301.562.0303 ph | 301.562.4111 fx  
2911-B Olney-Sandy Spring Road | Olney, MD 20832 | 301.260.9770 ph | 301.260.9772 fx



# OAO Mohn & Allen, PC

Certified Public Accountants

Harold L. Mohn, Jr.  
James G. Z. Allen  
Emily K. Hardy  
H. Mark Alexander, Jr.  
R. Scott Handel  
(1968-2008)

Alice L. Orzechowski  
*Consultant*

October 6, 2010

Board of Directors  
Griggs University/Griggs International Academy  
Silver Spring, MD

Dear Board of Directors:

We have audited the financial statements of Griggs University/Griggs International Academy for the year ended June 30, 2010, and have issued our report thereon dated October 6, 2010. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated May 27, 2010. Professional standards also require that we communicate to you the following information related to our audit.

#### Significant Audit Findings

##### *Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Griggs University/Griggs International Academy are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2010. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

##### *Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

##### *Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We proposed no audit adjustments for the year ended June 30, 2010.

##### *Disagreements with Management*

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

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*Management Representations*

We have requested certain representations from management that are included in the management representation letter dated October 6, 2010.

*Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

*Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

*Other Information in Documents Containing Audited Financial Statements*

This information is intended solely for the use of Board of Directors and management of Griggs University and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

*OAO Mohr & Allen, P.C.*

OAO Mohr & Allen, P.C.

GRIGGS UNIVERSITY						PAGE 01 OF 05
OPERATING BUDGET FOR JUL 01, 2010 TO JUN 30, 2011						
		ACTUAL	ACTUAL	BUDGET	BUDGET	
		THRU JUN09	THRU FEB10	2009-2010	2010-2011	
<b>OPERATING INCOME</b>						
<b>INCOME FROM ENROLLMENTS:</b>						
	GROSS TUITION INCOME	1,499,439.44	820,827.35	1,601,465.00	1,405,556.00	
	LATE FEES & SERVICE CHARGES	12,831.39	7,239.18	13,595.00	12,028.00	
	LESS: CANCELLATION FEES	16,435.00	(2,134.50)	18,285.00	15,406.00	
	DISCOUNTS	4,032.54	3,930.93	8,926.00	3,780.00	
	DEFERRED TUITION	(15,536.29)	10,004.90	81,219.00	(14,563.00)	
	UNPAID TUITION			0.00	0.00	
	VISA/M CARD FEES	24,005.54	11,814.21	26,567.00	22,502.00	
	PAYMENTS TO CONTRACTORS	109,452.78	46,772.07	97,429.00	102,600.00	
	NET TUITION INCOME	1,406,751.28	753,409.92	1,419,204.00	1,318,671.00	
	GROSS STUDENT SUPPLIES	374,187.17	220,155.19	350,000.00	320,000.00	
	COST OF MATERIAL	277,762.48	188,109.73	280,000.00	255,000.00	
	NET INCOME from SUPPLIES	96,424.69	52,045.46	70,000.00	65,000.00	
	<b>TOTAL INCOME FROM ENROLLMENTS</b>	<b>1,503,175.95</b>	<b>805,455.38</b>	<b>1,489,204.00</b>	<b>1,383,671.00</b>	
	<b>ACADEMIC SERVICES FEE</b>	<b>701,577.10</b>	<b>746,533.61</b>	<b>1,100,000.00</b>	<b>1,180,000.00</b>	
<b>OTHER OPERATING INCOME</b>						
	INVESTMENT INCOME--BANK DEPOSITS	22,876.72	1,201.90	30,000.00	1,000.00	
	INVESTMENT INCOME--GC PLANT FUND	38,751.13	6,119.51	40,000.00	9,000.00	
	SUBSIDIES IN KIND--GC RENT/PHONE			0.00	0.00	
	MISCELLANEOUS INCOME	2,437.06	4,465.92	2,000.00	4,000.00	
	<b>TOTAL OTHER OPERATING INCOME</b>	<b>64,064.91</b>	<b>11,787.33</b>	<b>72,000.00</b>	<b>14,000.00</b>	
<b>MISC GRANTS/CONTRIBUTIONS/&amp; OTHER ITEMS</b>						
	UNRESTRICTED CONTRIBUTIONS	2,990.08	2,370.76	5,000.00	3,500.00	
	RESTRICTED DONATIONS RELEASED	152,569.10	184,830.20	97,500.00	97,500.00	
	CONTRACTUAL SERVICES	0.00	0.00	0.00	0.00	
	MISC OTHER GRANTS	2,500.00	2,750.00	2,250.00	2,250.00	
	<b>NET PRINTSHOP INCOME</b>	<b>248,494.32</b>		<b>250,000.00</b>	<b>210,000.00</b>	
	NET OTHER NON CREDIT SALES	0.00	163,443.60	0.00	0.00	
	GAIN/(LOSS):EQUIP & INVENTORY ADJ	0.00	0.00	0.00	0.00	
	<b>TOTAL OTHER OPERATING INCOME</b>	<b>1,108,130.60</b>	<b>353,394.56</b>	<b>354,750.00</b>	<b>313,250.00</b>	
	<b>TOTAL OPERATING INCOME</b>	<b>2,675,371.46</b>	<b>1,917,170.88</b>	<b>3,015,954.00</b>	<b>2,890,921.00</b>	
<b>APPROPRIATIONS</b>						
	GENERAL CONFERENCE--REGULAR	65,576.00	42,444.00	63,666.00	63,666.00	
	GENERAL CONFERENCE--NON TITHE	215,114.00	134,406.00	201,600.00	201,600.00	
	GENERAL CONFERENCE--SPECIAL	248,467.00	169,483.74	248,466.00	250,000.00	
	GENERAL CONF RENT SUBSIDY	457,660.00	298,448.00	451,200.00	445,000.00	
	<b>TOTAL APPROPRIATIONS</b>	<b>986,817.00</b>	<b>644,781.74</b>	<b>964,932.00</b>	<b>960,266.00</b>	
	<b>TOTAL INCOME</b>	<b>3,662,188.46</b>	<b>2,561,952.62</b>	<b>3,980,886.00</b>	<b>3,851,187.00</b>	

GRIGGS UNIVERSITY					PAGE 02 OF 05
OPERATING BUDGET FOR JUL 01, 2010 TO JUN 30, 2011					
				BUDGET	BUDGET
		THRU JUN09	THRU FEB10	2009-2010	2010-2011
<b>OPERATING EXPENSES</b>					
<b>SALARIES AND ALLOWANCES:</b>					
SALARIES AND ALLOWANCES		1,722,052.92	1,038,532.14	1,698,696.00	1,585,250.00
LESS: SALARY & ALLOWANCE REBATE		(4,575.00)	(125.00)	(1,000.00)	(1,000.00)
MEDICAL CLAIMS		138,459.71	110,903.48	130,000.00	130,000.00
RETIREE ALLOWANCES				0.00	0.00
<b>TOTAL SALARIES &amp; ALLOW</b>		<b>1,855,937.63</b>	<b>1,147,310.62</b>	<b>1,827,696.00</b>	<b>1,714,250.00</b>
<b>EMPLOYEE RELATED EXPENSES:</b>					
SURVIVOR INSURANCE FEES		4,877.20	3,025.90	5,000.00	5,000.00
MEDICAL INSURANCE		38,772.67	20,639.97	55,000.00	50,000.00
SOCIAL SECURITY (HSI PORTION)		129,449.78	73,309.90	134,333.00	125,120.00
RETIREMENT BENEFIT EXPENSE		265,321.10	132,992.42	232,940.00	250,050.00
OTHER WAGE RELATED EXPENSE		19,644.79	13,055.10	25,000.00	25,000.00
REVIEW SUBSCRIPTIONS		0.00	0.00	600.00	600.00
CONTRACTUAL ITEMS		0.00	0.00	0.00	0.00
<b>TOTAL EMPLOYEE RELATED EXPENSE</b>		<b>458,065.54</b>	<b>243,023.29</b>	<b>452,873.00</b>	<b>455,770.00</b>
<b>TEACHERS' EXPENSES:</b>					
GRADING LESSONS		152,449.94	103,487.83	160,000.00	160,000.00
SUPPLIES & MISCELLANEOUS		2,450.12	1,629.47	2,000.00	2,000.00
<b>TOTAL TEACHERS' EXPENSE</b>		<b>154,900.06</b>	<b>105,117.30</b>	<b>162,000.00</b>	<b>162,000.00</b>
<b>COURSE DEVELOPMENT</b>					
MANUSCRIPT WORK		67,483.04	39,690.54	50,000.00	60,000.00
SUPPLIES & MISC		7,519.57	4,012.36	9,000.00	6,000.00
<b>TOTAL COURSE DEVELOPMENT</b>		<b>75,002.61</b>	<b>43,702.90</b>	<b>59,000.00</b>	<b>66,000.00</b>
<b>DEPRECIATION EXPENSE</b>					
OFFICE EQUIP & FURNISHINGS		18,931.98	12,620.63	19,000.00	19,000.00
COMPUTER EQUIPMENT		25,883.56	18,819.81	30,000.00	30,000.00
PRINTSHOP		920.00	613.33	1,000.00	1,000.00
<b>TOTAL DEPRECIATION EXPENSE</b>		<b>45,535.54</b>	<b>32,053.77</b>	<b>50,000.00</b>	<b>50,000.00</b>
<b>RENT &amp; EQUIPMENT MAINTENANCE</b>					
OFFICE RENT		496,411.13	304,567.51	491,200.00	454,000.00
OFFICE EQUIPMENT		0.00	244.00	1,000.00	1,000.00
<b>TOTAL MAINTENANCE EXPENSE</b>		<b>496,411.13</b>	<b>304,811.51</b>	<b>492,200.00</b>	<b>455,000.00</b>



GRIGGS UNIVERSITY					PAGE 03 OF 05	
OPERATING BUDGET FOR JUL 01, 2010 TO JUN 30, 2011						
			THRU JUN09	THRU FEB10	BUDGET 2009-2010	BUDGET 2010-2011
<b>EXPENSE CONTINUED</b>						
<b>MARKETING EXPENSE</b>						
ADVERTISING EXPENSE		107,415.32	14,865.76	50,000.00	60,000.00	60,000.00
PRINTED MATERIAL		49,022.95	39,844.47	65,000.00	65,000.00	65,000.00
HOMESCHOOL CONVENTIONS		2,651.55	4,942.03	10,000.00	10,000.00	10,000.00
WEBSITE DEVELOPEMENT		11,190.00	4,769.99	15,000.00	15,000.00	15,000.00
MISC MARKETING EXPENSE		8,553.73	18,252.40	10,000.00	10,000.00	10,000.00
<b>TOTAL MARKETING EXPENSE</b>		<b>178,833.55</b>	<b>82,674.65</b>	<b>150,000.00</b>	<b>160,000.00</b>	<b>160,000.00</b>
<b>GENERAL EXPENSE</b>						
ACCREDITATION		24,298.67	3,620.16	2,000.00	2,000.00	2,000.00
BAD DEBT EXPENSE		1,500.00	0.00	5,000.00	5,000.00	5,000.00
DATA PROCESSING SUPPORT		20,445.41	11,861.25	30,000.00	30,000.00	30,000.00
ENTERTAINMENT		1,702.01	5,690.69	5,000.00	10,000.00	10,000.00
INSERVICE TRAINING		0.00	0.00	1,000.00	1,000.00	1,000.00
INSURANCE-GENERAL		26,320.19	17,108.09	26,000.00	26,000.00	26,000.00
AUDITING COST		13,148.25	14,852.00	14,000.00	15,000.00	15,000.00
MISCELLANEOUS EXPENSE		25,041.84	21,708.00	30,000.00	30,000.00	30,000.00
CONTRACTUAL SERVICES		64,035.24	42,690.16	70,000.00	70,000.00	70,000.00
FUND RAISING COST		5,551.04	0.00	20,000.00	13,000.00	13,000.00
DISBURSEMENT OF RESTRICTED DONA		14,069.10	132,500.33	25,000.00	25,000.00	25,000.00
OFFICE SUPPLIES		27,107.50	48,936.35	50,000.00	60,000.00	60,000.00
NEWSLETTER PUBLISH & PERIODICAL SUBS				100.00	100.00	100.00
GOAL QUEST EXPENSE		100,000.00	48,333.33	72,500.00	72,500.00	72,500.00
PROFESSIONAL DUES AND FEES		29,134.23	18,662.60	32,500.00	32,500.00	32,500.00
SHIPPING SUPPLIES & EXPENSE		73,835.16	27,122.89	80,000.00	65,000.00	65,000.00
SOCIAL ACTIVITIES		2,596.76	3,754.03	6,000.00	6,000.00	6,000.00
TEST & KEY PRODUCTION		5,928.92	2,663.90	8,000.00	8,000.00	8,000.00
TELEPHONE & TELEX		15,894.85	13,667.33	14,000.00	20,000.00	20,000.00
TRAVEL		91,945.44	49,690.01	70,000.00	75,000.00	75,000.00
<b>TOTAL GENERAL EXPENSE</b>		<b>542,544.61</b>	<b>462,881.12</b>	<b>561,100.00</b>	<b>568,100.00</b>	<b>568,100.00</b>
<b>DEDUCTION TO ELIMINATE DUPLICATIONS</b>						
PRINTSHOP SHARE OF EXPENSE		(146,463.40)	(92,444.45)	(148,697.00)	(114,555.00)	(114,555.00)
<b>TOTAL OPERATING EXPENSE</b>		<b>4,017,068.25</b>	<b>2,571,313.67</b>	<b>3,974,069.00</b>	<b>3,840,770.00</b>	<b>3,840,770.00</b>
<b>NET INCOME (LOSS) current year</b>		<b>(354,879.79)</b>	<b>(9,361.05)</b>	<b>6,817.00</b>	<b>10,417.00</b>	<b>10,417.00</b>

GRIGGS UNIVERSITY						PAGE 04 OF 05
OPERATING BUDGET FOR JUL 01, 2010 TO JUN 30, 2011						
					BUDGET	BUDGET
		THRU JUN09	THRU FEB10		2009-2010	2010-2011
<b>NOTES</b>						
<b>NOTE 01 – PRINTING DEPARTMENT OPERATION</b>						
	PRINTING INCOME	248,404.32	163,443.60		250,000.00	210,000.00
	LESS: SALARY AND ALLOWANCES	53,348.05	35,880.25		58,000.00	50,450.00
	MEDICAL ALLOWANCES	643.42	479.36		2,000.00	2,000.00
	SOCIAL SECURITY EXPENSE	3,896.24	2,451.05		4,600.00	3,860.00
	RETIREMENT FUND	7,777.32	4,450.88		7,250.00	6,800.00
	WAGE RELATED EXPENSE	140.71	99.42		500.00	500.00
	MEDICAL INSURANCE	1,846.33	1,039.87		2,775.00	2,775.00
	SURVIVOR INSURANCE	213.60	140.70		220.00	220.00
	OFFICE SUPPLIES	0.00	0.00		100.00	100.00
	EQUIP MAINT REPAIR	826.32	23.00		1,000.00	1,000.00
	SUPPLIES & OTHER EXP	155,663.21	113,855.26		160,000.00	160,000.00
	TELEPHONE	3,600.00	2,400.00		3,600.00	600.00
	INTEREST ON LOAN	0.00	0.00		0.00	0.00
	EQUIPMENT DEPRECIATION	920.00	613.33		1,000.00	1,000.00
	MISCELLANEOUS EXPENSE	0.00	0.00		100.00	100.00
	RENT	79,425.78	48,769.84		78,752.00	72,800.00
	ADMINISTRATIVE OVERHEAD	48,000.00	32,000.00		48,000.00	24,000.00
	TOTAL EXPENSE	356,300.98	242,202.96		387,897.00	326,205.00
	NET PRINTING DEPT GAIN/(LOSS)	(107,896.66)	(78,759.36)		(117,897.00)	(116,205.00)

GRIGGS UNIVERSITY				PAGE 05 OF 05	
OPERATING BUDGET FOR JUL 01, 2010 TO JUN 30, 2011					
				BUDGET	BUDGET
Affiliation Fees				2009-2010	2010-2011
		AL TAREEQAH MANAGEMENT STUDIES: UAE		64,000.00	64,000.00
		AMAZING FACTS		7,000.00	7,000.00
		Baptist Christian Coalition (New York and North Carolina)		450,000.00	100,000.00
		CENTER FOR EDUCATION TECH & CAREER DEV vietnam		490,000.00	750,000.00
		Central California Conference		5,000.00	5,000.00
		China Dream School		2,000.00	2,000.00
		CHINESE INTERNATIONAL INSTITUTE (CIAI)		10,000.00	20,000.00
		COLUMBIA UNION CONFERENCE		20,000.00	20,000.00
		GU AVLN		500.00	500.00
		GU-GIA Mentor International, Korea		7,000.00	10,000.00
		IAD: INTER AMERICAN EDUCATION IAEC		12,000.00	12,000.00
		INTERNATIONAL COLLEGE OF LAW ajman cener		18,000.00	19,800.00
		Maryland State Coalition of Schools		120,000.00	60,000.00
		NSD: HUA MEI		5,000.00	8,000.00
		NSD:ADVENTIST EDUCATIONAL HOLDINGS		64,400.00	64,400.00
		OUACHITA HILLS COLLEGE		24,500.00	24,500.00
		SAUDI ARAIA RIYADH		80,000.00	80,000.00
		SSD:GU MISSION COLLEGE THAILAND		10,500.00	10,500.00
		SUD:GU SPICER MEMORIAL COLLEGE		20,000.00	20,000.00
		TAIWAN ELEM SCHOOL (HCM)		5,000.00	5,000.00
		TED:GU BALTIC CENTER		9,500.00	9,500.00
		TED:GU MIDDLE EAST UNION		14,000.00	14,000.00
		WAD:WEST AFRICA DIVIION		18,000.00	18,000.00
		WEIMAR INSTITUTE		4,250.00	6,000.00
		ZAOKSKI SEMINARY		12,000.00	10,000.00
		Lingua Language School			20,000.00
		International Institute of Law and Trade, Korea			30,000.00
		TOTAL FOR THE YEAR		1,472,650.00	1,390,200.00
		Percent to use		75.00	85.00
		Calculated 85.00% =		1,104,488.00	1,181,670.00
		Budgeted Amount: >		1,100,000.00	1,180,000.00

**GRIGGS UNIVERSITY**

PAGE 05 OF 09

**STATEMENT OF CASH FLOW**

FOR 3 MONTHS ENDED SEPTEMBER 30, 2010 AND 2009

	2010	2009
FINANCIAL RESOURCES WERE PROVIDED (USED) BY:		
<b><u>OPERATING ACTIVITY:</u></b>		
NET GAIN (LOSS)	5,396.45	(114,799.68)
ADJUSTMENTS NOT AFFECTING CASH:		
DEPRECIATION EXPENSE	9,743.59	10,421.65
LOSS (GAIN) ON DISPOSAL OF FIXED ASSETS		
(INCREASE) DECREASE IN RECEIVABLES	124,431.53	88,496.54
(INCREASE) DECREASE IN INVENTORIES	34,452.11	29,247.46
(INCREASE) DECREASE IN PREPAID EXPENSE	(15,105.32)	4,243.61
INCREASE (DECREASE) IN ACCOUNTS PAYABLE	(75,225.67)	8,634.21
INCREASE (DECREASE) IN DEFERRED INCOME	36,303.24	156,439.11
CASH PROVIDED (USED) BY OPERATING ACTIVITY	<u>119,995.93</u>	<u>182,682.90</u>
<b><u>CAPITAL ACTIVITY</u></b>		
PURCHASE OF PLANT ASSETS	0.00	0.00
DISPOSAL OF FIXED ASSETS		
DONOR RESTRICTED FUNDS INCREASE (DECREASE)	742.14	(25,968.97)
<b><u>FINANCING ACTIVITY</u></b>		
INCREASE (DECREASE) IN NOTES PAYABLE	0.00	0.00
NET FINANCIAL RESOURCES PROVIDED (USED)	120,738.07	156,713.93
RESOURCES AVAILABLE - BEGINNING OF PERIOD	1,178,487.69	989,008.95
FINANCIAL RESOURCES AVAILABLE SEP 30	<u>1,299,225.76</u>	<u>1,145,722.88</u>
<b><u>FINANCIAL RESOURCES:</u></b>		
CASH	248,039.08	347,881.05
INVESTMENT	1,051,186.68	797,841.83
	<u>1,299,225.76</u>	<u>1,145,722.88</u>

**GRIGGS UNIVERSITY**  
**STATEMENT OF CASH FLOW**  
 FOR 4 MONTHS ENDED OCTOBER 31, 2010 AND 2009

PAGE 05 OF 09

	2010	2009
FINANCIAL RESOURCES WERE PROVIDED (USED) BY:		
<b><u>OPERATING ACTIVITY:</u></b>		
NET GAIN (LOSS)	(5,983.75)	(226,143.37)
ADJUSTMENTS NOT AFFECTING CASH:		
DEPRECIATION EXPENSE	12,781.45	14,943.53
LOSS (GAIN) ON DISPOSAL OF FIXED ASSETS		
(INCREASE) DECREASE IN RECEIVABLES	88,746.08	116,258.15
(INCREASE) DECREASE IN INVENTORIES	44,775.59	50,243.21
(INCREASE) DECREASE IN PREPAID EXPENSE	(10,372.51)	14,410.39
INCREASE (DECREASE) IN ACCOUNTS PAYABLE	(118,767.81)	(30,226.72)
INCREASE (DECREASE) IN DEFERRED INCOME	31,642.50	136,180.37
CASH PROVIDED (USED) BY OPERATING ACTIVITY	<u>42,821.55</u>	<u>75,665.56</u>
<b><u>CAPITAL ACTIVITY</u></b>		
PURCHASE OF PLANT ASSETS	0.00	(40,580.52)
DISPOSAL OF FIXED ASSETS		
DONOR RESTRICTED FUNDS INCREASE (DECREASE)	1,048.14	(36,570.39)
<b><u>FINANCING ACTIVITY</u></b>		
INCREASE (DECREASE) IN NOTES PAYABLE	0.00	0.00
NET FINANCIAL RESOURCES PROVIDED (USED)	43,869.69	(1,485.35)
RESOURCES AVAILABLE - BEGINNING OF PERIOD	1,178,487.69	989,008.95
FINANCIAL RESOURCES AVAILABLE OCT 31	<u>1,222,357.38</u>	<u>987,523.60</u>
<b><u>FINANCIAL RESOURCES:</u></b>		
CASH	171,026.50	189,530.53
INVESTMENT	1,051,330.88	797,993.07
	<u>1,222,357.38</u>	<u>987,523.60</u>

**GRIGGS UNIVERSITY**

PAGE 05 OF 09

**STATEMENT OF CASH FLOW**

FOR 5 MONTHS ENDED NOVEMBER 30, 2010 AND 2009

	<u>2010</u>	<u>2009</u>
FINANCIAL RESOURCES WERE PROVIDED (USED) BY:		
<b><u>OPERATING ACTIVITY:</u></b>		
NET GAIN (LOSS)	498.82	(178,814.60)
ADJUSTMENTS NOT AFFECTING CASH:		
DEPRECIATION EXPENSE	15,790.20	19,469.74
LOSS (GAIN) ON DISPOSAL OF FIXED ASSETS		
(INCREASE) DECREASE IN RECEIVABLES	124,837.01	55,848.39
(INCREASE) DECREASE IN INVENTORIES	34,722.43	65,846.64
(INCREASE) DECREASE IN PREPAID EXPENSE	(5,529.74)	24,223.89
INCREASE (DECREASE) IN ACCOUNTS PAYABLE	(77,051.09)	(92,073.54)
INCREASE (DECREASE) IN DEFERRED INCOME	(40,998.78)	67,767.48
CASH PROVIDED (USED) BY OPERATING ACTIVITY	<u>52,068.85</u>	<u>(37,732.00)</u>
<b><u>CAPITAL ACTIVITY</u></b>		
PURCHASE OF PLANT ASSETS	(2,028.91)	(43,044.28)
DISPOSAL OF FIXED ASSETS		
DONOR RESTRICTED FUNDS INCREASE (DECREASE)	1,354.14	(22,056.06)
<b><u>FINANCING ACTIVITY</u></b>		
INCREASE (DECREASE) IN NOTES PAYABLE	0.00	0.00
NET FINANCIAL RESOURCES PROVIDED (USED)	51,394.08	(102,832.34)
RESOURCES AVAILABLE - BEGINNING OF PERIOD	1,178,487.69	989,008.95
FINANCIAL RESOURCES AVAILABLE NOV 30	<u>1,229,881.77</u>	<u>886,176.61</u>
<b><u>FINANCIAL RESOURCES:</u></b>		
CASH	178,418.07	88,058.47
INVESTMENT	1,051,463.70	798,118.14
	<u>1,229,881.77</u>	<u>886,176.61</u>

**GRIGGS UNIVERSITY**

PAGE 05 OF 09

**STATEMENT OF CASH FLOW**

FOR 8 MONTHS ENDED DECEMBER 31, 2010 AND 2009

	<u>2010</u>	<u>2009</u>
FINANCIAL RESOURCES WERE PROVIDED (USED) BY:		
<b><u>OPERATING ACTIVITY:</u></b>		
NET GAIN (LOSS)	(83,276.36)	(85,697.93)
ADJUSTMENTS NOT AFFECTING CASH:		
DEPRECIATION EXPENSE	18,834.60	23,743.45
LOSS (GAIN) ON DISPOSAL OF FIXED ASSETS		
(INCREASE) DECREASE IN RECEIVABLES	147,168.08	115,423.77
(INCREASE) DECREASE IN INVENTORIES	33,181.81	78,750.76
(INCREASE) DECREASE IN PREPAID EXPENSE	(686.97)	34,406.59
INCREASE (DECREASE) IN ACCOUNTS PAYABLE	(85,883.52)	(67,673.95)
INCREASE (DECREASE) IN DEFERRED INCOME	(81,651.25)	17,981.31
CASH PROVIDED (USED) BY OPERATING ACTIVITY	<u>(52,313.61)</u>	<u>116,934.00</u>
<b><u>CAPITAL ACTIVITY</u></b>		
PURCHASE OF PLANT ASSETS	(2,028.91)	(44,241.39)
DISPOSAL OF FIXED ASSETS		
DONOR RESTRICTED FUNDS INCREASE (DECREASE)	11,240.14	(139,087.86)
<b><u>FINANCING ACTIVITY</u></b>		
INCREASE (DECREASE) IN NOTES PAYABLE	0.00	0.00
NET FINANCIAL RESOURCES PROVIDED (USED)	(43,102.38)	(66,395.25)
RESOURCES AVAILABLE - BEGINNING OF PERIOD	1,178,487.69	989,008.95
FINANCIAL RESOURCES AVAILABLE DEC 31	<u>1,135,385.31</u>	<u>922,613.70</u>
<b><u>FINANCIAL RESOURCES:</u></b>		
CASH	83,774.67	124,387.42
INVESTMENT	1,051,610.64	798,226.28
	<u>1,135,385.31</u>	<u>922,613.70</u>

**GRIGGS UNIVERSITY**  
**STATEMENT OF CASH FLOW**  
 FOR 7 MONTHS ENDED JANUARY 31, 2011 AND 2010

PAGE 05 OF 09

	2011	2010
FINANCIAL RESOURCES WERE PROVIDED (USED) BY:		
<b><u>OPERATING ACTIVITY:</u></b>		
NET GAIN (LOSS)	(91,984.63)	(60,800.15)
ADJUSTMENTS NOT AFFECTING CASH:		
DEPRECIATION EXPENSE	21,862.56	28,016.75
LOSS (GAIN) ON DISPOSAL OF FIXED ASSETS		
(INCREASE) DECREASE IN RECEIVABLES	146,841.27	10,068.95
(INCREASE) DECREASE IN INVENTORIES	41,282.20	84,328.72
(INCREASE) DECREASE IN PREPAID EXPENSE	3,906.83	44,464.26
INCREASE (DECREASE) IN ACCOUNTS PAYABLE	(51,627.68)	(49,898.70)
INCREASE (DECREASE) IN DEFERRED INCOME	(58,263.18)	78,422.05
CASH PROVIDED (USED) BY OPERATING ACTIVITY	<u>12,017.37</u>	<u>134,601.88</u>
<b><u>CAPITAL ACTIVITY</u></b>		
PURCHASE OF PLANT ASSETS	(2,028.91)	(44,241.39)
DISPOSAL OF FIXED ASSETS		
DONOR RESTRICTED FUNDS INCREASE (DECREASE)	11,246.14	(145,367.53)
<b><u>FINANCING ACTIVITY</u></b>		
INCREASE (DECREASE) IN NOTES PAYABLE	0.00	0.00
NET FINANCIAL RESOURCES PROVIDED (USED)	21,234.80	(55,007.04)
RESOURCES AVAILABLE - BEGINNING OF PERIOD	1,178,487.69	989,008.95
FINANCIAL RESOURCES AVAILABLE JAN 31	<u>1,199,722.29</u>	<u>934,001.91</u>
<b><u>FINANCIAL RESOURCES:</u></b>		
CASH	247,967.78	135,688.43
INVESTMENT	951,754.51	798,313.48
	<u>1,199,722.29</u>	<u>934,001.91</u>



**GRIGGS UNIVERSITY**  
**STATEMENT OF CASH FLOW**  
 FOR 8 MONTHS ENDED FEBRUARY 28, 2011 AND 2010

PAGE 05 OF 09

	<u>2011</u>	<u>2010</u>
FINANCIAL RESOURCES WERE PROVIDED (USED) BY:		
<b><u>OPERATING ACTIVITY:</u></b>		
NET GAIN (LOSS)	(97,960.26)	(9,361.05)
ADJUSTMENTS NOT AFFECTING CASH:		
DEPRECIATION EXPENSE	24,735.29	32,053.77
LOSS (GAIN) ON DISPOSAL OF FIXED ASSETS		
(INCREASE) DECREASE IN RECEIVABLES	137,954.47	20,930.18
(INCREASE) DECREASE IN INVENTORIES	44,466.12	96,765.74
(INCREASE) DECREASE IN PREPAID EXPENSE	8,651.09	26,989.01
INCREASE (DECREASE) IN ACCOUNTS PAYABLE	(33,984.65)	(39,573.13)
INCREASE (DECREASE) IN DEFERRED INCOME	(95,056.48)	154,615.51
CASH PROVIDED (USED) BY OPERATING ACTIVITY	<u>(11,194.42)</u>	<u>282,420.03</u>
<b><u>CAPITAL ACTIVITY</u></b>		
PURCHASE OF PLANT ASSETS	(2,028.91)	(45,126.00)
DISPOSAL OF FIXED ASSETS		
DONOR RESTRICTED FUNDS INCREASE (DECREASE)	11,252.14	(146,103.20)
<b><u>FINANCING ACTIVITY</u></b>		
INCREASE (DECREASE) IN NOTES PAYABLE	0.00	0.00
NET FINANCIAL RESOURCES PROVIDED (USED)	(1,971.19)	91,190.83
RESOURCES AVAILABLE - BEGINNING OF PERIOD	1,178,487.69	989,008.95
FINANCIAL RESOURCES AVAILABLE FEB 2	<u>1,176,516.50</u>	<u>1,080,199.78</u>
<b><u>FINANCIAL RESOURCES:</u></b>		
CASH	224,650.85	281,821.53
INVESTMENT	951,865.65	798,378.25
	<u>1,176,516.50</u>	<u>1,080,199.78</u>

# APPENDIX IV

## BOARD OF TRUSTEES

**PAGE**

Andrews University Board of Trustees: Members and Organizations Represented .....	2
Griggs University Board of Trustees: 2005–2010 .....	3
Griggs University Board of Trustees: 2010–2015 .....	4

Andrews University Board of Trustees. 2010-2015								
	Name	Position	Company	Street/PO Box	City	State	Zip	Country
Elder	Benjamin D. Schoun (Chair)	Vice President	General Conference of SDA	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Elder	Don Livesay (Vice-chair)	President	Lake Union Conference of SDA	PO Box 287	Berrien Springs	MI	49103	
Dr.	Niels-Erik Andreassen (Secretary)	President	Andrews University	4150 Administration Drive, #318	Berrien Springs	MI	49104-0670	
Dr.	Lisa Beardsley	Director, Education Department	General Conference of SDA	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Atty.	RoseMarie Cazeau			840 South Bodin Street	Hinsdale	IL	60521	
Ms.	Debbi J. Christensen	CPA	Propp Christensen Caniglia LLP	9261 Sierra College Boulevard	Roseville	CA	95661	
Pastor	Jerome Davis	President	Lake Region Conference of SDA	8517 South State Street	Chicago	IL	60619	
Elder	VACANT	President	Illinois Conference of SDA	619 Plainfield Rd., Suite 200	Willowbrook	IL	60527	
Elder	Michael G. Edge	President	Wisconsin Conference of SDA	PO Box 100	Fall River	WI	53932	
Elder	Jay Gallimore	President	Michigan Conference of SDA	P.O. Box 19009	Lansing	MI	48901	
Dr.	Cletus R. Georges	Urologist	Mid Florida Urologist Association	1616 Woodwood St.	Orlando	FL	32803	
Dr.	Lynn S. Gray			9875 Wildberry Lane	Berrien Springs	MI	49103	
Elder	Rodney A. Grove	Executive Secretary	Lake Union Conference of SDA	PO Box 287	Berrien Springs	MI	49103	
Dr.	Loren Hamel	President and CEO	Lakeland Healthcare	1234 Napier Ave.	St. Joseph	MI	49085	
Dr.	Edwin I. Hernandez	Foundations Research Director	DeVos Family Foundations	P.O. Box 230257	Grand Rapids	MI	49523-0237	
Mr.	Dann S. Hotelling			5366 Hathaway Lane	Lebanon	OH	45036	
Elder	Van G. Hurst	President	Indiana Conference of SDA	P.O. Box 1950	Carmel	IN	46032	
Elder	Daniel Jackson	President, North American Division	General Conference of SDA	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Ms.	Sandra K. Johnson	Senior Vice President	Adventist Health System	111 N. Orlando Ave.	Winter Park	FL	32701	
Elder	Robert E. Lemon	Treasurer	General Conference of SDA	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Elder	Thomas Lemon	President	Mid-America Union Conf. of SDA	P.O. Box 6128	Lincoln	NE	68506	
Mr.	Fred Manchur	President	Kettering Health Network	3535 Southern Blvd	Kettering	OH	45429	
Dr.	William G. C. Murdoch, Jr.			Box 517	Loma Linda	CA	92354-0517	
Elder	G.T. Ng	Secretary	General Conference of SDA	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Mr.	Juan R. Prestol	Undertreasurer	General Conference of SDA	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Ms.	Barbara J. Randall	Owner	Randall Residence, a Provider of Assisted Living	300 West White Oak St.	Lawton	MI	49065	
Mr.	David R. Rowe	President	NetVision	441 W. Goshawk Ranch Rd.	Park City	UT	84098-5524	
Elder	Glynn C. W. Scott	Treasurer	Lake Union Conference of SDA	PO Box 287	Berrien Springs	MI	49103	
Mrs.	Dolores E. Silkkers		S2 Yachts, Inc.	725 E. 40th St.	Holland	MI	49423	
Mr.	Paul A. Stokstad	President	Pasco Scientific	10101 Foothills Blvd.	Roseville	CA	95747	
Dr.	Judith L. Storfjell			3470 Magnolia Lane	Saint Joseph	MI	49085	
Elder	Garry Sudds	Director, Office of Education	Lake Union Conference of SDA	PO Box 287	Berrien Springs	MI	49103	
Elder	Max Torkelson	President	North Pacific Union Conf. of SDA	5709 N. 20th Street, Ridgefield, WA 9	Vancouver	WA	98687	
Elder	Max Trevino	President	Southwestern Union Conference of SD	PO Box 4000	Burleson	TX	76097	
Mrs.	Lynne Waihee	President	Read To Me Intl. Foundation	1833 Kalakaua Ave., Suite 301	Honolulu	HI	96815	
Mr.	Dana L. Wales	Managing Principal	Wales & Associates	505 Pleasant Street	St. Joseph	MI	49085	
Dr.	Rebekah Wang Cheng	Medical Director for Clinical Quality	Kettering Medical Center	3535 Southern Blvd	Kettering	OH	45429	
Elder	Dave Weigley	President	Columbia Union Conference of SDA	5427 Twin Knolls Road	Columbia	MD	21045	
Elder	Ted N.C. Wilson	President	General Conference of SDA	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Atty.	Danielle Wuchenich		Self-employed	248 Grand View Dr.	Redlands	CA	92373	
Mr.	E. Edward Zinke	Retired		1909 Armond Ln	Silver Spring	MD	20905-3925	
	Advisors							
Elder	Lowell Cooper	General Vice President	General Conference of SDA	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Elder	G. Thomas Evans	Treasurer	North American Division	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Elder	Ricardo Graham	President	Pacific Union Conference of SDA	2686 Townsgate Road/PO Box 5005	Westlake Village	CA	91359-5005	
Elder	Mark Johnson	President	Canada	1148 King Street, East	Oshawa	ON	L1H 1H8	Canada
Elder	Donald King	President	Atlantic Union Conference	P.O. Box 1189	South Lancaster	MA	01561-1189	
Dr.	Rudi Maier	President	ADRA International	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	
Elder	Gordon Retzer	President	Southern Union Conference	P.O. Box 849	Decatur	GA	30032	
Dr.	Dr. Ella L. S. Simmons	General Vice President	General Conference of SDA	12501 Old Columbia Pike	Silver Spring	MD	20904-6600	

## Griggs Board Members. 2005–2010

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**Regular Invitees**  
Nantoo Banerjee  
Sheila Draper  
Robert Sowards  
Alayne Thorpe

**Executive Committee**  
Ella S. Simmons, Chair  
Don Sahly, Secretary  
Nantoo Banerjee  
Garland Dulan  
Roy Ryan  
Don Schneider  
Alayne Thorpe  
Neal Wilson

**Finance Committee**  
Roy Ryan, Chair  
Nantoo Banerjee, Secretary  
Larry Blackmer  
Garland Dulan  
G. Thomas Evans  
Gerry Karst  
Don Sahly  
Ella S. Simmons  
Alayne Thorpe

**Development Committee**  
To be announced

GRIGGS UNIVERSITY, INC.  
BERRIEN SPRINGS, MI  
March 2011

Exhibit 2-G

Ex-Officio

Corporation Officer

President  
Dean  
VP Finance

Board Officer

Chair  
Vice-chair  
Secretary  
Treasurer

Board of Directors

Ella Simmons (GC Vice President)  
Niels-Erik Andreasen (AU President)  
Alayne Thorpe (AU Dean of Distance Education)  
Lawrence Schalk (AU VP Financial Administration)  
Lisa Beardsley (GC Education Director)  
Larry Blackmer (NAD Education Director)  
Myrna Costa (IAD Vice President)  
Marilyn Eggers (LLU Associate Professor;  
ADEC Board Member)  
Don Livesay (LUC President)  
Andrea Luxton (AU Provost)  
Keith Mattingly (AU Dean of College of Arts/Sciences)  
Paul Ratsara (SID President)\*  
Allen Stembridge (AU Dean of School of Business)  
Gilbert Wari (WAD President)\*\*  
Chek Yat Phoon (NSD Education Director)

(15 members of the board with a quorum of 8)

\*or Ellah Kamwendo, SID Education Director

\*\*or Chiemela Ikonne, WAD Education Director

# APPENDIX V

## EDUCATIONAL PROGRAMS

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	PAGE
NCA/HLC Statement of Accreditation Status.....	2
Brief Vitae for Dr. Alayne Thorpe, Future Dean, School of Distance Education.....	5
Brief Experience Overview. Dr. Andrea Luxton, Andrews University Provost .....	6
List of Faculty Approved to Teach Andrews University Courses Via Griggs.....	7
Procedural Document: Andrews Protocol for Establishing New Extension Programs .....	8
Procedural Document: Andrews University Expectations and Process for Affiliations .....	9
Griggs Affiliations:	
Seventh-day Adventist Affiliates, September 2010.....	11
Non-SDA Adventist Affiliates, September 2010 .....	20
Andrews University Manual: The Program Review Process .....	27
Philosophy of Assessment .....	39

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- Resources for Peer Reviewers
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**Information provided on the Statement of Affiliation Status reflects the most recent actions of the Commission. The Commission has a multi-level decision process. Any institutional changes that are currently under review are not made public until final action has been taken.**

## Andrews University

US 31 North  
Berrien Springs, MI 49104

<http://www.andrews.edu/>

### Statement of Affiliation Status [Click here for definitions...](#)

Chief Executive Officer: **Dr. Niels-Erik A. Andreassen, President**

*Name change notes: Emmanuel Missionary College to Andrews University (1961)*

HLC Institution ID: **1309**  
 Current Accreditation Status: **Accredited**  
 Accreditation Date(s): **(1922-37; 1939- )**  
 Commission Participation: **PEAQ PARTICIPANT**

Year of Last PEAQ Comprehensive Evaluation: **2008 - 2009**  
 Year of Next PEAQ Comprehensive Evaluation: **2019 - 2020**

Last Action: **12/16/2009**

Legal Status: **Private NFP**  
 Degrees Awarded (details below): **A, B, M, S, D**

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#### Stipulations on Affiliation Status

:

**Information regarding all new programs is to be provided to the Commission in the Annual Report.**

#### Approval of New Degree Locations:

**The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites related to institutions and/or organizations of the Seventh-Day Adventist Church in North America or Abroad.**

#### Approval of Distance and Correspondence Courses and Programs :

**New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.**

#### Reports Required:

**None.**

#### Other Visits Scheduled:

**Focused Visit-Mandated: 2012 - 2013; A visit focused on 1) revising the governance documents that codify the Board's informal actions in the direction of becoming a public Board; 2) delineating responsibilities for senior administrators in working documents; 3) strengthening oversight of affiliate and extension programs and ensuring that all operations of programs off of the main campus are in compliance through appropriate legal documentation from controlling jurisdictions; 4) enhancing institutional planning; 5) strengthening assessment culture, strategies, and ties to planning; 6) providing adequate staffing in support of institutional commitments to agenda such as assessment and affiliation and extension programming; and 7) implementing**

present and new endeavors in online programming, with particular attention to adequate staffing, support of the academics with D2L software, and coordination with other off-campus endeavors.

**Organizational Profile** [Click here for definitions...](#)

**Enrollment Headcount** (last updated: 04/19/2010)

	Full-Time	Part-Time
Undergraduate:	1714	250
Graduate:	694	931
Dual enrollment (high school) programs:	77	

**Degree Programs** (last updated: 04/19/2010)

	Programs Offered	Degrees Awarded in Last Reported Year
Associate Degrees	9	2
Bachelors Degrees	83	341
Masters Degrees	40	234
Specialist Degrees	6	8
Doctoral Degrees	13	74

**Certificate Programs** (last updated: 04/19/2010)

	Programs Offered	Certificates Awarded in Last Reported Year
Certificates	4	0

**Off-Campus Activities** (last updated: 04/19/2010)

In-State:	Campuses:	None
	Additional Locations:	None
	Course Locations:	None
Out-of-State:	Campuses:	None
	Additional Locations:	Loma Linda, CA (Loma Linda University (SEM)) ; Westlake Village , CA (Pacific Union Conference (SEM)) ; Decatur, GA (Southern Union Conf (SEM MDiv)) ; South Lancaster, MA (Atlantic Union Conference (SEM)) ; Columbia , MD (Columbian Union Conference) ; Takoma Park, MD (Washington Adventist University) ; Lincoln, NE (Mid-America Union (SEM DMin)) ; Portland, OR (Portland Adventist Hospital (SEM, Bus)) ; Bursleson, TX (Southwestern Union Conference) ; Vancouver, WA (No. Pacific Union (SEM MDiv))
	Course Locations:	None
Out-of-U.S.:	Campuses:	None
	Additional Locations:	Fundo, Las Mariposas, Chile (Chile Adventist University) ; Hong Kong, China (Hong Kong Adventist College ) ; Strovolos, Cyprus (Middle East Union Mission) ; Pune, India (Spicer College (Educ, SEM)) ; Florence, Italy (Italian JuniorCollege (MSA)) ; Baraton, Kenya (Univ. Eastern Africa (MSA)) ; Seoul, Korea, South (Samyook Language Sch (CAS)) ; Ilishan-Remo, Nigeria (Babcock Univ. (undergrad., SEM)) ; Lima, Peru (Universidad Peruvian Union (SED, MSA)) ; Cernica, Ilfov, Romania (Romanian Adventist Seminary (SEM)) ; Zaoksky - Tula, Russia (Zaokski Theological Seminary (SEM)) ; Somerset W. - Capetown, South Africa (Helderberg College) ; Port-of-Spain, Trinidad and Tobago (University of Southern Caribbean (UG, Bus, Ed.)) ; Bracknell, United Kingdom (Newbold C. (ug, SED, SEM, IWM))
	Course Locations:	None

**Distance Learning** (last updated: 04/19/2010)

**Distance Ed**

Doctor - 13.0301 Curriculum and Instruction (EdD in Education) (Audioconferencing;Correspondence;Internet)  
 Doctor - 13.0401 Educational Leadership and Administration, General (PhD in Educational Administration) (Audioconferencing;Correspondence;Internet)  
 Doctor - 13.9999 Education, Other (Audioconferencing;Correspondence;Internet)  
 Master - 13.0401 Educational Leadership and Administration, General (MA in Educational Administration) (Audioconferencing;Correspondence;Internet)  
 Master - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN) (MS in Nursing Education) (Audioconferencing;Correspondence;Internet)  
 Specialist - 13.0401 Educational Leadership and Administration, General (EdS in Educational Administration) (Audioconferencing;Correspondence;Internet)

**Correspondence Ed**

Associate - 38.0201 Religion/Religious Studies (AA in Personal Ministries)  
 Bachelor - 24.0102 General Studies (BA in General Studies)



Bachelor - 24.0102 General Studies (BS in General Studies)  
Bachelor - 38.0201 Religion/Religious Studies (BA in Religion)

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Higher Learning Commission • 230 South LaSalle Street, Suite 7-500 • Chicago, IL 60604  
[Contact Us • mailto:webmaster@hlc.commission.org](mailto:webmaster@hlc.commission.org) • 800.621.7440  
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## **ALAYNE THORPE**

**12501 Old Columbia Pike \$ Silver Spring, MD 20904**

**Phone: 301.346.4698 or 301.680.6586 Email: president@griggs.edu**

### **PROFESSIONAL EXPERIENCE**

**President/Dean—October 2010 – Present**

*Griggs University, Silver Spring, Maryland/Andrews University, Berrien Springs, Michigan*

Preside over the merger of Griggs with Andrews University's new School of Distance Education; responsible for overseeing all operations (academic and financial), building new programs, and generating new business.

**Adjunct Professor (part-time)—August 1988 – Present**

*Washington Adventist University, University of Maryland, and University of Maryland University College*

Taught face-to-face and developed online courses in English and Education courses at undergraduate and graduate levels (English 101, American Literature, Creative Writing, Literary Theory, Integration of Faith and Learning, Integration of Technology into the Classroom, Curriculum Design)

**Senior Vice President for Education—January 1989 – October 2010**

*Griggs University/Griggs International Academy, Silver Spring, Maryland*

Supervised all educational programs, preschool to graduate level; managed curriculum development and aligned curriculum with NAD standards; hired, supervised and evaluated staff and faculty; established and updated academic standards, policies, and procedures; maintained state approval and regional/national accreditations at all levels; supervised international affiliations at all levels; worked with Adventist schools (K-12) to discover creative solutions to academic needs.

**Director, High School and College Programs—January 1985 – December 1989**

*Home Study International, Silver Spring, Maryland*

Coordinated and supervised college and high school programs; hired and evaluated faculty; developed curriculum and instructional design plan for high school and college program; managed approvals and accreditations for high school and college programs.

**Course Developer/Editor—September 1980 – December 1984**

*Home Study International, Silver Spring, Maryland*

Evaluated completed courses for instructional effectiveness; made changes to course instruction and content to improve quality of course; worked with teachers to design courses to employ best practices

**High School English Teacher/Mentor Teacher—August 1977 – August 1980**

*Montgomery Blair High School, Silver Spring, Maryland*

Taught English for Grades 9-10; became Mentor teacher at beginning of third year and encouraged two first-year teachers; worked with University of Maryland and Maryland State Writing Commission to design new model for the teaching of writing in the state.

### **EDUCATION**

- Postdoctoral classes, Georgetown University, 1987
- Ph.D. Modern British Literature, University of Maryland, 1987
- Fellowship, Cambridge University, 1985
- M.A. English, University of Maryland, 1980
- B. A. English, University of Maryland, 1977

### **PROFESSIONAL MEMBERSHIPS**

- Modern Language Association (MLA)
- National Council of Teachers of English (NCTE)
- International Society for Technology in Education (ISTE)
- Association for Supervision and Curriculum Development (ASCD)
- International Council for Open and Distance Education (ICDE)

# Andrea Luxton



"I look forward to engaging with the many professionals at Andrews University and being a part of the University's positive future. I will particularly enjoy the diversity and internationalism of the campus and the synergy of working with so many others who share the same values I do in delivering Adventist Christian education."

## PERSONAL

Andrea Luxton was born in England to Ruth Maureen and Ronald William Albert Luxton, both teachers at Stanborough School. She has one brother, Jack Reginald Wynne. Friends describe Andrea as someone with an easy laugh, ready smile, good sense of humor, and as a remarkable storyteller. She is an adventurous international traveler; her travels range from serving as a student missionary in Nigeria to, most recently, sailing the ocean on an Alaskan cruise. A devoted family person, she has brought with her a nephew and a cousin who will attend Andrews University. Andrea has a long-standing friendship with the Andrews University Department of English, which began with her graduate work here and grew through Andrews/Newbold's jointly sponsored "Literature on Location" program which she initiated and administered.

On her travels, she enjoys trying local food, finding local artisans and collecting glass-blown paperweights. As you would expect from an English professor, she is a voracious reader.

In 1997, Andrea was a recipient of the Andrews University Honored Alumni Medallion for her outstanding service to Seventh-day Adventist education.

## EDUCATION

Bachelor of Arts in Theology and English, Newbold College, England

Master of Arts in English, Andrews University

Doctor of Philosophy in English, Catholic University of America, Washington, D.C.

Dissertation—"Milton's Hermeneutics: An Intertextual Study of the Epistle to the Hebrews and Paradise Lost." Her academic expertise includes the Bible as literature, religion and literature, Shakespeare, Milton and Renaissance literature.

Postgraduate Diploma—Institutional Management and Change in Higher Education, University of Twente, Netherlands

## CAREER

1982—Head of English, Stanborough School, England

Four years at Catholic University in Washington, D.C., as both a teaching assistant and lecturer

1986—Chair, English Department, Newbold College

1991—Education director, Sabbath School director and women's ministries coordinator, British Union of Seventh-day Adventists

1993—Principal, Stanborough School, distinctively serving as first woman principal

1997—President, Newbold College

2001—Vice-president, academic administration, Canadian University College

2003—Associate director of education, General Conference of Seventh-day Adventists

2006—President, Canadian University College

She has also served, first as secretary and currently as president, of the Adventist Association of Colleges and Universities.

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*"Andrea Luxton has many years of experience in higher education, as a faculty member, administrator and advocate of Adventist higher education both in this country and internationally. I believe she brings extraordinary gifts to the provost position at Andrews and will help move this University forward in the direction it is destined to go."*

President Niels-Erik Andreassen

## Faculty<sup>1</sup> Teaching Andrews Courses Provided by Griggs University

### **\*Marsha Beal**

MA, 2001  
Western Michigan University  
*Communication*

### **E. Earl Blackwell**

MDiv, 1998  
Howard University  
*Religion*

### **\*Bruce Closser**

PhD, Univ. of Pennsylvania, 1988  
*English*

### **Elwin David**

MS, Commerce, 1974  
University of Poona  
*CPA, Business, Mathematics*

### **Trevor Delafield**

DMin, Ministry, 1978  
Andrews University  
*Religion*

### **Q. Rajkumar Dixit**

DMin, 2008  
Wesley Theological Seminary  
*Religion*

### **Joan Francis**

DA, History, 1990  
Carnegie Mellon University  
*History*

### **\*John Gavin**

MSW, 1992  
The Catholic University of America  
*Sociology*

### **Jackie Gonzalez-Feezer**

MA, 2008  
American University  
*History*

### **\*Helena Gregor**

PhD, Religious Education, 1996  
Andrews University  
*Religion*

### **Gladstone Gurubatham**

PhD, Education/History, 1976  
The Catholic University of America  
*History, Psychology*

### **James Hammond**

PhD, Education, 1973  
Southern Illinois University  
*Psychology*

### **Richard James Sr.**

PhD, Family Psychology, 2006  
Capella University  
*Psychology*

### **\*Mickey Kutzner**

PhD, 1989  
University of Virginia  
*Physics*

### **\*Gary Land**

PhD, 1973  
University of Calif., Santa Barbara  
*History*

### **G. Grant Leitma**

PhD, Psychology, 1987  
Illinois Institute of Technology  
*Psychology*

### **Terry Leitma**

MA, Human Devel. Education, 1985  
University of Maryland  
*Health*

### **\*Lionel Matthews**

PhD, Sociology, 1996  
Wayne State University  
*Sociology*

### **Bertram Melbourne**

PhD, Religion, 1986  
Andrews University  
*Biblical Language, Religion*

### **Douglas Morgan**

PhD, History of Christianity, 1992  
University of Chicago  
*History*

### **Lily Odera**

MS, Mgmt/Health Care Admin, 2008  
Univ. of Maryland/Univ. College  
*French*

### **Jane Nesbit**

MA, Mathematics, 1998  
Ohio State University  
*Mathematics*

### **Bill Onuska Jr.**

MS, Applied Physics, 1998  
Johns Hopkins University  
*Mathematics*

### **Gerhard Pfandl**

PhD, Religion, 1990  
Andrews University  
*Religion*

### **Janalee Shaw**

PhD, English, 2005  
Ball State University  
*Business, Communication, English*

### **\*Bradley Sheppard**

MA, Education, 1987  
Andrews University  
*Education*

### **Michael Stepniak**

EdD, Learning & Teaching, 2004  
Harvard University/Grad Sch of Ed  
*Education*

1 \* = Current or past Andrews University faculty

**Protocols for Establishing New Extension Programs  
Andrews University  
February 2010**

An individual School or College at Andrews University generally takes the initiative in establishing a new extension program. The Office of Affiliation & Extension Programs serves as a resource to help ensure that appropriate procedures are followed and appropriate documents are developed.

The following checklist is intended as a guide to the process:

- Establish contact with appropriate body (usually the SDA organization either requesting the program or providing the extension venue).
- Inform the Office of Affiliation & Extension Programs of the plan to offer a new extension program.
- Enter into preliminary negotiations and develop a preliminary Memorandum of Understanding. This MOU should include full program details, faculty, library and other resources, and finances needed to support the program. The Office of Affiliation & Extension Programs can assist in providing models of typical MOUs used in other extension programs and with the development of the document.
- Have the Preliminary MOU vetted by the Programs Sub-Committee of the Affiliation and Extension Programs Committee.
- Obtain formal on-campus approvals as follows:

Department  
School  
Legal Counsel  
Finance Committee  
Affiliation and Extension Programs Committee

- Obtain formal approval from the appropriate Church organization(s) in the area (Division, Union, or Conference). This step may be necessary as part of the preliminary negotiations.
- Submit program for recording and/or approval by the appropriate General Conference Department of Education committee.
- Obtain formal government approval (state or country) to offer the program at that site.
- Have MOU duly signed by all relevant parties. Typically, the dean of the College or School involved, the dean of Affiliation & Extension Programs and the president and/or provost are signatories for Andrews University.
- Submit program to Higher Learning Commission of the North Central Association for permission as an approved site and to professional accreditation bodies as appropriate.
- Submit copies of all relevant documents to the Office of Affiliation & Extension Programs.

## **Andrews University Affiliation: Expectations and Process**

When entering into an affiliation agreement, Andrews University has a number of general expectations with regard to facilities, teacher qualifications and curricula at the affiliate institution. In addition, there are standard charges to cover the direct costs of such an affiliation. As might be expected, there are a number of detailed expectations but these will be outlined in an official affiliation agreement. The general expectations are as follows:

**1) Facilities.** The affiliate institution needs to demonstrate that it has the appropriate facilities to offer an affiliation degree. This includes adequate classrooms and laboratories along with support equipment. Appropriate administrative structures particularly in admissions and records are essential. Finally, it is particularly important to have a library with sufficient materials to support the specific majors offered as well as a sufficient quantity of materials to meet the needs of the student enrollment.

**2) Faculty.** There must be at least two qualified faculty members for every major offered. A master's degree in the discipline major is a minimum academic requirement and at least one of the two faculty member should have doctoral qualifications.

**3) Curricula.** Since an affiliation means offering an Andrews University degree, the overall curricula shall be modeled on that offered at Andrews University. However, the formal agreement may also include appropriate adjustments to meet the needs of the affiliate school and region.

**4) Cost.** To cover the administrative costs, which include admissions, records and appropriate administrative supervision, Andrews University charges an annual affiliation fee. Typically this is in the US\$7,000 range for each undergraduate major. The total fee is largely based on the number of Andrews University programs and/or majors offered at the affiliate school. In addition, the affiliate institution also covers the direct expenses for periodic administrative audit visits, including as noted below, a preliminary visit to the proposed site to review whether or not an affiliation is warranted at the present time.

**Initial Proposal.** The process for developing a formal affiliation relationship begins with your institution sending a formal proposal to Andrews University indicating the programs and majors which the institution seeks to offer under an affiliation. The proposal also need to include a complete administrative, faculty and staff listing, a brief summary of institutional facilities and major equipment which helps support its academic programs, and a brief explanation of the institution's financial viability to support an affiliation program.

**Preliminary Visit.** Finally, as part of the proposal, the formal proposal needs to invite a team from Andrews University to visit the institution to ascertain that facilities and faculty are appropriate for such an agreement. This team normally consists of an Andrews University administrator (normally the dean of Affiliation & Extension Programs) and a dean/department chair or faculty member from each of the areas in which majors are proposed. Once Andrews University receives the formal proposal and invitation, the appropriate preliminary audit team as well as a date mutually acceptable for such a visit will be established.

Essentially, a preliminary visit is an informal review of the institution's ability to establish, support and maintain an affiliated program. The documents that the team would need to review are similar to those expected by the Adventist Accreditation Association (AAA) in their periodic audits of SDA institutions of higher learning.

**Affiliation Agreement.** After the preliminary visit, Andrews University through its Affiliation and Extension Committee will review the report from the visiting team and then take appropriate action. Once a preliminary recommendation to establish an affiliation is given, a draft of a proposed affiliation agreement which outlines the

appropriate curricula would be prepared from the office of the dean of Affiliation & Extension Programs and sent to the affiliate institution for its input. After appropriate amendments to meet any special needs of the affiliate school (such as adjustments to general education requirements or to major requirements to meet specific cultural or national needs), the final affiliation agreement document would be prepared and then signed by the appropriate representatives at each institutions.

**Audit Visits.** Once an affiliation has been established, Andrews University will initial conduct an audit of the program every two years.

**Other Institutional Linkages.** Once an affiliation has been established, a number of other links may be established between the two institutions. These may include faculty development, joint organization of professional seminars, and teacher exchange.

**Additional Information.** Further details regarding an affiliation may be obtained from the Dean of Affiliation & Extension Programs at Andrews University.

#### **CONTACT INFORMATION**

Dr. Charles Tidwell  
Dean, Affiliation & Extension Programs  
Andrews University  
Room 211, Administration Building  
4150 Administration Dr  
Berrien Springs MI 49104

Phone: 269-471-6216

Fax: 269-471-6246

Email: [affiliations@andrews.edu](mailto:affiliations@andrews.edu); [tidwell@andrews.edu](mailto:tidwell@andrews.edu)

**Griggs Affiliations:  
Seventh-day Adventist Affiliates, September 2010**



**GU & GIA SDA Affiliates (formal and informal) as of 09/16/10—Page 1 of 8**

SPYDER.Andrews.NCA.GU & GIA SDA Affiliates 09-16-10-edited1.doc

SDA ORGANIZATIONS					
Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009–2010 Income	Summary of Services
<b>GU (College)</b>					
<b>ASIA</b> <b>GU Asia</b> <i>Affiliate</i> Chinese Union Mission (CHUM)- Hong Kong Adv College (HKAC)- Taiwan Adv College (TAC) Billed thru GIA AEH for gen affil fee; billed direct for supplies and shipping.	Effective 07/01/06, to continue until terminated.	China Pastors Education Program; undergraduate, graduate (MBA, MCM); non-credit courses and degree programs, in Mandarin.	23 cert issued	Thru GIA AEH: \$9,000.00 gen affil CHUM GU Asia acct: \$386.60 supps \$113.00 shipping \$499.60 total \$9,499.60 grand total	
<b>ASIA/HONG KONG</b> <b>GU Hong Kong Adventist College (HKAC)</b> <i>Affiliate</i> Billed thru GIA AEH for gen affil fee; billed direct for supplies and shipping.	Effective 01/09/09, to continue for 3 years, subsequently renewed automatically on a year-to-year basis.	Undergraduate (BSBM), but all GU undergraduate and graduate programs available	0	Thru GIA AEH: \$4,000.00 gen affil HKAC GIA HKAC acct: \$71.00 supps \$4,071.00 grand total	
<b>ASIA/TAIWAN</b> <b>GU Taiwan Adventist College (TAC)</b> <i>Affiliate</i> Billed thru GIA AEH.	Under GU Asia; no separate agreement.	Graduate (MCM), but all GU undergraduate and graduate programs available	10	Thru GIA AEH: \$4,000.00 gen affil TAC	
<b>ASIA/TAIWAN</b> <b>GU TACIT</b> <i>Affiliate</i> Run by TAC. Billed direct.	Under GU Asia; no separate agreement; no separate fee from TAC under GU Asia.	Undergraduate international transfer program	Program not underway yet.	\$4,585.20 supps \$ 687.00 shipping \$5,272.20 total	
<b>ENGLAND</b> <b>GU Baltic Center</b> <i>Affiliate</i>	Agreement with Newbold College and TED, effective 04/01/98, to continue until terminated.	Undergraduate	0	\$9,500.00 gen affil	

**GU & GIA SDA Affiliates (formal and informal) as of 09/16/10—Page 2 of 8**

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SDA ORGANIZATIONS					
Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009–2010 Income	Summary of Services
<b>GHANA</b> GU Valley View Univ Centre for Adult and Distance Education Affiliate	Agreement effective 01/01/05, to continue until terminated. High school program begun in 2006- 2007.	Undergraduate, graduate	0	\$14,496.00 gen affil	
<b>INDIA</b> GU Spicer Memorial College Affiliate	Agreement effective 06/15/04 but with anniversary date of July 1 each year, to continue until terminated.	Undergraduate, graduate	194	\$18,998.00 gen affil \$ 350.00 BBA dipl/grad \$ 600.00 MBA dipl/grad \$19,948.00 total	
<b>LEBANON</b> GU Middle East University Affiliate	Agreement effective 10/01/98, to continue until terminated.	Undergraduate	26	\$14,000.00 gen affil	
<b>RUSSIAN FEDERATION</b> GU Zaoksky Center (Zaoksky Christian Institute of Humanities and Economics [Zaoksky Christian College of Arts and Sciences]) Affiliate	Agreement effective 01/01/07, to continue until terminated. No financial agreement.	Undergraduate, graduate	24	MCM: \$1,800.00 dipl/grad \$ 125.00 doc attest \$1,925.00 total	
<b>SAUDI ARABIA</b> GU Riyadh Affiliate	Academic Services Contract between GU and Dallah Healthcare, signed 03/18/02 by GU & 04/17/02 by Dallah Healthcare, effective date not stated, one-year advance notice for both Academic and Financial agreements required to terminate.	Undergraduate	88	\$40,000.00 gen affil  \$14.00 supps \$60.00 exp delivery \$74.00 total  \$40,074.00 grand total	
<b>THAILAND</b> GU Asia-Pacific International Univ (AIU) (formerly GU Mission Coll) Affiliate	Agreement effective 07/01/03, to continue until terminated.	Undergraduate, graduate	20	\$10,500.00 gen affil  \$711.00 supps \$108.00 shipping \$819.00 total  \$11,319.00 grand total	

**GU & GIA SDA Affiliates (formal and informal) as of 09/16/10—Page 3 of 8**

SPYDER.Andrews.NCA.GU & GIA SDA Affiliates 09-16-10-edited1.doc

SDA ORGANIZATIONS					
Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009–2010 Income	Summary of Services
USA GU Andrews University <i>Contract</i>	Agreement effective 12/11/96, to continue until terminated. Tuition-sharing agreement whereby GU enrolls students and pays AU a percentage of tuition for students who enroll under the GU-AU partnership.	Undergraduate	213	\$199,859.00	
USA GU Atlantic Union College (AUC) <i>Affiliate</i>	Agreement signed 08/03/10, effective 08/03/10 for 12 months, after which it renews automatically every 12 months until terminated. Revenue-sharing agreement.	Undergraduate, graduate	Program not underway yet.	None.	
USA GU Central California Conference: Education in Ministry <i>Professional Education</i>	Agreement effective 07/01/06, to continue until terminated.	Undergraduate	8	\$350.00 adm applic \$550.00 rec \$900.00 total  \$796.60 supps \$ 82.00 shipping \$878.60 total  \$1,778.60 grand total	
USA GU Inter-American Education Center (IAEC) <i>Affiliate</i>	Agreement effective 04/04/07, to continue until terminated	Undergraduate, in Spanish and English	No reports received for 2009-2010.	\$12,000.00 gen affil	
USA GU NAD Family Ministries <i>Recording</i>	Agreement effective 04/05/06, to continue until terminated.	CEU certifies and college undergraduate, in English.	0	None.	

**GU & GIA SDA Affiliates (formal and informal) as of 09/16/10—Page 4 of 8**

SPYDER.Andrews.NCA.GU & GIA SDA Affiliates 09-16-10-edited1.doc

<b>SDA ORGANIZATIONS</b>					
Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009–2010 Income	Summary of Services
USA GU Oakwood University (formerly Oakwood College) <i>Contract</i>	Agreement undated; attached is a Statement of Intent, signed 09/13/99, for a pilot distance education program. Tuition-sharing agreement whereby GU enrolls students and pays OU a percentage of tuition for students who enroll under the GU-OU partnership.	Undergraduate	57	\$43,862.00	
USA GU Washington Adventist University (WAU) (formerly Columbia Union College) External Degree Program (EDP) <i>Contract</i>	Agreement effective 01/01/00, to continue until terminated. Tuition-sharing agreement whereby GU enrolls students and pays WAU a percentage of tuition for students who enroll under the GU-WAU partnership.	Undergraduate	48	\$48,496.00	
USA GU Washington Adventist University (WAU) (formerly Columbia Union College) Online Program <i>Contract</i>	Agreement effective date not stated, terms of termination not stated. Tuition-sharing agreement whereby WAU enrolls students and pays GU a percentage of tuition for students who enroll under the WAU-GU partnership.	Undergraduate, beginning with BS in Information Systems courses	161	\$162,665.00	
<b>SDA AFFILIATES COLLEGE TOTAL INCOME</b>				<b>\$602,765.40</b>	

**GU & GIA SDA Affiliates (formal and informal) as of 09/16/10—Page 5 of 8**

SPYDER.Andrews.NCA.GU & GIA SDA Affiliates 09-16-10-edited1.doc

SDA ORGANIZATIONS					
Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009–2010 Income	Summary of Services

GIA (K–12)					
<b>ASIA/GIA Adventist Educational Holdings (AEH)</b> <i>Informal Affiliate</i> Distributed GU/GIA's lump-sum billing for GU Asia and other affiliates.	No written agreement; AEH answers to GU Asia.		N/A	None.	
<b>COTE D'IVOIRE GU WAD Extension Centres</b> <i>Affiliate</i> High school equivalency exams for admission to WAD colleges/universities.		High School	22	\$1,119.00 exam grading	
<b>HONG KONG GIA Hong Kong Adventist Academy (HKAA) (also known as Hong Kong Adventist College English Secondary Section [HKAC/ESS])</b> <i>Affiliate</i> Grades 9–12 boarding school (Adventist-owned school on campus of Adventist-owned HKAC) Run by HKAC. Billed thru GIA AEH, later direct.	Under GU Asia; no separate agreement	High School	41	Thru GIA AEH: \$9,600.00 gen affil GIA HKAA acct: (\$1,400.00) gen affil \$8,200.00 grand total	
<b>KOREA Korean Union Conference of SDA</b> <i>Informal Affiliate</i>	No formal agreement	K–8	N/A	\$19,930.50 supps	

**GU & GIA SDA Affiliates (formal and informal) as of 09/16/10—Page 6 of 8**

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<b>SDA ORGANIZATIONS</b>					
Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009–2010 Income	Summary of Services
<b>SOUTH AFRICA, REP OF</b> Trans-Orange Conference of SDA <i>Informal Affiliate</i>	No formal agreement	Preschool–G12	N/A	\$13,692.40 supps \$140.00 handling \$13,832.40 total	
<b>TAIWAN</b> GIA TAPA <i>Affiliate</i>  Billed thru GIA AEH, later direct.	Agreement effective 03/01/04, to continue until terminated	High School	117	Thru GIA AEH: \$22,800.00 gen affil \$ 360.00 dipl \$ 375.00 doc attest \$ 207.00 supps \$ 52.00 shipping \$23,794.00 total  GIA TAPA acct: \$ 600.00 gen affil \$ 40.00 dipl \$ 250.00 doc attest \$2,391.00 supps \$ 359.52 shipping \$3,640.52 total  \$27,434.52 grand total	
<b>TAIWAN</b> GIA Taiwan Adventist International School—Elementary & High School (TAIS) <i>Informal Affiliate</i>  Run by TAC. Billed thru GIA AEH.	Under GU Asia; no separate agreement	Grades 1–12 boarding school (Adventist-owned school on campus of Adventist-owned TAC)	51	Thru GIA AEH: \$ 8,800.00 gen affil \$ 1,887.00 supps \$10,687.00 total  GIA TAIS acct: \$1,400.00 gen affil  \$12,087.00 grand total	

**GU & GIA SDA Affiliates (formal and informal) as of 09/16/10—Page 7 of 8**

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<b>SDA ORGANIZATIONS</b>					
Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009–2010 Income	Summary of Services
USA GIA Columbia Union Conference Office of Education (CUOE) <i>Contract</i>	Agreement, effective 01/01/09 but program to commence 07/01/09, to continue until terminated	High school— primarily Grades 9 and 10, with possible expansion to Grades 11 and 12.	29 total	Gen affil fee was counted in 2008–2009, when it was billed.	
Eastern Shore Junior Academy Maryland	Part of GIA CUOE.			\$3,060.00 supps \$36.00 shipping \$3,096.00 total	
Elyria Christian Academy Ohio	Part of GIA CUOE.			\$531.10 supps \$109.00 shipping \$640.10 total	
Greenbrier Valley Academy West Virginia	Part of GIA CUOE.			\$531.20 supps \$109.00 shipping \$640.20 total	
Highland Adventist School West Virginia	Part of GIA CUOE.			\$1,352.80 supps \$176.00 shipping \$1,528.80 total	
Mayfair Christian School Ohio	Part of GIA CUOE.			\$1,640.00 supps \$130.00 shipping \$1,770.00 total	
Meadow View Junior Academy New Jersey	Part of GIA CUOE.			\$1,911.00 supps \$208.00 shipping \$2,119.00 total	
Mountaintop SDA Church School Maryland	Part of GIA CUOE.			\$9.00 shipping	
Parkway South SDA Church School New Jersey	Part of GIA CUOE.			\$1,262.00 supps \$94.00 shipping \$1,356.00 total	
Wyoming Valley SDA School Pennsylvania	Part of GIA CUOE.			None.	

**GU & GIA SDA Affiliates (formal and informal) as of 09/16/10—Page 8 of 8**

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<b>SDA ORGANIZATIONS</b>					
Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009–2010 Income	Summary of Services
GHANA GIA Valley View University (VUJ) High School Diploma Program Affiliate	Agreement effective 01/01/05, to continue until terminated. High school diploma program begun in 2006–2007.	High School	36	No separate fee from college affiliation fee.	<b>High School Diploma Program:</b> High School—Diploma Program for which the students must (1) complete 5/6 units of GIA courses on VUJ's campus from the following GIA courses: English Literature World History Algebra I Earth Science Biology Bible (I, II, III, or IV) (2) pass the final (Semester 2) exam, which must be graded by GIA
<b>SDA AFFILIATES K–12 TOTAL INCOME</b>				<b>\$93,762.52</b>	
<b>SDA AFFILIATES COLLEGE &amp; K–12 COMBINED INCOME</b>				<b>\$696,527.92</b>	



## **Griggs Affiliations:**

**Non-SDA Adventist Affiliates, September 2010**

**GU & GIA Non-SDA Affiliates (formal and informal) as of 09/15/10 — Page 1 of 5**

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**NON-SDA ORGANIZATIONS**

Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009-2010 Income	Summary of Services
<b>GU (College)</b>					
<b>HONG KONG</b> <b>GU Kowloon</b> <i>Affiliate</i> GU program to start 2010-2011	Agreement effective 03/17/10, valid for 36 months, subsequently renewing automatically for 12 calendar months until terminated.	Undergraduate, graduate.	Program not under way yet.	None.	
<b>KOREA</b> <b>GU Intl Trade and Law Institute (ITLI)</b> <i>Affiliate</i> GU program to start 2010-2011	Agreement effective 03/16/10, valid for 36 months, subsequently renewing automatically for 12 calendar months until terminated.	Undergraduate, graduate.	Program not under way yet.	None.	
<b>KOREA</b> <b>GU Mentor International (MI)</b> <i>Affiliate</i>	Operational Procedures and Working Policy for Griggs University/Griggs International Academy at Mentor International [MI], effective date 05/11/09; valid for 36 calendar months, subsequently renewing automatically for 12 calendar months until terminated	Undergraduate and graduate, starting with MBA—MBA (1½-2 years); College courses; TESOL certificate completion and certificate with college credit	5	BBA: \$500 adm applic  MBA: \$2,800 gen affil \$750 reg \$3,550 MBA total  Travel: \$2,300 \$2,003.90 \$4,303.90  \$8,353.90 gr total	
<b>TAIWAN</b> <b>GU Chinese International Academy Institute (CIAI)</b> <i>Administrative Office</i>	Operational Procedures and Working Policy for Griggs University at Chinese International Academy Institute [CIAI], signed 08/28/08, effective date not stated, termination terms not stated)	Undergraduate, graduate MBA (1½-2 years) BBA (3-6 years)	20	MBA: \$25,000 gen affil \$1,650 reg \$225 dipl/grad \$26,875 MBA total	

**GU & GIA Non-SDA Affiliates (formal and informal) as of 09/15/10 — Page 2 of 5**

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**NON-SDA ORGANIZATIONS**

Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009-2010 Income	Summary of Services
<p><b>UNITED ARAB EMIRATES</b>  <b>GU Ajman Center</b>                      (International College of Law, Business Administration &amp; Technology [ICLBAT])  <i>Affiliate</i></p>	<p>Agreement signed 09/22/07, effective date not stated, terms of termination not stated</p>	<p>Undergraduate, graduate</p>	<p>150</p>	<p>BBA:                      \$19,700 gen affil                      \$4,700 adm applic                      \$7,650 sem reg                      \$3,300 dipl/grad                      \$2,750 doc attest                      \$38,100 BBA total                       MBA:                      \$3,400 gen affil                      \$2,400 reg                      \$5,800 MBA total                       \$43,900 gr total</p>	
<p><b>UNITED ARAB EMIRATES</b>  <b>GU AI Tareeqah Center</b>  <i>Affiliate</i></p>	<p>Agreement between GU, AI Tareeqah Management Studies Institute—UAE, and International Institute of Leadership and Management—Mumbai, India, signed 10/29/07, effective date not stated, terms of termination not stated                       Agreement is for 5 years; renewable to every 5 years with the consent of both parties.</p>	<p>College MBA and BBA, in English.</p>	<p>125</p>	<p>BBA:                      \$1,300 gen affil                      \$200 adm applic                      \$1,500 BBA total                       MBA:                      \$32,400 gen affil                      \$18,300 reg                      \$6,625 dipl/grad                      \$59,325 MBA total                       \$60,825 gr total</p>	
<p><b>UNITED ARAB EMIRATES</b>  <b>Emirates College for Management and Information Technology (ECMIT)</b>  <i>Articulation</i></p>	<p>Articulation Agreement only, 09/13/04</p>		<p>N/A</p>	<p>No income; articulation only.</p>	
<p><b>USA</b>  <b>Howard University School of Divinity-International Faith Community Information and Services Clearinghouse and Training Center</b>  <i>Articulation</i></p>	<p>Agreement effective 01/1/00, to continue until terminated</p>	<p>K-12 and college undergraduate</p>	<p>N/A</p>	<p>No income; articulation only.</p>	

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**NON-SDA ORGANIZATIONS**

Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009-2010 Income	Summary of Services
<b>USA</b> GU Northern Baptist School of Religion (NBSR) Affiliate	Preliminary agreement only		5	Undergrad: \$2,500.00 gen affil \$200.00 adm applic \$2,700.00 total	
<b>VIETNAM</b> GU Center for Education Technology and Career Development (ETC) Affiliate	Agreement effective 03/03/08; per Agreement, valid for 3.5 years, but per Supplemental Agreement between GU and Vietnam Education Development Center [VietEdu], also signed 03/03/08, the Agreement is valid for 5 years)	College undergraduate and graduate (BBA, MBA)	1,445	BBA: \$73,500 adm applic \$7,600 sem reg \$81,100 BBA total  MBA: \$560,800 gen affil \$209,100 reg \$11,650 dipl/grad \$17,500 onsite grad \$7,000 doc attest \$906,050 MBA total  \$987,150 gr total	
<b>NON-SDA AFFILIATES COLLEGE TOTAL INCOME</b>				<b>\$1,129,803.90</b>	

**GU & GIA Non-SDA Affiliates (formal and informal) as of 09/15/10 — Page 4 of 5**

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**NON-SDA ORGANIZATIONS**

Affiliate Name and Location	Contract Term	Educational Level	Headcount Enrollment	2009-2010 Income	Summary of Services
<p><b>GIA (K-12)</b>  <b>CHINA</b>  <b>GIA CFM Educational Services Affiliate</b>                      GIA program not yet started.</p>	Agreement effective 03/29/10, valid for 36 calendar months, subsequently renewing automatically for 12 calendar months until terminated	K-8, high school	Program not under way yet.	None.	
<p><b>CHINA (mainland)</b>  <b>GIA Hua Mei International [Primary] School (HMIS) Informal Affiliate</b>                      Grades 1-9 day school (non-Adventist-owned school operated by Adventists on campus of non-Adventist Hua Mei Comprehensive School)                      Billed thru GIA AEH.</p>	Informal agreement Its government-approved book supplier is Sino-Commercial Trading Co, which has an informal agreement with GIA in order to fulfill its role as this school's book supplier.	K-8, high school	20	Thru GIA AEH: \$5,000.00 Thru Sino-Commercial Trading Co acct: \$8,667.50 supps \$237.00 shipping \$8,904.50 total \$13,904.50 gr total	
<p><b>CHINA (mainland)</b>  <b>GIA Kun Shan Intl Sch Informal Affiliate</b>                      GIA program to start 2010-2011</p>	Informal agreement	K-8	Program not under way yet.	None	
<p><b>CHINA (mainland)</b>  <b>GIA UCTS Affiliate</b>                      GIA program to start 2010-2011</p>	Agreement effective 07/15/10, valid for 36 calendar months, subsequently renewing automatically for 12 calendar months until terminated	K-8, high school	Program not under way yet.	None	
<p><b>KOREA</b>  <b>GIA DL Academy Affiliate</b></p>	Agreement effective 01/01/07, to continue until terminated	K-8, high school		\$4,090.50 supps \$672.00 shipping \$4,762.50 total	
<p><b>KOREA</b>  <b>GIA Lingua Language Informal Affiliate</b></p>	Informal agreement	K-8, high school, started with high school		\$973.00 supps \$200.00 shipping \$1,173.00 total	

**GU & GIA Non-SDA Affiliates (formal and informal) as of 09/15/10 — Page 5 of 5**

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<b>NON-SDA ORGANIZATIONS</b>						
<b>Affiliate Name and Location</b>	<b>Contract Term</b>	<b>Educational Level</b>	<b>Headcount Enrollment</b>	<b>2009-2010 Income</b>	<b>Summary of Services</b>	
<b>KOREA</b> <b>GIA Mentor International (MI) Affiliate</b> GIA K-12 program not yet started	Operational Procedures and Working Policy for Griggs University/Griggs International Academy at Mentor International [MI], effective date 05/11/09; valid for 36 calendar months, subsequently renewing automatically for 12 calendar months until terminated	K-8 after-school program, high school program	Program not under way yet.	None.		
<b>SOUTH AFRICA, REP OF</b> <b>GIA LoginEducation Affiliate</b> GIA program not yet started.	Agreement effective 01/07/08, length and termination terms not stated	K-8		None.		
<b>VIETNAM</b> <b>GIA The Taipei School in Ho Chi Minh City (HCMC)</b> <i>Informal Affiliate</i> Grades K-12 day school (non-Adventist-owned school operated by Adventists) Billed thru GIA AEH.	Informal agreement	K-8, high school		Thru GIA AEH: \$5,000.00		
<b>NON-SDA AFFILIATES K-12 TOTAL INCOME</b>				<b>\$24,840.00</b>		
<b>NON-SDA AFFILIATES COLLEGE &amp; K-12 COMBINED INCOME</b>				<b>\$1,154,643.90</b>		



# The Program Review Process

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## Outline and Instructions

Submitted by  
Program Development & Review Committee  
April 20, 2011



# Table of Contents

- Purpose and Process**..... 1
  - Purpose ..... 1
  - Governance ..... 1
  - Scheduling..... 1
- Self-Study Instructions**..... 2
  - Criteria ..... 2
  - Preparing for the Self-Study..... 2
  - Conducting the Self-Study..... 3
- Criterion 1: Mission, History, Impact, and Demand** ..... 3
  - 1. Mission ..... 3
  - 2. History ..... 3
  - 3. Impact ..... 3
  - 4. Demand ..... 4
- Criterion 2: Program Quality** ..... 4
  - 1. Inputs and Processes..... 4
    - a. Human & Physical Resources..... 4
    - b. Library Resources ..... 4
    - c. Curriculum & Technology ..... 5
    - d. Productivity & Enrollment Trends ..... 5
  - 2. Program Outcomes ..... 5
    - a. Student Retention ..... 5
    - b. Student & Program Outcomes ..... 6
    - c. Student & Employer Satisfaction ..... 6
    - d. Program Quality ..... 6
- Criterion 3: Financial Analysis** ..... 6
  - 1. Cost & Income ..... 6
  - 2. Overall Financial Health ..... 7
- Criterion 4: Strategic Analysis** ..... 7
  - 1. Strengths ..... 7
  - 2. Weaknesses..... 7
  - 3. Opportunities ..... 7
  - 4. Threats ..... 8
  - 5. Strategic Plan..... 8
  - 6. Additional Information & Recommendations ..... 8
- Panel Review Instructions** ..... 9
  - Overview ..... 9
  - Panel Report Instructions..... 9
  - Panel Report Contents ..... 9
  - Results..... 10
  - Documentation ..... 10
  - Education of Andrews Family about Program..... 10

## PURPOSE AND PROCESS

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The review of degree programs is a systematic process with a goal of continuous program improvement. It follows a 7-year cycle. However, the review process of accredited programs follows their accreditation cycle. Additionally, accredited programs are allowed to use the self-study developed for their accreditation as part of this review process, with additional information to bolster their case.

### Purpose

Program review has several purposes:

1. To ensure academic quality and innovation.
2. To document the processes by which the program establishes, implements, and measures its objectives, focusing on student learning outcomes.
3. To review the market and mission relevance of programs and review their contribution to the portfolio of programs offered.
4. To review the relevant departmental/program strategic goals, progress in meeting these goals, and the ways in which the unmet goals can be reached.
5. To educate the rest of the Andrews University community about the contributions of the programs to the university and the Seventh-day Adventist church.

### Governance

The Graduate and Undergraduate Councils oversee the program review process; the Program Development and Review Committee (PDRC) manages the details of the process, reports findings and submits recommendations to the councils. The PDRC, the Office of Institutional Assessment and the Office of the Provost will consult with each scheduled program throughout the process.

### Scheduling

Over approximately a seven-year interval, each program is scheduled by the Office of the Provost to undergo program review before the cycle begins again. Efforts will be made to schedule reviews of professionally accredited programs shortly before or after completion of their self-study process. The schedule of program review events for a given program follows the table below.

<i>Spring</i>	<i>Summer-Fall</i>	<i>Jan/Feb</i>	<i>Mar</i>	<i>Mar/Apr</i>	<i>Sept</i>	<i>Dec-Feb</i>
Program notified to begin review	Self-study	Panel report	Chair response	PDRC reviews report	Councils review report	Budget & Bulletin changes

# SELF-STUDY INSTRUCTIONS

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## Criteria

Each program prepares a self-study covering these points in detail:

1. Mission, History, Impact, and Demand for the Program
2. Program Quality: Inputs and processes; program outcomes; evaluative tools and documented results, including success of graduates
3. Financial Analysis: seven-year review of department income and revenue.
4. Strategic Analysis: strategies, progress on strategies, weaknesses, new opportunities, threats, action plans and future needs to reach strategic goals.

## Preparing for the Self-Study

In this stage you need to review your mission statement and strategic plan, collect all the relevant information about the program(s), and work with the library to assess the adequacy of available library resources for your program.

1. Review mission statements and strategic plan in WEAVE and make changes as needed.
2. Select benchmark institutions/programs. If the program(s) do not have external accreditation, identify potential external reviewers.
3. Collect information needed. Some of the following will be available via WEAVE.
  - a. Resources: Human, physical, technology, etc.
  - b. Department records about the program(s): curricula, enrollment, retention, quality indicators, faculty publications, results from student and alumni surveys and related data.
  - c. Productivity (e.g., credit hour production), enrollment trends: numbers of majors and minors. This information is presently available from Sue Schwab. (She and other ITS programmers are developing a spreadsheet to be accessed on-line.)
  - d. Assessment data documenting learning outcomes and how the department has used assessment results to make decisions.
  - e. Financial: consult with respective dean's office for income and expenditure data, tuition discounts, and other factors related to actual income. If necessary, consult with Controller and Chief Accountant.
4. Contact the J W Library department liaison and/or Dean of Libraries to develop information about the adequacy of library resources for the program(s). To do this they need to know
  - a. The degree requirements, course descriptions, and strategic plan for the program
  - b. Any specific professional accreditation standards for library support
  - c. Institutions the department uses as benchmarks for their programs
  - d. Whether the program (especially new programs) builds on library support for existing programs of the University
5. If the department has recently undergone an external accreditation process, those materials may be submitted with a supplement containing any additional information necessary to meet the needs of the program review process.

## Conducting the Self-Study

The department chair and faculty should meet together to discuss the program(s). Each of the self-study criteria has been broken down into topics. At the beginning of each topic there may be a list of data that should be uploaded into WEAVE (if it is not already there). Faculty must answer the “WEAVE Question(s)” listed for each topic in WEAVEOnline. “For Discussion” questions are provided for each topic to help to frame the WEAVE Questions. The uploaded data and answers to WEAVE questions constitute the self-study.

Programs that undergo external accreditation should upload their accreditation self-study materials to WEAVE. They may then answer the WEAVE questions by entering the page numbers of the self-study that address that topic. For these programs, it is necessary to answer the WEAVE questions only if the topic is not addressed in the self-study or if the faculty want to convey additional information to the review panel or administration.

## CRITERION 1: MISSION, HISTORY, IMPACT, AND DEMAND

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### 1. Mission

<i>Data</i>	<i>Source</i>
Mission Statement	Already in WEAVE

**WEAVE Question #1:** How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

**For Discussion** (Questions that may aid the discussion of how to formulate a response to the above WEAVE Question): How does the program fulfill the stated mission?

### 2. History

**WEAVE Question #2:** How does the history of the program define the contributions of the program to Andrews University?

**For Discussion:** When and how was the program established? What were the motivations that led to the establishment of the program? What major changes in the program’s curriculum, focus, and/or constituency have occurred since its establishment?

### 3. Impact

**WEAVE Question #3:** How does the program contribute to the academic success of Andrews University?

**For Discussion:** How does this program contribute to the success of programs in other departments? How does this program contribute to the success of other programs in the same department/school? How does the program contribute to the general education curriculum?

## 4. Demand

<i>Data</i>	<i>Source</i>
Government website listing demand for professional programs.	Linked from WEAVE
Employment statistics	Varies by discipline

**WEAVE Question #4:** What is the state of demand for graduates of and enrollment in the program?

**For Discussion:** What is the demand for this program globally, nationally, regionally, and/or within the Adventist community? What institutions do we compete with for students in this program? How does this program compare with programs at competing institutions with respect to (a) institutional resources allocated, (b) program expenses, (c) student enrollment, and (d) student success. Is the employment demand for graduates from this program robust? Is enrollment related to anticipated demand for graduates?

## CRITERION 2: PROGRAM QUALITY

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### 1. Inputs and Processes

#### *a. Human & Physical Resources*

**WEAVE Question #5:** Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed? What are the research and scholarly productivity of faculty and students in your program?

**For Discussion:** How many faculty, staff, and student workers are assigned to the program? What are the degrees/qualifications of the faculty to teach in the discipline (how many have discipline appropriate terminal degrees)? What percentage of instruction is offered by full-time faculty? Is the number of faculty sufficient to mentor students adequately? What are the equipment, facilities, and other resources used by the program? Are there sufficient resources of high enough quality to maintain excellent program(s)? Where could resources be strengthened and/or reallocated to strengthen the program?

#### *b. Library Resources*

**WEAVE Question #6:** What library resources are necessary for the program(s) and to what extent are they available and utilized?

**For Discussion:** Are there professional accreditation standards for library support? How do library resources compare at benchmark institutions? Does building library support for your program strengthen others or vice versa? How are library resources used in the curriculum?

### *c. Curriculum & Technology*

<i>Data</i>	<i>Source</i>
Program Guides	
Course Requirements	
Course Sequencing	
Program Handbooks	
Other documents describing the program	

**WEAVE Question #7:** How appropriate is the curriculum for the preparation of graduates with skills necessary to adapt to changing environments within their field? How adaptable is the program to anticipated changes in technology and in other areas? If your program includes swing and/or cross-listed courses, how is academic rigor maintained at the graduate level?

**For Discussion:** What is the nature of your program's curriculum? What is the scope of the program (its breadth and depth)? Is there a course sequencing plan? Are the curricula current and appropriate for preparing graduates for their careers? How does the number of swing and cross-listed courses compare with the number in benchmark institutions?

### *d. Productivity & Enrollment Trends*

**WEAVE Question #8:** How do trends in productivity and enrollment demonstrate the continued viability of the program(s)?

**For Discussion:** What have been the program enrollments for the past review cycle? What are the enrollments in courses required for other programs? What is the number of credit hours generated, degrees or certificates awarded, services rendered, research developed, creative efforts produced, attendance at performances?

## **2. Program Outcomes**

### *a. Student Retention*

<i>Data</i>	<i>Source</i>
5 Year Trend Data	

**WEAVE Question #9:** How do your program's graduation and retention rates compare with those of the University and benchmark programs and if they are below or exhibit downwards trends, what are your plans for improvement?

**For Discussion:** How well are students retained? What are your program's retention and graduation rates?

### *b. Student & Program Outcomes*

<i>Data</i>	<i>Source</i>
Program Goals & Objectives	Already in WEAVE

**WEAVE Question #10:** How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work? How do program goals compare with benchmark programs, how well does the program meet its goals and how has assessment data been used to improve the program and student learning? If your program offers non-professional doctoral degrees, how are students mentored and how many students' dissertations are published and where?

**For Discussion:** What are your program and student goals? How well do you accomplish these goals? What are test scores on nationally standardized instruments that measure attainment? In the case of performance programs—music, drama, art—what evidence is there of achievement outcomes? What is the track record of the graduates on state professional licensure and certification examinations? Does the program successfully provide for the intellectual, social and spiritual development of students? Evaluate the strengths of the processes for assessment of learner outcomes. Are multiple assessment measures used?

### *c. Student & Employer Satisfaction*

**WEAVE Question #11:** How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

**For Discussion:** Do alumni records and placement data give insights into program success?

### *d. Program Quality*

**WEAVE Question #12:** Describe the indicators of the quality of your program(s)? In what innovative ways is the program responding to changes and needs? What curricular changes were made based on assessment data?

**For Discussion:** Is there external validation of quality? What examples of exemplary performance does the program demonstrate?

## **CRITERION 3: FINANCIAL ANALYSIS**

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### **1. Cost & Income**

<i>Data</i>	<i>Source</i>
Standards for contributions to institutional overhead	Dean's Office
Cost/Income ratios	Finance Office

**WEAVE Question #13:** What is the relationship between the cost of the program and its income and how has that been changing over time?

**For Discussion:** Does the revenue from tuition, fees, and other sources of income such as entrepreneurial activities associated with the department offering the degree cover the direct costs of the program as well as an appropriate contribution to institutional overhead? Are there capital and other major operating expenses, such as on-going laboratory and research costs? What income has the program generated for itself from external grants and other sources, and what does it receive as a result of overhead or indirect cost recovery for the institution?

## 2. Overall Financial Health

**WEAVE Question #14:** What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

**For Discussion:** In what other ways (besides financial) do the program(s) contribute to University well-being? What would be the consequences (financial and other) to the University if the program(s) were strengthened or discontinued? What do financial trends indicate regarding the sustained viability of the program(s)?

## CRITERION 4: STRATEGIC ANALYSIS

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### 1. Strengths

**WEAVE Question #15:** Describe the strengths of the program.

**For Discussion:** Consider academic strengths, financial strengths, and the holistic development of student potential. What positive impacts does the program(s) have on the University? What positive impacts does the program(s) have on students?

### 2. Weaknesses

**WEAVE Question #16:** Describe the weaknesses of the program(s) and the plans that are in place to address them.

**For Discussion:** In what areas could the program be improved? What resources would be necessary for program improvement? Consider weaknesses in academic and financial areas as well as weaknesses in student development.

### 3. Opportunities

**WEAVE Question #17:** Describe the opportunities likely to present themselves to the program(s) in the coming years and the changes and resources necessary to take advantage of them.

**For Discussion:** What are the opportunities for growth or expansion of the programs. In what ways might programs change to address trends or future needs? What external factors will affect the program and demand for its graduates? Can restructuring and/or technological innovations be



implemented that will more effectively utilize educational best practice and the newest information technology while containing costs? What is the relationship of the program to emerging trends in distance and asynchronous learning? How might cooperative or collaborative relationships with other programs/institutions contribute to future opportunities, service, and effectiveness? Is this program poised to transform itself in new and different ways in order to meet the needs of twenty-first century learners? What resources would be necessary to take advantage of opportunities?

#### 4. Threats

**WEAVE Question #18:** Describe the threats that may negatively impact the program(s) in the coming years and the changes and resources necessary to mitigate them.

**For Discussion:** What are the threats to the continued viability of the program? What external factors might negatively impact the program and demand for its graduates? What threats are there to program quality?

#### 5. Strategic Plan

**WEAVE Question #19:** What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

**For Discussion:** In light of all of the WEAVE questions you have answered so far, in what direction should the program(s) be moving? What are the areas for improvement or opportunities for growth? Should the program(s) be discontinued, expanded or change? Should a new program be started? What steps are necessary to implement your plans? What resources are necessary?

#### 6. Additional Information & Recommendations

**WEAVE Question#20:** Give any additional information that should be included in the self-study. Describe program recommendations.

**For Discussion:** Is there additional information that should be given to reviewers or administration that was not addressed elsewhere?

## PANEL REVIEW INSTRUCTIONS

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### Overview

After the self-study is completed, a five-member panel of peer faculty appointed by the PDRC reviews the self-study and makes recommendations to the PDRC. The review panel consists of four Andrews University faculty members from departments not offering the program under review and one external reviewer. One of the panel members is also a member of the PDRC and appointed to serve as a liaison with the PDRC guiding the panel through the process. The external team member usually teaches in a similar program in another higher education institution. The review panel for externally accredited programs need not include external members because external reviewers are part of the accreditation review process.

The review process usually includes meeting with the program director and or faculty. When the review panel is satisfied that it has an accurate reading of the state of the program under review it presents its findings in a report to the PDRC chair, who forwards a copy to the program and college/school, asking for a response. The report, with the program response is considered the final report.

### Panel Report Instructions

The panel should review the program review purposes and self-study criteria. The panel should then look at the question responses entered into WEAVE and supporting data in light of the discussion questions and WEAVE questions. The panel should meet with members of the program faculty and tour its facilities. During this meeting, the panel can ask questions resulting from its inspection of the WEAVE question responses and data. If the panel believes that it needs more information to evaluate the program than is provided by the self-study materials and meeting with the program faculty, the panel should request that information from the program director. After gathering the information required, the panel should evaluate the strengths and weaknesses of the program(s) in the areas covered by the four self-study criteria by answering the questions below. The panel will then develop recommendations to the administration for the program(s) in order to strengthen the University. Consensus should be reached on all of the recommendations included in the panel report.

### Panel Report Contents

The panel's report consists of two sections: evaluation of strengths and weaknesses and recommendations. The report should answer the following questions:

1. After reviewing the data and responses to WEAVE questions under criterion 2, what is your evaluation of the program(s) academic quality and innovation? What information supports this evaluation? (cite WEAVE question/response numbers or data)
2. After reviewing the data and responses to WEAVE questions under criteria 1, 3 and 4, what is your evaluation of the program(s)' relevance to the mission of Andrews University, the Church and to the marketplace? What information supports this evaluation?
3. After reviewing the data and responses to WEAVE questions under criterion 4, what is your evaluation of the strategic plan for the program(s)? What information supports this evaluation?
4. What are your recommendations for the program(s)?

The Panel's report must be submitted to the PDRC chair, who forwards a copy to the program and college/school, asking for a response. The report, with the program response is considered the final report for review.

## **Results**

After receiving and reviewing the final report, the PDRC records the report, votes recommendations, and presents the report to the respective council – graduate council and/or undergraduate council. The council records the report, votes on the recommendations, and may append comments to the report. The final report, with any comments from the PDRC or council, is forwarded to the dean of the college/school responsible for that program. The dean, in consultation with the provost, discusses the final report and the implementation of recommendations with the department offering the program.

Within three months of receiving the final report, the dean submits a written response to the PDRC, countersigned by the provost, indicating what actions have been, or will be taken, as a result of the report. The PDRC records this response. Departments will be responsible for indicating their ongoing work on their own recommendations and those of the review team in any expected annual reports.

## **Documentation**

Current versions of the final reports are available online or from the Office of Institutional Assessment.

## **Education of Andrews Family about Program**

It is important to the purpose of program review that the Andrews University community be able to learn about the contributions of various university programs to the university and the Seventh-day Adventist church. The program chair/coordinator or dean will be asked to share highlights from the program review process with the faculty in faculty meetings in the year following program review.

Andrews University  
Philosophy of Assessment

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

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

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

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

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

Assessment at Andrews is integrated across all levels. Assessment in courses includes routine measures such as assignments, quizzes, and tests. The aggregation and examination of these measures provides comprehensive information about students' progress towards mastery of key points of instruction. At the program level, assessments indicate not only students' mastery of knowledge and skills learned in courses, but also the ability to apply what they've learned to the broader context. Program assessment, the assessment of co-curricular programs and campus environment, and university-wide assessments, such as major field tests and student

Approved by Assessment Committee 4-14-11

surveys, inform the institution how well it is achieving its mission that students will Seek Knowledge, Affirm Faith, and be prepared to Change the World.

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

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

### Bibliography

Suskie, L. (2009). *Assessing student learning* (2<sup>nd</sup> ed.) San Francisco: Jossey-Bass.

Walvoord, B. E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass.

# APPENDIX VI

## MANAGEMENT PLANS

	PAGE
Andrews Enrollment History and Projections Chart.....	2
Members of Transition Committee .....	3
Strategic Planning Cycle .....	4
Affiliations and Extensions Committee: Revised Terms of Reference.....	5
Andrews University Meets Eligibility Requirements .....	7

## ANDREWS ENROLLMENT HISTORY and PROJECTIONS

Fall	FTIAC	Other	Fresh	Soph	Junior	Senior	HC	FTE	%±/FTE
1997	318	152	<b>470</b>	344	332	577	1,723	1,630	
1998	291	134	<b>425</b>	380	334	511	1,650	1,591	-2.4%
1999	324	168	<b>492</b>	332	362	501	1,687	1,640	+3.0%
2000	309	150	<b>459</b>	381	303	486	1,629	1,489	-9.7%
2001	271	116	<b>387</b>	365	332	415	1,499	1,370	-9.2%
2002	319	120	<b>439</b>	367	307	418	1,531	1,471	+7.2%
2003	324	89	<b>415</b>	402	333	408	1,556	1,494	+1.6%
2004	307	75	<b>382</b>	419	362	434	1,597	1,540	+3.0%
2005	305	62	<b>367</b>	357	366	481	1,571	1,528	-0.7%
2006	290	83	<b>373</b>	352	336	536	1,597	1,517	-0.7%
2007	337	83	<b>420</b>	357	358	490	1,625	1,555	+2.5%
2008	396	78	<b>474</b>	400	365	521	1,760	1,667	+7.2%
2009	377	106	<b>483</b>	424	375	534	1,816	1,718	+3.0%
2010	365	90	<b>455</b>	432	378	554	1,819	1,718	±0.0%
2011	375	85	<b>460</b>	424	397	532	1,813	1,722	±0.0%
2012	390	85	<b>475</b>	433	390	559	1,857	1,762	+2.4%
2013	415	85	<b>500</b>	445	398	549	1,892	1,797	+1.8%
2014	430	85	<b>515</b>	468	409	561	1,953	1,855	+3.2%
2015	450	85	<b>535</b>	483	430	576	2,024	1,922	+3.6%

# ANDREWS UNIVERSITY & GRIGGS UNIVERSITY

## TRANSITION COMMITTEE

### Membership: January, 2011

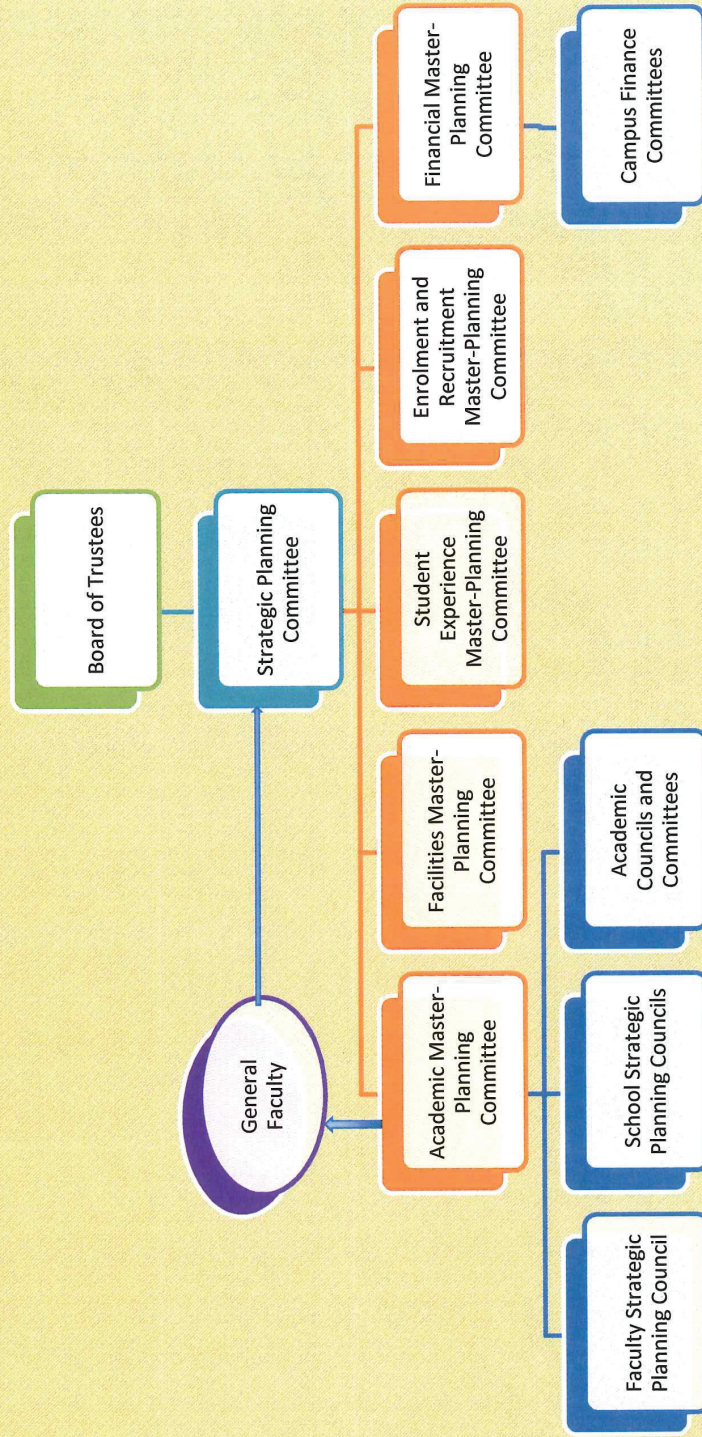
Andrea Luxton, Co-Chair  
Alayne Thorpe, Co-Chair  
Patricia Mutch, Secretary

Name (Alpha)	Current Position/Role	Telephone	Email Contact
Daniel Agnetta	Director, AU Human Resources	269-471-3302	agnetta@andrews.edu
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Larry Schalk	AU Vice-President, Financial Administration	269-471-3484	schalk@andrews.edu
Robert Sowards	GU Vice-President, Operations	301-680-6570	rsowards@griggs.edu
Alayne Thorpe	GU Interim President; Vice-President for Education	301-680-6570	vpeducation@griggs.edu
Charles Tidwell	AU Dean, Affiliations & Extensions	269-471-6160	tidwell@andrews.edu

AU = Andrews University; GU = Griggs University



# Strategic Planning Cycle





# AFFILIATIONS AND EXTENSIONS COMMITTEE

## Terms of Reference<sup>1</sup>

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**Reports to:** Provost

**Membership:** Provost (chair)\* >  
 Dean of Distance Education (secretary)\*>  
 Program Directors of Extension Programs  
 Dean of School of Education>  
 Dean of School of Business Administration\*  
 Dean of Seventh-day Adventist Theological Seminary  
 Director of Affiliations and Extensions\*  
 K-12 Principal (Griggs International Academy)>  
 Legal Counsel (invitee when needed)

\* Executive Committee  
 > K-12 Sub-Committee

**Appointment:** By position

**Term:** Standing

**Purpose:** To oversee the management of affiliations and extensions, particularly documentation relating to accreditation, jurisdiction approval and assessment

### Terms of Reference:

Responsibility	Power
To review all recommendations on new affiliations	To recommend to the Board of Trustees
To review accreditation expectations related to affiliations and extensions	To recommend to the School of Distance Education
To record all new extension programs	To record
To approve institutional policies for extensions and affiliations	To act

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<sup>1</sup> Revised, January 13, 2011.

To agree to documentation needed for the development, management and assessment of affiliations and extensions	To act
To receive documentation used for management of affiliate and extension sites	To receive and to recommend adjustments to documents
To ensure all jurisdiction documentation is in place for extension and affiliation programs	To act
To receive agreed reports from extension program directors, including assessment reports and recommendations	To receive
To approve affiliate site variations to curriculum, after consultation with relevant departments, schools	To act
To receive audit reports on affiliations and make recommendations on the continuance of the affiliation	To recommend to the Provost
To record faculty approved for affiliation programs, as approved by relevant departments	To act

**Agenda and Minutes:** Agenda and minutes prepared by the School of Distance Education.

**Frequency and Venue:** Meetings are scheduled once monthly during the fall and winter terms and at the call of the chair during the summer term. Some meetings will involve the Executive Committee only and will focus on affiliation issues.

## ANDREWS UNIVERSITY MEETS HLC ELIGIBILITY REQUIREMENTS

This document provides a summary of how Andrews University now meets and will continue to meet the Eligibility Requirements for continued association and accreditation by the Higher Learning Commission. Comments indicate any pertinent information about changes anticipated when HLC approves a change of control.

Eligibility Requirement	Andrews University Information	Comments
The institution falls within the Commission's jurisdiction and has substantial presence there.	<b>Andrews University's home campus is in the State of Michigan. Although there are branch campuses associated with clinical degrees, the substantial presence is in Michigan.</b>	Griggs University is licensed to operate in the State of Maryland. It is currently seeking approval for its Articles of Incorporation in the State of Michigan.
The institution is appropriately authorized in each of the states, sovereign nations, or jurisdictions in which it operates to award degrees, offer educational programs, or conduct activities as an institution of higher education.	<b>Andrews is chartered to operate in the State of Michigan. It seeks jurisdictional approval for each state or sovereign nation where it operates distant campuses.</b>	Certain states where the Andrews Theological Seminary operates need to give approval under the new Higher Education Act. Griggs is assisting in applications to these states.
The institution has an independent governing board that possesses and exercises the necessary legal power to establish and review the basic policies that govern the institution.	<b>Andrews has such a Board of Trustees as described in its Articles of Incorporation and Bylaws. Members are listed in Table 5, Section B-8</b>	See Appendix II for the copies of these Articles and Bylaws.
The institution demonstrates a history of stable operations and consistent control during the two years preceding.	<b>Andrews University received a renewal of its full accreditation from HLC in 2009. It has a focused visit in 2012-13. Andrews began its history of operating under NCA/HLC affiliation in 1939.</b>	Andrews also holds 16 special professional accreditations.  Griggs University is fully accredited on a national basis by DETC for its distance education programs.
The institution has a statement of mission approved by its governing board and appropriate for a degree-granting institution of higher education. The mission defines the nature and purposes of the higher learning provided by the institution and the students for whom it is intended.	<b>The current mission statement, approved by the Board of Trustees in 2007, is visible in many locations on campus as well as in all University publications. See also section C-1.</b>	The mission statement of Griggs University is compatible with that of Andrews University.
The institution has educational programs that are appropriate for an institution of higher education. In appropriate proportion, the institution's programs are degree granting and involve coursework provided by the institution, establishing the institution's commitment to degree-granting higher education.	<b>Andrews offers degrees from associate to doctoral level which appear as approved in the current SAS from the HLC. Included in this SAS are the distance ed online degrees and correspondence ed degrees (provided by partnership with Home Study International/Griggs).</b>	See Appendix V for the current HLC's SAS.

<p>The institution has clearly articulated learning goals for its academic programs and has strategies for assessment in place.</p>	<p><b>Andrews has established such learning goals as a supplement to its mission statement. It operates an assessment system. See Appendix VI for the Philosophy of Assessment statement.</b></p>	<p>See Section 14b for discussion of improvements underway to build a stronger culture of assessment.</p>
<p>The institution maintains a minimum requirement for general education for all of its undergraduate programs. It has a program of general education that is grounded in a philosophy or framework. The institution clearly and publicly articulates the purposes, content and intended learning outcomes of its general education program.</p>	<p><b>Andrews has a strong general education curriculum which is required for all undergraduate programs. The University Bulletin contains a section presenting the philosophy and goals of this curriculum. There are 15 learning goals closely aligned with assessment for general education.</b></p>	<p>Since 1997, Andrews has used technologically supported courses provided by Griggs University as a way to make general education courses (faculty have approved both teachers and syllabi as equivalent to Andrews courses) available to its on-campus students. Such courses have an Andrews course number and title and are displayed in the <i>University Bulletin</i>.</p>
<p>It conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees.</p>	<p><b>Evidence for this requirement is found both in the <i>University Bulletin</i> as well as the <i>Undergraduate Programs Manual</i> and the <i>Graduate Programs Manual</i> which provide detailed policies and procedures for academic practices.</b></p>	<p>Evidence for the Griggs conformity to these minimum program length and credit value standards is displayed in both the <i>Griggs Consortium Catalog</i> and <i>Griggs Bulletin: International Edition</i>.</p>
<p>It assigns credit values to courses based on commonly accepted ascriptions for traditional classroom learning, distance learning, hybrid programs, and compressed schedules.</p>	<p><b>See above. In addition to courses offered at distant sites, the Office of Affiliation &amp; Extension Programs monitors course study plans provided through tours, which use compressed schedules.</b></p>	
<p>The institution makes public its statements of mission, vision and values; full descriptions of its program requirements; its requirements for admission both to the institution and to particular programs or majors; its policies on acceptance of transfer credit, including how credit is applied to degree requirements; clear and accurate information on all student costs, including tuition, fees, training and incidentals, and its policy on refunds; its policies regarding good standing, probation and dismissal; all residency requirements; and grievance and complaint procedures.</p>	<p><b>The annually produced <i>Andrews University Bulletin</i> contains all the information listed. It is available in print form as well as electronically available on the university's website: <a href="http://www.andrews.edu">www.andrews.edu</a>.</b></p>	<p>Griggs University publishes its catalogs on a biannual basis. They are available in both print and electronic form via the Griggs website: <a href="http://www.griggs.edu">www.griggs.edu</a>.</p>

<p>The institution portrays clearly and accurately to the public its accreditation status with national, specialized and professional accreditation agencies as well as with the Higher Learning Commission, including a clear distinction between Candidate or Accredited status and an intention to seek status.</p>	<p><b>Accreditation status with NCA/HLC and many other accreditation agencies is presented in an appendix section of the annual <i>University Bulletin</i>.</b></p>	
<p>The institution has the financial base to support its operations and sustain them in the future. It demonstrates a record of responsible fiscal management, including appropriate debt levels.</p>	<p><b>Andrews University has a sound financial base, and uses financial goals to build its annual budget. See section C-7. Currently, Andrews has a debt of \$21 million on assets of greater than \$131 million. Debt reduction at the pace of \$1 million annually is one of these goals.</b></p>	<p>Acquisition of Griggs University poses no financial threat to Andrews. It is a financially healthy institution, and sufficient financial provisions were made by the parent organization for the transfer of this organization to Andrews. See section B-6.</p>
<p>The institution:</p> <ul style="list-style-type: none"> <li>• has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years; and</li> <li>• undergoes external financial audit by a certified public accountant or a public audit agency. For private institutions the audit is annual.</li> </ul>	<p><b>The university budget is prepared annually using comparative data and modeling for future decisions. An external financial audit is performed every year. See Appendix III for the current budget. The external audit for FY2010 has been submitted with this application.</b></p>	<p>The Griggs budget and external audit (also annual) is found in Appendix III.</p>
<p>The institution has a Chief Executive Officer appointed by its governing board.</p>	<p><b>The Chief Executive Officer is the president of Andrews University, Niels-Erik Andeasen, PhD. He has served as CEO since 1994 and was reappointed by the Board of Trustees in March 2011.</b></p>	<p>The interim president (CEO) of Griggs University is Alayne Thorpe, PhD. After approval of the change of control, she will become the dean of Distance Education at Andrews.</p>
<p>The institution has governance and administrative structures that enable it to carry out its operations.</p>	<p><b>The governance and organizational structure of Andrews is found in the <i>University Working Policy</i>. The administrative offices and associates are printed annually in the <i>Andrews University Bulletin</i>. The present and proposed organization chart for the change of control are shown in Figures 1 and 2, section C-7. Key administrative officers are found in Table 4, section C-8.</b></p>	<p>See Figure 3, section C-2c for the structure for the proposed new School of Distance Education.</p>

<p>The institution employs faculty and other academic personnel appropriately qualified and sufficient in number to support its academic programs.</p>	<p><b>Faculty are at the heart of academic operations. In 2011, there are 257 faculty teaching at Andrews. In 2009, 65.5% held doctoral or terminal degrees. Annual teaching loads are 24 semester credits for undergraduate faculty and 18 credits for graduate faculty.</b></p>	
<p>The institution owns or has secured access to the learning resources and support services necessary to support the learning expected of its students (research laboratories, libraries, performance spaces, clinical practice sites, museum collections, etc.).</p>	<p><b>Andrews has many learning resources and support services available to its on-campus students. An extensive electronic database as well as a large campus library serves both on-campus and off-campus students.</b></p> <p><b>Andrews affiliation partners are required to provide adequate libraries for students at their sites. Having adequate library resources is a pre-condition of all affiliation partnerships</b></p>	<p>An expansion of availability of electronic databases is being planned for Griggs affiliated students in certain Asian sites where an English library is not present.</p>
<p>The institution makes available to its students support services appropriate for its mission, such as advising, academic records, financial aid and placement.</p> <p>The institution demonstrates that it engages in planning with regard to its current and future business and academic operations.</p>	<p><b>Each student has an academic advisor; distance students are also advised by a faculty member on-campus. Academic records are supervised by a registrar and his staff. Financial aid is offered to students in a manner approved by the U.S. Department of Education. Placement services are offered through the Counseling &amp; Testing Center.</b></p>	<p>Griggs makes advising services available by email or telephone to all its students. It does not provide any financial aid to students. Academic records are maintained electronically in an appropriate manner. Placement services have been provided in a manner acceptable to DETC.</p>
<p>The institution has appropriate policies and procedures for its students, administrators, faculty and staff.</p>	<p><b>Andrews has a comprehensive <i>Working Policy</i> available in four sections: Administration, Faculty, Staff and Students. The first three are available on the University website. The <i>Student Handbook</i> is printed annually and distributed to all on-campus students. It is also available online.</b></p>	
<p>The institution has students enrolled in its degree programs.</p>	<p><b>Current (fall 2010) on-campus enrollment for Andrews was 1,931 undergraduate and 1,556 graduate students. Thus, the total headcount enrollment is 3,487. In addition, there were 3,576 undergraduate and 1,085 graduate students enrolled at distance sites.</b></p>	<p>Griggs current (fall 2010) enrollment was 2,862 higher education (both undergraduate and graduate) students.</p>

<p>The institution has no record of inappropriate, unethical, and untruthful dealings with its students, with the business community, or with agencies of government. The institution complies with all legal requirements (in addition to authorization of academic programs) wherever it does business.</p>	<p><b>Andrews has operated in an ethical manner both in its community and with the government. Its financial aid program is approved by the U.S. Department of Education.</b></p>	<p>The most recent default rate reported by the U.S. Department of Education is 3.0.</p>
<p>The institution describes itself consistently to all accrediting and governmental agencies with regard to its mission, programs, governance and finances.</p>	<p><b>Such practice is the norm in all University publications and its website.</b></p>	
<p>The institution has not had its accreditation revoked and has not voluntarily withdrawn under a show-cause order or been under a sanction with another accrediting agency recognized by CHEA or USDE.</p>	<p><b>Andrews has been fully accredited by NCA/HLC since 1939. It has never been placed on probationary status.</b></p>	
<p>The board has authorized the institution to seek affiliation with the Commission and indicated its intention, if affiliated with the Commission, to accept the Obligations of Affiliation. The institution has a realistic plan for achieving accreditation with the Commission within the period of time set by Commission policy.</p>	<p><b>Not applicable since Andrews is already affiliated with the Commission.</b></p>	



