

Self-Study Report

PREPARED FOR

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

March 2009



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Andrews  University

Seek Knowledge. Affirm Faith. Change the World.

Berrien Springs, Michigan 49104

www.andrews.edu 800.253.2874

CREDITS

INTRODUCTION: A gift from the Class of 2004, this campus clock stands between the Administration Building and Nethery Hall. *Photo by Asad Ali*

CHAPTER 1: The sculpture of J.N. Andrews and his two children embarking as the first Seventh-day Adventist missionaries to Switzerland is a landmark on campus. *Photo by Martin Lee*

CHAPTER 2: Karl Bailey, assistant professor of psychology (CAS), confers with his father, Rudolph Bailey (right), professor of educational psychology (SED). A new generation of faculty reflects planning for the future. *Photo by Sarah Lee*

CHAPTER 3: Monique Pittman, associate professor of English and director of the J.N. Andrews Honors Program, mentors an undergraduate English student. *Photo by David Sherwin*

CHAPTER 4: Boon-Chai Ng, associate professor of engineering and computer sciences, conducts research projects with undergraduate students. *Photo by Sarah Lee*

CHAPTER 5: Andrews students mentor and tutor children in the surrounding community. *Photo by Sarah Lee*

CHAPTER 6: Andrews University has new initiatives in online education that accommodate students at a distance. *Photo by Sarah Lee*

CHAPTER 7: The faculty of Andrews University celebrate student learning in many ways, including attendance at graduation ceremonies. *Photo by Rebekah Helsius*

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

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ABBREVIATIONS AND DEFINITIONS

ADEC	Adventist Digital Education Consortium (a group of Seventh-day Adventist institutions collaborating on distance education efforts.)
<i>Adventist Review</i>	Official journal of the North American Seventh-day Adventist Church, published three times each month.
<i>Adventist World</i>	Official journal of the worldwide Seventh-day Adventist Church, published the first week of each month.
AP&CC	School of Education Academic Policies and Curriculum Committee
AU	Andrews University
AUSA	Andrews University Student Association
AVLN	Adventist Virtual Learning Network, established by Seventh-day Adventist (SDA) educational administrators and faculty to facilitate online collaboration among SDA colleges and universities
BA	Bachelor of Arts
BFA	Bachelor of Fine Arts
BS	Bachelor of Science
BT	Bachelor of Technology
CAPP	Curriculum, Advising, and Program Planning (a module within the Banner software)
CAS	College of Arts and Sciences
Cast	Photo directory of students and campus personnel, published by the AUSA each fall.
COT	College of Technology
CFI	Composite Financial Index
CTALE	Center for Teaching & Learning Excellence
D2L	Desire2Learn®, online course platform used to enhance face-to-face courses and deliver online courses; replaced WebCT® in 2004.
DEC	Distributed Education Council
DLiT	Center for Distance Learning and Instructional Technology
DMin	Doctor of Ministry
DOE	U.S. Department of Education

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DPT	Doctor of Physical Therapy
DScPT	Doctor of Science in Physical Therapy
EdD	Doctor of Education
EdS	Educational Specialist
<i>Focus</i>	The Andrews University alumni magazine, published quarterly
FY	Fiscal Year
GC	General Conference of Seventh-day Adventists, the headquarters unit of the worldwide Seventh-day Adventist Church, based in Washington, DC.
GE	General Education
GU	Griggs University, a correspondence school owned and operated by the General Conference of Seventh-day Adventists; formerly known as Home Study Institute (HSI). Partners with Andrews University to offer correspondence courses through the university.
GSA	Graduate Student Association
HLC	The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA)
HPAC	Howard Performing Arts Center
HR	Human Resources
HUD	U.S. Department of Housing and Urban Development
ITS	Information Technology Services
LUC	Lake Union Conference of Seventh-day Adventists, serving the states of Illinois, Indiana, Michigan, Ohio, and Wisconsin, headquartered in Berrien Springs, Mich.
MA	Master of Arts
MDiv	Master of Divinity
MS	Master of Science
MSA	Master of Science in Administration
MSPT	Master of Science in Physical Therapy
MPT	Master of Physical Therapy
MTh	Master of Theology, recommended for deletion in the SDATS self-study
NAD	North American Division of Seventh-day Adventists, an administrative unit of the Church, headquartered in Washington, DC.
NCATE	National Council for Accreditation of Teacher Education
NLNAC	The National League of Nursing Accrediting Commission
PhD	Doctor of Philosophy
SArch	School of Architecture

SBA	School of Business Administration
SDA	Seventh-day Adventist
SDATS	Seventh-day Adventist Theological Seminary
SED	School of Education
<i>Student Movement</i>	Student newspaper, published weekly during the weeks classes are in session.
SWOT	A mode of analysis, utilizing identification of Strengths, Weaknesses, Opportunities, and Threats of the organization.
ThD	Doctor of Theology
VPAA	Vice-President for Academic Administration (to July 2006)
VPFA	Vice-President for Financial Administration
WAUS	Andrews University radio station



INTRODUCTION

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This chapter presents a profile of the mission and distinctive aspects of Andrews University, includes a short history and the major changes of the past decade, addresses the challenges and suggestions provided by the visiting team in 1999, and provides an overview of the accreditation relationships of the University.

The self-study presents a chapter for each of the five Criteria for Accreditation, with an additional chapter to present the Affiliation & Extension programs. A final chapter summarizes recommendations and presents accreditation requests.

Introduction

A PROFILE OF ANDREWS UNIVERSITY

“Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.”¹ This mission statement,² conceptualized and crafted by the Strategic Planning Committee and adopted by the Board of Trustees early in 2007, reflects the commitment of the institution to provide a high quality contemporary Christian education in the context of the Seventh-day Adventist faith. A core concept in the mission statement and the learning goals outlined therein is service to humanity throughout the world. The vision statement further elucidates the aspirations of the institution:

Andrews University, a distinctive Seventh-day Adventist Christian institution, stands at the center of Adventist intellectual life as it demonstrates the transformative power of faith and learning, excellence through diversity, collaborative scholarship, leadership development, and generous service. As such, Andrews University aspires to be a great university, which will be the Seventh-day Adventist university of choice for students, parents, and employees alike, as it educates men and women who will demonstrate their faith by utilizing scholarly competencies and leadership skills to transform local and global communities.³

¹ 2007–12 Strategic Plan, *A New Andrews for a New Century*

² See Criterion 1

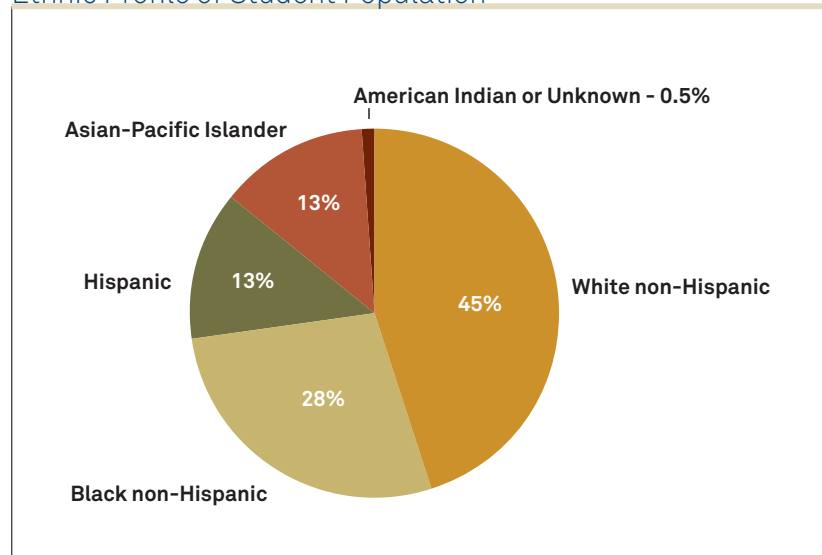
³ 2007–12 Strategic Plan

Andrews University is the only Seventh-day Adventist university classified as a national university.

This concept of transformational learning in a faith-based environment, preparing students for service throughout the world, underlies all activities at Andrews University. Graduate and undergraduate students are prepared to become scholars, leaders, and global servants, intentionally prepared for an interconnected and complex world lived in common.⁴

Furthermore, Andrews University is the only Seventh-day Adventist university classified as a national university, a category that includes only five percent of all institutions of higher learning.⁵ Ranked multi-culturally 7th and internationally 6th by *U.S. News & World Report*, Andrews University students come from all parts of the United States and nearly 100 countries around the world. Almost 600 students, or about 17 percent, are here on visas.⁶ The total student body is 45 percent White non-Hispanic, 28 percent Black non-Hispanic, 13 percent Hispanic, 13 percent Asian-Pacific-Islander, and 0.5 percent American Indian or Unknown.

Ethnic Profile of Student Population



This exciting intersection of domestic and international diversity creates the perfect laboratory for the University to analyze and articulate the educational, societal, and spiritual benefits of diversity for a larger higher education marketplace and to chart the movement from representational to transformational diversity.

⁴ Reference I001

⁵ Reference I002

⁶ Reference I003

In terms of locale, Andrews University is situated in a quaint village within easy driving distance of major urban areas. Of the more than 3,400 students enrolled in main-campus programs, about 1750 (51.5 percent) are undergraduate and 1525 (44.8 percent) are graduate, professional, and postprofessional.⁷ Total enrollment on affiliated and extension campuses totals another nearly 4,000 students.⁸ Students in professionally accredited programs totaled 57.7 percent of the student body in 2007–08.⁹ This creates an interesting mix of programs, which blend the timeless values of liberal education with the practical competencies of professional education, all in the context of a Christian comprehensive university.

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

Presently, the University consists of the following academic units:

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

⁷ See Institutional Snapshot

⁸ See Chapter 6

⁹ See Component 3A

Students encounter a day of rest and worship, wholesome recreational and entertainment choices, an emphasis on healthful living, concern for others through local and global service, the care of dedicated staff and professors, and a hopeful view of the present and future as found in Jesus Christ.

Doctoral degrees are offered, primarily in education and theology, with professional doctorates in physical therapy. Graduate programs, primarily in education and theology, are offered at multiple extension sites in various parts of the world. Through affiliation programs, the University strengthens undergraduate programs in the Church's educational institutions in other countries. More Seventh-day Adventist institutions in other countries are receiving government charters and the Seventh-day Adventist Church membership is expanding exponentially in some regions of the world. With these changes in the Church, the role of Andrews University is shifting to one of providing graduate programs at extension campuses and facilitating development of graduate programs at Seventh-day Adventist institutions of higher education around the world, an appropriate role for the Church's flagship educational institution.

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

- ▶
A Faith-Based University: Students attending Andrews University discover that our distinctive Seventh-day Adventist Christian perspective, guided by our understanding of Scripture, informs our faith as well as our practice. Students encounter a day of rest and worship, wholesome recreational and entertainment choices, an emphasis on healthful living, concern for others through local and global service, the care of dedicated staff and professors, and a hopeful view of the present and future as found in Jesus Christ.

¹⁰ See 2008–09 *Andrews University Bulletin*, pp. 18–20, and 2008–09 *Student Planner/Handbook*, pp. 152–169

- ▶ A Gathered Community: Curricular and co-curricular requirements work together to deliver the unique whole-person education that lies at the heart of Andrews University’s mission. Two types of co-curricular programs, co-curricular choices and chapels/forums are integral to the Andrews University educational experience, connecting faith, living and learning, and fostering the building of community.
- ▶ A Residential Campus: For undergraduate students, the residential environment plays a significant role in the mission of the University and its efforts to foster the wholistic development of each student.
- ▶ A Wholesome Lifestyle: A wholesome lifestyle and high standards of conduct are part of the unique mission and spiritual heritage of Andrews University and reflect core values grounded in biblical principles. These values include honesty, modesty, sexual purity, respect for others, safety, and healthful living.

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

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

¹¹ Reference I001

¹² Reference I005

A HISTORY OF ANDREWS UNIVERSITY

Andrews University was established over a century ago, in 1874, as Battle Creek College in Battle Creek, Mich.—a collegiate program that offered literature, languages, science, mathematics, teacher training, and theology. The founders, visionaries of the young Seventh-day Adventist denomination, believed they should use every avenue to spread the gospel and serve the world, including higher education. Although the new institution experienced difficult times and challenges, it also flourished, and by the mid 1890s the enrollment had risen to over 700 students.

On the brink of a new century, seeking room for expansion and a fresh start, the school moved in 1901 to a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel Missionary College. From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of academic buildings, residence halls and apartments, and service buildings.

Emmanuel Missionary College



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

In 1974, the undergraduate division of Andrews was organized into two colleges—the College of Arts and Sciences and the College of Technology. The School of Business Administration, which evolved from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. In 1993, the Department of Architecture became the Division of Architecture, and is now the School of Architecture.

The present organizational structure of the School of Graduate Studies was adopted in 1987. All of the colleges and schools offer both undergraduate and graduate degrees. The Seventh-day Adventist Theological Seminary maintains graduate programs only. The Affiliation & Extension Programs include both undergraduate and graduate programs. The Dean of Affiliation & Extension Programs works closely with the colleges, schools, and Seminary to offer programs useful to the worldwide Seventh-day Adventist Church.

Andrews University, rooted in a tradition of visionaries who saw what was possible and enriched by a diverse faculty and student body, now offers a wealth of choices in degree and certificate programs to prepare its graduates for life in the new century. The mission, however, remains the same—to serve God and humankind.¹³

All of the colleges and schools offer both undergraduate and graduate degrees.

¹³ References I006 and I007

CHANGES DURING THE PAST TEN YEARS

Since the last Higher Learning Commission visit in April of 1999, Andrews University has joyfully celebrated its centennial on the Berrien Springs campus, weathered Y2K uneventfully, and continued to mature and develop as a Seventh-day Adventist institution of higher learning and as a learning organization.

Academics

As the University entered the 21st century, many vital changes occurred as the institution sought to engage students more fully in the experience of transformational learning. An emphasis on this concept, and its accompanying pedagogies, became an apt response as Andrews aimed to truly educate its students with the skill sets necessary to both survive and thrive in the new century. This paradigmatic shift is further embodied in Andrews University's new 2007–12 Strategic Plan entitled, *A New Andrews for a New Century*. New programs were initiated, others diminished or eliminated from the curriculum, and changes in pedagogy abounded, some triggered by a change in the academic calendar from the quarter system to the semester system.

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

The University has also invested in Desire2Learn® (D2L) an online course management system, making it possible for teachers to develop courses



The engineering program recently received ABET accreditation.

that include teacher-to-student and student-to-student interaction. Although undergraduate education in some fields has been resistant to online delivery of courses, at the graduate level two programs have been developed. The Educational Administration graduate degrees (MA, EdS, EdD, PhD) and the graduate program in Nursing Education (MS: Nursing) are now delivered completely online. Approval was received in May 2008 from the Higher Learning Commission/North Central Association. A request to offer the Curriculum and Instruction graduate degrees online will accompany this document.¹⁴ The School of Business Administration is in the initial stages of the development of an online MBA.

A University-wide academic change in the past decade was the shift, in the school year of 2000–01, to semesters after more than thirty years on the quarter system. The transformation necessitated adjustments on the part of the faculty in pedagogy, workloads, and the balance between teaching and research. The change reached far beyond academics to every aspect of the university including computer support and the financial offices.

¹⁴ Reference I008

As an indicator of high quality, academic programs at Andrews have continued to garner accreditation; since 1999 the University has added to its list of accredited programs.¹⁵ In 2003, the postgraduate School Psychology program was approved, for the first time, by the National Association of School Psychologists, allowing graduates to be nationally certified upon receiving a passing score on the school psychology portion of the National Teachers Exam.

The Andrews Partnership Scholarship...has allowed the institution to grow in academic quality as well as student diversity, thus ensuring both access and success to its dynamic multicultural student body.

New programs have included the addition of professional doctorates in physical therapy. A four-year Bachelor of Science degree in engineering was started in 2003, offering two concentrations: Electrical and Computer Engineering and Mechanical Engineering.

Strategic new directions and program review have also meant the elimination of other programs. The degree programs in physical education have been dropped, and the physical education department merged with Nutrition to create the Department of Nutrition and Wellness. Consequently, physical education courses have become general education service courses. Programs in construction and automotive skills were also discontinued.

Student Life

At the heart of the University's life, lies the student experience. Therefore, as a fitting complement to the academic division, the student life dimensions of the campus have seen transformation during the past decade. First of all, Andrews University instituted the Andrews Partnership Scholarship in fall 2002, which increased the levels of student financial support, making it possible for more, well qualified students to enroll at Andrews by offering scholarship funding based on high school or transfer GPAs and ACT/SAT test scores. This enrollment initiative has allowed the institution to grow in academic quality as well as student diversity, thus ensuring both access and success to its dynamic multicultural student body.¹⁶

¹⁵ See Professional Accreditations

¹⁶ Reference I009

In the spiritual realm of campus life, new events also enrich the student experience. In 2003, the University, at first under the auspices of the Seminary's Center for Youth Evangelism and later through the Office of Campus Ministries, began to present an annual Passion Play, a dramatic presentation involving a cast of hundreds and using the spacious campus to portray the events leading up to Christ's crucifixion. The performances have attracted thousands of appreciative visitors to campus and forged a new bond between campus and community, thus enhancing town and gown relationships.

Another new worship experience that has electrified the Andrews student body is a monthly Friday evening service called Fusion, a multicultural integration of worship styles and substance. Prior to the origination of Fusion, a variety of Friday vespers services met across campus, often defined along ethnic lines. Fusion has skillfully and seamlessly brought all those groups together once a month to worship in what has become the most anticipated gathering on campus. The Howard Performing Arts Center, which holds 850 people, is packed every Fusion event beyond capacity for a service which honors, simultaneously, Andrews University's diversity and its commitment to enriching the spiritual lives of its students.

The Division of Student Life has made significant changes in the area of required chapels and assemblies, opening up student options considerably. One of the most well-received programs has been Chapel Choices, initiated by the Department of Religion & Biblical Languages, which takes place two to three times each semester. Rather than all gathering in the church for traditional worship options, students can now choose from multiple options that will fulfill their chapel attendance—musical programs, academic and cultural lectures, panel discussions, campus tours and many other possibilities.

In addition, the Division of Student Life and interested staff and faculty have initiated three student-oriented programs which appear to have become solid campus traditions and add to the texture of student life. The Newmyer Classic, a round-robin basketball tournament named for a former physical education teacher at Andrews, pumps up school

spirit during the long winter months. The University also capitalized on its winter season by developing a safer, better equipped tubing hill which can be lit at night. Finally, as the school year draws to a close, students look forward to a triathlon-type event, “Beach2Bank,” on the Friday before finals that takes advantage of Andrews’ location close to the Lake Michigan beaches and the St. Joseph River.¹⁷

Diversity and Multiculturalism

According to the 2009 Best Colleges edition of *U.S. News & World Report*, Andrews University ranks 7th in the nation for its multicultural student population and 6th in the nation for its international student enrollment, among national universities. Only one other national university has the distinction of appearing in the top 10 universities on both lists. This

places Andrews University at the vortex of inclusive excellence and global education. Thus, it is appropriate that in the past decade the University has become more intentional than ever in assessing the needs of its diverse student body, and the ways in which the institution responds to these needs. Throughout this decade, the University has moved from the construct of representational diversity to one of transformational diversity¹⁸—preparing students to be culturally competent and proactive in their interactions with others as they go forth to serve the world.

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

In 2001, the Andrews University Board of Trustees established the Institute for Diversity & Multiculturalism²⁰ with Walter Douglas, Seminary professor from Grenada, as director. Stella Greig became the

According to the 2009 Best Colleges edition of U.S. News & World Report, Andrews University ranks 7th in the nation for its multicultural student population and 6th in the nation for its international student enrollment, among national universities.

¹⁷ Reference I006

¹⁸ Reference I010

¹⁹ Reference I011

²⁰ Reference I012

director upon his retirement. At inception, the main purpose of the Institute was to provide diversity training to on-campus groups such as Student Life personnel and residence hall student assistants.

However, the Institute has expanded its role, activating a Diversity Faculty Research Unit to assess campus needs and the results of the diversity initiatives enacted by the University. Douglas and Greig also generated a succession planning document for Human Resources and search committee use, “Diversity with Inclusion,”²¹ partly in response to Board of Trustees concerns about a lack of diversity in the top levels of administrative leadership of the University. The document was presented to the Board of Trustees and approved in the school year of 2004–05. In the context of this heightened awareness about diversity issues, Daniel Agnetta, Human Resources director, began to give the Board of Trustees an annual report on the diversity of the faculty, staff, and student body at Andrews²² to facilitate Board discussion and review of this important topic.

The University Diversity Committee was upgraded to Council status in 2001, reporting directly to and advising the President. Upon the recommendation of the Council and through the efforts of the General Education Committee, five courses taught in the freshman year were required to add a diversity component to the material taught.²³ Additionally, academic departments have been asked either to identify the upper division courses for majors and minors that address diversity and multicultural issues or add courses or course material that expose the students to such concerns.²⁴ Provost Heather Knight currently chairs the Diversity Council and has added new members to continue to revitalize the Council as the country undergoes a watershed moment in the areas of diversity theory and action.

Administration

Dramatic changes in University administration occurred in spring and summer of 2006. Over the course of several meetings of the Board of Trustees, resignations of the President, Vice President for Academic Administration, and Vice President for Financial Administration were

²¹ Reference I013

²² Reference I003

²³ See Component 4B

²⁴ Reference I014

The University boasted a record enrollment of 3,419 in the fall of 2008, an increase of 700 since fall 2001.

requested and accepted. President Niels-Erik Andreasen was later reinstated. In a restructuring of administration, the Board approved the creation of a provost position, to serve as the Chief Operating Officer, with responsibility for day-to-day operations and execution of strategy for the University, and serve as Chief Academic Officer. In this new

model, the President's role was redefined to include expanded time for fund-raising for the Legacy of Leadership Campaign. The Provost position was filled in July 2006 by Dr. Heather Knight, formerly associate provost for faculty development, diversity, and special programs at University of the Pacific in Stockton, Calif. In March of 2007, Lawrence Schalk was appointed the new vice president for financial administration; his background includes a long career as a CFO in health care administration. The position of associate vice president for academic administration, filled by Dr. Emilio Garcia-Marenko was transitioned to Associate Provost.

At the vice-presidential level two changes occurred during the past decade:

- ▶ Dr. Frances Faehner became vice president for the Division of Student Life upon the retirement of Dr. Newton Hoilette in 2003. Faehner has reorganized her area to include two assistant/associate deans. A director of social recreation and athletics oversees a variety of activities, including intramural athletics.
- ▶ Stephen Payne became vice president for the Division of Enrollment Management in 2001. His role has recently been expanded to include Integrated Marketing & Communication, in which he will also oversee the University's new branding and marketing initiatives. The University boasted a record enrollment of 3,419 in the fall of 2008, an increase of 700 since fall 2001.

Dr. David A. Faehner continues in the position he has held, vice president for University Advancement.

A further addition has been a position entitled Assistant to the President for Spiritual Life, filled since 2005 by Ron Whitehead, director of the Center for Youth Evangelism and assistant professor in the Department of Christian Ministry of the Seventh-day Adventist Theological Seminary. The purpose of this new office is to better

coordinate and communicate the many aspects of spiritual life and opportunities for ministry on and off the campus.

Academic Administration

Multiple college and school deans have been replaced during the past decade:

- ▶ College of Arts and Sciences: Dr. Keith E. Mattingly, chair of the Department of Religion and Biblical Languages, became dean in 2006, replacing Dr. William E. Richardson, who retired.
- ▶ College of Technology: Dr. Verlyn R. Benson, formerly a professor in the department of technology at Pacific Union College in California arrived in 2004, replacing Dr. M. Wesley Shultz, who retired after serving as dean for 22 years.
- ▶ School of Architecture: Carey Carscallen has been dean since the Division of Architecture became a school in 2007. He was previously director of the division, replacing Llewellyn Seibold in 2001.
- ▶ School of Business Administration: In 2007, Dr. Allen F. Stembridge, a former faculty member, most recently chair of the Business Department at Southwestern Adventist University in Keene, Texas, became the dean. He replaced Dr. Charles Tidwell, interim dean, who replaced Dr. Annetta Gibson when she returned to teaching as the Hasso Endowed Chair for Business Ethics.
- ▶ School of Education: Dr. James R. Jeffery has served as dean since 2002, following Dr. Karen Graham.
- ▶ Seventh-day Adventist Theological Seminary: Dr. J. H. Denis Fortin, former associate dean, became dean of the Seminary in 2006, replacing Dr. John McVay, who left to take the presidency of another institution. McVay replaced Dr. Werner Vyhmeister, who retired. Dr. R. Clifford Jones is associate dean, replacing Fortin, who replaced McVay.
- ▶ School of Graduate Studies: Presently awaits the appointment of a new dean. Dr. Lyndon G. Furst became dean in 2003 and served until his retirement in 2008. He replaced Dr. Linda Thorman who became dean in July of 1999.
- ▶ James White Library: In 2003, Larry Onsager, then associate professor of library science and head of patron services, became the Dean of Libraries upon the retirement of Keith Clouten, library director.

Constituency and Board of Trustees

In response to ongoing concerns about the size and composition of the constituency and Board of Trustees, the bylaws affecting those issues have been changed. The constituency has been cut approximately in half, from 558 to 275. One significant change in the make-up of the constituency membership is that it will now include 35 alumni (an increase from the previous seven), 75 percent of whom must be employed outside the Seventh-day Adventist Church.²⁵

The membership also changed the composition of the Board of Trustees, increasing the size from 38 to 41 in order to achieve more balance between lay and church-employed trustees. From two Andrews alumni and 14 members not employed by Andrews, the specifications have shifted to 20 non-denominationally employed trustees, at least five of whom must be Andrews alumni.

Furthermore, changes have been made in the way trustees are selected. A nominating committee will work in advance of membership meetings, which will now be held annually, to meet State of Michigan requirements for colleges and universities.

The board itself will meet a minimum of three times each calendar year. A governance committee will identify prospective trustees and examine and evaluate the effectiveness of the board.²⁶

Facilities

Facility changes—new roads and new buildings—define the history of an institution most visibly and tangibly. Andrews University has experienced more physical change in the past decade than in the previous 20 years,²⁷ thus creating a new and heightened sense of place.

The most visible changes to the campus since 1999 (in chronological order) include the dramatic renovation of the Seminary building, the addition of the Howard Performing Arts Center, the creation of a new entrance to campus, and a completely renovated servery and dining areas in the Campus Center.

²⁵ Reference I015

²⁶ Reference I015

²⁷ See Component 2B

Not as visible was the renovation, in 2000–01, of the old power house to accommodate the Department of Art & Design, which had been scattered in several places including a building that was subsequently demolished.

In 2001, Andrews University received a significant gift from community members John and Dede Howard of St. Joseph, Mich., for the purpose of adding a performing arts center. In October of 2003, the University inaugurated a state-of-the-art concert hall that seats 850. Further development of the new facility brought the University’s radio station, WAUS 90.7 FM, into new studios in the Howard Center in 2006.

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

Another change in facilities will have a significant impact on student life. This project, also sponsored by the Colsons, involves a complete

J.N. Andrews Boulevard is the new entrance to campus.



makeover of the dining services in the Campus Center. Built in 1960, the cafeteria has received some updating over the years but none so transforming as the renovation completed in the fall of 2008. The entire upper floor of the Campus Center, including the kitchen, the serving area, and the dining areas, have been redone to better meet the expectations of students in the 21st century and make on-campus dining a worldclass experience.

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

These changes and others planned for the future are being guided by a master plan for the campus, entitled *The Spirit of the Place*,²⁸ developed, voted, and put in motion in 2001–02. Given all of the recent facilities development on campus, however, this plan is now being updated by the Campus Master Planning Committee. More changes in physical facilities are discussed in Criterion 2, Component B.

As a result of this generosity, the University's endowment continues to rise steadily, now approaching \$30 million...

Development and Imaging

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

In the recital of campus development above, mention has been made of two significant gifts to Andrews University—the first time in University history that the institution has received single gifts in excess of eight million dollars. The decade began auspiciously, in 1999–00,

²⁸ Reference I016

with the advancement report from David A. Faehner, vice-president for University Advancement: “Thirteen gifts of \$100,000 or more—highest amount ever to Andrews University—occurred this past year.” When, just one year later, the University received a gift of \$8.3 million from John and Dede Howard, there was ushered in a new mentality, a new culture of giving, and a new era in development.

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

As a result of this generosity, the University’s endowment continues to rise steadily, now approaching \$30 million, as does the annual total of giving and support to the University. The number of named scholarships has grown from 277 in 2000 to 316 in 2007.

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

In the school year of 2001–02 a new positioning statement was developed—“Seek Knowledge. Affirm Faith. Change the World.”—around which the University has subsequently molded its public identity. Along with the new mission statement this phrase has helped to shape marketing, imaging, and strategic planning.

One of the greatest leaps in the last ten years has been the growth of the University website, which has become a primary tool by which the University portrays and promotes itself. Martin Lee, who

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SEEK KNOWLEDGE



AFFIRM FAITH



CHANGE THE WORLD

came to Andrews in 2002, became the University’s first full-time web coordinator. He redesigned the site completely by 2005, and immediately received two national awards for his design from the University & College Designer’s Association (UCDA) and the Council for Advancement and Support of Education (CASE) and an invitation to present at an international conference. In 2007, Andrews University demonstrated its commitment to outstanding service to its community via the website by hiring another full-time web designer, Andre Morgan.

Thus, the University has, in the area of development and imaging, brought itself to a level better befitting its global vision and mission.

In June 2008, another level of excellence was achieved in this area. Restructuring the former University Relations area with the marketing members of the Enrollment Management staff created the new Integrated Marketing and Communication team. This new group will integrate their skills and gifts to further the branding and public relations imaging for the University as they continue to serve, solve, and tell the Andrews story.

ACCREDITATION OVERVIEW

History

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

In 1963, NCA granted preliminary approval, and in 1968 full approval, for Andrews University to offer master's degrees. Approval for the Doctor of Education (EdD) and Doctor of Ministry (DMin) degrees came in 1974, for the Doctor of Theology (ThD) degree in 1979, and for the Doctor of Philosophy (PhD) degree in 1982.

The most recent comprehensive visit from the Higher Learning Commission occurred in April 1999. The visiting team recommended approval of requests to offer specific extension and affiliate programs and 10-year reaccreditation.

Two focused site visits have occurred in the past 10 years. In 2001, a team evaluated the University's readiness to offer professional degrees in physical therapy; in 2007, a proposal to offer graduate degrees through online delivery was evaluated. Both teams recommended approvals, which were subsequently granted.

Additionally, the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA) has and continues to accredit Andrews University.

Professional Accreditations

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

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

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

RESPONSE TO CONCERNS EXPRESSED AFTER THE 1999 SITE VISIT

Challenges

1. *Although Andrews University has aggressively and successfully reduced the University's institutional debt, its financial stability in the near future may depend upon*
 - a. *maintaining and/or increasing undergraduate enrollments;*
 - b. *improving student retention;*
 - c. *and improving development efforts to increase the University's endowment.*

Provost Heather Knight and Stephen Payne, vice president for Enrollment Management and Integrated Marketing & Communication, have established an Ad Hoc Enrollment Growth Think Tank in order to strategize enrollment growth initiatives for the University. As fewer students attend the traditional “feeder schools” for the University, the Division of Enrollment Management is broadening the ways it recruits prospective students. Beginning in 2004, Andrews University collaborates with other North American Seventh-day Adventist colleges and universities to increase awareness and communication with potential students.²⁹ This consortium obtains contact information for Adventist high school students, contacts them with information about Adventist higher education, and provides contact information for each institution. Much of this is done electronically.

Furthermore, the Division of Enrollment Management now enacts a multi-pronged approach, which focuses on students outside the traditional feeder academies, such as those in public high schools, as well as international students and students who are home-schooled. Inauguration of an undergraduate Andrews Partnership Scholarship (APS), guaranteeing four years of merit-based financial assistance, has encouraged more freshmen and transfer students to choose Andrews University. These new initiatives have generated the highest enrollment in Andrews University history, as well as the largest freshman class in the past 25 years.

These new initiatives have generated the highest enrollment in Andrews University history, as well as the largest freshman class in the past 25 years.

²⁹ Reference I017

Donald May was appointed as director of Student Retention in spring 2002. The University raised first-year to second-year student retention rates to 84 percent for 2006. This percentage is well above the expected range for institutions accepting a broad range of undergraduate students. Interestingly enough, when examining this cohort, it was noted that the student group with the highest retention rate at Andrews were its African-American students, a statistic that is noteworthy given diametrically opposed trends in much of higher education. As noted in Criterion 2, Component A, retention rates have been stable since early in the decade. The provost has now set an aspirational goal to get retention rates to 90 percent.

The University is in the midst of a capital campaign, The Legacy of Leadership Campaign, in order to develop a \$250 million endowment.³⁰ A development advisory group of donors, The President's Council, has been formed to enable and support this capital campaign. The University's endowment is being restructured to better support academic processes, including online learning and facilities for learning processes.

2. *While Andrews University has consolidated several committees in recent years, redundant and inoperative committees and deliberative bodies continue to diminish energy and time of administrators, staff, and faculty and to slow progress on developing policies and procedures.*

In response to this concern, a major committee restructuring project was undertaken by University administration. The number of committees and number of member seats was reduced by about 20 percent between 2001 and 2005.³¹ In addition to this restructuring, the new plan for continuous appointment (i.e., tenure) and advancement in rank classifies service as one area of excellence in a faculty member's evaluation. Committee service is included under service to the University. Provost Heather Knight has also worked, in her two years at the University, to empower existing committees and make them more effective.

³⁰ Reference I018

³¹ Reference I019

3. *There is no Disaster Recovery Plan for Information Technology Services and the plan for the James White Library is not current.*

In 1999, the HLC/NCA site visitors were concerned that the computing services and the library did not have current disaster recovery plans. Since then, Information Technology Services has developed a Business Continuity Plan, which is reviewed periodically and updated whenever conditions, personnel, or other resources change.³² The James White Library maintains an Emergency Manual³³ designed to guide staff in situations which may arise on a day-to-day basis such as smelling smoke, an animal in the library, someone with a heart attack, etc. There are provisions in the University Emergency Operations Plan³⁴ for the unique items held by a library.³⁵ In addition, a fire suppression system was installed in the vault and a new sprinkler system is in operation.

4. *The James White Library book collections are not keeping pace with the changing academic programs and curricula of the University. The interior of the library building needs substantial renovation. Re-evaluation of priorities should place attention on the acquisition of new books, additional subscriptions to electronic journals, and provision for document delivery of specialized materials, especially for graduate programs and research.*

The 1999 site team felt the library collections were not keeping pace with changes in University curricula and the facility needed renovation. Among the changes that have occurred since then, the James White Library holds print books, bound periodical volumes and multimedia materials totaling more than 1.2 million items and provides study and research facilities for faculty, students, visiting scholars, community members, and church members. The strongest collections are in religion, education, architecture, and Seventh-day Adventist publications and resources. Periodical resources in print and electronic formats total over 24,000 titles. The library's computerized catalog, JeWeL, can be accessed through the campus electronic network and globally through the Internet. Registered distance education students have the same electronic access to library resources as on-campus students. One hundred and fifty-four major electronic databases are now available through the Internet. Through the Michigan Library

...the James White Library holds print books, bound periodical volumes and multimedia materials totaling more than 1.2 million items and provides study and research facilities for faculty, students, visiting scholars, community members, and church members.

³² Reference I020

³³ Reference I021

³⁴ Reference I022

³⁵ See Component 2D

Consortium, the library has access to MeLCat, a state-wide union catalog, patron-initiated inter-library loan service, and book delivery system. Students and faculty can access over nine million books and other materials through MeLCat. The library also has access through the Michigan Library Consortium to the Online Computer Library Center for cataloging, interlibrary loan information, and other services based on data from over 54 million entries.

The Seminary Library, the Center for Adventist Research, and the Mary Jane Mitchell Multimedia Center are located in the main library. An Architecture Resource Center and a Music Materials Center are located in their respective buildings on campus. Several non-circulating special collections exist in departments; some are being cataloged so that they appear in the Library database.³⁶

The current fund-raising focus will include significant funds for library facility and collection improvements.³⁷ Additionally, a first phase of compact shelving was added during the 2007–08 academic year, and a second phase will be installed in the 2008–09 academic year. Funding has also been allotted for new carpeting in selected areas and other facility improvements have been completed in recent years. While much is still left to be done, the University administration is committed to overseeing the transformation of the library from a traditional storage facility to a truly modern facility and gateway to exciting new knowledge for its students, faculty, and staff.

Advice and Suggestions

In addition to the concerns discussed above, the visiting team made a number of additional suggestions.³⁸ They are summarized below with brief responses and references to where they are addressed in the self-study document.

Planning and Organization

Concerns about sensitivity to the multiple dimensions of diversity and culture are being addressed on several levels throughout the

³⁶ See Component 2B and Component 4A

³⁷ Reference I018

³⁸ Reference I023

University. Changes have been implemented in the General Education Program;³⁹ a Diversity Council and an Institute for Diversity & Multiculturalism have been established;⁴⁰ and the University is assessing student learning outcomes in these areas.⁴¹

Strategic planning, especially for Information Technology Services and the James White Library, has been enhanced. Both entities have updated their strategic plans. The University has also engaged in two significant strategic planning cycles since the last site visit, generating plans for 2001–06 and 2007–12.⁴²

While there is no formal quality improvement program at present, the current emphasis on moving the institution from “Good to Great,”⁴³ as articulated by Provost Heather Knight utilizing Jim Collins’ best-selling text by the same name, provides a conceptual framework for the University and its subunits to consider how to improve functions and increase efficiency in every area of campus life.⁴⁴ Additionally, planning for Y2K was successful, and the transition was smooth.

Maintaining a balance between allocation of resources for both main campus and extension programs continues to be addressed on several levels. In some schools, especially where faculty vacancies exist, some faculty feel overloaded. However, great strides have been made in reducing overload conditions throughout the University. A combination of considering faculty loads when planning extension programs and using well-qualified contract faculty has reduced this concern. The University will continue to review this issue.

Student Learning and Effective Teaching

The University has introduced a new Center for Teaching & Learning Excellence sponsored by the Office of the Provost and the Effective Learning Council. This new faculty development initiative centralizes all of Andrews University’s faculty development programs under one entity in an attempt to make faculty development more public, visible, valued, and coherent. The Center houses a growing faculty development collection, hosts Celebrate Teaching Wednesday

³⁹ See Component 4B

⁴⁰ See Component 4A and Reference I012

⁴¹ See Component 3A

⁴² See Criterion 1, 2007–12 Strategic Plan and Reference I024

⁴³ Jim Collins, 2001. *Good To Great*, HarperCollins Publishers

⁴⁴ See Criterion 2

Workshops, promotes faculty learning groups, and other faculty development opportunities. An expanded New Faculty Orientation Program has been developed to ensure that Andrews properly equips its entire faculty to provide an exciting, effective, and transformative learning experience in every classroom.⁴⁵

Distance learning technologies have received much attention over the past 10 years, with at least 50 percent of faculty using Desire2Learn and/or e-clickers to facilitate and assess student learning.

Distance learning technologies have received much attention over the past 10 years, with at least 50 percent of faculty using Desire2Learn and/or e-clickers to facilitate and assess student learning. Recently, the University was approved to offer online degrees in two areas.⁴⁶ Many classrooms have been updated with appropriate “Smart Classroom” equipment.⁴⁷ The University is now offering courses in local languages of instruction in Chile, Peru, and Russia.⁴⁸

While more than half of the student body is enrolled in professionally accredited programs, implementation of assessment plans for the rest of the campus continues to be a concern.⁴⁹ Through the efforts of the Criterion 3 subcommittee, all departments and programs have a deeper understanding of assessment protocols and have developed plans to assess student learning. Since 1999, more departments have active assessment plans, with faculty using information about learning outcomes to plan for change in teaching and curricula. A recent initiative, sponsored by the Office of University Assessment, focusing on classroom assessment, is expanding faculty understanding and practice.

Review of academic programs is moving from a process carried out by academic administration in response to financial concerns to a peer review process overseen by the Graduate Council and Undergraduate Council.⁵⁰ Departments and programs being reviewed during 2008–09 include Physical Therapy, Art & Design, Digital Multimedia & Technology, Leadership, Speech-Language Pathology & Audiology, Computer Science, and Architecture. A schedule is being developed for the remainder of the programs.

⁴⁵ See Criterion 3

⁴⁶ Reference I025

⁴⁷ See Criterion 2 on facilities

⁴⁸ See Criteria 3 and 4

⁴⁹ See Criterion 3

⁵⁰ See Criterion 4



The University has been aggressive in addressing inefficiencies in instruction. A small class report is generated during every registration period. Chairs and deans must justify small classes to the Provost; they are further encouraged to reorganize the curricula in order to reduce the need for small classes.⁵¹ Increasing undergraduate enrollment has also reduced the number of small classes in several programs.

An aerial view of the campus in the fall.

Other Student Concerns

Response to student conditions requiring accommodation is facilitated by a Student Intervention Coordinator in the Student Success Center. Students may self-refer or faculty may refer students appearing to need assistance.⁵² Entering students with possible academic difficulties (e.g., low high school GPA or low test scores) are referred to the coordinator. The plan for their first year may include testing to identify possible learning difficulties. The office is now handicapped-accessible as well.

Multiple changes have taken place in registration and financial processes to create a more “user-friendly” atmosphere including recent renovations of those administrative spaces. Registration Central has moved most registration and financial processes online.⁵³ Students appreciate the ability to complete most steps in the process from wherever they are. There are plans to expand the option to extension students and other enrollees currently requiring manual data entry.

⁵¹ See Criteria 2 and 3

⁵² See Component 3D

⁵³ Component 2B and Registration Central

The collaborative, “curriculum-based” approach to the co-curriculum adopted by the Division of Student Life continues to be enhanced and expanded.⁵⁴ More options for required events and a curricular approach to co-curricular programming is increasing student satisfaction. A program to develop leadership skills in undergraduate students is a collaborative effort between academic entities and Student Life.

Facilities

A recently developed Capital Expenditures Committee now reviews all equipment and other requests exceeding \$2,500. When departments make requests, they are expected to show a five-year plan to improve planning for the needs of the entire campus.⁵⁵ Equipment costing less than \$2,500 is included in the department budgets.

The Campus Master Plan was updated in 2002 and is currently being updated again. Several new buildings and plans for an undergraduate learning center have improved resources for teaching and learning. Deferred maintenance still totals about \$13,500,000, but progress is being made on several fronts. Higher enrollments have provided additional funds for deferred maintenance and University administration continues to invest in the campus infrastructure.⁵⁶

THE SELF-STUDY PROCESS

The Self-Study Team

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

⁵⁴ See Component 3C and I001

⁵⁵ See Component 2B

⁵⁶ See Component 2B

The Self-Study Steering Committee was formed from the chairs of the subcommittees, plus several individuals whose expertise was appropriate to the task. The Provost and Self-Study Coordinator chaired the steering committee. In addition to sub-committees for each Higher Learning Commission criterion, three other committees were formed. Distance education, affiliated institutions, and extension programs were studied by a separate committee. A Document Preparation committee oversaw design decisions. The Adventist Accrediting Association plans a site visit in fall 2009, and a committee was appointed to oversee preparation for that visit and adaptation of the Self-Study Report for that purpose. All in all, the process has been a self-reflective, meaningful and inclusive process for Andrews University.

Organization of the Document

The self-study presents a chapter for each of the five Criteria for Accreditation, with an additional chapter to present the Affiliation & Extension Programs and distance learning modalities. A final chapter summarizes recommendations and presents accreditation requests.

Chapter 1, on Criterion 1, presents the University mission, how the mission informs the work and identity of the University, and the ways in which the University communicates and lives out its mission. Evidence that the mission pervades the University will accompany this chapter. As noted above, the University has improved its ability to plan for the future, including service to an increasingly diverse clientele around the world. The Criterion 2 chapter will review University planning processes, identify its resources and evaluate their adequacy, and demonstrate how the institution plans to carry out its mission. Evidence will be presented about strategic planning, fiscal health, facilities, faculty and staff characteristics and adequacy, and continuous improvement processes.

That Andrews University is a learning-focused organization will be demonstrated in Chapters 3 and 4, addressing Criteria 3 and 4. Under Criterion 3, Student Learning and Effective Teaching, the effectiveness of the processes for assuring that effective and exemplary learning is

taking place and that effective and exemplary teaching is supported will be analyzed. The adequacy of learning environments and resources dedicated to student learning and effective teaching will be reviewed. The chapter on Criterion 4 will examine how the institution promotes a life and love of learning. The changes and plans for the General Education curriculum will be presented along with findings from assessment of General Education outcomes. Included will be how research and scholarly activity in the University are supported along with protocols for responsible acquisition, discovery, and application of knowledge. Chapter 6 on the Affiliation & Extension Programs will demonstrate the University's commitment to preparing students around the world for the diverse, global, technological world we inhabit.

The Criterion 5 chapter returns to the core of the University mission—generous service to the church and society. The plethora of ways the University, its faculty and staff, serve first students and other internal constituents, then the local, national, and global community, will be presented and examined. While space precludes a complete listing of the many ways the University and its constituents serve around the world, additional information is available in the Resource Room.

A concluding chapter (7) presents the self-study committee's recommendations and accreditation requests.



CHAPTER 1

Criterion One:
**Mission and
Integrity**

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- 1E5 Andrews University understands and abides by local, state, and federal laws and regulations. 66

COMPONENT 1A

Andrews University’s mission documents are clear and publicly articulate Andrews University’s commitments.

Evidence Statements

1A1 *The Andrews University Board of Trustees has adopted statements of mission and strategic planning that together clearly and broadly define organizational mission. Andrews University’s mission documents clearly state learning goals for its constituents.*

As part of the most recent Strategic Planning process (2005–07), the Strategic Planning Committee recommended and the Board of Trustees adopted a new statement of University mission:

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.¹

The mission statement is followed by 15 learner outcomes that together articulate the University’s educational goals for its students, classified under the Seek Knowledge, Affirm Faith, and Change the World constructs. Under Seek Knowledge, the learning goals include intellectual discovery, critical thinking, effective communication, possessing a Christian worldview, displaying competence in a discipline or profession, and the ability to work in a complex, technological, and global society. Affirming Faith goals include a personal relationship with Jesus Christ, deepened faith commitment and practice, personal and moral integrity, a wholesome way of life, and respect for cultural and ethnic diversity. Andrews University students will be prepared to Change the World with capacities for creative problem-solving and innovation, generous service through civic engagement, adoption of a culture of global leadership, and readiness to carry out the worldwide mission of the Seventh-day Adventist Church.²

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

Criterion One: Mission and Integrity

Andrews University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

¹ 2007–12 Strategic Plan, *A New Andrews for a New Century*

² Ibid.

The commission of Jesus Christ compels us to lead others to accept Jesus as their personal savior and to unite with His church, and nurture them in preparation for His soon return. That's at the heart of the church's mission and is accomplished through preaching, teaching and healing ministries.³

As part of the Andrews University commitment to the ideals of the Church, the institution commits to provide for spiritual, physical, social, emotional, and intellectual growth of all its publics, from students to faculty and staff, from the local community to the world.

1A2 *Andrews University mission documents define internal and external constituents. Mission documents are shared with various internal and external publics.*

The vision statement accompanying the 2007–12 Strategic Plan identifies students, parents, and employees as constituents of the University:

Andrews University, a distinctive Seventh-day Adventist Christian institution, stands at the center of Adventist intellectual life as it demonstrates the transformative power of faith and learning, excellence through diversity, collaborative scholarship, leadership development, and generous service. As such, Andrews University aspires to be a great university, which will be the Seventh-day Adventist university of choice for students, parents, and employees alike, as it educates men and women who will demonstrate their faith by utilizing scholarly competencies and leadership skills to transform local and global communities.⁴

Andrews University aspires to be a great university, which will be the Seventh-day Adventist university of choice for students, parents, and employees alike.

The University provides a dynamic multicultural faith community of teacher/scholars who serve their church and local, national, and global communities in a variety of ways. Internal constituents include faculty, staff, administrators, and graduate and undergraduate students. Parents, church administrators and administrative units, church members from around the world, alumni, donors, and other community members are acknowledged as external constituents

³ www.adventist.org/mission_and_service/index.html.en

⁴ 2007–12 Strategic Plan, p. 2

with interests in the success of the institution. Service to the world church includes affiliations with Church-owned colleges in other countries and extended campuses around the world to help train and professionalize leaders for the Church.

Mission documents and references appear in the *Andrews University Bulletin*, the *Student Handbook*, the Legacy of Leadership Campaign materials,⁵ the University website, the *Working Policy*, the *Employee Handbook*, and the Strategic Plan materials. In addition to the board, faculty and staff representation on the Strategic Planning Committee, faculty, staff, and University Senate committees had multiple opportunities to review the Strategic Plan and the Strategic Implementation Plan. The Board of Trustees approved the Strategic Implementation Plan at the October 2008 Board meeting. Various mission documents are also widely distributed to students, employees, alumni, donors and potential donors, church members and administrators around the world, and in the local community.

1A3 *Andrews University mission documents commit the University to sustain and advance excellence in higher learning. These commitments include the affiliation and extension programs affiliated with the Seventh-day Adventist Church throughout the world.*

Throughout its mission documents, Andrews University defines itself as a doctoral research university, a comprehensive institution of higher learning integrating an outstanding liberal arts and sciences core with five professional schools and multiple graduate programs.⁶ The University further seeks to sustain and advance excellence in higher education throughout the world through its affiliation and extension programs. Historically, the University has assisted many Church-affiliated colleges around the world to achieve accredited status within their own countries.⁷ Significantly, around the world, many Church leaders and administrators have earned degrees from Andrews. They and their constituents truly regard Andrews University as the intellectual center of the Seventh-day Adventist Church.⁸ The plethora

Significantly, around the world, many church leaders and administrators have earned degrees from Andrews.

⁵ Reference I018

⁶ 2008–09 *Andrews University Bulletin*, p. 10

⁷ See Chapter 6

⁸ 2007–12 Strategic Plan

of institutes and centers at the University⁹ contribute to scholarly research and provide service to the Church in relevant ways.¹⁰

COMPONENT 1B:

In its mission documents, Andrews University recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Evidence Statements

1B1 *Andrews University mission documents identify the values and common purposes fundamental to the mission.*

Constituency/membership, Board of Trustees, and University mission documents¹¹ are consistent in their adherence to the values and common purposes of the mission. All discuss the centrality of service to God, Church, and humanity as the underlying reason for the existence of Andrews University as an institution of higher education. The constructs of seeking knowledge, affirming faith, and changing the world are pervasive and are embedded in various documents and publications, although specific language may vary. The core mission appears on the University website, in buildings around campus, on the J.N. Andrews Boulevard leading into campus, and in most publications of the University.

The constructs of seeking knowledge, affirming faith, and changing the world are pervasive and are embedded in various documents and publications, although specific language may vary.

Revised bylaws¹² of the University were approved by the Corporation in June 2007. They specify that the purposes of the institution are to:

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

⁹ Components 3B, 4A and 5A; and 2008–09 *Andrews University Bulletin*, pp. 11-17

¹⁰ See Criterion 5

¹¹ 2008–09 *Andrews University Bulletin*, 2008–09 *Student Handbook*, 2007–12 *Strategic Plan*

¹² *Working Policy*, Appendix 1B



Students pose in front of the Battle Creek College building, circa 1880.

- Provide an educational experience that recognizes the priority of spiritual life and honors the value of diversity; and
- Offer its material and human resources to support local, regional, national, and global outreach programs of the Seventh-day Adventist Church.

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

1B2 *Andrews University mission documents specify the organization's function in a multicultural church and society and address the charge from the Seventh-day Adventist Church to prepare students for service in diverse cultures and settings.*

As a Seventh-day Adventist academic institution, Andrews University was established to serve a worldwide church. In 1874, the year its predecessor, Battle Creek College, was founded; John Nevins Andrews became the first Seventh-day Adventist missionary to Europe. Building

upon this foundation, Andrews University has always had a global scope and view. Throughout the bulletin, website, capital campaign materials, other publications, and strategic plans, the goal of service to a world in need is evident. As the 7th most domestically diverse and the 6th most international national university in the United States,¹³ the University is moving beyond mere representational diversity to transforming students into change agents as world citizens. The learning goal is that students will “commit to generous service through civic engagement”¹⁴ by becoming active participants in a global public square.

To that end, the University established the **Institute for Diversity & Multiculturalism** (IDM) as a means to carry out its commitment to fostering understanding and inclusiveness in matters of race, ethnicity, culture, mental and physical abilities, age, and gender throughout the campus, the local community, and the worldwide Seventh-day Adventist Church. The IDM provides workshops, lectures, and seminars to a variety of audiences; a faculty research group studies diversity and multiculturalism issues and disseminates the findings.¹⁵

The institute includes the University Diversity Council, which “recommends practical guidelines and initiatives to the president which will support inclusiveness and multiculturalism at all levels within the institution and advises on diversity issues.”¹⁶ The Diversity Council and the IDM were valuable resources in the changes in the General Education (GE) curriculum to emphasize skills in diversity and multiculturalism. In addition, the faculty research group assisted in development of a survey to measure student knowledge, attitudes, and skills at the beginning of the new curriculum.¹⁷

1B3 *Andrews University mission documents, including its General Education philosophy and goals, affirm the institution’s commitment to honor the dignity and worth of all people. This commitment is supported by the core beliefs of the Seventh-day Adventist Church.*

As noted above, Andrews University not only values diversity, it celebrates multiculturalism and seeks to prepare students who are

¹³ Reference I002

¹⁴ 2007–12 Strategic Plan

¹⁵ Reference I012

¹⁶ Reference I012

¹⁷ See Component 4B

comfortable serving diverse populations. The 2007–12 Strategic Plan includes a learning goal to “promote inclusion and excellence by cultivating cultural competence.” The University seeks to articulate and maximize the educational and spiritual benefits of diversity in order to serve as a national model in higher education and within the world church.

The General Education curriculum has an explicit emphasis on multiculturalism and diversity, recognizing the historical development of various cultures and groups, the global nature and mission of the Seventh-day Adventist Church, and the diverse student body and faculty of the University.¹⁸ More than 90 countries are represented at the University; at present students of color represent more than 50 percent of the student body. The broad learning goal for the multiculturalism/diversity component of the GE curriculum is, “Students will understand how people of various groups and cultures are shaped by their heritages and how the oneness in Christ of all believers impacts communication with and service to others regardless of cultural background, gender, disability, religious beliefs, or ideological differences.”¹⁹ More detail about Andrews University’s efforts to improve service to diverse students and to prepare students for service in a diverse, global world is delineated in Components 2A and 4B.

Thus, as evidenced in the *Bulletin*, the *Working Policy*, and student handbooks, the spiritual and community values of the University are congruent with those of the Seventh-day Adventist Church.

COMPONENT 1C

Understanding of and support for the mission pervade Andrews University.

Introduction: The group assigned to determine pervasiveness of the mission statement across the University reviewed all departmental mission statements published in the *Bulletin* and on the University

More than 90 countries are represented at the University; at present students of color represent more than 50 percent of the student body.

¹⁸ 2008–09 Andrews University *Bulletin*, pp 36–37

¹⁹ 2008–09 Andrews University *Bulletin*, p. 36



Niels-Erik Andreassen

President (1994–present),
Professor of Old Testament Studies

There are many reasons why Niels-Erik has chosen to preside over Andrews University. “I work here because of a deep felt belief in and commitment to values-driven Christian education of good quality. It has been my lifelong passion and I am still not tired of pursuing it,” he says. “Also, I have great respect for my colleagues on campus and for their commitment to education of good quality. Their devotion to Christian witness and civil discourse is an inspiration and encouragement to me...It is my hope that whenever students or guests meet faculty and staff, they taste the presence of spirituality on our campus.”

website. Then they conducted a brief survey of departments to ascertain whether and how the curriculum had changed to align more closely with the University’s mission. They also asked departments what specific activities of students and faculty demonstrated carrying out the mission. The group then collected press releases, online news items, and materials from University and public publications that demonstrated the mission.²⁰ Student association clubs and their projects were investigated. The co-curriculum documents from the Division of Student Life were consulted; Board of Trustees minutes were reviewed; and reports from alumni meetings were accessed. Their findings are reported below.

Evidence Statements

1C1 *The Board of Trustees makes strategic decisions based on the mission of the University.*

A review of minutes of Board of Trustees meetings and subcommittee meetings demonstrates the board’s commitment to the mission of the University.²¹

A member of the board surveyed Board of Trustees members about decisions demonstrating the board’s commitment to University mission.²² They identified the following:

- Administrative restructuring:
 - ▶ Authorizing Provost post and filling it.
 - ▶ Hiring a new Vice President for Financial Administration.
 - ▶ Authorizing a new job description and a central committee to oversee and coordinate all University spiritual activities. The Assistant to the President for Spiritual Life oversees the campus chaplains, the Office of Campus Ministries, and the Seminary spiritual activities under the direction of the Seminary chaplain and the spiritual activities director of the Seminary Student Forum. The Spiritual Life Committee combines and coordinates all campus spiritual activities.
- Renewed commitment to the Andrews University capital campaign by increasing large donations and appealing for increased alumni financial commitment.

²⁰ Reference 1C01

²¹ Reference 1C02

²² Reference 1C03

- ▶ Commitment to retention of faculty and staff and hiring of new and replacement personnel who are committed to the institution’s mission.
- ▶ Ensuring that programs, development, and resourcing are mission-driven.
- ▶ Development of new facilities and systematic renovation of older facilities:
 - ▶ Seminary renovation and expansion with “smart classrooms” throughout;
 - ▶ Building the Howard Performing Arts Center;
 - ▶ Construction of J.N. Andrews Boulevard, the new entrance;
 - ▶ Campus Center renovation;
 - ▶ Dairy renovation and expansion;
 - ▶ Revamping Seminary curriculum and delivery; and
 - ▶ Establishing a Committee on Governance with a focus on mission.

1C2 *The core mission statement constructs of Seek Knowledge, Affirm Faith, and Change the World are carried out in both the curriculum and the co-curriculum.*

The variety of activities at the University that directly relate to the mission statement constructs is impressive.²³ More details appear in the chapters on Criteria 3, 4, and 5. Research opportunities for graduates and undergraduates abound (Criterion 4) and are often tied both to the mission of the University and the mission of the Church. Research findings are disseminated broadly, often benefitting entities of the world Church. A multitude of opportunities to consider how academic disciplines relate to faith issues are presented by academic departments.²⁴ The Chapel Choices programs, chapel programs, and University Forum programming also provide opportunities to consider the intersections between spiritual matters and professional knowledge and practice.²⁵

The subcommittee conducted a review of press releases and features online and in *Focus*, local newspapers, and the *Student Movement*.²⁶ The mission statement, variations thereon, and examples of how the University carries out its mission abounded. In addition to campus publications, news articles about the University appear in various church publications, including:

²³ Reference 1C04

²⁴ Reference 1C05

²⁵ Reference 1C06

²⁶ Reference 1C07

- ▶ *Adventist World*, a monthly publication of the Seventh-day Adventist Church;
- ▶ *Adventist Review*, a publication of the North American Seventh-day Adventist Church, published during weeks the *Adventist World* is not published;
- ▶ *Lake Union Herald*, a monthly publication of the Lake Union Conference of Seventh-day Adventists (LUC), covering the states of Illinois, Indiana, Michigan, Ohio, and Wisconsin; and
- ▶ Each Seventh-day Adventist organization within the LUC publishes a monthly newsletter, in print or electronic media.

In addition, a review of student association clubs with newspaper information and announcements of various projects was conducted, and demonstrated that students are active in carrying out the mission of the University during their time on campus.²⁷

A brainstorming session was conducted among the subcommittee members as to what word associations people make with the name

Andrews University and other mission-centric activities. Word associations identified included global community, wholistic development, service to world church, academic excellence, quality programs, spirit of mission, caring environment, and fosters spiritual growth. The world Church may make more demands of the Seventh-day Adventist Theological Seminary and School of Education for extension programs than it makes of other schools and colleges, but the commitment to service to the world Church is pervasive throughout the University.

A review of the changes in the co-curriculum demonstrated the ways the co-curriculum seeks to complement the academic curriculum. The “Understanding the Co-Curriculum” document²⁸ from the Division of Student Life makes it clear that “Andrews University is dedicated to creating a transformative faith and learning environment that educates the whole person, consistent with the Christian liberal arts tradition. This includes opportunities for learning and faith development both in and out of the classroom” and that “academic life...is not sufficient by itself to deliver the transformative Seventh-day Adventist liberal arts education envisioned by the University.”

“Andrews University is dedicated to creating a transformative faith and learning environment that educates the whole person, consistent with the Christian liberal arts tradition....”

²⁷ www.andrews.edu/services/studentlife/clubs/index.html

²⁸ Reference I001

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

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

1C3 *Mission statements of academic units and auxiliary units are congruent with, support, and amplify the mission documents of the University.*

Nineteen mission statements for academic departments were found in the *Bulletin* or online. The majority mention the words Seventh-day Adventist or spiritual or something related to faith. The Department of Art & Design’s mission statement is to “...mentor students to be Christ-centered, socially responsible creative individuals by developing their artistic gifts in a nurturing spiritual environment. Through dedicated faculty, quality education and active community involvement, we seek to empower students to honor God in their visual communication.”²⁹ All statements use words that align with Seek Knowledge. For example, the Department of Accounting, Economics & Finance’s



The Department of Art & Design’s mission statement reflects the University mission statement constructs.

²⁹ 2008–09 Andrews University *Bulletin*, p. 93

mission is to “...offer majors that are intellectually stimulating, professionally challenging, and rewarding. We endeavor to provide the best preparation possible for careers in business, government, academia, and the Church.”³⁰

The majority of statements mention “service.” This aligns with the mission statement construct Change the World, carrying out the concept of generous service, which also appears in the previous mission statement. The Curriculum and Instruction advanced degrees program states that “as companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning and research.”³¹

The word “transform” was found in only one statement: “The Leadership and Educational Administration Department develops a community of scholar practitioners who transform the power of knowledge into service.”³²

The core mission constructs appear to be pervasive across the University, although language needs to be updated to reflect the new statement of mission. Some departments need to publish and disseminate their mission statements more widely.

Seek Knowledge is one of the core constructs of the mission statement.



³⁰ 2008–09 Andrews University Bulletin, p. 241

³¹ Ibid, p. 273

³² Ibid, p. 295

1C4 *Changes in academic programs improve Andrews University's ability to carry out its mission and meet the needs of students, the Seventh-day Adventist Church, and society.*

Departments and deans were asked to respond to the question: In the past 10 years, how have you changed—added, dropped, or modified programs—to align them with the University mission?³³ Below are some of their responses.

Some programs and departments remained relatively stable in the past 10 years. These include English; Speech/Language Pathology & Audiology; Agriculture; Management, Marketing & Information Systems; and programs in the Seventh-day Adventist Theological Seminary. Other programs, such as Physical Therapy and Architecture, made changes to adapt to new requirements in the profession. Programs such as Social Work have added emphases to allow students to specialize within the profession.

The School of Education added emphases in Educational Administration to include higher education (MA, EDS, EdD and PhD) and new degrees in Special Education (MA), and Leadership (MA and EdS), plus certificates for the North American Division (NAD) of Seventh-day Adventists for principals and superintendents. Many of these changes in the School of Education were made specifically to meet the needs of the Seventh-day Adventist Church in North America and around the world.

Additionally, some programs moved to different schools during the past 10 years:

- Religious Education degrees were moved from the School of Education to the Seventh-day Adventist Theological Seminary;
- Computer Science degrees moved from the School of Business Administration to the College of Technology in 1999. Information Systems degrees remained in the School of Business Administration.

Few new programs were added. A Behavioral Neuroscience major (CAS) was added with degrees in Biology (BS) and Psychology (BS).

³³ Reference 1C08

A cross-disciplinary MFA was added with options in Art (CAS), Communication (CAS), and Digital Multimedia (COT). Online distance education graduate programs were added in Nursing (MA) and Educational Administration (MA, EdS, EdD and PhD), with approval from the HLC being granted in May 2008. In addition, an associate degree in Personal Ministries that could be completed through correspondence courses was added by the Department of Religion & Biblical Languages (CAS).

Other changes included programs dropped through an earlier program review process, and in some cases replaced, during the past decade.

Programs deleted in the past 10 years include:

- ▶ College of Arts and Sciences
 - ▶ Art Education (BS)
 - ▶ Environmental Studies (BS)
 - ▶ MA in History
 - ▶ Interdisciplinary Studies (Humanities) (MA)
 - ▶ Physical Education (BS)
 - ▶ Elementary Music Education (BA, BS)
 - ▶ Physical Therapy (MPT, Dayton, Ohio program)
 - ▶ Web Design (BFA)
 - ▶ Business Economics (BBA)
- ▶ College of Technology
 - ▶ Construction Technology
 - ▶ Automotive Technology
 - ▶ Separate degrees in Aircraft Engineering and Aircraft Maintenance became emphases within the BT and AT degrees
 - ▶ Several Engineering and Computer Science degrees became BS degrees
- ▶ The School of Business Administration
 - ▶ BBA in Business Economics
 - ▶ MBA in Accounting
 - ▶ MBA in Health-Care Management
 - ▶ MSA in Engineering Management
- ▶ The School of Education dropped the MS in Education
- ▶ The Seventh-day Adventist Theological Seminary is recommending deletion of the MA Theology program.³⁴

³⁴ Reference 1C09

Programs deleted but replaced by a similar program appear below:

- The Human Nutrition MS degree was replaced by an MS in Nutrition and Wellness.
- The Doctor of Physical Therapy (DPT) degree replaced the MSPT.
- The Advanced Master of Physical Therapy (AMPT) was replaced by the Doctor of Science in Physical Therapy (DScPT).
- The Bachelor of Health Science (pre-physical therapy plus first year of professional DPT program) replaced the BS in Anatomy and Physiology (pre-physical therapy plus first two years of the professional MSPT program).
- In the College of Technology, several Digital Media and Photography degrees were replaced by BFA degrees.
- The MS in Computer Science (COT) was changed to an MS in Software Engineering.

The University mission was served by these changes as the University sought to maintain a portfolio of programs that increased market viability by serving the interests of prospective students and meeting the needs of the Seventh-day Adventist Church. Decisions about where to offer extension programs³⁵ are directly related to the needs of the world Church.

1C5 *The institution seeks to maintain open communication among the various entities of the Seventh-day Adventist Church to clarify its expectations and maintain the ability of the University to carry out its mission.*

Some campus groups believe there is a tension between the expectations of Andrews University by the world Seventh-day Adventist Church and the North American Division of Seventh-day Adventists (NAD). Funding from the world church organization, the General Conference of Seventh-day Adventists (GC), is designated for specific graduate programs. Graduates from the Seventh-day Adventist Theological Seminary and School of Education have a major impact on the world Church, serving in administrative and educational roles

³⁵ See Chapter 6

everywhere. In many ways the world Church “follows” what happens at Andrews—worship and religious education styles, curriculum, and organization. The SAGE program statement³⁶ names Andrews as the Servant to Adventism for Graduate Education. Funding is being sought to develop an endowment to improve the ability to serve in this way.

Many individuals could earn more money employed elsewhere, but elect to work for Andrews University because of their commitment to Seventh-day Adventist education

On the other hand, the University is expected to provide ministerial training to NAD pastors and undergraduate education to members of the Lake Union Conference of Seventh-day Adventists (LUC). While the roles are not disparate, at times the income from the various entities of the Church and the financial allocations to entities of the University does not seem to match. While undergraduate enrollment is drawn from all regions of North America,³⁷ only the LUC contributes to undergraduate education. The NAD contributes to the University for ministerial education, especially the Master of Divinity (MDiv).³⁸ For more information, see Component 5A.

COMPONENT 1D

Andrews University’s governance and administrative structures promote effective leadership and support collaborative processes that enable Andrews University to fulfill its mission.

Evidence Statements

1D1 *The Board of Trustees allows chief administrative personnel to exercise effective leadership.*

The *Working Policy* provides for the President of Andrews University to supervise and control all academic functions, business, and affairs of the institution (Corporation).³⁹ Section 7.4 provides for a provost to serve in the capacity of Chief Operating Officer, accountable to the President, with authority to act on the President’s behalf in his absence. All vice presidents report to and are accountable to the Provost, who works collaboratively with all institutional leadership to maintain and improve the quality of undergraduate, graduate, and professional education programs. The responsibilities of

³⁶ Reference 1C10

³⁷ Reference 1C11

³⁸ Reference 1C12

³⁹ *Working Policy*, Appendix 1-B, Section 7-3

administrators of the University are further delineated in the *Working Policy*, sections 1:420-540, who all work in concert to fulfill the mission of the University.

The Board respects and appreciates administration and faculty. Restructuring of the administrative staff has allowed for more effective leadership. Changes in personnel (Provost and Vice President for Financial Administration) have improved faculty and staff morale and promoted changes in management and allocations of financial resources.⁴⁰ Effective leadership is also evident in the improved financial status of the institution, increases in enrollment, attention to academic program review, and progress on managing deferred facility maintenance.

1D2 *Distribution of responsibilities among administrators is understood and implemented throughout the institution.*

The distribution of responsibilities among administrators is delineated in various figures in the *Working Policy*⁴¹ and in the Appendix. These figures have been updated to reflect the changes in administration since March 2006. Faculty and staff have a clear understanding of reporting lines and collaborate on carrying out the mission. Committee memberships⁴² often include faculty, staff, and administrators, facilitating collaboration across the institution.

Recent changes combining marketing staff from the Division of Enrollment Management with the Office of University Relations have resulted in a new entity, the Office of Integrated Marketing & Communication (IMC). This new structure's task is to cohesively brand, market, and communicate the functions of the University.

1D3 *The administrative and governance structures of the University are staffed by people committed to the mission of the institution and qualified to carry out their responsibilities.*

The University expects that all employees, administration, staff, and faculty will be committed to the mission of the University. Many

⁴⁰ See Components 2A and 2B

⁴¹ *Working Policy*, pp 10, 12, 14, 16, 18, 19, 22, 26, 32, 37, and 38

⁴² *Working Policy*, 1:600-650 and Committee lists <http://commdb.andrews.edu>

individuals could earn more money employed elsewhere, but elect to work for Andrews University because of their commitment to Seventh-day Adventist education. A faculty-staff survey in spring 2008 confirmed this. Of about 200 respondents, 80 percent responded to an open-ended question about the most exciting thing about working at Andrews University.⁴³ All responses related to the University mission in some way, usually describing joy in working with students on and off campus, frequently with international students, often alongside students in local or international service settings. In various words, all reiterated the mission statement constructs, “Seek Knowledge, Affirm Faith, and Change the World.

1D4 *Effective communication throughout the University facilitates the ability of the institution to carry out its mission.*

Multiple internal mechanisms facilitate communication throughout the University. Information is shared at faculty and committee meetings, and through multiple publications. The President’s Cabinet meets weekly when the President is on campus. General faculty meetings, chaired by the Provost, are scheduled monthly when school is in session; college and school faculty meetings occur on various schedules, according to the needs of the school. Dean’s Council meetings with the Provost are scheduled weekly, and school chairs of departments meet regularly with their deans. Graduate and Undergraduate Councils meet monthly during the semester. Monthly staff meetings are held, organized by the Office of Human Resources. The University Senate also meets monthly; the Provost is an active member of the University Senate Steering Committee in order to promote an environment conducive to shared governance. Through these mechanisms, decisions are made and other information flows from administration and committees to faculty and staff. In-service sessions for academic administrators and faculty are organized by the Office of the Provost in collaboration with other campus groups; in-service sessions for all faculty and staff are produced by the Office of Human Resources. Similar mechanisms exist for orientation and continuing education.

⁴³ Reference 1D01



Photo of the Week: Let it snow, let it snow, let it snow! There's no mistaking it: Winter is here. The Office of Human Resources' policies for weather closure for hourly and salaried employees are [online](#). Other resources are available in the [Blizzard Procedures](#). Remember, above all else, you have the personal right and responsibility to ensure your own safety when making travel decisions during inclement weather. Now bundle up, take a cue from student Stephanie Williams (pictured) and go enjoy the snow! (Wednesday, Jan. 14, 2009. Photo by Justin Jeffery, IMC print communications manager.)

[View All Week in Pictures -](#)

AU Online Calendar

Thursday, January 15

[Winter Prep Seminar](#)
[ParAid Club Vespers](#)

Friday, January 16

[AUSA Vespers](#)
[Impact Worship Service](#)

Andrews Agenda

For full details of this week's announcements, view the Online Edition: www.andrews.edu/news/agenda/

Campus Announcements

• Reminder: Employee Weather Closure Policy

Andrews Agenda is the dynamic online source for campus news and information.

Other communication venues use print and electronic media to share information with the campus and various constituencies. A free electronic newsletter, the *Andrews Agenda*, provides information and links to the Online Calendar, published news items about the University, area Seventh-day Adventist church listings, campus news, announcements, events, life stories, and classified advertising.⁴⁴ The *Andrews Agenda* is updated as new items come in, and an e-mail reminder is sent to subscribers twice a week.

Internal communication is also facilitated by *Campus Connections*,⁴⁵ a monthly newsletter also published by the Office of Integrated Marketing & Communication (IMC), which highlights happenings on campus, faculty research presentations and publications, and other campus news. The Andrews University Student Association (AUSA) publishes the student newspaper, the *Student Movement*,⁴⁶ with news and articles from the student perspective. The University website has a news section and a calendar section to help the campus stay abreast of important announcements and happenings.⁴⁷ E-mail is also used by IMC and other entities to send information to campus groups as needed. After surveying the campus in summer 2008, IMC uses the voice mail system less and print and electronic media more frequently.

⁴⁴ www.andrews.edu/news/agenda/

⁴⁵ Reference 1D02

⁴⁶ Reference 1D03

⁴⁷ www.andrews.edu

However, there are still enhancements that could occur in the communication process. One issue is the scheduling of major faculty and committee meetings at times that some faculty cannot participate because of laboratory schedules or graduate course scheduling. Further investigation of this concern may be warranted.

1D5 *Andrews University evaluates structures and processes regularly and strengthens them as needed.*

During the past decade, extensive revision of the *Working Policy* has taken place. While some revisions have simply been improvements in wording, others have reflected the University's ongoing commitment to improvement. For example, the extensive revisions of requirements for advancement in rank and continuous appointment (tenure)⁴⁸ were thoroughly discussed at several faculty meetings before being approved and implemented. The annual evaluation process for faculty, administrators, and staff was changed when the Board of Trustees approved a change in the wage structure.⁴⁹

Concerns about statements and implementation of academic integrity policies led to changes in *Bulletin* copy, in procedures, and in oversight.⁵⁰ Academic programs proposing changes in their curricula, governance, or existence are now expected to undergo a program review process, newly established to be more efficient and focused on improvement.⁵¹ Further changes in process involve faculty and students as an Honor Code is being developed.

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

⁴⁸ See Component 3B

⁴⁹ See Component 2B

⁵⁰ See Component 4D

⁵¹ See Component 4C

matters. These recommendations are designed to help the institution's managers improve control mechanisms, accuracy of financial records, and efficiency of operations.⁵² The internal auditor implements internal audit processes and verifies that internal controls and best practices are utilized or recommends changes. Thus, throughout the institution, appropriate accountability, integrity and transparency are upheld.⁵³ A confidential complaint mechanism has been established for individuals to report concerns.⁵⁴

COMPONENT 1E

Andrews University upholds and protects its integrity.

Evidence Statements

1E1 *The Board of Trustees has policies and procedures in place to ensure that Andrews University operates with integrity.*

Measures to ensure that Andrews University operates with integrity include conflict of interest processes and procedures to ensure the University meets local, state, and federal laws and regulations. Members of the Corporation, the Board of Trustees, and administrators are expected to disclose any conflicts of interest.⁵⁵ In addition, all members of the Board of Trustees and all employees of the University are expected to be members of the Seventh-day Adventist Church and committed to the mission and values of both the Church and the University.⁵⁶ Hiring protocols and processes include interviewing the applicant at several levels to ensure understanding of and adherence to the mission of the University. While provision is made in the *Working Policy* for exceptions to the Church membership policy, such exceptions are rare and carefully monitored to ensure that the mission of the University is carried out.⁵⁷

Because the Board of Trustees includes Seventh-day Adventist Church administrators who may also serve on boards—or serve as chairs of boards—of other Seventh-day Adventist colleges and universities, the potential for conflict of interest exists. However, the overall missions of the Church and Seventh-day Adventist colleges and universities

⁵² Reference 1D04

⁵³ Reference 1D05

⁵⁴ www.andrews.edu/services/auditor/

⁵⁵ *Working Policy*, Appendix B, Section 5.9 and Section 1:715

⁵⁶ *Working Policy*, Appendix 1-B, and Section 2:101

⁵⁷ *Working Policy*, Sections 2:101:1 and 2:225:2.

are congruent, which restricts such potential conflicts of interest. In addition, periodic retreats with orientation to Board responsibilities are held, allowing members to review and update their understanding of their roles. The most recent Board of Trustees' retreat was held in October 2008, and featured Dr. Robert C. Andringa, former president of the Council for Christian Colleges & Universities. Multiple comments by Board members during the subsequent Board of Trustees meeting confirmed the value of the retreat.

Administrative systems, policies, and procedures are in place to ensure adherence to laws and regulations. For more detail, see Component 5C. Throughout the University attention is given to maintaining institutional integrity. Periodically, faculty and staff in-services are held on FERPA, sexual harassment, academic integrity, and other issues assuring that the institution operates ethically, morally, and legally.

1E2 *Andrews University has clear and fair policies about the rights and responsibilities of its constituents and implements them consistently.*

Students: The *Bulletin* and the *Student Handbook*, plus the Division of Student Life website,⁵⁸ outline student responsibilities and expectations. Students sign a Community Values Agreement as part

The Andrews University Bulletin and Student Planner reflect consistent design standards.



⁵⁸ www.andrews.edu/services/studentlife/

of the registration process in which they agree to live by the values and policies of the University. Every effort is made by faculty and staff to be consistent in application of policies. Where discipline is needed, the first goal is a redemptive one—can the student be encouraged and influenced to live up to the agreement made at registration? Suspension and expulsion are reserved for repeated or grievous offences. The *Emergency Operations Plan* includes a “University Student Intervention Team” to review and evaluate reports of behaviors and activities that appear to jeopardize, threaten, or endanger the health and safety of a student or others.⁵⁹

Faculty and Staff: The *Working Policy*⁶⁰ and *Employee Handbook*⁶¹ state the rights and responsibilities of faculty, staff, and administrators. Limits on access to information about students and staff help protect against inappropriate use of information.

1E3 *Andrews University documents complaints and grievances from students, employees, and other constituents; responds in a timely and consistent manner; and uses information from complaints and grievances to help the University improve its policies and processes.*

Grievance policies are published in the *Working Policy*, the *Employee Handbook*, and the *Student Handbook*. In general, if a discussion with the next level supervisor or administrator is not helpful, individuals can continue up the line of authority. The Provost has delegated responsibility for student complaints to the Associate Provost, Dr. Emilio Garcia-Marenko. If these channels do not resolve the problem or if an obstacle is encountered, two ombudspersons are available to assist. Their course of action may take the forms of advice, negotiation, or discovering why the problem is insoluble. Ombudspersons Dr. Ann Gibson and Dr. James North have published a brochure⁶² to help the campus become aware of the services they provide. All information provided to the ombudspersons is confidential. In addition, the ombudspersons are alert to causes for student, staff, and faculty concerns and are expected to make recommendations to the President and Provost for elimination of these causes, when possible.⁶³

⁵⁹ www.andrews.edu/services/safety/procedures/

⁶⁰ www.andrews.edu/documents/working_policy/workingpolicy_openingpage.pdf

⁶¹ www.andrews.edu/HR/emp_handbook.html

⁶² Reference 1E01

⁶³ *Working Policy*, 2:166, and Figure 1-1; *Employee Handbook*, 48–135

Administrators, staff, and faculty at every level track student and faculty/staff concerns and bring them to the appropriate councils and committees as needed and appropriate.

1E4 *Faculty and administrators share responsibility for coherence of the curricula and the integrity of academic processes.*

Faculty and administrators serve on councils and committees at all levels of the institution and collaborate in ensuring the coherence of the curriculum and academic processes. As discussed in more detail in Criteria 3 and 4, the committee structure provides ascending levels of oversight to maintain integrity of the curriculum and academic processes. For example, the Undergraduate and Graduate Councils establish minimum standards for enrollment, advancement through, and graduation from academic programs. Schools and programs may establish more stringent policies. In addition, the Councils oversee academic programs through the program review and approval processes.⁶⁴

1E5 *Andrews University understands and abides by local, state, and federal laws and regulations affecting its operations.*

The University retains a General Counsel, Brent Geraty, to assist in preparing contracts and agreements between the University and other entities. Various individuals are responsible to ensure that the University abides by all local, state, and federal laws and regulations. Student Financial Services and Financial Administration ensure that fiduciary responsibilities are handled in compliance with regulations. The Office of Plant Administration works with local and state governments to ensure compliance with building codes, and other health and safety issues. The Offices of the President and Provost are responsible to ensure compliance with state, federal, and Higher Learning Commission requirements for operating an institution of higher education.⁶⁵

⁶⁴ See Component 4C

⁶⁵ See Component 5C

Criterion 1 Conclusions

1. The mission statement and related documents clearly articulate the University's commitments and constituencies and are disseminated through a variety of media.
2. While the mission construct of "generous service" is pervasive across the University, the concepts of transformational learning and changing the world are less well represented since they have been articulated more recently in the new mission statement.
3. The values and principles of the University are congruent with those of the Seventh-day Adventist Church.
4. The co-curriculum supports the curriculum; both support and promote values congruent with the University mission.
5. Changes in academic program offerings enhance the ability of the University to serve its students and other constituents in the world Church.
6. The University has effective internal communication mechanisms.
7. The University is characterized by effective leadership and collaborative processes.
8. Andrews University has systems in place to preserve its integrity and to provide for ongoing improvement of processes and procedures.

Criterion 1 Recommendations

1. All departments and schools should review and/or develop their mission statements to align more closely with the current Andrews University mission statement. This process would make the current mission more pervasive in the formal presentation of the Andrews University mission as well as provide opportunity for everyone to move into a clearer understanding of the mission.
2. Editing of the *Working Policy* to reflect changes in governance of the University should continue.

3. The University should continue to seek ways to harmonize the expectations of its constituents through effective communication of its mission and limitations.
4. Perhaps adjustments could be made in meeting times for faculty meetings and major committees to facilitate communication with some campus groups.



CHAPTER 2

Criterion Two:

**Andrews
University
Prepares for
the Future**



Andrews
University
Seek. Affirm. Change.

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COMPONENT 2A

Andrews University realistically prepares for a future shaped by multiple societal and economic trends.

U.S. News and World Report's 2009 edition of "America's Best Colleges" ranks Andrews University as the 7th (tie) most diverse national university. Andrews is tied at 6th among national universities in its percentage of international students. The University truly defines the phrase "Global Village." Each year, the University attracts students from 90–100 countries, who collectively account for over 20 percent of main campus enrollment. Andrews University's 2007–12 Strategic Plan contains specific action steps for meeting the needs of diverse students who will serve the Church and the world with compassion and intelligence in an increasingly complex global community. The 2007–12 Strategic Plan includes a Strategic Implementation Plan with several steps completed.²

The University also conducts environmental scanning of trends among Seventh-day Adventist youth and members. The Institute of Church Ministry conducts field-based research of target groups. Faculty members and Division of Student Life personnel stay abreast of the moral and ethical challenges facing today's millennial generation. As economic stressors affect students and families, the institution seeks way to remain stable and discover new ways to help fund student aid.

Evidence Statements

2A1 *Andrews University is aware of the changing profile of its graduate and undergraduate students, and is strengthening efforts to recruit, support, and develop students who will carry out the mission of the University and the Church.*

Over the past decade, the proportion of all students of color enrolled on the main campus at Andrews University has increased to above 50 percent. Recent initiatives to meet the needs of this increasingly diverse and international student body include new scholarship programs for undergraduate and graduate students; collaborative

Criterion Two: **Andrews University Prepares for the Future**

Andrews University'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.

¹ Reference I002

² Strategic Implementation Plan



Timothy Nixon

Campus Chaplain for Inreach

“I see diversity as an extremely important value that I have the opportunity to play a role in,” he says. “...I’m in the position to help shape students and influence that kind of change.”

He also agrees that diversity presents positive impacts on the future of students. “Many of the students who come to Andrews University come because of the diversity,” he continues. “Students have options to go to colleges and universities that are strongly related to their own ethnic group, but they choose Andrews University because of the diversity. It’s something that they are looking for, and they see it as something that will better prepare them for the world they will face when they leave their studies and continue on into the world.”

recruitment strategies with other Seventh-day Adventist colleges; improved communication venues with prospective and current students; increased online and extension programming, and improvement in academic support for all students, with special attention directed to the needs of minority, international, physically disabled, and academically under-prepared students.

The 2001–06 Strategic Plan³ projected an increase in worldwide Church membership, especially outside North America. To meet this major demographic shift, Andrews has been increasing its delivery of educational opportunities, particularly graduate degrees, via distance learning technologies, including added extension sites and online delivery of courses and programs.⁴ The 2007–12 Strategic Plan, *A New Andrews for a New Century*, confirms the University’s commitment to shifting portions of its intellectual and human capital to develop transformational and diverse learning opportunities. This will articulate and promote the educational standards of the church and spiritual benefits of leading a globally diverse learning community. In addition, the University has committed to helping improve graduate education at Seventh-day Adventist educational institutions around the world.⁵

Serving Diverse Students: In 1999, Dr. Patricia B. Mutch, then vice president of Academic Administration, sponsored a series of investigations to discover key factors contributing to minority student success. Common themes among the results included the following:

- ▶ In addition to academic issues, co-curricular issues including student clubs, social events, and religious programming were important to success.
- ▶ Broad racial categories do not adequately describe the diversity of the student population. There are three global black cultures represented on campus—African-American, West Indian, and African. Asian students may identify with a family, region, or town and find generic labels such as “Korean” or “Chinese” stereotypical. Because these distinctive groups perceive racial and cultural issues differently, students may experience confusing and/or painful stereotyping and

³ Reference I024

⁴ See chapter 6

⁵ Reference 1A01

misunderstanding from faculty, staff, and other students. Faculty may confuse hesitancy with the English language as an indication of poor intellectual ability.

- The desire for a unique “Andrews Experience” which involves students in inclusive ways was repeatedly expressed. There was affirmation that Andrews needs to continue to balance culturally comfortable social and religious settings with multiracial and multicultural programming.⁶

Presentations to the Academic Administration Council and General Faculty were characterized by frank discussion and recognition of ways to improve services and capitalize on strengths. The formation of an Office of Diversity or a Diversity Council was urged as a way to give continued attention to the opportunities and needs identified in these reports.⁷

In response to these findings, programming was implemented to improve faculty cross-cultural competence. A committee was organized to plan an annual Martin Luther King Jr. Celebration, beginning in 2001. Over time, this event has become a unique “Andrews Experience.” As part of the celebration, the prestigious “Martin Luther King Jr., Legacy of Freedom Award” is awarded to community individuals and organizations.

Concurrently, the Institute for Diversity & Multiculturalism was formed, and a Diversity Council was activated.⁸ The Diversity Council sponsored and provided administrative and faculty training on diversity and inclusion issues; discussed ways to increase minority representation among administrative, faculty, and employee groups; and provided guidance to the General Education Committee as it developed a multiculturalism initiative for students.⁹ As the General Education emphasis on diversity was implemented, the Diversity Council provided cross-cultural training for faculty teaching selected courses.

Fusion, a dynamic monthly Friday night vespers program designed to integrate multiple diverse worship styles, was initiated in 2004–05. The program has attracted large audiences and is viewed online by many parents, students, and alumni.¹⁰

⁶ Reference I011

⁷ Reference I011

⁸ Reference I012

⁹ Reference I011, I014, 2A02

¹⁰ Reference I011, see component 5D

Overall, Andrews garners the highest number of responses from the campaign, and recently, the highest number of students involved in the campaign enrolled at Andrews.

Recruiting and Retaining Students: In a collaborative effort among the Seventh-day Adventist colleges and universities, in 2004–05 the Adventist Enrollment Association began a joint marketing project to reach out to Adventist students in public high schools. Research findings showed that awareness of Adventist educational opportunities was relatively low, although Andrews University ranked high among some groups of students.¹¹ Since then, the research has been used to create direct mail pieces, a micro-website (so that students could

receive a virtual brochure on the college(s) of their choice) and now a full-blown website (adventistcolleges.org). The most active marketing is to juniors and seniors in public schools, but mailings to all freshmen and sophomores have occurred.

Overall, Andrews garners the highest number of responses from the campaign, and recently, the highest number of students involved in the campaign enrolled at Andrews.¹²

The University has allocated significant resources to improving retention. In 2002, a part-time Director of Student Retention, Don May, was appointed. In collaboration with Academic Support and Advising Services, (now renamed the Student Success Center), and the Division of Enrollment Management, May reports that first to second year retention has been at or above 83 percent, which is well above expectations for the degree of admissions selectivity at Andrews University. Graduation rates have also improved from 51 percent in 2002 to 55.4 percent in 2006. From 2002 to 2006, except for 2004, graduation rates were above 50 percent.

One retention issue faced by the institution is a tendency among some Seventh-day Adventist families to think of the Church's colleges as one large system. Thus, transferring among Adventist institutions is thought of in similar ways as transferring among public universities.

Serving a Worldwide Student Body: The ongoing initiative to deliver distance education provides the ability to serve students who may not have the means or time to attend the University's main campus, but appreciate the opportunity to receive a faith-based degree through online and/or extension programming. The recent approval from The

¹¹ Reference 2A03

¹² References I017 and 2A03

Higher Learning Commission to deliver graduate programs in Nursing Education and Educational Administration online facilitates this goal.¹³

2A2 *A new capital campaign, the Legacy of Leadership, emphasizes Andrews University's commitment to the worldwide Seventh-day Adventist Church while seeking to expand Andrews University's resource bases to strengthen development, support, and quality of educational programs and services.*

When Andrews University became a university in 1959, the Seventh-day Adventist Church had 1,250,000 members and 300,000 students enrolled in its schools. Now more than four decades later, the Church is estimated to reach 40–50 million members by 2020, when a younger, more diverse membership will seek education and leadership training. Andrews University must continue educating future leaders as well as preparing those who will educate future leaders. Andrews University's role as a premier institution of higher learning will continue and expand. With these demographics in mind, Andrews University initiated the Legacy of Leadership Campaign. The campaign seeks to address four goals:

- To make Christian education accessible by providing major scholarship support for gifted and committed students who may serve as future leaders of the church.
- To recruit, attract, and support the best Seventh-day Adventist faculty available to continually develop the undergraduate and graduate experiences and enhance selected market-driven programs.
- To improve, remodel or build the facilities required to meet the needs of current and future students. Current priorities include residence halls, food service/dining spaces, library and technology enhancements, health and fitness centers, classrooms, and the School of Architecture building.
- To promote the reputation of the University as a place where a community of diverse individuals interact with each other and their communities productively, and serve as bridge-builders between the Church and the global society.¹⁴

¹³ Reference I025

¹⁴ Reference I018

President Niels-Erik A. Andreasen and University administrators shared this vision with the President's Council and selected individuals during 2003, and with a group of interested church members, church administrators, and potential donors in May 2004. As a result, interested donors provided funds for consultants to help the University improve its current financial status, shape a business plan for the capital campaign, and conduct a feasibility study to establish the goals of the campaign.¹⁵

The Business Plan for the Legacy of Leadership Campaign identifies seven priorities or initiatives:

- ▶ Improve and increase student recruitment and financial aid;
- ▶ Strengthen the undergraduate experience;
- ▶ Develop spotlight programs
 - ▶ Business,
 - ▶ Education,
 - ▶ Engineering, and
 - ▶ A Center for Spiritual Formation;
- ▶ Secure, develop, and support a premier faculty;
- ▶ Develop facilities and a spirit of community;
- ▶ Establish and support a Center of Service to Adventist Graduate Education (SAGE);
- ▶ Define and implement a centralized marketing plan.

Strategies for each initiative were identified in the Business Plan and prospectuses have been developed for each of the emphases. The 2007–12 Strategic Plan builds on the Business Plan for the Legacy of Leadership campaign, by expanding these priorities under the seven initiatives.

2A3 *Andrews University monitors its external environments by dialoguing with all levels of church leadership, interested alumni, and various local and regional community leaders.*

Andrews University maintains contacts with church-related constituencies. Several administrators serve on administrative boards

¹⁵ References 2A04, 2A05, 2A06



Jan Paulsen, president of the General Conference of Seventh-day Adventists, during an interview with Dwight K. Nelson, senior pastor of Pioneer Memorial Church, April 2008.

within the international, national, and regional church organization. In April 2008, the General Conference of Seventh-day Adventists held its semi-annual worldwide business meeting at the University.¹⁶ More than 150 administrators visited the campus. Many were able to meet with students and faculty from their home administrative units and/or become more aware of the University's resources, opportunities and challenges. Many other conferences and gatherings of church-related groups are held annually on campus.¹⁷ These interactions with the widest possible representation of church leaders and members help the Church and the University to remain aware of its indispensable role in the global advancement of Seventh-day Adventist higher education. The Board of Trustees includes approximately 50 percent church officials.

In 2003, Seventh-day Adventist Church General Conference Vice President Ted Wilson spoke with the University family about the role of Andrews University and the world Church, especially in the next two decades. He noted that the University has a high level of credibility in the Church and could use it more effectively. Andrews University's ability to develop church leaders and institutions of higher education around the world can be leveraged for world Church benefit. Hosting more national and international conferences on multiple topics is feasible with the new meeting facilities available. In short, he pointed out that the University could contribute to the world Church in multiple ways.¹⁸

¹⁶ www.andrews.edu/news/2008/04/gc_meetings_end.html

¹⁷ See Criterion 5, Component 5D

¹⁸ Reference 2A07

Numerous Andrews University faculty and staff are involved in local, state, and national community stakeholders as varied as hospital boards, taskforces, volunteer fire departments, service clubs, and government entities.

In addition to the annual Alumni Weekend on the campus of Andrews University, alumni are invited to participate in regional Andrews University alumni gatherings around the world. To keep alumni abreast of recent events, the alumni magazine, *Focus*, is published quarterly. The Office of Alumni Services sends out e-mail notices of news and events in addition to maintaining a website,¹⁹ accessible from the main Andrews University Web page, where alumni can post information and/or contact others.²⁰

Numerous Andrews University faculty and staff are involved in local, state, and national community organizations as varied as hospital boards, taskforces, volunteer fire departments, service clubs, and government entities. Local activities provide opportunities to ascertain community perceptions of the institution and provide accurate information in return.²¹

Other University departments utilizing external constituents for their planning processes include the President's Council, advisory boards for various professional programs and schools, the WAUS Board (radio station), the Howard Performing Arts Center Steering Committee, the annual alumni golf outing, and the Arboretum.²²

2A4 *As it prepares for the future, the University conducts SWOT analyses and financial reviews to identify ways to improve its operations. These tools facilitate planning to improve the University's use of resources.*

The University's strategic planning process for 2007–12 included a SWOT analysis which identified the institution's strengths, weaknesses, opportunities, and threats (SWOT).²³ Financial analyses at various levels of the institution are ongoing,²⁴ and specific financial goals have been developed for the institution.

¹⁹ www.andrews.edu/alumni/

²⁰ See Component 5A

²¹ See Criterion 5 chapter

²² See Component 5D

²³ Reference 2A09

²⁴ See Component 2B

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

Financial Analyses

Beginning with FY 2003, the Composite Financial Index (CFI) and the U. S. Department of Education (DOE) ratios have been computed to provide objective measures of the financial viability of the institution. Such analyses help University administration to make decisions to improve the ratios.

As shown in Figure 2:1, this indicator was fairly constant for 2003 and 2004. It slid to 1.31 in 2006 and improved to 4.33 during 2007. These ratios should continue to rise with the continuation of the recently introduced fiscal initiatives (see below). Higher CFI indicators signal an improved financial position for the university.

Andrews University CFI Ratios

Figure 2:1

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

Scale: -1 to 10

As Figure 2:2 shows, the University had a composite DOE score of 2.6 out of 3 for 2003. The score fell to 1.7 in 2006. A score this low did not indicate that the institution was in grave danger at that time, but close supervision and fiscal prudence were indicated. This score increased to 2.6 again in 2007. The outlook is for this score to remain in the 2.3 to 2.7 range for the foreseeable future.

Andrews University Department of Education Ratios

Figure 2:2

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

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

Fiscal Initiatives and Plans for the Future

Cash Flow Analysis: Beginning in FY 2002, the President asked for a monthly cash flow analysis to help project and plan for fluctuations in income and expense. This tool has helped the University to plan ahead to meet expenses more effectively and to continue to watch important trend lines.

Budget Processes: Shortly after her arrival in August 2006, Provost Heather Knight enhanced and renamed the budgeting group, the University Planning and Budget Committee. The intention of this action was to integrate planning and budgeting priorities and to become more proactive in positioning the University favorably when adapting to global financial events, crises, and trends. This step ties planning for the future of the organization more closely to the budgeting process since it is imperative that the budget support the planning needs of the campus. The Provost also insisted that the budget managers meet a December 15, 2006, deadline to have the preliminary budget completed in order to get the budget development

timeline back on track. This goal was accomplished, and the budget deadlines have subsequently been met as well.

Other fiscal goals being instituted by the new Vice President for Financial Administration, Lawrence Schalk, who joined the organization in March 2007, include:

- Budget for a 4 percent bottom line in unrestricted net assets.
- Increase cash by \$2 million per year to reach a goal of 30 days cash on hand (approximately \$8 million). A long-range goal would be to reach 60 days cash on hand.
- Budget \$3 million (inflation adjusted for subsequent periods) available for capital spending, increasing in subsequent years as cash flow permits.
- Structure debt repayments not to exceed \$1 million per year including new debt.

Another fiscal initiative centers on improving the decision making process for capital spending to ensure that resources are allocated on purchases that produce the greatest return on investment (ROI) for the organization. The Vice President for Financial Administration (VPFA) formed a Capital Expenditures Committee at the start of the 2008 fiscal year. This committee finalizes the capital budget for the organization each year and plans capital needs for the subsequent five years. The committee also reviews and approves all capital purchases. As an additional “integrity measure” procedures are in place to prohibit capital purchases without documented approval from the Capital Expenditures Committee.²⁵

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

²⁵ References 2A09, 2A10

2A5 *Recent changes in administrative structure allow the President to devote more time to fund raising. Concurrently, the Working Policy is being revised and updated to reflect the new lines of authority.*

As noted in the Introduction, in spring 2006 the University Board of Trustees asked for resignations from the President, the Vice-President for Academic Administration, and the Vice-President for Financial Administration. Subsequently, the President was rehired. The Provost position was then created to function as the Chief Operating Officer and Chief Academic Officer. This position was filled in August by Dr. Heather J. Knight, formerly from University of the Pacific, Stockton, Calif. The President's role was redefined to allow him to devote more time to the Legacy of Leadership Campaign. The *Working Policy* is being revised to reflect the new organizational structure.

COMPONENT 2B

Andrews University's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Evidence Statements:

2B1 *Andrews University is managing its financial resources to maintain and improve its core business, the instructional programs.*

Overview: Like many private religious institutions, Andrews University is heavily dependent on tuition income, which constitutes about two-thirds of the total revenues. A select peer group of private doctoral universities report 67 percent of revenues as tuition, so the University is not out-of-line with trends. Overall, the University's revenue increased by 11.9 percent from 2003 to 2007, while the CFI increased by 13.3 percent over the same period.²⁶

Most expenses remained fairly stable for the same six-year period with modest increases overall. To promote faculty scholarship and development, research allocations increased 11.5 percent (FY2003–07). Student aid increased 74 percent to attract and retain better academically prepared students through the Andrews Partnership

²⁶ Reference 2B01

Scholarship (APS) addressed in the following section. Auxiliary enterprises (bookstore, dining services, agricultural enterprises and housing facilities) have generated a net operating gain between \$500,000 to \$2.4 million per year.

Financial Concerns of FY 2001–05

Before discussing current financial status, a brief history of financial difficulties early in this decade is presented. The causes of these difficulties are still a matter of vigorous debate among faculty, administrators, and staff. A variety of causes have been proposed, from declines in student enrollment, to dramatic increases in energy costs, to failure to change financial models to the semester system, to changes in faculty compensation. Some issues can be documented; others are more nebulous.

Conversion to the Semester System: In the fall of 2000, the University converted from the quarter to the semester system; the quarter system had been introduced in the fall of 1967. A decline in enrollment was anticipated, as some students tried to finish their degrees before the change or during the first year following the change. In addition, it is believed that some first-year students selected another institution, avoiding the perceived potential confusion of the new system. Enrollment declined more dramatically than expected in FY 2001 and FY 2002.²⁷ In addition, the heightened security measures during the aftermath of the September 11, 2001, tragedies resulted in declines in international enrollment. Finally, inexplicably, financial models were not changed until part-way through FY 2001. Therefore income projections were based on the quarter system (i.e., three revenue cycles) until well into the new calendar year (2001).

Financial Aid Changes: In 2000 the University contracted with Noel-Levitz for enrollment management consulting services. In addition to surveying students, recommending ways to improve recruiting, and recommending their customer service training package, the Noel-Levitz consultants suggested the University fund improvements in institutional financial aid. The Andrews Partnership Scholarship (APS)

²⁷ Reference 2B02



The Andrews Partnership Scholarship (APS) benefits almost all undergraduate students.

was introduced in the fall of 2002 (FY 2003) to benefit degree-seeking undergraduate students. Freshmen who met admissions requirements were eligible to receive \$1,000 to \$6,000 (now \$2,000 to \$8,000) per year for nine semesters. The awards are calculated on high school GPA and ACT or SAT scores. Consequently, the net total of tuition discounts was greater than previously awarded. For the first years of the APS, enrollment of students with high grades and scores increased, while enrollment of other students fell or remained stable. While the initial new tuition discount was more than anticipated, the institution still experienced net tuition gains.

Other Issues: During FY1999 and FY2000, in response to studies of compensation and benefits by faculty taskforces, faculty compensation was increased as part of a plan to bring salaries closer to the 50th percentile for similar Christian institutions of higher education.²⁸ Although the net additional cost was about \$600,000 out of a \$60 million budget, some individuals still believe it was a primary cause of the financial problems. In addition, energy costs were \$800,000 over budget by April 2002 due both to a cold winter and increases in natural gas prices. Benefit costs also increased dramatically that year,

²⁸ References 2B03, 2B04

due to an increase in the number of expensive illnesses among faculty and staff (the University is self-insured, contracting with a third-party administrator to manage health benefits). University administration has noted that the total number of employees of the organization was the highest it has been before or since. After September 11, 2001, liability insurance premiums increased by \$250,000, which had not been anticipated.

Multiple measures were instituted to reduce and control costs during this period. Some academic programs were deleted; wages and hiring were frozen temporarily; some staff and faculty were terminated; multi-year contracts for natural gas were entered into; and monthly cash flow analyses were prepared and reviewed. Since that time, as noted above, additional financial controls have been instituted and policies developed to prevent such surprises and/or reduce their effects.

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

- ▶ A positive income to expense ratio of 3 percent.
- ▶ Retire the operating debt of the University.
- ▶ Build the working capital reserves to 20 percent.
- ▶ Fully fund depreciation.
- ▶ Reach parity for faculty salaries.

These recommendations were to be consistent with the mission of the University. As the A-Team began its work, they found that administration had already taken several steps since FY2001 to improve the financial status of the institution. These included:

- ▶ A decrease of 121 employees from the payroll,
- ▶ The revamped APS scholarship program,
- ▶ A freeze on wage increases,

- ▶ Discontinuation of several academic programs including the Dayton Physical Therapy program,
- ▶ Consolidation of several departments in financial administration,
- ▶ Alignment of the benefits package with peer institutions, and
- ▶ Major cuts to academic budgets including library, travel, and equipment.²⁹

At this time, the FY2007 budget was in preparation, so their work focused on the 2008–13 period.

The team sought suggestions from the campus, filtered those suggestions, and developed a list of 22 suggestions in three areas, covering financial management processes, recommendations for the near term, and corollary recommendations. They concluded that successful implementation of these recommendations could result in a cumulative gain of \$12.3 million for the years 2008–13.³⁰ Some of these recommendations have been implemented; some have been incorporated into the 2007–12 Strategic Plan; and others are under discussion.

Recent Financial Trends

The unrestricted revenue to expense ratio decreased from 1.055 in FY2003 to 0.986 in FY2006 and then increased to 1.023 in FY2007 (see Figure 2:3) reflecting improvement in financial stability. Completion of capital projects in previous years resulted in a reduction of funds released from restrictions. During FY2007 and FY2008 there were

The welcome globe near the entrance of J.N. Andrews Boulevard represents the global reach of Andrews University.

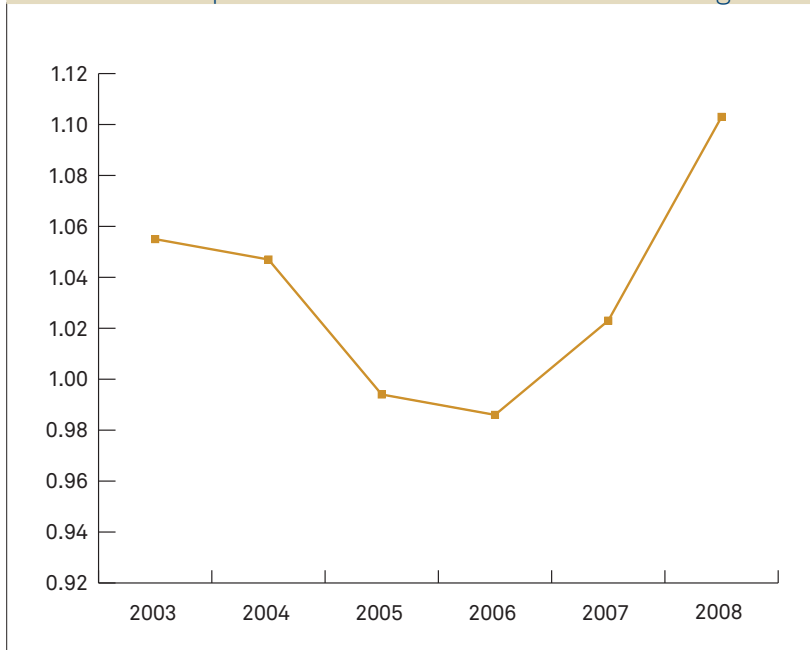


²⁹ Reference 2B05

³⁰ Reference 2B05

Unrestricted Expense Revenue Ratio

Figure 2:3



increases in enrollment; additional increases are expected in fiscal 2009 and 2010.

The University experienced losses in unrestricted net assets from 1999 to 2008. In 2002 there was a loss of \$3,698,544 and in 2006 a loss of \$1,210,744.

A net gain in unrestricted net assets of \$2,751,034 in FY2001 may have been due to students completing courses early in anticipation of the change from quarters to semesters. It is believed by some faculty and staff that a number of students who had not completed their studies on the quarter system transferred to quarter-based schools to complete them, contributing to the enrollment decrease of FY2002.

In 2007, the organization posted a net gain in unrestricted net assets of \$2,055,445 and for FY 2008 the increase to unrestricted net assets was approximately \$3 million. The FY2009 budget anticipates a \$2,650,000 increase to unrestricted net assets. These increased unrestricted net assets are part of new fiscal initiatives began in 2006 and described in subsequent sections.

Church Subsidies: The University receives subsidies from various levels of the Seventh-day Adventist Church organization. These monies continue to be a major source of unrestricted revenue for the University.³¹ While this source of revenue has increased by 4.4 percent during the five-year period from FY2003 to FY 2007, the amount received each year depends on factors beyond the University's control, such as contributions to the church and other global needs of the church. Some funds are based on tithe monies, while some are based on need and the appropriations voted by a particular organization. While the University does not have direct control of the subsidy income, the level of support has been predictable over the past five years.

Debt: As shown in Figure 2:4, total debt decreased from \$11,191,967 on June 30, 2003, to \$8,715,942 on June 30, 2007. Of the remaining debt, \$2,512,441 is a HUD-financed loan to University Retirement Center Inc., a separate corporation. This HUD loan is liquidated by the financial operation of University Retirement Center, Inc. Excluding this loan, the university debt fell from \$8,808,190 to \$6,203,501. Current plans call for all debt to be liquidated by fiscal year 2012.

Additional borrowing during the five-year period totaled \$10,291,774 for four different capital projects. Debt repayment during this five-year period was \$5,552,051. The University maintains a line of credit with a local bank of \$4,000,000 for current needs.

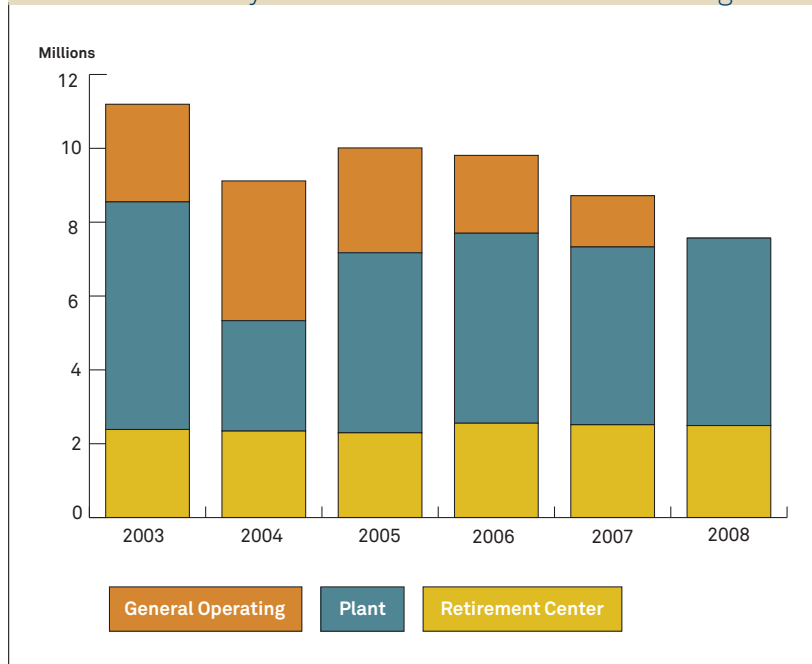
Internal Borrowing: The University has borrowed from internal funds since 2002. The amount has ranged from \$7.5 million to \$15.25 million. The current amount is approximately \$8.8 million. In addition to planning and meeting budgets with an operating gain, financial administration is developing a plan to reduce the outstanding balance.

Accounts Receivable: The total amount of accounts receivable decreased from \$7,107,174 in FY2003 to \$4,716,712 in FY2007, while tuition fee income increased from \$35,236,902 to \$49,780,704 in this same period. The average number of days that an account is receivable has decreased from 64.72 to 29.11 over the five-year period. This positive trend is expected to continue because credit policy

³¹ Reference 2B06

Andrews University Debt

Figure 2:4



changes made in 1998–99 continue to remain in effect, reducing receivables and improving cash flow. As a result, student receivables have decreased from \$6.2 million to \$3.7 million as of June 30, 2007. The change in policy is, “If student receivables are not paid by stipulated dates during a given term, registration for subsequent terms is not permitted.” Incentives are in place for the payment of a year’s charges in advance. For example, early payment reduces the student’s bill by 5 percent.³²

Summary

Over the past several years:

- The University has achieved an unrestricted funds gain for three of the last five years and projects a 4 percent bottom line in the immediate future.
- Debt has been reduced from \$11,191,967 on June 30, 2003 to \$8,715,942 on June 30, 2007.
- Accounts receivable has been reduced from \$7,107,174 on June 30, 2003 to \$4,716,712 on June 30, 2007.
- Church subsidies have increased by 4.4 percent over the past five years.

³² 2008–09 Andrews University Bulletin, p. 61

2B2 *Andrews University maintains a well-qualified faculty and staff who are dedicated to the mission of the University.*

Andrews University has a well-qualified faculty which is dedicated to the mission of the University. While the faculty, staff, and administration are less diverse than the student body, conscious attention to diversity in hiring processes has resulted in more faculty of color being hired. With nearly 60 percent of faculty members over the age of 50, succession planning is critical to the University's position as the "flagship university" of the Seventh-day Adventist Church. While at present faculty compensation falls below that of comparable institutions, plans are in place to improve compensation beginning with FY2009. Implementation of a discipline-sensitive compensation plan was begun in July 2008, and this four-year plan is expected to help attract and retain staff, faculty, and administrators in every sector of the University by providing more competitive salaries.

The faculty is composed of 27 percent faculty of color while the national average of faculty of color is 13 percent.

University Staffing³³

Overview: A description of the diversity of University staffing will be followed by discussion of faculty qualifications, and an analysis of their adequacy to maintain academic and institutional functions. Newly endowed chairs in the School of Business Administration and the Seventh-day Adventist Theological Seminary, in addition to existing ones, reflect the success of the Legacy of Leadership Campaign in improving resources available for teaching.

Race/Ethnic Diversity:³⁴ Overall, nearly 75 percent of the employees of the institution are White/Non Hispanic. Considering that less than 50 percent of main campus students are Caucasian, the University actively seeks to diversify its faculty and staff. To that end, the Diversity Council has prepared recommendations to increase intentionality in recruiting and hiring a more diverse faculty, administration, and staff.³⁵ Figure 2:5 depicts the distribution of groups of University staff, compared to each other and the total main campus student body.

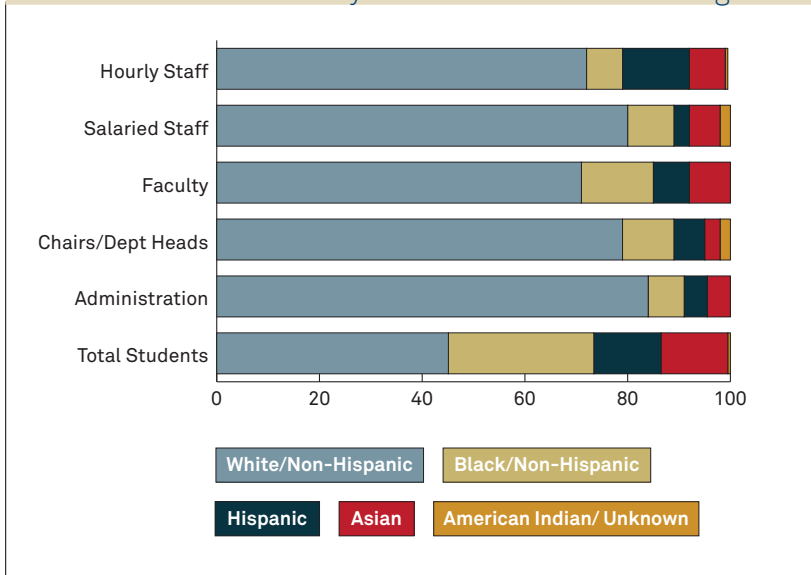
³³ Reference 2B07

³⁴ Reference 2B08

³⁵ Reference I013

2008 Race/Ethnic Diversity

Figure 2:5



In the past 10 years, significant progress at increasing the proportions of minority groups has been made. Figure 2:6 shows a 10 percent decrease in the proportion of white employees of the University and a corresponding increase in all other groups. The University has been proactive in seeking to change the race/ethnic composition of its employees. In fact, the faculty is composed of 27 percent faculty of color while the national average of faculty of color is 13 percent.

Gender Distribution: As seen in Figure 2:7 distribution by gender among students and employee groups is very different. While the majority of graduate students are male, the opposite is true for

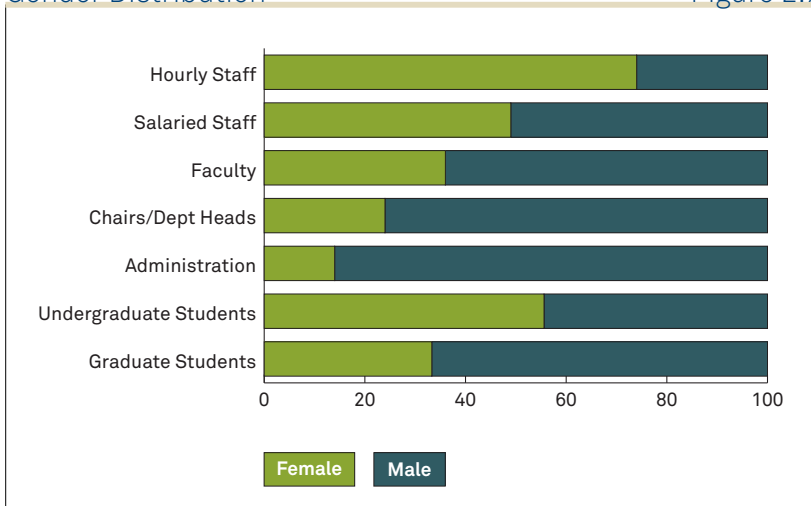
Figure 2:6

ETHNICITY	1998	2009
White	85%	75%
Black	9%	10%
Hispanic	4%	9%
Asian	2%	7%

Comparison of faculty race/ethnic diversity 1998/2009

Gender Distribution

Figure 2:7

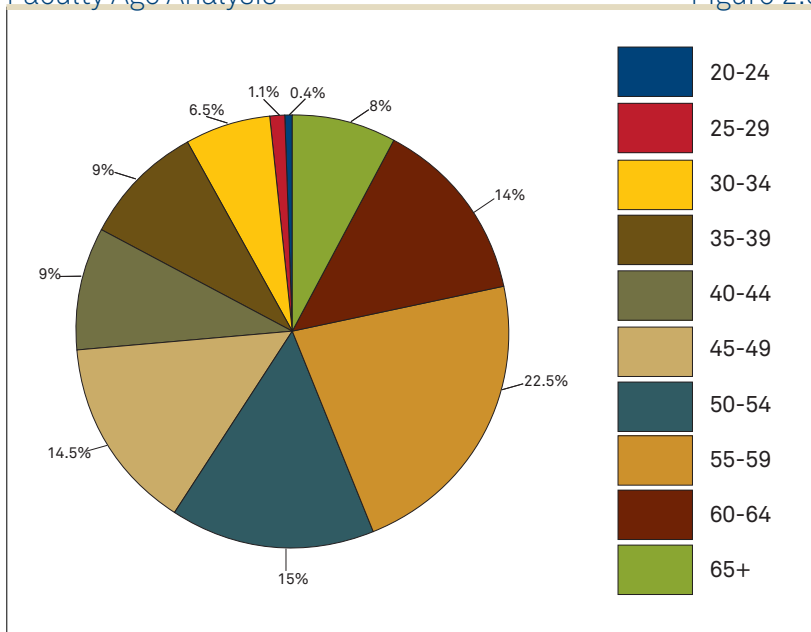


undergraduate students. The proportion of women in administration and faculty is low, while the proportion increases for salaried and hourly staff. In part, the variations are related to the Seventh-day Adventist Church hierarchy and the presence of the Seventh-day Adventist Theological Seminary which trains mostly male clergy. To date, the Church has elected not to ordain women to the gospel ministry. Thus, most leaders in the Church are male, and more likely to be selected for leadership positions, just as most Seminary students are male. Dramatic progress has been made in the past several years, including in the Seminary,³⁶ but more is indicated. Younger faculty members have a higher proportion of women than the older faculty, demonstrating that changes in the University tend to parallel those in society as a whole.³⁷

Faculty Age Analysis: As can be seen from Figure 2:8 and Figure 2:9, 61 percent of the faculty are over the age of 50, with 22 being over 60 years of age. This aging faculty, compared to 10 years ago, provides opportunities to plan for increases in minority and female faculty as retirements occur. Succession planning has been initiated at the University and at several department levels.³⁸ In combination with the diversity inclusion process referred to earlier³⁹ these processes should result in major changes over the next decade.

Faculty Age Analysis

Figure 2:8



³⁶ Reference 2B09
³⁷ Reference 2B07
³⁸ Reference I017
³⁹ Reference I013

Comparison of faculty age distribution 1999/2009 Figure 2:9

AGE	1999	2009
	% of Total	% of Total
60+	17	22
50-59	30	37
40-49	31	23
30-39	17	15
20-29	4	3

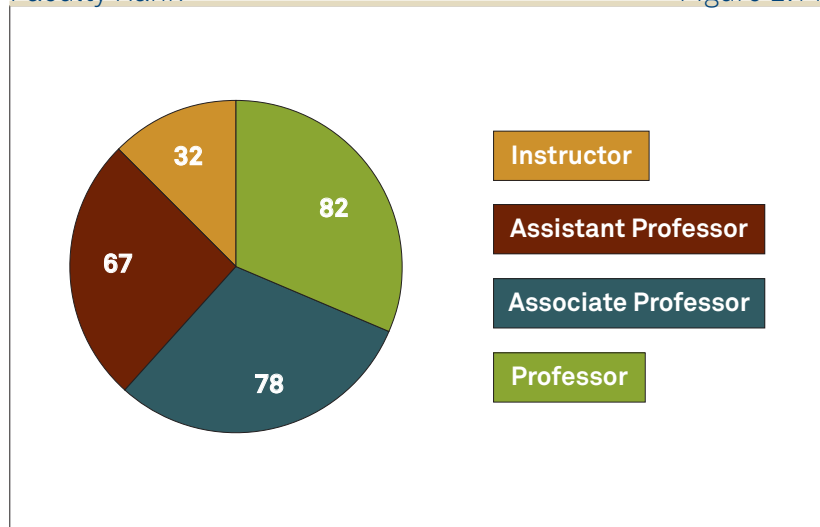
Faculty Qualifications: Faculty members are well-qualified to teach in their respective areas. Nearly 75 percent have doctorates or terminal degrees in their teaching field (see Figure 2:10). Of these, about 15 percent have terminal degrees from Andrews University. In general, those with degrees from Andrews University are concentrated in the School of Education and the Seventh-day Adventist Theological Seminary. The rationale for this is the unique educational, philosophical, and theological underpinnings of Seventh-day Adventist education. The need to prepare ministers and teachers for Seventh-day Adventist employment increases the need for Seventh-day Adventist trained faculty.

Faculty Qualifications, excluding administrators Figure 2:10

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

Faculty Rank

Figure 2:11



As shown in Figure 2:11, within the faculty, 32 percent are full professors and 30 percent are associate professors. These proportions are lower than those in 1999 (see Figure 2:12). Over the past decade, requirements for advancement in rank⁴⁰ have been revised, to require more scholarly or creative activity, and better documentation of excellence in teaching, service, and scholarly activity. A number of faculty members have elected not to apply for advancement in rank until they have increased their scholarly output. As younger faculty members are hired, these proportions may fall further, before beginning to rise over the next one to two decades. The University is actively working, through the Office of Research & Creative Scholarship, on ways to get new faculty more engaged in a culture of collaborative research with department and University colleagues.

Comparison of Faculty Rank 1999/2009

Figure 2:12

Rank	1999	2009
Professor	33%	32%
Associate Professor	34%	30%
Assistant Professor	26%	26%
Instructor	7%	12%

⁴⁰ Working Policy, sections 2:308-309 and 2:376

Faculty Remuneration

Historically, the Seventh-day Adventist Church remuneration philosophy was driven by a communal spirit of self-sacrifice. As economic conditions have changed with increases in the cost of living and the cost of advanced degrees, the remuneration philosophy of the organization has had to be reexamined as well.

By 1994, the University was falling well behind the marketplace in relation to average wages paid for comparable higher education faculty members. Also in 1994, the accreditation self-study committee expressed concerns about the ability of the University to recruit qualified faculty. They questioned whether this would impact the quality of the education product the University seeks to deliver. In 1997, the President commissioned a taskforce to review and make recommendations about the University compensation program. After benchmarking and careful study, in 1999–00 the taskforce recommended to the President that the University move toward market parity.⁴¹ The President took the recommendations to the Board of Trustees, who voted to approve the University’s request to move away from the denominational pay scale toward a University-specific pay scale benchmarked to similar, regional Christian colleges and universities. A subsequent taskforce investigated benefits and recommended changes.⁴²

Initial efforts were made in FY1999 and FY2000 to improve compensation. However in 2001, the University suffered serious and significant financial challenges. As part of extraordinary efforts to recover from a multi-million dollar loss over the period from 2001–04, the University reduced staff and froze wages for a period of two years. When the University resumed regular wage adjustments, it was not yet able to resume the move towards market parity.

As the University resumed the effort to move to market parity, the Office of Human Resources (HR) discovered that benchmarking against regional Christian institutions was problematic in that these institutions were not reflective of the quality, scope or depth of the programs offered at Andrews University. After investigating AAUP

⁴¹ Reference 2B04

⁴² Reference 2B10

standards, Human Resources proposed that the compensation structure change from a compensation structure based on rank to a discipline-sensitive model, based on CUPA-HR standards.⁴³ The plan included a commitment to move faculty to approximately the fiftieth percentile from the current approximately twentieth percentile. The University administration made the commitment of \$2.4 million over a four-year period, beginning in July 2008, to accomplish this task.

After much research, dialogue, and feedback from faculty groups, administration proposed the change during the June 2008 board meeting; the Board of Trustees voted to approve the proposal.⁴⁴ Faculty in some areas are still adjusting to the concept of this change. This is not surprising since faculty who had previously worked side by side for similar pay, in spite of differing disciplines, now experience significant differences in compensation.

In the end, administration decided to move forward with the proposal, in part because during the Provost's first year here one of the most common concerns addressed to her was the issue of compensation. Furthermore, the administrative team did not want the faculty to fall further behind by delaying the plan's implementation. The first step of the new scale was implemented in July 2008.

By the academic year 2011–12, the University will have completed the planned adjustments and accomplished the purpose of moving the entire University towards the forty-fifth to fiftieth percentile. Additional adjustments will need to be made after 2012, as market forces and economic conditions will continue to change.

2B3 *A Campus Master Plan for facilities, updated regularly, guides overall decision-making processes for physical plant administration.*

Andrews University has short, mid-range, and long-term plans for maintenance and improvement of physical facilities, including the campus Arboretum.⁴⁵ These plans include new construction, updating

Andrews University has short, mid-range and long-term plans for maintenance and improvement of physical facilities, including the campus Arboretum.

⁴³ College & University Professional Association for HR

⁴⁴ Reference 2B11

⁴⁵ Reference 2B12

of classrooms, and renovating buildings as needed. Based on recent accomplishments, Andrews University will continue to improve the physical plant.

A 300-acre pleasant, well-landscaped campus contains 52 major buildings dating from the early 1940s to 2005, and a number of smaller buildings. The University's structures comprise over 2,000,000 square feet, with approximately half comprised of academic and support services. The University includes the Ruth Murdoch Elementary School and Andrews Academy secondary school. Details of the major buildings are given in the Appendices.⁴⁶ The 2000-seat Pioneer Memorial Church, located on campus, but not owned by the University, is used by the University for chapels, concerts, and other regularly scheduled religious services. The University owns and operates an airpark and an 800-acre farm and dairy. The University also owns and operates its own electric substation, wastewater treatment plant, and municipal water system, thus operating in many ways like a small city.

⁴⁶ See Appendix

Changes in physical plant since last self-study: Since the 1999 Self-Study Report, the University has funded new construction totaling over \$25 million and major renovations of over \$3 million.

The new milking parlor at the dairy.





New construction includes:

- ▶ Tan Hall addition to the Seventh-day Adventist Theological Seminary, 36,000 sq. feet [1]
- ▶ Howard Performing Arts Center, 35,000 sq. feet [2]
- ▶ Flight Simulator Building, 4,000 sq. feet [3]
- ▶ Dairy Barns and Milking Parlor
- ▶ New Campus Entrance w/Gateway, Fence, Special Feature, and Security Gatehouse
- ▶ Wastewater Treatment Plant with 450 million gallon-per-day capacity

Major renovations (costs greater than \$70,000) include:

- ▶ Seventh-day Adventist Theological Seminary, 35,000 sq. feet
- ▶ Dining Services, 26,000 sq. feet
- ▶ Art and Design building reconfigured from heating plant building, 15,000 sq. feet
- ▶ Lamson Hall,⁴⁷ window replacement, restroom renovation, HVAC upgrades, and life safety upgrades
- ▶ Meier Hall,⁴⁸ HVAC replacement, life safety upgrades, sprinkler system, lobby renovation [4], installation of compact shelving, and fire suppression system in vault
- ▶ James White Library Heritage and Archive section, 30,000 sq. feet, and life safety upgrades
- ▶ Smith Hall, 20,000 sq. feet
- ▶ Haughey Hall, Department of Engineering & Computer Science, 10,000 sq. feet
- ▶ Science Complex
- ▶ Campus Center, 40,000 sq. feet
- ▶ Office of Arboretum/Grounds, office, restroom, and locker spaces, 2,000 sq. feet
- ▶ Horn Archaeological Museum, 17,000 sq. feet
- ▶ School of Architecture building, 8,000 sq. feet [5]
- ▶ Information Services building, 11,000 sq. feet

⁴⁷ Women's Residence Hall

⁴⁸ Men's Residence Hall

- Water system replacement and upgrade, \$200,000
- Installation of eight Y2K backup generators

Many infrastructure projects involving major utilities were also completed during this time period, including an addition of a third central chiller in the power plant which cost over \$400,000. Over \$3 million has been allocated for road and roof replacement in the past ten years. Funding for these projects comes from Seventh-day Adventist Church restricted funds, budgeted building depreciation, operating gains, and University Development funding. The Facilities Report⁴⁹ summarizes expenditures on new construction, major renovations, and plant operation over the last 10 years.

A new campus entrance, renovation of portions of James White Library, new Dairy milking parlor, an addition to the School of Architecture building, and renovation of the Dining Services portion of the Campus Center were completed in 2008. A recent single large donation funded much of three of these projects: the Dining Services renovation, the milking parlor, and the new campus entrance.

Facilities Planning: Responsibility for facilities planning rests with the Master Planning Committee, chaired by the Provost. Priorities are determined by the President in consultation with the Provost, Vice President for Financial Administration, and the Director of Facilities Management. Plans for major projects, those costing more than \$200,000, are submitted for approval to the Board Subcommittee for Finance. This committee approves or recommends approval by the Board of Trustees. At descending levels, the Vice-President for Financial Administration and the Director of Facilities Management, working with the Plant Managers, plan and execute the majority of facilities planning activities.

Arboretum: The Andrews University campus, located on a bluff overlooking the St. Joseph River, consists of wooded ravines, open areas that provide several miles of walking and biking trails, and a recently constructed tubing hill. Benches provide enjoyment for faculty, staff, and students while viewing the campus. The campus

⁴⁹ Reference 2B12

area has been designated by the Board of Trustees as an Arboretum and the University has joined the American Association of Botanical Gardens and Arboreta. An Arboretum Council was formed and is active in developing plans and policies for the University grounds. The service of a professional forest management consultant was retained; he has designed a planned program of woodlot management. The first phase of select cutting realized an income of over \$70,000. The Arboretum Council is also interested in the natural aesthetics of the campus and their educational value. The large varieties of trees on the campus are labeled by species. This feature, and many others, permits botany, horticulture, and landscape architecture classes to use the arboretum as a laboratory. As more funds are made available and educational opportunities defined, the arboretum plan will be further integrated into the overall campus master plan.

Future Facilities Plans: The University has designated, as part of its latest capital campaign, funding for the construction of an Undergraduate Learning Center, Buller Hall, and renovation of Nethery Hall. Construction for this Undergraduate Learning Center is planned to begin in 2009 at a cost of about \$12 million, pending available funding. Major changes in the residence hall facilities and a new field house are also being considered.

2B4 *The James White Library serves students and faculty with excellence. The University plans to improve library facilities and holdings.*

As noted in the response to the concerns raised in the 1999 HLC Site Visitor's Report, the James White Library has made progress in maintaining the collections and resource materials. The staff has been successful in providing electronic access to library resources and other services to distance-education students. However, the facility still needs continuing renovation, and some collections have not kept pace with the changes in university curricula.⁵⁰

Among the significant changes since 1998, the James White Library now holds print books, bound periodical volumes and multimedia materials

⁵⁰ Reference 2B13

totaling more than 1.2 million items. It continues to provide a safe and comfortable study and research facility for faculty, students, visiting scholars, community members, and church members. The strongest collections are in religion, education, architecture, and Seventh-day Adventist publications and resources. Periodical resources in print and electronic formats total over 24,000 titles. The library's computerized catalog, JeWeL, can be accessed through the campus electronic network and globally through the Internet. One hundred and fifty-four major electronic databases are available through the Internet.

Through the Michigan Library Consortium, the library has access to MeLCat, a state-wide union catalog, patron-initiated inter-library loan service, and book delivery system. Students and faculty can access over nine million books and other materials through MeLCat. The library also has access through the Michigan Library Consortium to the Online Computer Library Center for cataloging, interlibrary loan information and other services based on data from over 54 million entries.

The Seminary Library, the Center for Adventist Research, the Center for Teaching & Learning Excellence, and the Mary Jane Mitchell Multimedia Center are located in the main library. An Architecture Resource Center and a Music Materials Center are located in their respective buildings on campus. The Center for Adventist Research (CAR) was established with the combined resources of the Adventist Heritage Center and the Ellen G. White Estate Branch Office in 2003. CAR provides the most extensive collection of Adventist-related materials in the world.⁵¹ The Architecture Resource Center continues to be the official repository for the Environmental Design Research Association's (EDRA) worldwide publications in the field of environmental behavior/design. Annual additions to this collection funded by EDRA include books and materials valued in excess of \$25,000 per year.⁵²

The WorldCat database can be searched to identify materials not held in the James White Library. WorldCat contains location information for libraries near off-campus students. Google Scholar (<http://scholar>.

The Architecture Resource Center continues to be the official repository for the Environmental Design Research Association's (EDRA) worldwide publications in the field of environmental behavior/design.

⁵¹ Reference 2B14 and Component 5A

⁵² See also Component 4A

google.com/intl/en/scholar/about.html) provides the ability to search scholarly literature and supplements other licensed databases in the James White Library. In addition, students can use A9 from Amazon or Google book search to search within books for information.

The library budget as a percentage of educational and general expenses of the university has dropped from 5.07 percent in fiscal year 2000 to 4.4 percent in fiscal year 2007 for a total of \$330,000 reduction in budget. These cuts have resulted in the loss of three full-time faculty and staff positions, some reduced student labor, and, most significantly, decreased funds to purchase library media. While significant additions have been made to the electronic resources, this has primarily been funded by reducing funding for journals and books. Overall, the total expended for journals, books, electronic resources and OCLC decreased from \$1,052,298 in fiscal year 2001 to \$735,505 in fiscal year 2006. Additional needs of the library at this time include:

- ▶ Increased space to allow continued growth of library materials collections, including compact shelving and an automated retrieval system;
- ▶ Upgrade of facilities, including carpet and restrooms;
- ▶ New group study spaces and additional closed carrels for doctoral and faculty research; and
- ▶ Funds for planned replacement of computer workstations.⁵³

University Responses to Financial Needs of the Library: The Legacy of Leadership Campaign⁵⁴ includes a proposal to improve the library in the following ways:

- ▶ Develop the Information Commons by modifying the library building, adding equipment and increasing staff support for a total of \$4 million;
- ▶ Modify the library structure to make more “student friendly” spaces (24-hour study spaces, group study rooms, individual study carrels, open tables, closed carrels for faculty and doctoral students, and a café), utilize compact shelving and an automated retrieval system to accommodate increased library collections;

⁵³ Reference 2B15

⁵⁴ Reference I018

- Endow the library program, Services to Adventist International Libraries (SAIL), \$2 million;
- Endow Engineering library resources of \$1 million; and
- Increase the library resource budget for School of Education materials as recommended by the National Council for the Accreditation of Teacher Education (NCATE).⁵⁵

The first set of compact shelving was obtained and installed in May 2008. Additional funds of \$107,000 are currently allocated for more compact shelving. New University funding methods and capital budgets allocations will increase resources available for capital projects.⁵⁶ A Friends of the Library group launched in 2003-04 is also assisting in providing needed resources.⁵⁷

2B5 *Information Technology Services (ITS) has provided high quality service to students and faculty in spite of limited budgets over the past several years.*

Overview: Andrews University employs technology to enhance multiple services to students and prospective students at the main campus and external campuses, to enhance classroom teaching, and to deliver courses and programs. The 2001–06 Strategic Plan recommended technology-based goals in several categories, several of which were met.⁵⁸

Technology Strengths: Significant accomplishments of the 2001–06 Strategic Plan include systemic changes to:

- Recruit and enroll prospective students (preVue);
- Register and advise students (iVue and Registration Central); and
- Increase information technology applications to improve teaching and learning environments.

Over the past decade, the Office of Information Technology Services has increased and improved its services and is recognized for excellence in many areas. The SWOT analysis, completed in September

⁵⁵ Reference I018

⁵⁶ Reference 2B16

⁵⁷ Reference 2B14

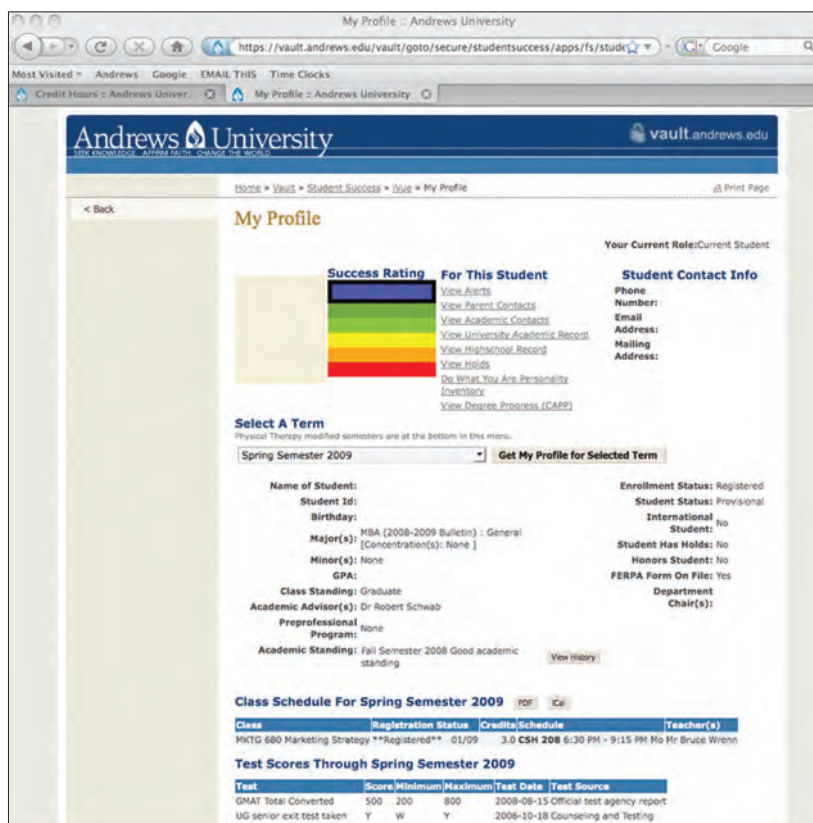
⁵⁸ Reference 2B17

2006 as part of the most recent University strategic planning process, listed the following four items among the strengths of the University:

- ▶ Efficient, well-functioning registration system, Registration Central.
- ▶ iVue and preVue—software products created in-house.
- ▶ Cutting-edge and progressive IT department.
- ▶ Readily accessible wireless technology that maximizes student learning and teaching/administrative effectiveness.

Registration Central allows students to complete most registration processes online, from the selection of courses to final financial clearance. The selection of courses is advisor-mediated, with advisors either entering an advisor PIN or providing it to the student, depending on their judgment of the student’s ability and preparation to make appropriate course selections. iVue provides an electronic “hanging folder” in which alerts and other concerns may be posted. To preserve confidentiality, iVue’s access is restricted to the student, academic advisor, department chair, deans, Division of Student Life staff, and teachers of currently-enrolled courses. PreVue provides a similar function for prospective students including confirmation of which admissions documents have arrived. In addition, departments

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



can utilize the preVue system to communicate directly with prospective students. FinVue allows similar functions for the financial clearance and registration processes.

The university began using WebCT® as a Learning Management System in 1999. In 2005, the university changed to the Desire2Learn® system (D2L). This change was undertaken as part of the Adventist Digital Education Consortium (ADEC) in order to increase opportunities for collaboration with other Seventh day Adventist colleges and universities in North America. Desire2Learn® is integrated with the Banner system so that courses and student records are created automatically based on Banner enrollment data.

In conjunction with the renovation and addition to the Seminary building, 13 technology-integrated classroom and seminar rooms are available. Each room includes a projector, DVD and VHS players, document camera, control systems for lights and blinds, with a single touch pad control system that is extremely user friendly. Three other fully integrated classrooms exist in Bell Hall, Price Hall, and Haughey Hall. Most classrooms have some level of technology assistance available to faculty. The Center for Distance Learning & Instructional Technology (DLiT) has developed a strategic plan to bring a majority of classrooms to higher levels of technology integration. The strength of the collaboration among ITS personnel, the DLiT center, and faculty was noted by the site visitors for the focused visit to ascertain the institution's ability to effectively deliver online programs such as nurse education and educational administration.⁵⁹ This will be accomplished while working closely with a redefined staff position for classroom technology in the Office of Information Technology Services.

Administration, faculty, staff, and student use of information technologies have dramatically increased over the past decade as advancements in institutional technology capacity have become available. Currently, the Internet provides access to the James White Library resources, class syllabi, lecture notes, financial statements, student

Of particular note is the dramatic growth in faculty use of technology to upgrade course delivery. Estimates suggest that at least 50 percent of faculty use D2L® in some way to enhance their courses.

⁵⁹ Reference 2B18

grades, routine business/communication forms and new applications each day. Of particular note is the dramatic growth in faculty use of technology to upgrade course delivery. Estimates suggest that at least 50 percent of faculty use D2L[®] in some way to enhance their courses.

The past 10 years have shown dramatic accomplishments in addition to those noted above.⁶⁰ Most core functions of the University are provided by Sungard Higher Education's Banner software. Modules include Student Records, Financial Aid, Financial Records, Human Resources, Alumni, and Development. The Banner Curriculum, Advising, and Program Planning (CAPP) system was implemented for undergraduate programs in 2006; implementation for graduate programs is in process. Andrews University students, staff, and faculty benefit through online grade entry and viewing of grades online; online financial information including student statements, payroll information and W2's; a residence hall nightly check-in system; and a document imaging and management system for Academic Records, Division of Enrollment Management, and Student Financial Services. A wide variety of other improvements have occurred, including:

- ▶ New/improved learning management systems, such as D2L[®];
- ▶ Wireless network services with increased speed;
- ▶ Overall system reliability;
- ▶ Enhanced, reliable protection from Internet-related threats and illegal file-sharing;
- ▶ Computer store service, help desk, and electronic work order system;
- ▶ The telephone system and internal cable TV network; and
- ▶ Additional bandwidth.

During this same time period, the office has participated in two departmental strategic planning experiences, supported the conversion from quarters to semesters, converted systems in preparation for the Y2K issues, and developed and updated IT policies, including a version for the *Student Handbook*. The department also developed a beginning version of a business continuity plan for IT

⁶⁰ Reference 2B17

services and weathered a remodel of the entire work area within the Information Services building.

In addition to the software innovations noted above, the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for the 2007–12 Strategic Plan noted technology-related strengths in readily accessible campus-wide wireless technology and the progressive and innovative culture of the Office of Information Technology Services (ITS). However, the lack of funding for equipment purchase and replacement was listed as a potential threat to equipping all classrooms with adequate instructional technologies.⁶¹ Strategic plans exist for the School of Business Administration, School of Education, Seventh-day Adventist Theological Seminary, and various other departments. These plans include action steps to improve support of faculty utilization of technology to redesign delivery of instruction; incorporate new learning opportunities; provide an up-to-date Web presence; increase the number of online and computer-essential courses; and communicate with students.

Overall university expenditures on Information Technology (IT) resources have remained fairly consistent in fiscal years 2001 to 2007 as indicated in Figure 12 (see Appendix). (The ITS expense numbers include resources spent to provide computing, networking, telecommunications and Institutional Research products and services which are accounted through the ITS department. Some campus entities obtain computer systems, supplies and support from other sources and are therefore not included. Any costs involved in providing sales or services of a material amount that were not directly supporting university functions were removed from the ITS expense numbers.) Expenditures in the 2000 fiscal year were increased for Y2K preparations. The ratio of IT expenditures to total operating expenditures has ranged from 4.4 percent to 5 percent except for fiscal year 2000 when it was 5.3 percent.

This period also saw increasing demand for both quantity and quality of IT services while the increasing interconnectivity of the Web has introduced more challenges and threats to maintaining IT services.

⁶¹ Reference 2A08

Capital expenditures on IT dropped significantly until 2007 when financial administration provided new capital and changed allocation methods. Across the IT industry, declining hardware costs have eased cost pressures; however, software and labor costs continue to increase.

The staff in the Office of Information Technology Services has responded to these challenges in a number of creative ways⁶² including increased workloads and finding reduced pricing for some hardware needs. While stable staffing has benefited productivity, low salaries make it difficult to recruit and retain staff with the latest technical knowledge and skills.

ITS staff, not unlike others on campus, have carried very heavy loads and additional support is needed in several areas including server and network support, new projects/services, more personal computer support, help desk, and software development for departmental needs. University administration is alert to these needs and is committed to continued improvement in this essential area as resources allow.

COMPONENT 2C

Andrews University’s ongoing evaluation processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evidence Statements

2C1 *Over the past decade, in response to concerns expressed by students, prospective students, the faculty, and others, the University has improved admission, matriculation, and student success processes.*

As gaps between goals and accomplishments are observed, Andrews University makes necessary improvements to its systems and processes. Some examples include Division of Enrollment Management, First Stop, and the Student Success Center. Changes in registration (Registration Central), advising (iVue), and diversity inclusion efforts are discussed elsewhere.

⁶² Reference 2B17

Enrollment Management: The University has revamped its undergraduate admissions policy and procedures, and improved the services provided by the Division of Enrollment Management. In 2001, a campaign was launched to be more proactive in communicating with prospective students. preVue (discussed earlier in this chapter) was designed to facilitate personalized communication with prospective students by both Enrollment Management and the academic departments. Enrollment coordinators were added to specialize in recruiting students for specific areas, such as health professions. A guest relations coordinator arranges formal and informal opportunities for prospective undergraduate students to visit the campus and meet with faculty, Division of Student Life staff, and students. Also, a graduate enrollment coordinator was added to facilitate communication with graduate applicants.

First Stop is the one-stop contact point for incoming students. At one site, the Howard Performing Arts Center lobby, arriving students can check their registration status, confirm their contact details and privacy preferences, receive ID cards, take Cast⁶³ photos, receive an updated Orientation Week schedule, and have questions answered. Academic Records, Student Health, and Student Financial Services personnel are also available to offer assistance at First Stop.⁶⁴

Student Success Center: The Center was reorganized in the summer of 2001 to improve student enrollment and retention. By combining the functions of the Office of Academic Advising, the disability accommodations coordinator, and the academic probation advisors in schools, the Center advocates for effective resolutions of student academic challenges and increased retention. The Center provides the following services:

- Tutoring (group or one-to-one)
- Disability accommodations
- Advisor evaluations
- Job placement

⁶³ Campus photo directory

⁶⁴ See Component 3D

The appointment of a disabilities officer, located in the Student Success Center, has increased dedicated attention to students with physical and learning disabilities.

- ▶ Change of major
- ▶ Undeclared student advising
- ▶ Training (study skills, time management, goal setting)
- ▶ Tutor training
- ▶ “Early Alert” system for students with academic or other challenges⁶⁵

Improvements were also made to the faculty advising system. In conjunction with these changes, a new Advisors Council was formed.

Since registration for fall semester opens in March, and registration for spring semester opens in November, limiting advisor training to a brief session just before the fall term began was less effective than under the quarter system. To better serve students, advisor training was expanded into spring semester. The Student Success Center also established an electronic flagging system, using iVue⁶⁶ to facilitate early intervention with struggling students.

The appointment of a disabilities officer, located in the Student Success Center, has increased dedicated attention to students with physical and learning disabilities. Reconfiguration of the space to provide barrier-free access to the Student Success Center was accomplished in 2004.

2C2 *Falling enrollment numbers early in the decade served as a catalyst for the University to consider new ways of recruiting and retaining students.*

Financial Aid: The consulting relationship with Noel-Levitz facilitated a new system for awarding institutional financial aid to become more competitive with similar institutions. Undergraduate students can receive a four-year scholarship based on high school GPA and ACT or SAT scores. The new program began in fall 2002 with annual scholarships of \$1,000 to \$6,000 for four years; the amount available per year has increased to \$2,000 to \$8,000. Need-based financial aid continues to be available.

⁶⁵ See Component 3D

⁶⁶ See Component 3D

As expected, the Andrews Partnership Scholarship (APS) program has attracted a higher percentage of academically well-prepared students (see Figure 2:13).⁶⁷ A reasonable assumption would be that the APS program is an important contributor to recent enrollment growth. Since the APS program was established, undergraduate enrollment has grown from 1,370 students (full-time equivalent) in 2001 to 1,667 in 2008.

A new graduate scholarship for first-time graduate students, based on GRE or GMAT scores, began in the summer of 2008. This helped to address the inadequate amount of graduate financial aid available. An immediate increase in graduate applications and enrollment was observed.⁶⁸

Retention: The University has dedicated additional resources to its retention efforts. Student retention data were at lower levels than faculty and administration considered acceptable. Donald May, then Assistant Dean of the College of Arts and Sciences, was appointed Director of Student Retention in 2002. Retention statistics since that time have showed increased retention of students from first to second year. In this way, Andrews University compares favorably with schools having more selective admissions policies.

Six-year graduation rates also improved from 51 percent in 2002 to 55.4 percent in 2006. From 2002 to 2006, except for 2004, graduation rates were above 50 percent. While changes in enrollment processes, financial aid, retention, and the honors program⁶⁹ have undoubtedly

Retention statistics since that time have showed increased retention of students from first to second year. In this way, Andrews University compares favorably with schools having more selective admissions policies.

⁶⁷ References I017 and 2A03

⁶⁸ Reference 2C01

⁶⁹ See Component 4B

New Freshmen Indicators

Figure 2:13

	2001	2002	2003	2004	2005	2006	2007	2008
SAT	1028	1063	1062	1043	1067	1051	1042	1045
GPA	3.14	3.22	3.32	3.3.6	3.39	3.41	3.34	3.41
ACT	21.4	22.1	22.7	22.9	23.0	22.4	22.8	22.9

improved enrollment and graduation rates, the University continues to set higher and higher standards for itself.

2C3 *Andrews University has established systems to monitor the financial health of the institution.*

Andrews University has established systems to monitor the financial health of the institution. As a result, university officials are making conscious decisions to improve the financial status of the institution.

As described earlier, monthly cash flow analyses and financial statements are now being provided, CFI and DOE ratios are being computed, the budget development process is now being completed on time, and capital fund disbursement is controlled by a central committee. As a result, the outcomes of financial decisions can be closely monitored and strategic corrections made quickly. To guarantee more efficient financial oversight, in 2009, the fiscal year will shift to May 1 to April 30, from the current July 1-June 30 plan. FY2009 is a 10-month fiscal year. With the change, the fiscal year coincides more closely with the academic year. An immediate benefit of this calendar change is that the summer months of uncertain and variable income will be at the beginning of the fiscal year instead of split between two fiscal years. Overall financial planning for the fiscal year will be significantly improved, since most tuition income will be established by early in the second semester.

2C4 *Systems for collecting, analyzing, and using organizational information include data prepared by the Office of Institutional Research.*

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

During the 10 years since the last self-study, registration and enrollment reporting have been enhanced with admissions reporting now being provided by Institutional Research almost year-round.⁷⁰ Generation of Registration and Opening Reports is more efficient since they have been converted to work with the Banner system. A secure, limited access website contains a majority of these reports for convenient access, including a PDA-friendly version.

2C5 *Assessment protocols at all levels of instruction continue to provide information necessary to improve teaching and learning. Discussed in more detail in Criteria 3 and 4, their usefulness for academic department improvement is significant.*

Annually, each school and department submits various reports to the Office of the Provost; these reports include an account of assessment protocols, findings, and responses. The Office of University Assessment assists the campus community in developing student learner outcomes and assessing their accomplishment. In addition to consulting and in-service activities for the provost, faculty, departments, and programs, the Office of University Assessment oversees assessment of general education outcomes and university mission accomplishment.

Efforts have been made to develop and cultivate a culture of assessment through the Office of University Assessment. The mission of the Andrews University assessment program is to facilitate the continuous quality improvement of curricula and instruction throughout the university through assessment of student outcomes. University Assessment collects, organizes and analyzes data annually for the benefit of the entire university. Data are available for use by relevant schools and departments in the University to improve their respective processes.

Based on data gleaned from annual and departmental reports and collected by the Office of Institutional Research and the Office of University Assessment, there is evidence that the University is meeting many of its stated expectations for institutional effectiveness.

⁷⁰ Reference 2C02

2C6 *Many administrative departments in the University document continuous improvement processes.*

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

Thirteen department heads responded to the following three questions:

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

Faculty review improvement data and processes during committee meetings.



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

Most departments had developed some form of formal or informal evaluation document or protocol. These ranged from internal surveys administered to residents of the women's residence hall to financial audits being done by external auditors on departments such as Financial Records, Student Financial Services, and Planned Giving & Trust Services. Some of the evaluations assessed selected portions of a department's responsibilities such as the case of Academic Records internally reviewing registration processes.⁷¹

COMPONENT 2D

All levels of planning align with Andrews University's mission, thereby enhancing its capacity to fulfill that mission.

Evidence Statements

2D1 *Core mission constructs reverberate throughout the institution and harmonize every area of University life and operations.*

Throughout the University, mission and planning documents reference the core mission goal of preparing students intellectually, spiritually, and socially for service to God through worldwide service to the global community. In the mission statement from 1998 to 2007, the core statement used the phrase "generous service to the church and society." Publications and fund-raising literature continually reference the theme of service. Emmanuel Missionary College was founded in 1874 to serve the fledgling Church; the theme continued with the

Throughout the University, mission and planning documents reference the core mission goal of preparing students intellectually, spiritually, and socially for service to God through worldwide service to the global community.

⁷¹ Reference 2C03

establishment of Andrews University in 1960 to serve the educational and spiritual needs of the world Church. In the new mission statement, which was revised as part of the 2007–12 strategic planning process, the theme is expressed as Change the World, then expanded with phrases such as “commit to generous service,” “carry out the mission of the Seventh-day Adventist Church,” and “create a caring culture of global leadership.”⁷²

Throughout the University, mission statements and strategic plans reference service to internal and/or external clients. Academic schools and departments use language about service in their mission statements, in their broad goals for student learning, in course descriptions, and in their spoken language about their reasons for existence.⁷³ Service departments, Division of Student Life, and various support departments state their intent to serve students, employees, and others. A service ethic is foundational to Andrews University’s worldview and business model and is seen and felt throughout the institution.⁷⁴

2D2 *Andrews University has a history of achieving its goals.*

Documents prepared by and for the former Vice President for Academic Administration (VPAA) and other University leaders verify achieved goals from the 2001–06 Strategic Plan in the following areas:⁷⁵

- Division of Enrollment Management
 - ▶ Develop seamless systems with customer-driven processes and personal touch.
 - ▶ Collaborate with others to develop marketing and communication approaches that are consistent and effective.
 - ▶ Expand efforts to recruit among high school students at schools not owned and/or operated by the Seventh-day Adventist Church.
 - ▶ Increase undergraduate enrollment.
- Student Success
 - ▶ Improve first-year to second-year retention rates.
 - ▶ Make parents partners to the University in promoting development and learning success of students.

⁷² 2007–12 Strategic Plan and Strategic Implementation Plan

⁷³ 2008–09 *Andrews University Bulletin*

⁷⁴ See Component 1C

⁷⁵ Reference 2D01

- ▶ Establish an office of student success.
- ▶ Support students with special needs.
- Division of Student Life
 - ▶ Enhance social and cultural exposures.
 - ▶ Connect living and learning for students.
 - ▶ Improve student quality of life.
 - ▶ Facilitate successful participation in the workplace.
- Diverse, multicultural community
 - ▶ Identify the culturally distinctive needs of students and support to increase success.
 - ▶ Develop improved skills, knowledge, and attitudes about inclusiveness and multiculturalism among faculty, staff, and administration.
 - ▶ Develop an Institute for Diversity & Multiculturalism.
 - ▶ Enrich the learning experiences and skill sets of students to enhance abilities to function successfully in the global and diverse workplace.
- Spiritual and moral formation
 - ▶ Faculty, staff, and local church members surround each student with love and a sense of value to the community.
 - ▶ Faculty and staff will nurture students toward greater spiritual and moral commitments.
 - ▶ Students will live wholesome lives and make healthy choices.
 - ▶ Graduating students will be prepared and motivated to share their faith.
- Faculty development and student success
 - ▶ Faculty demonstrate increased excellence in teaching, tutoring and mentoring.
 - ▶ Faculty provide increased service to the University and wider communities.
 - ▶ Faculty are growing and productive as professionals in their disciplines and society.
 - ▶ Faculty skillfully employ emerging technologies to enhance learning.
- Graduate education
 - ▶ Graduate programs have increased enrollments.
 - ▶ Increased research opportunities are available in several graduate programs.
 - ▶ Increased financial resources for highly qualified students.
- Leadership in international education
 - ▶ Leadership preparation through graduate education using field-based and extension models.

- ▶ Consult with and mentor international Seventh-day Adventist educational institutions.
- Distance education and the off-campus student
 - ▶ Increase the number of courses available online.
 - ▶ Increase faculty competence in instructional design and delivery, technology use, and pedagogical methods.
 - ▶ Assure adequate support services to off-campus students.
- Financial resources
 - ▶ Provide appropriate support for students, increasing enrollment, especially of well-qualified students.
- The public profile
 - ▶ Increase the number of friends and quantity of monetary resources to help the University maintain and improve its ability to provide Seventh-day Adventist Christian education.

2D3 *Andrews University seeks input from appropriate internal and external constituents.*

As shown in more detail in Component 2A and Criterion 5, Andrews University seeks input from appropriate internal and external constituents. Alumni, church officials and lay people, local and national community members are involved in advising the institution. Internal channels for input from faculty, staff, students, and administrators include the University Senate, Graduate Council, Undergraduate Council, the General Faculty Meeting, and the General Staff Meeting. Minutes of the various committees⁷⁶ emphasize the intent of the institution to serve students from around the world and to serve the world Church by mentoring sister educational institutions and educating leadership for the global Church.

2D4 *Andrews University has an Emergency Operations Plan, which is maintained and improved through emergency exercises.*

A crisis communication plan, created in 2000 by the Office of University Relations, provided contact information and procedures using an all-hazards approach and was incorporated in the first campus-wide emergency plan.⁷⁷ When the University was asked by Berrien County to cooperate in a county-wide Homeland Security exercise in 2003, this was expanded into a larger document that

⁷⁶ References 2D02, 2D03, 2D04, 2D05 & 2D06

⁷⁷ Reference 2D07

was then congruent with Department of Homeland Security (DHS) directives.⁷⁸ It was used for that exercise and a further exercise in 2006 with Berrien County. However, it had not been updated and was no longer in harmony with federal and state requirements for emergency operations plans. In January 2008, the Public Safety Committee authorized an update and expansion of the 2003 plan to bring it into compliance with NIMS (National Incident Management System). The present Emergency Operations Plan (EOP) uses an all-hazards approach, Incident Command Systems as recommended by DHS, and commits to cooperation with the local community in crisis situations.⁷⁹

The Concept of Emergency Operations, which opens the current EOP, was adopted by the President's Cabinet in June 2008. Exercises of various types are developed and supervised by an Exercise Design Team as a subcommittee of the Public Safety Committee. The county School Safety Officer is a regular member of this committee. Exercises include students in the Emergency Preparedness academic program as observer-evaluators. The University meets Michigan expectations for two lockdown drills annually in its K–12 schools and residence halls. Fire drills are conducted monthly in the residence halls.

⁷⁸ Reference 2D08

⁷⁹ Reference 2D09

A disaster drill at the Andrews Airpark took place in spring 2006.



Improvements to campus safety and security have resulted from emergency exercises.

Improvements to campus safety and security have resulted from emergency exercises. For the 2008–09 fiscal year, improvements for major security enhancements (building access, security cameras, public announcement systems) have been funded and are being installed. Building managers have been identified for campus buildings where people are located, have received training and have participated in exercises such as Tornado Alert & Shelter drill, and Academic Life Safety Lockdown drill. Reports of these exercises are available in the Resource Room.

The Chief of Public Safety and the EOP development coordinator are members of the Berrien County Local Emergency Planning Council (LEPC) which meets monthly, and have participated in county-wide trainings and exercises required by NIMS for federal disaster funding. The University is developing mutual aid agreements with various responder agencies so that its central-county resources would be available if needed. In the event of a local or regional emergency, a university representative would be invited to participate on the Berrien County Emergency Operations Center. The University has a reciprocal agreement with Westmont College in California for emergency use of a voice mail message, which was used by Westmont during fall 2008 as they experienced wildfires.

Criterion 2 Conclusions

1. Planning at every level of the University is aligned with the mission. The mission is carried out in classrooms and residence halls, in academic and service departments. The mission is a core construct of the University.
2. The *Working Policy* clearly delineates decision-making processes. Updates are in process following the changes in administrative structure.
3. The University has a strategic planning process in place and uses analytic tools such as SWOT analysis to help determine its priorities.
4. The campus has the physical resources necessary to accomplish its core mission. The campus is spacious and well-maintained, the buildings meet most needs, and good progress is being made to improve facilities.
5. Across the University, many departments are engaged in processes to improve their operations.

Criterion 2 Recommendations

Fiscal Issues

1. Institutional budgets should contain net gain bottom lines and be utilized to improve working capital and retire internal debt in addition to retirement of external debt.
2. The University needs to continue the efforts to build endowments for scholarships, faculty chairs, and to support the mission of the University. Recent additions to the number of endowed chairs demonstrate the success of the Legacy of Leadership Campaign.
3. Efforts to increase the efficiency of the educational process need to continue, specifically in the area of increasing mean student-teacher ratios. Endowment support of the educational process needs to be increased; this is part of the Legacy of Leadership Campaign.
4. Within the need to maintain positive net gains, priority should be given to increasing funding for library media, library facility

needs, and additional staffing in Information Technology Services.

Personnel Issues

1. The new Discipline-Sensitive Compensation Plan needs to continue.
2. Faculty succession plans need to be developed for all departments. These plans should include intentions to increase faculty diversity.

Physical Plant Concerns

1. While progress is being made, a plan to address deferred maintenance of the physical plant needs to be developed.
2. Plans to build a new facility for the “undergraduate experience” need to be carried out pending available resources.
3. Recommended that future dollars be spent in harmony with the Andrews University Master Plan with priority assigned to campus infrastructure and the restoration of older buildings. The Campus Master Plan is being updated during spring 2009.

Organization and Governance Concerns

1. The campus needs to build a stronger culture of continuous quality improvement.
2. *Working Policy* revisions and updates need to be completed.

Other Concerns

1. Technology updates need to continue, e.g., online application processes need to place data directly into the Banner database.
2. Efforts to increase enrollment need to continue, especially among Seventh-day Adventist students not attending Adventist secondary schools.



CHAPTER 3

Criterion Three:
**Student Learning
and Effective
Teaching**

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Introduction

The core enterprise at Andrews University is promoting student learning through the fulfillment of the institution's learning goals. Consequently, faculty members are expected to spend approximately 70 percent of their time teaching unless they have external research funding or release time for administrative duties. As part of the process of developing the new mission statement, the learning goals for the University were rearticulated and strengthened.¹ While they include many of the same concepts in the previous strategic plan² the language of some has been modernized, in addition to changes in the organization of the goals. Furthermore, new learning goals were developed under the category "Change the World" to reflect Andrews University's commitment to preparing its graduates to be involved in a complex national and global environment where the aptitudes for innovation and creative problem solving are highly prized.

The revised mission statement and goals are being implemented for assessment of learning in 2008–09. Thus, the assessment documents prepared by the departments and programs during 2007–08 include learning objectives based on the previous statement of mission.³

The University is in the process of developing separate learning goals for graduate and undergraduate students. The Graduate and Undergraduate Councils, along with the General Education Committee, will be undertaking this work.

COMPONENT 3A

Andrews University's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Evidence Statements

3A1 *Andrews University's goals for student learning reflect the University mission at all levels of education, from General Education to undergraduate majors to graduate programs.*

Criterion Three: Student Learning and Effective Teaching

Andrews University provides evidence of student learning and teaching effectiveness that demonstrate fulfillment of its educational mission.

¹ 2007–12 Strategic Plan

² 2008–09 Andrews University Bulletin

³ Reference 3A01:

Andrews University has a well-documented history of planning learning goals which are congruent with its mission.

The creation of the new mission statement accompanying the 2007–12 Strategic Plan includes learning outcomes closely related to the statements of intended learning activities found in the previous mission statement. Thus, Andrews University has a well-documented history of planning learning goals which are congruent with its mission.

An examination of assessment protocols from each department,⁴ demonstrates the ways in which student learning goals reflect the mission of the University (see Figure 3:1 on facing page). This collection of discipline-specific learning goals reflect a strong commitment to the learning goals as stated in the previous and current mission statements.

In addition, the General Education (GE) curriculum goals support commitment to service, spiritual development, communication, diversity, a wholesome lifestyle, and a wholistic understanding of the arts and sciences. Over the past decade, the GE assessment processes have focused on methods of measuring the various mission statement constructs. Therefore, organization of the *Annual Assessment Reports*⁵ mirrors the mission statement.

3A2 *Assessment of General Education outcomes informs changes in the curriculum.*

The General Education program minutes and review processes demonstrate how and when changes were made in response to assessment information. Departments and programs also report that assessment data is used to improve teaching and curriculum design.

General Education

The director of University Assessment, Dr. Alice Williams, working closely with Donald May, director of General Education, the General Education Committee, and the University Assessment Committee, oversees the collection of data from the senior exit exams and surveys. The resulting data is summarized yearly and reported in the *Annual Assessment Report*⁶ and is also reported to the General Education Committee.⁷

⁴ Reference 3A01

⁵ Reference 3A02

⁶ Reference 3A02

⁷ Reference I014

Mission Statement Constructs

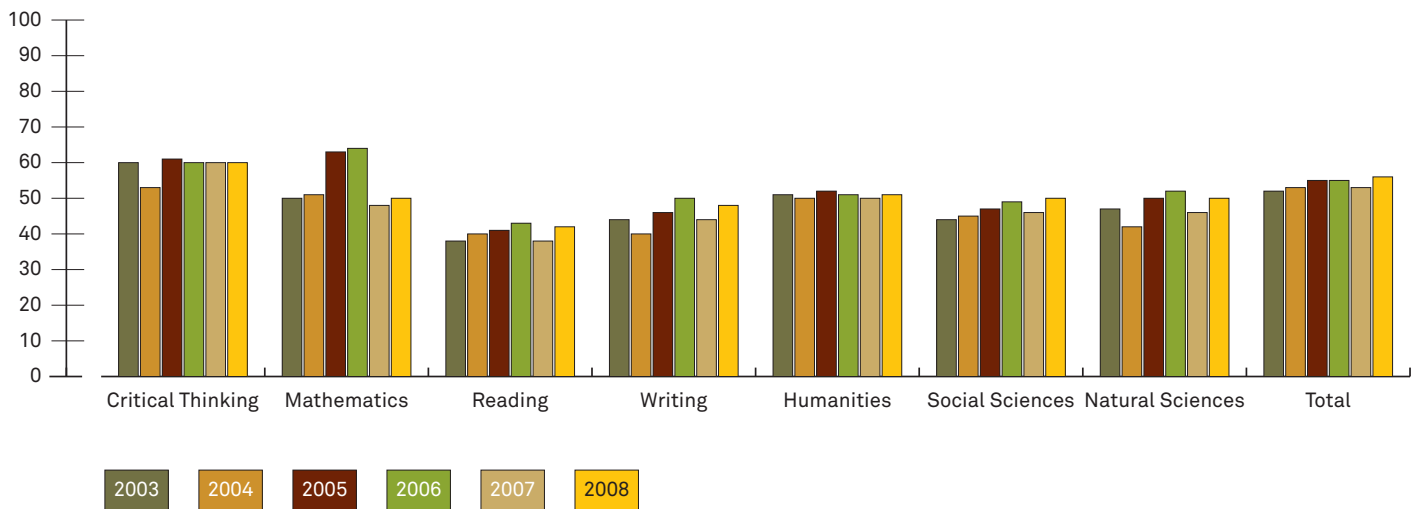
Figure 3:1

Departments and Programs	Serve Church	Serve Society	Inquisitive	Think Clearly	Communicate Effectively	Christian Point of View	Respect Diversity	Wholesome Way of Life	Personal and Moral Integrity	Affirm Faith	Witness for Christ
COLLEGE OF ARTS & SCIENCES											
Art & Design											
Behavioral Sciences											
Biology											
Chemistry & Biochemistry											
Clinical Laboratory Sciences											
Communication											
Intensive English Programs											
General Studies											
History & Political Science											
International Language Studies											
Mathematics											
Music											
Nursing											
Nutrition & Wellness											
Physical Therapy											
Physics											
Religion & Biblical Languages											
Social Work											
Speech-Language Pathology & Audiology											
COLLEGE OF TECHNOLOGY											
Aeronautics											
Agriculture											
Digital Media & Technology											
Engineering & Computer Science											
SCHOOL OF ARCHITECTURE											
SCHOOL OF BUSINESS ADMINISTRATION											
Accounting, Economics & Finance											
Management, Marketing & Information Systems											
SCHOOL OF EDUCATION											
Educational & Counseling Psychology											
Leadership & Educational Administration											
Teaching, Learning & Curriculum											
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY											
Doctor of Ministry											
InMinistry Program											
Master of Divinity											
MA in Pastoral Ministry											
MA in Religion											
New Testament											
PhD/ThD Programs											
Religious Education											

Over the past several years, the General Education Committee and the University Assessment Committee have discussed the details of senior test results. While MAPP skills sub-scores were similar in most years to both Comprehensive institutions and Liberal Arts institutions on percentile ranks, fluctuations among years were noted, especially in Mathematics, Writing, and Natural Sciences areas (Figure 3:2).

Senior Performance on MAPP Test, 2003–08

Figure 3:2



Multiple factors, including assessment data, indicated that focused attention should be given to the instruction and administration of General Education Mathematics courses between 2002 and 2004. As a result, changes in the Mathematics requirements, a redesign of mathematics courses, and multiple adjustments in teaching methodologies were implemented.⁸ This reflects the types of work being done to truly close the assessment loop.

Restructuring of the Honors program (2001)⁹ and a nearly concurrent change in scholarships for undergraduate students based on grades and test scores (2002)¹⁰ resulted in increased enrollment of high performing students. An analysis of test results in 2006 and 2007 showed that Honors students scored much better on the MAPP than other students. While this is not surprising, the General Education Committee is investigating ways to improve the scores of all students

⁸ References 3A03, 3A04, I014; see Component 4B

⁹ See Component 4B

¹⁰ See Component 4B

as integrated and transformational learning are promoted across the University.

General Education Course Reviews were begun in 2000 as a way of evaluating the effectiveness of General Education courses and determining how such courses might be improved. A brief discussion of these reviews is found in Component 4B; the complete discussion is found in the Resource Room.¹¹

3A3 *University assessment protocols include direct and indirect assessment measures.*

At the University level, assessment protocols include direct and indirect measures. Exit tests measure the General Education (GE) curriculum preparation of undergraduate seniors and a Senior Survey measures accomplishment of mission constructs, spiritual commitments, and program satisfaction. Other constructs, such as commitment to a service ethic, attitudes and comfort with diversity, and satisfaction with the GE curriculum are measured on a rotating basis and are in sync with changes in the curriculum and University needs.

Assessment of outcomes in the general education curriculum helps to confirm the value of the undergraduate experience. Two primary tools have been used to measure learner outcomes at the senior level. The Measure of Academic Proficiency and Progress (MAPP) by ETS is used to measure several components of the GE curriculum. To assess additional features of the exiting senior profile, the Senior Survey consists of questions addressing outcomes related to the University mission, program satisfaction, and spiritual commitments. Summary information from these tools is summarized and reported to undergraduate departments (when there are four or more respondents) and published in the annual assessment report.¹²

Participating in senior exit exams is a requirement for first degree completion from all undergraduate baccalaureate programs. Through spring semester 2007, senior exit tests were administered at five annual events, with 50–90 seniors participating in each session. While waiting

¹¹ Reference 3A03

¹² Reference 3A02

for the event to begin, most students had time to complete a paper version of the Senior Survey. Thus, response rate was close to 100 percent. The test administrator from the Counseling and Testing Center and the Assessment Director attempted to make the events somewhat rewarding and even entertaining for the students to help them maintain a positive and responsible attitude towards completing the test and survey. Summaries and data tables for these findings are in the annual University Assessment Reports located in the Resource Room. Beginning in summer 2007, the Senior Exit Test was administered online. An attempt was made to conduct an online Senior Survey for the 2007–08 academic year, but the response rate was very low (about 10 percent). Paper and pencil surveying was resumed for 2008–09.

3A4 *Assessment results are communicated to and discussed by multiple constituencies across the University.*

Assessment data are reported to committees at the departmental to the institutional level, the Academic Programs and Educational Services subcommittee of the Board of Trustees, administrators, deans, and department chairs. Academic departments report learning outcome data and actions taken in response to results in an annual assessment report. A summary report for the University is published annually by the Office of University Assessment and discusses how results were employed to improve curricula and teaching strategies.¹³ In some areas, the University needs to strengthen and improve documentation of “closing the loop” activities.

Beginning in 1999, summaries of assessment findings were provided annually to the University and its stakeholders through University Assessment Reports.¹⁴ These reports featured findings on assessment of General Education and summarized departmental assessment activity. A presentation of the highlights of the Annual University Assessment Report was usually made to a session of the General Faculty. Department chairs, deans, and members of several committees receive copies of the report and the summary prepared for the Academic subcommittee of the Board of Trustees. Students are provided with information about assessment activities at the Office of University

¹³ Reference 3A02

¹⁴ Reference 3A02

Assessment's Web page (www.andrews.edu/services/assessment). They can obtain their individual scores upon completing the online test. Upon request, the Office of University Assessment provides an interpretation of individual scores and information about summary scores of the University. In addition to summary data for the group, programs using the Major Field Test receive individual summaries for each student tested and some departments/schools provide the individual scores to the students, along with a letter from the chair or dean (e.g., the School of Business Administration). Some departments publish summary data from the assessment process on their websites (e.g. www.andrews.edu/cas/biology/about/major_field_test.html).

3A5 *All academic departments and programs have student learning goals and methods to assess student learning.*

Almost 60 percent of University on-campus enrollment is located in programs affiliated with professional accrediting organizations. In response, many of these professional programs and some other departments have led the way in developing complete assessment loops. As expected, some unevenness exists in clarity and measurability of learning outcomes; however, most departments and programs have made significant progress since 1999.

Outstanding assessment protocols and instruments are currently being employed by the Departments of Biology, Behavioral Sciences, Clinical & Laboratory Sciences, History & Political Science, Nursing, Physical Therapy, the School of Education, and the School of Business Administration. Collaboratively these units and the Criterion Three Self-Study Subcommittee have modeled how other academic units can develop innovative and effective assessment practices. Faculty understanding of the assessment process has increased and more direct data is being collected and discussed by program and department faculty.

Learning outcome goals are written for each department of the University, and are available for inspection in the Resource Room.¹⁵The

Almost 60 percent of University on-campus enrollment is located in programs affiliated with professional accrediting organizations.

¹⁵ Reference 3A01

degree to which a particular departmental “culture” is committed to assessment practices varies. Many departments and/or schools which have special professional accreditations have a distinct and well-developed culture of assessment. Other departments, though agreeing that student learning is their most important goal, have relied on student satisfaction indicators rather than direct learning outcome evidence. Still, many of these departments have recorded in their Annual Reports that changes in course and degree curricula improvement have been initiated from their findings. For some departments, the mentorship of members of the 2009 HLC Self-Study Criterion Three Subcommittee on Student Learning and Effective Teaching during 2007–08 was helpful in identifying learning goals and recording how the department would collect and utilize the data for program improvement.

Other departments may be active in implementing the entire assessment cycle, but have not reported those activities to the Office of University Assessment or to the Criterion Three Self-Study Subcommittee.

Faculty identify learning goals and utilize assessment data.

Assessment awareness and consultation have been encouraged through a number of strategies. In-service education on assessment has been provided through General Faculty sessions, new faculty



seminars, and a special faculty assessment workshop in 1999.¹⁶ In 2003 and 2004, assessment fairs with displays of assessment examples from various programs were held at the conclusion of General Faculty meetings. More recently, faculty learning groups and workshops focused on student learning assessment have been sponsored through the Center for Teaching & Learning Excellence and the Office of University Assessment. Where better understanding of assessment processes has been needed, the Assessment Director has met with academic department chairs and faculty, to consult on workable approaches for their curricula.

Deepening chair and faculty understanding of the assessment process has been a priority for the Office of University Assessment. Some department chairs have seen the requirement for the annual assessment report as “more paperwork.” In 1999–00, the Vice President for Academic Administration instituted a requirement for submission of year-end Annual Departmental Reports. The format included a section requesting information on departmental assessment goals, data acquired, and departmental response actions. Each spring, chairs attended an in-service hosted by the Academic Vice-President and received data packets to use in preparing their reports. Almost always, the Assessment Director presented practical assessment improvement tips for chairs.

By 2004 more than two-thirds of departments and schools responded with Annual Reports. The Assessment Director collected the assessment sections and reported major findings in the annual University Assessment Reports.¹⁷ However, some departments were not completing the assessment section of the annual department reports. In 2007, to foster greater participation, a simpler, process-oriented form was developed so that departments could provide an assessment report directly to the Office of University Assessment. As a result, the number of annual responses increased dramatically over the number of reports submitted for the 2005 and 2006 academic years.¹⁸ Because the Criterion Three subcommittee worked intensively with departments during the 2007–08 academic year, the documents prepared for that process will serve as assessment reports for that year.

¹⁶ Dr. Barbara Walvoord, University of Notre Dame, Fall, 1999

¹⁷ Reference 3A02

¹⁸ Reference 3A02 (2007, pp. 43–44)

3A6 *Academic programs have direct and indirect assessment and evaluation measures.*

Many departments use indirect assessment measures such as exit interviews and/or surveys of graduating seniors. Several departments conduct alumni surveys as part of their data gathering. The University has not conducted a formal alumni survey since 2000; however, informal feedback from alumni attending events sponsored by the Alumni Association is a valued resource for the University.¹⁹ Alumni gatherings in various regions with the President and/or Provost and Advancement personnel provide firsthand evidence of alumni satisfaction.

Direct discipline-specific assessment measures include national exams, such as Major Field Tests (ETS) and licensure exams, internal exams, capstone courses, embedded testing, student portfolios, research and writing activities, performance evaluations, and pre- and post-tests. In departments where data has been gathered, faculty discuss results and plan changes in teaching and/or curriculum to improve results. Recent Annual Assessment Reports tabulate department uses of direct and indirect assessment measures.²⁰

3A7 *Assessment of learning outcomes is integrated formally and informally across the University.*

Programs and Departments. In compliance with the University's core mission and to meet external accreditation requirements, several professional programs are outstanding in their use of data about student learning outcomes. The ongoing collection and review of student learning outcome data facilitates timely and market-sensitive decision-making about curricula, teaching strategies, and course planning. For example, the Physical Therapy faculty conducts an annual Curriculum Review attended by student representatives, some clinical supervisors, and administrators in addition to the program faculty. The curriculum and data about student learning are reviewed in open discussion which often prompts important changes. To ensure continuous progress, each Curriculum Review event reviews the recommendations made the previous year and evaluates progress since then.²¹

¹⁹ Reference 3A05

²⁰ Reference 3A02

²¹ Reference 3A06

Several years ago, the Department of Nursing discovered its graduates had unacceptably low pass rates on licensure exams. To improve student learning outcomes, the department instituted course changes, required all students to meet a minimum criterion on all exams, and added an end-of-program review course, during which students had to pass a standardized exam at a certain level before being allowed to graduate. As a result of these important changes, in recent years, the first-time pass rate on the NCLEX has improved to 100 percent.

The School of Business Administration (SBA) incorporates the undergraduate Business Major Field Test into its BBA capstone course, *Business Strategy & Decisions*, and conducts annual senior surveys. Learner outcome data from these sources and the Office of University Assessment are reviewed by the faculty as a whole at both departmental faculty meetings and the annual SBA Assessment Retreat, which occurs just before the beginning of fall semester. For more than a decade the SBA has also surveyed its graduate students just before graduation, but in July 2008 the school added two additional assessment measures for its graduate programs. The first addition was the MBA Major Field Test. The second addition was a rubric-graded case presentation in the capstone graduate course, *Strategic Management*, which was evaluated by the instructor and three local business persons. The positive results of these improved assessment protocols at the graduate level were of particular interest to the SBA faculty at the 2008 assessment retreat.

The School of Education (SED) has qualified for NCATE accreditation since 1970. NCATE has placed ever-increasing emphasis on the assessment of learner outcomes at every level of preparation of K–12 education personnel, from individual student progress to the School itself. SED protocols for assessment have changed to keep pace with state and professional requirements. Until 2007, the State of Michigan approved content folios for NCATE accreditation for the School of Education. However, beginning in 2007–08, the state has ceased such approval and all content folios must receive approval from the Specialized Professional Associations (SPAs) which collaborate with NCATE. Many Arts and Sciences departments, especially those

In recent years, the first-time pass rate on the NCLEX has improved to 100 percent.

In 2007, the Teacher Education program was ranked #1 among all State of Michigan teacher education programs, with a score of 7/7 on the areas the State evaluates.

without specialized accreditations, will need to redesign assessment protocols as they collaborate with SED in seeking national approval and recognition for their students. In preparation for submitting SPA portfolios to satisfy NCATE requirements, these departments must become acculturated to and competent with assessment of specific types of learner outcomes. Subscribing to LiveText® by SED and its students will facilitate this process and help these departments create new methodologies to assess General Education student learning

outcomes. In 2007, the Teacher Education program was ranked #1 among all State of Michigan teacher education programs, with a score of 7/7 on the areas the State evaluates.

The Seventh-day Adventist Theological Seminary has collected extensive student satisfaction and perception data over the past several years. Consequently, a number of important departmental level improvements have been made. One major change is the three-year curriculum redesign project for the Master of Divinity program. As the Seminary prepares its Association of Theological Schools (ATS) self-study report for a site visit in February 2009, all Seminary programs are developing student learning goals and more direct measures of student learning. Simultaneously, multiple consultations have occurred between Seminary faculty, the Assessment Director, the Assistant Assessment Director, and the Criterion Three subcommittee members. In spring 2008, the Assessment Director gave a series of presentations at Seminary faculty meetings on topics including how assessment of student learning can occur at classroom and program levels, and how data gathered for one purpose (e.g., grades) can serve assessment purposes.

Within the College of Arts & Sciences (CAS), departments with robust assessment processes include Behavioral Sciences, Biology, Clinical Laboratory Sciences, History & Political Science, Social Work, and Speech-Language Pathology & Audiology. Several other departments are making significant progress in collecting and interpreting assessment data to improve student learning and teaching performance.



The Teacher Education program ranks #1 in the state of Michigan.

3A8 *Assessment of learning outcomes takes place at all levels of instruction, from the individual classroom to the entire University.*

Over the past two decades, the University Assessment Committee and Office of University Assessment were assigned by the University Administration to focus on assessment of learning outcomes at the program level. Therefore, much effort has gone into working with department chairs, program directors, and department faculty to help them design protocols to assess student learning.

In 2005, expectations of faculty for advancement in rank and continuous appointment were refined. The new expectations were communicated to faculty, both in General Faculty meetings and in workshops designed to help them prepare their portfolios to demonstrate their readiness for promotion and/or tenure. One criterion for teaching states, “An effective teacher assesses important student learning outcomes regularly in order to improve student learning and to provide data for decision making and to improve programs.”²²

²² *Working Policy, 2:308:1*

Course and classroom level assessment are also implicit in the expectation that “faculty will develop well-organized courses which engage students in active pursuits of the discipline through various, appropriate teaching approaches.”²³

Promotion of faculty at Andrews University rests on three pillars: teaching, scholarly activity, and service. Faculty members desiring promotion in rank must conduct a self-study and prepare a portfolio that documents their success in these three areas. The department chair conducts a similar study of the faculty member’s effectiveness and documents conclusions about success in the three areas. The completed portfolio and the department chair’s analysis and recommendations plus the school dean’s recommendations are then studied and analyzed by the faculty members on the University-wide Rank and Continuous Appointment Committee.²⁴ Feedback from the department chair, the dean, and the Rank and Continuous Appointment Committee provides a basis for faculty improvement of teaching effectiveness as a result of the promotion process.

Thus, in recent years, there is more awareness across the University that assessment of student learning is important at every level of instruction. In addition, some faculty and administrators have begun to understand how artifacts from classroom assessment and the grading process can be useful for program-level assessment of learning. To increase faculty understanding of classroom and course assessment, in 2007 the Office of University Assessment contracted with a 0.25 FTE person, Pretoria Gittens-St. Juste, to focus on developing individual faculty skills in assessment. During the 2007–08 academic year, faculty learning groups were initiated, using Thomas Angelo’s and K. Patricia Cross’s classic text *Classroom Assessment Techniques*. In 2008, the assistant director position became half-time; more faculty learning groups and other learning experiences will expand the efforts to increase assessment of learning at all levels of instruction.²⁵ See the discussion in Component 3B about the Effective Learning Council.

²³ *Working Policy*, 2:308:1

²⁴ *Working Policy*, 2:308 through 2:308:3:4; References 3A07–09

²⁵ See Component 3B

COMPONENT 3B

Andrews University values and supports effective teaching.

Introduction

Since the establishment of Andrews University as a comprehensive university in 1960, the University has shown its strong commitment to effective teaching through progressive organizational procedures and policies which validate the mission statement and enhance classroom instruction. Although many of these practices and traditions have been in place for decades, they are refreshed and modified regularly to keep pace with current pedagogical theory, technology, and practice. A recent example of this practice is the work of the Effective Learning Council, which has developed the Center for Teaching & Learning Excellence.

Evidence Statements

3B1 *Andrews University demonstrates its strong commitment to effective teaching through organizational policies and procedures and through funding of resources for enhancement of classroom instruction and faculty-student interaction.*

Andrews University demonstrates its strong commitment to effective teaching through organizational policies and procedures in addition to funding of resources providing for enhancement of classroom instruction and faculty-student interaction. For example, the University has served as a supporting partner of the Midwest Conference on the Scholarship of Teaching and Learning since 2002. Each year, faculty and students present findings about research dedicated to improving teaching and classroom leadership. A newly-established Center for Teaching & Learning Excellence, housed in the James White Library, provides resources for faculty to improve teaching strategies. Other centers and resources provide help for faculty to improve academic advising skills and for students to develop needed skills for academic and personal success.

A newly-established Center for Teaching & Learning Excellence, housed in the James White Library, provides resources for faculty to improve teaching strategies.

In addition to standing committees which boost effective teaching at Andrews University, the following on-campus resources increase the likelihood that classroom instruction functions stay at high performance levels: new faculty orientation, faculty training workshops, the Center for College Faith, school and department retreats, conference attendance, and online student-advisement resources.

New Faculty Seminar: For several decades, the academic administration and the former Instructional Development Subcommittee (now the Effective Learning Council), have planned and implemented a yearly orientation for new faculty members. At present, this orientation is sponsored through the Office of the Provost and provides a comprehensive three days of presentations regarding the teacher/scholar model and faculty roles and rewards at Andrews University. The New Faculty Orientation Program for 2007, for example, included sessions on classroom best practices, University academic processes, spiritual development at Andrews University, the Center for College Faith, Andrews University wired/wireless navigation, graduate faculty roles and responsibilities, scholarly research, Student Success Center resources, Human Resources orientation, James White Library resources, online grading, teaching and mentoring multicultural students, academic program assessment, and classroom assessment. To synchronize new faculty with the University's goal of providing generous and high quality service to students, parents and the community, a day-long workshop, *Advanced Connections*,²⁶ has been added to acquaint new faculty with this core University value. One-half day of the sessions is open to general faculty, with a menu of broad-interest presentations.²⁷ For 2008, these workshop topics included "Engendering Transformational Learning," "Creating a Departmental Culture of Research Excellence and Collaboration," and "Assessment of Student Learning."

Faculty Training Workshops: Over the years, the University has sponsored workshops and seminars designed to enhance teaching effectiveness. In 1999, Barbara Walvoord presented effective grading and classroom management techniques. In 2005, the University sponsored an all-faculty, two-day Critical Thinking Workshop,

²⁶ Noel-Levitz

²⁷ Reference 3B01



The expanded computer lab in the James White Library provides needed space for student study and research.

presented by the Institute for Critical Thinking of Ferris State University. The sessions centered on how to improve teaching and student learning by implementing various critical thinking teaching strategies in the classroom. Since then, limited but persistent interest has been expressed by several faculty members to develop some sort of Critical Thinking across the Curriculum program.

Two campus entities have been responsible for a series of ongoing in-service workshops and presentations in order to keep teachers current with technological changes and library resources. The Center for Distance Learning & Instructional Technology (DLiT), has provided ongoing assistance to teachers as they utilize technology to enhance courses and construct distance-learning courses. Programming has been offered in uses and applications of Access®, D2L®, eClickers, Excel®, PowerPoint®, and the content management system for campus websites. The Department of Leadership & Educational Administration was one of four finalists for the “Best of the Best: Desire2EXCEL Award” in teaching and learning category at the 2008 D2L® Users Conference in Memphis, Tenn. This award was in recognition of their usage of YouTube in D2L®.

The James White Library professional librarians provide regular instructional sessions for teachers and their students so that valid research resources can be discovered and used for citation in research projects. The library faculty and staff meet research queries from the holdings within the James White Library as well as through online resources and the collections of libraries throughout the world. In the 2006–07 school year, for example, the library conducted 106 separate sessions for various university-level classes, students, and faculty groups on such topics as online research resources, the James White Library online catalogs, web index resources, periodical access, and the holdings of the Center for Adventist Research. Library personnel conducted other sessions for students from K–12 entities and for the community. Approximately 1,260 people participated in the various library sessions during 2006–07.²⁸

Center for College Faith: Established in 1999, the Center for College Faith is a faculty-led, interdisciplinary organization which acquires and disseminates knowledge about how college students develop in their Christian beliefs, values, and lifelong commitment to God and promotes the growth of a distinctly Christian undergraduate “culture of learning” informed by careful scholarship on the Andrews University campus.²⁹ The purposes are to a) sponsor research and serve as a think tank for new ideas and strategies, b) share information with others, and c) enhance efforts to assess spiritual development of college students. Center for College Faith luncheons and campus speakers encourage integration of faith and learning in and out of the classroom.

The Center, in cooperation with the Andrews University Press and the Institute of Christian Teaching,³⁰ sponsors the publication of a book series which documents the integration of faith and learning from a Seventh-day Adventist perspective in various academic disciplines. Presently, Andrews faculty members have authored four such books in the areas of history, literature, sociology, and psychology. A text on biology is nearing completion.³¹

²⁸ Reference 3B02 and See Component 2B

²⁹ 2008–09 *Andrews University Bulletin*, p. 12

³⁰ Education Department, General Conference of Seventh-day Adventists

³¹ Reference 3D04

3B2 *Faculty determine the curriculum through the committee structure at university, school, and department levels.*

Faculty determine the curriculum through the committee structure at University, school, and department levels. Instructional strategies are selected by faculty in consultation with department chairs and faculty. Faculty also write and approve learning outcomes. More faculty committees are becoming willing to establish criteria for success.

The following University-wide committees make policy decisions and establish procedures which augment and promote effective faculty classroom instruction: Undergraduate Council, Graduate Council, General Education Committee, Effective Learning Council, Research Council, Awards Committee, and Advisors Council. The majority of members on these committees are faculty members from the University's schools. This intentional representation of faculty underscores the University's commitment to faculty-driven curricula, academic policies, and teaching practices.

Undergraduate Council: The Undergraduate Council is made up of faculty and administrative representatives from all of the University schools offering undergraduate programs and degrees. The majority of council members are undergraduate educators with a commitment to effective teaching across the undergraduate programs. This committee, first established in the 1980s, sets academic policies and procedures which guide all undergraduate University curricula and teaching. The committee approves all major changes in undergraduate programs. This council also determines any changes in admissions requirements, grading policies, academic progression, degree requirements, testing procedures, and other issues directly related to classroom instruction. Deans, chairs, and instructors have the joint responsibility of applying the standards and procedures voted by the Undergraduate Council.³²

Graduate Council: The Graduate Council, a parallel committee to the Undergraduate Council, functions as the University-wide body which coordinates and controls graduate curricula and policies. As with the Undergraduate Council, membership is made up of graduate-level teachers and administrators from the University's graduate programs.

³² Reference 2D04

This body sets the minimum policy standards for graduate student academic progress. The committee also makes decisions regarding major curriculum changes to existing programs, new graduate programs, and deletion of existing graduate programs. In accordance with the University's mission, graduate professors deliver relevant course content and meet instructional objectives within the general parameters and policies set by the Graduate Council.³³

Effective Learning Council: Formerly the Instructional Development Subcommittee of the Faculty Policy Development Committee, this council, newly-established in 2005, is the body charged with

enhancing teaching and learning processes throughout the campus. The council initiates procedures and services which help make certain that the Andrews faculty is aware of opportunities to update its expertise in effective teaching. The council plans various in-service seminars and presentations which focus on how classroom techniques and innovations can better serve students and improve academic success. The plan for the 2008–09 academic year includes workshops in how neuroscience informs learning and education, assessment of student learning, scholarship of teaching and learning, faith and learning, and service learning and civic engagement. The grand opening of the Center for Teaching & Learning Excellence occurred in September 2008 and sponsorship is provided annually by the Office of the Provost for faculty members to attend the Scholarship of Teaching and Learning Conference in April in South Bend, Ind.³⁴ The Center for Teaching & Learning Excellence is located in the Media Center of the James White Library. Faculty Learning Groups (noted earlier) are co-sponsored by the Effective Learning Council.

General Education Committee: The General Education Committee, a subcommittee with delegated authority from the Undergraduate Council, determines the University-wide general education requirements and procedures for undergraduate teachers and students. The General Education Committee is composed of representative undergraduate educators and administrators. Since the

The council plans various in-service seminars and presentations which focus on how classroom techniques and innovations can better serve students and improve academic success.

³³ Reference 2D03

³⁴ References 3B04 and 3B05

general education component makes up a considerable portion of each undergraduate student's graduation requirements, this committee is duly concerned that classroom delivery of the required curriculum is efficient and effective. Since 1999, considerable attention has been spent on assessing the content and instructional quality of the general education program.³⁵ The results of the findings are contained in the yearly University Assessment Reports³⁶ and in the reviews of the various components of general education.³⁷ These reviews also included data gathered from the Student Opinion of Teaching (now the Andrews University Course Survey)³⁸, a student evaluation of course instruction, given at the end of each semester.

Collectively, these faculty-driven committees are charged with the responsibility to establish learning goals and criteria for measuring their attainment. As more faculty members appreciate the importance of the assessment process, the quality of learning goals, and the validity of measurable outcomes, it is reasonable to anticipate a continual increase in teaching effectiveness and learning satisfaction.

Other University Structures: Each school has a curriculum and policies committee, which oversees curriculum and course changes within that school. Department and program faculty, the curriculum and policies committee within those units, make recommendations for change to the school committees. Some schools have separate graduate and undergraduate committees; others may combine these functions. Committee lists may be viewed online.

Faculty Selection of Instructional Strategies: Faculty members select instructional strategies they believe are most appropriate for the knowledge, skills, habits, and attitudes they seek to impart. Other instructors and the department chair may provide consultation. The Center for Distance Learning & Instructional Technology (DLiT)³⁹ assists faculty with use of the Desire to Learn® (D2L) program and other technology platforms to enhance the classroom experience, the delivery of online courses, and modifications to specific course components. Additional resources available for faculty include Faculty Learning Groups⁴⁰ provided by the Office of University Assessment,

³⁵ See Component 4B

³⁶ Reference 3A02

³⁷ Reference I014

³⁸ Reference 3B06

³⁹ See Component 2B

⁴⁰ Initiated in 2007; see 3A8

the Center for Excellence in Teaching and Learning,⁴¹ and events and services provided by the Effective Learning Council. The faculty is encouraged and funded to attend and present at the local Midwest Conference on the Scholarship of Teaching and Learning each spring at the University of Indiana, South Bend.

3B3 *Faculty write and approve planned learning outcomes. Instructional strategies are selected by faculty in consultation with department chairs and faculty. Effective teaching is encouraged and rewarded through various systems.*

Faculty members are encouraged to improve steadily in their teaching skills. Support of improved and innovative pedagogies is available. Research on learning and technological advances is encouraged. Peer review of teaching is encouraged; student course evaluations help faculty identify strengths and weaknesses. Teaching effectiveness and plans to improve are reviewed as part of the annual “January Report,” the faculty version of annual job evaluations. Faculty set goals for improvement as part of the process.

The Criteria for Promotion⁴² and Faculty Ranks in the University⁴³ document and measure each faculty member’s willingness to adopt the attitude of continuous improvement in teaching effectiveness.⁴⁴ Some departments (e.g., Physical Therapy) require peer review of teaching while others recommend it. The methodologies for peer review developed by the Department of Physical Therapy have been adapted by other departments and are promoted by the College of Arts & Sciences.⁴⁵

The student course evaluation tool, the Andrews University Course Survey,⁴⁶ is reviewed by faculty members, chairs, and deans to help identify instructional strengths and weaknesses as perceived by students. The revision of the instrument, implemented in fall 2004, provided some indirect assessment measures as well. Although the tool is a measure of satisfaction of a particular group of students, the results have been useful to help some faculty members develop goals for improvement.

⁴¹ Opened September 2008
⁴² Working Policy, 2:308, p. 2:77ff
⁴³ Working Policy, 2:309, p. 2:84ff
⁴⁴ See Component 3A
⁴⁵ Reference 3B05
⁴⁶ Reference 3B06

All regular faculty members participate in the annual January Report which serves as an annual job evaluation. In consultation with chairs, faculty members are required to discuss their plans for the year.

The January Report process includes the following documents: an updated Curriculum Vita; an Annual Professional Evaluation form which includes goals set in the professor's last yearly review, goals accomplished during the past year, and suggested goals for the next year; an Individual Faculty Advancement Plan for those seeking promotion; and a Graduate Faculty Status recommendation form (if applicable). Crucial to the January Report process is the conference over goals with the department chair. This conference results in the chair's recommendation regarding what percentage of the goals have been met by the faculty member in the past year. As with the promotion process, the Annual Review of Professional Goals section of this report is divided into three categories: teaching, scholarly work, and service. Salary recommendations for the following year are based on meeting three-fourths of the goals listed for the preceding year. The faculty member, the chair, and the dean sign the form. The Worksheet Summary for Advancement Planning, as a part of the January Report for those seeking advancement in rank, specifically includes an evaluation of teaching goals completed in any particular year with ratings of good, very good, and excellent. The January Report documents each faculty member's teaching, service, and scholarly performances and functions as the trigger for salary increases.⁴⁷

Throughout the year, the Effective Learning Council publishes on- and off-campus opportunities for the faculty to develop and improve its teaching skills. A brochure was published in the fall of 2008, again in December 2008, and one in late spring 2009 will keep faculty informed of plans for workshops, seminars, and conferences.⁴⁸ In addition, events will appear in the University calendar and the University electronic newsletter, the *Andrews Agenda*. These continually updated resources will be helpful as individual faculty members and their chairs map plans to meet the University's core educational mission.

Awards Committee: The Awards Committee is made up of faculty and administrative representatives from all University schools. This

⁴⁷ Reference 3B07

⁴⁸ Reference 3B04

committee recommends formal recognition of individuals who have made outstanding contributions to the University. For example, the committee recommends honorary degrees for distinguished faculty members, support personnel, alumni, church leaders, and educators. In harmony with its mission, the University presents other prestigious awards, including those related specifically to teaching effectiveness.

The Excellence in Teaching Awards have been awarded by the University to two recipients each year from 1976 to 2002. Recipients of the awards are recognized for their effective teaching based on student input and evaluations, faculty peer input and recognition, and appropriate administration consultations. The name of the awards was changed to The Daniel A. Augsburg Excellence in Teaching Award in 2002–03 in recognition of the unique teaching contribution made by Dr. Augsburg during his 60 years of teaching at Andrews University. The number of awards now totals seven per year, with one award per University school and two for the College of Arts and Science faculty, the largest faculty on campus. Besides the University recognition of teacher excellence symbolized by the public presentation of the Augsburg medallions at a special awards assembly, each awardee receives a financial stipend as a part of the teaching-effectiveness award process.⁴⁹

Advisor Council: This committee, made up of appropriate faculty and administrative representatives, under the coordination of the Student Success Center, maintains the procedures and policies for academic advisement at the undergraduate level. As a part of its activities, the group asks students to evaluate their advisors. This information is used to select an Advisor of the Year Award which includes a small financial stipend for outstanding advisement. This award underscores the importance of student academic advisement as a concomitant of good teaching.⁵⁰

Conference Attendance: Faculty members are encouraged and funded to attend conferences in their direct and related disciplines. Generally, professional conferences include many sessions that focus on the latest instructional techniques. Funds are available through the schools and colleges for faculty to attend about one national

⁴⁹ Reference 3B08

⁵⁰ Reference 3B09

conference every two years. During the financial difficulties early in the decade, some schools reduced this funding temporarily. In general, travel funds have been increased or restored in current budgets. In addition, faculty members are encouraged to attend and present at the regional Scholarship of Teaching and Learning conference and the Michigan Academy of Science and Letters interdisciplinary conference. In recent years, the Office of the Provost has sponsored conference fees for several faculty members to attend such conferences.

School/Department Retreats: As funds are available, many departments and schools schedule retreats for strategic planning and review of assessment results. These events underscore the value of teaching and mentoring faculty to improved pedagogy.

Faculty Workloads: A concern among faculty and administrators is that faculty workloads in some departments are greater than the *Working Policy* allows.⁵¹ Reasons for this are varied. First, some departments are understaffed, usually because positions have not been filled or, until recently, the search process has been delayed for a year or more due to budgetary considerations. Second, some full-time faculty are invited to teach extension courses on a contract basis, in addition to their regular on-campus responsibilities. Some graduate programs are over-enrolled, especially in the School of Education, leading some faculty to have very heavy dissertation supervision loads. Schools and the University as a whole are investigating methods to alleviate these concerns.

COMPONENT 3C

Andrews University creates effective learning environments.

Evidence Statements

3C1 *In addition to laboratories, studios, and performance spaces, learning environments at Andrews University include study tours, language study abroad, internships, clinical experiences, and practicum experiences.*



Robert Mason

Chair, Departments of Digital Media & Photography and Art & Design;
Assistant Professor of Art

Mason's career has revolved around his love for publication design, particularly the art direction of magazines and books, as well as his passion for students.

He teaches studio classes several hours each week. In addition, he enjoys traveling with students on study tours and building strong relationships with them, claiming, "I count many of my students as friends."

Service is an important aspect of Mason's teaching style. "As a department," he says, "we seek to prepare students to use their creativity to do a job and not just any job: That job is being accountable to God, and using their skills to be a blessing." Mason emphasizes this point by assigning students to service-oriented projects and catering to non-profits.

⁵¹ *Working Policy*, Appendix 2D



The new therapeutic exercise teaching lab in the Department of Physical Therapy.

The University is making efforts to improve learning environments across campus. Improvements are taking place and/or being planned in many departments and buildings, including the Department of Art and Design, science and health-related degree programs, and the Department of Music. Learning environments include study abroad opportunities, courses offered through extension programs around the world, and practicum experiences. In some cases, spaces need upgrading to meet current and anticipated needs. Faculty have demonstrated remarkable creativity in adapting spaces and experiences to ensure that students accomplish learning outcomes. Learning spaces will continue to be upgraded to meet current and anticipated instructional needs.⁵²

In 1998, the Department of Art and Design was relocated to the former heating plant. Larger and better-lit studio spaces were benefits of the move. The change was needed because the former building, a frame building previously used by the Department of Chemistry, was beyond repair. Additional office, studio, and gallery spaces are located in Smith Hall, as well as a large lecture classroom now used extensively for general education courses. This space became available when several College of Technology programs were discontinued.

Science and health-related degree programs have barely adequate laboratory space, especially since the conversion to semesters increased demands. All spaces need renovating and upgrading.

⁵² See Component 2B

The transition to the semester plan placed increased demands on limited laboratory spaces, which are sometimes shared by multiple departments. Naturally, there is unevenness in the adequacy of spaces for departments. Those departments with higher enrollments (e.g., Physical Therapy) have priority for upgrading, expansion, and renovation. A new therapeutic exercise laboratory was added to the Department of Physical Therapy summer 2008.

An exciting new learning space is the Howard Performing Arts Center (Howard Center), occupied in 2003. Funded in part by a specific gift from John and Dede Howard, the building is a state-of-the art concert facility. While the facility benefits the Department of Music in many ways, the Howard Center is also used for co-curricular activities such as the annual Awards Assembly and the monthly Fusion program.⁵³ The lobby is a popular site for various social gatherings for University faculty and staff, and may be rented by others for events. The Howard Center also operates two concert series, one classical and one secular. Since its construction, the Howard Performing Arts Center has become a premier co-curriculum and cultural center of Southwest Michigan.

Other learning environments include study abroad opportunities offered by programs as varied as Architecture, Behavioral Sciences, Biology, Communication, Engineering, English, History & Political Science, International Language Studies, and Religion. See further discussion of tours and study abroad opportunities in the Criterion Four chapter, 4C4. Coordinated by the Office of Affiliation & Extension Programs, extension programs are offered in Russia, Romania, Nigeria, South Africa, Chile, Lebanon, Trinidad, Kenya, Italy, and Peru.⁵⁴

Health-related degrees, the School of Business Administration, the School of Education, the Department of Communication, and others provide student teaching, internships and clinical experiences, and practicum experiences throughout North America. Sample contracts for clinical practice sites, internships, and similar experiences are available in the Resource Room; copies of all contracts are available in the Office of the Provost.⁵⁵ The variety of sites provides a rich mix of learning opportunities and allows for some specialized experiences for students.

⁵³ See Criteria 1 and 5

⁵⁴ See Chapter 6, Distributed Education

⁵⁵ Reference 3C01

Another innovative learning environment in recent years is May Express. Designed to encourage students to take summer courses from Andrews University instead of at other sites, yet leave them time to work the rest of the summer, May Express offers 3–4 semester credits in three to four weeks at half the usual tuition price, beginning immediately after spring graduation. Enrollment has increased steadily over the two years of the program and is expected to increase again in May 2009.⁵⁶

3C2 *Andrews University has made progress in equipping classrooms for advances in technology and the use of technology to enhance teaching.*

Even in lean budget years, Andrews University has made dramatic progress in equipping classrooms for advances in technology and the use of technology to enhance teaching. This is especially true for the Seventh-day Adventist Theological Seminary, the Schools of Business Administration and Education, the science classrooms, and the College of Technology. Classrooms in other buildings are being upgraded as funds allow. The Office of Purchasing audited all printers and related equipment on campus during summer 2008.

As funding and plans for the addition to Seminary Hall (Tan Hall) were developed, then dean, Dr. John McVay, obtained grants from the Lilly Foundation for “smart classrooms.” All classrooms in the Seminary building are now equipped with automated screens, shades, projectors, and immediate high-speed Internet access.⁵⁷ The grant also covered training for faculty and funds for maintenance. The College of Technology, the School of Architecture, the School of Business Administration, and the School of Education have also installed projectors in many classrooms. Some science departments have upgraded classrooms with department funds and alumni gifts. Until recently, the College of Arts and Sciences equipment budgets have been constrained. However, as of fall 2008, every classroom in Nethery Hall has been equipped with a projector and screen to enhance the integration of teaching and technology in the classroom.

⁵⁶ www.andrews.edu/academics/mayexpress/

⁵⁷ Reference I023



All the classrooms in the Seventh-day Adventist Theological Seminary are now equipped with automated screens, shades, projectors, and immediate high-speed Internet access.

The 2008 Strategic Plan for Distance Learning & Instructional Technology (DLiT)⁵⁸ calls for “provid[ing] students with a learning environment that keeps up with the global learning community” which focused attention on the technology needs of classrooms. To that end, a summer 2008 audit was conducted of all campus classrooms to determine needs. The DLiT is developing plans to assist in equipping classrooms with needed equipment and to standardize equipment across campus. Funding is being sought and plans are being developed for the new liberal arts/undergraduate center, tentatively named Buller Hall. All current designs include “smart classrooms and spaces” throughout the new complex.

3C3 *Distance learning is well-supported at Andrews University.*

The Desire to Learn® (D2L) course management system provides opportunities for online and computer enhanced learning. The variety of courses using the D2L system demonstrates the creativity of the faculty and the commitment of the University to enhance instruction. Support for distance education students is also provided by the library.

DLiT provides training for faculty to develop high-quality online courses; to be approved for online delivery through the Distance Education Council. The Desire to Learn® (D2L) content management system has proven to be very helpful to students and faculty, especially the online resources available to guide students through

⁵⁸ Reference 3C02

Student Life is currently collaborating with the colleges and schools to offer a leadership certification at the undergraduate level.

the operational features of D2L®. Two graduate programs, Nursing Education and Educational Administration, are currently offering programs online.⁵⁹ With the successful outcome of this request, the University intends to increase online options in the future. The graduate programs in Curriculum and Instruction are requesting approval to offer those programs online in the near future.⁶⁰ The School of Business Administration has begun to offer courses online with the goal of eventually offering the MBA program online.

The James White Library is proactive in supporting distance and online students. Any currently registered student can use their AU username and password to access all library databases. A user-friendly website provides off-campus students instruction in accessing the library's resources. Additionally, qualified personnel are available by phone to help students with online access to library resources. To further assist students, the faculty is encouraged to work with library personnel to alert them about courses taught by distance mechanisms (online and face-to-face affiliations). Faculty can consult with library personnel to improve the library access instructions in their D2L® and syllabi materials. For select programs where students are required to meet residency standards, the library offers a comprehensive library orientation session. To meet licensure requirements for many library online databases, all students accessing them must be registered for University coursework. Thus, graduate students completing their research projects must register for continuation non-credit courses if they still need to access these resources from off-campus.

3C4 *Student Life and Campus Ministries collaborate with the colleges and schools to provide a rich and diverse menu of co-curricular opportunities for students*

Recognizing that students spend more time outside the classroom than they do inside the classroom, the Division of Student Life at Andrews University serves as a partner with the academic sector of the institution to provide complementary co-curricular learning for the campus community. To illustrate, Student Life is currently

⁵⁹ Reference I005

⁶⁰ See Chapters 6 & 7

collaborating with the colleges and schools to offer a leadership certification at the undergraduate level. Students will be able to integrate coursework, co-curricular opportunities, and community experience to develop and demonstrate leadership skills. Students will be prepared to “change the world” through civic engagement in a variety of on- and off-campus activities.⁶¹

Initiated in the 2008–09 academic year, the leadership program requires 11 directed-elective credits in addition to several General Education courses. Co-curricular experiences are included in the program curriculum. A capstone “change project” is a culminating experience in which the student leads out in a pre-approved project. Electronic portfolios will document student progress toward a defined set of competencies and allow assessment of student learning within the program. Copies of the program proposals are available in the Resource Room.⁶² This is just one recent example demonstrating the commitment of the Division of Student Life to providing effective learning environments for the whole person.

As a faith-based community, undergraduate students are expected to respect Andrews University’s Seventh-day Adventist Christian perspective and values; practice a wholesome lifestyle; live on-campus up to the age of 22 years unless living with parents; and be part of the “gathered community” by attending various co-curricular programs. These expectations are detailed in the 2008–09 Andrews University Bulletin. As part of the admissions process, undergraduate students sign a Community Values Agreement in which they affirm the choice to participate in this faith-centered environment. They are also required to review this commitment as part of the registration process each semester. A student handbook provides more details and is integrated with a planner to increase the probability that students will keep it handy for reference. A recently developed document articulates the goals of the co-curriculum.⁶³

Co-curricular programming offers chapels and forums, sacred and secular programs to promote intellectual, spiritual, and leadership development. The Chapel Choices Program and Department

⁶¹ Reference I005

⁶² Reference I005

⁶³ Reference I001



A new eating area in the completely renovated Dining Services.

Assemblies are designed for smaller groups of students. In addition, the undergraduate leadership initiative will offer a variety of skill-building opportunities during Tuesday Choices. Hall worships and other co-curricular offerings occur in a variety of settings in the residence halls and across campus.

Co-curricular environments include the residence halls which include chapels and health clubs, the church, the playing fields, a campus center which hosts a recreation room, the gymnasium, and an Olympic-sized pool. Presently, some student facilities are scheduled for renovation. First to be completed is the remodeling of the Dining Services facilities in fall 2008. Currently, plans for significantly improving one residence hall and replacing another are being developed.⁶⁴ The Legacy of Leadership Campaign includes proposals for additional recreational facilities to accommodate the diverse interests of the student body.

COMPONENT 3D

Andrews University's learning resources support student learning and effective teaching.

The past decade has seen multiple changes in how the University supports learning. Reorganization of the Student Success Center (SSC) provides enhanced services to faculty and students. New software

⁶⁴ See Component 2B3

has improved advising, financial and academic registration, and communication with enrolled and prospective students. Increased support technology enhancement of teaching has also made it possible to offer online degrees and improved services to students at extension sites. Improvements in new student arrival and orientation to the campus increase student satisfaction.

Evidence Statements

3D1 *Resources to support student learning and faculty advising have been improved during the past several years.*

Resources to support student learning include the Student Success Center, a transition program for conditionally admitted students, assessment of learning differences, a disability officer, tutoring, and a faculty advisor system. Centers for Mathematics, Writing, and Reading assist students desiring help. Faculty advising is facilitated by iVue, an electronic “hanging folder” that assists teaching faculty, academic advisors, department chairs, academic deans, and Division of Student Life personnel in working with students, especially those having difficulties. All of these resources converge to form a safety net in order to foster access and success for Andrews University students.

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

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

- Facilitates academic advising;
- Provides guidance and advising for undecided students ;

- ▶ Maintains on-campus referral and academic support information;
- ▶ Updates undergraduate students' changes of majors and advisors;
- ▶ Manages the Academic Skills Program, a campus-wide tutoring service;
- ▶ Trains individual and group tutors;
- ▶ Provides guidance for students who need to document a disability;
- ▶ Facilitates accommodations for students with documented disabilities;
- ▶ Coordinates student intervention programs and provides follow-up as needed;
- ▶ Oversees the General Studies degree program;
- ▶ Facilitates Prior Learning Assessment;
- ▶ Offers placement services to potential employers and students; and
- ▶ Assists students with job search strategies, résumé and cover letter writing, and interview preparation.⁶⁵

A program of prescribed intervention, sponsored by the SSC, is designed for students who have any test score below the 50th percentile or have high school GPAs below 2.25. The program helps and encourages students to build their skills (math skills, reading skills, and writing skills) and retake qualifying tests to demonstrate their readiness for college-level work. A “Transitions to College Week” provides some of these services and includes campus tours and workshops such as an introduction to the library. Most students show improvement in test scores during this week.⁶⁶ The Student Success Center also conducts an ACT/SAT test preparation camp for prospective students needing additional assistance. Students with two or more deficits (skills or grades) are advised by the director of the Student Success Center, who uses tutor support and skill-building courses to help students improve their skills. Students with one deficit area are advised in the academic departments, with the Student Success Director serving as a co-advisor.

⁶⁵ 2008–09 *Andrews University Bulletin*, p. 16

⁶⁶ Reference 3D01

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

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

On-line Student Advising Resources: Since 1999, Andrews University has developed two important online resources that assist teachers in their student advisement activities and contribute to improved academic progress. iVue is a computer-based University resource developed specifically to track and encourage student success at the undergraduate level. The data available to iVue qualified users include student academic profiles such as student entrance test scores, student class loads, and student academic records. This proprietary software system allows individual teachers and others to post “alerts” concerning students who are not performing adequately in their classes. These alerts are sent to the student and the student’s other instructors, advisor, department chair, and deans. The early notification of problems allows for responses from other teachers about the student’s success in other courses. The alerts are often followed with helpful academic interventions from faculty and advisors which can improve a student’s chances for success. More importantly, students can be alerted through this system as to their standing in a particular class, so that they can take more aggressive and proactive steps to improve their performance. The system can also be used to post notices that students are doing well in a class, although it is used less frequently for this purpose.

A second resource developed to assist teachers and students in the various academic programs at the undergraduate level is Curriculum, Advising, and Program Planning (CAPP), a Banner-supported on-line academic check sheet, developed by the Office of Academic Records and Information Technology Services, to allow advisors and students to quickly and accurately determine what courses have been completed in every major and what courses must yet be taken. This online resource speeds up the advising process and encourages students to take ownership of their own academic programs. CAPP was fully implemented in the 2006–07 school year, after a pilot year in 2005–06. Although there are often problems with transfer courses from other universities, and there will always be a need for academic petitions to handle various exceptions, CAPP has improved teaching and advising efficiency for teachers and students and releases teachers to concentrate on classroom teaching. In addition to tracking progress toward the student’s current major, the program allows a “what if” analysis to evaluate student progress to date if s/he should choose another major. CAPP is being developed for graduate students at this time.

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

Academic Probation Students: Undergraduate students who fall into academic probation are assisted by the Student Success Center and the deans of the respective schools. The SSC provides referrals to the

various on-campus resources, depending on the needs of the student. There is some variation among the schools for handling students on academic probation within the University minimum requirements. Don May, director of Student Retention and General Education and associate dean, College of Arts and Sciences, works with the majority of students on academic probation. In consultation with CAS faculty, he has developed a set of specific expectations and a contract for these students.⁶⁷

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

Graduate students falling into academic probation are monitored by the respective graduate deans in the schools and the directors of the programs in which they are enrolled. In some programs, for students to move off academic probation, a faculty committee may oversee the process of establishing expectations, in addition to the minimum standards established by the Graduate Council.

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

Career Selection: Access to a program called College Central guides students to available job openings. An employer base is being

⁶⁷ Reference 3D02

developed of businesses, institutions, and service organizations interested in value-added Andrews University graduates. An outstanding example of this collaboration is the annual health career job fair which has grown in popularity over recent years. Recently, in partnership with the Office of Alumni Services, a fall program has been implemented during which students and professional alumni team up to discuss career goals and development tracks. At this time resources are being gathered and preliminary plans are being laid for humanities and technology job fairs. For at least 17 years, the School of Business Administration has conducted an annual career job fair to assist students with job placement.

3D2 *Distance education students are well supported by the library, Student Financial Services, Academic Records, and DLiT. The application process is being upgraded and improved to facilitate online application for both undergraduate and graduate students.*

As discussed above and in the *Request To Offer Online Degree Programs*⁶⁸ services for distance education students include access to James White Library, tutorial assistance on D2L[®] on the Center for Distance Learning & Instructional Technology (DLiT) website or by phone, online registration (Registration Central), and online or phone assistance from Student Financial Services. The University was recently approved to offer two graduate programs through online delivery: Educational Administration and Nurse Education. Across the campus, a variety of courses are available online; and other programs (e.g., the MBA and graduate Curriculum and Instruction programs) are planning for more distance education offerings.

The James White Library has a designated off-campus support coordinator, Silas Marques de Oliveira, and a Web page for off-campus student support services. A tutorial at www.andrews.edu/library/refdesk/tutorials/primer/tutorials.html about online library access is one of several tutorials available to students, including www.andrews.edu/library/refdesk/research.html. Online catalog and database search capabilities are available to all on-campus or off-campus registered students. To access the library resources, students use their Andrews

⁶⁸ Reference I025

University login and password. Easily navigated by most individuals, the library webpage is located at www.andrews.edu/library. For additional assistance, a staff member is available by phone or e-mail to help students with efficiently accessing the library's e-reference systems. Library personnel have observed that speaking over a cell phone is helpful if students need to use their land lines for Internet access while talking to support personnel. As a benchmark for support effectiveness, the library uses the guidelines established for support of distance learning by The Association of College and Research Libraries, a division of the American Library Association. These guidelines are available at www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.html. In addition to the James White Library, the Center for Distance Learning & Instructional Technology (DLiT) offers online tutorials and phone support for online students.

Registration and financial clearance processes are carried out through Registration Central, an online interactive system which is available 24/7. Over the past several years, the Office of Academic Records has moved various paper-based distance education registration processes online. Except for parts of the world where computer access is unavailable or undependable, distance education students can work with their academic advisors by e-mail and phone to construct a viable class schedule. To save time, the advisor can provide the advisor PIN directly to the student, release it electronically, or enter it for the student. Online courses have separate section numbers to allow tracking which meets government and accreditation requirements. In addition, DLiT center staff often assists students as they navigate academic and financial registration processes.

From the privacy of their computers, students can pay for their courses, consult with their financial aid advisors, and check the status of their financial-aid packages. A selected Student Financial Services individual is available by phone or e-mail to serve distance education students. As needed, she coaches students through the processes of financial registration. In addition to the advising and logistical supports provided at the department level, the Office of Academic

From the privacy of their computers, students can pay for their courses, consult with their financial aid advisors, and check the status of their financial-aid packages.

Records continues to improve Registration Central, identify ways to be more user-friendly, and clarify distinctions between online and face-to-face sections of courses.

For graduation procedures, there are no differences in processes and procedures between distance and on-campus students' applications for advancement to candidacy and graduation. Trained Academic Records personnel are available to assist students with the required graduation paperwork. Currently, the various forms for graduation are available online, but must be submitted in hard-copy format. The Office of Academic Records is beginning to adapt CAPP for graduate programs, which may reduce the amount of paper generated for graduation processes for graduate students.

The Office of Graduate Admissions in the School of Graduate Studies still requires paper format for most documents. However, they are now able to scan documents and make them available online to departments and schools as they process applications. The Office of Graduate Admissions also maintains the Banner database to process graduate student application materials. During summer and fall 2008, the online application processes for undergraduate students were updated and online applications for graduate programs were developed.

3D3 *Orientation to the campus for new students is enhanced by several programs and services.*

First Stop: At the beginning of fall semester, First Stop welcomes students at their initial arrival to campus. First Stop is the comprehensive registration station where students check registration and financial status, receive their ID cards, confirm contact details and privacy preferences, have their "Cast" photo taken, receive important information from student health and student financial services personnel, and ask questions. Refreshments are served and the First Stop Team is trained and prepared to help students get settled on campus quickly and efficiently.⁶⁹ Confirming important information about their status allows students to care for personal matters before checking in at the residence halls instead of wasting time searching

⁶⁹ www.andrews.edu/services/studentlife/orientation/first_stop



First Stop is held in the lobby of the Howard Performing Arts Center.

all over campus for just one more signature or approval. The First Stop experience has been well received by students, faculty, and staff. Problems with new ID card production and more new students than usual resulted in lines during the fall 2008 event, but the First Stop team has already begun plans to correct those problems for the next cycle.

Students are encouraged to complete financial clearance by August 15, which allows them to have ID cards validated upon arrival. Early validation grants access to Dining Services, the residence halls, and the Bookstore. On “Move-In Day,” First Stop takes place in the Howard Performing Arts Center lobby; later it moves to the Division of Enrollment Management. Spring semester, First Stop is less intense, but is provided for new students through Enrollment Management.

Orientation Week includes informative sessions for freshmen, parents, siblings, honors students, transfer students, and international students.⁷⁰ Residence hall and community students have special sessions provided by the Division of Student Life about campus life expectations. Usually during orientation, appointments with advisors are scheduled. Although many students have already contacted

⁷⁰ www.andrews.edu/services/studentlife/orientation/schedule

their advisors and preregistered for classes, Orientation Week is an opportunity for department orientations and meeting the faculty face-to-face. During the first days of Orientation Week, tests are given to indicate student's reading, mathematics, and computing skills; English proficiency; and career options. While some students have completed these tests earlier, others need to take or retake them on-site. To increase students' ease of transition, sessions are scheduled to orient incoming students to the James White Library, the Student Success Center, Division of Student Life, academic departments, and campus employment opportunities. To maximize socialization and bonding the Division of Student Life presents the Freshman Convocation, and the President's Welcome Luncheon hosts parents and new students.

Incoming international students, graduate and undergraduate, have a two-day orientation. The international student orientation is designed to provide essential information. Specialized sessions cover:

- ▶ student insurance,
- ▶ student finance,
- ▶ the James White Library,
- ▶ employment issues,
- ▶ online registration,
- ▶ cultural differences in social mores,
- ▶ American traffic laws,
- ▶ student activities,
- ▶ academic integrity in the U.S.,
- ▶ immigration issues,
- ▶ visa stipulations,
- ▶ community services and restrictions on such services for international students,
- ▶ legal matters regarding domestic and family relationships,
- ▶ on-campus services such as the Student Success Center, the Counseling and Testing Center, and academic skills centers.⁷¹

⁷¹ www.andrews.edu/services/studentlife/orientation/int_orient and in the Resource Room

Beginning Wednesday evening of Orientation Week, incoming students participate in “All Fired Up,” an opportunity to build connections with other students in “family groups” led by trained upperclassmen. “Family group” activities and special programming help newcomers experience the wealth of spiritual, emotional, and social resources on campus. A Friday evening supper and vespers in faculty homes is a highlight of the orientation experience for many freshmen.

New graduate students and their families are welcomed to the campus on the Sunday morning before classes begin with a special breakfast and opportunity to become acquainted with various campus services such as child care, traffic safety and regulations, the Counseling and Testing Center, the Student Success Center, the Graduate Student Association, the Alumni Association, a local thrift shop/community services center, Campus Ministries, the Howard Performing Arts Center concert series, James White Library, student health insurance, and the University Medical Center. Breakfast is served by the deans of the various colleges and schools; deans are introduced as part of the program. In addition, several schools and programs conduct various types of orientation programs for their students. Examples include the School of Business Administration, the Seventh-day Adventist Theological Seminary, the Physical Therapy and Social Work programs, the Dietetics Internship, and several programs in the School of Education.



Freshman students are welcomed to campus during Orientation Week.

Criterion 3 Conclusions

1. Improvements in services to students:
 - ▶ “First Stop” and Freshmen Orientation provide introduction to campus resources and expedite campus arrival processes.
 - ▶ Reorganized Student Success Center provides improved support for students with physical, emotional, and/or learning difficulties.
 - ▶ Support for international students has increased and continues to be coordinated through the Office of International Student Services.
 - ▶ Development of iVue, preVue, finVue, and CAPP improve advising, enrollment, and financial processes for enrolled and prospective students.
 - ▶ Library, financial, registration, and other services provide distance education students with the same access as on-campus students.

2. Improvements in curriculum:
 - ▶ Revisions to the total University curriculum improve the ability to carry out the University mission throughout the world.
 - ▶ The addition of online graduate degree programs provides students the opportunity to practice new skills on the job while studying for an advanced degree.
 - ▶ The Seminary has revised the MDiv curriculum and has extensive data on student satisfaction. They are moving toward new assessment protocols utilizing both existing data and new data gathering processes.
 - ▶ The General Education committee has conducted extensive course reviews and made changes as needed (see Criterion 4).
 - ▶ All departments and programs have a deeper understanding of assessment processes, have developed workable plans, and made progress in “closing the loop.”

- ▶ The NCATE assessment plan encourages advances in assessment protocols for support departments.
3. Improvements in resources to support faculty development:
- ▶ The new Effective Learning Council and the Center for Teaching & Learning Excellence provide abundant resources for improving pedagogy.
 - ▶ Revisions in the advancement in rank and continuous appointment (tenure) processes help faculty demonstrate their commitment to the University mission.
 - ▶ The January Report (annual evaluation) process integrates preparation for advancement in rank and continuous appointment.
 - ▶ The Center for College Faith assists faculty in demonstrating how faith informs learning.
 - ▶ Scholarship of teaching and learning is encouraged and supported.
 - ▶ The reorganization of the Student Success Center improves support of advisor training.

Criterion 3 Recommendations

1. Statements of learning goals and assessment of them can be improved:
- ▶ Learning goals need to be differentiated for undergraduate and graduate students and an overall assessment plan for both developed.
 - ▶ As the General Education curriculum is revised, a new assessment plan needs to be developed.
 - ▶ Additional leadership in assessment could include a full-time assessment director and supporting assessment coordinators in each department and school.
 - ▶ Departmental and program assessment strategies and “closing the loop” activities need strengthening.

- ▶ Evaluation of student use of equipment, materials and media, and assessment of related learning can be improved.
 - ▶ Documentation of assessment and “closing the loop” activities could be strengthened in Student Life, the residence halls, campus ministries, and other co-curricular activities.
 - ▶ Collection of data from alumni should resume.
2. Support of effective teaching can be improved:
- ▶ Budgeting priorities need to continue to reflect that improvement in teaching and learning is a core value of the organization.
 - ▶ Funding for faculty sabbaticals would improve scholarly output and morale.
 - ▶ Increased and restored funding in some schools for conference attendance would benefit faculty.
3. Learning environments and resources can be enhanced:
- ▶ Upgrades are needed in some campus learning facilities (e.g., dormitories, laboratories, library, some classrooms, and new undergraduate learning complex).
 - ▶ Evaluation of use and effectiveness of learning resources could be strengthened.
 - ▶ Some learning resources would benefit by improvements in staffing and support.



CHAPTER 4

Criterion Four:
**Acquisition,
Discovery, and
Application of
Knowledge**



Andrews
University
Seek. Affirm. Change.

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Introduction

Each portion of the tripartite mission statement of Andrews University reflects a commitment to the acquisition, discovery, and application of knowledge throughout the organization both now and in the future. First, the mission of *seeking knowledge* indicates the importance of a life of learning and inquiry for faculty, students, staff, and administrators. Second, the mission of *affirming faith* highlights the importance of integrating faith and learning, respecting diversity and living a life of moral integrity. Lastly, the mission and commission to *change the world* promotes a commitment to ethically and creatively applying the knowledge and skill sets gained at the University to solving the complex dilemmas faced by our local and global communities.

COMPONENT 4A

Andrews University demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Evidence Statements

4A1 *Andrews University’s administration and Board of Trustees have taken a leading role in supporting a life of learning.*

In addition to a revision of the Andrews University Mission Statement that clearly reflects the organization’s commitment to a future-oriented life of learning, the 2007–12 Strategic Plan, *A New Andrews for a New Century*, identifies seven strategic goals to be achieved by 2012.¹ Of these, the first four and the final goals speak directly to issues related to the acquisition, discovery, and application of knowledge. The remaining two are concerned with the human resources and financial stability of the University, and while not directly concerned with a life of learning, will clearly affect it in significant ways by providing the infrastructure to enable this type of learning to occur. For example:

Goal 1: “Engender transformational learning” includes key concepts such as the teacher/scholar model, general education and civic engagement, research and creative scholarship involvement and dissemination.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Andrews University 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.

¹ 2007–12 Strategic Plan

Thus, the University is committed to preparing students for lifelong learning, to providing opportunities for faculty and staff to improve and further develop their skills, and to be a learning organization, continuing to find ways to improve services and operations.

Goal 2: “Deepen the connections between faith and learning” addresses development of character, including ethical understanding as well as religious literacy, and the role of the Center for College Faith in the development of methodologies to infuse the curriculum with spiritual issues.

Goal 3: “Promote inclusion and excellence by inculcating cultural competence” seeks ways to increase the understanding of diversity throughout the campus, provide training for faculty and staff, and refine general education attention to cultural competence.

Goal 4: “Model whole-person education by promoting collaborative student development initiatives” plans for student development through the co-curriculum that provides an array of ongoing learning opportunities in spiritual development, Christian leadership, multi-cultural competence, exploration of interdisciplinary connections, and the protective value of wellness and a balanced lifestyle.

Goal 7: “Enhance physical facilities and support services” provides for maintaining and improving the environments in which learning takes place, including the library, new and renovated facilities, and advances in how technology is used to enhance teaching and learning environments and facilitate campus functions.

Thus, the University is committed to preparing students for lifelong learning, to providing opportunities for faculty and staff to improve and further develop their skills, and to be a learning organization, continuing to find ways to improve services and operations.

4A2 *Andrews University provides for and rewards research and creative work.*

Faculty Research Grants: The Office of Research & Creative Scholarship (recently renamed from Office of Scholarly Research) administers internal faculty research grants, in addition to facilitating external research grant applications. Roughly \$120,000 is awarded in internal research funds annually. For FY2007, there were 32 internal faculty research grants, eight of which were carryover grants from

the previous academic year. Five were for research teams. Research grants range from pilot grants for first-time applicants to collaborative grants for seasoned faculty researchers who have developed a history of quality research. Three of the faculty research teams benefiting from internal grants focused on multi-disciplinary projects that have been functioning successfully for more than one year. Two of the grants to research teams were pilot projects developing a track record for more advanced, external backing in the future. Funding is also available through the annual faculty creative activity award fund. In FY2007, 58 faculty members benefited from these various forms of funding.

As part of the faculty research grants, faculty may apply for funds for undergraduate or graduate research assistants. With or without faculty research grants many faculty increase research productivity through collaboration with graduate and undergraduate students. Thus, students also gain expertise in research and many are presenting at regional and national conferences, as well as publishing while still at Andrews.

The Office of Research & Creative Scholarship also assists faculty members as they apply for external funding for research. Currently, external funding for research includes:

- \$1,200,000 in six active National Science Foundation grants for six faculty teams of one to four individuals, funding research in neurology, seabird ecology, and student learning.
- At least \$400,000 in three grants from other entities funding research for three faculty teams of four to five individuals. These grants are for research projects in architecture from the National Endowment for the Humanities, nutrition from Diamond Walnut Corporation, and speech pathology from the National Association of Speech Pathologists. The Seventh-day Adventist Church has contracted with researchers in the School of Education for educational surveying.

Faculty are also rewarded with small monetary awards for a variety of scholarly work, as reported on their January Reports.² These incentives encourage reporting and indicate that the institution values the scholarly work of faculty.

Currently, external funding for research includes \$1,200,000 in six active National Science Foundation grants...

² Reference 4A01

Variety of Scholarly Activities: The University recognizes a variety of types of scholarship,³ based on Ernest Boyer's model⁴ articulated in his classic text, *Scholarship Reconsidered*. While the University does not formally classify research productivity according to Boyer's model, examples of each can be identified.

The **Scholarship of Discovery** is the traditional search for new knowledge, ranging from laboratory or field research in the natural sciences to the study of ancient manuscripts in the humanities. Original creation in writing (e.g. poetry), as well as creation, performance or production in the fine arts, performing arts, architecture and graphic design, are included in the Scholarship of Discovery. While much University research on discovery takes place in graduate programs, the Honors program facilitates undergraduate research in nearly every department offering undergraduate degrees.⁵

While much University research on discovery takes place in graduate programs, the Honors program facilitates undergraduate research in nearly every department offering undergraduate degrees.

The **Scholarship of Teaching** is reflective and critical study into the art and practice of teaching and learning and may include philosophy and research in pedagogy, curriculum development, and the integration of faith and learning. Biology and psychology faculty are collaborating on an attempt to replicate undergraduate student success in biology in a cross-disciplinary program in neurobiology. A new initiative on classroom assessment, sponsored by the Office of University Assessment, is expected to encourage research on the scholarship of teaching. Several faculty members have presented at the regional Scholarship of Teaching Conference. The provost sponsors faculty attendance at this event and attends herself in order to promote this type of research.

The **Scholarship of Integration** is the exploration of the connections within a discipline or across disciplines. Scholarship of integration may consolidate knowledge from different parts of a discipline, provide new exposition which clarifies or unifies knowledge, or put knowledge in intellectual, social and ethical perspective, and may include meta-analysis or synthesis of literature or materials from two or more disciplines. Several

³ Working Policy, 2:308:2:2

⁴ Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*, The Carnegie Foundation for the Advancement of Teaching, John Wiley & Sons, New York, NY

⁵ Reference 4A02

Andrews University research projects integrate information across disciplines. Examples include:

- The Departments of Biology and Mathematics (CAS) collaborate on predicting behavior of marine birds and animals. Several graduate and undergraduate students have contributed to this research.
- Faculty and graduate students in the Departments of Nutrition & Wellness (CAS) and Educational & Counseling Psychology (SED) are investigating the effect of walnuts on mental function.
- Several faculty and graduate students across the University are conducting qualitative research about how religious faith informs and affects learning and vice versa.

The **Scholarship of Application** is the practice of a discipline in which insights are used to solve problems in the professions, government, industry, church, and society. The products of such scholarship may include peer-reviewed consultation reports, patents, and clinical research. At Andrews University faculty, especially in the School of Education and the Seventh-day Adventist Theological Seminary, are involved in assisting a variety of Seventh-day Adventist Church organizations in improving operations and investigating how to better carry out the work of the church in challenging situations. Other faculty in nursing, social work, and behavioral sciences investigate factors related to substance abuse and effective prevention. Students in the MSA in International Development program, an interdisciplinary extension program,⁶ apply their knowledge to finding and evaluating solutions to real-life world problems.

4A3 *Andrews University encourages a balanced faculty work load that allows time for scholarship.*

Faculty Workload: The University policy concerning faculty workload seeks to be equitable, recognizing individual talents, provide balance between work expectations and personal well-being, and maintain economic viability of academic units.⁷ For undergraduate faculty, the annual course load is twenty-four (24) semester credits with a limit of

⁶ 2008-09 Andrews University Bulletin, pp. 82–84

⁷ Working Policy, 2:376:1

Thirty percent of faculty employment time is allocated to service and to scholarly activity, with a minimum of 10 percent in each.

five different course preparations per year. Teaching represents 70 percent of the standard faculty load. The workload also includes student advising, up to three (3) major school/university committee memberships, other service activity and scholarly activity including research.

Thirty percent of faculty employment time is allocated to service and to scholarly activity, with a minimum of 10 percent in each. For graduate faculty the annual course load is 16 semester credits, with the same allocations to teaching, service, and scholarship as undergraduate faculty. Faculty carrying a mixture of undergraduate and graduate assignments have their teaching load determined by the proportional credit assignment. Faculty carrying specific responsibilities may have their teaching load adjusted to reflect the additional time commitment required. Such cases include:

- ▶ administrative responsibilities;
- ▶ teaching writing courses, oral communication courses, music ensembles or private lessons, physical education activity courses, and laboratory courses;
- ▶ supervising student teachers or students in clinical practicum experiences;
- ▶ meeting professional accreditation requirements;
- ▶ distance education;
- ▶ new course preparation;
- ▶ projects (e.g., dissertations, theses, honors projects); and
- ▶ small classes.⁸

This policy is currently under revision to ensure equity and to ensure that requirements for professional accrediting associations are met.⁹

Faculty must also consider the expectations for continuous appointment (tenure) and promotion. The criteria for evaluating faculty appear in the Working Policy Appendix 2-F. Requirements

⁸ Working Policy, 2:376:2 and Appendix D

⁹ Reference 4A03

include an established pattern of refereed presentations and publications. At higher ranks, mentoring and/or cross-disciplinary teaching or research is expected. Faculty must allocate time for scholarly activity if they expect to advance in rank. Graduate faculty status is reviewed every three years to verify an ongoing pattern of scholarly productivity.¹⁰

Faculty may apply for a temporary research or creative activity appointment (three years) through submission of a portfolio documenting their scholarly expertise. Release time up to 50 percent must be negotiated with budget managers at all levels of accountability. Usually, external funding is needed to fund the release time. Additional salary is available if derived from the external funds.¹¹

The University grants leaves for advanced study, sabbaticals, or research. Definitions, expectations, and limitations are provided in the Working Policy.¹² At this time, sabbatical leaves are not funded by the University, so faculty applying for them must find a way to fund their own salary or that of their replacement during the leave. Research leaves are for faculty engaging in research for another organization and therefore are not funded by the University. Endowed faculty chairs include substantial research support, and the University has added two new endowed professorships in the past year in the School of Business Administration in addition to one in the Seventh-day Adventist Theological Seminary. The Legacy of Leadership Campaign business plan includes fundraising monies for support of faculty research.¹³

University policy provides a “usual employment calendar” including at least ten months with a regular faculty load of assignments and at least two months (eight weeks) of non-teaching time protected for professional/scholarly activities.¹⁴ In those schools and programs with year-round offerings, an equivalent amount of protected time is supposed to be provided within a two-year period.¹⁵ However, tight budgets and difficulty filling some faculty positions has made this policy difficult to administer at times for some faculty.

¹⁰ *Working Policy*, Appendix 1-G, and Reference 4A04

¹¹ *Working Policy*, 2:137

¹² *Working Policy*, 2:346

¹³ Reference I018

¹⁴ *Working Policy*, 2:376

¹⁵ *Working Policy*, 2:143:2



The campus mall in front of the James White Library displays the international flags of students' home countries on special occasions.

4A4 *The James White Library supports the acquisition, discovery and application of knowledge. A dramatic increase in the availability of electronic databases has improved service to all students.*

Named for one of the early leaders of the Seventh-day Adventist Church, the James White Library has been responsive to the research needs for the undergraduate and graduate faculty and students as well as those of visiting scholars. The library also seeks to stay abreast of developing trends in education and society at large. Increases in electronic databases and online access to library catalogs has facilitated faculty, graduate, and undergraduate research, and improved access for online, distance education, and extension students.

Over the past seven years, the number of online databases available through the library has increased from 81 to 154.

Electronic Databases: Over the past seven years, the number of online databases available through the library has increased from 81 to 154. This includes both paid and free databases from the State of Michigan. Over the past five years, using linking software from Serials Solutions, the number of full-text electronic journals that patrons can link to after conducting a database search has increased from 16,000 to 39,000. Using their username and password, any registered student or faculty member can access the databases from anywhere in the world. As noted in the Criterion 3 chapter,¹⁶ this development has improved service to distance, online and extension students dramatically.

¹⁶ See Component 3C

Instruction Programs: The James White Library promotes discovery, acquisition and application of knowledge for faculty, administration, staff, and students through an instruction program for faculty, students and staff.¹⁷ For example:

- ▶ Research and information literacy skills are taught through course-related instruction, usually upon the request of the teacher.
- ▶ Terry Robertson, Seminary librarian, teaches GSEM620 Research Methods, required of Seminary PhD and MA students, covering both research and information literacy skills.
- ▶ The library offers workshops to teach information literacy and research skills each semester. These workshops are open to undergraduate and graduate students, faculty, administrators, staff, and community members.
- ▶ Video, PDF, and interactive tutorials are mounted on the Library web site for on- and off-campus students, faculty, staff and administrators.¹⁸
- ▶ Library orientation is provided for special student groups and programs on campus.
- ▶ Library orientation is available for faculty members, during new faculty orientation and any other time faculty have a need.
- ▶ One-on-one consultation services are available to all library patrons including visiting scholars. Special services are provided for visiting scholars, especially those from Seventh-day Adventist institutions of higher education around the world.

Special collections within the library deserve mention: the Seminary Collection, the Architecture Resource Center (ARC), and the Music Materials Center.

The **Seminary Collection** is a valuable resource not only for the students of the Seminary, but also for the Seventh-day Adventist Church, providing a collective memory of our history, a center for communicating our Christian heritage, and a catalyst for the growth of knowledge and the understanding of truth. In those areas of special interest to Seventh-day Adventists, the James White Library has a world-class collection,

¹⁷ Reference 4A05

¹⁸ www.andrews.edu/library/RefDesk/research.html#tutor

in many cases, the largest collection of materials. For example, collections on the Sabbath, the Second Advent, and creationism are among the largest collections of any Seminary library worldwide. Goals addressed by the Seminary Librarian team led by Terry Robertson include policy development, a collection profile, refinements to the Seminary book budget, and a special projects fund. Improvement of the Seminary Library is an ongoing endeavor, since Andrews University is the primary institution for preparation of theological and thought leaders for the worldwide Seventh-day Adventist Church.¹⁹

The James White Library faculty has the goal of providing bibliographic control of special collections housed in the Horn Archaeological Museum and in the New Testament Department. Although these collections are not part of the library collection, they are important intellectual resources of Andrews University and need to be available to a broader community of scholars. While the collection in the Horn Museum has been cataloged, the Greek Manuscript Collection has not yet been cataloged.

The Horn Archaeological Museum is an educational resource for all ages.



¹⁹ Reference 4A05

The Horn Archaeological Museum houses the Siegfried Horn Archaeological Library, a non-circulating collection. The 4,500 volumes in the collection were Dr. Horn's personal collection of archaeological books which he donated to the museum. Recently an endowment became available to add to the collection and provide staffing to maintain the collection. The James White Library staff has worked with the Horn library staff member to catalog the collection and make the resource known to scholars around the world.

The Greek Manuscript Research Center holds one of the largest collections of microfilmed Greek manuscripts in North America. The primary goal of the Center is to help develop a more complete understanding and appreciation of Christianity's primary document—the original, handwritten Greek manuscripts of the New Testament copied over a 1,200-year period. The Center, as part of the Seventh-day Adventist Theological Seminary, is a participant in the International Greek New Testament Project, an ongoing venture of American and European scholars seeking to create an exhaustive multi-volume reference tool that documents every variant in all known, surviving Greek manuscripts of the New Testament. The goal of the library faculty is to work with the faculty of the New Testament Department to make this campus resource known to a wider community of scholars.

The **Architecture Resource Center** (ARC) is a branch of the James White Library. The mission of the ARC is to encourage and facilitate study and research in architecture within the framework of environmental stewardship, with an emphasis on international architecture. A wide range of books, periodicals, non-book formats, and audiovisual materials are housed in the ARC. The ARC also serves the Andrews University community, the wider professional and general public, and other disciplines on campus.

Diversity of geographical and cultural materials is encouraged due to the nature of architecture and the international prominence of Andrews. The main criteria for selection are to provide information

The Greek Manuscript Research Center holds one of the largest collections of microfilmed Greek manuscripts in North America.

...researchers have visited the ARC from all over the world. All have stated unequivocally that the ARC holds the most comprehensive collection in the world applying to the human factor in design.

resources supportive of the curriculum of the School of Architecture to develop a broad collection of resources covering the field of architecture to build upon the ARC's special strength in environmental design.

ARC resource materials include four special collections: The Environmental Design Research Association Collection, Senseman Rare Book Collection, Vernon Watson Collection, and the Wolfgang Preiser EDRA Archival Collection. In support of the architecture curricula, the ARC provides an extensive range of materials including books related to the subjects of history, theory, criticism, professional practice, and all other aspects of the study of architecture. Of the 47 recommended periodicals from The Association of Architecture School Librarians "Core List", the ARC subscribes to 36 titles. In addition, from the "Supplementary List" of 26 titles the ARC subscribes to 21. Architecture periodical indices are available in print and electronic media. The School of Architecture maintains a slide collection. Models, photos, drawings, materials and samples are separately administered and are available upon request.

Because of the connection with EDRA and the broad scope of the collection, researchers have visited the ARC from all over the world. All have stated unequivocally that the ARC holds the most comprehensive collection in the world applying to the human factor in design.²⁰

The **Music Materials Center** (MMC), located in Hamel Hall, supports the study of music by providing music reference materials and services, recording and listening facilities, scores, and electronic materials. Support is provided for the study of performance, music history and literature, music theory and composition, church music, music education and the music portions of the General Education curriculum. The MMC has a large collection of music in various formats, scores, books, and print periodicals. The main portion of the James White Library's collection of books on music, videos and DVDs about music, and back issues of print periodicals is kept in the main library. The electronic library catalog shows where each item is located.

²⁰ Reference 4A05

4A5 *Andrews University supports freedom of expression within the expectations of a faith-based institution.*

The University subscribes to the general concepts of academic freedom as stated by the Association of American Colleges and Universities²¹ and the American Association of University Professors,²² interpreted in the Working Policy²³ for the following three contexts:

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

These concepts are detailed in the *University Working Policy* which states:

The University espouses the principle of academic freedom, not only to protect a faculty member from intramural and external pressures that hinder the pursuit of truth, but also to foster disciplined and creative investigation in all phases of learning. Like all other freedoms, academic freedom is subject to limitations and requires certain responsibilities of those who enjoy it. Faculty members are assumed to be responsible in the context of their advanced training, education and experience.²⁴

The *Working Policy* further states that, “Academic responsibility includes honesty, differentiation between evidence and conclusions, willingness to reexamine conclusions, openness to new evidence, and respect for differing viewpoints. The greatest breach of academic responsibility is misrepresentation, which occurs either by intent or by failure to investigate sufficiently.”²⁵

Because the University is a faith-based institution, founded and commissioned to carry out the world-wide mission of the Seventh-day Adventist Church, faculty are expected to demonstrate in word and deed their harmony with the core tenets of the church. Similarly, bringing discredit to the institution, to an academic discipline, or to an individual in a manner that is illegal, unethical, or violative of

²¹ www.aacu.org/About/statements/academic_freedom.cfm

²² www.aaup.org/AAUP/issues/AF/

²³ *Working Policy*, 2:159, page 42–3, updated July 26, 2005

²⁴ *Working Policy*, 2:159, page 41–2, updated July 26, 2005

²⁵ *Working Policy*, 2:159, page 42, updated July 26, 2005

individual or institutional rights and processes is considered beyond the bounds of academic freedom.²⁶

The *Working Policy* also spells out consequences of apparent academic irresponsibility and a grievance policy for faculty members and administrators if they feel their freedom of expression has been violated.²⁷ The Faculty Policy Development committee is updating policies about copyright, patents, and rights to software and inventions.²⁸

4A6 *Non-teaching staff support and are supported in a life of learning.*

Through staff training programs and the development of a comprehensive co-curricular program, Andrews University staff not only engages in a life of learning themselves, but leads in the design and implementation of programs that train leaders. The newly constituted Office of Integrated Marketing & Communication (IMC) has been instrumental in disseminating information about these opportunities for growth, not only to the campus community, but also to the broader local and alumni communities through the alumni magazine, *Focus*, and various campus publications.

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

The **Office of Human Resources** provides a variety of programs and workshops.²⁹ Some are informative and institution specific, such as

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

²⁷ *Working Policy*, 2:159 and 2:160, updated July 26, 2005

²⁸ Reference 4A03

²⁹ Reference 4A06

workshops on budgeting and finance, payroll, and compensation issues for supervisors and budget managers. Others seek to build skills in leadership, communication, and customer service. Other information workshops, including those on retirement planning and sexual harassment training, are open to all employees.

The Center for Distance Learning & Instructional Technology (DLiT) offers workshops and individual instruction on use of D2L® and other instructional aids, the content management system for the University web-site, and various technological issues.

The Office of Integrated Marketing & Communication: This new office, combining the marketing and design staff from the Division of Enrollment Management and the Office of University Relations, recently celebrated with an open house and a week-long series of workshops to build University community skills in media relations, editorial guidelines, website work, branding issues, and other communication issues relating to the University. The workshops were well attended and appreciated.

4A7 *Andrews University hosts and supports a variety of institutes and centers to promote scholarship in specific areas and assist the Seventh-day Adventist Church to carry out its mission. The Andrews University Press is the main scholarly publishing house within the Church.*

Andrews University is privileged to house many resources that serve the University and the worldwide Seventh-day Adventist Church. Some centers and institutes promote discovery and application of knowledge within the University; others were established specifically to assist church entities to increase their abilities to minister to various groups. In addition to the discussion of teaching-related centers and institutes in Criterion 3, a sampling is provided here. More complete lists can be found in the *Andrews University Bulletin*³⁰ and the *ATS Self Study*, published by the Seventh-day Adventist Theological Seminary in preparation for their site visit in February 2009.³¹

Some centers and institutes promote discovery and application of knowledge within the University; others were established specifically to assist church entities to increase their abilities to minister to various groups.

³⁰ 2008–09 *Andrews University Bulletin*, pp. 11–17

³¹ Reference 2B09



The historic Sutherland House is home to the Andrews University Press.

Andrews University Press: The press is the primary academic publishing house for the Seventh-day Adventist Church, publishing academic books that make a scholarly and/or professional contribution to their respective fields and are in harmony with the mission of Andrews University.

Center for Adventist Research (CAR) is presented in Criterion 5, Component A.

Center for Youth Evangelism (CYE): Funded by the North American Division (continental) and the General Conference (worldwide) of Seventh-day Adventists, the CYE provides youth ministry programming and resources to seminarians, pastors, churches, and other church organizational units. In addition to sponsoring several evangelism programs, the center provides training, evaluates and produces materials, and promotes study and research in youth ministry.

Institute for Diversity & Multiculturalism (IDM): Andrews University is committed to fostering understanding and inclusiveness in matters of race, ethnicity, culture, mental and physical abilities, age, and gender throughout the campus, the local community, and the worldwide Seventh-day Adventist Church. The IDM provides workshops, lectures, and seminars to a variety of audiences; a faculty

research group studies diversity and multiculturalism issues and disseminates the findings.

Institute for Prevention of Addictions (IPA): The mission of the IPA is to engage in research, education, and policy development to understand, prevent, and treat addictive behaviors. The institute is composed of three centers (Center for Substance Abuse Education, Center for Drug Policy Research, and Center for Prevention Research) that interconnect with each other toward their common mission of preventing substance abuse. Abundant books, book chapters, and articles are published.

Institute of World Mission (IWM): The IWM is the training branch of the Seventh-day Adventist Church mission program. Functions of the IWM include mission education and intercultural training; ongoing care of missionaries before, during, and after their terms of service; and strategic planning for the worldwide church.

Other institutes, centers, and research resources helping the University promote the acquisition, discovery, and application of knowledge include the **Marine Biological Field Station** in Washington state, and the **North American Division Evangelism Institute**. The 2008–09 *Andrews University Bulletin* has more details about each.³² Several others are discussed under other Criteria.

COMPONENT 4B

Andrews University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Evidence Statements

4B1 *Andrews University transforms general education principles into active service in a diverse, multicultural world.*

The core mission of Andrews University is to prepare students for service in a diverse, multicultural world. The mission statement reflects

³² 2008–09 *Andrews University Bulletin*, pp. 11–17

Explicitly stated in both mission statements is a commitment to prepare graduates who value diversity and are inter-culturally competent.

this, as do recent changes in the General Education (GE) curriculum. Baseline data from students suggest that Andrews University is successful in accomplishing this goal. As the implementation of the University diversity initiative progresses, additional data will be collected to verify that the University is accomplishing these diversity learning goals.

Since Andrews University was founded as an undergraduate college in 1874 in Battle Creek, Mich., the goal remains to prepare students for service to the Seventh-day Adventist Church and society.³³ When the institution moved to Berrien Springs in 1901 and became a university in 1960, this core construct of the mission did not change, though many other descriptive words have been used. From senior surveys, students feel well prepared to serve their church and society, usually rating preparation for those mission constructs at or above 3.5 on a 5-point Likert-type scale.³⁴

The centerpiece of the mission statement used from 1998 through 2007 was “generous service to the church and society.”³⁵ The 2007–12 Strategic Plan document reworded the mission statement, including the goal of preparing students to “change the world by creating a caring culture of global leadership.”³⁶ Explicitly stated in both mission statements is a commitment to prepare graduates who value diversity and are interculturally competent. As called for in the 2001–06 Strategic Plan, an Institute for Diversity & Multiculturalism (IDM) was established to foster “understanding and inclusiveness in matters of race, ethnicity, culture, mental and physical abilities, age and gender in multiple ways.”³⁷ In addition, students were to be prepared “to function successfully in a global and increasingly diverse workplace.”³⁸

While seniors rated accomplishment of respect for ethnic/cultural diversity higher than any other mission construct, at 3.9 or above on the 5-point scale, other data suggested that students were not as comfortable or competent as faculty desired.³⁹ In response to these goals and concerns, the General Education (GE) Committee reviewed the General Education (GE) curriculum for intentionality in preparing

³³ Jones-Gray, M. 2002. *As We Set Forth*. Andrews University, Berrien Springs, Mich.

³⁴ Reference 3A02, 2002, 2003, 2004, 2005, 2006, 2007

³⁵ 2007–08 *Andrews University Bulletin*

³⁶ 2007–12 Strategic Plan

³⁷ 2008–09 *Andrews University Bulletin*

³⁸ 2001–06 Strategic Plan

³⁹ Reference 3A02, 2000–02

students for a diverse workplace and society.⁴⁰ Finding that syllabi were not explicit about the many ways faculty incorporated diversity and multicultural issues into their courses, the GE Committee accepted and implemented a proposal to make changes in six GE courses: (RELT100 God and Human Life; ENGL115 English Composition I; COMM104 Communication Skills; HIST117 and 118 Civilization and Ideas I and II; and BHSC100 Philosophy of Service). The goals for the change included that students would be able to:

- ▶ Articulate the main issues surrounding various contemporary attitudes towards the terms multiculturalism and diversity, and how these terms and their implications are presently understood and experienced in the United States and in other world cultures.
- ▶ Understand how cultural and social norms, religion, historical events, and life experiences have shaped and influenced individual and group attitudes, beliefs, and behaviors within global and national societies.
- ▶ Understand and confront the origins of their own past and present belief systems and be able to develop and act on a plan to enhance their cross-cultural beliefs, attitudes, and skills.
- ▶ Communicate effectively with diverse individuals and groups in a variety of settings.
- ▶ As a result of their knowledge of Biblical principles, moral values, and ethical practices and their application in on-and-off-campus experiences, respect and respond appropriately, professionally, and comfortably to people representing diverse societal cultural norms in various settings.
- ▶ Demonstrate a worldview based on the oneness in Christ of all believers, justice for all, and service to all regardless of ethnic or cultural background, gender, age, disability, religious beliefs, or ideological differences.⁴¹

These curriculum changes were implemented fall 2005. The Office of University Assessment, in collaboration with the Institute for Diversity & Multiculturalism, collected baseline data from students in several courses during the same period, including several of the revised courses. An unexpected discovery was that almost 50 percent

⁴⁰ Reference I014, and 2008–09
Andrews University Bulletin, p. 37

⁴¹ Reference I014

of the enrollment in these presumably freshmen courses were not freshmen students. Findings demonstrated that students at all levels felt comfortable with ethnic and cultural differences, but were less comfortable with people with physical or mental disabilities.⁴² A possible explanation of this finding is that students have had less exposure to people with disabilities. Student comfort was mixed in response to items about lifestyle practices incongruent with the values of the Seventh-day Adventist Church. Several faculty members were gratified to discover that students above the freshman level were more likely than freshmen to indicate they understood the historical and social origins of racial/ethnic prejudice.

These changes in the GE curriculum will include upper-division course options, within the major and/or the GE curriculum, to provide students opportunities to critically assess and articulate the integration and synthesis of their attitudes and skills relating to diversity and multiculturalism. Additional data collection taking place in the 2008–09 Senior Survey will be compared with the 2005 data.

4B2 *The Andrews University General Education Program (GE) is designed “to prepare graduates who possess the ethical values, interests, abilities, and analytical thinking needed for both leadership and service, so that they may contribute effectively to their homes, companies, communities, and churches.”*

Transmitting a common yet distinctive heritage—along with an appropriate level of knowledge and skills—forms the essential purpose of General Education at Andrews University.⁴³

Philosophy of General Education: The Andrews University philosophy of General Education is articulated in the *Andrews University Bulletin*.⁴⁴ Included are constructs about multiculturalism, lifelong learning, ethical values, and the value of engaging the mind in a variety of disciplines and perspectives. Andrews University emphasizes the goal of producing Christian alumni known for their culture, character, civility, and intellect; capable of both leadership and service; possessing ethical values, interests, abilities, and

⁴² References 4B01, 4B02

⁴³ 2008–09 *Andrews University Bulletin*, p. 35

⁴⁴ *Ibid.*, p. 35

analytical thinking; developing spiritual strength, Christian values, and social abilities; and contributing effectively to their homes, companies, communities, and churches. The *Bulletin* further describes several goals relating to strengthening spiritual, intellectual, and social skills. Specific General Education goals have been developed for each of the nine general discipline areas: religion, language and communication, arts and humanities, social sciences, service, life/natural sciences, wellness, mathematics, computer tools, and multiculturalism/diversity.⁴⁵ Unique aspects of the Andrews University GE curriculum include the service-learning requirement⁴⁶ and interdisciplinary social science courses.

The **General Education Committee** is a subcommittee of the Undergraduate Council and oversees the General Education (GE) curriculum. The Committee reviews the curriculum and assessment results periodically, makes changes as needed, approves variations in the GE curriculum for professional programs, and guides the General Education director in his work with petitions for exceptions and waivers. The process of reviewing the curriculum is ongoing. Below is a discussion of curriculum review early in the decade. Discussion of the current review process appears in Component C.

General Education Course Reviews were begun in 2000 as a formal process, following the conversion to semesters, as a way of evaluating the effectiveness of GE courses and determining how the courses might be improved. Dr. Delmer Davis, General Education Director 1998–05, documented the process and findings extensively.⁴⁷ While almost all areas were reviewed, the areas experiencing the most change were wellness, mathematics, and physical/natural sciences.⁴⁸ A major change in GE focus on multiculturalism/diversity began in fall 2005 and is described above in evidence statement 4B1.

Wellness: From 1996 to the present, the wellness and physical education portion of GE have undergone frequent changes. Some were related to the conversion to semesters; others to changes in the overall GE curriculum; and still others to efforts to improve the experience for students. Good health is a pillar of the Seventh-day Adventist

⁴⁵ 2008–09 *Andrews University Bulletin*, pp. 35–37

⁴⁶ See Component 5D and 2008–09 *Andrews University Bulletin*, p. 37

⁴⁷ Reference 4B03

⁴⁸ Since renamed to Life/Physical Sciences

subculture, so some students have been exposed to the core constructs since preschool days. However, other students have little exposure to the principles underlying physical health.

Several changes in faculty for the wellness course and the activity courses accompanied the discontinuation of the Physical Education major and minor; in the fall of 2004, the wellness course and activity courses were incorporated into the renamed Department of Nutrition and Wellness. Student opinion of the course has improved with these changes. However, some data suggest students are not healthier at graduation than they were as freshmen.⁴⁹ As has been well-documented, increased knowledge may not lead to changes in behavior.

In 1999–00, a faculty research grant was obtained which investigated whether the varied wellness requirements of the previous four years had an effect on locus of control and health-related attitudes and behaviors among graduating seniors. Although the expectation was that the wellness course would be taken in the freshman year, in fact many students did not complete it until the senior year. Surprisingly, few differences among students taking various versions of the course were observed.⁵⁰ Subsequent studies of senior perceptions about the effectiveness of this aspect of the University mission show that early in the decade students did not feel this component was met as effectively as other components of the mission. They did score it above the neutral position on a Likert-type scale.⁵¹ However, senior surveys in the past few years show an increase, approaching 4.0 on the 5.0 scale, in student perception of Andrews University effectiveness in reaching this learning goal.⁵² Interestingly, the lifestyle item on the spiritual commitments scale of the senior survey is rated higher than the similar item on the mission accomplishment scale. Seventh-day Adventist students rated the item higher than non-Seventh-day Adventist students.

At present, another proposal for changes in the wellness and physical activity portion of the GE program is being considered by the General Education Committee.⁵³

⁴⁹ Reference 4B04

⁵⁰ Reference 3A02, 1999–2000, pp. 26–31

⁵¹ Reference 3A02, Third through Sixth

⁵² Reference 3A02, Seventh

⁵³ Reference 4B06

Mathematics: Discussions about the mathematics requirement were initiated by the Department of Mathematics in 2001.⁵⁴ Their proposal for change included changes in the delivery of the preliminary math courses, improved handling of transfer courses in math, and the creation of a new general math course for students whose majors did not require more advanced math competency. These changes were implemented in fall 2002.

Part of the implementation in the preliminary math courses included the use of computer-related instruction or review (ALEKS®).⁵⁵ This approach caused considerable faculty, student, and parent reaction. Many students had difficulty adapting to the responsibility of self-instruction by computer. By February of 2003, in response to the criticism, the GE Committee established a subcommittee to study the GE mathematics requirement once again. This subcommittee constructed a series of specific recommendations regarding the GE mathematics component which included additional tutoring, more faculty instruction, and improved understanding of the proficiency test process.

Later, the preliminary course MATH107 was divided into MATH091 and 092, classifying them as remedial in nature. Over the next few years, the above changes and refinements in delivery of the ALEKS® system, in addition to various tutoring approaches throughout the University, resulted in improved success for students in meeting the requirements of the remedial courses. For two years thereafter, 2005 and 2006, mean senior exit test⁵⁶ scores reached above the 60th percentile when compared to national scores. Whether this change is related to changes in the mathematics curriculum and teaching strategies; to changes in financial aid in 2002 favoring high performing students; and/or to an extra-large cohort of Honors students beginning in 2002, is still not clear.

Physical/Natural Sciences: The 1996 revision of the GE program included two tracks for meeting the physical/natural sciences requirement. All students were expected to complete courses in both the physical and natural science areas. Students majoring or minoring in science-related or health-science-related disciplines were usually able to meet the requirement through required laboratory science

⁵⁴ Reference 4B03

⁵⁵ Formerly “Assessment and LEarning in Knowledge Spaces,” but now a registered trademark

⁵⁶ Reference 3A02, Fifth and Sixth

courses. Those in other disciplines were expected to take new courses IDSC321 and 322 Scientific Inquiry I and II, plus another science lab course for a total of nine credits. Exceptions were made for certain disciplines, transfer work, and significant scheduling difficulties. About one-third of the student population would take at least one of the two interdisciplinary science courses.

When initiated, the two new courses were envisioned as interdisciplinary approaches to how science works, specially designed for the non-science-related major. Physics, chemistry, and biology were represented; three instructors, one from each discipline, were included. The courses were intended to synthesize the disciplines, providing a unified approach to a series of important scientific themes or questions. In preparation for implementing one of the most unique contributions to the revised GE curriculum, the initial instructors for the courses spent much time and effort developing interdisciplinary approaches, with several of them attending a national seminar on interdisciplinary teaching.

From the beginning, the courses were not a success. Students had problems relating to a multidisciplinary approach to science. They were confused by having three instructors and three teaching approaches to assignments, exams and grading. Finally, students complained about the quality of instruction from some of the instructors. Review of the courses by the GE Committee was complicated by the lack of a confidential multi-teacher form for course evaluation.⁵⁷ Over time, the original creators of the courses were no longer part of the teaching teams and part of the original vision for the courses was lost.

As a result of the review process, the GE Committee recommended several changes in the management of the courses. In spite of the actions implemented in 2002, concerns about the courses persisted. On the new Andrews University Course Survey, the courses were rated well below the college and university means in teacher and content effectiveness. In 2005–06 the new General Education director, Don May, and the General Education Committee appointed a subcommittee

⁵⁷ Rectified in 2004

to review IDSC321 and 322 and the GE science component. After much discussion, the GE Committee agreed to phase out IDSC321 and 322 and institute a new science core of eight semester units of science lab courses, one from physical sciences and one from life sciences, each course to be worth four credits. At the same time, the mathematics requirement and MATH145 were increased to four credits. The changes were implemented for the 2006–07 academic year. The courses approved for non-science majors were expected to meet common syllabus requirements centering on lab components, faith and learning, the relationship of science to other disciplines, and hands-on practice in the scientific method. The Science Core Subcommittee was created to oversee and assess accomplishment of these learning goals. This work is still in process. Because of the newness of the implementation of the new science requirements, the Senior Exit Tests do not yet reflect any changes in student achievement, but further assessment of student learning will continue in an effort to improve these new requirements.

The Scholars' Alternative General Education Studies (SAGES) program is a text-based alternative to the standard GE requirements, involving 37 semester hours of honors courses, leading to the designation "John Nevins Andrews Scholar" at graduation.

4B3 *The J.N. Andrews Scholars Honors Program supports student learning and the exercise of intellectual inquiry through courses designed around "great books" and opportunities to conduct research in the major field.*

In 1966 Andrews University created an Honors program to foster an atmosphere both intellectually challenging and distinctively Christian. Until 2001–02, special honors sections of many classes, GE, and some major courses were offered; Honors students simply needed to enroll for a specific total number of honors credits, meet the specified GPA requirements, and complete a Senior Honors Thesis and seminar presentation to graduate as a John Nevins Andrews Honors Scholar.⁵⁸

Starting in 2001–02, the program offered a completely new curriculum. The Scholars' Alternative General Education Studies (SAGES) program is a text-based alternative to the standard GE requirements, involving 37 semester hours of honors courses, leading to the designation "John Nevins Andrews Scholar" at graduation. Following a year-long

⁵⁸ 2000–01 Andrews University Bulletin p. 32

introduction to Western civilization and culture, students pursue a series of thematically-organized seminars similar to a “Great Books” approach, though broader in sources and subjects. The track concludes with independent research resulting in a senior project, the results of which are presented in a poster session and at the annual Honors Symposium each spring. Honors students may also attend one course free each semester, registering as an Honors audit. No credit is earned, but an opportunity is provided to broaden one’s knowledge.⁵⁹

The Honors program works with the University’s 17 departmental national honor societies to coordinate information and enhance their activities. The University also has a chapter of the interdisciplinary national honor society Phi Kappa Phi, which inducts about 30 junior and senior Andrews Scholars each year. Graduate students and faculty meeting the qualifications for Phi Kappa Phi membership may also be inducted.

Honors admissions for the first year of the revised program were about 40 freshmen; for the second year, fall 2002, 80 freshmen were admitted. The team of instructors responsible for the writing-intensive freshman interdisciplinary course, Western Heritage, found this number to be more than they could manage comfortably. Since that year, the program has been limited to about 60 students each year. Mean ACT and SAT test scores for new freshmen have increased since the implementation of the new program. However, it is difficult to separate out the effect of the new Honors program from changes in financial aid,⁶⁰ initiated in 2002, which reward high scores on entrance examinations and good high school GPAs. Both measures have probably contributed to a higher caliber of students enrolling at the University. Currently, the University admits one-quarter of its freshmen class (fall 2008 numbers) who are eligible for and invited to join the University Honors Program. This group of highly motivated students is also a highly diverse group in terms of ethnic diversity.⁶¹

Not surprisingly, Honors students surpass all other groups on Senior Exit Tests as shown in Annual Assessment Reports Seven and Eight.⁶² Honors seniors also rate their preparation on selected Andrews University

⁵⁹ 2008–09 *Andrews University Bulletin*, pp. 86–87

⁶⁰ Component 2B

⁶¹ Reference 4B05

⁶² Reference 3A02, Seventh and Eighth



The annual poster presentation of undergraduate Honors projects.

mission constructs and certain spiritual commitments higher than some other groups of students.

COMPONENT 4C

Andrews University evaluates and assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Evidence Statements

4C1 *Review and revision of the General Education (GE) curriculum is a standing activity of the University.*

Current General Education Revision: The current GE package has been revised and adjusted several times since its inauguration in 1996. At that time, the GE program was revised from a “cafeteria” plan with a plethora of courses acceptable in each category to a plan with more intentional specificity in most areas. The program was revised in preparation for conversion to the semester plan, beginning in fall 2000, and designed to maintain the same proportion of GE courses within a degree. Other changes are noted above in Evidence Statement 4B2.

During the 2007–08 academic year, the General Education Committee approved plans, subcommittee membership, and terms of reference for an extensive revision of the General Education curriculum. Faculty members from a broad spectrum of disciplines are assigned to the subcommittees to represent the variety of students taking the courses. The terms of reference for the subcommittees include:

- ▶ a defined freshman experience including a year-long composition instruction;
- ▶ a distinctive program with emphases on religion, diversity, and service, taught mostly by full professors;
- ▶ assessment of measurable learning outcomes at the beginning of the freshman year and annually thereafter to verify improvement of knowledge, attitudes, skills, and habits expected during each year;
- ▶ classes scheduled in such a way that students can access the courses they need at the appropriate time in the GE curriculum and in their major and minor programs;
- ▶ a compression of the GE curriculum to reduce the percent of the total degree from about 50 percent to 40 percent; and
- ▶ an internal publication, presently termed a “reader,” that integrates the University mission with the general education intended outcomes.⁶³

Also discussed by the committee is the concept of reducing the number of variations within the General Education package. Currently, in addition to the special Honors GE package (see discussion above) and the slight variations in GE between Bachelor of Science and Bachelor of Arts degrees, there are 14 professional programs with adjusted GE requirements.⁶⁴ Four variations in associate degrees are shown. This degree of variation may mute the distinctiveness of the “Andrews General Education Experience.”⁶⁵

Also discussed by the GE Committee is the need for greater sensitivity to the needs of transfer students, especially those who have completed most of the General Education requirements in the course of completing the prerequisites for a professional program such as physical therapy or clinical laboratory science.⁶⁶

⁶³ Reference I014, 2006–07 and 2007–08

⁶⁴ 2008–09 *Andrews University Bulletin*, pp. 38–43

⁶⁵ Reference I014, 2007–08

⁶⁶ See Component 5C

Assessment of General Education Outcomes: The University used the ACT-COMP instrument to measure GE outcomes from pilot testing of the instrument until it was discontinued in 1999. Several senior testing tools were used over the course of the next two years as the University Assessment Committee and the Office of University Assessment experimented with various options. Beginning in 2001, the Academic Profile (ETS) was used exclusively for senior testing. In 2006, the Measure of Academic Proficiency and Progress (MAPP from ETS) replaced the Academic Profile. Data is comparable for both instruments. In addition, a Senior Survey⁶⁷ is administered during testing events.

For several years faculty members have expressed concerns to the Assessment director and the General Education director that the senior testing tool(s) were not measuring the skills and knowledge competencies reflected in their syllabi and student grading processes. For example, the English faculty remains uncomfortable with a multiple-choice format to assess writing which does not evaluate actual writing samples. In response to these concerns, the subcommittees preparing the GE changes are charged to develop measurable learner outcomes and to participate in the selection of tools and artifacts to measure them. To facilitate this important change in assessment practice, the Assessment director has prepared draft assessment plans which include suggested learning goals and measures for each component of the GE package.⁶⁸ Beyond this proactive step, the Office of University Assessment has supported the adoption of LiveText® for the teacher-education programs. This type of software can provide additional options for measuring learner outcomes from General Education courses.

4C2 *Andrews University reviews programs regularly to ensure that curricula are updated to meet the needs of a diverse, global society and have the needed resources to prepare students for service in a highly technological world.*

At Andrews University, departments and programs review their curricula on a regular basis to maintain currency and relevance. As

⁶⁷ See Component 5A

⁶⁸ Reference 4C01

Beginning in 2006–07 and continuing through the 2007–08 academic year, the Graduate and Undergraduate Councils, led by the provost, designed a revised program review process.

part of the semester conversion process, all departments underwent an extensive and systematic review of their curricula. The University was successful in maintaining total semester credit hours at two-thirds of the total quarter credit hours.

Program review at Andrews University has had a difficult history at times over the past several decades. Often, processes termed program review have been used by administration to make decisions about retention or elimination of programs. Such practices left faculty fearing that program review was used only for reduction of the University’s portfolio of programs, rather than as a peer-review process to facilitate continuous improvement of programs.⁶⁹

Beginning in 2006–07 and continuing through the 2007–08 academic year, the Graduate and Undergraduate Councils, led by the provost, designed a revised program review process.

Departments and programs will complete a one-semester self-study; during the following semester committees will evaluate the materials presented and provide recommendations to the department, administration and the appropriate Council. University administration will provide quantitative data about credit hour production, enrollment, and related matters. The plan is that all programs will be reviewed over a five to seven year period. Each semester, a mix of strong and weak programs will be reviewed to help reduce the perception that only weak programs are targeted for program review and possible elimination.

Initially, several programs wishing changes in their organization and/or offerings have asked to be reviewed. Physical Therapy prepared their self-study document in early summer, 2008. The graduate programs in Leadership and the undergraduate programs in Art and Design (CAS) and Digital Media and Photography (COT) conducted their reviews fall 2008. The Computer Science programs (COT) (graduate and undergraduate), Speech-Language Pathology and Audiology (CAS), and Architecture programs will prepare their materials during spring semester 2009.

⁶⁹ Reference 4C02

4C3 *Many students select Andrews University because they wish to be prepared for service in a global, diverse, and technological society. Assessment of learner outcomes and evaluation of programs verifies their perceptions.*

Students perceive that Andrews University is successful in preparing them for a global and diverse society. Annually, the Office of University Assessment surveys seniors about their perceptions of how well the institution accomplishes the various aspects of its mission. Included is an item about respect for ethnic and cultural diversity. Rated at or above 4.00 on a five-point Likert-type scale (5=strongly agree), this item is consistently higher than any other item in the mission section.⁷⁰ Anecdotal data and responses to an open-ended item on the senior survey also indicate that students attend Andrews University because of the diverse and international population and value those aspects of the University.

When asked about satisfaction with their academic programs, seniors rated effectiveness of faculty use of computer technology to enhance their teaching at or above 3.75 on a 5-point Likert-type scale (5=strongly agree). The Departments of Biology, Nursing, Clinical Laboratory Science, Computer Science & Engineering, Digital Media & Photography, and School of Education departments and programs were rated above 4.00. Attention is being given to departments who were rated below 3.00, to help them increase their effective use of technology in the classroom.

Departments and programs continue to evaluate their curricula in the light of the skills students will need to be competitive in their disciplines and professions. As noted in Criterion 3, changes in curricula are voted by the program faculty and approved by the appropriate school or college curriculum committee. The newly revived program review process will provide additional impetus to considering curricula in the light of changes in the global and highly technical society in which graduates will function.



Carey Carscallen

Dean, School of Architecture

Carscallen notes growth in the School of Architecture over the past decade. He says, “The program has grown by about 100 students since 1997. This growth is mainly attributed to our emphasis on using our talents to serve others, demonstrated in the many opportunities our professors provide for our students to design buildings and places for various organizations and communities around the country and abroad.”

Impressively, the department’s Urban Design Studio has gained national recognition through the outstanding community design work it has done.

Carscallen received a service-learning award from Michigan Campus Compact in 2009.

⁷⁰ Reference 3A02, Seventh

4C4 *In its programs, Andrews University celebrates its diverse and global population on-campus and around the world. The opportunities for faculty, staff and students to travel abroad and interact with other cultures allows Andrews University to both serve and learn from its global clientele.*

...the General Education program is intentional about developing cross-cultural skills in students and graduates.

Academic and co-curricular programs at Andrews University provide a plethora of opportunities to interact and learn from students, faculty, staff and guests from other cultures and subcultures. Andrews University is an extremely diverse organization.⁷¹ As such, the University is highly committed to integrating a respect for a love of diversity into every aspect of the life of learning. As discussed earlier, the General Education program is intentional about developing cross-cultural skills in students and graduates. Graduate classes often have a more international clientele than undergraduate classes. Students may study abroad through Adventist Colleges Abroad⁷² to improve international language skills and experience another culture. The program is integrated with the International Languages degrees, so student can complete their programs without needing to take additional credits or semesters. A summer program is also available.

Many study tours take place each year, affording students the opportunity to learn in and from another culture and experience their discipline from another vantage point.⁷³ The Department of Behavioral Sciences, with students and faculty from La Sierra University and Loma Linda University, travel to Peru every other year. Archaeology faculty and students participate in a dig in Jordan annually. The political science faculty has sponsored tours to Cuba, China, and Greece. The Seventh-day Adventist Theological Seminary sponsors and co-sponsors several tours each year, some international, others celebrating the history of the Seventh-day Adventist Church in the United States. In spring 2009, an interdisciplinary tour to Tanzania will occur. The Honors program has sponsored a tour to Italy. The School of Architecture visits Bolivia annually to design and build a home and school for homeless children, in addition to tours to Europe. The Department of Biology sponsors a tour to the Amazon in alternate years. International Language Studies takes students to Europe, South America, and Central America.

⁷¹ See Components 2B and 4B

⁷² 2008–09 *Andrews University Bulletin*, pp. 18 and 150ff

⁷³ Reference 4C03



At least 15 clubs for ethnic and cultural groups exist on campus. They plan and provide a wide variety of events throughout the year. Most clubs welcome members from any ethnic or cultural background. See http://www.andrews.edu/services/studentlife/clubs/join_organization for a list of campus clubs, including those with an ethnic emphasis. An extremely popular event, the International Food Fair, in April, provides an opportunity for clubs to earn money for their activities and to celebrate and share their cultures through the medium of food. The event is popular with students and the entire Southwest Michigan community. Some people travel from Chicago and other areas to participate.

An academic tour to China, sponsored by the Department of History & Political Science, took place in 2006.

COMPONENT 4D

Andrews University provides support to ensure that faculty, students and staff acquire, discover, and apply knowledge responsibly.

Evidence Statements

4D1 *Andrews University has policies and procedures in place to educate students and faculty about academic integrity and responsible use of intellectual property. Processes have been established to enforce policies about intellectual property.*

In 2001, following extensive discussion, the Undergraduate and Graduate Councils jointly approved a revision of the *Bulletin* copy

and policies on academic integrity, updating the statement to reflect advances in electronic technology.⁷⁴ Concurrently, the Councils approved changes in enforcement of academic integrity policies. After consultation with department chairs, academic advising, and school deans, faculty are encouraged to report violations of the policy to the Office of the Provost. A tracking system has been established to identify repeat violations, which are addressed by a University committee. Faculty and departments may institute additional, more stringent policies in their courses and programs. Recently, the College of Arts and Sciences encouraged faculty to consider adding honor code language and requirements to their syllabi and course policies.⁷⁵

In addition to the changes in *Bulletin* copy, the academic integrity policy is published in the *Student Handbook* and the *Graduate Programs Manual*.⁷⁶ Students are instructed on ethical behavior in courses, especially research design courses and courses requiring writing assignments. Understanding that ethical standards may vary among cultures, a special session is held annually for international students. Many co-curricular events also stress the importance of integrity in all its forms in the Christian lifestyle.

As part of the process of revising the academic integrity policies and processes, a survey of students and one of faculty were conducted. Faculty were more aware of violations of academic integrity, which reflects their attention to confidentiality about student issues. Faculty and doctoral students were also willing to see a central system for reporting and tracking student violations. The majority of students believed faculty provided adequate explanations of what constituted academic dishonesty in their courses.⁷⁷ A group of student representatives from the student senate (AUSA) and the University Senate are currently working on developing a University Honor Code.

⁷⁴ 2008–09 *Andrews University Bulletin*, p. 28; References 2D03 and 2D04

⁷⁵ Reference 4D01

⁷⁶ Reference 4D02

⁷⁷ Reference 4D03

4D2 *Sponsored by the Office of Research & Creative Scholarship, the Institutional Review Board and the Research Council educate faculty and students about ethical constructs in research. They also oversee the processes of protecting the rights of human subjects and maintaining integrity in research and practice.*

The **Institutional Review Board** (IRB) has been established to monitor all research conducted by faculty, staff, and students at Andrews University. The Board educates the University community on the importance of safeguarding human subjects from any potential risks involved in research. Equally important, the IRB safeguards the process of obtaining approval to conduct human subject research. The IRB is comprised of eight appointed faculty and administrators from a variety of disciplines. In both faculty and student research involving human subjects, collection of data may not begin until written approval has been given by the IRB. In addition, the IRB has the authority to deny, suspend, or terminate research that fails to meet policy standards. Any research involving human subjects, whether sponsored by non-university organizations or the University, must have the research protocols approved in advance by the IRB.⁷⁸ Any student research, especially if the student will register to receive Andrews University academic credit, must also be approved by the IRB.

The **Research Council**, made up of faculty and administration representatives from throughout the University, votes policies and procedures to enhance the research activities of faculty members at Andrews University. Because active research is an important component of effective teaching, this committee seeks to ensure that all teachers on campus have opportunities to conduct research or creative activity appropriate to their classroom interests. The committee, together with the Office of Research & Creative Scholarship, has encouraged ongoing faculty research through such means as:

- ▶ regular faculty luncheons which highlight faculty speakers discussing their own research interests and successes;
- ▶ inviting off-campus research specialists who discuss grant-writing techniques and available granting foundations, corporations, and governmental agencies; and
- ▶ making policy decisions regarding how best to distribute the intramural research monies to faculty members in response to their grant proposals. These research grants may provide start-up monies for faculty to develop a research agenda robust enough to qualify for external grants.⁷⁹

⁷⁸ Reference 4D04

⁷⁹ Reference 4D05

Criterion 4 Conclusions

1. A life of learning is supported at all levels of the University. A combination of policies and rewards encourages ongoing scholarly and creative work.
2. Andrews University has policies and processes in place to ensure that faculty, staff, and students acquire, discover, and apply knowledge responsibly.

Criterion 4 Recommendations

1. The University should continue to search for ways to support research, including sabbaticals and leaves. This may include funding more contract faculty to allow main faculty members release time for research.
2. Some centers and institutes are currently unfunded or underfunded. Finding funding should be a priority.
3. The University should continue the process of revising the General Education curriculum with measurable learner outcomes and a plan for assessing them.
4. The University should continue the program review process.



CHAPTER 5

Criterion Five: **Engagement and Service**

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Introduction

Service is central to the University’s mission and identity. This is best explained by President Niels-Erik Andreasen’s address to the Michigan Campus Compact. He noted that Andrews has become “far more deliberate about providing students with service opportunities.” More and more, students receive “real-life, hands-on experiences” that meet “documented needs of the local community under the supervision of professionals.” He continued to elaborate the advantages of service to the University community and articulate the goal of making “community service and civic responsibility a habit-forming reality.”¹ This concept has done much for the University’s growth in community engagement and service.

This chapter documents how service has become a “habit-forming reality” for Andrews University faculty, staff, and students. The learning achieved by students and the knowledge and skills given in service by staff, faculty, and administrators demonstrate Andrews University’s commitment to serve the common good and to meet its civic and social responsibilities. These stories and statistics reveal an institution that is responsive to its local environment and to the Seventh-day Adventist Church.

Engagement and service is understood here as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”² Andrews University channels much of its external service and engagement *to* the Seventh-day Adventist Church and then *through* the Church to the world.

The University serves internal constituents, including students, faculty, and staff, and external constituents such as church members and officials, alumni, donors, and local, national and worldwide communities. The following sections are organized around first, internal constituents, and then external constituents.

Criterion Five: Engagement and Service

As called for by its mission, Andrews University identifies its constituencies and serves them in ways both value.

¹ Michigan Campus Compact Speech at www.micampuscompact.org/andrewsuniversity.asp.

² Carnegie Foundation for the Advancement of Teaching, retrieved January 28, 2008 from www.carnegiefoundation.org/news/sub.asp?key=51&subkey=2506

COMPONENT 5A

Andrews University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Because of its heritage as a university serving a worldwide church, services are rendered to many different populations in local, regional, national and international communities. The University staff, faculty, students, and alumni engage in generous service in a wide variety of ways.

Evidence Statements

5A1 *Andrews University learns from its students and prospective students and plans how best to meet their needs.*

The University uses several tools to learn from students and prospective students about their needs and expectations of the University experience.

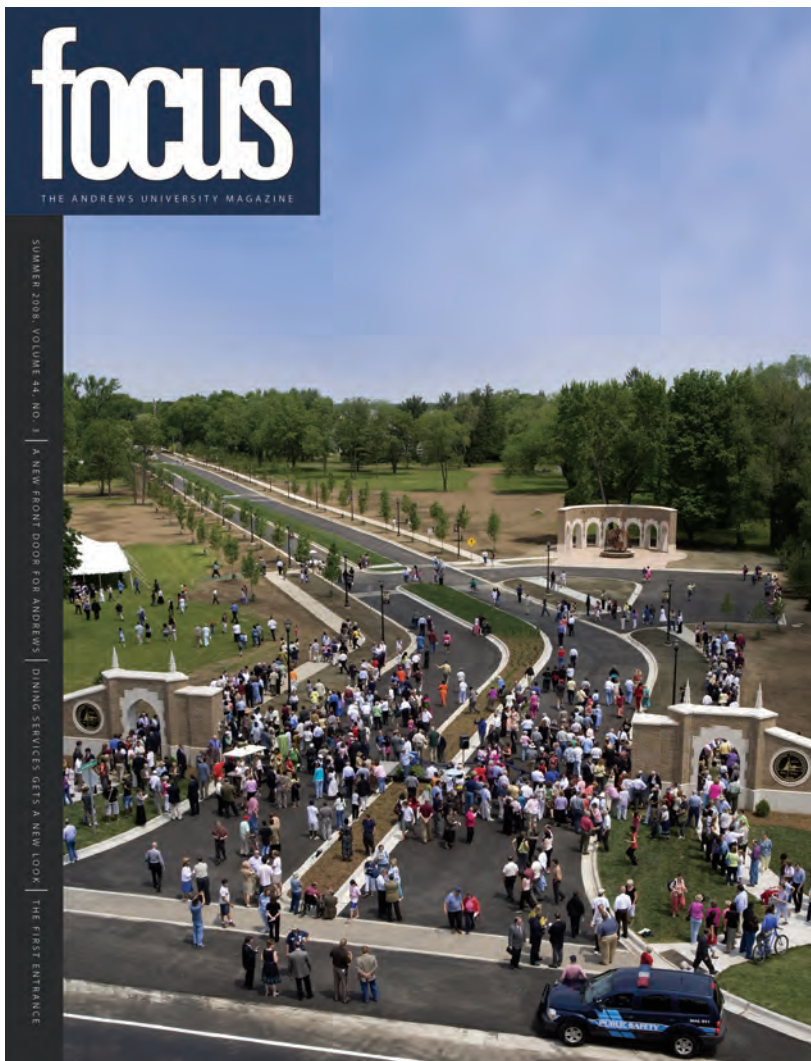
Senior Survey. Conducted annually, the Senior Survey collects information about spiritual commitments,³ mission accomplishment, and program satisfaction. In some years, data is collected about other important topics as well. For example, diversity issues were surveyed in 2005–06 and will be again in 2008–09. General Education satisfaction and perceptions are collected periodically, as are attitudes and practices related to service. Results are compiled in the annual Assessment Report⁴ and made available to relevant administrators and committees. Departments also receive a summary of results from their majors (first major, self-reported).

Co-Curricular Experiences. Undergraduate students are invited to evaluate daily worship and weekly chapel and assembly events annually, sometimes more frequently. This feedback helps the Division of Student Life plan events that make meaningful contributions to student development.⁵ Ongoing improvement in the programming testifies to the usefulness of the feedback received.

³ by Dr. Jane Thayer, Associate Professor of Religious Education, Emerita

⁴ Reference 3A02

⁵ Reference 5A01



The summer 2008 issue of Focus featured the opening of J.N. Andrews Boulevard, the new entrance to Andrews University.

Registration Survey. Administered by the Registrar, a link to the Registration Survey is available on the final screen of online registration.⁶ Feedback from students has helped fine-tune the academic and financial registration processes and improve student satisfaction.⁷

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

5A2 *Andrews University listens to its donors and alumni and considers how to incorporate their insights into planning. The University maintains an Office of Alumni Services which enhances the University's ability to serve and gain feedback from those constituents.*

⁶ Registration Central

⁷ Reference 5A02

The Office of Alumni Services has also launched a new software package, “AU & Me,” which provides a comprehensive communication tool for alumni with linkages to popular social networking sites such as Facebook.[®]

The Office of Alumni Services maintains electronic, print, voice, and face-to-face contacts with individual alumni members and alumni associations. *Focus* magazine, published by the Office of Integrated Marketing & Communication in partnership with the Office of Alumni Services, is the primary print-based communiqué. Alumni websites⁸ provide spaces and platforms for interaction with alumni and with the institution. The Office of Alumni Services and the Alumni Association Board coordinate, sponsor, or host an average of 30 regional alumni meetings a year where alumni can meet, share a meal, and interact with University officials (e.g., the president or provost and Advancement personnel).⁹ Feedback from these groups also helps the Advancement offices and the president stay aware of the needs and priorities of the wider Andrews University community.

Gaining in popularity and participation is the annual fall Alumni Homecoming. During the three-day event, several hundred alumni reconnect with the University through religious services, salad dinners, concerts, golf tournaments and parades. The Office of Alumni Services has launched a new software package, “AU & Me,” which provides a comprehensive communication tool for alumni with linkages to popular social networking sites such as Facebook.[®] Many departments also publish newsletters or engage in online interaction with their alumni. In addition to networking opportunities,

The annual Alumni Homecoming weekend is now held in the fall.



⁸ www.alumniconnections.com/olc/membersonly/ADU/mypage.jsp
www.andrews.edu/alumni/about/
⁹ Reference 5A03

alumni receive free James White Library cards and discounts on Liberty Mutual® insurance policies.

The President’s Council is comprised of alumni, faculty, Seventh-day Adventist Church officials and community members interested in the University. Many of the approximately 50 members are major donors.¹⁰ The President’s Council prioritizes capital improvement projects for the Board of Trustees. Often, members commit their own resources to projects. In September 2008, the group selected the Buller Hall Undergraduate Learning Center and the Nethery Hall renovation project as the next building projects to complete when adequate funds become available. In support of this initiative, the Board of Trustees voted that recommendation on October 28, 2008.¹¹

5A3 *Andrews University serves state, regional, national and international administrative units and organizational constituencies of the Seventh-day Adventist Church.*

The establishment of Andrews University included the commission to serve the Seventh-day Adventist Church. Functions of the University included provision of:

- ▶ theological training for ministerial personnel within the North American continent;
- ▶ creation-based preparation for faculty at every level of church-sponsored education;
- ▶ preparation of ministerial and educational leadership for the international church; and
- ▶ undergraduate education focused on service to the Church and society.¹²

Thus, the constituencies of the University include church members and leaders at every level of church organization. Communicating with and listening to these constituencies requires a variety of methods.

University administrators and faculty serve on various boards and governance groups of the Church. The student newspaper, *The Student Movement*,¹³ and the alumni magazine, *Focus*,¹⁴ are outlets for student

¹⁰ Reference 5A04 and 2008–09
Andrews University Bulletin, p. 362

¹¹ Reference 2B11

¹² Working Policy

¹³ Resource Room

¹⁴ Resource Room

Andrews University is considered a destination within Adventism, especially for international visitors to the U.S.

and alumni feedback. In addition, University news and opportunities for feedback are published in many international, North American, and local church publications.¹⁵ As noted above, alumni gatherings provide opportunities for feedback. Church members at every level feel welcome to call or stop by University faculty and administrative offices. Andrews University is considered a destination within Adventism, especially for international visitors to the U.S. On October 16, 2005, the president of the General Conference of Seventh-day Adventists, Dr. Jan Paulsen, visited the campus and spoke with a group of Andrews students about issues relevant to young people in the Adventist Church.¹⁶

Detailed more fully in Chapter 6, the University is often invited to provide educational programming in international locations. Needs and capacity are evaluated to determine which opportunities can be met. For instance, in 1996 the community development arm (ADRA)¹⁷ of the Seventh-day Adventist Church asked the University to help train their workers in international development. Over a five-year period, a curriculum was delivered at three sites to 250+ individuals. One hundred and seventy-four individuals completed the degree. Another round was begun in 2001 and has served another 400+ individuals at five sites.

In 1999, the University was asked to provide an MA Leadership to church employees in Europe. The two-year program served about 40 individuals. In 2007, the University was asked to provide the MA Teaching English as a Second Language for language teachers in Korea. The Seventh-day Adventist Theological Seminary also continues to provide the MA Religion for church pastors at several sites in Europe and Africa and has over 400 students enrolled in the international Doctor of Ministry program. The institution has been able to meet these needs through careful planning to not overtax on-campus faculty resources and at prices that accommodate the leaner budgets and lower incomes outside the United States.

¹⁵ Resource Room

¹⁶ www.andrews.edu/news/2005/10/paulsen.html
<http://news.adventist.org/data/2005/1129746101/index.html>.
en

¹⁷ Adventist Development and Relief Agency

5A4 *Andrews University houses or has created many centers and institutes to serve diverse constituents in specific ways.*

The University operates a number of institutes and centers¹⁸ which provide venues for scholarship and service to the campus and the worldwide church. They include:

- ▶ Andrews International Center for Educational Research
- ▶ Andrews University Press
- ▶ Center for Adventist Research
- ▶ Center for College Faith
- ▶ Center for Youth Evangelism
- ▶ Center of Continuing Education for Ministry
- ▶ Center for Teaching & Learning Excellence
- ▶ Christian Leadership Center
- ▶ Greek Manuscript Research Center
- ▶ Horn Archaeological Museum
- ▶ InMinistry Center
- ▶ Institute for Diversity & Multiculturalism
- ▶ Institute for Prevention of Addictions
- ▶ Institute of Archaeology
- ▶ Institute of Church Ministry
- ▶ Institute of Hispanic Ministry
- ▶ Institute of Jewish-Christian Studies
- ▶ Institute of World Mission
- ▶ International Religious Liberty Institute
- ▶ Museum of Natural History
- ▶ North American Division Evangelism Institute

These organizations serve the University and the Church by discovering the concerns of the worldwide Church and researching best practices for the Church and the University.



Merlin Burt

Director, Center for Adventist Research
Assistant Professor of Church History

The Center for Adventist Research “has acquired a number of very significant new collections in the last five years.” This includes the establishment of the Review and Herald Rare Book Library which is a collection of infrequent rare Seventh-day Adventist books and manuscripts. Burt notes, “The Center impacts students through teaching and direct ministry events. Nearly all seminary students will use the Center repeatedly in the course of their class work.”

¹⁸ 2008–09 *Andrews University Bulletin*, pp 11–17, Criteria 3 & 4, 2009 Seventh-day Adventist Theological Seminary Self-Study

5A5 *Andrews University serves as a site for preservation and dissemination of Seventh-day Adventist Church history, documents and research. The Center for Adventist Research has the largest collection of Seventh-day Adventist materials.*

In addition to conducting research and preparing leaders for the Seventh-day Adventist Church, the University maintains resources about the history and heritage of the University and the Seventh-day Adventist Church. The Adventist Heritage Center, a component of the Center for Adventist Research (CAR),¹⁹ provides a unique depository for research purposes. The center is an interpretive facility to educate and inspire students and scholars as they seek to understand the historic and contemporary roles of the Seventh-day Adventist Church. In addition, CAR includes an extensive Seventh-day Adventist manuscript collection, a branch office of the Ellen G. White Estate, and the University Archives.

CAR houses the most extensive collection of Adventist-related materials in the world and serves the dual roles of preserving rare and important Adventist resources and promoting the study and understanding of Seventh-day Adventist history and development.

The Center for Adventist Research is located in the James White Library.



¹⁹ Reference 5A05

COMPONENT 5B

Andrews University has the capacity and the commitment to engage with its identified constituencies and communities.

Evidence Statements

5B1 *Faculty and staff report serving the Seventh-day Adventist Church in many ways and at various levels of church administration. Working with students is regarded as one of the most rewarding aspects of employment at the University.*

About 200 of more than 800 full-time and part-time employees participated in a survey in the spring of 2008. About half the respondents were faculty; fifteen percent were administrators; a very small percentage was retirees; the remainder was salaried and hourly staff. Nearly all respondents reported serving entities of the Seventh-day Adventist Church at various organizational levels; more than 100 respondents reported community service in local, national, and international settings.²⁰

An open-ended question on the survey elicited responses to a query about what excited them most about working at Andrews University. Many respondents emphasized their delight in working with students, especially in a multi-cultural environment, whether on the main campus or on an extension campus. Responses about rewarding service experiences emphasized the joy of working together with students on service projects. Many respondents commented favorably on their experiences serving the Church in other countries.²¹

5B2 *Many faculty and staff members are invited to assist various entities of the Seventh-day Adventist Church in their work.*

Because of the high level of expertise among the faculty, many departments and international educational institutions of the Seventh-day Adventist Church request assistance from University personnel, particularly in the Seventh-day Adventist Theological Seminary and the School of Education. Typically, expenses are covered for

Through memberships on various community commissions, boards, taskforces, commissions, committees, and service organizations, faculty and staff maintain contact with their local community.

²⁰ Reference 5B01

²¹ References 1D01 and 5B01

these requests, but there is no reimbursement to the University or the individual for the time spent away from campus. The University subsidies received from these entities are designated for capital expenditures or to help fund programs, mostly graduate programs. The University understands these services are expected because of our unique position as the premier learning center of the world Church of Seventh-day Adventists. One way the University anticipates serving these needs is the recent establishment of Service to Adventist Graduate Education (SAGE).²² The Legacy of Leadership Business Plan includes funding to support these kinds of service to other Seventh-day Adventist institutions.

5B3 *Andrews University faculty, staff and students engage formally and informally with local, national and international communities.*

Through memberships on various community commissions, boards, taskforces, commissions, committees, and service organizations, faculty and staff maintain contact with their local community. Faculty members serve in Rotary Club, Optimist Club, Lions Club, Civic League, and other service organizations. The president serves on the local hospital board and is a member of this year's United Way Cabinet. A faculty member chairs the county Board of Health; other faculty members serve on taskforces and committees throughout the local, state, and national region. In Southwest Michigan, faculty and staff members generously give time and resources to Habitat for Humanity, literacy programs, local school systems, local public health organizations, cultural events, and the Berrien County Youth Fair. This high volume of community involvement is in addition to their standing commitments to service in their local churches. Such activities allow for ongoing engagement with the community in formal and informal settings. Faculty report service to local and global communities in annual reports and a spring 2008 survey.²³ These service activities may be underreported because many faculty and staff either do not consider this service out of the ordinary or would rather serve their community privately, without publicizing their involvement.

²² Reference 2A01

²³ References 1D01 and 5B02

COMPONENT 5C

Andrews University demonstrates its responsiveness to those constituencies that depend on it for service.

Evidence Statements

5C1 *Andrews University recognizes the mobile nature of today's students. Credit transfer policies provide for the needs of transfer students.*

Transfer students represent about five percent of Andrews University enrollment and are most likely to enroll in professional and science programs. Andrews University accepts transfer students from any accredited institution. The articulation database in Banner simplifies the transfer process from most institutions. An articulation coordinator reviews transfer work and enters it into the student's computer record of completed course work. The computer system is designed to articulate courses quickly from institutions from which work is most often transferred.

To recognize each student's prior academic successes, Andrews University cooperates with the College Entrance Examination Board (CEEB) in the Advanced Placement Program (APP). CLEP and Dante exams are administered by the Counseling and Testing Center. Such exams should be completed early in the student's college program. Beyond this, course-specific challenge exams can be arranged for students who feel they are prepared to demonstrate their advanced knowledge and abilities. Prior Learning Assessment is coordinated through the Student Success Center for undergraduate courses and provides opportunities for students to document life experience relevant to the course work in a major or degree. In addition, students presenting scores from the International Baccalaureate Exam may receive credit if scores are high enough and other conditions are met.²⁴

Andrews University was an early adopter of the Michigan Transfer Network, a database developed by Michigan State University. "The Michigan Transfer Network allows students, advisers, and the general public to view transfer course equivalencies between many Michigan

Andrews was an early adopter of the Michigan Transfer Network, a database developed by Michigan State University.

²⁴ Reference 5C01 and 2008–09
Andrews University Bulletin, p. 33

colleges and universities.”²⁵ While Andrews University does not guarantee equivalent courses will transfer, prospective students can check whether the University recognizes the course.

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

5C2 *Andrews University’s contracts, agreements and partnerships with constituents and organizations uphold institutional integrity.*²⁶

The General Counsel maintains the University contracts with various entities as required. The Clinical Education Agreement is an example which all health-related programs use. The Andrews University Endowed Scholarship Fund agreement is another example. Legal Counsel may also approve “form” contracts.²⁷

Andrews University has a presence on all continents except Antarctica and Australia.

All Andrews University articulation, affiliation, and extension agreements are managed and maintained by the Office of Affiliation & Extension Programs. Andrews University has a presence on all continents except Antarctica and Australia. Officers from overseas institutions affiliated with Andrews University sign a “Memorandum of Understanding,” which is also signed by Andrews University’s president, provost, and appropriate deans and chairs.²⁸ The international affiliation and extension programs are monitored through audits conducted onsite by Andrews University personnel.²⁹

Extension programs are taught by Andrews professors utilizing main campus faculty, plus adjunct and contract faculty as appropriate. Often students from nearby regions will come to a central campus for classes and return to their home areas when finished with residency

²⁵ www.michigantransfERNetwork.org/

²⁶ See Component 1E

²⁷ Reference 5C02

²⁸ Reference 5C03

²⁹ See Chapter 6

components of their education. Extension students have access to the James White Library online collections but access for affiliations is currently cost-prohibitive. The site study for an affiliation in Hong Kong was finished in October 2008.³⁰

5C3 *Andrews University offices have systems in place to assure compliance with federal, state, local, church, and professional laws and regulations.*³¹

As noted in Criterion 1, Component E, multiple offices and functions in the University endeavor to assure compliance with laws and regulations. The North American Division of the Seventh-day Adventist Church (NAD) requires an annual audit to assure compliance with church fiscal regulations. Any variance to these policies is reported to the full Andrews University Board of Trustees for their review and recommendation. The North American Division of Seventh-day Adventists also requires employees to sign a Conflict of Interest document.³²

The Office of Student Financial Services maintains required legal documents such as: the “Fiscal Year Cohort Default Rate,” from the United States Department of Education. Andrews was given a very good rating of 2.4.³³ Another document from this department also attests that Andrews “satisfies the definition of an eligible institution under the Higher Education Act of 1965.”³⁴

The Office of Human Resources ensures the University meets federal and state employment laws and regulations. The Office of Academic Records keeps the campus informed about FERPA regulations and management of student information. Information Technology Services also endeavors to stay abreast of changes in legal requirements relating to technology.

Many professional faculty and staff are required to maintain licensure and accreditation requirements to be qualified to carry out their roles. This includes faculty in such programs as Nursing, Physical Therapy, Clinical Laboratory Sciences, Speech-Language Pathology & Audiology, Dietetics, Architecture, Accounting, Educational Counseling & Psychology, Social Work, and teacher preparation. In

³⁰ See Chapter 6

³¹ See Component 1E

³² Reference 5C04

³³ Reference 5C05

³⁴ Reference 5C06



Andrews University students, faculty and staff responded to the needs of the victims of Hurricane Katrina.

addition, staff in multiple departments are required to comply with accreditation requirements and meet their continuing education requirements.

5C4 *Andrews University faculty and students serve eagerly, responding to disasters and identified needs. The ability to analyze community needs and respond appropriately is improving.*

In times of disaster, especially within the U.S., Andrews University students and faculty respond enthusiastically. When New Orleans was devastated by Hurricane Katrina, a team of students went down to help at Bass Memorial Academy, a Seventh-day Adventist secondary boarding school in Mississippi which had sustained major damage. In addition, the Center for Youth Evangelism coordinated groups of students from Andrews University and other Seventh-day Adventist institutions who helped throughout the next 18–24 months with various types of disaster relief in Louisiana and Mississippi. In-kind donations of equipment and tools, including a field kitchen, for the work in New Orleans are now available for similar relief efforts,

such as providing disaster relief after Hurricanes Gustav and Ike in September 2008.

The campus sometimes serves as a site for disaster drills of various types. The dairy has served as a drill site for collecting samples required in the case of a nuclear attack or problems with local nuclear energy plants. The Berrien County Health Department and affiliated organizations used the gymnasium to practice distribution of medication in the event of an epidemic. The church parking lot has served as a site for county disaster drills for large-scale disasters such as a terrorist attack.

In addition, almost 100 students a year participate in short and long-term volunteer service in the United States or abroad. Typical roles include teachers and teaching assistants, health assistants or educators, orphanage workers, dormitory deans, relief workers, and whatever else is needed at the site. The Office of Campus Ministries facilitates student applications and training for these assignments. Some departments and schools organize annual or biannual mission trips to serve in specific areas. Every summer, students and faculty from the School of Architecture design and build facilities for a home and school to house and educate Bolivia's street children. Over Christmas Break 2008, Department of Engineering & Computer Science students and faculty helped with construction at a school in Peru.

The Campus Ministries leadership team has developed a protocol for evaluating service ideas from students and others to ensure the success of projects undertaken:

- First, a personal relationship between someone on campus and a responsible individual or group at the site where help is needed.
- Second, appropriate resources must be available or able to be secured within a reasonable budget.
- Third, appropriate security arrangements must be made for the safety of personnel and property; to include a responsible person to maintain accountability standards throughout the project.

- Last, there must be individual and corporate passion behind the desire to embark on a particular project.³⁵

The University now offers an emphasis in emergency preparedness for graduate and undergraduate community development degrees.³⁶ Both graduate and undergraduate students can receive certification in various areas of disaster response and emergency operations. A Certificate of Emergency Preparedness is available that may be accepted by various states toward recognition of Professional Emergency Manager or similar designation.

COMPONENT 5D

Internal and external constituencies value the services Andrews University provides.

Evidence Statements

5D1 *Andrews University's evaluation of services for students seeks input from them.*

Students are invited to evaluate services in a variety of ways. On the Senior Survey,³⁷ students are invited to indicate the degree to which they feel the University has accomplished its mission in their lives. There is also a section about program satisfaction inviting responses about their degree program. In addition, the Andrews University Course Survey, a course evaluation tool, is administered to many courses at the end of each semester. Individual schools determine the frequency of evaluation and which courses are evaluated. The current version of the course evaluation was initiated in 2004. The redesign of the tool includes items asking students to self-assess their learning in the course, contributing to assessment data as faculty evaluate their teaching and plan for improvement of instruction.³⁸

The co-curriculum is evaluated by the Division of Student Life and Office of Campus Ministries in several ways. Until systems for attendance records became electronic, attendance forms included a request for feedback from students, providing basic evaluation of

³⁵ Reference 5C07

³⁶ 2008–09 *Andrews University Bulletin*, pp. 102–110 and pp. 198–200

³⁷ Reference 3A02

³⁸ See Component 3B and Reference 3B06



programming. In addition, annual surveys elicit information about residence hall, chapel, and forum programming.³⁹ This information provides insights that inform planning of programming for subsequent years.

One of the most popular programs sponsored by Campus Ministries is Fusion. A Friday night worship experience, Fusion provides a diverse, inclusive worship experience drawing from a variety of ethnic and cultural backgrounds. This monthly event has become so popular that the audience has been limited to Andrews University students. To evaluate the effectiveness of their programming, the leadership conducted a survey at each program in 2007–08.⁴⁰ Fusion staff has also worked with the University’s Diversity Council to do a more in-depth survey about their programming.



Neola Sivalingam

Health Science/Pre-Physical Therapy

Fusion (pictured left) is a student-led worship service held the first Friday night of each new school month. Music, prayer, small group activities, dramas and inspirational video clips are usually on the program and have given students the chance to worship freely together in a directed, God-filled environment.

“Fusion is a chance for the entire university to come together on Friday nights and really worship God together. It gives me a glimpse of how heaven will be with everyone just worshipping God! I love to hear people getting excited to go to Fusion because it shows how the heart longs for worship,” says Neola. *“The biggest reason why I chose to attend Andrews University was because of the spiritual atmosphere.”*

³⁹ Reference 5A01

⁴⁰ www.andrews.edu/cm/fusion/

During the 2005–06 school year, students organized a chapter of Amnesty International. The following year, they initiated an umbrella organization, Action, that encompasses Amnesty International, Habitat for Humanity, and the Village Green Preservation Society (the campus environmentally-oriented organization).

The Seventh-day Adventist Theological Seminary has an annual assessment day where students have an opportunity to share their level of satisfaction with their academic programs and seminary life in general. This information provides a basis for affirming and adjusting the Seminary's academic curricula and experiences. Master of Divinity students are also given an additional exit questionnaire called Profiles of Ministry, an evaluation instrument developed by the Association of Theological Schools to determine a graduate's readiness for ministry. This questionnaire is administered at the beginning of the Master of Divinity student's program and at the end, providing an indication of how well the Seminary is preparing Master of Divinity graduates for ministry.

5D2 *Student-service programs sponsored by the University are provided to the local community.*

As part of the mission construct Change the World, service learning is a central emphasis of the University.⁴¹ A Philosophy of Service course (BHSC100) is part of the General Education requirements. As a class requirement, students must participate in some form of altruistic service. Student attitudes about the value of service, to the individual as well as to society, change between a pre-test and post-test.⁴² Later in the curriculum, to meet General Education requirements, students may choose among "S" courses, usually within their major, Philosophy of Service Fieldwork (BHSC300), or receive a waiver by documenting their alternate service activities according to the "Service Learning Packet," which is submitted to the Office of Service Learning.

The service ethic of Andrews University students finds numerous groups of students developing and engaging in service programs during their time at Andrews University. During the 2005–06 school year, students organized a chapter of Amnesty International. The following year, they initiated an umbrella organization, Action, that encompasses Amnesty International, Habitat for Humanity, and the Village Green Preservation Society (the campus environmentally-oriented organization).⁴³ Fund-raisers have benefited a variety of

⁴¹ 2008–09 *Andrews University Bulletin*, p. 37

⁴² Reference 3A02, Fourth

⁴³ Reference 5D01

international concerns. Recently, the Village Green Preservation Society sponsored a one-day thrift shop to encourage students to “Reduce, Reuse, Recycle, and Rebuy.”⁴⁴

The Socrates After School Project is a community service program that provides free tutoring to students in Benton Harbor and other local schools. Dr. Desmond Murray of the Andrews University Department of Chemistry & Biochemistry directs this program. Initially, the program recruited mathematics, physics, biology, and chemistry students, but currently all University students have an opportunity to volunteer. Several schools in the county have requested the program be expanded to include them,⁴⁵ and this program has been featured many times in the local and regional media.

Students also spend time ministering in various ways to the Benton Harbor community in an ongoing outreach program dating back to the early 1990s. For children, there are Saturday afternoon programs, a buddy program and a mentoring program. Another program reaches out to youth 12–18 years of age. Personal door-to-door evangelism for both English and Spanish-speaking individuals is another option for spiritual outreach.⁴⁶

Students in Free Enterprise (SIFE) at Andrews University is actively involved in projects in the local communities. For the past four years, Andrews University SIFE students have taught computer classes in conjunction with the Bridges to Digital Excellence (BDE) program in Benton Harbor, Mich. In this program, elementary students and parents alike are taught basic computer skills at the BDE classes in order to bridge the technological divide between the Benton Harbor and St. Joseph communities. When the classes are successfully completed, the family receives a computer and software to take home. During the 2007–08 school year, SIFE students taught job success and financial management skills to women who had been domestically abused and were staying at the Niles, Mich. shelter, Polly’s Place. The goal of this project was to educate and prepare these women to return to the workforce and equip them with the confidence needed to succeed. While SIFE is primarily supported by the School of Business



Sallie Alger

Head, Bibliographic Services, James White Library; Associate Professor of Library Science

“I believe that the many service opportunities in which our students participate makes them more caring and helps to broaden their worldview, even if just locally,” she says. “I also believe that service activities have greatly benefited our relationship with the wider community over the past ten years.

In February 2008, Alger was recognized with a faculty/staff community service-learning award from Michigan Campus Compact.

We are seen as an asset to the community and through my work with the Optimist Club of Berrien Springs, I have heard many anecdotal stories that are testimony to that.” At Andrews University, students and faculty alike are active in civic engagement.”

⁴⁴ *The Student Movement*, December 3–9, 2008

⁴⁵ Reference 5D02

⁴⁶ www.andrews.edu/life/spiritual/outreach/

Administration, its projects and outreach programs involve students from all majors across the University.⁴⁷

5D3 *The University has a unique relationship with Pioneer Memorial Church (PMC) of Seventh-day Adventists, located on the campus of the University.*

The Seventh-day Adventist Church has had a congregation on the University campus since the University was established as Emmanuel Missionary College. In 1960, coincidentally coinciding with the college becoming a university, a new church building was occupied. A review of the PMC website reveals a host of service activities serving the campus and surrounding communities. A summer day camp, FLAG⁴⁸ Camp International, for children 5–13 years old, is open to the public. The University funds half the cost for children of students living in campus housing units.

The Benton Harbor Soup Kitchen partners with area churches and charities in serving daily meals to residents in need. Pioneer Memorial Church serves one meal monthly. University faculty and staff often participate. A jail ministry has been in operation for several decades.

Neighbor to Neighbor is a community service venue supported by area Seventh-day Adventist churches. Neighbor to Neighbor addresses the physical and spiritual needs of its clients. Individuals can obtain secondhand clothing and other household items for free or at a reduced price. Andrews University students, especially those from other countries, have found Neighbor to Neighbor a valuable resource for meeting their needs for cold-weather gear and basic household needs.

5D4 *Well-received continuing education programming and many professional programs are offered. Conferences for church leaders and local participants are well-attended.*

Many departments and schools across campus sponsor seminars and colloquia to expose students, faculty, and community members to current scholarship in their discipline. Examples of such events include:

⁴⁷ www.andrews.edu/sba/
[www.andrews.edu/services/
studentlife/clubs/clubpages/au_
sife.html](http://www.andrews.edu/services/studentlife/clubs/clubpages/au_sife.html)

⁴⁸ Fun Learning About God

- ▶ The Seventh-day Adventist Theological Seminary departments hosted 11 meetings in 2007.
- ▶ The Department of Behavioral Sciences (CAS) hosted six seminars in 2007.
- ▶ The Department of Biology (CAS) hosted six seminars in 2007.
- ▶ The Department of Physical Therapy (CAS) sponsors continuing education sessions for practicing physical therapists; students and faculty also attend.⁴⁹
- ▶ The Department of Aeronautics (COT) hosts seminars for licensed pilots and pilots-in-training.
- ▶ The School of Business Administration (SBA) hosts a seminar for Seventh-day Adventist collegiate business teachers in alternate years. In addition, they host North American Division of Seventh-day Adventists treasurers in alternate years. The latter conference is titled, “Beyond the Bottom Line.”
- ▶ The Department of Educational & Counseling Psychology (SED) conducts three to five seminars a year.
- ▶ The Department of Nursing (CAS) has an honor society chapter which provides two continuing education seminars annually.
- ▶ The Department of Social Work (CAS) offers CEUs for the community. Sessions were offered in April, May, and September 2008.
- ▶ The Department of Nutrition & Wellness (CAS) offers a continuing education event for local dietitians annually.

Many departments on campus invite discipline-specific guests to speak for department assemblies, seminars, and class lectures. The local community is welcome to attend these events.

5D5 *Andrews University’s facilities are available to and used by local and global communities.*

The **James White Library** hosted a special visit from author Anna-Lisa Cox on April 19, 2007. Cox was on campus to discuss her book, *A Stronger Kinship: One Town’s Extraordinary Story of Hope and Faith*, which tells the story of racial integration in Covert, Mich. Since the 19th century, in an era and country roiled with racial tensions, Covert has been a place where “blacks and whites lived peacefully and

⁴⁹ www.andrews.edu/cas/pt/alumni/alumniconedu.html
www.andrews.edu/cas/pt/admission/continue_edu.html

*The class of 2008
[in the BCMSC] had four
National Merit Finalists.
Students participate in
—and win—multiple
competitions in science
and mathematics fields.*

equally with shared political power, integrated schools and interracial marriage.” Over ten years, Cox culled research from local newspapers, personal diaries, and first-hand reminiscences depicting a town that was and still is racially integrated.

The James White Library is available to the community. To date there are 100 patrons who pay a renewable fee each year which allows them to have access to every aspect of the library with the exception of MeLCat (Michigan e-Library Catalog).⁵⁰ The library participates in

Andrews University’s annual Creative Arts Festival each year. In addition to exhibits and programs highlighting campus talent, the library includes artwork and programs by community members and groups. The library gallery hosts exhibits by community and campus members.⁵¹

The University serves the local community through a contract with the Berrien Regional Education Service Agency (Berrien RESA) to provide challenging and inspirational mathematic, technology, and science education for area high school students.⁵² University faculty members teach all classes for about 110 students at the **Berrien County Mathematics & Science Center (BCMSC)**. Admission to the half-day program is highly competitive. Students take accelerated high school courses and optional college courses. Exiting mean ACT scores are above 29. All students have had the opportunity to participate in research. Most are members of their high school National Honor Society (80 percent); major in mathematics, science, or technology fields (65 percent); graduate from college in four years (72 percent); and attend graduate school immediately after their undergraduate degree (61 percent). The class of 2008 had four National Merit Finalists. Students participate in—and win—multiple competitions in science and mathematics fields. Students, parents, local school administrators, and the community value the contribution of the Center to improving education in science, technology, and mathematics.

The **Howard Performing Arts Center** is an exciting new cultural resource in the Southwest Michigan community. As a state-of-the-art

⁵⁰ <http://elibrary.mel.org/search>

⁵¹ Reference 2B13

⁵² www.bcmsc.org/



concert hall designed for the performance of music, the Howard Center is owned and operated by Andrews University, and open to the public. Each year the Howard Center presents the Howard Series featuring world-renowned classical musicians, the Christian Artist Series featuring the best of contemporary Christian music, the Second Sunday Concert Series featuring faculty and community chamber musicians, and a Faculty Recital Series. The Howard Center also serves as the performance venue for the Andrews University Symphony Orchestra, Wind Symphony, Sinfonietta, Choral Program, and other Department of Music performances including student recitals. There are more than 100 events open to the public annually, with over 10,000 total patrons in attendance.

In fall 2007, Gary Hamel, an alumnus recently identified by the *Wall Street Journal* as the top business guru in the world, was the guest speaker at a business seminar held at the Howard Performing Arts Center for Lakeland Health Care and Whirlpool Corporation executives. The Howard Performing Arts Center is used by community groups for performances of various types. The lobby of the Howard Center is used extensively for wedding receptions and other events. A partial list of some of the community events held at the Howard Center and other campus venues is available in the Resource Room.⁵³

The Howard Performing Arts Center is an elite, acoustically sensitive concert hall designed specifically for the performance of music.

In fall 2007, Gary Hamel, an alumnus recently identified by the Wall Street Journal as the top business guru in the world, was the guest speaker at a business seminar held at the Howard Performing Arts Center for Lakeland Health Care and Whirlpool Corporation executives.

⁵³ Reference 5D03

Andrews University operates **WAUS**, a classical music station covering southwestern Michigan and northern Indiana. Programming includes news from National Public Radio, American Public Media and the BBC. Listener-supported, WAUS has approximately 50,000 weekly listeners with about 2,500 donors. WAUS also derives financial support from area businesses through underwriting. According to Abitron,⁵⁴ the profile of WAUS's typical listener is someone in the 35+ age group who is well educated, and has above average disposable income.

The annual **Easter Passion Play** has attracted keen support from internal and external Andrews constituents. The Passion Play is an interactive walkthrough experience, occurring on Easter weekend, depicting the life, death, and resurrection of Jesus Christ. Begun in 2003, volunteers from Andrews University and the community reenact these events. Attendance has been as many as 8,000 visitors.⁵⁵

Andrews University engages with church-related constituencies by offering its facilities to many church-affiliated international, national, and regional church organizations, administrative boards, and social groups. In April 2008, the **General Conference of Seventh-day Adventists** held its semi-annual business meeting at the University.⁵⁶ More than 150 international administrators visited the campus. Many were able to meet with students and faculty from their home administrative units and/or become more aware of Andrews University's opportunities and resources. These interactions with other church leaders from around the world help the Seventh-day Adventist Church and the University to remain aware of each other's needs, expectations, and priorities.

Chan Shun Hall, the home of the School of Business Administration, was built with the understanding that the Whirlpool Room would also be used by the local business community and organizations at no cost to them. The Lakeland Health Care board meets there, as does the local Chamber of Commerce and many other groups. The University participates in two to three Red Cross Blood Drives annually. Community service organizations such as Rotary International have held meetings on campus, in the Whirlpool Room or the Howard Performing Arts Center.

⁵⁴ Spring 2006

⁵⁵ <http://passionplay.andrews.edu>

⁵⁶ www.andrews.edu/news/2008/04/gc_meetings_end.html

Between the twin philosophies of “generous service” and “the gathered community,” over 90 percent of **co-curricular programming** and activities are open to the public. Such events include secular and spiritual programming, the latter in conjunction with the Office of Campus Ministries. Spiritual programming includes daily worship opportunities, weekly chapel programs, Friday evening and Sabbath programming, and Weeks of Spiritual Emphasis. Secular programming includes weekly “assembly” or forum programming, concert series, various special events such as the Martin Luther King Jr. Day celebrations, all of which are open to the public; some of which are widely publicized.

The University has provided lodging for participants and transportation to local Habitat for Humanity building sites. In addition, the campus hosts meetings of various Seventh-day Adventist groups who gather for weekends of spiritual programming. Michigan high schools regularly schedule their summer band camps at Andrews University, using the playing fields for marching drills, lodging in the dorms, and boarding at the cafeteria.

Various campus facilities are open to the public; some are advertised in local newspapers as well as to the campus community. For example, the health clubs in the men’s and women’s residence halls are open to the public; each has about 25 percent community membership. The swimming pool and racquetball courts are open to the public. The Andrews University Airpark is available for community member use, and flight training is open to anyone. About 25–30 percent of flight students are community members.

Criterion 5 Conclusions

1. Andrews University carries out its core mission of “generous service through civic engagement” to local and global communities.
2. Andrews University listens to students, alumni, donors, Church members and officials, and local and global communities.
3. Andrews University evaluates its capacity to serve and demonstrates responsiveness in myriad ways.
4. The contributions of Andrews University to the local and global community are appreciated.

Criterion 5 Recommendation

1. Andrews University can improve its ability to evaluate capacity and allocate resources in ways that avoid faculty overload. This may be especially needed in the School of Education and Seventh-day Adventist Theological Seminary.



CHAPTER 6

Distributed Education

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Introduction

Andrews University has a long history of partnering with Seventh-day Adventist educational and church institutions around the world to deliver quality programs through affiliation, extension, and more recently, distance education programs. Beginning in 1975 with two schools in Africa (the Adventist Seminary of West Africa in Nigeria and Helderberg College in South Africa), Andrews University has delivered both graduate and undergraduate programs to more than 25 institutions and organizations around the world. At the present time, Andrews University has affiliated or extension programs in 16 different locations, primarily outside the United States. Currently, nearly 4,000 students are enrolled in various external programs. Details of these programs along with processes and procedures to maintain adequate oversight of these programs will be described in this chapter.

The rationale for such a significant undertaking of international partnerships is grounded in the mission of Andrews University. In particular, two phrases in the Mission Statement—Seek Knowledge and Change the World—provide the impetus for these programs. Andrews University’s leadership as the first tertiary institution of the Seventh-day Adventist Church carries a significant role as a source of training for church and educational leaders. In addition, Andrews University actively mentors other educational institutions developing processes and procedures that lead to government recognition of their programs. While there has been a gradual move away from affiliation programs and a growth of extension programs, Andrews University still maintains a strong mentoring program, working with Seventh-day Adventist tertiary institutions around the world. Andrews University also provides support and hospitality when personnel visit Andrews University for short-term training and longer sabbatical programs.

Terms of Reference

The following terms of reference help explain the nature of affiliation, extension, and distance education programs offered by Andrews University.¹

Distributed
Education:

Affiliation, Extension, and Distance Education Programs

¹ See Abbreviations and Definitions

Affiliation: An affiliation refers to a relationship with an institution which has been approved to offer specific Andrews University degree programs on a cooperative basis between the two institutions. The affiliated school provides faculty and facilities, recruits students, charges and collects tuition, and remits an annual fee to cover the administrative costs of Andrews University. The University controls the admission of students and the overall curriculum of the program. Andrews University also maintains quality control over faculty and academic processes. Such programs are reviewed and audited on a regular basis by a team of Andrews University faculty and administrators who personally visit the site and make recommendations for improvements necessary to maintain the affiliation. All courses are transcribed as Andrews University courses and students who fulfill all requirements of an approved program receive Andrews University degrees.

Extension: An extension refers to a relationship with an institution at a location other than the Berrien Springs campus where courses are taught by Andrews University faculty. Generally, complete degree programs are taught in their entirety at the extension site although individual programs, such as the MBA in the School of Business Administration, may require MBA students to complete a capstone course on the Andrews University campus.

Distance Education: Distance Education refers to a limited number of courses and several selected degree programs offered through correspondence, Internet delivery, or other means in which faculty and students do not meet face-to-face.

Governance: A complete description of the administrative governance system for Affiliation & Extension Programs is available in the documents available for review.² However, the following summation may be useful in understanding the administrative structure and processes for the affiliation, extension, and distance education programs offered by Andrews University.³

² Reference DE01

³ See Components 1A and 5C

All affiliation and extension programs are administered by the Office of Affiliation & Extension Programs; the Dean of Affiliation & Extension Programs reports to the Provost. The Dean of Affiliation & Extension Programs works with other academic deans and department chairs to maintain quality control of specific courses and ensure that program requirements are the same for on- and off-campus programs. Admission into graduate programs and the monitoring of specific program requirements remain the responsibility of individual colleges and schools of the University through academic deans, program directors and coordinators, and department chairs. In addition, an Affiliation & Extension Programs Committee includes representative faculty and academic deans. This committee develops policies and procedures, and approves courses, programs, and faculty as recommended by the respective schools through their departments or curricula and policies committees.⁴

Distance Education programs are administered by the individual colleges/schools and departments from which they are offered. However, the Center for Distance Learning & Instructional Technology (DLIT) assists individual faculty in establishing appropriate distance learning modules. The Distributed Education Council⁵ provides oversight and review of policies and procedures governing distance learning courses.⁶

Current Programs

Andrews University offers affiliated programs at five locations: Newbold College in England, Hong Kong Adventist College in China, Spicer Memorial College in India, Tyrifjord Vidergaaende Skole in Norway, and University of the Southern Caribbean in Trinidad and Tobago. Extension programs are offered at 11 international locations:

- Babcock University in Nigeria,
- Chile Adventist University in Chile,
- Helderberg College in South Africa,
- Korean Samyook Language Institute in Korea,
- Italian Theological Seminary in Italy,

⁴ Reference DE02

⁵ Reference DE03

⁶ See Components 2B, 3B, 3C, 3D

*Zaokski Theological
Seminary in Russia*



- ▶ Middle East Adventist College in Lebanon,
- ▶ Peruvian Union University in Peru,
- ▶ Romanian Adventist Theological Institute in Romania,
- ▶ University of Eastern Africa—Baraton in Kenya,
- ▶ University of the Southern Caribbean in Trinidad and Tobago, and
- ▶ Zaokski Theological Seminary in Russia.

In addition, extension programs are offered at the following U.S. sites: Portland Adventist Hospital in Portland, Ore., and Columbia Union College in Maryland. Figures 6:1 and 6:2 provide details on the specific programs offered either through affiliation or extension.

History

Between 1975 and 1999, Andrews University entered into affiliation or extension relationships with the following Seventh-day Adventist institutions or with other organizations offering higher education programs. Those institutions marked with an asterisk have concluded the relationship. Typically, the institutions have received government recognition or charters and have begun to operate their own program; or the extension programs have met the terms of the contract with the sponsoring organization.

- ▶ *Adventist Seminary of West Africa (now Babcock University) in Nigeria (Note: Babcock University began offering its own undergraduate degrees in 2000)

Figure 6:1

PROGRAMS OFFERED AT AFFILIATION SITES		
Site	Undergraduate	Graduate
Newbold College, England	BA English, History, Religion BS Behavioral Science, Psychology	
Hong Kong Adventist College, China	BA Religion, BS Psychology	
Spicer Memorial College, India		MA Education MEd MA Religion
Tyrifjord Vidergaaende Skole, Norway	One year of general education courses BA English, History, Religion, Theology	
University of the Southern Caribbean, Trini- dad and Tobago	BS Behavioral Science, Biology, Business Education, Computing, Elementary Educa- tion, Family & Consumer Sci- ences, Psychology, Secondary Education, Sociology	

Figure 6:2

PROGRAMS OFFERED AT EXTENSION SITES		
Site	Undergraduate	Graduate
Adventist Hospital, Portland, Ore.		MBA
Babcock University, Nigeria		MA Religion (ended 2008) MA Pastoral Ministry (ended 2008) DMin
Chile Adventist University, Chile		MSA International Development
Columbia Union College, Md.	BSW (Social Work)	
Helderberg College, South Africa		DMin
Korean Samyook Language Institute, Korea		MA TESL
Italian Theological Seminary, Italy		MSA International Development
Middle East Adventist College, Lebanon		MA Religion
Peruvian Union University, Peru		MA/PhD Leadership
Romanian Adventist Theological Institute, Romania		MA Religion
University of Eastern Africa—Baraton, Kenya		MSA International Development
University of the Southern Caribbean, Trinidad and Tobago		MBA MA Counseling Psychology
Zaokski Theological Seminary, Russia		DMin

- ▶ *Antillean Adventist University in Puerto Rico
- ▶ *Avondale College in Australia
- ▶ Caribbean Union College (now University of the Southern Caribbean) in Trinidad and Tobago
- ▶ *Haiti Adventist University in Haiti
- ▶ *Helderberg College in South Africa
- ▶ *Institute of American Higher Education (IAHE) in Hong Kong
- ▶ *Informatics in Singapore and Taiwan
- ▶ *Montemorelos University in Mexico
- ▶ Newbold College in England (briefly agreed to conclude affiliation upon receipt of government recognition but then continued it to meet needs of U.S. students)
- ▶ *Solusi University in Zimbabwe
- ▶ Spicer Memorial College in India
- ▶ *University of Eastern Africa–Baraton in Kenya
- ▶ *West Indies College (now Northern Caribbean University) in Jamaica
- ▶ Zaokski Theological Seminary in Russia

Since 1999, Andrews University has entered into two new affiliation relationships:

- ▶ Hong Kong Adventist College in 2007
- ▶ Tyrifjord Vidergaaende Skole in 2007

Since 1999, Andrews University has established new extension programs or offered occasional course work at the following international locations:

- ▶ Chiang Mai, Thailand (Mission Institute courses)
- ▶ Chile Adventist University in Chile (MSA in International Development)
- ▶ *Bolivia Adventist University (MSA in International Development program)
- ▶ Helderberg College in South Africa (DMin)
- ▶ Italian Theological Seminary in Italy (MSA in International Development)
- ▶ Korean Samyook Language Institute in Korea (MA in TESL)

- ▶ Middle East College in Lebanon (MA in Religion)
- ▶ Nairobi, Kenya (Mission Institute courses)
- ▶ Peru Adventist University in Peru (MA, PhD in Leadership)
- ▶ Saleve Adventist University, France (Mission Institute courses)
- ▶ *Ukraine College of Arts and Science in Ukraine (MSA in International Development)
- ▶ University of Eastern Africa–Baraton in Kenya (MSA in International Development)

The following U.S. locations have been added as sites for extension programs since 1999:

- ▶ Atlantic Union Conference, Mass. (Seminary programs)
- ▶ Columbia Union College, Md.
- ▶ Columbia Union Conference, Md.
- ▶ Mid America Conference, Neb.
- ▶ Loma Linda University, Calif.
- ▶ North Pacific Union Conference, Wash.
- ▶ Pacific Union Conference, Calif.
- ▶ Portland Adventist Hospital, Portland, Ore. (MBA)
- ▶ Southern Union Conference, Ga.
- ▶ Southwestern Union Conference, Texas

Andrews University has recently added additional extension programs at the following institutions where agreements were already in place:

- ▶ Babcock University in Nigeria
- ▶ University of the Southern Caribbean in Trinidad and Tobago
- ▶ Zaoski Theological Seminary in Russia

Enrollment and Graduation Data

Enrollment has grown rapidly in the past several years, especially at University of the Southern Caribbean in Trinidad which received a government charter in March 2006. In addition, there has been significant growth through the addition of graduate programs, notably the Doctor of Ministry in Africa and Russia. Details of enrollment for the past five years, 2003–08, are found in Figure 6:3. The number of graduates for the past five years is illustrated in Figure 6:4.

AFFILIATED SITES	2003–04		2004–05		2005–06		2006–07		2007–08	
	UG	G	UG	G	UG	G	UG	G	UG	G
Babcock University	12		2		--		--		--	
Helderberg College	35		--		--		--		--	
Newbold College	111		124		74		68		67	
Spicer Memorial College		92		81		71		88		108
University of the Southern Caribbean	801		881		1053		2321		3078	
Affiliate Site Totals	959	92	1007	81	1127	71	2389	88	3078	108
EXTENSION SITES										
Atlantic Union, Mass.							41		28	
Babcock University		50		45		74		45		36
Bolivia Adventist University		24								
Chile Adventist University										34
Columbia Union, Md.								36		12
Columbia Union College							8		16	
Korean Samyook Language School								34		50
Helderberg College		2		2				28		26
Italian Theological Seminary		45		40		35		33		32
Mid America, Neb.							28		14	
Middle East College, Lebanon										28
Mission Inst. (various locations)			4	8				18		33
Montemorelos University		49		23				--		--
NADEI (various US locations)								98		68
Newbold College		51		17		5				
North Pacific, Wash.							29		12	
Pacific Union, Calif.							37		20	
Peru Adventist University						44		28		22
Portland Adventist Hospital, Ore.							7		4	
Romania Adventist Theological Institute		33		21		8		16		28
Southern Union, Ga.							17		982	
Southwestern Union, Texas		26		7						
Ukraine College of Arts & Sciences		49		59						
University of East Africa—Baraton		55		44		63		65		66
University of the Southern Caribbean		51		52		56		84		74
Zaoksky Theological Seminary		45		44		45		71		77
Extension Site Totals		454	4	355		330	8	741	16	753
Affiliation & Extension Totals	959	545	1011	436	1127	401	2397	829	3161	861
SUMMARY TOTAL	1505		1447		1528		3226		4022	

Graduates from Affiliated and Extension Sites 2003–2008

Figure 6:4

Affiliated Sites	2003–04	2004–05	2005–06	2006–07	2007–08	Total
Babcock University* Nigeria	4	2	4	0	0	10
Helderberg College* South Africa	33	5	0	0	0	38
Newbold College England	6	14	18	6	7	51
Spicer Memorial College India	24	43	39	17	22	145
University of the Southern Caribbean Trinidad and Tobago	166	102	209	150	175	802
Annual Totals	233	166	270	173	204	1046

*Babcock's UG affiliation ended in 2006
*Helderberg's UG affiliation ended in 2005

The University of the Southern Caribbean has a consistently large number of graduates in the undergraduate affiliated programs. Spicer Memorial College has the largest number of graduates from its two MA programs. The data from Babcock University and Helderburg College show a low number of graduates because the programs were being phased out in 2005 and 2006.

Quality Control Processes

Quality control at affiliated and extension sites is maintained by a number of ongoing processes. Processes involved include admissions through to the completion of programs and the awarding of degrees. Quality control includes, but is not limited to, the following areas: admission of students, approval of affiliated faculty, review of courses and examinations at affiliated sites, review of student academic records prior to the awarding of degrees, and periodic audits at each affiliated site.

Admissions: Andrews University reviews and approves the admission of every student. Undergraduate students are admitted through the Office of Affiliation & Extension Programs. Graduate students are

admitted by the schools in which their degrees are offered. Graduate admissions processes are coordinated by the Office of Graduate Admissions, which coordinates with the schools, programs, and departments.

Affiliated Faculty: Each affiliated site sends curriculum vitae for each faculty member in an affiliated program. These are reviewed by the appropriate Andrews University department and recommended to the Affiliation & Extension Programs Committee which votes approval. The Board of Trustees also approves all affiliated faculty as adjunct faculty of Andrews University.⁷

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

Graduation: Upon completion of the program of studies, the academic records of all students in either an affiliate or extension site are fully reviewed to insure that all program requirements have been met. Any exceptions to standard policies must be formally approved by the Dean of Affiliation & Extension Programs through the standard petition process.⁸ Only after a graduation audit are affiliate and extension graduates listed as participants in the next graduation exercise. Diplomas and transcripts are mailed out to students only after the official graduation date. These procedures are carried out by the Office of Academic Records in consultation with the Office of Affiliation & Extension Programs.

Audits: Periodic audits are conducted at each affiliated site. The length of time between audits is determined by the audit team. Each audit team reviews the programs, facilities, and various academic processes; interviews administrators, faculty, and students; and makes

⁷ See 2008–09 *Andrews University Bulletin*, pp. 365–378; References DE02 and 1C02

⁸ Reference DE04

recommendations of improvements needed to enhance the quality of the affiliated programs. Samples of recent audit reports are available for review in the Resource Room.⁹

Distance Education

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

Undergraduate Programs: Since 1995 Andrews University has offered five undergraduate distance education programs. The degrees available are: BA Religion, BA General Studies with an emphasis in Humanities, BS General Studies with an emphasis in Cross-Cultural Studies or Human Organization and Behavior, and AA Personal Ministries. These degrees are usually a paper-based, self-paced correspondence program. As of July 2008, eight courses are available in an electronically enhanced format (EEF). An EEF uses Desire2Learn® (D2L) to access additional information for electronic submission of assignments and taking exams. There has been a steady increase in enrollment in courses supporting these programs from 250 in 2003, nearly 300 in 2004, just over 300 in 2005, 250 in 2006, and nearly 400 in 2007.

Graduate Programs: In early May 2008 Andrews University received approval for offering graduate degrees online in two fields. These degrees are the MA, EdS, EdD, and PhD Educational Administration and MS Nursing. With the assistance of Desire2Learn® these courses are offered in an asynchronous format and within an identified semester.¹⁰

The MS Nursing has not been offered in a face-to-face format since fall 2005, when the pilot online courses were begun. Enrollment in this program has been fairly steady ranging from eight in 2005, nine in 2006, and seven in 2007. The Division of Enrollment Management and the new Office of Integrated Marketing & Communication are currently developing a more effective marketing plan for this program.

⁹ Reference DE05

¹⁰ Reference I025

The graduate programs in Educational Administration have moved from being comprised of face-to-face courses, to hybrid courses, and now fully online courses. Students may continue to enroll for face-to-face/hybrid courses on-campus. The statistics show an enrollment of one in 2006 and two in 2007. However, the original enrollment was shown as part of the hybrid model and thus counted in the overall on-campus enrollment. There was also some confusion as to which section of courses—face-to-face or online—students should enroll in. These problems have been corrected through consultations with the Office of Academic Records and ongoing improvement of the Registration Central website.

Fulfillment of Accreditation Criteria

The Affiliation, Extension, and Distance Education programs are in harmony with and fulfill each of the criteria from The Higher Learning Commission.

Criterion 1: Mission and Integrity: The Affiliation & Extension Programs clearly fulfill the mission of Andrews University. As noted earlier, the constructs of Seek Knowledge and Change the World are central to the role of the Affiliation & Extension Programs. Programs are selected and designed to meet the needs of international learners and their employers. Where appropriate and feasible, course work is offered in the local language. As noted above, governance processes and collaborative procedures are established and maintained to ensure that all affiliation, extension, and distance education programs are in line with university practices. Minutes of the committees¹¹ show close attention to maintaining program integrity. Personnel in the Office of Affiliation and Extensions Programs and Center for Distance Learning & Instructional Technology maintain this university-wide integrity as they oversee these off-campus programs. Finally, the University has a clear governance and administrative structure to ensure that these processes are maintained.¹²

Criterion 2. Preparing for the Future: Sensitivity to changes in the worldwide Seventh-day Adventist Church and international

¹¹ References DE02 And DE03

¹² See Component 5C

constituencies is reflected in the growth of extension sites offering graduate education, and the reduction in the number of undergraduate affiliation agreements. The growth of the Master of Science in Administration–International Development Program (MSA-IDP) reflects a commitment to the needs of an international church seeking to serve local communities.¹³ The Dean of Affiliation & Extension Programs was a key participant in the Strategic Planning process, helping maintain congruence of these programs with university mission and objectives. Andrews University continues to evaluate its ability to offer affiliated and extension programs while maintaining the strength of its on-campus programs. Effectiveness of oversight processes is evidenced by the audit processes for these programs.¹⁴ In return, Andrews University’s efforts to diversify and internationalize its faculty and staff are facilitated by the contacts made and contract faculty utilized at the affiliation and extension sites.

Criterion 3. Student Learning and Effective Teaching: Affiliation & Extension Programs maintain the same emphasis on student learning outcomes as found in on-campus programs. Faculty at affiliated and extension sites include the Andrews University Course Survey¹⁵ as part of their procedures—a factor that is reviewed in the periodic audits of these programs. Andrews University on-campus faculty members continue to determine the curriculum at affiliate and extension sites; adjunct faculty members at affiliates correspond with their on-campus counterparts to make appropriate adjustments to meet specific local needs. As faculty members interact with diverse students on extension sites, their pedagogical skills on the main campus improve. Library resources are available to all registered extension and distance-education students.¹⁶

Criterion 4. Acquisition, Discovery, and Application of Knowledge: As noted in the 2007–12 Strategic Plan, support for lifelong learning is important to Andrews University. The extension programs, particularly the MA Education, MBA, MSA-IDP, and various Seminary degrees, focus significantly on the needs of the working adult learner. These programs are scheduled as short-term intensives, enabling working adults to fit a graduate program into a working schedule. As field-

¹³ See Component 5A

¹⁴ Reference DE05

¹⁵ See Components 3B and 4B, Reference 3B05

¹⁶ See Components 2B, 3C and 4A

based programs, all extension programs highlight the integration of work experience with the acquisition of theoretical knowledge. The MSA-IDP program, in particular, has an ongoing review process of its curriculum through the MSA Coordinating Committee to ensure that it meets the needs of working adult learners. An outstanding trait of the overall MSA-IDP program is its interdisciplinary nature which supports curricular breadth, field-based research, social responsibility, and an integration of knowledge with work experience. General Education curricula at affiliated sites are adapted if necessary to accommodate cultural needs and state requirements.¹⁷

Criterion 5. Engagement and Service: Engagement and Service is the rationale for the Affiliation & Extension Programs. The Dean of Affiliation & Extension Programs serves on the Board of the Adventist Accreditation Association, attending twice-yearly meetings with educational leaders from around the world and continually exploring the capacity of Andrews University to serve the needs and expectations of the global Seventh-day Adventist Church. New programs, such as the recent MA Religion in Lebanon and the MSA-IDP in Chile, demonstrate Andrews University's responsiveness to such needs. Evidence that such services are valued is seen in ongoing discussions with church organizations around the world to offer new programs at their sites. The President, Provost, Associate Provost, Dean of the Seventh-day Adventist Theological Seminary, and several faculty members, also serve on taskforces and worldwide church committees, enhancing engagement and service of the University to the worldwide Church.

¹⁷ Reference I014



CHAPTER 7

Summary, Recommendations, and Requests

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As a distinctive learning organization, Andrews University is prepared to face its future with confidence, planning for continued improvement of student learning, as well as continued service to its primary constituents. Throughout the self study, evidence has been presented to document the University's commitment to transformational learning and its collaboration in this educational enterprise with internal and external constituents. This chapter will review those characteristics and is organized by the Cross-Cutting Themes identified by The Higher Learning Commission.¹

ANDREWS UNIVERSITY IS A FUTURE-ORIENTED ORGANIZATION

Mission Driven

Andrews University's mission documents commit the University to sustain and advance excellence in higher learning throughout the world. Planning, instruction, management, and leadership are driven by the mission of the institution and its sponsoring organization, the Seventh-day Adventist Church.

Strategic planning at Andrews University focuses on how the University can improve through operationalizing its Strategic Plan, its roadmap for the future, and developing its infrastructure and capacity to better meet the needs of constituents. Appropriate tools, data, systems, and processes are utilized to analyze needs and concerns before goals for the future are developed. Planning focuses on enhancing the future of the University's constituents, especially those of the increasingly diverse Seventh-day Adventist Church membership.

The Board respects and appreciates administration and faculty. University success in meeting previous strategic goals suggests further success in meeting new goals. The University is reflective and committed to improvement with a consistent track record of improving operations, pedagogy, and service to its constituents in ways that are consistent with the mission.

¹ HLC, Handbook for Accreditation, 2003

Manages Resources to Carry Out Mission

The goal of the Legacy of Leadership Campaign summarizes the University's intentions for management of its resources: "To promote the reputation of the University as a place where a community of diverse individuals productively interact with each other and their communities, and serve as bridge-builders between church and the global society."²

The University engages in planning for financial fitness and facility needs; for faculty and administrative succession; and to prepare students for personal and professional success in an increasingly complex, global, and technological society. To that end, the University has increased enrollment through improved financial aid packages for undergraduate and graduate students through the Andrews Partnership Scholarship (APS) and a new Graduate Scholarship; revised the faculty and staff remuneration scales to a discipline-sensitive model in order to enhance competitiveness; changed the fiscal year cycle in order to improve fiscal planning; and improved planning for emergency situations in order to become more responsive in a volatile world.

Recommendations

1. **Budget** planning should continue to contain net gain bottom lines as the institution improves working capital and retires internal and external debt. Budget priorities should include improvement, renovation, and replacement of campus infrastructure, including the undergraduate learning center, the library and information technology services; completion of planned improvements in faculty compensation; improved staffing patterns in several areas; and deferred maintenance. Technology updates need to continue, e.g., online application processes need to place data directly into the Banner database. The Legacy of Leadership Campaign, when goals are met, will build endowments for scholarships, faculty chairs, and support the mission of the University.

² Reference I018

2. **Faculty** succession plans need to be developed for all departments. These plans need to include intentions to increase faculty diversity. The University can improve its ability to evaluate capacity and allocate resources in ways that avoid faculty overload. This may be especially needed in the School of Education and Seventh-day Adventist Theological Seminary.
3. The campus needs to build a stronger culture of **continuous quality improvement**.
4. Efforts to **increase enrollment** need to continue, especially among Seventh-day Adventist students not attending Adventist secondary schools.

ANDREWS UNIVERSITY IS A LEARNING-FOCUSED ORGANIZATION

Student Learning

In an ongoing quest to improve student learning, the University assesses student learning, using direct and indirect methods, at every level of instruction, throughout the curriculum and the co-curriculum. Learner outcomes are stated for all programs, including General Education and the Honors Program. Assessment data are used to improve teaching and learning throughout the institution. To improve student preparation for an increasingly ethically-challenged world, changes were made in the academic integrity protocols. The curriculum and co-curriculum collaborate to create capacity for lifelong learning and spiritual growth. Graduate and undergraduate students are trained in research skills, with much research tied to serving the Seventh-day Adventist Church, as well as society at large.

Over the past decade, services to underprepared students and diverse students have been improved through the development of the Student Success Center. Learning environments have been improved across campus, including the use of technology to improve instruction and services to students.

The General Education curriculum has been intentionally changed to inculcate cultural competence as a mechanism to help students prepare to interact with diverse individuals and groups around the world. Opportunities for global learning and service learning have increased.

Faculty Development

The University supports teaching and learning by providing for faculty development and improvement in pedagogical skills, provision of technological resources, and updating facilities as needed. Faculty and staff are rewarded for excellence in teaching, scholarship, and service and are encouraged to maintain a life of learning and intellectual vitality. Scholarship is supported through internal and external research grants. Throughout the University, the importance of supporting teaching with research is acknowledged. In addition, research and creative scholarship is encouraged through the advancement in rank and continuous appointment (tenure) processes. The newly established Center for Teaching & Learning Excellence, housed in the James White Library, aims to centralize and make more public and visible the resources for faculty development at the institution.

University Development

Andrews University seeks to strengthen organizational learning by encouraging data-driven decision-making as the institution plans for the future needs of its constituents. Programs are adapted and revised as needed to improve the University's ability to meet its educational mission and to serve the Seventh-day Adventist Church.

Changes in the organization reflect decisions to improve function and operation. Updates in the *Working Policy*, improvement of the program review process, changes in policy from Graduate and Undergraduate Councils, and changes in administration reflect the organization's desire to improve operations and functions to improve its ability to carry out its mission. Changes in the Division of Enrollment

Management, Student Retention, First Stop, the Student Success Center; strategies utilized in the recruitment of students; shifts in advisor training; and changes in orientation for freshmen, transfer, and international students all reflect Andrews University's intention to continue to learn from its constituents and improve its operations.

Recommendations

1. Statements of **learning goals and the assessment** of them can be improved in several ways. Learning goals need to be differentiated for undergraduate and graduate students and an overall assessment plan for both developed. As the General Education curriculum is revised, the assessment plan needs to be revised. Departmental and program assessment strategies and “closing the loop” activities need strengthening. Documentation of assessment to the Office of University Assessment and “closing the loop” activities could be strengthened in the Division of Student Life, the residence halls, campus ministry, and other co-curricular activities. Evaluation of student use of equipment, materials, and media and assessment of related learning can be improved. Collection of data from alumni should resume. Additional leadership in assessment could include a full-time assessment director and supporting assessment coordinators in each department and school.
2. Support of **effective teaching** can be improved through ensuring funding for conference attendance and sabbaticals. Budgeting priorities need to continue to reflect that improvement in teaching and learning is a core value of the organization.
3. **Learning environments** and resources can be enhanced through continued upgrades of, improvements in, and replacement of learning facilities such as the planned replacement of Griggs Hall with Buller Hall and renovation of Nethery Hall to enhance the undergraduate learning experience. Evaluation of use by faculty and students, and the effectiveness of learning resources, such as Desire2Learn®,

could be strengthened. Some learning resources, especially technological ones, would benefit by improvements in staffing and support.

4. Some **centers and institutes**, such as the Institute for Diversity & Multiculturalism, need to be funded adequately, perhaps through the Legacy of Leadership Campaign.
5. The University should continue the revised **program review** process.

ANDREWS UNIVERSITY IS A CONNECTED ORGANIZATION

Andrews University's connections to internal and external constituents are informed by the centrality of its commitment to service to God, the Seventh-day Adventist Church, and the world community. Additionally, a service ethic is foundational to Andrews University's educational worldview and business model, and is palpable throughout the entire institution.

The University seeks to maintain connections to alumni and students, gathering a variety of information from them about ways to improve the curriculum, the co-curriculum, and student services in order to remap 21st century metrics for student success.

The needs and interests of various constituencies are acknowledged; special emphasis is placed on the academic needs of the Seventh-day Adventist Church, nationally and internationally. Institutional learning goals are congruent with the educational mission of the Seventh-day Adventist Church. In this context, the affiliation and extension programs enhance the University's ability to learn from the world as it seeks to serve the world through the use of effective educational practices.

Internal Connections

Within the University, the strength and health of internal communication and collaboration are demonstrated through the integration of the curriculum and co-curriculum. The philosophy of integrated learning is also evidenced by several multidisciplinary and interdisciplinary programs such as the International Development program and the Behavioral Neuroscience program. Information is provided through multiple media as faculty and staff engage in organizational learning and governance processes.

External Connections

As it enacts a culture of civic engagement and service, the University integrates service to local and global communities into educational practices within the curriculum and co-curriculum. In fact, the institution, its faculty, and students collaborate extensively with local, national, and international service organizations. Good communication with the Seventh-day Adventist Church and the surrounding community is facilitated by these connections. In the tradition of cultivating strong town/gown relationships, community members are welcome at campus venues; they attend and participate in many educational, cultural, academic, and spiritual events. As examples, Andrews University serves the community with an exemplary high school math and science enrichment program serving the community's most gifted students, and commits to collaborating with the law enforcement community in the area of crisis management.

Recommendations

1. Editing of the *Working Policy* to reflect changes in governance of the university should continue.
2. The University should continue to seek ways to harmonize the expectations of its constituents through effective **communication** of its mission and limitations.

ANDREWS UNIVERSITY IS A DISTINCTIVE ORGANIZATION



Heather J. Knight

Provost
Professor of English

“As Andrews University continues on its journey from good to great, we will continue to focus our attention on transformational learning, that is, the type of learning that will profoundly change and enhance student learning intellectually, socially, physically and spiritually.”

The University has a clear mission to “Seek Knowledge, Affirm Faith, Change the World.” These mission constructs highlight the importance of integrating learning, faith, and service into everything the University does and everywhere in the world where the institution provides instruction and programming. The goal is to develop empowered learners who will thrive in the new global economy. Recognized as a national model in its embodiment of transformational diversity, Andrews University celebrates diversity in all aspects of University life. The University is a dynamic multicultural, multi-continent faith community of teacher/scholars. Intentional changes to celebrate those goals include the establishment of the Institute for Diversity & Multiculturalism and the Diversity Council, and changes in the General Education Program, as well as a host of cultural programming on campus. Furthermore, the University seeks to analyze, articulate, and maximize the educational and spiritual benefits of diversity in order to continue to serve as a national model in higher education and within the world Church. Success in this endeavor is evidenced by students who see themselves as prepared for work in diverse teams and organizations and by the institution’s appreciation of inclusive excellence.

Mission constructs pervade the University, with programs and individual faculty expressing their work in similar terminology. The University has taken steps to coordinate faith-building activities throughout the institution and improve faculty ability to help students develop an intelligent understanding of the connections between faith and scholarship through the Center for College Faith. Intentionality of planning with the mission in mind is evident throughout the University. Finally, as a distinctive learning organization, committed to the integration of faith, learning, and responsible action, Andrews University aims to continue making the shift from a content-centered approach to a learning-centered approach in order to continue to create rich, significant, and, ultimately, transformative learning experiences.

Recommendation

1. All departments and schools should review and/or develop their **mission statements** to align more closely with the current Andrews University mission statement. This process would make the current mission more pervasive in the formal presentation of the Andrews University mission.

REQUESTS

Based on the evidence presented that Andrews University meets the criteria for accreditation, the University requests continued accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Additionally, Andrews University requests approval to offer graduate degrees in Curriculum and Instruction online, specifically, the Master of Arts (MA), Educational Specialist (EdS), Doctor of Education (EdD), and Doctor of Philosophy (PhD) degrees in Curriculum and Instruction. The attached document details the rationale, expectations, and specific information related to the request.

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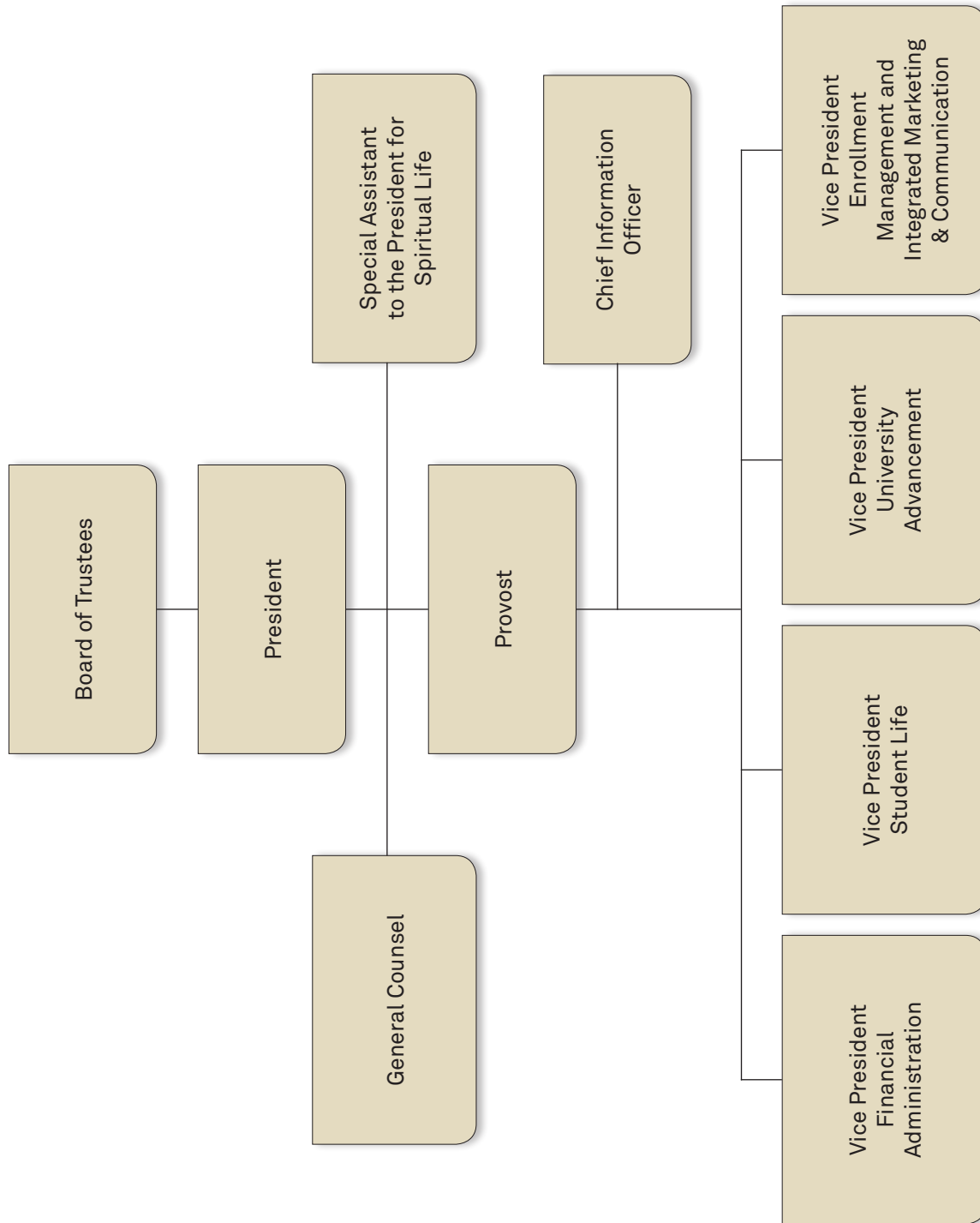
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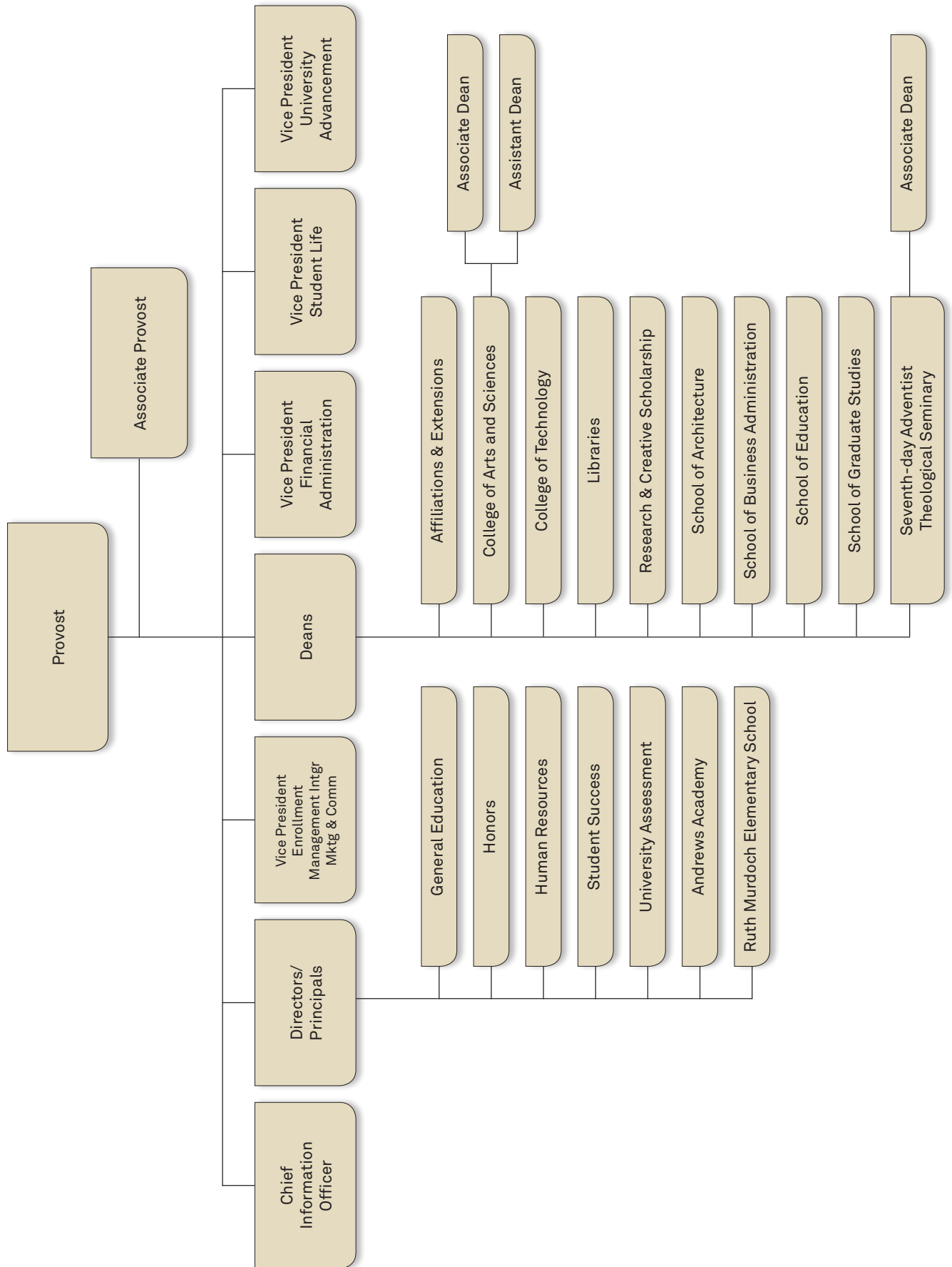
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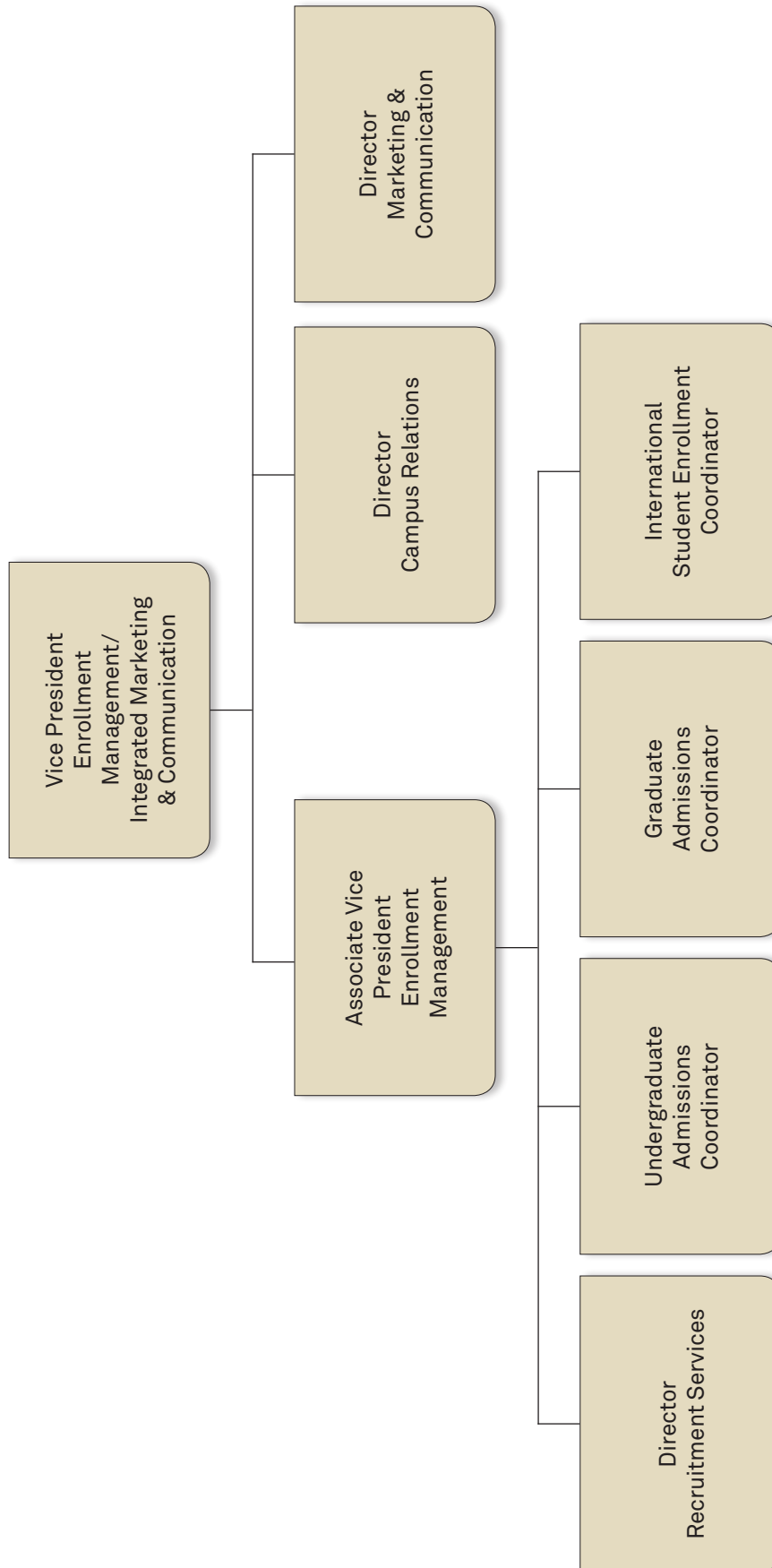
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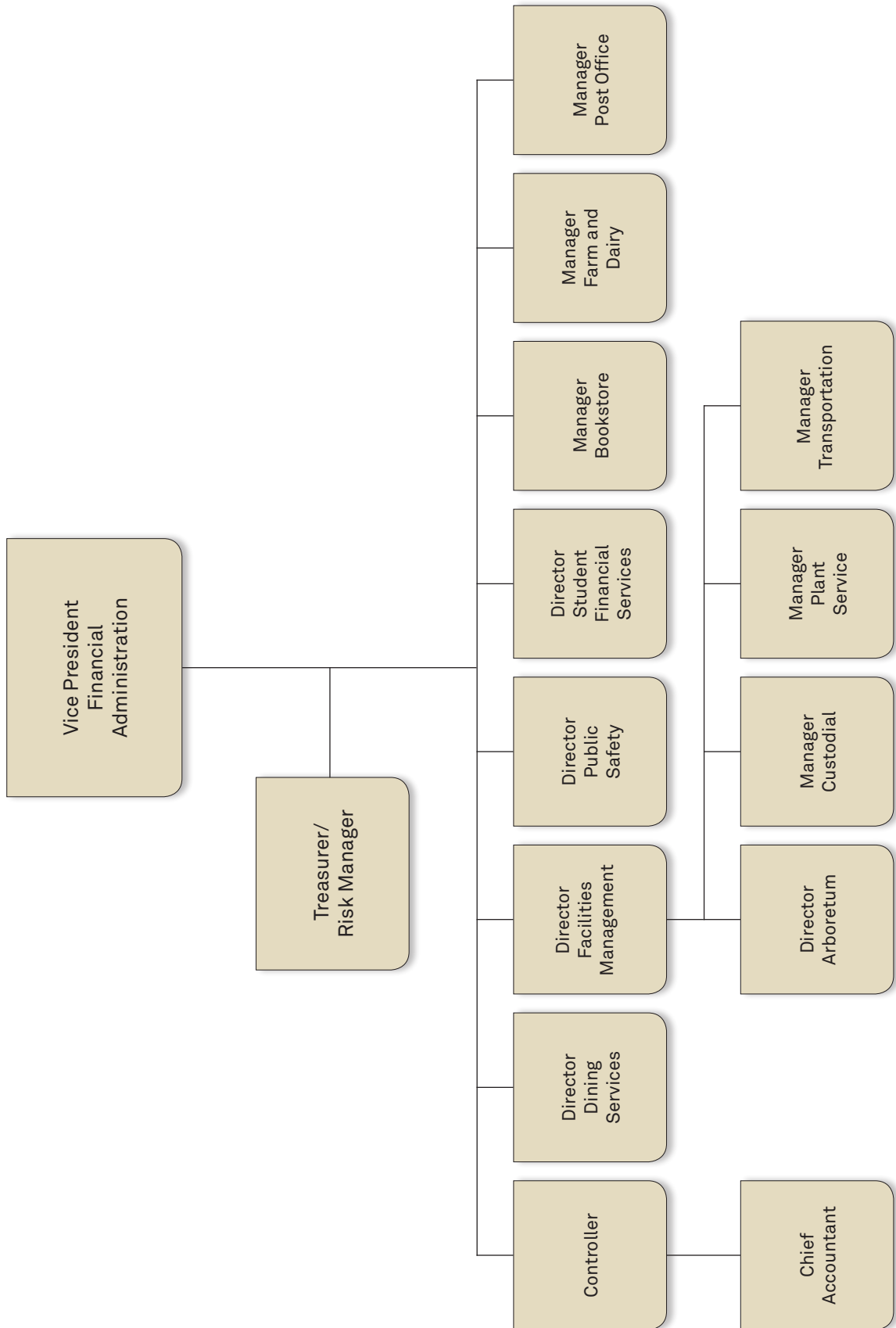
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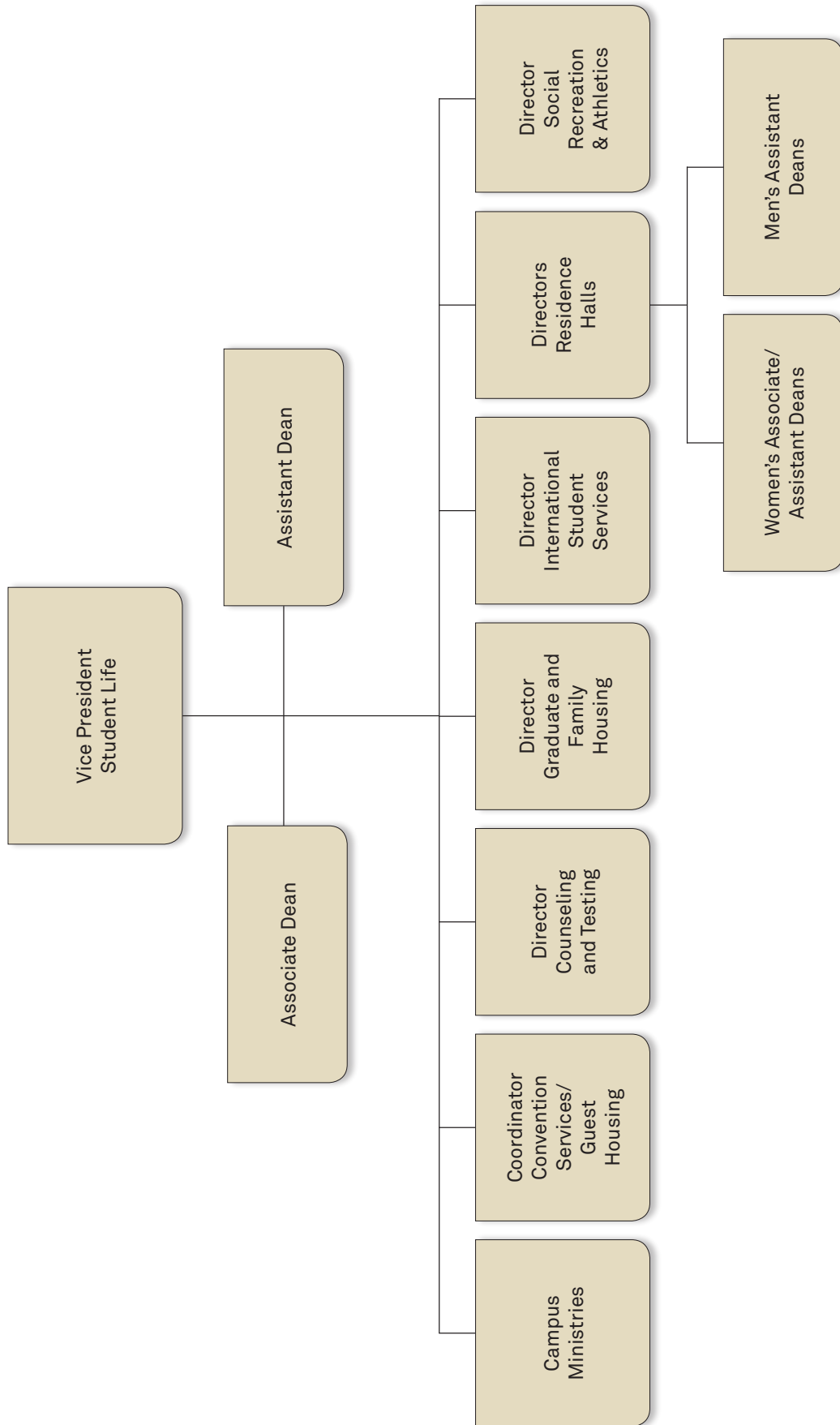
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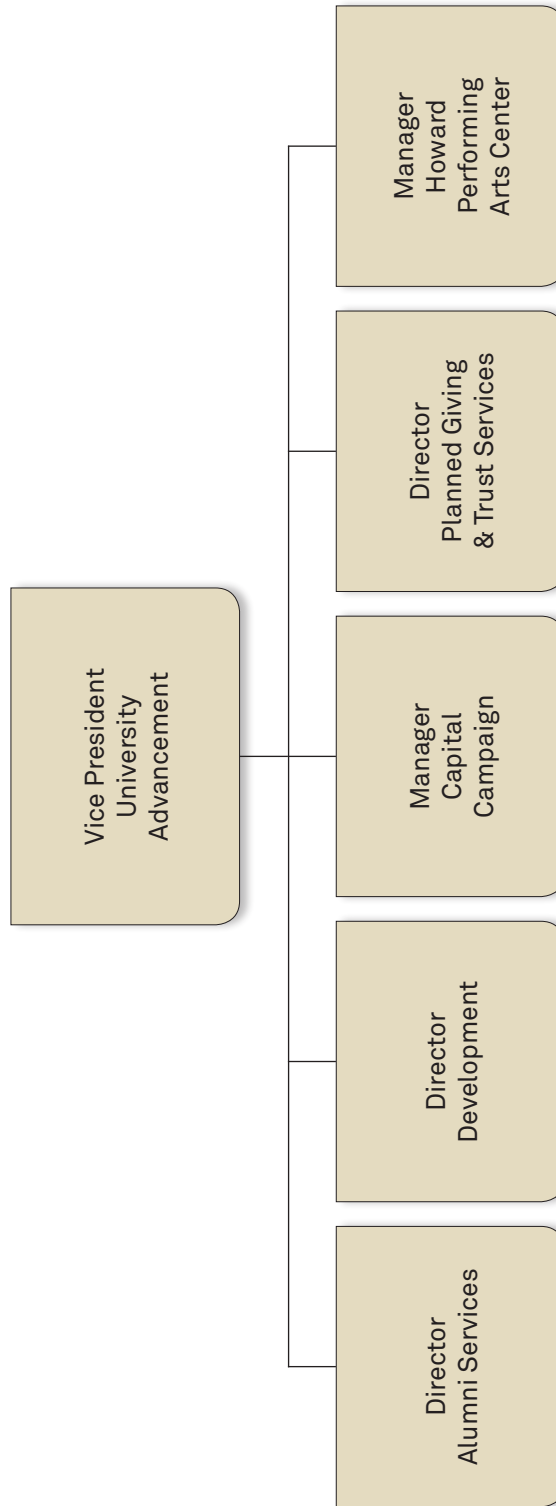












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