The Power of Listening

RECENTLY I WAS GOING THROUGH MY personal book, some that went back eleven to my teenage years. As I was sorting and reorganizing them, I noticed a recurrent theme that I hadn’t been expecting to notice: listening. I don’t know now whether at the time I was buying these books because I felt I wasn’t being listened to or whether I was seeking to learn how to listen better! But as I flicked through the pages, I was reminded again of the huge power of that one word: listen.

When I used to teach communication, one of the key practices I wanted to teach my students was active listening. As we know, we speak at a rate much slower than we can listen. That reality results in a potential gap. I can listen to you, but my mind can be planning what I am going to eat for dinner. When we speak! can listen with one ear and then with the other ear be hearing all the voices that are ready to judge you immediately. Active listening requires a different approach: listening, focusing on what I hear and reacting about it actively and thoughtfully. That doesn’t mean agreeing, but it does mean engaging fully and honestly with the perspectives and words of another.

So as I flicked through some of my books once again, I reminded myself how much easier it is to speak, react, “be right” than it is to stop, listen, think, engage. However, if education is done well, and I believe that at Andrews University we mostly do education well, we teach our students to listen and with that listening to reflect and, where appropriate, to act. We could say we teach them to become “thinkers” and “not mere reflectors of other men’s thoughts” (“Education,” page 17). Our reflections are deeper and our conclusions stronger when we have really learned to honestly listen.

As an example, I am writing this article during Black History Month, and just yesterday I read the Student Movement’s Black History Month edition. What powerful, thoughtful, balanced and human, yet spiritual, articles! Thank you to the students who wrote them. I hope I have listened well because my own experience cannot possibly provide the perspectives you have shared, and I feel enriched by listening to you.

And so I come to FOCUS and particularly this edition: our annual report. I want you to know that we write this for you with genuine love: our love for Andrews, our love for our wider Andrews community, including yourself, our love for the wider church and communities of which we are a part, and our love for God. I hope as you read this, as you listen, you can hear our heart speaking. I hope you can enjoy and engage. If you are able to do this, I am sure you will be uplifted and blessed by the passion, commitment, faithfulness and energy that has thrrobbed through this campus every day of the last year.

Enjoy!

Andrea Luxton, president
WHEN I WAS VERY LITTLE, I WATCHED the National Oratory Contest of Panama on TV and knew immediately I wanted to be there. The contest is the most important educational event within Panama and around 600,000 students ages 16–18 have participated throughout the country.

I entered the competition two years in a row but didn't make it past the second round. In my last eligible year I did something new: I worked on both my studying and my spiritual life. My relationship with God grew, and in the contest I passed all three preliminary rounds.

Right before the final competition, the organization hosted a special Friday night event. My friend Maria and I, the only two Seventh-day Adventist competitors, were unsure about attending on the Sabbath. It turned out to be a surprise party with music, dancing and drinking. While Maria quietly abstained, I got caught up in the moment, leaving her behind.

Later that night, I recognized what I had done. I prayed desperately that God would choose Maria to win instead of me.

In the competition when we made it to the announcement of winners, Maria received fourth place. Confused I prayed, ‘if I win I’m going to praise you. If I lose I’m going to praise you anyway.’

At last, the announcement came: ‘The winner is Meryen González!’ I was absolutely overwhelmed. I was living my dream but I didn’t deserve it.

At that moment after 18 years of being a Christian I completely understood grace. We didn’t deserve God’s sacrifice but he gave it to us because he loved us. I didn’t deserve that prize but he gave it to me because his love was greater than my sin and failure.

The top 15 contestants in the competition were awarded a scholarship to any university in the world. My family and I had always prayed I would have the opportunity to study at an Adventist college and Andrews University had everything I was looking for. God found a way.

I started with one year of ESL at Andrews and now I’m a freshman studying public relations and marketing. I work with AUSA as director and run The Student Movement’s Instagram. I’m a member of Makarios and lead a grow group.

In the future I hope to go on mission trips sharing God’s message. Professionally I would love to one day direct a political campaign or work for a conference communication department praising God wherever I go.
I grew up in Merida, Venezuela, and started my musical education at the age of 13 in a non-profit institution called “El Sistema” where I obtained musical training at a high educational level prior to the beginning of my undergraduate studies.

Music allows performers to connect with people on a core level. It is restoring and impactful for those who interpret and listen. This is why I decided to pursue a music degree and looked for opportunities to study abroad. I was told back then about a full-tuition merit scholarship called Dare to Dream that is offered every year at Andrews University. I completed the application process and was selected for the program, starting in fall 2018.

When the pandemic hit, it deeply affected me and my studies. As an international student, I was only allowed to work on campus, but the school closed down. Lots of questions followed regarding my capacity to cover rent, school fees, food supplies and bills. Fortunately, professors and staff members offered financial, spiritual and personal support to as many students as possible. I cannot even describe how thankful I was for the help I received. Whenever things seemed hopeless or impossible, God manifested himself through people around me. He made the hopeless hopeful and the impossible possible.

Currently, I am a senior graduating in May with a music degree in flute performance, and I am also the principal flutist of both the Wind Symphony and Symphony Orchestra. Being part of these ensembles has granted me the opportunity to interact with fellow students and community members while connecting me to activities like music tutoring and collaborative performances at various churches.

In the future, I am planning on pursuing a master’s degree in music performance that will eventually lead to the completion of a doctorate as well. While I do not have the financial resources to do so at this point, I have no question that God will open those doors for me. He has done it in the past, and he will do it in the future.

Andrews University is an institution that has not only prepared me for a future artistic career but has also invited me to become a better human being, for me and those around me. Being surrounded by so many cultural backgrounds on this campus has helped me develop respect, understanding and empathy for others. The holistic education I always dreamed of has been granted. There is no other place I would rather have attended.
In fall 2021, Andrews University and Pioneer Memorial Church (PMC) worked together to ensure the gospel was proclaimed through a treasured tradition, Week of Prayer. Each night students, employees and the community gathered together in the sanctuary for singing, prayer and a testimony about the light, love and healing power of God. The series was titled “Darkness Will Not Overcome,” and the speaker was Pastor Richie Halversen Jr.

With every gathering you could see the Holy Spirit working on the hearts and minds of those in attendance. In each message you could see the heart of God come to life like David said in Psalm 85:10, “Mercy and truth are met together; righteousness and peace have kissed …” (KJV). Many found personal revival, healing and the promise of deliverance fulfilled in their lives. But don’t just take my word for it. See what some of our students experienced or listen to the messages on the PMC YouTube channel.
WEEK OF PRAYER WAS A BLESSING FOR ME BECAUSE THE MESSAGE pointed strongly to Jesus. As a college student, I get so used to micromanaging every aspect of my life to get everything done that I forget my life could be so much more and better utilized by God. Pastor Halversen’s series preached the importance of letting God work miracles in our lives. He spoke strongly of how our self-centered atmosphere and selfishness is often the root of our sins and mistakes. This kind of woke me up to look around. In a campus full of so many people, it is strange how little I remember to think of those around me. To see who needs help or a prayer. I was reminded to open myself up to be God’s miracle for someone else.

Another point Pastor Halversen made was the fact that each work of God, each miracle, should count to increase faith. He spoke of how even though God provided endlessly, the Israelites in the wilderness still couldn’t have faith. It reminded me how I have seen God’s work in my life and others, but I often fail to build my faith and trust in God for the future. It gets easy to say “Praise God” for what he’s done in the past and yet so difficult to hand over the future. Week of Prayer planted in me the desire to let God handle even the little details of life that may seem small to me because every small moment could be an opportunity for a miracle if we trust in him.

THE “DARKNESS WILL NOT OVERCOME” SERIES BY PASTOR RICHIE Halversen brought eight days of presentations where we learned that no matter how dark our life gets, we can still experience love, hope and healing through the mercy of Christ. Pastor Richie shared his life testimony and how he has experienced troubles with addiction. Throughout the series, students got to see a real-life example of how breaking your chains can change your life forever. The series dove deep into the Bible and Jesus’ ministry. Pastor Richie explored various stories that exemplified the love and mercy shown by Jesus. We learned that although we are sinners, we are still welcome in the church, for God has said “let there be light” in us. The Lord can change our water to wine even in what seems like an impossible situation. Then when the moment comes where we believe life has reached unimaginable depths and no one can step in to help, God says that it is possible.

Throughout the eight-day experience, you could see how Pastor Richie could connect with many students and people who have struggled with things even beyond addiction. No one walked away from the series without feeling touched or learning that they are more than their struggles. Overall, the series was profoundly moving and inspirational. Thanks to Pastor Richie, we now feel assured that if we have faith and put our own agendas aside to truly accept the plan that God has for us, we will receive a greater resurrection.
In 2021, the Office of Student Involvement, Leadership & Activities (SILA) provided a variety of programs to enhance the student experience even through the challenges of COVID-19. Philip DeLeon, associate dean for SILA, says, “It has been a great year of student engagement here at Andrews. Every event was planned with our students in mind. It is my hope that great memories and friendships were made.”

ON DEC. 3, THE ANDREWS University Center for Faith Engagement and SILA introduced a new way of celebrating Christmas on Campus—a Christmas Vespers followed by a tree lighting ceremony and hot chocolate enjoyed outdoors under heat lamps. We began the program with a video where students from China, Rwanda, Korea, Jamaica and Romania shared the different ways their homes are decorated for Christmas, the food they eat, and the traditions they keep. The program included three bands who presented Christmas classics through different genres of music. Then, a student-led drama ministry, Makarios, depicted a part of the Christmas story.

Our goal was to find a creative and inclusive way of sharing the story of Jesus. We titled the program “The Story of Emmanuel” because of what Emmanuel means, “God with us.” We wanted students to be reminded that through the changes endured during 2020 and 2021, God continued to be with us.

—by Jordanne Howell-Walton

ONE OF THE MOST REJUVENATING events in “Paint and Sip: Undergraduate Edition” was held at the Carscallen Mission Workshop. The early afternoon of Nov. 7, students eagerly awaited a tranquil experience to ease their minds from the academic rigor of Andrews University. Once the majority of the novice painters had arrived, we were greeted with a warm welcome from the esteemed Dean DeLeon. He introduced the art instructors, Kari Friestad, associate professor of visual art, and Glenda Patterson, Andrews staff and local artist, who skillfully demonstrated and guided us to create our own watercolor replicas of landscapes worldwide—from London with its infamous Big Ben and London Bridge to Paris and the Eiffel Tower. To complement the creative experience, we were fed delectable delicacies. In the background, smooth jazz music filled the room and induced a soothing ambiance.

“This event was worth a five-star review, and if put on again, I highly recommend it to anyone on campus looking for a creative way to de-stress.”

—by Esmond Appiah-Mensah
CHEMISTRY IS COOL! AND INSIDE biological cells, thanks to enzymes, chemistry is even cooler! Literally. No Bunsen burner necessary for this chemistry, and it happens in seconds rather than hours or years without an enzyme.

My lab of undergraduate and graduate students has been working hard to learn how one particular group of digestive enzymes works. These have been studied since the 1920s, so we know a lot about them, including the arrangement of key chemical groups within them. We recently discovered one such enzyme from your garden variety button mushroom that has some interesting modifications of these chemical groups. Using mammalian cells as factories for this enzyme, we hope to learn how it can work in ways not seen before.

Recent years have seen petabytes worth of genomic data made freely available to researchers. Students Daniel Fajardo and Ritchie Saint Jean have used this data to learn that genes encoding these enzymes sometimes duplicate and take on new characteristics. Our capabilities in fluorescence microscopy have been particularly useful in this project.

Some of our work requires us to think about folding. Enzymes are made from strings of amino acids that fold into complex threedimensional shapes. Improper folding results in diseases like Alzheimer’s, Parkinson’s and cystic fibrosis. Students Masy Domecillo and Erica Shin are using PCR (similar to the PCR used in COVID tests) to modify enzymes to learn features necessary for accurate folding.

In all this, the most exciting moments are when students discover they, too, can work through persistent problems, misunderstandings and technical challenges to make both biological discoveries and personal triumphs. Daniel and Masy share some of these experiences in the following reflections.

The lab (l–r), Peter Lyons, Erica Shin, Masy Domecillo, Daniel Fajardo
RESEARCH HAS BEEN A CORE COMPONENT OF MY UNDERGRADUATE EXPERIENCE. I am a senior undergraduate student in the Department of Biology, and I have been working with Dr. Lyons for about three years. My project focuses on an enzyme called carboxypeptidase A1 (CPA1). Utilizing experimental techniques, I have been examining the necessity of the CPA1 prodomain, one part of this enzyme, for its stability and functionality. Although research into a singular enzyme may seem niche, the ability of a protein to function enzymatically is highly reliant on its ability to fold properly. As seen in diseases such as Alzheimer’s and Parkinson’s, misfolded proteins have tremendous implications within organisms. This project has taught me a great deal within the realm of molecular biology, such as the governing principles of protein folding and enzymatic function. In addition, research has taught me a great deal of patience. Research demands tenacity. As scientists, we form hypotheses and expect our results to either corroborate or contradict these hypotheses. Before starting my project, I had a vague understanding of the experiments I had to perform and still expected a linear progression from questions to answers, from hypotheses to results. The reality was that many procedures had to be repeated, either due to insufficient output or inconclusive results. The necessity to go back, re-evaluate and perform procedures again has improved my techniques and critical analysis. I believe that the perseverance learned while tackling a research project ultimately enables growth. In essence, research has been an immensely valuable portion of my studies in biology and has enhanced my undergraduate experience.

LOOKING BACK ON MY UNDERGRADUATE RESEARCH, I HAVE HAD MANY EXPERIENCES, whether they be good ones or learning ones. At first, I thought that doing research would be a breeze and that I would have nothing to worry about, but this was not the case. My research first started out sifting through large amounts of bioinformatic data. There was a certain level of detail that I needed to maintain while looking at my computer screen and running through the data. An example of this was when I needed to recognize that two genes were the same but had two different names within the bioinformatic library. Currently, I’m doing research in the lab which is a whole different experience altogether. From staring at a computer screen to getting my hands dirty meant that there was a difference in detail that I needed to pay attention to. Working on a computer screen meant that I needed to pay attention to quantitative data which I learned quickly, but working in the lab required detailed attention to qualitative characteristics which is a skill that I am still learning. Undertaking research means that you have to give it the same level of attention like it’s your own child. It means that you have to be okay with no output even after the numerous hours of input. It means that you have to pick yourself up even after making mistakes. I realized that research requires a certain level of resiliency after failing multiple times. I have zero regrets from doing research because it taught me scientific techniques and life lessons that I value wholeheartedly.
WALther eichrodt once aptly wrote, “The man who knows only one religion knows none. The man who knows the religion of the Old Testament knows many” (Walther Eichrodt, “Theology of the Old Testament,” 1:25). For biblical studies, this means that not only the Hebrew and Aramaic Scriptures of the Jewish Bible and the Greek Scriptures of the New Testament must be studied but also the literature of the Babylonians, Assyrians, Egyptians, Greeks and Romans. In a sense, the interlocutors of biblical literature are the non-biblical literature of biblical times and places. And so, it is essential to have access to well-prepared primary sources. But it is equally important to study the reception history of biblical literature. In this way, one can see how biblical texts were understood and how biblical laws were applied in concrete, everyday life. With the findings in the Qumran caves in 1947, another critical source has been added, especially for research on reception history. Writings...
from the intertestamental period, containing copies of Old Testament texts, commentaries on biblical texts, and rules of conduct for religious communities, were suddenly accessible. This opened up a new approach to the interpretation of Old Testament texts.

With the improved data situation in the last century, it has come true what Eichrodt stated so well. Our understanding of Old Testament laws, the creation account, the biblical image of man, the image of God, eschatology and—not trivial at all—our understanding of biblical love poems has improved and provided new clarities that were not possible before to such an extent.

But not only the data situation has improved. With the developments in computer-aided data analysis, research methods have also advanced significantly in the last 10–20 years. It is now possible to ask important questions that could not be asked before because there were no methods to answer them. To give just one example, when Moses says “I and your people” (אֲנִי וְעַמֶ), in Exodus 33:16, it is a phrase that is grammatically wholly unexpected. In fact, it is a grammatical rarity. In Hebrew, the personal pronoun and the pronominal suffix must be congruent (e.g., “I and my people,” “she and her mother,” etc.). Moses, however, resorts to a grammatically oblique formulation to make it clear to God that the people of Israel are precisely not Moses’ people, as God asserted in Exodus 32:7. Moses uses all the possibilities of the Hebrew language in Exodus 32:33 and even goes beyond that into the use of grammatical impossibilities to convince God that he has an obligation to his people and must therefore accompany his people all the way to Canaan—even after the great disappointment caused by the worship of the golden calf. The fact that the phrase “I and your people” is a grammatical rarity could only be discovered with the help of modern data analysis tools. Today, a computer with appropriate programs and a well-constructed database can be tasked to find all phrases in which there is an incongruence between personal pronoun and pronominal suffix. Thus, a distributive analysis is possible. For such research methods, however, one needs not only computers and programs but detailed analyzed databases, which contain not only morphological information but also syntax and text-grammatical information.

In 2018, Willem van Peursen, PhD (Free University of Amsterdam), Robert Rezetko, PhD (University of Copenhagen), and I launched the international project “Creating Annotated Corpora of Classical Hebrew Texts” (CACCHT). The research project aims to linguistically analyze all Qumran scrolls and fragments found and digitally published to date (Abegg data). Our project received a $100,000 fund to carry out our research. With the help of modern algorithms, we analyze the phrase and sentence structures of all Qumran texts with the aid of postdoctoral and PhD students. This research contributes to an entirely new way of discussing the dating of biblical texts in purely linguistic terms. What linguistic developments have taken place between Pentateuch Hebrew and Qumran Hebrew? Is the Pentateuch as old as many Christians and Jews believe? The CACCHT project now also allows additional analysis on developments in the history of religions.
All the documents listed are versions of the so-called Damascus Document (CD, 4Q266, 4Q270, 4Q271). It is also called the Book of the Covenant because, in this document, rules of life are determined with which the religious community of the Essenes wants to live a new covenant with God. Faithfulness to God and strict adherence to the Sabbath are essential themes. Typical biblical covenant language is used. However, our found wording is not part of a biblical citation. But the Damascus scrolls and fragments integrate standard Deuteronomistic wording into its general language usage, much like Ellen White uses biblical phrases even when she is not quoting the Bible.

Would you like to see the photocopy of the document you found? This is now also possible! All scrolls and fragments are linked to the Leon Levy Dead Sea Scrolls Library. The Israel Antiquity Authority, with the help of Google, has made all photocopies and x-rays of the Qumran material available to the public. In our CACCHT project, we collaborate with the Leon Levy Library and have linked all the materials to their offcial Dead Sea Scroll Library. All you have to do is click on the provided hyperlink, and you can view the actual document.

The following image shows line 5 of column 16 of the CD document (our first search result):

Our research team is already working diligently on a research proposal to continue research on Qumran texts after 2022. And so, at the beginning of this year, we were able to hire a new PhD student for the CACCHT project at Andrews University. She will be, to my knowledge, the first African American PhD student to work as a programmer and theologian on such a project.

We look forward to working with our now expanded team toward our ultimate goal—providing deeper insight into the treasured truths of the Old Testament.
EMERGENCY FIRST RESPONDERS (i.e., law enforcement, firefighters, emergency medical services (EMS) and 911 dispatchers) are exposed daily to various community-based traumatic events that may make them more susceptible to developing traumatic stress reactions. In order to help reduce the impact of such trauma-provoking incidents among these professionals, a cross-section of their peers are trained to provide Critical Incident Stress Management (CISM), psychological first aid and other crisis intervention services. Unfortunately, these CISM-trained first responders are not only susceptible to the adverse reactions to the critical incidents they respond to as part of their primary profession but are also at risk of developing vicarious or secondary traumatization from providing crisis intervention services.

Recently, the research team of Harvey Burnett, Justine Jaeger and Kristen Witzel, from the Andrews University School of Social & Behavioral Sciences, investigated how spiritual well-being may be an important proactive resilience component to help CISM-trained first responders reduce their vulnerability to developing post-traumatic and secondary traumatic reactions. This study was also important in adding knowledge to the trauma field since spiritual wellness literature among this population is very sparse.

Utilizing a mixed-methods design, the researchers collected data from 107 CISM-trained police officers (55), firefighters (17), EMS (18) and 911 dispatchers (17) who were members of the International Critical Incident Stress Foundation and from the Michigan Crisis Response Association. The participants completed questionnaires on their demographics, resilience, spiritual well-being, frequency of spiritual practices, purpose in life, self-acceptance, personal relationships with others, and the level of social disruption due to COVID-19 through an online platform. They also wrote extensively to the following question: “Please describe, how do you maintain your spiritual wellness? Feel free to write in as much detail as possible.”

Demographically, the majority of participants were white, female, married, college graduates and Protestant. The average age was 46. Participants also had an average of 20 years of experience in their profession and eight years of providing CISM services. Approximately 99 percent of participants were considered essential workers during the coronavirus pandemic.

A major finding of the study was based on transcendental phenomenological analysis of the responses to the spiritual wellness question. Justine Jaeger, Master of Science in Community & International Development graduate student, was able to extract 82 significant statements from the 107 verbatim responses, thereby formulating the meanings into clusters which resulted in six themes. The first theme was prayer (e.g., “I reach out in prayer to God”). Prayer was also found as the most common spiritual wellness routine used among all CISM-trained first responders. The next theme was attending religious services (e.g., “going to church as often as possible”). A third theme was participating in religious study groups (e.g., “I attend a Bible study group several times”). The fourth theme was exercise/fitness (e.g., “exercise”). A fifth theme that emerged was outdoor activities (e.g., “hiking, camping, and canoeing”). The final theme was spending time in nature (e.g., “getting out in nature”).

The study concluded that spiritual wellness is a key proactive resilience component that is vital in building immunity among CISM-trained first responders against the negative effects of trauma response work. The study was recently published in “Crisis, Stress, and Human Resilience: An International Journal.”
NEW PROGRAMS

Business management consultant Gary Hamel asserts that the future of higher education belongs to the universities that can imagine their future and not to those that attempt to predict it.

At Andrews University, the academic leadership team is imagining our academic future. We are asking three prevailing questions:

- What academic community do we want to be?
- What suite of academic programs do we imagine in that future?
- What steps will we take to realize that future?

Using data from market research, employment trends and alignment to mission, the academic leadership team has engaged in that strategic imagining exercise. This exercise resulted in the identification and development of new academic programs that place the University in good stead.

Contributors:
Christon Arthur, Bill Wolfer, Jean Cadet, Padma Uppala, Kimberly Pichot, Karin Thompson, Brad Hinman, Alina Baltazar
Bachelor of Science in Cybersecurity

Cybersecurity professionals are in high demand. There is an unprecedented need in the workforce for highly trained professionals who protect individuals and organizations from data theft and corruption, cyberattack and other threats. To meet this need, Andrews University has established a new Bachelor of Science in Cybersecurity in the Department of Computing.

The program was developed with recommendations from cybersecurity experts and professionals in both industry and higher education. Cybersecurity provides a new opportunity for our students to serve their community and our church. Our graduates are prepared to navigate this ever-changing environment with professional certifications as part of the program.

The career horizon is vast. Current sources indicate there are between 1 million and 3.5 million positions unfilled, and that number will continue to grow until the number of graduates catches up with the demand. Given that nearly 80 percent of all STEM career opportunities are in computing, this new growth industry will likely make computer science a wise choice starting in fall 2022. Andrews University administration support allowed the Department of Computing to pursue our vision of offering a Christ-centered, cutting-edge education. Their support has been a powerful force for the growth of our programs as well as the spiritual development and academic success of our students.

Contact Bill Wolfer, chair, Department of Computing at wolferb@andrews.edu or for additional information.

Master of Healthcare Administration

Approximately 75 million Americans make up the baby boomer generation. According to a study published in the Journal of the American Medical Association, baby boomers are more likely to experience higher rates of chronic diseases than previous generations. These trends demand increased healthcare services and necessitate additional healthcare managers and administrators to oversee this growing demand.

To help meet these needs, Andrews University is starting a Master of Healthcare Administration (MHA) program in fall 2022 in the School of Population Health, Nutrition & Wellness. The program will train students as health managers, administrators and leaders who can work in private and public healthcare settings, including hospitals, physicians’ offices, government, outpatient care centers, nursing care facilities, home healthcare services and non-governmental agencies. It is fully online and designed for individuals with experience in healthcare to become leaders in healthcare administration; for other professionals to shift to healthcare administration and management; or for recent undergraduate students to pursue a career in healthcare administration. The program consists of 40 semester credits and 2–5 credits of 700 hours of practicum. It can be completed in two years or less by full-time students and a maximum limit of six years for part-time students.

Contact Padma Uppala, chair, School of Population Health, Nutrition & Wellness, at padma@andrews.edu or 269-471-3370 or Jean Cadet, associate professor/MHA program director, at cadetj@andrews.edu or 269-471-3095 for additional information.

Doctor of Philosophy in Business Administration

The long-awaited doctorate in business administration offered by the School of Business Administration (SBA) is a four-year PhD program that will be launched this fall. It offers business professionals and researchers the opportunity to broaden their cognitive ability in order to better adapt to our constantly changing society as they serve the church and society locally and globally.

The SBA has been under an intensive strategic planning review where, in collaboration with students, faculty and staff, they wrote a new philosophy statement: “We are an engaged, values-based community of learners preparing students to transform their workplace.” A significant outcome and change resulting from this review process is creating a PhD program that features a cross-disciplinary study of the major areas of business, highlights the philosophy of Adventist education, and includes an intensive research component to develop thought leaders among our business professionals.

“A new milestone has been reached for the Seventh-day Adventist business schools in North America. As we launch the PhD in business administration at Andrews University, we are excited to cross boundaries and create more collaborative opportunities among our campuses as we invite faculty from our sister universities to join us in teaching and mentoring the PhD candidates. It is through partnership that this program will be successful,” states Lucile Sabas, chair of the SBA PhD committee.

Contact Lucille Sabas at sabas@andrews.edu or 269-471-6965 for additional information.
Bachelor of Music in Music Composition

AUDIENCES ARE LISTENING TO NEW MUSIC AT Andrews University as more campus concerts feature compositions by students, faculty and alumni. The annual composition recital is becoming more varied and substantial as students enroll in composition lessons, enhancing their skills as professional musicians-in-training. Students are also finding opportunities for performances: the Andrews University Symphony Orchestra alone has premiered three new student works over the past two years. Under the guidance of Max Keller, assistant professor of music, music majors are developing essential, marketable skills as they learn about composing for concert performances, worship services, soundtracks to movies and documentaries, and other contexts.

Composing new music for specific purposes has a long history, but it’s a practice too often overlooked in training undergraduate musicians. With the help of technology, composing opens many new possibilities for students who wish to major in music at Andrews University. Currently, it is possible to pursue a BA in music with an emphasis in composition, but the Department of Music plans to enhance this essential step for music-making in its offerings. A Bachelor of Music in music composition was approved by the Andrews Board of Trustees in the fall, and with National Association of Schools of Music (NASM) approval now in process, the program may begin later in 2022.

Contact Karin Thompson, chair, Department of Music, at music@andrews.edu or 269-471-3555 for additional information.

Master of Arts in Clinical Mental Health Counseling (Hybrid)

THE CLINICAL MENTAL HEALTH COUNSELING (CMHC) Program, accredited by the Council for the Accreditation of Counseling and Related Educational Programs, is the largest program in the Department of Graduate Psychology & Counseling. The CMHC program is a two-year, 60-credit Master of Arts degree. The program includes a practicum where students see clients from the community, either virtually or in person, in the Andrews Community Counseling Center as well as an internship, typically off campus, which spans two semesters. Once students complete the program they are eligible to apply as a Limited Licensed Professional Counselor in the State of Michigan and begin seeing clients in clinical settings or in private practice under supervision by a fully licensed professional counselor. We are a Christ-centered, Seventh-day Adventist program which serves students from all over the world and from multiple faith worldviews.

In March 2020 we abruptly pivoted due to COVID-19 and went to a fully online program. Since then we now deliver learning in a hybrid format where many students can attend class in person and access class remotely when their health status or weather dictates. Some classes are taught fully online, some are taught fully in person, and some take on various combinations of these formats. Brad Hinman, LPC, LMFT, AASECT Certified Sex Therapist, is the program coordinator.

Contact Monica Cervantes, administrative assistant, at cervantes@andrews.edu or 269-471-3473 for more information.

Master of Social Work (Online)

IF YOU WANT TO MAKE A DIFFERENCE IN SOCIETY, then a Master of Social Work is for you. Since the pandemic, university students are increasingly interested in online education options. The Andrews University online MSW program is designed for busy professionals, those with family responsibilities, or those unable to move to the area.

The online MSW program will be 100 percent online, no travel needed. Half of class time will be live and the other half will be self-paced. Live classroom instruction will be Tuesday and Thursday evenings from 7-9 p.m. Eastern time. There will be a discount on tuition for the online program.

We are a faith-based, trauma-informed program offering focus areas in trauma, clinical/counseling, and human services management. The program is completed at a slower pace so will take two years for those with a BSW (this program begins fall of 2023) and three years for those without a BSW (this program begins fall of 2022). In addition, dual degrees in Master of Public Health and Master in Business Administration, which will shorten both programs, are available online. Internships can be arranged to be online or wherever you live. Workplace internships may also be approved.

Applications are being accepted now. Contact Alina Baltazar, MSW program director, at baltazar@andrews.edu or 269-471-6877 for additional information.

World Changers Made Here.
Tell us a bit about your “growing up” years.
I was born on the island of Jamaica and spent the first nine years of my life there. I come from a traveling family of educators and by the time I had graduated high school, my family and I had lived in three different countries. My three siblings and I became professionals at being the “new kids” wherever we went. It has allowed us to venture far and wide in our adult years.

When you pursued higher education, what did you study and why?
In my undergraduate years, I pursued a bachelor’s degree in mass communications with a concentration in broadcast journalism. In high school, every evening my parents would watch the local news on television from 5–7 p.m. We had two televisions—one in the living room and another in my parents’ bedroom, which we weren’t allowed to watch without permission. So, for two hours each evening, whether we wanted it or not, the news was all there was to watch. I later realised this allowed me to develop an ear for news when I got my first internship in the summer of grade 11 at the local newspaper. The first article I wrote was published on the front page. I was invited back the following summer in my senior year, and when the time came to apply to college and to choose a major, journalism was at the top of the list. A few years later, I developed a desire to pursue a graduate degree. During the decision-making process, I reflected on how I chose my undergraduate major and realised that while I’d possessed the skills and received practical experience, wider career exploration of skills, interests and abilities had been excluded. I wanted to ensure that other students didn’t “fall” into their careers but instead were guided into them. My research of a field that did this led me to Student Affairs, and I pursued a master’s degree in College Student Affairs. It has been the foundation to my career in higher education.

What were your professional experiences before coming to Andrews University? What then interested you in Andrews?
Prior to Andrews, I served as the program leader for work-based learning at a public college in the Cayman Islands. I worked to prepare students for and connect them with opportunities for experiential learning, including training in the Top 10 Employability Skills, participation in internships and cooperative learning experiences, and career advising. I’ve previously served as an online academic advisor and career coach as well as director of student support and career services. Being born into the Adventist church, the knowledge of Andrews University as one of the flagships of Adventist education has always been known to me. I am proud of the work that Andrews and other Adventist institutions worldwide have done toward preparing students for life on this earth as well as heaven.

Explain your role with the Career Center. What services does the Career Center offer, and how would you like to interact with students in your work?
I serve as the career advisor for the Andrews University Career Center. I will oversee the development and operation of the Center. The mission of the Career Center, made possible by funding through a Title III Grant, is now open to serve all students. Here Joydel Trail, career advisor, talks about her background, her hopes for her work at Andrews, and the resources available to students at the Career Center.
is to provide a centralized avenue for students and alumni to engage in career exploration, access beneficial career resources, and actively participate in essential learning opportunities that promote career development toward the achievement of career success and personal and spiritual growth. The Center has procured a space and is now open and offering services on the third floor of the James White Library, Suite 306. Services offered include:

- Resume building
- Resume reviewing
- Mock interviewing
- Career fair preparation
- Career planning
- Professional etiquette skills building
- Networking skills building
- Job/internship search skills

The Career Center is a University initiative and will partner with key University constituents to ensure fulfillment of its mission.

I wanted to ensure that other students didn’t ‘fall’ into their careers but instead were guided into them.”
Seminary Receives Lilly Endowment Grant

To strengthen urban ministry programs, develop remote delivery capability and more
ANDREWS UNIVERSITY IS PLEASED TO

“This generous support will enable the Seminary to significantly deepen the opportunities available to Seminary students to engage in innovative ministry in urban environments.”
“IT SEEMS YOU’VE HAD THIS condition for quite a while. Why didn’t you get tested earlier?” As I drew blood from a patient, 19-year-old me thought nothing of their physician’s inquiry. That is, until they responded, “I don’t know, tests are expensive.” When the physician went on to explain that diabetes mellitus requires a robust monitoring program and dietary changes to manage the disease, I began to realize that this patient may not have a good outcome. Dialysis soon followed, and to this day I do not know what happened to that patient. It’s an experience that not many young adults have, let alone one laboratory professionals have. When I witnessed that conversation between doctor and patient, I knew that there was a problem in the field of laboratory medicine. As laboratory assistants, scientists and phlebotomists, we possess the notion that those who need diagnosing will get diagnosed on their own or with help from a doctor. When a computer screen is between you and a patient, you do not see the human side of their healthcare experience.

When a computer screen is between you and a patient, you do not see the human side of their healthcare experience. From that experience forward, I knew I wanted to make serious, intentional changes in the healthcare system. I grew up in Berrien Springs, Michigan, surrounded by an Adventist community. I was in Adventist education all my life, from elementary school to college, for which I am grateful to my parents. My family is full of healthcare professionals, so access to medical care and information was something I did not struggle to obtain. I came to realize after certain life experiences such as the ones mentioned previously that the access to healthcare I grew up with is not the same for all Americans. During my freshman year at Andrews, I volunteered for a nonprofit mega clinic called Your Best Pathway to Health, which organizes mobile health clinics for large cities. Services like lifestyle education, medical, dental and surgical care are provided to anyone free of charge. I’ll never forget the people I met from all walks of life who desperately needed healthcare services. As I walked into the convention center each morning, I saw the wrap-around line of people just waiting to be seen by a doctor for the first time in many years. One day I drew the blood of a man who seemed to be middle-aged and spoke almost no English. He began talking about something I could not quite understand until he burst into tears. His translator explained that he was so grateful he had the opportunity to receive medical care. As an undocumented immigrant, he did not have health insurance and did not get paid enough to afford even basic health screenings. But through the free health clinic, he could get the services he needed to stay well. Although I was greatly moved by his experience, the sad reality of the situation was that the clinic only lasted three days. The lack of public health services for those unable to receive medical care for various reasons led me to seek change within our healthcare system.

Before attending Andrews University, I was at Andrews Academy. There, I had supportive teachers/faculty who helped inspire me to pursue my dreams of being in the medical field. It was through my experiences at Andrews Academy that I was able to discover the field of medical laboratory sciences (MLS). I always appreciated the hands-on nature of laboratory work, particularly in microbiology, virology and chemistry. Pairing
The lack of public health services for those unable to receive medical care for various reasons led me to seek change within our healthcare system.

That appreciation with my passion for data analytics and process improvement made for an enjoyable program experience at Andrews University. The Department of Medical Laboratory Sciences has great faculty who support their students in every aspect of their collegiate experience. They have provided help with my academic affairs, clinical placements and board examination preparation. Overall, the department fosters a sense of community and stewardship that trains students to serve. Additionally, the Undergraduate Leadership Program has helped me and countless other students develop valuable servant leadership skills that can be used in my career and even in my everyday life. It was actually through my Undergraduate Leadership Project that I solidified my desire to work in the public health field. Finally, studying at Andrews gave me the support I needed to learn about myself and how I can change the world. During my college experience, I had the honor of serving with several clubs on campus, including the Andrews University Student Association (AUSA), the Medical Laboratory Sciences Club and the Andrews Filipino International Association (AFIA). These roles have allowed me to gain real-world experiences when it comes to being a leader, which has encouraged me to lead wherever I may go.

In training students to be leaders, Andrews is doing a stellar job. Each student in the MLS program at Andrews has the chance to serve in the field through clinicals. Clinicals, or clinical rotations, are a 16-week practical experience where senior MLS students work alongside practicing medical laboratory scientists in the field. I had the opportunity to rotate through several departments including the blood bank, microbiology, virology, chemistry, hematology, immunology/serology, molecular diagnostics, flow cytometry, and specimen processing at various AdventHealth facilities in central Florida. Rotations in virology were required, but the timing of it all, being that it was during the pandemic, made for an interesting experience. I thought I was there to observe and learn but quickly learned that my learning would be much more experiential. I helped the scientists alleviate the increased COVID-19 workload by pipetting samples into PCR (polymerase chain reaction) cartridges and by performing QC (quality control) procedures on the analysis instruments. I learned later on that my colleagues from Andrews had also stepped in during their virology rotations. Because of this, the virology department recognized the caliber of students Andrews sent to clinical rotations. Andrews sends not only students but servant leaders as well. Additionally, I noticed that each virology scientist used extra care and precision while handling each sample. Despite the many samples that would be processed each day, the attention to detail perfectly showcases that a sense of mission and service is crucial to the success of any clinical laboratory.

After my clinical rotations and graduation, I passed my Board of Certification exam and got my MLS(ASCP) credential. I began applying for jobs, hoping God would lead me to the right place. I spent time praying for God to open doors for me, and soon enough, I received a call. Now, I am serving in the Division of Laboratory Genetics and Genomics at Mayo Clinic where I collaborate with other laboratory professionals and pathologists to perform molecular testing that can be used to diagnose various cancers and genetic abnormalities. My academic experiences at Andrews University combined with my clinical experiences at AdventHealth have provided a solid foundation that prepared me for my career here at Mayo Clinic. I am grateful to be where I am today, and I plan to grow in the role I am in currently while looking forward to what the future holds and where God will lead me next. I hope to serve in a role that includes an opportunity to make positive and lasting changes in the healthcare system.

Only through our combined efforts can we enact improvements on a large scale.
ON NOV. 20, 2021, NEW LIFE FELLOWSHIP AND THE SOCIAL WORK CLUB collaborated to distribute turkeys and water to the Benton Harbor community via Harbor of Hope, an Adventist church in Benton Harbor, Michigan. The social work department at Andrews University has a close relationship with Harbor of Hope as our professor, Shannon Trecartin, is active in the church. After the unclean water statement was issued for the city of Benton Harbor and after talking extensively with our professor, the Andrews University Social Work Club held an event for social work students and faculty to hand out water. On campus, the leaders of New Life Fellowship, Chaplain Danielle Pilgrim in particular, and the congregation have committed to serve the city of Benton Harbor and help where possible and needed. While the Social Work Club prioritized giving out water, New Life Fellowship gave out turkeys the week before Thanksgiving. This ensured families in the neighborhood had something special to enjoy.

I am very thankful that I witnessed and was part of this experience. We cannot stay silent or do nothing when we are faced with God calling us to be our brother’s keepers and “love each other as [he] loved us” (John 15:12).

Throughout the Thanksgiving and Christmas holiday season, Andrews University faculty, staff and students connected with the local community by distributing food and water, collecting jeans for an area organization and sharing the gift of music through a television broadcast.
WHERE THERE’S A WILL, THERE’S A WAY. ANDREWS UNIVERSITY declares in their mission statement that they seek to change the world, and Paris’ Purse has a calling to help women in need. Both of these organizations have a passion for serving people. This is the will to help others. Together these two organizations partnered with Pioneer Memorial Church (PMC) and PMC’s Grow Groups to hold a jean drive in the fall semester of 2021. The mission was to gather jeans as a gift to empower women.

Bins were placed in every residence hall and at each entrance of PMC for a month. Jeans were collected because they are versatile enough to wear in all seasons, and the pairs unworn could be sold to create a source of income. This is the way to help others. We collected over 200 pairs of jeans donated from students, faculty, staff and church members through this drive. In addition, there were also donations of socks and shirts. These items were handed over to Paris’ Purse to be given freely to women who need them because “where there’s a will, there’s a way.”

IN CONTRAST TO THE 2020 CHRISTMAS CONCERT PANDEMIC SCHEDULING disruptions, in December 2021 the Andrews University ensembles were able to present live Christmas concerts to audiences in the Howard Performing Arts Center. The Andrews University Symphony Orchestra, directed by Chris Wild, joined the University Singers and Chorale, directed by Stephen Zork, for the annual “Welcome Christmas” concert on Dec. 3, and the following evening the Andrews University Wind Symphony, directed by Byron Graves, performed another Christmas concert. Students who performed together voiced their excitement about the experience and expressed their desire to perform one large concert with everyone from the music department.

This is nearly what happened over the course of two days on campus, and from these two concerts, an expert team of technicians, in collaboration with the ensemble directors, created an integrated program of selections from both performances to broadcast on the local WNIT public television station (PBS Michiana). Immediately after receiving the program for broadcast, the WNIT manager exclaimed, “Outstanding!” and expressed his thanks to the Andrews team for sharing with the WNIT audience. Making music together was a joy to the musicians, and responses from the broadcast audience affirmed and expressed appreciation for the beautiful Christmas concert.
Developing Professionals to Transform the World

WEAVING MISSION AND SERVICE into the fabric of our School of Business Administration (SBA) courses is at the core of our philosophy. Many of our courses involve projects where students work on campus and in the community, helping organizations to thrive.

Multi-classroom projects are challenging but nothing new to us. Once we evaluate the situation, we explore what professors and classes are best suited to work with a project, and the Enactus team gets involved in coordinating the overall project right away. The students gain experience under the supervision of their professors and also in team coordination and project management.

One example of helping our campus thrive was the MBA students’ excitement in creating targeted campaigns to help the Andreasen Center for Wellness grow despite the challenges of launching during the COVID-19 pandemic.

A long-term commitment we are engaged in is working with SOHO, an eSwatini orphanage village designed by our School of Architecture & Interior Design. Several business faculty have consulted and advised the nonprofit, helping restructure the organization, and a number of classes are working with SOHO. The idea is to create a number of small businesses, run by the orphans as they grow up, giving them sustainable businesses to support the orphanage in the future.
ONE OF THE FIRST CLASSES THAT I took when I came to Andrews was Strategic Marketing Management with Professor Kimberly Pichot. The class was focused on giving us the knowledge tools necessary to become effective marketing strategists. Even though there are over a thousand MBA programs in the U.S. offering courses based on the same concepts, Andrews University’s MBA program has two main factors that made this course unique. The first one was the relevant real-life experiences that the professor presented to bring each concept into practice. The second one was the willingness to serve that Dr. Pichot constantly showed; she was always willing to provide us with clarifications and valuable insights.

One of the projects I have enjoyed the most during my MBA was the Market Study Project that we conducted for the Andreasen Center for Wellness. The project was divided into different stages. First, we did general research about the wellness industry, then we evaluated the needs of our target market which was the Berrien County community. Also, we did a competitive analysis to understand the strengths and areas of improvement that the Center had. Finally, we designed a marketing plan to implement. It was a very interesting project because we worked closely with Rachel Keele who is the director of the Andreasen Center for Wellness. She provided us with detailed and relevant information that helped my team understand the needs of the Center and how to design effective marketing strategies for it. My favorite part about the project was having the opportunity to apply all the knowledge I received in class to serve the Andrews University community with this market study.

BY LUZ RESTREPO

THIS PAST SEMESTER I WAS IN Project Management class, and we worked on a project for SOHO, Saving Orphans through Healthcare and Outreach, a nonprofit organization located in eSwatini. SOHO partnered with the SBA to give students the opportunity for hands-on experience working with a nonprofit. Our project was to build a branding document, create a website and create a management structure.

I am the vice president of projects for Enactus for the 2021-2022 school year, and together with the SBA dean and the Project Management professor, we felt this project would be perfect for Enactus to be part of and ultimately take over once the semester ended. We started to integrate Enactus slowly into the project and had the branding team manage them during the semester so we would have a smooth transition. Enactus helped create a mission statement and branding document. At the end of the semester when we finished our deliverables, the CEO of SOHO and several members on the board of directors came to Andrews University where we were able to present to them our documents and all our work that semester.

I will cherish the time I spent on the SOHO project. I loved having the opportunity to help an organization that powerfully impacts hundreds of kids in eSwatini. And what better way to learn project management than actually doing it?

One of the main reasons I decided to come to Andrews is because the faculty and staff are committed to preparing students to be successful post-college. They are willing to go the extra mile to help you, encourage you and set you up for success. This project is just one example of how they do that.

BY JEFFREY GEHRING
EACH MORNING AS THEY HEAD OUT from their home in Boise, Idaho, Jill Cornforth and her husband, Fred Cornforth, founder and CEO of Community Development, Inc. (CDI), say to each other, “Let’s go out and make the world a better place today.” For this couple, emphasizing the present is imperative.

Fred explains, “Within Adventism, we’ve been programmed to think that all the issues we face today will be cured at the Second Coming. This sets up a ‘watch and wait’ lifestyle. As decades have gone by, I’ve seen people starved or beaten to death when we could have helped. What’s the best way to fill our time? What do I want to be doing when the Lord comes?”

Fred gives Andrews University much of the credit for helping him to focus and refine his concept of service, instilling within him what he calls “the mitochondria of my motivation.” After earning an undergraduate degree at Walla Walla College, with a major in business and minor in religion, Fred moved across the country to Berrien Springs, Michigan, where he enrolled in the Seventh-day Adventist Theological Seminary in 1987. He can’t say enough good about that decision. “Here I studied under the most demanding and rigorous scholars,” Fred recalls. “Many of them were trained in European schools and brought with them into their classrooms that Old World, unparalleled, unapologetic seriousness and academic rigor.” Among his professors were John Baldwin, Miroslav Ki and Randy Younker.

One professor in particular, Raoul Dederen, profoundly impacted the young biblical scholar. “It took me a few weeks in Dr. Dederen’s Revelation and Inspiration class to figure out what he was all about,” Fred admits. “At first, I found him quite intimidating. Dr. Dederen lectured from memory and only allowed ten minutes at the end of each Friday’s class for questions. I soon realized, however, that if I listened carefully and kept up with my reading, many...
of my questions eventually would be answered. In the interim, learning to live with the questions proved to be a valuable lesson too.

Eager to live up to Dr. Dederen’s expectations, Fred resolved to earn the highest grade in that large lecture class of over 200 students. Never did he work so hard for an A. But even more rewarding than finally seeing that grade on his transcript was the affirmation he received from his professor one day. “We were chatting in the hallway after class,” Fred remembers, “when General Conference President Neal C. Wilson walked by, obviously visiting campus for some meetings. Dr. Dederen called him over and said, ‘Elder Wilson, I want you to meet Fred. He is the president of our Student Forum and one of our best and brightest students.’”

Fred still tears up, recounting that moment. “While I was pleased that my professor wanted me to meet Elder Wilson, I was overjoyed to hear Dr. Dederen’s vote of confidence in me. I felt simultaneously humbled and proud. It has taken me years to unpack all that moment represents, but I realize now that this professor, along with his colleagues, helped me develop the ethical base for all my research and decision-making, both professionally and personally. My seminary training also taught me critical thinking which is the single greatest skill I take with me into every task. I continue to rely on this skill every day, in every job and every encounter, from my earlier church work as a pastor, to conference appointments, then on to the General Conference and now overseeing multi-faceted real estate developments with my own company, including building apartment complexes nationally and orphanages internationally.” Fred further explains, “Real estate development demands that I take on many roles—from architect, to lawyer, to banker, to financier and more. I know that some might find this surprising, but achieving a billion dollars in real estate development wouldn’t have happened without those critical thinking skills. I owe so much to my professors in graduate school.”

Fred also credits Andrews University with transforming him into what he calls “a global citizen.” He fondly remembers sitting in seminary classes next to a C.P.A. from Japan, a lawyer from Philadelphia and an architect from Ghana. Also, through community initiatives sponsored by Pioneer Memorial Church and the Student Forum, Fred found himself in nearby Benton Harbor, meeting the people on the streets and in their homes. “I saw firsthand how great the needs were right on my doorstep,” Fred says. “A flame was ignited—a flame that would continue to grow.”

While Fred estimates that about two-thirds of his seminary courses were required classes, he elected to take as many courses as he could in archaeology and Islamic beliefs and culture. He spent a life-changing summer doing archaeological work in Jordan with Professors Doug Clark, Larry Geraty, Larry Herr, Øystein LaBianca and Randy Younker. “Working alongside Muslims taught me that much more binds us than separates us,” Fred says. An in-

“This scholarship helps support unsponsored seminarians. I was sponsored throughout my seminary studies,” Fred acknowledges, “but every day I sat alongside classmates who weren’t. They struggled to pay for tuition and books and to provide housing, food and clothing for themselves and their families.”
valuable stamp was added to Fred’s passport as a world citizen that summer. It solidified Fred’s commitment to serve both at home and well beyond home’s borders. Following graduation from the Seminary and years spent in church employment, Fred decided to put his business acumen and training to work by confronting and meeting the housing needs of people with few or limited means. CDI was born. Twenty-seven years later, this thriving development company employs over 120 people and partners with numerous organizations dedicated to helping people meet one of their most basic needs—housing. In addition to building apartment complexes across the United States, CDI has constructed orphanages around the world, including Bangladesh, the Dominican Republic, Guatemala, Haiti, Mexico, Peru, Russia and Thailand. Furthermore, as co-founders of Love Heals, Fred and Jill use CDI’s resources to establish, maintain and fund a network of volunteers and partner organizations who, working together, deliver healthcare to many who struggle to access it.

When asked what advice he might have for the young graduates of his alma mater, Fred says, “Absolutely follow your passions, but always in the context of service for others.” A favorite inspirational passage continues to fuel Fred’s motivation. Quoting from Ellen White’s “Christ’s Object Lessons,” Fred says with palpable conviction, “Wherever there is an impulse of love and sympathy, wherever the heart reaches out to bless and uplift others, there is revealed the working of God’s Holy Spirit” (385).

Responding to the “impulse of love and sympathy” continues to guide Fred’s decision-making daily and long term. “Some time ago,” says Fred, “I resolved to donate 80 percent of what I earned to people and organizations who, like Jill and me, are committed to ‘making the world a better place today.’ Some, no doubt, question this decision and may even see it as foolhardy, but I stand by it.” Fred’s commitment to service also extends to local concerns, including politics, where he has served as the chairman of the Democratic Party for Idaho. “One of the ways I have decided to give back to two of my communities—Andrews University and the church—is through the establishment of a scholarship in Dr. Raoul Dederen’s name,” Fred adds. Clearly, Fred’s admiration for his former professor has only grown with the decades. “This scholarship helps support unsponsored seminarians. I was sponsored throughout my seminary studies,” Fred acknowledges, “but every day I sat alongside classmates who weren’t. They struggled to pay for tuition and books and to provide housing, food and clothing for themselves and their families.” “I am fortunate now to be able to dedicate this scholarship to alleviating some of those stresses for seminarians and their families,” Fred explains, “while I continue to serve in other ways and in other places where the needs are great.” “It all comes back to wanting to be a sheep and not a goat,” Fred summarizes. “When Jesus returns, I don’t want to be one who is merely watching and waiting. I want to be actively using my talents and resources to serve others. Maybe I’ll be in my office, at my desk, poring over plans for a new apartment complex. Or maybe Jesus will find me working in a soup kitchen or a food bank, or putting a blanket around somebody’s shoulders, doing whatever I can, wherever I am. One of my greatest hopes for this generation of Andrews University students and graduates is that they will make the same commitment.”

TOP, LEFT–RIGHT: Jill Cornforth, RN, graduate of Pacific Union College, working at a jungle medical clinic in Peru (L–R) Rick Jordan, ministerial secretary of the Oregon Conference, Mark Carr (MDiv ’90), a Christian bioethicist who taught at Loma Linda University, and Fred Cornforth: June 1989, in Berrien Springs, Michigan, just hours before they traveled from Chicago to join the Andrews archaeological team in Jordan (L–R) Jason Smith, Randy Jamieson and Fred Cornforth at an orphanage in Peru (L–R) Jill Cornforth with a Peruvian girl at a clinic in Iquitos

Beverly Matiko (BA ’77, MA ’78) recently retired after 29 years of teaching in her alma mater’s Departments of English and Communication and the Honors Program. She lives in Niles, has no plans to leave Michigan, and is thoroughly enjoying her newfound freedom to read and write without first consulting a course syllabus.
Andrews University endowments have grown from $32,217 in 2010 to the current total value of $70,146,819.

$952,186 was raised for the President’s Emergency Student Scholarship Fund which was used to assist students during the COVID-19 pandemic.

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 or development@andrews.edu.

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 focus.andrews.edu. Thank you for your generous support!

FACTS ABOUT ENDOWMENTS

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Victor and Alma Brown Endowed Scholarship Fund
Established by Victor and Alma Brown on Jan. 14, 2021, this fund supports needy and worthy students of Andrews University who are studying in the Seventh-day Adventist Theological Seminary.

Dwight Mayberry Endowed Scholarship Fund
Established by Dwight Mayberry on March 9, 2021, this fund supports some worthy and deserving student(s) enrolled at Andrews University who are studying in the School of Business Administration or the Seventh-day Adventist Theological Seminary. This award shall be awarded on top (and not in lieu) of any other scholarship received by the recipients thereof.

Dr. Charles and Mrs. Jean Crider Endowed Scholarship
Created Nov. 30, 2020, by Charles Crider Jr. This award is to be awarded annually to student(s) who meet the following criteria: enrolled in good standing at Andrews University, has documented financial need, an undergraduate junior or senior, and after graduation intends to work in racial relations, social justice, family relations or nursing with underserved populations, domestically or internationally.

Lofton-Brook Family—Women in Biology Master’s Program Endowed Scholarship Fund
Established by Lorinda Lofton-Brook on Nov. 16, 2020. This scholarship is awarded annually to qualified female student(s) enrolled at Andrews University in the Biology master’s degree program with a minimum GPA of 3.0.

Dwight Mayberry Endowed Scholarship Fund
Established by Dwight Mayberry on March 9, 2021, this fund supports some worthy and deserving student(s) enrolled at Andrews University who a) is a male elementary education major (if none are enrolled, then the award may be given to a female education major) and b) plans to teach in a Seventh-day Adventist school.

Dr. Tae Woong and Dr. Helen Im Endowed Scholarship Award Fund
Established in March 2021 by Drs. Tae Woon and Helen Im, this fund will benefit students who are full-time undergraduate students, have been enrolled for at least one semester, have either a demonstrated knowledge of the history and culture of Haiti or the Philippines or desire to serve as a missionary to Haiti or the Philippines, have a demonstrated financial need and have a minimum GPA of 2.25.

The Bradley Family Endowment for Harvest Run Operations
Established in April 2021 by Earl Bradley, as representative of the Estate of Dr. Fay Bradley, the Bradley Family Endowment for Harvest Run Operations will support the annual Alumni Harvest Run.

New endowments established in fiscal year 2021

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2021 Spirit of Philanthropy Awards

Three Spirit of Philanthropy Awards were presented during the 2021 Alumni Homecoming Weekend. Gary Councell was presented with the award for the financial support he and his wife Joyce have provided for the education and training of chaplains. Shelley Oei and Kenny Chan were recognized for their financial support of many Andrews University initiatives. Daniel and Carol Lewis were honored with the award for their commitment to Christian education and Andrews University.

SHELLEY OEI & KENNY CHAN

Andrews University is very dear to Shelley Oei and Kenny Chan, both graduates of the Class of 1974 at Andrews University. Their first date was at the Art Institute in Chicago in the summer of 1973 when Kenny returned from doing undergraduate research at Rosario Beach Marine Biology Station in Anacortes, Washington, while Shelley was doing her nursing rotation at Hinsdale Hospital. After graduation, Shelley began her lifelong career in neonatal nursing at Loma Linda University while Kenny began medical school. They married when Kenny was halfway through medical school. Graduation from the Class of 1977B marked the beginning of over 40 years of trekking across the country, primarily for the sake of Kenny’s postgraduate training and career moves. They made stops in Portland, Oregon (internship), Loma Linda, California (otolaryngology residency), Pittsburgh, Pennsylvania (pediatric fellowship), and Denver, Colorado (department chief).

Along the way, two sons were born: Stephen was born in 1980 and Nicholas in 1983. They did not follow their parents’ footsteps in healthcare but ventured into their own fields. Steve is a mathematician by training and works for a startup firm. He lives in the Bay Area with his wife, Rachel, and their two children. Nick is an architect and lives in the Aspen Valley with his wife, Collette, and their baby boy.

In August of 2021, Shelley retired from the NICU at Rose Medical Center in Denver after dedicating her career to premature infants for over 40 years. Kenny stepped down as chief of the Department of Pediatric Otolaryngology, Children’s Hospital Colorado, at the end of 2021. He is now in a part-time transition for two more years before full retirement. No doubt the grandchildren are beckoning, but Kenny and Shelley await whatever opportunities the Lord has planned for them in retirement.

“Andrews has been good to us. This biographical sketch wouldn’t have been written without Berrien Springs in the background. Worship services at Lamson Hall and Burman Hall cemented our faith. Great minds like Jack Stout (cell biology), Bill Chobotar (comparative anatomy) and the late Lenny Hare (senior independent study) compelled Kenny to academic excellence. We are gratified to be named as recipients of the Spirit of Philanthropy Award. Giving to Andrews is a no-brainer because we have received so much. We believe in Christian higher education, and we want Andrews to continue to train nurses and future physicians until the Lord’s return.”
**DANIEL & CAROL LEWIS**

Daniel and Carol Lewis are the children of hard-working parents who sacrificially believed in Christian education.

Daniel’s mother, Elizabeth, attended the Adventist elementary school in Loma Linda, California, upon the return of her parents from missionary service in China. Her formal education never extended beyond the 8th grade. His father, Robert A. Lewis, received a rural public education through high school. He never personally attended an Adventist school but captured a vision of the importance of this opportunity for his children, and no sacrifice for this blacksmith and lumberman was too great to make Adventist Christian education available for his four children. Each of them graduated from Shenandoah Valley Academy. In recognition of his enduring support and commitment, the Adventist elementary school in Petersburg, Virginia, was posthumously named in his honor.

Daniel’s education began in the one-room school in Petersburg, Virginia, wound through Shenandoah Valley Academy, Columbia Union College, Southern Missionary College and concluded with completion of a medical degree and residency at Loma Linda University.

Carol is also a product of Adventist Christian education from elementary through college. She was enrolled in the La Sierra Elementary Demonstration School followed by La Sierra Academy, Andrews Academy, Andrews University and Loma Linda University School of Nursing.

Carol’s mother, Fonda Chaffee, was the product of more than 16 years of Adventist education in its early days, having gone from grade through dietetics in the 1920s and 1930s at Loma Linda as the daughter of a poultry farmer. Thus, when it came time for her own child, there was no question as to where she would go to school. She kept goals firmly in place by taking her young daughter to nursing capping and pinning ceremonies on the Loma Linda campus.

Carol’s father, Allen Chaffee, was one of nine children born to a truck farmer in rural Minnesota and attended public schools through high school. Upon return from serving in the European theater of WWII, he enrolled at La Sierra College under the GI bill and graduated with a degree in agriculture on Carol’s third birthday. He learnt his full support to enrolling Carol in Adventist education.

Fonda later taught at Andrews, chairing the home economics department for a number of years. Following her retirement, she spent eight years building up a similar department at University of Eastern Africa, Baraton, in Kenya near Eldoret. Upon returning to Berrien Springs, Fonda’s missionary heart identified a need to provide opportunity for the wives of African husbands who came for advanced study at Andrews so that they also might advance educationally and return home with marketable skills. She felt strongly that the wives and children of students from other countries should also have opportunities to complete their educational journey and worked to provide for that. At her request, a named scholarship endowment was put into place for those women after her death.

Daniel and Carol have this to say about Adventist Christian education and its impact:

“We place a high value on Christian education while not being blinded by its foibles. In our experience together, our backgrounds have solidified into a firm support of our Adventist educational process. In our small church in Clearlake, California, in one of the darkest counties in the state, our school is the mission arm of the church. More than half of our students come from non-Adventist families who, through the godly teaching and influence of our current teacher, are introduced to Jesus as a personal Friend and Savior. The students and their families join in church services and community outreach and seeds are sown. I’m sure there are thousands of schools like ours across this country. It was our privilege to live and serve in the Andrews community for 20 years while raising and educating our children. We remain committed to the spirit and mission of Andrews University—academic excellence while pointing lives to the grand good news of our loving Creator, Savior and coming King. Our giving to Andrews is a mere reflection of our Lord, the Giver of all Good Gifts.”
FACULTY PROFILE

Sung K. Kwon

Sung K. Kwon has joined the Andrews community as associate professor of leadership and director of a new Master of Arts in leadership with a social innovation concentration.

Sung grew up in South Korea in a Buddhist and Catholic family. He was baptized into the Seventh-day Adventist Church in 1991 and proceeded to study business administration before earning a bachelor’s degree in theology from Washington Adventist University. He then earned a master’s degree in public administration from Wright State University and received a Milton Murray Fellowship for Harvard University Business School’s Executive Education program. He went on to receive a Doctor of Philosophy in leadership and a Doctor of Ministry in urban ministry at Andrews University.

Sung is an ordained minister and has participated on the boards of a number of community organizations. Previously, he worked as executive director of the Good Neighbor House, an ACS agency in Dayton, Ohio. He was also vice president and, later, president of the North American Association of Community Services Directors. In 2017, he published “Burst the Bubble: Finding Your Passion for Community Outreach.” Most recently, Sung served at the North American Division Adventist Community Services as executive director for over 20 years. He currently serves as a chaplain (Major) and National Diversity, Equity and Inclusion Council member for Civil Air Patrol, U.S. Air Force Auxiliary.

Erich Baumgartner, professor of leadership and intercultural communication, explains the leadership program had been looking to start an MA in social innovation for some time. He notes, “When I heard Dr. Sung Kwon had become available, I realized he would be an ideal candidate to help us start an MA degree.” Erich was impressed by God to ask Sung if he would be willing to help raise the funds to begin the program, despite knowing it would be a leap of faith. Erich received a response the evening after their conversation, recalling, “Dr. Sung and his wife were not only willing to commit to the vision but were excited to become part of a faith venture.”

The new MA in leadership will be offered in fall 2022; however, students can register and take core courses in summer 2022. The program is designed to equip, educate and develop Christian disciples as social innovators and social entrepreneurs who will order their lives around missionary purpose and the fulfillment of God’s redemptive work on earth.

For Sung, this connects to the message of Micah 6:8, which has guided his life and career: “to act justly and to love mercy and to walk humbly with your God.” He says, “We have the opportunity to connect people with God and others by speaking and living out restorative justice in our words and deeds.” Sung looks forward to fulfilling his new role and hopes to bring “diverse worldviews and values through humble Korean Kimchi theology” to the campus.

Bordes Henry-Saturne, Department of Leadership chair, expresses gratitude for the way the Lord has opened doors for the program. He says, “God has provided funds to launch the project and a great founding program director, Dr. Sung Kwon, who comes to us at the right time with the credentials, experience, skills and network to make it happen.”

Becka Manglanathan, senior director at Intentional Philanthropy, looks forward to ways in which the program, through Sung, will be able to make a meaningful impact. She notes, “The Winifred Stevens Foundation board is excited by Dr. Kwon’s vision to equip passionate young visionaries with the skills and knowledge they will need to create change and healing in the world. We look forward to learning from the future students of this program how they will approach building strong, thriving communities.”
Give a gift that pays you back.

When you fund a charitable gift annuity with Andrews University, you get more than the satisfaction of supporting our mission. You also get fixed payments—for life. You may enjoy significant tax benefits as well, including a deduction in the year of your gift and future payouts that are partially tax-free. If you’re interested in supporting Andrews University while enjoying the benefit of a dependable income, call or email us to learn more.

* Actual rate varies based on age and annuity type. Not available in all states.

Rosie Nash, BA ’60
Retired realtor and dedicated Neighbor to Neighbor volunteer.
Andrews University is grateful for the generous financial support offered by the many friends listed on the following pages. It is with a thankful heart that we corporately acknowledge your partnership and investment in the future leaders of our world.
2021 Annual Report

Italicized names denote 1874 Founder’s Club membership. Please see page 47 for details.

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Naturally, the graduates of Andrews University make up the largest percentage of those who make financial contributions; however, there are many friends of Andrews, every gift is valuable regardless of the connection to Andrews, every gift is valuable.

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Bartolome* & Rebecca Briones
Alice Brauer*
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Lamson Hall, a residence hall for undergraduate female students at Andrews, offers an inviting space to connect with friends.
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 of $250 or more during the past year.
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$1,000 - $4,999

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Students enjoy times of fellowship at vespers gatherings.

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* Deceased
The spacious lobby of the Howard Performing Arts Center accommodates physically distanced small group string rehearsals.
In addition to recognizing donors who make significant gifts annually, acknowledgement is given to individuals who have made substantial gifts to the University over their lifetime. Membership in the 1874 Founder’s Club was granted to individuals with $10,000 cumulative giving through June 30, 2010. Currently, membership in the 1874 Founder’s Club is reserved for donors with $25,000 cumulative giving plus prior members of the 1874 Founder’s Club who became eligible under the previous requirements.

1874 FOUNDER’S CLUB

$25,000–$99,999 LIFETIME GIVING

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, 2021. 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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Janet Adekanmbi
Juanita Alexander
Bernard & Agnes Anderson
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Robert & Darlene Barnhurst
Virgil & Frances Bartlett
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Harold* & Doralee Bailey
Robert & Darlene Barnhurst
Virgil & Frances Bartlett
David* & Marilyn Bauer
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Kenney & Shelley Chan
Bruce* & Marilyn Christensen
Bethany Jackson Christian*
Keith & Ngaire Clouten
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Irmaj Doering*
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Mary Dunn*
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Harold & Elaine* Grundset
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Judith Hack
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Glen Hamblin*
Loren & Ann Hamel
Paul Hamel
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John* & Adelia Howard
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Paul & Elizabeth Jackson*
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Ida & Johnson
William & Noeline Johnson
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Elmer & Sarah Jordan*
Erl Jorgen*
Ruth Kaiser*
Gary & Sue Kaufman
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Johan & Ruth Kloosterhuis
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Ursula Konegen
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George & Kathleen Kuzma
Jan* & Kay Kuzma
Marvin & Sylvia Budd
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Carey & Dorothy Carscallen
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During the 2020–2021 fiscal year a total of $3,979,614.19 was received from the following planned gifts.

Albert & Valeda Barcelow*  Lewis & Della Mae Carson*  Gunter & Erna Koch*
Fay Bradley*  Edward II & Marion Elmdendorf*  Robert & Nona Ludeman*
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Terrance & Magaly Newmyer  Richard & Lois*  S Reid*  & Ardith Tait
Deceased

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 Planned Giving & Trust Services at 269-471-3613. Anyone interested in making contributions should contact the Office of Development at 269-471-3124.
The state-of-the-art TRX Training Zone was installed in May of 2021, replacing several pieces of cardio equipment. Members of the Andreasen Center for Wellness enjoy cross-training activities and classes in this space.

PHOTO CREDIT: Daniel Bedell (BS '08)