

FOCUS

THE ANDREWS UNIVERSITY MAGAZINE

WINTER 2019

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ANNUAL REPORT





FROM THE PRESIDENT'S DESK

THIS MARCH EDITION OF FOCUS is a little different. We are starting the tradition of giving to our alumni and friends an Annual President's Report as one of our quarterly FOCUS magazines. We are doing that so once a year we can reflect on the story of the University and you can experience a little of what we experience when we live and work at Andrews University. If you have been reading FOCUS over the last 18 months you will know that our Strategic Plan is called *The Next Chapter*, a critical part of the larger story of the University. Andrews, through its people, is alive, passionate, dedicated and creative. So the story of 2018 as you will read it is about the individuals who make this a great place to work and be. We want you to know our challenges but also enjoy with us the joys of the present and the hopes of the future.

So what will you find in this report?

We will share with you our student demographics: those who are on campus but also those who are part of our community but at a distance. Andrews University is not just Andrews University in Berrien Springs, Michigan. It is Andrews University in Puerto Rico and New England; it is

Andrews University in Vietnam and Romania; it is Andrews University from a home in New York or a desk in Sweden. We will introduce you to just a few individuals who have chosen to weave their personal story with ours.

We also want you to hear about what is happening in the academic programs of the University and in research. One of the strengths of Andrews University is how our students engage in research at both the undergraduate and graduate levels; and how our faculty often intentionally engage in research that intersects with our church and the community. We have additional stories to tell about our choices of new degrees; and the niches we believe we have at Andrews because of our strong mix of graduate programs.

And, of course, we are also very much about service and mission. I hope you are moved by some of our journeys of bringing change into the lives of our students and into the local and global communities during this last year. I wish we could share more in this area—there is so much we could share.

And finally, we will give you an insight into our finances, some of

the challenging decisions we have had to make in 2018 such as shutting down the dairy, and the generosity we have experienced as we have raised money to open the Andraesen Center for Wellness.

This last year we chose a tagline: *World Changers Made Here*. I hope that through the information and stories we will share in these next few pages you will experience why we have chosen that tagline, for we do indeed see world changers at and graduating from this University.

Do enjoy our 2018 Annual President's Report: our story of 2018 at Andrews University.

Andrea Luxton, *president*



FOCUS

THE ANDREWS UNIVERSITY MAGAZINE

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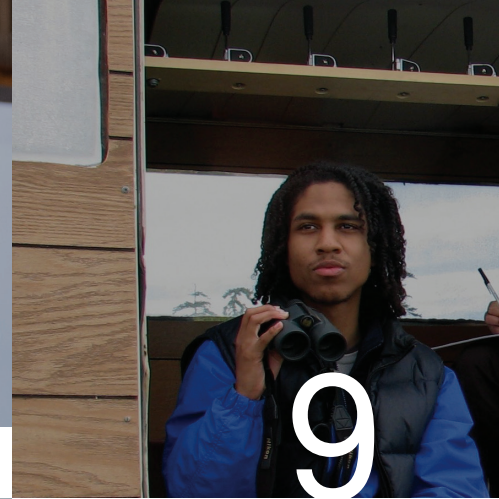
4

CAMPUS COMMUNITY



20

MISSION & SERVICE



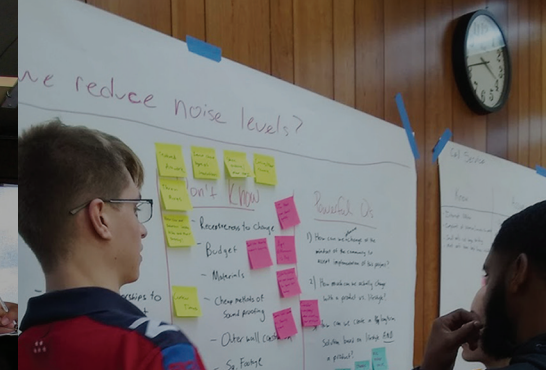
9

RESEARCH



PHILANTHROPY & DEVELOPMENT

32



ACADEMICS

16



On the cover:
*The Andrews University
entrance at sunset*

Photo credit:
Justin Jeffery

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Enrollment Trends: An Overview

by Andrea Luxton

2018 WAS A GOOD YEAR FOR ENROLLMENT AT Andrews University. This is best understood as we take a five-year look at enrollment trends.

From the graphs on this spread you will see certain trends. These are reflective of the following:

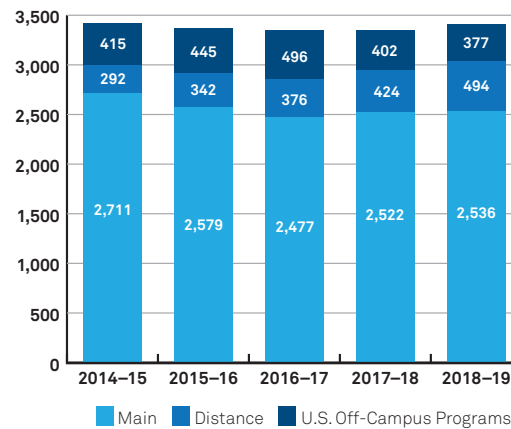
1. Enrollment at Andrews University dipped considerably, starting five+ years ago, following wider trends across the United States and within Seventh-day Adventist institutions. That dip largely impacted traditional residential undergraduate students and continued to result in a decline until 2017 when numbers began to stabilize. 2018 saw the beginnings of growth (which has continued into spring 2019).

2. Growth throughout this time has continued in graduate education and online education, some of the online growth being undergraduate but most graduate.

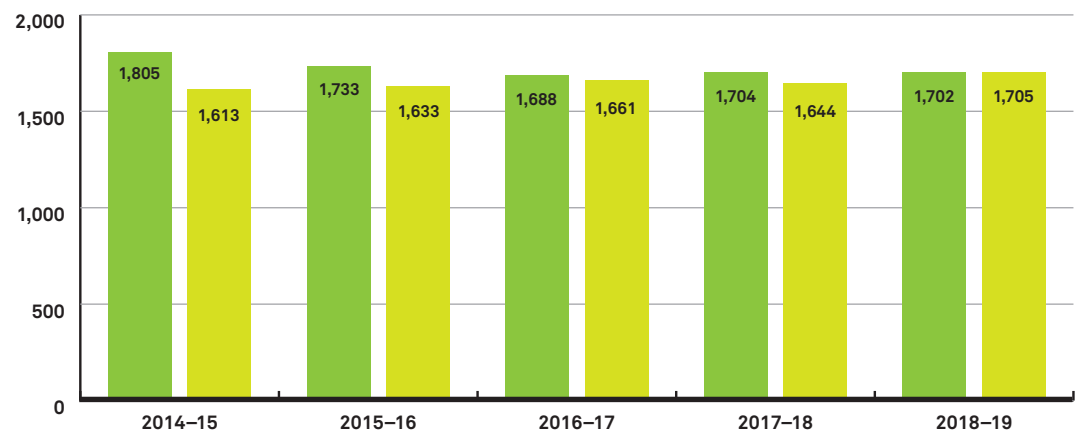
3. International programs and students enrolled in those programs have also seen a steady increase.

4. Graduate headcount now exceeds undergraduate headcount, due largely to the expansion of graduate programs in degrees such as Doctor of Missiology, Doctor of Nurse Practitioner, Master of Public Health and Master of Speech-Language Pathology.

Fall Census Day Headcounts, U.S. + Distance



Fall Census Day Headcounts, U.S. + Distance

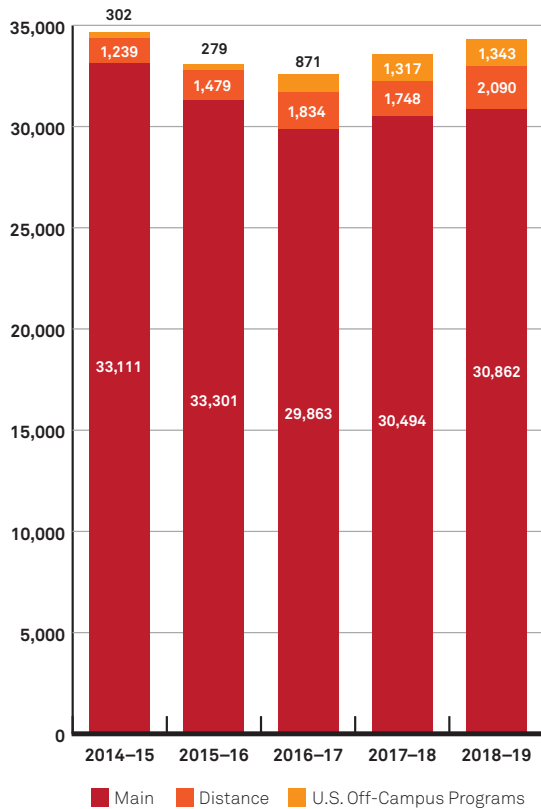


5. The largest growth in student demographic groups has been Hispanic and international. In fall 2018, 713 students reported being international (excluding students studying at an international site) and 541 students reported as Hispanic. The international student count is the second highest in Andrews University history (highest being in 2014); the Hispanic number is the highest in history.

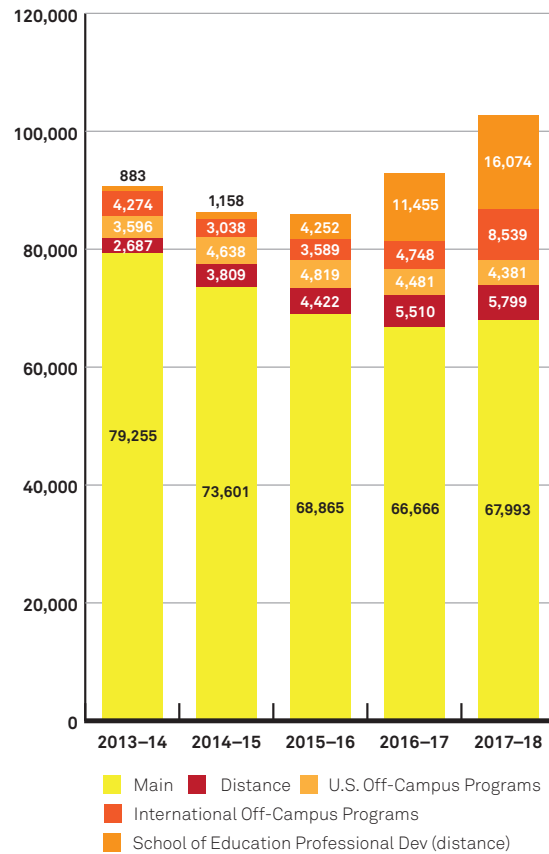
6. The peak of University enrollment was in 2009 with 3,589 registered students in the fall. That bubble of enrollment lasted until 2013. The fall 2018 enrollment was interestingly the eighth highest in Andrews University history, with the seven higher years 2009-14 inclusive. Both 2008 and 2014 were very close to 2018 (3,419 and 3,408 respectively with 3,407 in 2018).

7. The 12-month unduplicated head count for the University from all programs was 5,263 in 2017-18, excluding contracted professional education courses for continuing education. These were an additional 3,161 students. The 12-month head count, excluding these 3,161 students, was the highest 12-month head count since 2013-14.

Fall Census Day Credits, U.S. + Distance



12-month Total Credits, All Campuses



In summary, after a bubble of enrollment growth, followed by a somewhat rapid decrease to earlier numbers, the University enrollment has returned to a figure of around 3,400 registered students in the fall (with 5,500 for a 12-month period). The demographics have shifted, however, toward graduate and online students, as well as seeing growth in Hispanic and international students. The impact of these shifts, especially towards online and graduate stu-

dents, has meant a shift in the financial model of the University, putting pressure on meeting revenue targets usually met through traditional undergraduate enrollment. The impact of these changes has largely been ameliorated in expense adjustments and new program growth in 2018. So yes, enrollment was good at Andrews University in 2018. We look toward further good reports, reflective of strategies in place to continue stability, with targeted areas of growth.

Please note that over the years definitions and the method of recording student numbers has adjusted with changes in technology and external expectations for reports. That means that the above comparisons and conclusions are best understood in terms of the broad directions of enrollment rather than exact figures. The more recent the data, the more accurate the comparisons.



Andrews 360 Tour

For a fresh look at Andrews University, visit andrews.edu/360tour

When You Get to Where You're Going

by Heather Thompson Day



There was only one school I always swore I would never go to— Andrews University.

I was born in Berrien Springs, I went to high school in Berrien Springs, I was literally first runner-up to Miss Berrien Springs, and I desperately wanted out of the only town I had ever known.

My freshman year of college I received a track scholarship to a small Christian school in Indiana. It wasn't Florida, but it also wasn't Michigan, and so I took my place in the cornfield. I found out really quickly, however, that I wasn't going to qualify for the Olympics, and so while I had been running track competitively for six years, I needed to start putting my education before my athletics. My mother was working in Student Financial Services at Andrews at the time, so I came back to the only town on earth that has a pickle parade—Berrien Springs.

I was 19 years old, I was motivated to make something of myself, and I was determined to serve out my remaining three-year sentence in undergraduate education as quickly as possible. I rushed through everything. I rushed through lunches, I rushed through exams, and I rushed through community. I was so focused on making something of myself that I forgot to be present on that same journey. I forgot that the Heather who would be a professor and author in 2019 had to make choices that would build her work ethic, character and empathy in 2007. Before you can be a professor, you should probably be a student. The only thing I was studying, though, was how to move on.

I finished my BA in 3.5 years and took about 23 credit hours a semester. Something happened at the start of my graduate program at Andrews that I hadn't intended on. I decided that I had to stop waiting for myself to decide that I was happy. I had to stop being so concerned with my future that I never made any memories for my past. And so, at 21, I started having lunch with friends in the cafeteria, I wrote articles for the school newspaper, and I had professors who opened not just their offices but their homes to my restless soul. Somewhere in between 6 p.m. night classes and 7:30 a.m. morning lectures, Andrews stopped being a place where I was getting an education and became the building blocks of my own personal growth. The biggest thing I tell students at Andrews today is to stop waiting for tomorrow. Every choice we make right here in our present is what sets the pace for where you are trying to go.

I met God for myself on Andrews University's campus. Not the God my parents told me about, not the Jesus pastors tried to sell me in chapels—I met a personal, loving, intentional Savior who asked me to be still when I wanted to run and whispered while



I shouted. I met a God who made me grow roots. A God who promised to take me where I wanted to go, if I would promise to come back to where I came from.

In Nehemiah chapter 2, we find that Nehemiah, while in exile, has achieved a pretty high position—he is cupbearer to the king of Persia. When people ask me why I decided to come back to Andrews University and teach, I can't help but think about Nehemiah chapter 2, verses 1–5 (NIV).

¹ In the month of Nisan in the twentieth year of King Artaxerxes, when wine was brought for him, I took the wine and gave it to the king. I had not been sad in his presence before,

² so the king asked me, "Why does your face look so sad when you are not ill? This can be nothing but sadness of heart."

I was very much afraid,³ but I said to the king, "May the king live forever! Why should my face not look sad when the city where my ancestors are buried lies in ruins, and its gates have been destroyed by fire?"

⁴ The king said to me, "What is it you want?"

Then I prayed to the God of heaven,⁵ and I answered the king, "If it pleases the king and if your servant has found favor in his sight, let him send me to the city in Judah where my ancestors are buried so that I can rebuild it."

Nehemiah has achieved a pretty high-level job in Persia. He has been more successful in exile than most of his fellow Jews. He can even ask favors of the king. And yet, when he got to where he was going, he went back to where he came from. He wants to go back to rebuild Jerusalem and, specifically, to go back to rebuild the walls. Jerusalem was in bad shape—there were breaches in the gates and walls that were meant to protect God's chosen city. For 52 days, Nehemiah works to set up guards and to fix the breaches in the walls. He succeeds.

I am a writer for the Barna Group, the largest evangelical research institution in the world. The evangelical church in North America has a breach in the walls. We are losing young people at massive rates. Young adults are less and less likely to attend church. Generation Z is setting itself up to be the most agnostic generation the world has seen since the medieval period. And so I came back. I came back because I believe in this church, and I want to give back to the community that built me. I want to encourage my students to be guards of the house of the Lord, and I want to aid my fellow faculty in mending the gates. I want to rebuild the walls of Adventism, not

“Every choice we make right here in our present is what sets the pace for where you are trying to go.”

to keep anyone out but to sturdy those of us who are committed to staying within. I want to help create a safe space where people can rest their hands. I want to patch our walls, and I am praying to inspire a generation of young adults to join me.

Because when you get to where you are going, you should go back to where you came from.

Heather Thompson Day is an interdenominational speaker. She is the author of six books, including “Confessions of a Christian Wife,” and an associate professor of communication at Andrews University.

STORIES of ANDREWS

Since I was 6 years old, my goal in life was to become a professional soccer player. It was my passion and my talent; if I was not playing on the field, I was playing FIFA, watching soccer, or talking about it. So when God told me to leave it behind, I was devastated and confused.

One summer when I was 17, I was reading this story of the rich young ruler, and the spirit of God spoke to me. He impressed me with this thought: “The ruler did everything right. He went to church and knew the commandments, but he loved money more than God. That is soccer for you. Soccer is your idol. You need to quit.” The more I tried to shake the thought away, the more I understood that it was God speaking to me. My clear direction in life began shifting, leaving me lost.

Although I had been attending church all my life, there were unanswered questions in my faith and Christianity. I always believed in God, but mustering up courage and faith to place my life in God’s hands was not easy. However, as I submitted everything to God and his plans, He began to transform me. All aspects of my life—my time, talents, resources, relationships, entertainment, music, sports, clothes, etc.—started to

change. The things that I used to love lost meaning, and I started to love the things that mattered most: God and ministry. More and more, I dedicated my time and talents to God, preaching, evangelizing and doing mission work.

A group of us started a ministry organization called IMPACT when I was 19. Since launching in 2009, it has spread to nine countries with hundreds of young missionaries sharing the Gospel and reflecting God’s love in their communities. God transformed a 17-year-old who knew nothing but soccer into a ministry leader.

We often fear that we are unequipped to serve. With God, it is not so much about ability but rather availability; He qualifies all those he calls to do his work. Leaving my life’s plans behind was difficult, and I didn’t completely understand at the time, but I never regretted my decision! I now look at the plans He had for

me with gratitude and awe and am reminded of His love daily.

Completing religion classes online helps me impact my community through several ministries. While studying through Andrews University, I am also qualifying as an electrician. These skills are opening doors as I make friends with people in need of electrical work. Through friendships, trust develops in talking about eternal matters. Being able to finish my BA in religion online makes it possible for me to continue with ministry and electrician work here in Bergen, Norway.

God always has something bigger to offer us than what we seek for ourselves. My dream once was to play soccer and win games, but God knew my purpose was incompatible with His. He called me to something much greater, more meaningful and exciting: to win souls for His Kingdom.

 Joakim Hjortland



High school was ending, and I had to make a decision to go to college somewhere. It was hard to decide because I was so comfortable where I was. I had a solid group of friends, I was in a relationship, I was doing really well. I was refusing change. A month or two before graduation, all the doors to come to Andrews opened up, so I decided to just go with it and see where life took me.

I remember getting into the car at the South Bend airport and driving to Andrews University. It was one of the longest car rides of my life. I wasn’t sure what I was doing—I didn’t understand my purpose. I remember being so incredibly scared and asking God why I had to be here.

Orientation week was one of the hardest weeks of my life. I moved to a different country, I didn’t know anyone, I was unsure of my major, and I was going to be in an education system I knew nothing about. I remember craving a typical Hispanic dish: rice and beans. The Thursday of orientation week, I remember waking up

and praying that God would give me a sign to show me there was a reason I had to stay here because I was so ready to pack my bags and go home.

I walked into the department orientation breakfast and found the education table (I was an education major at first) and met a few different people who told me about this little place called the Gazebo. They told me all about the “cheap” prices and the really good quesadillas. I asked my mom if we could go and try it out. And as I walked into the Gazebo, I saw the TV screen advertising rice and beans for \$2.27. This was the sign I needed. This was God talking to me and showing me how he would provide for me.

Three years later, I can definitely see my purpose. I can tell how much I’ve grown. I can tell how much the environment around me has influenced my personality and who I am on a day-to-day basis. I am forever grateful for everything that has happened at Andrews and all the opportunities I’ve been provided.

 Ale Pineda

The Global Church Member Survey: Encouragement and Challenges

by Duane McBride

IN 2016 THE INSTITUTE FOR THE Prevention of Addictions and the Institute for Church Ministry were awarded a contract to conduct a meta-analysis of a global church member survey that the General Conference Office of Archives, Statistics and Research (ASTR) was planning to conduct. In addition to myself, our research team consisted of Karl Bailey, Petr Cincala, Shannon Trecartin, Alina Baltazar and René Drumm. Our team worked with ASTR and others at the General Conference to develop the questionnaire. I was very blessed to lead an extraordinary team of highly competent scientists and committed Adventists! In addition, all of us felt spiritually enriched by working with the General Conference and seeing the strength of the church that was revealed in our data analysis.

The survey was completed in the summer of 2018 by research teams in all of the world divisions, and we provided the final report, led by Karl Bailey, to ASTR in September of 2018. The director of ASTR, David Trim, presented core parts of the report at the

General Conference Annual Council in Battle Creek, Michigan. In his presentation, he also compared the data to a similar survey conducted in 2013. The total number of surveys we analyzed was over 65,000. This was the largest survey I have ever analyzed in my 46-year career.

Overall, there is very good news for the Seventh-day Adventist Church. As the accompanying chart shows, there was a significant increase in daily Bible study by church members. In 2013, 42 percent reported daily Bible study. This increased to 49 percent in 2018.

While the data show that there was a move from reading the Bible more than once a week to daily, the challenge for the church is how to move those who rarely read the Bible to frequent Bible study. Church members report a rich personal devotional life with

“The data suggests that there is considerable belief and practice unity to the Adventist Church.”

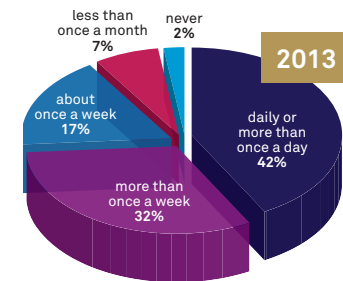
about two-thirds of members reporting regular daily prayer. Our own North American Division reported one of the highest levels of personal devotion and Bible reading.

There was a strong agreement on the core Adventist beliefs including creation, the importance of the Sabbath and that Christ is our Advocate. Over 90 percent believed in the Trinity. There was also global belief in the spiritual importance of the health message with very low rates of annual alcohol use (about 9 percent) and tobacco (<3 percent). The North American Division was the most likely to report being vegetarian or vegan. There was a high level of consistency of these beliefs and practices across the globe. The data suggests that there is considerable belief and practice unity to the Adventist Church.

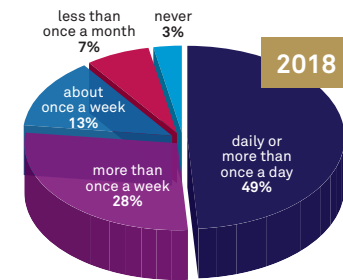
There were also some issues that the data identified. While it was great to see the depth of support for the Adventist health message, about 47 percent of the global respondents believed that if they kept the health message, they would be guaranteed salvation. In addition, it was those parts of the world least likely to keep health message dietary recommendations that believed this. While about 80 percent of global members believe the dead were unconscious, over 30 percent also believed that the soul lives on after death. Our name implies that we believe in the soon second coming of Jesus, and we found that over 70 percent of the global respondents strongly agreed that the second coming is soon—but only 34 percent felt it would be in their lifetime. This may suggest the difficulty



Daily Bible Study



Several times weekly = 74%



Several times weekly = 77%

of staying on an eschatological edge for so many years. These data show that while there are major unifying core Christian beliefs and practices that bind our church, there are issues that need to be addressed.

In working with Trim and his colleagues at ASTR and other General Conference officials, we were impressed with their commitment to using the data to understand the church and address issues that the data identified.

Duane McBride is currently a research professor of sociology and the director for the Institute for Prevention of Addictions at Andrews University.

Archaeology at Andrews

There are two graduate students in archaeology whose research we would like to highlight (although all of our students are doing great and important work!). Stanley LeBrun's study shows how modern digital technology is revolutionizing how archaeology is done today—in his case, using GPS and GIS to accurately locate and recreate the architectural features at one of our archaeology sites, Hesban. Carina Prestes's study shows how the integration of archaeological finds with ancient written sources is providing new insights into the importance of women leading out in the early Christian church.

Randall Younker, director, Institute of Archaeology

Bringing Virtual Narration to Biblical Archaeology: A Case Study of Biblical Hesbon (Tell Hisban)

By Stanley LeBrun

THIS CASE STUDY EXPLORES the topic of 3D rendering and narrating Øystein LaBianca's Longue Duree project which seeks to explore the natural and imperial impact on the cultural landscape of Hisban, Jordan, through technological visualization.

In archaeology, data in the form of artifacts and architectural remains is being unearthed every excavation season. How the data can be presented over time, while enabling the viewer to concurrently interact, view research information, and understand expert interpretation, is a challenge. The objective of this case

study is to create a 3D environment that promotes viewer interaction, provides scholarly research information, and tells the story of how the cultural landscape has changed over time while lowering the cost of publication. It will also provide a means for further research and collaboration within the archaeological community.

The vision was to use the architectural remains at Tell Hisban in a case study in order to determine the best workflow and the tools necessary to construct a 3D environment. As we undertook this project, it was obvious that the major emphasis for this project would be as follows:

1. This project needed to promote a workflow that was intuitive as new students and faculty moved the project forward, so that there would be no wasted time in learning the tool.
2. We also needed to use tools that most of academia and the outside world were using which will give students an edge in the transition from academia to the workplace.
3. Since most higher education institutions hold a license for ESRI and/or Autodesk, this provides technical support, which greatly assists students and faculty in moving this work forward.

Therefore, the solution was obvious: ESRI, which stands for Environmental System Research Institute. It is the leading cutting-edge company when it comes to the Geographical Information System (GIS) industry. By combining ESRI with Autodesk Revit, which is the leading soft-

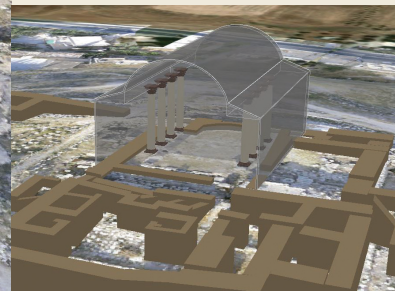
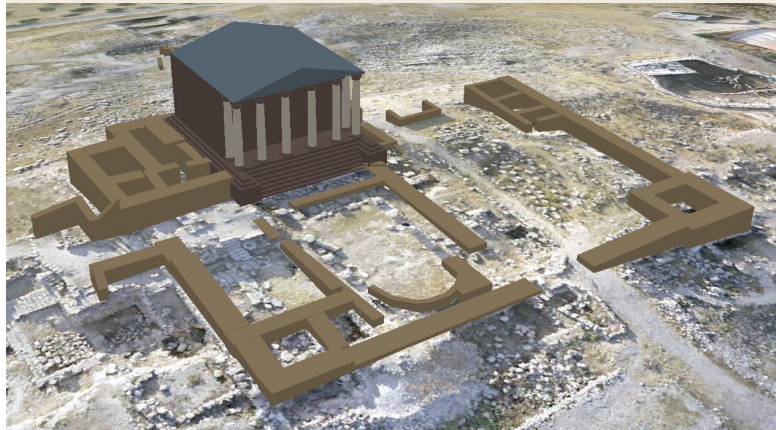
ware in architecture and engineering design, we were able to take the first steps in making this vision a reality.

Our method is quite simple since our focus is not to render video game-like realistic scenes.

1. Create architectural structures in Autodesk Revit and
2. import the 3D model into ArcGIS Pro in order to:
 - a. create time period layers which assist with the visual narration
 - b. embed or link research documents or other media into the 3D scene
 - c. host the 3D environment onto ESRI's Portal for ArcGIS via ArcGIS Pro. ESRI's Portal is the means by which the 3D environment is accessed online.

The next steps in this project are to:

1. Utilize architectural documentation and drafting techniques in order to have exact details of the structural remains. This technique could be used to provide visual information about the architectural remains and provide the avenue for further research to continue off the excavation site.
2. Construct the 3D architectural environment of Tall Hisban during the Roman time period, for example, in relationship to the agricultural land use of that time period.



LEFT: Model of a Roman structure
BELOW: Model of a basilica

Women in Early Christianity

by Carina O. Prestes

ANDREWS' ARCHAEOLOGICAL TEAM has been excavating a fourth-century funerary basilica and its surrounding settlement in San Miceli, Sicily, Italy. The basilica is the earliest Christian church known on the island to date.¹ A previous excavation revealed a lady buried inside the basilica, in front of the altar, beside the priest. The mosaic covering her tomb was destroyed, obliterating her identity, but the numerous golden objects and the bones inside the tomb were found intact, indicating she was a wealthy leader of the church. Another element that calls attention is that in the cemetery around the basilica an impressive number of female burials were found—again with valuable jewelry indicating their wealth and influence. Furthermore, there are an unusual number of female saints in Sicily, indicating how important women were to the Sicilian Christians. All of the elements above have raised questions that have compelled us to look into female participation in Early Christianity.

After some research, we came across a number of archaeological artifacts as well as literary evidence regarding women's participation in Early Christianity in Sicily and southern Italy. One of the archaeological artifacts was a tombstone found in Centuripae, Sicily, which says: "Here lies Kale Presbyter...." Kale is a female name that held the title presbyter. Another similar tombstone was found

in Tropea, south Italy, which says: "Sacred to her good memory Leta the presbyter...." Once again Leta, a female name, holds the title presbyter. While some have suggested these were wives of priests, other evidence suggests they were actual priests in their own right.

In addition, the catacombs of San Genaro, Naples, have revealed two frescoes of ladies with the four gospels over their heads. The gospels are on fire, representing the presence of the Holy Spirit. The hands of the ladies are raised in a prayer position, and they have the Christian symbol Chi Rho (first two Greek letters of the word *Christos*, "Christ") above them. They are clearly depicted as religious people with authority. The act of holding the gospels over a religious person's head is still used in modern day for the ordination of bishops in the Roman Catholic tradition—and the Italian scholars who found the frescoes have argued these women were indeed bishops.

Regarding literary sources, interestingly the few literary evidences found of women participating in leadership roles in early Christianity come from the male prohibitions of female participation—indicating that women were indeed leading out. One of these sources is from pope Gelasius I himself, who wrote a letter to South Italy in AD 495



LEFT: Carina Prestes at an excavation site in Italy

ABOVE: Fresco of possible female bishop found in Naples, Italy

saying: "divine things have gone such contempt that women are encouraged to serve at the sacred altars...." This corroborates the idea that women actively participated in the leadership of the early church.

The above-mentioned artifacts and sources are all from the same time period and are all geographically located in South Italy. So is the letter of pope Gelasius directed to South Italy from the same time period as the tombstones and frescoes. These finds and others are forcing scholars, including myself, to re-evaluate the role of women in the early church.

¹ *The Bible mentions that the apostle Paul stopped in Syracuse, Sicily, on his way to Rome (Acts 28:12). Thus, we are interested in the spread of Christianity in the island, how and when Christianity reached from Syracuse to San Miceli.*

Isabelle Hwang and
Athena Mitchell in the field
on Protection Island



Mathematics Helps Guide Intelligent Stewardship

by Shandelle Henson

ANDREWS UNIVERSITY MASTER'S student Athena Mitchell and undergraduate Honors and research student Isabelle Hwang hiked along the trail that edges down the cliff toward the seabird colony on Protection Island, Washington. In the early morning light, the Strait of Juan de Fuca stretched before them in a stunning vista ringed with the snow-capped mountain ranges of the Cascades and Olympics. Bald eagles soared overhead, harbor seals barked along the shore, and the murmur of the large gull colony below rose on the spring breeze above the sound of breaking waves. The whole scene was alive, slung across the breast of the steadily-breathing sea. The students forged carefully into the colony in high rubber boots and protective gear, kneeling at each nest to record the number of new eggs and missing eggs. Anxious parent birds screamed from a few feet away or dive bombed the students' hardhats in long figure-eight swoops from above. Later, the students bent over computers and stood before chalkboards at the University, writing

code in Matlab and analyzing their data using mathematical techniques. Athena and Isabelle were members of the Seabird Ecology Team, a U.S. National Science Foundation (NSF)-funded research group based at Andrews University.

Planet Earth has entered what many scientists call the "Anthropocene Epoch," an era in which humans have earned the dubious distinction of acting both as biologic and geologic forces of environmental change (Waters et al. 2016). The rapid pace and enormous scale of planetary change driven by human activity are leading to abrupt changes in ecological and social systems, some of which may be irreversible. Mathematical approaches for understanding the dynamics and tipping points of such systems are imminently important.

For the past 16 years, the Seabird Ecology Team has been funded by NSF to develop mathematical models to study the effects of environmental change on the behavior of marine birds, mammals and reptiles. The team is led by an interdisciplinary group of

four senior scientists: James L. Hayward, Gordon J. Atkins and I are from the Departments of Biology and Mathematics at Andrews University, and J.M. Cushing is from the Department of Mathematics at the University of Arizona. The team has studied harbor seals, marine iguanas and bald eagles but has focused primarily on colonial seabirds breeding along the Pacific Northwest coast of North America.

The group engages in three main activities: 1) the collection of large sets of temporally-dense animal behavior data in the field; 2) the construction of realistic mathematical models, tied rigorously to data, which describe, explain and predict behavioral dynamics as functions of environmental variables; and 3) the construction of simplified proof-of-concept mathematical models to probe dynamic mechanisms, to clarify ideas and suggest testable hypotheses, and to study population dynamic consequences of environmental perturbations and evolving traits.

One of the major findings of

“The Seabird Ecology Team discovered that females nesting close together in the colony tend to synchronize their egg laying on an every-other-day schedule.”

the team is that increased sea surface temperature is associated with increased egg cannibalism in the breeding colony of gulls on Protection Island (Hayward et al. 2014). Average seawater temperatures in the Strait of Juan de Fuca have increased by 1°C since the 1950s. The team found that every increase of one-tenth of a degree in temperature increases the odds of egg cannibalism in the colony by 10 percent. This apparently happens because as sea surface temperatures increase, fish move to deeper and cooler water where gulls cannot reach them. Deprived of their normal food, they plunder their neighbors’ calorie-rich eggs.

Another major discovery is the phenomenon of egg-laying synchrony (Henson et al. 2010). Female gulls typically lay one egg every two days until they complete a clutch of three eggs. The Seabird Ecology Team discovered that females nesting close together in the colony tend to synchronize their egg laying on an every-other-day schedule. Mathematical models predicted that synchronized egg laying would reduce the chance that a given egg would be cannibalized, and field work by Honors student Sumiko Weir (BS ’16) verified this. Thus, synchronized egg laying appears to be an adaptive response to egg cannibalism.

A large part of the budget of each of these NSF grants to Andrews University has been earmarked for training and research



salaries for undergraduate and master’s students. These students engage in every aspect of the research, from data collection and bottle washing to writing computer code to proving difficult mathematical theorems. The activities of the Seabird Team have contributed to the career training and success of over 50 STEM students since 2003. These students have co-authored over two dozen scientific papers in peer-reviewed journals and have given large numbers of talks at research conferences. They’ve gone on to PhD programs and to medical and professional graduate programs, with careers ranging from medicine and dentistry to mathematics and biology.

Undergraduate researchers in the Department of Mathematics who work with the Seabird Team are not operating in a vacuum. The whole culture of the department stresses the value of research for both faculty and students. Each of the faculty members in the department has



an active research program in an area of knot theory, mathematics education, partial differential equations, differential geometry and/or mathematical ecology, and undergraduate students are involved deeply in each of these projects. I also serve as editor-in-chief of the international peer-reviewed research journal *Natural Resource Modeling*, published by Wiley & Sons. This editorship models scientific career leadership and active stewardship of natural resources for students in training, especially women.

Another example of departmental culture comes from the student-led *Eigen*, which is a mathematics and physics club. *Eigen* intentionally builds an

“The activities of the Seabird Team have contributed to the career training and success of over 50 STEM students since 2003.”

inclusive culture of professional development, integrity and ethics in science and research and of integrated scholarship and faith. Many of the research students are also in the J.N. Andrews Honors Program, which has a vigorous culture of research. Honors students develop strong skills in the humanities, and these skills make them better scientists.

The role of the burgeoning human populace as a major planet changer provides a rich field of opportunities for applied mathematicians and ecologists and their students. Never has there been a more opportune time for mathematicians and biologists to work together to solve pressing scientific problems. At Andrews University, we are at the forefront of meeting this challenge.

Shandelle M. Henson is professor of mathematics and professor of ecology at Andrews University. She uses dynamical systems theory to describe, explain and predict the dynamics of ecological systems and animal behavior.

The role of spirituality in managing mental health

APPROXIMATELY ONE IN FIVE U.S. adults lives with a mental illness. According to surveys of 14 countries, United States has the highest rates of mental illness, which include anxiety, mood disorders, impulse-control and substance abuse. In 2018, 43.4 million Americans over the age of 18 experienced mental illness. According to the Centers for Disease Control and Prevention, suicide rates have increased by 30 percent since 1999. There were approximately 45,000 suicides in 2016. Many programs are available in the U.S. to cope with mental health and suicide, but the Mental Health First Aid (MHFA) educational program is used globally and aims to prevent suicide and provide support

systems for mental health victims. MHFA is an educational intervention program developed by the U.S. National Council of Behavioral Health for family members and health professionals working with mental health victims to reduce the risk of suicide. It was originally developed in Austria and

“The objective of our study was to critically analyze the MHFA curriculum in which spirituality was deemed a negative factor for coping with mental health.”

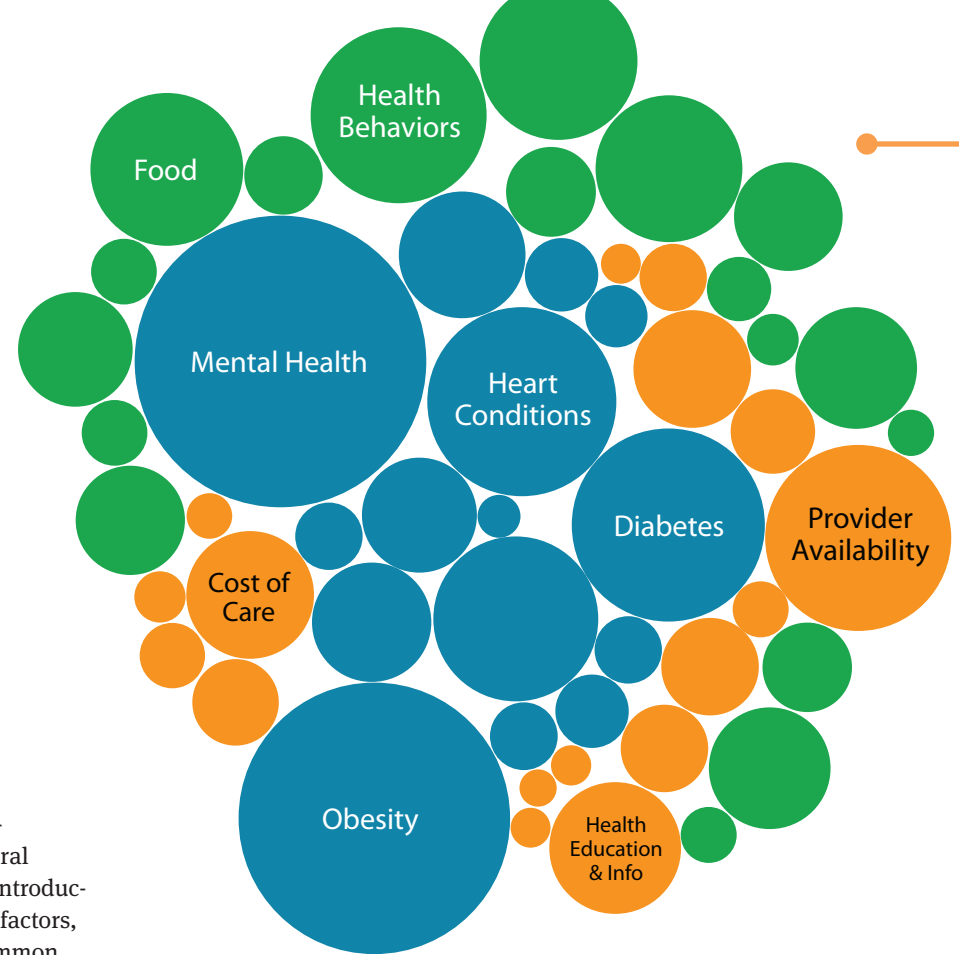
launched in the U.S. in 2008 by the National Council for Behavioral Health. The program introduces participants to risk factors, warning signs and common treatments for mental health. MHFA’s action plan, abbreviated as ALGEE, stands for (1) Assess for risk of suicide or harm; (2) Listen non-judgmentally; (3) Give reassurance and information; (4) Encourage appropriate professional help; and (5) Encourage self-help and other support strategies. The curriculum includes a review of normal adolescent development and intensive guidance through the ALGEE action plan for both crisis and non-crisis situations. Although the ALGEE action plan views spirituality as a

negative factor in coping with mental health, scientific literature indicates that spiritual wellbeing is associated with a decreased risk of mental illness.

The objective of our study was to critically analyze the MHFA curriculum in which spirituality was deemed a negative factor for coping with mental health. Our study was conducted in Berrien County where Youth Mental Health First Aid (YMHFA) training was delivered to health professionals, parents and guardians of mental-

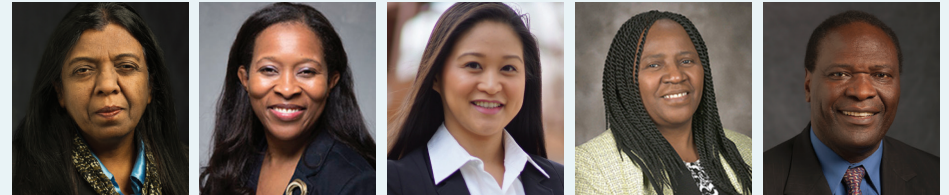
ly ill children. In Berrien County, Michigan, the priority health need among students was mental health. Youth expressed concerns about being overwhelmed with schoolwork, social acceptance, and being bullied. Berrien County ranks 66th in health behaviors among Michigan’s 83 counties. In Michigan, the rate of suicide attempts by adolescents in grades 9–12 increased from 2.7 percent to 3 percent between 2001 and 2013.

A validated “Youth Mental Health Opinions Quiz” survey and



Priority Health Needs of Berrien County.

The bubbles represent the priority health needs of the community served by Lakeland Health and the Berrien County Health Department. The following health conditions: mental health, obesity, diabetes, and cardiovascular conditions; the following health system issues: provider availability, cost of care, and health education and information; and the following social determinants of health: health behaviors and the food environment have been prioritized. The larger the bubble, the higher the identified priority.



Excerpted from a research study conducted by Padma P. Tadi Uppala*†, PhD, MPH, Sherine Brown-Fraser* PhD, RD, CPT, Liezel Bibit* MPH, Sozina Katuli* DrPH, Dixon Anjejo*, DrPH. Department of Public Health, Nutrition & Wellness, *Andrews University, Michigan and †Loma Linda University

“Youth Mental Health First Aid” course evaluation form developed by the National Council for Behavioral Health was used to assess knowledge, attitudes and perceptions of health professionals and families of mental health victims. This study uses pre-intervention and post-intervention tests to observe the responses of the participants. In Berrien County, 14 YMHA classes were conducted in various locations in Niles, Waterliet, Berrien Springs, Southwest Michigan, Benton Harbor and Saint Joseph between June 2017 to February 2018. Among the 14 classes held, 146 individuals participated. Surveys completed by 136 participants were used to evaluate the knowledge, attitudes and perceptions of mental health.

The focus of our research was on the spiritual component of MHFA. In our study, in the pre-test 59.9 percent disagreed that spirituality was a negative factor, however, in the post-test 74.6 percent agreed that spirituality was a negative factor affecting mental health. The curriculum was quite effective in convincing the individuals that spirituality was a negative factor in coping with mental health. We argue that this is a misconception. There is mounting scientific evidence that spirituality and lifestyle factors play a positive factor in health and healing. The rationale behind the role of spirituality as a negative coping factor for mental health suggests that life events can shake and shatter a person

spiritually as well as psychologically, emotionally, socially and physically. These spiritual struggles and perhaps even guilt, have been linked to a higher level of psychological distress. The evidence suggests that spirituality can be a vital resource for health and wellbeing, but it can also be a source of distress. However, emerging research is showing that spiritually integrated lifestyle approaches to treatment are very effective in coping with mental illness. The National Cancer Institute reports that spiritual and religious wellbeing can improve health and quality of life in the following ways: decreased alcohol and drug abuse; lower anxiety, depression and anger; decreased blood pressure and risk of heart

disease; and an increased ability to enjoy life during illness.

Adventist philosophy posits that the true science of healing for the body and soul comes from the power of God. Many testify that the power of God has rescued them from death and destruction. Addictions are broken and the mind and body are healed. The following quotations are taken from the “The Ministry of Healing” by E.G. White:

“In Jesus Christ, there is life which He imparts to all those who believe in Him and have faith in Him.”

“Grief, anxiety, discontent, remorse and distrust tend to break down life forces and give rise to destruction and

death while courage, hope, faith, sympathy and love promote health and prolong life.”
“A contented mind, and a cheerful spirit, is health to the body and strength to the soul.”

It is important for mental health professionals and physicians to acknowledge the protective role of spirituality in coping with mental illness. Spiritual needs of the subjects must be incorporated into conventional treatments. Researchers must be proactive in developing mental health first-aid curriculum and educational interventions based on compassion and tact.



Transforming lives through innovation

by Liz Muhlenbeck

THE LAUNCHING POINT OF THE Innovation & Entrepreneurship Certificate Program is a class called “Foundations of Play.” This is a place where we take play very seriously, but not ourselves. Based on the concepts developed by psychologist Mihaly Csikszentmihalyi, play puts us in a state of flow and opens the mind to creative thought. We know that creativity drives innovation, which when monetized becomes entrepreneurship. Successful entrepreneurs, such as Richard Branson (Founder of Virgin Group), Elon Musk, and Tony Hsieh (CEO of Zappos) make it a personal habit to play and encourage their employees to play in order to help generate new ideas. They make the point that constant innovation requires frequent re-engagement with play. It’s an amazing and dynamic cycle.

So many people think they’re not creative. In our class, that’s a myth we actively debunk starting day one. We spend the first part of the semester teaching people how to play—like really loosen their inhibitions to think beyond

their personal limitations, biases and assumptions to delve deeply into their creative capacity. We teach students how successful entrepreneurs use the power of play, deep observation, abstract association and failure to improve their abilities to invent and innovate.

During the semester, we engage faculty from multiple disciplines across campus—architecture, nutrition, agriculture, engineering, business, education and community development—to create a diverse learning experience. For example, one class period is done in partnership with the Department of Public Health, Nutrition & Wellness, titled “Play with your Food.” Students are put into a test kitchen and given various challenges in which they have to create new recipes and compete for the “Nailed It” and “Best Novice Chef” awards. We use this session to teach how to receive feedback from your end-user, which we call “feed-forward,” because even if your recipe was inedible, what your end-user tells you will help you keep moving forward to a better product.

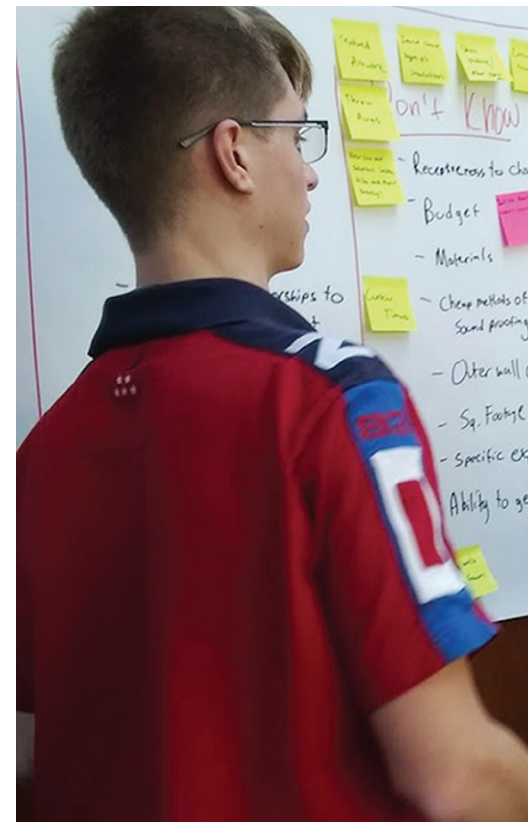
Everything we do in the I&E program is centered on the Design Thinking philosophy of innovation. Design thinking was popularized by Tom Kelly, the founder of the Stanford dSchool. Thanks to the generous mentorship of Karen Tilstra and her team at the Florida Hospital Innovation Lab (FHIL), the innovation faculty at Andrews University have embraced design thinking as a way of being. Educating students to become design thinkers turns the tables on traditional entrepreneurial models. Design thinking gets its strength from empathy-driven, human-centric design.

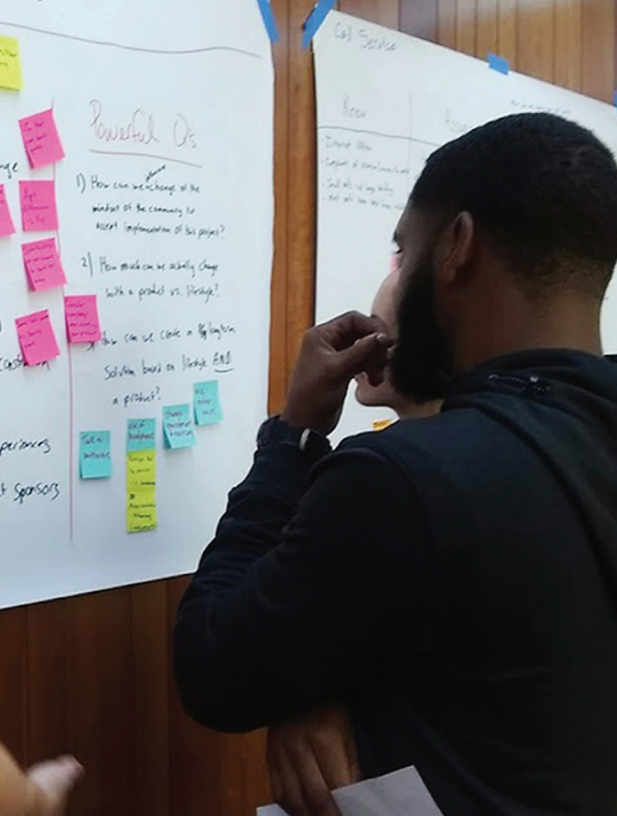
As part of our commitment to experiential learning, the Foundations of Play class was able to implement the elements of design thinking into a social innovation project. Fall semester 2018 was the first time we tried this, so we were excited and humbled by the student’s response to this design experiment. During the semester, students were split into four groups to create solutions for an economically distressed housing community in Benton Harbor, Michigan. In collaboration with Carlisle Sutton, Andrews University’s director of Community Engagement, Integration & Service, students visited the site and were introduced to members of the housing community to learn their situation and needs.

Benton Harbor is classified as a food desert. Food deserts exist in socio-economically challenged areas where access to fresh produce and healthy whole foods is limited, thereby exacerbating unhealthy lifestyles. Of greatest concern is the effect food deserts have on children. Studies show that food deserts perpetuate improper nutrition, even

malnutrition, which can impact child behaviors and school performance, and set children up for lifelong illnesses such as obesity and diabetes. Previous attempts to bring produce to the housing community had failed, so this team, through the process of seeking end-user empathy and going through multiple iterations, came up with a commercially viable product targeting school-aged children that would serve as a wedge to better eating behaviors.

Another team worked through the challenge of providing a consistent cell signal. In this community, residents deal with gang violence and shootings. Without reliable cell signal, residents could not call 911 or family for help. This team’s first iteration produced a very expensive solution requiring extensive capital commitment and engineering—a





including bullet-proofing the street lights to designing “floating” light casings that would deflect bullets. Their human-centered design strategy was to eliminate “hostile” architecture and provide a solution that would be aesthetically appealing and provide safe lighting. They prototyped several solutions but when they returned to the community to solicit end-user feedback, the team discovered that their assumptions were wrong. They learned that vandals were not destroying the lights, instead lights were burning out and not being replaced in a timely manner. Anybody else may have seen this as a failed project, but in design thinking, this team got an A. Taking their failure and end-user feedback, they generated more ideas that led them to consider how their lighting design could apply to outdoor house lighting, a futuristic solution that may be the next best thing to solar walkway lights.

For the last design challenge, community residents were complaining that the noise in their apartments was disruptive. Noise from partying, boom-boxes and domestic disputes created noise that would travel through the thin apartment walls. The team assigned to address this challenge took sound measurements and discovered that the noise level in the houses was substantially higher than normal levels should be. Children are likely to be the most affected as they may be unable to sleep because of the noise transfer. This team searched for cost-effective solutions that residents could purchase that would absorb sound. Through iteration and testing, the team submitted a \$30

cost that would be an added burden for the housing community. Through reframing the question and seeking end-user empathy, this group changed its mindset from how do we get better cell signal (capital intensive) to “how do we help people feel connected to their families during times of crisis” (human centric). This shift allowed the team to discover a no-cost solution using wireless internet technology that the housing community immediately implemented.

Another team was challenged to help the housing community deal with an issue of vandalism. Residents perceived that street lights were being shot out by vandals, creating a heightened sense of fear in the community. Our team considered several solutions

“From Genesis to Revelation, we see how God, through His creative breath, gives humanity the ability—and mandate—to engage in creative endeavors.”

per apartment solution that would bring decibel levels into an appropriate range.

Through the design thinking process of seeking empathy, reframing and iterative rapid prototyping, our students were able to create actionable solutions to several complex social problems in our neighboring community.

Anyone can do this—anyone can create and innovate. It’s in our DNA. From Genesis to Revelation, we see how God, through His creative breath, gives humanity the ability—and mandate—to engage in creative endeavors. Our Innovation & Entrepreneurship program empowers students to discover their creative capacity and translate that into doing good in the world. The Innovation & Entrepreneurship faculty at Andrews University are working to create an environment of innovation where anyone who wants to transform their life, their work, their world, can.

Liz Muhlenbeck is an associate professor of management and the AdventHealth Endowed Chair for the School of Business Administration. In her teaching and research, she frequently focuses on the integration of health delivery and technology.

World Changing Degrees

WITH THE EVER-EVOLVING JOB market and a new generation entering college, our Marketing & Enrollment Management team and academic departments have been hard at work researching the best career opportunities for our students. Market research has shown that we are on the right track with what is on the horizon for Andrews University. Based on our research, we are placing additional emphasis on degrees which will offer our students the highest opportunity for a return on their investment. These degrees include engineering, public health and our brand-new degree in informatics beginning fall 2019.

Although engineering is not new to Andrews, market research shows that the field is consistently growing. Students who study engineering at Andrews will develop a strong foundation of core knowledge that prepares them to specialize in any area of the field. Our program promotes relationship building with faculty and fellow students, while maintaining a rate

of almost 100 percent job placement after graduation.

We have offered a Master of Public Health for a number of years, but this fall we are proud to introduce a Bachelor of Science in public health as well. This degree is for students who are looking to make an impact on our population's health by combining big data, science and compassion. Students in the public health program will have the opportunity to participate in community-based research, coming face-to-face with the population they study. Studying public health also opens the door to a wide range of career opportunities, with starting salaries beginning at \$70,000 after graduation.

We are very excited to introduce a new degree in informatics, which combines the best parts of computer science and information systems for a marketable hybrid. Informatics students at Andrews will learn to use technology to solve society's big problems. In addition to promoting creativity and innovation, many students in informatics are hired six months to two years prior to graduation. This comes as a result of engaging in top tier research opportunities and paid internships while still in school.

In addition to these programs, we will also introduce new degrees in data science and biomedical physics this fall. Both areas offer excellent opportunities for employment right out of school, while offering a well-rounded experience in their departments.

MORE FOR LESS

Andrews University has identified seven programs that allow students to accelerate their degrees. These are called "More for Less."

Accelerated programs help students cut down on their time in school, save money on tuition and get into the job market faster.

One of the students who has taken advantage of this opportunity is Kaitlyn Kim, current MS student in speech-language pathology.

When Kaitlyn came to Andrews University at the beginning of her freshman year, she started on the accelerated track through the Department of Speech-Language Pathology & Audiology (SPLAD). This track, like others on campus, is part of the University's More for Less program.

For Kaitlyn, this means she will obtain a Bachelor of Science in speech-language pathology & audiology and a Master of Science in speech-language pathology in five years.

"The biggest benefit about this program is definitely being able to cut off a whole year of school. Because this program allows you to do two years in one, I was able to save money," she explains. "Educationally, it motivated me to work hard to maintain my grades and be responsible with the time I had. Although it seemed like everything was nonstop, it definitely was worth it!"



Despite her rigorous academic pursuits, Kaitlyn has grown to love her career path and her department. She really enjoys working with people and is excited that this is such an integral part of her job as a speech-language pathologist and audiologist.

When asked what opportunities she's gained from being a part of SPLAD, Kaitlyn said, "I definitely was able to gain a family. One of the biggest benefits of our department is their willingness to get to know each person in the department and make sure you're being taken care of."

This camaraderie and family atmosphere was part of what drew Kaitlyn to attend Andrews in the first place. After attending a huge public high school, she wanted a change and Andrews provided that. Now, as a senior approaching graduation, she admits these close friendships are what she will miss the most.

"My time here at Andrews definitely helped me prepare myself for life after college by allowing me to grow educationally, socially, spiritually and mentally," she reflects. Even though Kaitlyn feels a bit daunted by the prospect of life after graduation, she is thankful for the time she spent here and she knows that God has a plan for her.

Recent Alumni Profiles

This past June, Andrews alum **Robert Moon** was awarded the 2017 Elijah Watt Sells Award from the American Institute of CPAS (AICPA). Out of the 95,858 individuals who tested, only 58 individuals received the award. In order to be eligible they had to achieve a cumulative average score above 95.50 across all sections of the 2017 CPA Examination.

When asked how he felt about receiving this award, Robert said, “It was nice to win the award as it came with some financial benefits; however, the real relief was knowing I had passed the CPA exam and did not need to retake it.”

In fact, Robert was not even aware of the EWS award when he took the CPA examination. After receiving the award, though, he was presented with the oppor-



tunity to work in equity research at Credit Suisse, where he currently is employed.

Robert graduated *summa cum laude* from Andrews University in 2017 with a BBA in accounting. Looking back on his time at Andrews, he is very grateful for the accounting department’s assistance and mentorship which helped him earn an internship at Crowe and prepared him to take the CPA. While he appreciates the strong program, he believes that the people are what really separate Andrews from other schools.

“When I attended Andrews I had teachers who genuinely cared about me and supported my development as a well-rounded person, not just as a scholar. I had friends who pushed me to be a better version of myself, kept life fun and helped me to stay focused on what was important. I had coaches who taught me to be a leader, a teammate and to face adversity. And most importantly, I had people in my life who gave me a glimpse of Jesus and were present to support my spiritual growth.”

While Robert is not completely sure where his career will take him, he is enjoying where God has placed him and is excited to see what the future brings. He has actively seen God work in his life through not only his time at Andrews but also his success with the CPA examination. Even now, he feels God’s guidance as he navigates the extremely demanding nature of the accounting industry.

On July 9, 2016, birder Josh Beck discovered a new bird species in the remote Cordillera Azul mountains of Peru. **Andre Moncrieff**, Andrews alum, happened to arrive at the same place on July 10 for a three-day visit with several other ornithologists. Andre and colleagues formally described this new bird to “Science” in 2018, and they named it *Myrmoderus eowilsoni*, after the legendary biologist and conservationist E.O. Wilson. Its English name is the Cordillera Azul Antbird.

“I ended up staying an extra week looking for new individuals on the surrounding ridges,” explained Andre. “Making the first field observations of this new species was probably the most thrilling experience I’ve had with birds since I started birding at the age of 10.”

Andre graduated from Andrews University in December 2014 with undergraduate degrees in biology and music. He then began a PhD program in ornithology at Louisiana State University. His current research involves genome-wide DNA sequencing of about 700 Blue-crowned Manakins from the Amazon Basin and Central America to study how river barriers influence patterns of gene flow. In August, Andre will return to Peru to scout for a summer 2020 expedition in the heart of the Cordillera Azul National Park.

When he reflects on his time at Andrews Andre recalls the mentorship he received from Andrews faculty, particularly Drs. Hayward, Henson and Goodwin, his experiences with the Seabird Ecology Team, and the research opportunity to see a project through from data collection to publication in a peer-reviewed journal.

Being at Andrews also helped Andre grow in his faith. “When I was at Andrews, there was a period in which I thought I had to make a choice between faith and science. Thanks in large part to mentorship from Andrews faculty, I eventually began to see this conflict narrative as misguided. One of my favorite verses is found in Isaiah 1:18, which begins ‘Come, let us reason together, saith the Lord.’ Asking



questions, keeping an open mind, and praying for wisdom are all important elements of a healthy relationship with God that I’ve come to appreciate more in the last few years. It’s an ongoing journey learning how to best follow and represent Jesus on a secular campus like LSU, and it’s been a privilege to dialogue with and learn from others having different perspectives.”

After graduating from LSU, Andre hopes to find a postdoctoral position where he can continue research on Neotropical birds. Eventually he plans to work as a university professor.



MISSION & SERVICE

Making a difference in our community

THE SECOND ANNUAL CHANGE DAY WAS HELD SEPT. 13, 2018, AND HAD A GREAT turnout of over 1,400 participants at 63 different locations around Berrien County. Faculty, staff and students joined local organizations to volunteer their time and skills, to help students grow in the understanding of service, and to realize that changing the world starts in our local neighborhoods.

The vision of Change Day is not limited to events and activities on a single day. We are engaged year-round, working side-by-side with our local community and its resources and organizations, some of which can be seen at andrews.edu/changehub/. If you are aware of any community need that would benefit from a group of volunteers, we welcome your input. Please email us at changeday@andrews.edu or call 269-471-3211.

Plans are underway for Change Day 2019, which will be September 12, and further integration of service into our entire campus by encouraging students, faculty and staff to lead projects, departmental initiatives and classroom experiences and collaboration to find more ways to broaden and deepen our service to our local community.

“I have learned that serving others rather than doing something that solely benefits ourselves is a rewarding experience because it causes you to reevaluate your life and learn to be grateful for the small things that we often take for granted.”
Leah Charles, junior medical laboratory sciences student

“I learned that sometimes the most glamorous jobs are not necessarily the ones that need to be done. Sometimes, just scraping tape off a desk will make someone else’s life a lot easier, and they will be very grateful. Small gestures are still acts of service, and God can still work through those small moments, and allow you to build community with others.” *Yasmine Siagian, senior psychology/behavioral neuroscience student*

“A helpful task isn’t always a difficult one. Just needs teamwork.” *Janick Brun, freshman elementary education student*

“I have to say that this event, Change Day, makes me proud to be a part of Andrews University. To see that this campus is undertaking such a humbling and humanitarian work, makes me feel good to be a part of this community, the Andrews University family. This is our chance, as a campus/community/family to reach those who need to be reached and to help those who need to be helped. This is the one event that I look forward to every year.” *Tanya Thomas, administrative assistant, Department of Public Health, Nutrition & Wellness*

“As a new member of the Andrews’ community, (Change Day) was a reminder that every small act counts. It was a reminder that all big movements start with several small acts. Like a puzzle, each piece on its own doesn’t ‘make sense,’ but after you put them all together and step back then you can see the big picture, which is really beautiful.” *Jonathan Barton, junior photography student*



Fire and Ice, an Alaskan in the South Pacific



by Ellie Butikofer

It has been several months now since I last left the shores of Chuuk, Micronesia, and even longer since I wrote this story. I have subsequently reversed my role of teacher for that of a college student and traded the tropical sun for the snow of chilly Berrien Springs, Michigan. Thinking back over my six months as a student missionary in Chuuk, one particular phrase comes most often to mind. It is best expressed by one of my first-grade students whenever he volunteered to pray in class—“Kinesou Kot,” meaning “thank-you God” in the traditional Chuukese language. Yes, thank you God, thank you for allowing my path to cross with those of the beautiful, blessed people of Chuuk, Micronesia. Thank you for allowing me to participate in the great work of spreading your message of love and salvation to all the world, even to a tiny island somewhere in the vast Pacific Ocean.

HAVE YOU EVER WOKEN UP ONE DAY and wondered, “How did I get here?”—perhaps considering how completely different your life was just a short time before? That’s how I feel every day. I expected to be attending college this year, not working as a first-grade teacher on a tiny speck of island in the South Pacific!

For one thing, I didn’t feel ready to be a teacher. I’d only completed a year and a half of college and didn’t feel educated enough or “good enough” for this position. But God set this opportunity before me with such undeniable clarity that I couldn’t deny His leading.

It all started last summer at camp meeting in my home state of Alaska. I was catching a quick nap between meetings when I received a text message from a friend. “How would you like to be a volunteer teacher in Chuuk this school year?” she asked. Still groggy, I misread her message. “Who is Chuck, and why do I need to teach him?” I wondered, very confused. Seconds later, I caught the gist of what she was saying and realized its possible implications. Work as a volunteer this year? Is that even possible?

I made some calls and discovered that Chuuk SDA school had

150 students enrolled and only six teachers available, including the principal. They desperately needed more help. I prayed for guidance, filled out an application, and a few weeks later boarded a plane to begin my new adventure.

Although Chuuk seemed relatively modern to me at first glance, I didn’t have to look far to see that traditional spiritual beliefs still clutched people in their fearful grasp. A conversation I had while teaching a fourth-grade Bible class solidified this observation. We were studying the story of King Saul and the witch of Endor when one of my students related an interesting story. She said that her neighbor’s son had become demon possessed at a picnic and that now he just stares into space, not acknowledging anyone around him.

Chuuk’s tropical climate, palm-tree riddled beaches, and fantastic WWII shipwreck diving are big draws, but they pale compared to the immeasurable needs of the island people. A people desperate for truth in a sun-drenched yet spiritually dark world. With most of its students from non-Adventist families, Chuuk SDA school is truly a mission school, and I really believe I’m making a difference in both the lives of the

students and the community.

I love my students; each of them is beautiful and interesting in their own way. Somehow, when I’m with them, I don’t feel quite so far from home, at least most of the time. One day one of them asked, “Teacher, why do you speak English if you’re from Alaska?” I guess I still have a bit more teaching to do!

As I write this story in my apartment, the air conditioner going strong in an attempt to combat the invasive tropical heat and surrounded by papers that need grading, I’m amazed at how far I’ve come in this incredible journey called faith.

Some days my best hardly feels good, but I believe that God put me here for a reason and gives me the strength I need to serve Him. Through this experience, I’ve come to understand that sometimes the success of our Christian walk isn’t measured by our own “goodness” or capability but rather how good we are at listening to and obeying God’s voice.

Ellie Butikofer served as a volunteer first-grade teacher on the small island of Weno in Chuuk, Micronesia, during the 2017–2018 school year. She is currently studying speech-language pathology at Andrews University.

COMMUNITY ENGAGEMENT COUNCIL INITIATIVES

by Desmond Murray

*In its second year of operation, the **Community Engagement Council** continues to fulfill its mission to broaden and deepen Andrews University's presence and impact in our local community under the watchwords of connect, engage and empower.*

In April 2018, Andrews University officially became a member of the Michigan Great Southwest Strategic Leadership Council (MGSSLC) with President Luxton concurrently appointed to its board. The Leadership Council consists of leaders and individuals from across the business, education, government and nonprofit sectors of Michigan's Great Southwest who bring expertise and passion for advancing the vision of making the area a vibrant and prosperous region to live, learn, work, invest, grow, play and retire for everyone.

Most of the work, planning and accomplishments of CEC is done through its subcommittees. The current active subcommittees are: Change Day (see page 20), Community-based Research, Diversity, Equity & Culture, Education, Health, Interfaith, and Restorative Justice. The following are some of their accomplishments:

COMMUNITY-BASED RESEARCH

Four principal outcomes were achieved by the Community-based Research subcommittee:

- 1) Collaboration with the Research and Creative Scholarship Council for inclusion of service-oriented and community-focused experiences at the annual Celebration of Research.
- 2) Collaboration with Lakeland Health on its Community Health Needs Assessment study.
- 3) Collaboration with Berrien County Brownfield Redevelopment Authority on its \$600,000 coalition grant proposal submission to the United States Environmental Protection Agency.
- 4) Over the last two years, a team of researchers in the Department of Public Health, Nutrition & Wellness conducted a study into the prevalence of metabolic syndrome and chronic diseases among African American women in Benton Harbor, Michigan, who experience a high incidence of obesity. The Andrews' team worked with the "Strong Women of Faith" cancer group in Benton Harbor, Michigan. This study will be presented at the Michigan Academy of Science, Arts and Letters (MASAL) Conference in March 2019.

DIVERSITY, EQUITY & CULTURE

The Diversity, Equity & Culture subcommittee planned and accomplished the following:

- 1) The Benton Harbor Community Listening Tour was held on Sept. 20, 2018, at the Benton Harbor Public Library. The purpose was to engage and listen to Benton Harbor residents about their experiences with and perspectives of Andrews University. The valuable insights gained from Benton Harbor residents will assist Andrews University to broaden and deepen its connections and relationships with this local community.
- 2) Worked with International Food Fair organizers to enhance local community attendance and participation.
- 3) Joined with the Community Engagement working group of the Diversity & Inclusion Action Council. This minimizes duplication of effort and leverages personnel and resources.

EDUCATION

In 2018, the accomplishments of the Education subcommittee include:

- 1) Expanding the weekly classroom literacy intervention H.E.L.P., which started in 2015, to include all students of the

- grades 1, 2, 4 and 5 classrooms of the Benton Harbor Area Schools (BHAS).
- 2) The Department of Nursing conducted a health education mentoring program with students from Benton Harbor High School. Nursing students went to the high school and taught the students hands-only CPR as well as tips on bleeding/wound care stabilization prior to the coming of first responders.
- 3) Offered two cohorts of a seven-week parenting course, Successful Parenting Strategies (SPS). SPS was designed to build community among parents in Benton Harbor, and help them develop effective communicating skills and evidence-based parenting strategies that work to create positive self-regulated students. The zero-credit program is being expanded this year to include programs that improve employment opportunities for Benton Harbor residents.
- 4) Developed the pilot Summer High School Advancement Program teaching Algebra I for credit recovery for BHAS students.
- 5) Hosted the second annual Career Fair where approximately 400 Benton Harbor High School seniors and juniors met with Andrews University



Andrews students interact with BHAS elementary school children at the annual H.E.L.P. holiday musical production

- departments to learn of the career opportunities available.
- 6) Inviting and hosting the elementary school children of the BHAS to a third annual holiday musical production at the Howard Performing Arts Center. The program again exposed students to various musical genres, different musical instruments, and a values-based skit that reinforced the need for respect, kindness and mindfulness.
 - 7) Organizing and hosting, in partnership with the James White Library, a community discussion, “Changing the World: The Next Step.”

HEALTH (RENAMED WELLNESS)

The Health subcommittee of the Community Engagement Council is now merged, to avoid duplication and maximize efficiency, with the Andrews University Wellness Council. In 2018, University Wellness (often in collaboration with other departments/entities on campus), connected with and impacted the community in the following ways:

- 1) Ongoing Wellness Menu offers classes/opportunities on the campus of Andrews University, many of which are available and open to the community.
- 2) Working on establishing partnerships with: a) the Rotary Club in Berrien Springs, b) Lakeland Health Care, c) YMCA Southwest Michigan, d) Direct Fitness Solutions and e) Thrive Psychology, and several more.
- 3) In October 2018, under the leadership of Gretchen Krivak (leader of the Community Engagement Taskforce for the University Wellness Council), the “Health & Fitness Expo” sponsored by Andrews University was held at the YMCA in Niles.

- 4) The Jackie Film is public and available on Amazon.com.
- 5) The Andrews University Wellness Transformation Guide is available free online.

INTERFAITH

The Interfaith subcommittee successfully worked on putting together the following events:

Interfaith Prayer Vigil—Following the tragic shooting at the Tree of Life Synagogue in Pittsburgh, Pennsylvania, on Oct. 27, 2018, the Interfaith Committee expressed solidarity with leaders in the local Michiana Jewish community. The committee worked together with Temple B’nai Shalom to plan an interfaith prayer service on Nov. 5, 2018.

Dinner-and-Dialogue—These events are meant to bring people from different faiths from across Berrien County to grow in common understanding and dialogue on how we can work together from a place of shared values to effect change and meet needs that would uplift our local community.

RESTORATIVE JUSTICE

The newly minted Restorative Justice Action Council (RJAC) brings together various disciplines and faculty across the University in collaboration with local community restorative justice practitioners. A specific event currently being planned focuses the 2019 Social Consciousness Summit on the topic of restorative justice. However, more broadly, the RJAC will explore and develop an Adventist faith informed approach to restorative justice for broad application across the University and church.

Reflections on Paradise, California

by Teela Ruehle



We took a group of 10 students and staff from Andrews University to the Paradise Seventh-day Adventist Church, who has joined with the Chico Adventist church. We were invited to encourage and love on the members—95 percent of the church members had lost their homes. They all shared with us their stories of having only 10–15 minutes to

get their families and leave.

We offered family counseling, children’s programming, vespers and Sabbath School while there during the first week of December.

They are a beautiful example of church. They are loving on each other, providing for each other, sharing supplies and encouragement in the midst

of their loss and pain.

What an inspiration!

Campus Ministries and University Wellness teamed up and sent encouraging notes and water bottles to Chico State University, where many of their students were affected by the wildfires.

We hope to continue to encourage our brothers and sisters affected by the wildfires.

I was reading a Bible story to my daughter one night, about a little boy who brought his five loaves and two fish to Jesus. Jesus miraculously took the small amount and multiplied it to feed everyone. It hit me—that’s all Jesus asks of us, to give what we have.

I didn’t go to Paradise to make a huge difference. I went because it was all that I could do. We took a team who gave all they could, which seemed so small, to help even one person work through the craziness that had just become their whole reality. I went to make a difference in even one person’s life, and my prayer is that we did.

Lindsey Pratt graduated with her Master of Divinity in August 2017 and currently works at the Center for Youth Evangelism.

The trip to Paradise, California, reminded me to be happy with what I have. Talking to innocent children who have lost everything impacted me. I am not talking about just losing their house and their toys but losing their parents and loved ones. These precious children were affected for the rest of their lives. They woke up that morning not thinking this would happen to them. Let us not wake up each morning and ignore the beauty we have in front of us. Let us not wake up and walk by our loved ones without giving them a hug or a kiss. Let us wake up every morning and thank God—because of His grace and mercy we are all still here.

Jharony Fernandez-Gibbs is a graduate student pursuing a master’s in social work and youth & young adult ministry.

Expanding Seventh-day Adventist Education in Perú

by Andrew von Maur

Visit andrews.edu/focus to view an expanded version of this article with additional images.

IN THE FALL OF 2018, the School of Architecture & Interior Design prepared plans for the expansion of Seventh-day Adventist education in and around Juliaca, Perú. Working with administrators and students of the growing Colegio Adventista Túpac Amaru (CATA), 16 graduate architecture students traveled to the Puno region to collaborate on designs for four sites: a new educational campus for up to 5,000 students, an urban health ministry center, a rural agricul-

tural learning center, and a new spiritual retreat center overlooking majestic Lake Titicaca.

The history of this region provides a powerful testimony for what God can do to fulfill the mission of preaching the gospel through Adventist education. Besides working on the design and planning project, the students were able to visit historic towns such as Plateria, where early Adventist missionaries were the first in the nation to educate indigenous people in the face of

oppression by the ruling oligarchy. Their persecution eventually inspired a constitutional amendment to protect religious liberty for all, and today Perú recognizes the contributions of Seventh-day Adventist education with annual parades and festivities. The Andrews University team was honored to march in the 2018 parade in Puno, together with 15,000 Adventist students, teachers and parents. They carried flags representing their 12 countries of origin. To see how proud and

Andrews University team and CATA leaders at floating Adventist barge church in Uros

Facing page top: Andrews University students Rafael Gonzalez (center), Gerald Wasmer, Harrison Moxey, Corey Shaw and Jeanelle Robinson meet with CATA board members about the design





confident local Seventh-day Adventists are in their faith, unity and mission was inspiring.

As CATA is following in the footsteps of these Adventist pioneers, our graduate architecture students contributed by preparing comprehensive schematic plans for needed facilities. While visiting Juliaca, our students conducted a design workshop with CATA students, worked with the CATA board of trustees, documented sites, studied local projects, and preached in five Sabbath services at Villa Hermosa Adventist church, including one service in Quechua and one in Aymara—the two local indigenous languages. Led by Professors Andrew von Maur, Christopher Perry and Troy Homenchuk, the Andrews University team was supported in Perú by Andrews alumni who are now practicing in the field: Jeff Gallardo, Carlos Monsalve, Cesar Rojas, Caleb Soto and Alexia Derma. The project's final plans and report were recently completed.

Andrew von Maur is a professor of architecture in the School of Architecture & Interior Design. He has taught at Andrews University since 2003.

Architects are often perceived as snobbish designers who suffer from a god complex. This might be the case for some architects in the world. Architects have the privilege to design and create buildings and structures on empty land, creating something where there is nothing. Then the questions rise. How does a Seventh-day Adventist practice architecture? How does a Seventh-day Adventist university teach architecture? How do we serve our God through architecture rather than trying to be him?

These were all questions I had throughout my education. These were all answered by the amazing experience we had in Perú. Our job as a class was to design four properties for the CATA school in Juliaca, Perú. I was one of the seven students designing the biggest of the four properties. This piece of land was purchased to become the new campus for this Adventist school. When we visited Juliaca, the school board told us that this new campus would be a physical manifestation of what we believe Adventist education is as a church, based on the Bible and through the Spirit of Prophecy.

This campus will become a model for future Adventist schools in South America. At the same time, this new campus would celebrate and elevate the culture of the indigenous people who have been suppressed and discriminated against throughout history. Lastly, this campus would be a model for the city of Juliaca on how to manage its own sewage and stormwater and improve their current approach to city planning and design.

As you might have noticed, this was more than an architecture project. This project was a fusion of evangelism, missionary work, community service, urban design and architecture. This project was above my human abilities and talents. Ultimately, this wasn't a project for a human client.

Although the board of CATA asked us to design this new campus for them, the real client was God. He entrusted us as a class, like Bezalel in the book of Exodus, to complete this task that will evangelize thousands of students every year until the day he returns. Therefore, this project was different than any other for me. Every line I drew or erased, every sketch I made, every client meeting, and every presentation was for a greater purpose than an academic grade. This project taught me how to serve God through architecture rather than attempting to be him.

Rafael Gonzalez

It has always been a dream of mine to participate in some form of mission work across the world. I would often hear stories about other Andrews students who took time away from their studies to travel and serve in foreign places. This project not only granted me that opportunity, but it redefined for me what true mission work is all about.

The CATA board presented us with a total of four sites, one of which included the location of the new campus. The campus was expected to include kindergarten through secondary school, a technical school, dormitory, medical clinic, etc. To our advantage, similar conditions exist at Andrews University, so our graduate class was able to contribute our three-plus years of experience at the university.

Visiting Juliaca has been one of my best travel experiences to date. Despite high altitude conditions, our Adventist brethren were very warm and cheerful and their positive energy motivated me throughout the entire semester. During the trip we presented our work to board members and neighboring people of the CATA community. This not only allowed them to critique the initial proposal but also enabled us to interact directly with the students, working toward solutions efficiently. The workshop we held with the secondary students was invaluable. Having the kids work directly with us really got them thinking and communicating what they envisioned for their new campus. Despite the language barrier for many of us, we learned more using our hands that day than words could ever describe. The hands-on interaction also demonstrated to the students simple ways to problem solve and how to think of the use for spaces within their communities.

The proposed school site presented unique challenges, such as the lack of a proper sewage and storm water system that extends throughout the city of Juliaca. Solving some of these challenges would allow the campus to serve as a template for nearby communities, improving the quality of life for others. Our Adventist family in Perú plans to capitalize on the solutions we have provided so they can continue to share the love of God in every aspect of their work. The initiative taken by the people of CATA demonstrated to me what it means to do true mission work. I pray the Lord continues to use us all to serve in any way we can.

Harrison Moxey

Expanding Seventh-day
Adventist Education in Perú

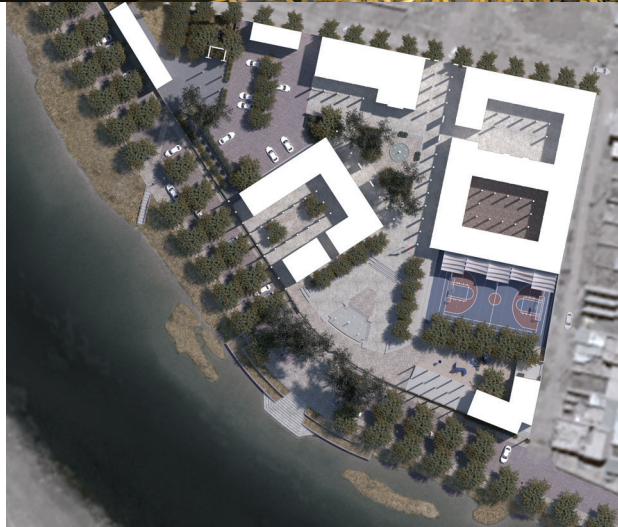
STUDENT WORK





Facing page: Proposal for agricultural learning center in Ayagachi, Cabana

Clockwise, from above: Proposal for new CATA campus at Chilla, Juliaca ■ Proposal for spiritual retreat center at Tujsi overlooking Lake Titicaca ■ Proposal for health ministry center in Ccacachi, Juliaca



Expanding Seventh-day
Adventist Education in Perú

GALLERY





Facing page: Formation at CATA to honor the visiting team from Andrews, which is standing at the right. This photo shows about half of the existing CATA student body

Clockwise, from below: Andrews student Adelia Joseph presents preliminary concept plans to CATA students ■ Local CATA students – “designers of the future” ■ “Adventist Education Day” parade in Plaza de Armas, Puno ■ Professor Andrew von Maur and AU alumnus Cesar Rojas preach at the Villa Hermosa church ■ Andrews University team getting ready for “Adventist Education Day” parade in Puno



SOW Safari with Andrews Academy— An Adventure with God

by Steven Atkins

WHILE MOST FAMILIES IN Berrien County woke up early Christmas morning to open gifts and celebrate Christmas, 63 Andrews Academy students and sponsors woke up very early to begin an “Adventure with God,” AA’s SOW Safari mission trip to Cuba. Some of the young people going on the trip had never been out of the country, and for some it was the first time to be on an airplane.

SOW Safari, Andrews Academy’s biennial two-week mission trip, has been an important part of Andrews Academy’s mission since 1986. The name, SOW Safari, speaks to the reason for these trips: **Service** through construc-

tion of a church or school building, **Outreach** through Vacation Bible School, and **Witness** through evangelistic efforts. To date, several hundred people have been baptized through the evangelistic component of these trips, including some of the students themselves!

The SOW Safari group worked at three different sites. One site was the conference office in the city center where they were building a kitchen and cafeteria facility. Another group helped build some buildings at Cuba’s first SDA youth camp where land was recently acquired. The third group built a home church building at one of the church member’s

homes. Academy students helped build the two-story structure which will be a place of worship for this growing congregation.

Students worked incredibly hard, and SOW sponsors were so proud of them because they did it with a smile on their face and a hungry spirit to serve. They discovered so much in a short period of time! Within two days of working at the conference office site, they dug the ground, prepared the rebar reinforcements, and poured the concrete for the footings. Students were encouraged to place their names in the setting concrete.

The young people both put on an evangelistic series for the adults and conducted VBS for the children. As some students summoned up the courage to tell Bible stories for the first time for groups of children, others preached their first-ever sermon. Vacation Bible School programs included singing, Bible stories, crafts and playing games with the children. The supplies for the VBS program were created by the students during fall semester and were left with the children there so they can continue to participate in the VBS experience.

The people were incredibly warm and hospitable, and the SOW participants had an amazing experience. God blessed



“Students worked incredibly hard, and SOW sponsors were so proud of them because they did it with a smile on their face and a hungry spirit to serve.”

Sixty-three Andrews Academy students and sponsors spent two weeks on a mission trip to Cuba during Christmas break.

during this trip. We thank Him for the life-changing experiences of this trip not only on the children in Cuba but also in the changed lives of those who served.

Sophomore Brooke Scott fondly recalls her time in Cuba:

“The people in Cuba were absolutely amazing. I made friendships there that I will never forget. Going to Cuba showed me how much I take for granted. You realize how hard they work to get stuff and how they worship God and thank Him for each and every thing that comes their way. I was so blessed to be able to go on this trip, and I would go back in a heartbeat. If you ever get the chance to go on a mission trip, don’t think twice; go where God is calling you. You won’t regret it.”

Sebastian Wade, also a sophomore, shared:

“The most fascinating thing was how the locals interacted with me and others. I can say they were more outgoing and excited than we were. They had so much enthusi-

asm even though they had so little. I think personally my greatest time over in Cuba was meeting and spending time with them—I got to practice my Spanish and all. I was the host of the nightly VBS and it did get me nervous at first, but day by day we all got more comfortable being up front. We had Bible stories and games/crafts for them. It was a good experience and I hope to go back to Cuba.”

Junior Logan Robbins said:

“My favorite part of the trip was the relationships that I formed while in Cuba. Not only with the islanders but also with my own classmates. Even though I didn’t speak the same language as well as the islanders, I was able to form a bond with them anyways. With my classmates, I was able to strengthen and form new relationships with them.”

Ivonne Segui-Weiss, one of the sponsors, also reflected on the trip. “One thing that kept being repeated from the kids at all the different sites was how impressed and impacted they were by seeing how passionate the Cuban people were about church. Everything they do is with so much passion. They sing with passion, they preach with passion. They are so friendly. They seem to be truly happy. Our first Sabbath there, just being part of the service brought me to tears. It is so true; the Adventist people in Cuba are so passionate about their faith. They sing with their hearts, they listen to every word that is preached from the Bible with so much passion. I was thrilled to

see our students just taking it all in. The Cubans may have little, but they radiated love, compassion and happiness. They were always looking for ways to make sure we were okay. As I sat there soaking it all in, many times with tears rolling down my face, I couldn’t help but think I was once that passionate, too; could it be that I might have been fortunate to be able to leave that system and come to a country where I would be free to have, to be, but in the process I forgot who the true Giver is, who my Maker is, and who my true Deliverer is?

“I pray that as we all return to our daily lives, and our daily routines, that the experience we had in Cuba stays with each one of us. Not just the experience of making connections with the people of Cuba and being able to provide some materials and service to them but truly seeing what a difference and what passion having a focused relationship with Jesus can do in our lives.”

We are caught in between two worlds. The world of our comfort and a world filled with great need. There are so many people who need to hear of God or just receive a helping hand. I encourage you to follow these young people’s example and go! Take the adventure of a lifetime with God and while you are doing it, remember Jesus’ words in Matthew 25:40, “Inasmuch as you have done it unto one of the least of these my brethren, ye have done it unto me.”

Steven Atkins teaches biology and earth science at Andrews Academy.

Care for Cuba leads to full-time missionaries

IN 2013, THE SEMINARY MADE HISTORY AS FERNANDO Ortiz, MDiv program director, led the first Care for Cuba study tour to Havana, Cuba, with 26 MDiv students and their sponsors. Since the first tour, more than 1,300 new believers have been baptized, hundreds of Cuban pastors have been equipped to do more effective ministry, and

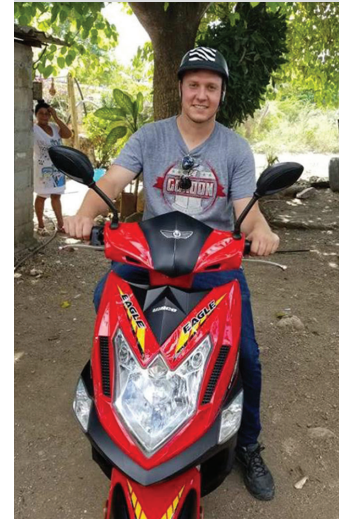
more than 150 MDiv students have caught the flame of evangelism that burns in Cuba, empowering them to do more effective evangelism in their home territories!

In 2017, for the first time in 60 years, full-time missionaries were sent to this Communist country. To the amazement of all involved, Care for Cuba’s proposal to send long-term missionaries to Cuba was approved by local, state and national Communist leaders. Christian Guana-Jarrin and Joseph Capeles were chosen to be

the first Adventist long-term missionaries to Cuba since the 1950s. During the third week of September 2017, they arrived in Santiago de Cuba—the second-largest city in the country—to engage in creative evangelism utilizing sports, English classes and interest-based small groups, among other, more traditional methods, such as evangelism meetings and Bible studies.

For Ortiz, who has pioneered North American Adventist ministry to Cuba since he led the first mission trip in 1998, sending these two long-term missionaries was the fulfillment of a decades-long dream.

In 2018 a new missionary, MDiv student **David Clark**, was sent to the city of Holguin to keep the flame burning for another year. He is there now doing creative evangelism and reaching that community for Christ.





A Passion for Wellness

The new FOCUS editor, Gillian Panigot, sat down with Dominique Gummelt and Justin Neu to talk about the new Andreasen Center for Wellness.

Tell us a little bit about your backgrounds—how long have you been at Andrews and in what capacities?

Justin: I finished my undergraduate degree in business management from Andrews in 2011, then continued into my MBA at Andrews where I graduated in 2013. I came back in 2014 as the assistant manager at the Bookstore, transitioned to marketing in the School of Business for the last year and a half and am now manager of the Center for Wellness.

Dominique: My general undergraduate background is in fitness, physical education and wellbeing. I focused on pedagogy, curriculum and instruction design in my graduate studies, then did my PhD in health with an emphasis in health psychology and human behavior change in relation to physical activity and health behaviors. I'm a certified personal trainer and wellness practitioner, and I have a specialty certification in exercise as medicine (EIM). This is my second time at Andrews. From 2008 to 2012 I was assis-

tant professor and director for fitness and exercise studies, and I also served as assistant chair for the Department of Nutrition & Wellness. I came back to Andrews in 2015 as the director for University Wellness.

What interests and experiences led you to pursue these roles?

Justin: My background is in business, but my passion has always been fitness and incorporating fitness in the business sense. I also earned my ACE certified personal training certificate last year. Currently I supervise the Andrews Academy fitness center. I've been doing that for the past two years. So I've been passionate about training and just helping other people grow in their fitness journeys for quite a few years now.

Dominique: I grew up in a very active family. But I encountered a number of challenges in my teenage and college years pertaining to my personal health and wellbeing and so had my own wellness transformation story,

transitioning from being an athlete to actually focusing on what it means to live a healthy and well life. I very early got into group fitness teaching as well as personal training and wellness coaching. I became more and more passionate about doing that for a long-term career and seeing the intersection between educational settings, business settings and society at large.

Once the Center for Wellness is open, what will each of you be responsible for there?

Justin: As manager, I will be responsible for the operations, facility and management—making sure the Center is comfortable for everyone to come to, that they enjoy it and see it as a benefit to them.

Dominique: I am the director for University Wellness as it pertains to the initiative, but I'm also the executive director for the Andreasen Center for Wellness. I am responsible to ensure that all the goals and objectives set for the Center are met and exceeded. Niels-Erik Andreasen envisioned that this become the headquarters for wellbeing and promoting healing within our global faith-community but also reaching all through the healing ministry of Christ. That's going to be part of my focus—finding a way to liaise and partner with many institutions within and outside our church around the world.

We understand a great deal of intentionality went into the design of the building. Can you share

some of that history? And where does the Center fall within the campus organizational structure?

Dominique: We put together a design team several years ago to study the concept of building a Center for Wellness. As it relates to our history and health in the Seventh-day Adventist Church, there's actually quite a bit of instruction written about how to build sanitariums. The intentionality for the Center relates to the complete layout—directions, direct sunlight you'll be able to get and the angles of that, color choices, material choices, the things actually in the Center. The design has taken into consideration Adventist history, current understanding of wellbeing, evidence-based research and the needs of our current society.

The main design team had campus representation from the School of Architecture & Interior Design, University Wellness and Facilities Management in addition to external services. We were heavily involved in the development of the whole facility, both exterior and interior.

As far as the campus organizational structure, the Andreasen Center for Wellness will fall under Campus & Student Life.

What amenities are available?

Dominique: There are indoor, outdoor and aqua wellness spaces. These include a two-story fitness center, an outdoor courtyard, an indoor saltwater pool and a "Healing Oasis."

The healing oasis features an indoor hot whirlpool with massage

features, a sauna, a steam bath and an outdoor healing garden.

The east wing has two classrooms, a relaxation/de-stress room being planned in partnership with the Counseling & Testing Center on campus to provide some extension of mental and emotional wellbeing services, and a fitness assessment laboratory to be utilized in conjunction with the Department of Public Health, Nutrition & Wellness.

The lobby will serve as a secondary student center on our campus and includes a Wellness Café operated by Bon Appétit.

The recreation center consists of multipurpose courts, a full-size basketball court and accommodations for our athletics program.

Justin: Group fitness classes will be included as part of the membership services offered. We will also offer personal training, which will be a fee-based service.

Dominique: And extended educational, practical wellbeing and variety of coaching services as we move forward.

Who will have access to the Center?

Justin: It is available to anyone. There will be different membership categories. Some age restrictions will exist for certain parts of the facility. All that information will be available on our website so everyone can find the options that best suit them.

We've heard, too, that there will be an app available.

Dominique: We are incorporating a new software for the management and operation of the Center for Wellness. Along with that software is an accompanying app. The app is designed for our customers, but in addition, it is a personal wellness

and fitness app. People who are not going to the Center can also benefit from the opportunities offered in this app.

What is the vision for the Center? What do each of you hope for the Center's future?

Dominique: We have an official vision statement. It says, "It is our vision to create a new, mission-focused, innovative wellness space to provide opportunities to live wholly, explore concepts of wellness intentionally, learn deeply about the extraordinary beings God created, and purposefully engage the campus, local and global community together in living healthful lives connecting body, mind and spirit, extending the healing ministry of Christ."

My hope is that my team and I can do everything in our power to fulfill the vision and the mission for the Center.

Justin: We hope that people come not just to work out and leave but stay and feel comfortable spending time, engaging.

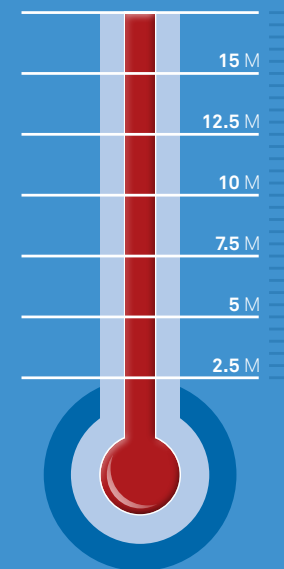
Dominique: The Andraesen Center for Wellness is a center to provide opportunities for holistic wellbeing. It's a place where the various dimensions of wellness can be addressed and hopefully improved. We hope it becomes a Center on our campus where we all come together in our diversity—that people know that everybody is welcome in this place to help transform wellbeing for greater wellness, health and vitality.

Where will regular updates be available?

Dominique: Monitor the website or social media for details!

GOAL ACHIEVED!

17.5 Million



The original goal for the Andraesen Center for Wellness was \$15M but to make the building fully functional and to meet the needs of the whole University community it was decided that the building should be built all at one time and therefore the budget should be extended to \$17.5M. All monies for this goal have been committed but not all have been received to date.

Dominique: This is the largest project that Andrews has undertaken—fun fact. The opening is aimed for fall 2019.

Justin: If you'd like to come on a tour, tours will be available starting in May.

 andrews.edu/wellnesscenter

 facebook.com/AndrewsWellness

 [@AndrewsWellness](https://twitter.com/AndrewsWellness)

Justin Neu and Dominique Gummelt



2018 Spirit of Philanthropy Awards



Three Spirit of Philanthropy Awards were presented during the 2018 Alumni Homecoming Weekend. Larry and Debbie Habenicht were recognized for their faithful support and friendship to Andrews University, starting way back in college. Donald Chester Schlager was honored for his long-time financial support of Andrews University for 50 years. José E. Vega and Carmen Coballes-Vega were presented with the award for their commitment and dedication to Christian education, exhibited in the endowed scholarship fund they created at Andrews University.

Larry (BA '76) & Debbie (BA '75) Habenicht

Debbie was born and raised in the Canadian province of Prince Edward Island and Larry was born in Southern California. When Larry was about 6 years old, his parents went as missionaries to Puerto Rico.

When the Habenichts returned to the U.S., his parents settled in Berrien Springs, Michigan, where his father practiced as a pediatrician and later an allergy specialist. His father also taught in the Seminary, and his mother was a professor in the School of Education. Larry attended Andrews Academy, then Andrews University.

Debbie also chose Andrews as a math major, but at the end of her first year of college a professor encouraged her to consider pursuing a medical degree. She told the Lord she would become a physician if he would help her pay for her schooling.

The summer after Debbie's junior year and Larry's sophomore year, they both ended up at Rosario Beach Marine Laboratory in Washington State. Later in the summer, both took a research trip to New Brunswick, and they were soon dating.

They married while in medical school at Loma Linda, graduated and did their residencies in southern California—Debbie as an ENT and Larry in general surgery. They then moved to Puerto Rico where they served as missionary doctors for the next 14 years. After their return, Debbie and Larry settled in the Berrien Springs area

with their two children, Lisa and Jeff.

Today, Larry is a surgeon at Lakeland General Surgery in Niles, Michigan. He is board certified in undersea & hyperbaric medicine and is responsible for starting the Lakeland Wound Care Center in Niles. Debbie is an otolaryngologist and neck surgeon with practices in Berrien Springs and Niles. Most recently, she was elected to be vice president of medical staff for Lakeland Health.

Throughout the years, they have followed a path of philanthropy which started when they were students at Andrews University and Loma Linda.

Not only have they given of their material resources but they have shared of their time. Larry and Debbie have helped with multiple Andrews Academy SOW Safari mission trips over their Christmas vacations. Larry has routinely given up free summer evenings to take the PMC youth skiing and boating on the St. Joseph River. Currently, both give of their time to serve as members of Andrews University's President's Council.



Donald Chester Schlager (BA '51)

Donald Chester Schlager was born Oct. 8, 1922, and is currently 96 years old. He grew up in St. Charles, Michigan, and was raised a Seventh-day Adventist. In fact, his Adventist heritage can be traced through his great-grandfather who immigrated from Germany in 1865 and was instrumental in building the Adventist church in St. Charles.

When WWII started, Donald was farming and therefore exempt from joining the army until 1944. After two years in the South Pacific, he returned stateside and attended Andrews. Thanks to financial support through the GI Bill, Donald graduated on June 3, 1951, with a degree in business administration and accounting.

His wife, Margaret, had attended Andrews University in 1938 and earned a teaching certificate. In 1966 she returned to Andrews and graduated with a BA in elementary education. Afterwards she taught for another 13–14 years. Even after retiring, Margaret served as a substitute teacher.

For five years after he graduated, Donald worked as an auditor for the state of Michigan. Then he started his own accounting business in St. Charles and hired one of his friends. A few years later Donald became a full-time State Farm agent for that area, and his friend bought the accounting business. Donald worked as a State Farm agent until his retirement in 1995.

Donald has been a strong financial supporter of Seventh-day Adventist educa-

tion at Andrews for 50 years. When asked about his donations, he explained that he tried to give something back to the school each year, even if it was little. He also feels blessed that State Farm matched his donations, making even more of a difference.

Donald also uses his expertise to serve God in various capacities at his church. He currently serves as head elder at the same church his great-grandfather helped build.

Donald still lives in St. Charles, just one mile from where he was born. Since his wife's death in 2012, he has spent a lot of his time with his son and family who live next door. Donald has four children, three of whom are already retired, and one who will be retiring this summer. He is blessed to have 12 grandchildren, 18 great-grandchildren (with another one on the way), and two great-great-grandchildren. Donald enjoys being the second oldest member of the "Coffee Club," a group of older gentlemen who meet in the mornings at their local golf course and visit over coffee.



José E. Vega (BA '68) & Carmen Coballes-Vega

José is a 1968 graduate of Andrews, and Carmen is a 1971 graduate of Atlantic Union College (AUC). Shortly after José's retirement from the University of Wisconsin-River Falls, he contacted Andrews University about the library's book donation service. José also asked about the University's scholarship program and how to establish an endowed scholarship fund. He and Carmen wanted to leave a tangible legacy of the success they experienced in the field of education. Their initial idea was to create a scholarship for a deserving Latino undergraduate interested in pursuing a career in education. Their scholarship expanded to cover any student who demonstrated an interest in Christian education and the academic ability to contribute to the field.

Both José and Carmen have served as educators for the Seventh-day Adventist denomination. They met at AUC in 1967. José began his career in 1971 at the Bronx-Manhattan Adventist Elementary School. After serving for two years at the school, José left to pursue a master's degree in education at the State University of New York at Albany. After completing his degree in 1974, he accepted a position as assistant professor at Roxbury Community College, Boston, Massachusetts. After completing her degree in English education, Carmen obtained a position at Greater New York Academy where she taught high school English for three years. Concurrently, she pursued



and completed a master's degree in humanities at New York University.

In 1975, José and Carmen married and traveled to the University of Illinois, Champaign-Urbana, where Jose began his PhD. In 1976, Carmen also decided to continue her education. Both were awarded doctoral degrees in the field of education in 1979.

Later that year they found jobs at the State University of New York-New Paltz campus—José as assistant professor in the Department of Teacher Education and Carmen as assistant director and adjunct professor for a federally funded adult bilingual teacher education program. During that time they had two children, Rodrigo Esteban and Liana Cristina. After New Paltz, they accepted teaching positions at the University of Wisconsin-River Falls, where they continued teaching and serving in administrative roles. José completed 23 years as professor of educational foundations and multicultural education. Carmen completed 10 years as a literacy professor and later became dean and provost, serving 20 years in those roles.

José and Carmen Vega both continue to share a commitment to Christian education.

STEM lectureship series funded by Kingmans

In September of 2016, the Robert and Lillis Kingman Observatory was opened during Alumni Homecoming weekend. Now, the Kingmans are continuing their support of scientific pursuits on the Andrews University campus by setting up an endowment that will fund a new STEM (science, technology, engineering and mathematics) lectureship series.

This lectureship series strives to focus on a variety of topics including physical science, astrophysics and astronomy. The tentative plan is that there will be at least one event per year.

Both of the Kingmans are very personally invested in this endowment. Having served as chair of the Department of Physics for 31 years, Robert Kingman has a passion for helping others develop an interest in astronomy while also providing opportunities for students, staff and faculty at Andrews University to connect with the community.

He fondly tells a story that took place when Halley's comet last came through in 1986. "We went to the observatory on one of the evenings, and there were about 85 people in line," he explains. "We were chatting with one of the ladies

and she said, 'I saw Halley's Comet last time it came through here.' The orbital period of this comet is 76 years so she saw it when she was a little girl." Robert distinctly considers this to be one of the highlights of his time here at Andrews. Some of his other fond memories include inviting George Abell to come to Andrews to present a lecture as part of a "Conference on Life" series.

During his time as chair of the department, Robert had the chance to bring in Margarita Mattingly and Gary Burdick to join the physics faculty. "It was an extraordinary privilege to work with such bright minds, people who are personable and a wonderful community," he reflects.

Just as he enjoyed his time with the physics department, Robert hopes that this lectureship series will generate excitement from the public as they learn more about physical science and also the STEM programs here on the Andrews campus. "This University has enormous assets in terms of the people and talent, and to make that more apparent to the community is positive for both the community and the University," he explains.

In addition to increasing involvement with the local community, this lectureship series could also help bring more people to the observatory. For Robert, this is an exciting prospect and one that he personally loves to see. "I think there's probably nothing more inspiring than to look up in the night sky and see the objects that are there and get some sense of the size of the universe and how small we are," he says.

Robert and Lillis Kingman are excited to be able to support this new STEM lectureship series, and they are eager to see how it will create connections and help others to grow in their love for science.



New endowments established in fiscal year 2018

FACTS ABOUT ENDOWMENTS

Andrews University endowments have grown from \$40,398,951 in 2013 to the current total value of \$59,720,244.

\$2,038,000 was awarded during Andrews University Fiscal Year 2018 from endowed scholarships.

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

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

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

The Demetra Lougani Andreassen Endowed Scholarship Fund for Graduate Women

This endowment was established by The Women's Advisory Scholarship Committee to honor Demetra Lougani Andreassen. The scholarship will be awarded annually to some worthy and deserving female graduate student(s) enrolled at Andrews University with first preference to female graduate student(s) who is/are from Eastern Europe; second preference to female graduate student(s) who is/are from Europe; third preference to female graduate student(s) who is/are from the United States.

Arthur N. Brown and Shirley M. Brown Endowed Scholarship

This endowment was established on behalf of the estate of Arthur N. Brown and Shirley M. Brown to provide a scholarship for any student enrolled in the landscape horticulture program of Andrews University. Preference will be given to students without other financial resources for payment of tuition.

Dr. Fred Brown Biology Special Project Endowment

This endowment was established on behalf of the estate of Frederick B. Brown to benefit the Department of Biology and will be awarded annually for special projects.

Non-Endowed Scholarship Fund: The Raoul Dederen Scholarship Fund

This scholarship was established by Fred and Jill Cornforth to benefit worthy and qualified student(s) enrolled at Andrews University who is/are a Seventh-day Adventist church member in regular standing; is/are a full-time graduate student in the seminary; has/have

completed at least one semester of study with a grade point average of 3.0 or greater; and is unsponsored by a conference.

The Doss Family World Mission Endowment

This endowment was established by Gorden Doss to benefit the Department of World Mission. This annual award will be used at the discretion of the chair of the Department of World Mission in consultation with the faculty members of the Department of World Mission, either for scholarships for students or for specific projects or programs.

Virginia Ellen Eakley Endowment

This endowment was established on behalf of the estate of Virginia Ellen Eakley to benefit some worthy and/or needy student(s) enrolled at Andrews University.

Elmendorf Family Memorial Endowment

This endowment was established on behalf of the estate of Edward N. Elmendorf II and Marion L. Elmendorf to benefit students of Andrews University enrolled in the biology department of the University as biology majors.

Arlene Friestad Endowed Scholarship

This endowment was established by the Friestad Charitable Trust to benefit worthy and deserving undergraduate students who are pursuing a service-oriented field.

Dann and Elaine Hotelling Endowed Scholarship Award

This scholarship award was established by Dann and Elaine Hotelling to benefit two students each year with at least one award going to a deserving female. The awardee(s) should be enrolled in the School of Business Administration, be a junior or senior with a 3.5 cumulative GPA, with a demonstrated interest in leadership as designated by his/her enrollment in the Andrews Leadership Program or other experiences such as on-campus leadership and/or other areas in which leadership can be developed and demonstrated. This is a merit-based award, granted to the most deserving student(s), regardless of financial need. The awardees are selected by the dean of the College of Arts & Sciences and the dean of the School of Business Administration, along with professors of said schools.

Robert and Lillis Kingman Speaker Series Endowment

This endowment was established by Robert and Lillis Kingman to provide funding for The Robert and Lillis Kingman Speaker Series. The speaker series will be managed at the discretion of the dean of the College of Arts & Sciences. The speakers chosen for this annual series will have a STEM (Science, Technology, Engineering, Mathematics) background. (See page 31.)

Satelmajer-Nutter Endowed Scholarship Fund

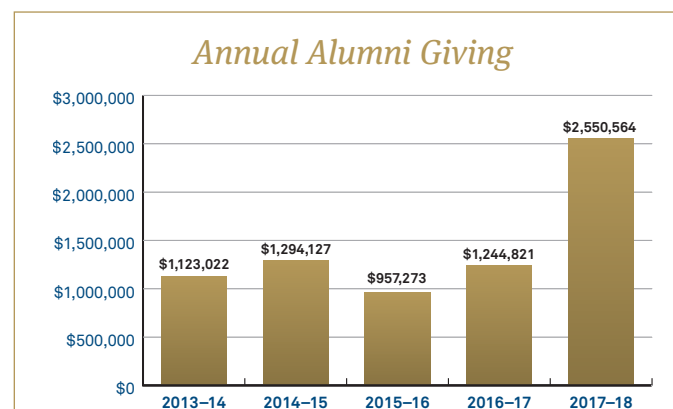
This endowment was established by Nikolaus and Ruth Satelmajer to benefit a full-time or part-time student for the completion of a degree and has a demonstrated financial need and shows promise of completing a degree. Students whose parents are Seventh-day Adventist denominational employees are eligible to receive this scholarship.

John Wesley Taylor Endowment

This endowment was established by John Wesley Taylor to benefit some worthy and deserving student(s) who is/are pursuing a graduate degree in the field of education; is/are enrolled for a minimum of nine credits; and has a minimum GPA of 3.5; consideration will be given to the candidate's professional and service achievements.

Whitney Wang Watson Endowed Scholarship Award

This endowment was established by Dr. Marilene Wang Watson and Dr. James Watson in memory of their beloved daughter, Whitney Wang Watson. The scholarship award will benefit two students each year, one student majoring in mathematics and one student majoring in music. The awardees should have a GPA of 3.5 or higher and consideration should be given to students whose future career plans involve service.



Student Scholarship Recipients

Jade McClellan, currently in her third year as a music major in violin performance, is a recipient of the Whitney Wang Watson Endowed Scholarship Award. Before coming to Andrews University in her freshman year, Jade was homeschooled in the metro-Atlanta area where she grew up.

During her freshman year at Andrews University, Jade was involved with the leadership of University Sabbath School as a volunteer. Currently, she actively serves in the Greater Youth Movement based out of the Harbor of Hope Church in Benton Harbor, Michigan.

“I help with their children’s ministry which reaches many of the precious, funny and vivacious children living in Benton Harbor,” she explains. “Of course, being a music major, I get many opportunities to serve through music on worship teams and playing selections for church services. I enjoy praising God



and hopefully drawing others closer to Him through worship music.”

Music, according to Jade, is a very practical field of study that allows her to apply what she learns in the classroom. She enjoys seeing how studying, playing and listening to music can truly affect audiences. As a result of her passion for music, Jade plans to continue her education to the doctorate level after graduating from Andrews. One of her goals is to mentor African-American young people who are looking for a way to develop careers in music. Her overall hope, God willing, is to use music as a way of connecting with and serving others.

“I desire to use music as a way to share the love of Jesus and to form personal relationships with people such as students with whom I can share more of Jesus,” she says. She also plans to spend some of her time doing ministry in Japan.

Jade is very thankful for the way that the Whitney Wang Watson Endowed Scholarship Award has helped her on her path toward achieving her goals.

“I see my degree not just as a personal achievement meant to help me support myself financially in the future, but also as a way for me to use my knowledge and skill to help others,” she says. “Not having to constantly worry about the financial aspect of schooling has given me a sort of peace of mind and has allowed me to fully focus on giving my best to my studies so that I can grow into the best musician I can possibly be for the purpose of ministry and expanding the kingdom of Jesus.”

Lucinda Ford, now a senior mathematics major at Andrews University, is a recipient of the Whitney Wang Watson Endowed Scholarship Award. Prior to transferring to Andrews University from Oakland Community College in 2016, Lucinda spent most of her formative years in Pontiac and Highland, Michigan. Many of her activities centered around church, school, Pathfinders and Adventurers at the Waterford Riverside Adventist Church.

Lucinda’s experience has not been without difficulty. Just before her 18th birthday, her father died, dramatically changing not only her life but also that of her three younger siblings. She also has a problem with her vision which adds extra challenges to obtaining her education.

Despite this, Lucinda is very involved in extracurricular activities, community service and honors clubs here at Andrews University. Currently, she is a member of the Pi Mu Epsilon and Phi Kappa Phi honor societies.

“Compared to my experiences in my previous school, my experiences in a Christian academic setting make me feel especially blessed as I enjoy the encouragement from



and patience of the professors and staff in the Department of Mathematics and Office of Student Success,” she says.

Last year, Lucinda became involved with the Human Empowerment Life Project (H.E.L.P.), a project to help teach literacy skills to first- through fourth-grade students in Benton Harbor, Michigan. During the spring 2018 semester, the program expanded to include teaching mathematics skills in a first-grade classroom. As a result, Lucinda currently serves as a student leader for the mathematics portion of H.E.L.P. and was also part of a summer team that tutored Algebra I for a credit-recovery program.

In addition to her tutoring with H.E.L.P., Lucinda has also worked in the classroom both as a teacher’s aide at Waterford Adventist School while attending OCC and as a teacher’s assistant for Math 091–092 and the Math Center at Andrews University. Because of her love for working in the classroom, she plans to go to graduate school after Andrews to earn a PhD in either mathematics education or in mathematics with a research emphasis in mathematics education to become a math professor.

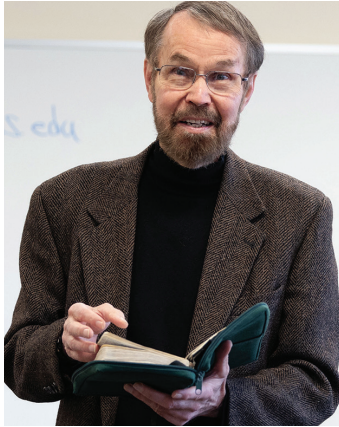
“My goal is to contribute to the improvement of mathematics education and to help struggling students find success with math and not to be afraid of it,” she explains. “I don’t know where I will end up teaching, but even if it is at a community college, that’s okay. What I do know is that God has a plan for my life and a place for me to serve him.”

Lucinda thanks the Watson family for helping to fund part of her education. While she did not have the privilege of meeting Whitney she prays that her life and career will honor both God and Whitney’s legacy.

Endowed Faculty Chairs



The power of faculty endowment is the capacity to attract leaders in a particular field or discipline so Andrews University becomes known for that expertise. Faculty endowment allows more time for faculty to engage with students—to impact students in profound ways through teaching and research. Faculty endowment brings sustainability and flexibility, deepening the opportunities for faculty development and collaborative student learning. Andrews University currently has nine endowed faculty chairs funded by \$1,929,015. We appreciate the organizations and entities that generously provide support in this important way.



Richard Davidson, J.N. Andrews Memorial Chair in Religion, teaches classes on Old Testament Interpretation at the Seventh-day Adventist Theological Seminary. He has been a professor at Andrews University since 1979.

In addition to teaching, Richard has an impressive research record. His most elaborate, scholarly publication, his magnum opus, “Flame of Yahweh: Sexuality in the Old Testament,” is the most comprehensive study to date on the topic of biblical sexuality. Other academic and professional books were “Typology in

Scripture,” “In the Footsteps of Joshua” and “A Love Song for the Sabbath.”

“I have been tremendously blessed by being an endowed chair,” he says. “Even though I taught less than I would have otherwise, I still maintained a solid connection with students through teaching on a regular basis, and the cutting-edge research that I was doing at the same time gave my teaching a freshness and depth that it would not have had otherwise.”

Throughout his career, Richard has published seven books, edited one book, written numerous journal articles and contributed to or written chapters for over 80 books/volumes. He has also read over 94 scholarly papers in a variety of venues such as the Society of Biblical Literature. Between 2005 and 2010 alone, he presented approximately 200 lectures and sermons around the world. Currently, Richard is writing a graduate textbook on the sanctuary doctrine, commentaries on the Song of Songs and the book of Exodus, along with numerous journal and encyclopedia articles and book chapters on various Old Testament topics.

In 2016, Richard was presented with a Festschrift to honor his dedication to his students and to his continued scholarship. He has also been the recipient of the J.N. Andrews Medallion, the Siegfried H. Horn Excellence in Research Award and the Daniel A. Augsburg Excellence in Teaching Award.



Liz Muhlenbeck, AdventHealth Endowed Chair in Healthcare Administration, and associate professor of management at the School of Business Administration, teaches classes at the undergraduate and graduate levels in management, organizational behavior, nonprofit administration, innovation and entrepreneurship, and healthcare administration.

Prior to Andrews, Liz served for 13 years as a consultant and senior executive conducting strategic planning and business development for health systems and venture projects.

Liz’s experience has led her to the forefront of innovation in health systems design. She

has served on the board of several nonprofit organizations in the education and broadcasting sectors and currently sits on the board of a long-term care facility in Louisville, Kentucky, and the Berrien County Historical Association in Berrien Springs, Michigan.

Liz enjoys her opportunity to create experiential learning environments for her students. You never know what you’re going to get when you step into her classroom. One day they may be using toothpicks and marshmallows to demonstrate the connections between mission, strategy and organizational structure; another day they may be role-playing employee discipline scenarios, rapid prototyping creative concept ideas, using Legos to uncover hidden agendas, mind-mapping or dissecting a movie script to learn about team dynamics and conflict resolution.

Thanks to the generous support from the AdventHealth Endowment, she is able to participate in many projects that have impact.

Liz states, “The AdventHealth Endowment enables me to pursue a research agenda that is within my area of passion. As a social scientist I am interested in how behavior affects relationships at work and the role leadership plays in enabling organizational progress. Concepts such as social learning theory, business pedagogy in higher education, leadership emergence in healthcare, and innovation and creativity are areas I hope to explore in the future with my students.”

Dairy Operations Close

IN 1907 THE ANDREWS UNIVERSITY DAIRY FIRST OPENED ITS DOORS FOR BUSINESS. On Dec. 19, 2018, 111 years later, the Dairy closed following more than three years of significant operational losses. Cows were moved to eight farms in Michigan and Indiana, and heifers from the farm were kept in Ohio. Other farming operations—750 acres of corn and soybeans and 87 acres of juice grapes—will continue.

“Currently the University is looking at some exciting and innovative ideas to repurpose the land and space used by the dairy,” says President Luxton. “This will include supporting the degrees in animal science and sustainable agriculture. More news will be coming in later editions of FOCUS.”



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2018 Annual Report

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Charles W Williams
Richard T Williams*

*William L Coolidge
Peter Cooper
Ronald A Francis
Shirley A Freed
Stuart J Freeman
Albin H Grohar
Richard G Habenicht
Gerald G Haeger
Raymond J Hamblin
Howard Homenchuk
R Elaine Janzen
Warren H Johns
Patricia J Karp
Margaret I Kearnes
George R Knight
Albert Konrad
Diane C Morauske
Edward D Motschieder
Sharon S Overton
Marcel E Pichot
Kenneth R & Linet M Riley
E Arthur Robertson
Richard L Scott
Richard D Show
Arthur M Spenst
John T Thiel
Nancy J Vyhmeister
Robert C Willison
Maxine K Young*

CLASS OF 1968

*James W Coleman
Robert D Davis
Virgil T Fryling*
Michael V & Shirley D
Gammon
Jacqueline Gerrans
Paul G Gibson
John F Glass
Cherry B Habenicht
Gayle M Haeger
Shirley C Iheanacho
Janet S Ivey
Loretta B Johns
Eric Kotter
Douglas A Lane
H Maynard Lowry
Frieda J Mattson
Duane C McBride
Peter C & Virginia L Nachreiner
Echo R Olson
Stephen O & Rose Ellen E
Paden*

* Deceased

Italicized names denote 1874 Founder's Club membership. Please see page 53 for details.

2018 Annual Report

Darlene P Puymon
Richard J Quast
Juanita H Ritland
Charles W Scriven
José E Vega
Damaso R Villalba*
Werner K Vyhmeister
John H & Lilya V Wagner
Carolyn M Wilson

CLASS OF 1969

C Jill J Althage
Lewis O Anderson
Toni E Armando
Bruce L & Linda S Bauer
George H Blumenschein
Harold O Burden
Lowell C Cooper
Harold H Eslinger
Raymond C Gager
C Daniel D Griffin
Albin H Grohar
Jacquelyn Hawkins
William H Hicks
Edward W Higgins
Theodore R Holford
Bruce E Ivey
Warren H Johns
Paul E Johnson
Esther B Jones
John G Keyes
N Averil Kurtz
Sula M Lane
Jerome M Lawler
Frieda H Lee-Blanchard
Graham H Lello
Patricia A Lykins
Evelyn W Mariani
Keith E Mattingly
Daryl L Meyers
Dennis R Meyers
A J Monge
Marilynn M Peeke
Beverly J Phillips
Lawrence J Pitcher
T R & Gail T Rice
John P Stafford
Thomas E & Mary C Verhelle
Woodrow W & Margaret J Whidden
Peter W Wiedemann
Alice C Williams
Rhoda J Wills

CLASS OF 1970

Lewis O Anderson
Benjamin Baker
Bonnie J Beres
Donald W Corkum
Charles C Crider
Joann Davidson
Albert G Dittes
William A Fagal
Douglas A Fattic
James E Garber
Ann M Gibson
Compton S Girdharry
Douglas E Harris
Gary J & Irene D Herr
Bonnie J Hicks
Maryellen Holford
Gordon E Johns
Gerald D Karst
Donald A Klinger
Nancy E Lockwitz
Constance R Lorenz
James R McConnell
Jeewaratnam Y Moses
William G Murdoch
Judith R Nelson
John W & Marilynn M Peeke
Leilani R Pitcher
Roy E Puymon
Mark B & Lydie J Regazzi
Laura M Sauer
Kathryn A Shaw
Erling B Snorrason
Donn S Swartz
Martha A Turner
Allie T Valentine
Thomas P Wagtowicz
Ernest N Yap
Lenora A Zinke

CLASS OF 1971

Glen F Abbott
Linda K Alger
Robert A Barnhurst
Ernest J Bursey
Gary R Council
Virginia A Crouse
Richard M Davidson
Donald W Dronen
Bruce E Flynn
Lynn S Gray
Soneeta L Grogan
Karen R Hamlin
James H Hopkins
Helen R Hyde

Cleo V Johnson
Jerald W Jones
Linda L Klinger
Laren R Kurtz
Oystein S LaBianca
Sharon H Leach
Graham H Lello
Yvonne T Lev
Roy G Mananquil
Wilfred R Martir
Margarita C Mattingly
Patricia A Mauro
M Jeanne Murdoch
Ralph E & Beatrice S Neall
Harold A Oetman
Mary A Phipps
James D Pimentel
Marlene L Rich
Carmelita V Richardson
Katherine B Smith
Erling B Snorrason
Pia A Soule
Jack A Spence
Verlyne B Starr
Thomas P Thompson
Peter M van Bemmelen
Bonnie J Wilbur
Robert C Willison
John B Youngberg
Edward Zinke

CLASS OF 1972

Janet D Aldea
Hazel A Allen
Nancy J Anderson
Douglas W Baker
Faith E Blocker
Richard H Brannon
Paul S & Lenore S Brantley
Martha E Brown
Marvin E Budd
Walter G Cameron
Peter R Cheeseman
Ralph M Coupland
George R Daniel*
Gorden R & Cheryl D Doss
David A Faehner
Douglas A Fattic
John E Franke
Deborah L Gray
Cherry B Habenicht
Ronald D & Christine H Herr
Trudy L Hopkins
Ruby J Jackson
Laren R & N Averil Kurtz



Andrews University students, staff and faculty assisted the local community with cleanup after the 2018 flood in Berrien County.

Benjamin E Leach
Linda J Lundberg
Keith E Mattingly
Carol J Meert
Kit Y Ng
Francisca O Norales
Eurydice V Osterman
E Eugene E Platt
Mariellen R Reiber
Bonnie L Rowland
Gary E Russell
Gordon R Smith
Jeanette A Snorrason
Thelda V Van Lange-Greaves
Robert Villanueva
Thomas P Wagtowicz
Carolyn O Wieder
Ernest N Yap
Charles H & Joyce A Young
Eduardo M Zurita

CLASS OF 1973

Benjamin Baker
Darlene S Barnhurst
Bruce N Cameron
Wanda L Cantrell
Deborah L Carlson

Suk W Chung
Kenneth L Corkum
Alvin L Davis
Salvatore E Golisano
Ruth M Goodsite
Karen R Grob
H Irene Grohar
Gary G Irish
James R & Donna P Jeffery
Donald A Klinger
Sunimal J Kulasekere
Valerie B Lee
Steven D Mauro
Wayne A Nazareus
Carol M Nieman
Ali A Pakfetrat
Bob J Phipps*
Thaddious M & Dianne L Privette
Bob S Prouty
Kenneth E & Carol E Rasmussen
Mark B Regazzi
George G Walker
Daniel E Wenberg
Lucille A White
Ted N Wilson

CLASS OF 1974

Carol Allen
Charles J Amlaner
Benjamin Baker
Patricia J Benton
Margaret J Cameron
Don W Carlson
Kenny H & Shelly N Chan
Deborah L Davis
Patricia A Dickerson
Charles R Ferguson
H Irene Grohar
Douglas J Hay
James H Hopkins
Toby J Imler
Patricia J Karp
Darlene E Kelley
Arnt E & Donna J Krogstad
Duane R Lemon
Fred M Manchur
Wilfred R Martir
Cathy J Olson
Ulrich G Piekarek
Kenneth E Rasmussen
Gary E Russell
Alfred A Stagg
Donn S Swartz

Marvin E Taylor
Rebekah W Wang Cheng
Sharlyn G Wenberg
Rhoda J Wills
Kitty C Wolf
Roger A Worley

CLASS OF 1975

Beverly R Amlaner
Kent A Anderson
Bruce L Bauer
Kenneth W Bauer
Marilyn J Bauer
James E & Katherine J Baugher
Sylvia M Budd
Debra J Corn
Dale E Creech
Alvin L Davis
Fredrich H & Polly C Dengel
Gorden R Doss
Carlos A Flores
Alfred Grob
Deborah D Habenicht
James R Halye
Donald A Hamstra
James L Hayward



William G Collard
 Mark A Corn
 Larry F DeHaan
Frances M Faehner
Gregory I Fenner
Carlos A Flores
Laurence E Habenicht
 Rita M Hall
Loren B Hamel
 Susan G Hamstra
 Steven W Hildebrand
Meredith J Jones Gray
 Mervyn R Joseph
 Ramon Mercado*
Gene C Milton
M Louise Moon
 Jeewaratnam Y Moses
 John R & Judith A Nay
 Dwight K Nelson
Jonathan K Paulien
Susan K Slikkers
 Donald E Vollmer
*E Fran Wilkins**
 Walton A Williams
 Maisie L Willie
 Frederick M Woolley
 David B Zima

CLASS OF 1977

Richard L Afton
 Alf Andvik
 Bradley S Bateman*
 H Leverne & Juanita M Bissell
 Cheryl R Bland
 Kwang R Chough
 Kontee Chuenchob
 Mary J Chun
Roger L Dudley
 Catherine J Farkas
 David L & Debra J Foote
 Deborah E Gifford
 John G Gimbel
David C Grellmann
 Raymond D Hamstra
Magaly R Hernandez
Jacquelyn S Hilderbrandt
 Donald C James
 Noelene T Johnson
Madeline S Johnston
Meredith J Jones Gray
 Mervyn R Joseph
 Hugo A Kennedy
 Edmund M Komorowski
Rebecca L May
 Denise K Medley

Cindy S Merz
 Glen D Middaugh
David J Moll
 Valerie K Ristau
 Earl L Robertson
 Gordon R Smith
Jeanette M Smith
 John R Sowers
 Alfred A Stagg
Janice S Stone
Helena K Stout
 James H Weaver
 Charles H & Joyce A Young

CLASS OF 1978

Anne E Afton
 Janet D Aldea
 Deborah M Andvik
 Gyl E Bateman
 David M Burley
 Audrey C Castelbuono
 Kwang R Chough
 Rodrick A Church
 Valerie K Combie
 Jacques B & Lillianne U
 Doukhan
 Julie H Ganske
 Lynn S Gustafson
 Joanne M Hayman
 Herbert W Helm
Clive W Holland
 Leroy R Kuhn
 Andrea T Luxton
 Frieda J Mattson
 Carlos G Medley
 Carol L Minter
 Susan L Nelson
 Gudmundur Olafsson
 Steven N Poenitz
S Clark Rowland
 Jane C Ruf
 Claude Shaw
 Whitford A Shaw
Susan K Slikkers
Robert T Smith
Nancy J Vyhmeister

CLASS OF 1979

Bradley S Bateman*
 Erich W Baumgartner
Daniel R Bidwell
 Ruth I Bradley
 Richard H Brannon
 David M Burley
 Roy A Castelbuono

Joann Davidson
 John L DuBosque
 Joyce A Gaitan
 Cindy L Halje
 Rebecca L Heffelfinger
 James D Herod
John J Hilderbrandt
Helen R Hyde
Janet G Kosinski
 Katherine A Koudele
 Paul Kovalski
 Calvin J & Sally M Kubo
 Sharon B Lawrence
 Luis E Leonor
Patti L McKenney
 Lawrence J Pitcher
 Bob S Prouty
 Carlos R Ramirez
 Reid D Regester
Mark B Ringwelski
 Warren B Ruf
 Charles H Schlunt
 Carmeta D Shaw
 Gloris P Shaw
 Kathryn A Shaw
 Eustace M Sheppard
 Keith A Snyder

CLASS OF 1980

Patricia E Anderson
 Kurt M Bender
 Norman E Boundy
 Carol A Bradfield
 Timothy A & Patti B Carlson
 Rodrick A Church
Lyndel D Dickerson
 Cheryl A Emoto
 James B Ford
Gary R Gray
 Herbert W & Linda L Helm
 Gregory P Iwaniuk
 Karen M Johnson-McWilliams
Douglas A Jones
Esther R Knott
 Colleen M Mathews
 June A Mathis
 Jeffrey D & Ann E Mitzelfelt
 Carmelita V Richardson
 John A Rorabeck
 Peter P Swanson
Ellen M Tambunan
David W Tilly
 Larry S Ulery
 Eduardo M Zurita

CLASS OF 1981

Patricia E Anderson
 Thomas L Baker
Daniel R Bidwell
 Neville T Bradfield
 Pamela S Burton
Keith G Calkins
 Janet M Chase
 Nancy L Church
 Ralph M Coupland
Margaret A Crishal
Richard M Davidson
 Penny B Dooks
Margaret G Dudley
 Catherine J Farkas
 Debra J Foote
 Ted Gaban
Sandra K Johnson
 Joseph N Karanja
 Daryl L Meyers
 Susan E Murray
 David M Overfield
 Paul J & Barbara J Ray
 Ives M Roberts
 Kathleen E Roth
Sharon B Russell
 Clemen F Sheppard
 Larry G & Irene H Sibley
 Ella L Simmons
 John P Stafford
 Bradley D Tait
 Lucille A White
 Bobbie S Wohlers

CLASS OF 1982

Brian E Bates
*David H Bauer**
 Yolanda M Brownlee
 Frederick M Burghardt
 Larry D Burton
Keith G Calkins
 Jane K Cheeseman
 Pamela J Curry
Thomas J & Sally A De Wind*
 James L & Yolanda S Drake
 Eileen G Fuller
 Anita B Grandy
 Donald L Harvey
 Debbie K Hittle
 Richard E Inglis
 Amos Jean-Louis
Affif E Leonor
 Donald K Mathis
 Stanley M Maxwell
 Susan J Meyers

Ralph E & Beatrice S Neall
 Annetta D Phillip
 Laura M Prescod-Roberts
 Gloria J Roberts
 Theodore W Shea
 Bradley W Sheppard
 Peter J Shuler
 Keith A & Elizabeth A Snyder
 Eva S Visani
 George K & Janice K Wolfer
 Richard H Worley
Devin D Zimmerman

CLASS OF 1983

Andrew S Ahn
 Rosetta M Bartlett
 Sabeulah J Bates
 Neville T Bradfield
 William J Briggs
 Beth M Burghardt
 Roy A Castelbuono
Andrew Coetzee
 Daryl V Dooks
 Lori S Dooks
Margaret G Dudley
 Jeffrey A Easton
Deborah L Gray
 Frank W Hardy
 Ruth Horton

CLASS OF 1985

Lorena L Bidwell
Taeho Im
 Donald R Jardine
Sandra K Johnson
 David H & Janice R Kijak
 Katherine A Koudele
Annette T Moon
 Daniel L Muhlenbeck
 Steven R & Karen A Nash
 John R Nay
 Arne P Nielsen
 Rawle F Philbert
 Ives M Roberts
 Gayla J Rumble
 Carolyn B Scheller
 Charles H Schlunt
 Richard D Show
 H Smari Thordarson
 William E Wolf
 Robert M Wood
 Charles H & Beverly G
 Zacharias

CLASS OF 1984

Steven N Atkins
Terri L Calkins

Timothy A Carlson
 Larry D Dooks
 Rebecca A Easton
 Wayne Ferch
 C Ruthellen Gardner
 Dale A & Roseanne E Grove
Jacquelyn S Hilderbrandt
 Ruth Horton
Dann S Hotelling
Richard H Johnson
 S Joseph Kidder
 Leroy R Kuhn
 David N Mbungu
 Scott E & Lilia E Moncrieff
 Virginia L Nachreiner
Terry A Newmyer
 Rose Ellen E Paden
 Maureen J Plumb
 Laura M Prescod-Roberts
 Paul J Ray
 William J Roche
 Alan M Stotz
 Peter P Swanson
 John W Taylor
 David Van Wyk
Bruce R Wright
 Eduardo M Zurita

CLASS OF 1985

Lorena L Bidwell
 Lanette K Brandow
 Robert R Braswell
 Wanda L Cantrell
 Stephen W Case
 Garren J Dent
 Peter J DiPietrantonio
 James L Drake
 Jeffrey A Easton
A Rae C Holman
 Michael K Horton
 Eric Kottler
 Donn A LaTour
Norita V Lachica
 Bradley W Merrills
 Ekkehardt Mueller
 Edward M Norton
 Trevor E O'Reggio
 Raffy & Carmie C Ouzounian
 Barbara J Ray
Debra J Robertson
 Karen J Roche
 Benjamin B Soh
 Bolivar Tejada
 Carol J Warner

Dennis H & Candice C
 Hollingshead
 Alger L Keough
Paul G Koles
Steven D Mauro
 Lester P Merklin
 Anna M O'Reggio
David W Olson
 Lavern H Opp
 Eurydice V Osterman
 Robert C Peach
 Maureen J Plumb
Nicholas E Reiber
 Laura M Sauer
 Ray C & Carolyn T Smith
 Gordon R Smith
 Ray C & Carolyn T Smith
Robert T Smith
 George G Walker
 Melody S Wheeler
Edward Zinke

CLASS OF 1976

Charles J Amlaner
 Clinton J Anderson
 Alf Andvik
 Janet M Chase

* Deceased



CLASS OF 1986

Craig D Adams
Kurt M Bender
Lorena L Bidwell
Dora E Bodinet
William J & Bonnie B Briggs
Lael O & Lena G Caesar
Terri L Calkins
Angela R Choate
Dori K Coetzee
Kenneth L Corkum
Lori S Dooks
Dawn M Hahn
Edwin I Hernandez
Gregory P Iwaniuk
Michelle D Marshall
Sylvia L Middaugh
Suzanne M Mondak
Dwight K Nelson
Peter S Oh
Mark A Penrod
Barbara J Ray
Rick R Remmers
Karl A Rhoads
Tim A Rumble
D Robert Salmon
Eustace M Sheppard
Timothy G Standish
John W Taylor
Vicki J Wiley

CLASS OF 1987

L Alice M Atkins
R Lisa L Babcock
Linda L Burke
Stephen W Case
Robert D Davis
Claudia H Davison
Gorden R Doss
Patricia A Edsell
Douglas J Frood
Rodney D Hahn
Bernard D Helms
Ramona L Hyman
Ronald P & Collene R Kelly
Esther R Knott
Steven D Mauro
Donald L May
Ekkehardt Mueller
David A Nelson
Lea G Olafsson
Jonathan K Paulien
Scott E Powers
David G Rand
Edwin E Reynolds
Bradley W Sheppard

Jerry L Thacker
Ralph R Trecartin
Peter M van Bemmelen
David P Village

CLASS OF 1988

Steven N & L Alice M Atkins
Joseph E Blackett
James G Bodinet
Jack K Boyson
Iris R Clute
Todd A Coupland
Brian J Curry
Vonda K Douglas
Margaret G Dudley
Betty J Gates
Heidi L Griggs
H Irene Grohar
Rodney D Hahn
Monty S & Geraldine D Jacobs
David H H Kim
Michael J Lay
Wayne O Leslie
Karen A Nash
Lorena M Newkirk
Gwendolyn A Powell Braswell
Stephen M Rivers
Gladys F Savala
Wanda L Sheppler
Martin D Smith
Timothy G & Joan L Standish
Edwin Stickle
Jonathan E Velasco
David P & Sarah B* Village
Gina R Wahlen
Bryan von Dorpowski

CLASS OF 1989

R Lisa L Babcock
Michelle A Bacchiocchi
Emilio D Balay
Patricia C Bender
Joseph E Blackett
Merlin D Burt
Sherrie L Davis
Christopher A Davisson
Conrad L Densky
Bonny D Dent
Albin H Grohar
Adam A & Nanette F Haley
Mohan Jayaraman
David N Mbungu
Donald W McFarlane
Ernest P Medina
Lorena M Newkirk
Ivy Ng

Alvin R Paka
Matthew L Rappette
Rick R Remmers
Sarah B Village*
Clinton Wahlen
Kevin S & Vicki J Wiley

CLASS OF 1990

Christon G Arthur
Daniel Bacchiocchi
Donald L Bedney
Robert W Coffen
Garren J & Bonny D Dent
Daniel E & Lauri-Ann S Enderson
Eduardo A Gonzalez
Vincent L Harrison
Gerald M Hazekamp
Vaughn M Jennings
Joseph N Karanja
Elaine Manley
Timothy A Newkirk
Elvie R Philbert
Tim A Rumble
Britta A Rusk
Arthur L Schumacher
Winston S Stephenson
Michael J Stevenson
Pamela A Swanson
Timbul T Tambunan
Douglas W Wamack
Hyveth M Williams

CLASS OF 1991

Pierre Barkhuizen
Donald L Bedney
Daniel J & Carmen C Brown
Keith G Calkins
Tamara J Condon
Monica Desir
Shirley A Freed
Brent G Geraty
Eduardo A Gonzalez
Barbara Harrison
Ronald P Kelly
Randall D Lonto
Patricia L Nash Christel
Monique M Pittman
Dina A Rappette
Eloy Wade
Karl D Weber
Janice F Wrenn

CLASS OF 1992

Lavonne M Adams

Eileen A Bergeron
Deborah S Busch
John S Chung
Valerie K Combie
Lloyd E Condon
Ted Gaban
John F Glass
Alipia R Gonzalez
Arthur S Hamann
Esther T Lonto
Sharon L Lucas
Stanley M Maxwell
Timothy A Newkirk
Gan-Theow Ng
Glen G Ruedinger
Scott E & Brenda L Schalk
Terence T Teat
Mark A & Karen L Titcomb
Darchelle D Worley

CLASS OF 1993

Michelle A Bacchiocchi
Juanita M Campbell
Wanda L Cantrell
Monica Desir
Stephen J Faehner
Sylvia S Gonzalez
Judith L Hack
Denise D Imperial-Greenhaw
Yung E Kim
Annabelle I Lopez
Gudmundur Olafsson
Jennifer M Ruedinger
Gary E Russell
Scott E & Brenda L Schalk
Paul D Smith

Jeanette A Snorrason
Artur A & Galina I Stele
Claudia L Wade
Kevin S Wiley
Richard H Worley
Xiaoming Xu
Elaine B Zimmerman

CLASS OF 1994

Timothy G & Karen M Case
Dowell Chow
James R Dronen
Aristede C Dukes
Pherbia A Engdahl
Erhard H Gallos
Eduardo A Gonzalez
Deborah L Gray
Ann Hamel
Yung E Kim
Beth M Kobliska

Wagner Kuhn
Ekkehardt Mueller
Christopher C Randall
Edwin E Reynolds
Whitford A Shaw
Tiffany K Slikkers
Celina J Worley
Kenneth L Zehm

CLASS OF 1995

Christon G Arthur
Darlene S Barnhurst
Carol L Beal
Larry D Burton
Judy S Choe
Stephen D & Lisa Y DeWitt
Aristede C Dukes
Allan W Freed
Vernon A Jordan
Andrew H Knowlton
Melissa H Leffler
Richard M & Cynthia A Liebelt
James J & Janine M Lim
Dorothy E Macey
Barbara A Maycock
Luis F Ortiz
Gregory B Park
Brendon M Prutzman
Marvin R Puymon
John C Robertson
Bonnie L Rowland
Lauren S Spaulding
Darchelle D Worley
Donna M Worley

CLASS OF 1996

Kaylene P Chadwick
Kenneth L Corkum
Crister L Dela Cruz
Joe E Francisco
Milton R Glovatsky
Barbara J Hales
Gail D Higgins
James H Hopkins
S Joseph Kidder
Janine M Lim
Heidi L Magesa
Thomas M Ogowangi
David R Poloche
Warren B Ruf
Clemen F Sheppard
Artur A & Galina I Stele

CLASS OF 1997

Lewis O Anderson

Patricia A Boersen
Michelle A Bacchiocchi
Robert R Benson
Pamela S Burton
Arvin R & Megan L DelaCruz
Erin L Dockerty
Arlyn S Drew
Eric L Engen
Milton R & Miriam E Glovatsky
Richard G Habenicht
Ann Hamel
Gail D Higgins
Judith D Mackie
Harold L Merriman
Luis F Ortiz
Sandra G Pena-Edington
Jon S Placide
David R Poloche
MaryJane K Rasnic
Russell H Robbins
Jess B & Rachelle L Swackhamer
Augustin Tchamba

CLASS OF 1998

Austin F Bacchus
JoAnn M Barhorst
Elynda A Bedney
Charles E Burkeen
Gary W Burns
Deborah S Busch
Megan L DelaCruz
Cheryl D Doss
Don A Hales
James L & Keri L Harris
Janell L Jones
David S Kobliska
Liwana R Liwag
Judith D Mackie
Keith E Mattingly
Sean R & Barbara A Maycock
Thomas M & Ediner R Ogowangi
Jacqueline M Orwenyo
Jason A & Jennifer N Payne
David T Perez
Alexander C & Marga M Prouty
Janelle D Randall
Chandler D Riley
Sandra J VanHorn

CLASS OF 1999

Christon G Arthur
Ann D Barker
Carmen C Brown
Daniel J Chung
Isaac D Evans

Diane M Ford
Thelma F Francisco
Dorothy E Macey
Heidi L Magesa
Stanley M Maxwell
Gerardo Oudri & Paola M Franco de Oudri
David R Poloche
Marga M Prouty
Brendon M Prutzman
Markus A Schellenberg
Lauren J Smith
Judith F Steele
Rodney L & Tiffany Z Summerscales
Peter P Swanson
Efrain Velazquez

CLASS OF 2000

Christon G Arthur
David K Bett
Laurence G Burn
Andrea E Geates
Hans R Habenicht
Richard A Kis
Henrick G Labro
Joshua P Leets
Wayne L Perry
Lorinda F Pinero
Paul J Ray
Mark B Regazzi
Benjamin M Regoso
Rodrick D Snow
Joan L Standish

CLASS OF 2001

Ruth D Abbott
C Beverly Amos
Kathleen D Brower
Cynthia L Burrill
Roy A Castelbuono
Scott M Douglass
Charles R Ferguson
Erica A Hippler
Judith S Ippisch
Darius W Jankiewicz
*Gunter W Koch**
Annabelle I Lopez
Pamella K Paulien
Emely Poloche
Dixie L Scott
Jess B Swackhamer
Madeline C Vazquez
Aimee L Vitangcol
Lauri N Wood

DONOR HONOR ROLL



During the annual Adventist Conference on Family Research & Practice held at the Seminary, leaders were recognized for their dedication. From left to right: Willie Oliver, Elaine Oliver (GC Family Ministry directors), Jennifer Forbes, Brad Forbes (Advent Source director), Pamela Consuegra, Claudio Consuegra (NAD Family Ministries directors).

CLASS OF 2002

Marie-Lys C Bacchus
Joseph E Blackett
Aurora P Burdick
Keith G Calkins
Z Kathy Chamah-Cameron
Angel Cuenca
Pamela J Curry
Donna P Jeffery
Heidi J Leets
Rachelle L Swackhamer
Augustin Tchamba

CLASS OF 2003

Lavonne M Adams
Merlin D Burt
Lisa Y DeWitt

Javier Feliciano
Sylvia S Gonzalez
Michael A Jakobsons
Theodore T & Kristen Y Jones
Heidi J Leets
Jacqueline M Orwenyo
Pamella K Paulien
Matthew L Rappette
Eva M Ryckman

CLASS OF 2004

Patricia C Bender
Sabina J Bett
Andrea M Jakobsons
Laura E Kelly
Richard A Kis
Tunisia N Peters

Isaac N Smith

CLASS OF 2005

Adam G Fenner
Jennifer K Graves
Donald C James
Warren H Johns
Lorinda F Pinero
Mark B Regazzi
Isaac N Smith
Erling B Snorrason
Willyta R Wamack
Kristen R Witzel

CLASS OF 2006

Christopher C Combie
Anthony G Hunter

Andriy L Kharkovyy
Fares M Magesa
Abel D Manumbu
Christine M Ramirez
Susan A Zelaya-Fenner

CLASS OF 2007

Michelle A Bacchiocchi
Michelle D Boothby
Frances M Faehner
Byron K Graves
Ronald D Herr
Stanley E Patterson
Lorinda F Pinero
Teela S Ruehle
Andwele C & La'Joya C Worrell

CLASS OF 2008

Friedrich P Dengel
Jennifer K Graves
Gustavo J Gregorutti
Asta S LaBianca
Efrain Velazquez
Andwele C & La'Joya C Worrell
Jacqueline M Yates

CLASS OF 2009

Barb B Bernard-Butler
Michelle D Boothby
Carol A Bradfield
Donald W Corkum
John L DuBosque
Javier Feliciano
Jennifer K Graves

Timothy E Harley
Andrea M Jakobsons
Andriy L & Amanda R
Kharkovyy
Zachary Y Mngo
David K Penno
Albert L Reyes
Michael J Stevenson

CLASS OF 2010

Carl R Arrington
Carol A Burtnack
Margo J Coleman
Michael A Jakobsons
Amanda R Kharkovyy
Gretchen E Krivak
Gisele D Kuhn
Janine M Lim
Lynn M Merklin
Gene C Milton
Agnes Y Mngo

CLASS OF 2011

Erhard H Gallos
Jessica R Larson
Ryan B Little
Gabriela Margar
Zachary Y Mngo
Ryan S Musser
Bradley W Sheppard
Esperanza Tejada
Khonnah M Weithers

CLASS OF 2012

Alissa R Hansen
Jennifer K Janssen-Rogers
Stanley M Maxwell
Donald W McFarlane
Steven N Poenitz
Marlene L Rich
Augustin Tchamba

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Each donation to Andrews plays an important role in continuing the mission of the University. There are, however, many individuals who make significant contributions each year. The annual giving societies and gift clubs recognize these people who have made contributions during the past fiscal year of \$250 or more.

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President Andrea Luxton holds impromptu tea times across campus during the academic year.

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The Daniel Augsburger Society was established in May 2007 to honor those who have remembered Andrews University in their estate plan or through a planned gift. The following is a list of members as of April 30, 2018. To learn more about the society, please contact the Office of Planned Giving & Trust Services at 269-471-3613, plannedgiving@andrews.edu or andrews.edu/plannedgiving.

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

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A praise team leads worship at the January 2018 spring consecration held at the Howard Performing Arts Center. Photo credit: Clarissa Carbungco, University Communication student photographer