

Criterion 1: Mission, History, Impact, and Demand

The program is consistent with and contributes to the achievement of the University's mission. The program fills a unique niche within Andrews University and/or the world church, serving the needs of a diverse student body as well as its external constituencies. (2020, *HLC Criterion 1.A.4.*)

Preamble:

The School of Leadership is made of up three distinct programs: Leadership, Educational Leadership (EDAL), and Higher Education Administration. This document is the first program review document for the Leadership program and Higher Education Administration program. The Educational Leadership Program has established the practice of Program review and is not due at this time.

Each of the two School of Leadership programs being reviewed have several graduate levels offered: Certificate, MA, Specialist, EdD, PhD, and Post-doctorate. In consultation with the Center for Teaching & Learning Associate Provost, this document will present content from the PhD level of the Leadership and Higher Education Administration programs exclusively. In subsequent Program Review documents, all levels and specialty areas will be presented.

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

1. Mission

The mission of the Leadership Department (LEAD) is to develop a community of scholar-practitioners who transform the power of knowledge into service. Its core values include: community, service, integrated life, and human dignity. A scholar-practitioner integrates original empirical investigation with service-oriented leadership, striving for professional excellence grounded in theory and research. They form knowledge through experimentation and reflection, in the context of one's personal worldview and core values. A community of scholar-practitioners builds on the contribution of all participants, faculty and students. They learn from each other, cultivating a deep commitment to applying knowledge and research into leadership practice. As such, our community fosters an environment that values unity of action with diversity of thinking, inquiry and information with creativity, individuality and uniqueness with a profound sense of community and society.

The mission of the School of Leadership's Leadership program is designed to meet the needs of growing mid-career leaders. It is highly flexible allowing self-motivated learners to pursue a graduate degree while making their own work environment the laboratory for their learning.

The mission of the School of Leadership's Higher Education Administration program is to provide advanced academic preparation for professional interested in working in different management areas of higher education.

The content of the courses within each of these programs is aligned with the Adventist denomination and Andrews University's core values and acts as a continuum into multiple professional settings.

Table 1 lists the mission statements and goals of the Adventist denomination as voted by the General Conference of Seventh-day Adventists Executive Committee October 13, 2014, Andrews University's mission, vision, and goals, and the mission, vision, goals, and competencies of the Leadership and Higher Education Administration programs. Although there is not perfect alignment across the table, efforts have been made to tether the world church, the university, and graduate leadership programs in a way that reflects an intentional continuum. Content presented in the table has been taken directly from specific organization websites. Table 1 presents alignment of mission statements, goals, student learning outcomes, and program competencies.

Of note; the Leadership program and Higher Education Administration program competency statements are closely aligned and yet different. Of interest, the Leadership program has an additional competency titled 'Individually Chosen Option'. This individualized option is contextualized to each graduate participant, therefore not included in table 1 below.

Table 1: Alignment of Mission statements, goals, student learning outcomes (SLOs), and Competencies.

General Conference of Seventh-day Adventist Mission & Goals	Andrews University Mission & Goals	School of Leadership Mission, Faith, & Core Values	Leadership Program Mission, Goals, & Leadership Competencies	Higher Education Administration Mission, Goals, & Leadership Competencies
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<p><i>Our Identity</i> The Seventh-day Adventist Church sees itself as <u>the remnant Church of end-time Bible prophecy</u>. Members of the Church, individually and collectively, understand their special role as ambassadors of God's kingdom and messengers of the soon return of Jesus Christ. Seventh-day Adventists have enlisted as co-workers with God in His mission of reclaiming the world from the power and presence of evil, as part of <u>the Great Controversy between Christ and Satan</u>.</p> <p>Therefore, every aspect of a Church member's life is influenced by the conviction that</p>	<p>Andrews University was named after J. N. Andrews, the first official overseas missionary of the SDA church. He was a scholar, writer, teacher, preacher, editor, missionary, and curriculum expert on theological doctrines and did much to shape the early doctrinal ideas of the church.</p>	<p>Andrews University is a Seventh-day Adventist institution. As a Christian school, we encourage strong moral principles and a close relationship with God. We celebrate the diversity of faiths represented at Andrews and respect the differences of persuasion that are present. We believe in a holistic approach to life that balances mind, body, and spirit in such a way that students are fully prepared to serve the world when they finish their studies.</p>	<p>The Leadership PhD program is an online program designed for mid-career leaders who want to take their leadership to a higher level. Guided by faculty experts and embedded in an interdisciplinary learning community of leadership professionals, participants explore the intersection between leadership character, leadership theory, action and experience. Participants are required to engage in testing theory through active experimentation and research. The program is built around the idea that in order to improve leadership practice, developing the inner landscape of leaders is as important as developing the conceptual and practical tools of leadership.</p>	<p>This program provides advanced academic preparation for professionals interested in working in different management areas of higher education.</p> <p>Our courses examine the policies, practices, and contemporary issues faced by colleges and universities, and offer opportunities to develop managerial skills and leadership competencies.</p>
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we live in the last days described in Bible prophecy and the return of Jesus Christ is imminent. Seventh-day Adventists are called by God to live in this world. Every action of the Christian life is done “in the name of Jesus” and to advance His kingdom.				
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<p><i>Our Mission</i> Make disciples of <u>Jesus Christ</u> who live as His loving witnesses and proclaim to all people the everlasting gospel of the Three Angels' Messages in preparation for <u>His soon return</u> (Matt 28:18-20, Acts 1:8, Rev 14:6-12).</p>	<p>Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.</p>	<p>The Leadership Department (LEAD) develops a community of scholar-practitioners who transform the power of knowledge into service. Its core values include: community, service, integrated life, and human dignity. A scholar-practitioner integrates original empirical investigation with service-oriented leadership, striving for professional excellence grounded in theory and research. They form knowledge through experimentation and reflection, in the context of one's personal worldview and core values. A community of scholar-practitioners builds on the contribution of all participants, faculty and students. They learn from each other, cultivating</p>		<p>The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.</p> <p>Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and</p>
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		<p>a deep commitment to applying knowledge and research into leadership practice. As such, our community fosters an environment that values unity of action with diversity of thinking, inquiry and information with creativity, individuality and uniqueness with a profound sense of community and society.</p>		<p>research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.</p>
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<p><i>Our Method</i> Guided by the Bible and the Holy Spirit, Seventh-day Adventists pursue this mission through Christ-like living, communicating, discipling, teaching, healing, and serving.</p>	<p><i>Change the World</i></p> <p>Operate autonomously in complex and unpredictable contexts to address needs of diverse communities using advanced skills and knowledge from one's discipline in a manner consistent with Christian thought and practice.</p>	<p>We understand that as we live our lives, the following core values are connected to one another: community, service, integrated life, and human dignity. These are explained below, with particular behaviors described in an effort to capture the way the core values are lived out by participants in the Leadership program.</p>	<p>The program uses a flexible learning structure that is learner-driven, life-embedded, and competency-focused. It employs a learning model that values the power of learning communities and harnesses the benefits of networking with others from a variety of leadership settings. These and many other experiences are encompassed within a learning community and do not require a move of their families or a break in their careers.</p> <p>The Leadership PhD program is designed to be completed in 4-6 years while working full-time. All work is expected to be completed within 7 years.</p>	<p>The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is research oriented and requires courses in advanced research methodologies. The submission of a research-based article to a peer-reviewed publication is required. Graduates typically work in the following professional areas:</p> <p>Research Teaching Policy leadership College administration at all levels Community college leadership and management Student personnel administration</p>
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				<p>Corporate and post-secondary policy analysis</p> <p>Time</p> <p>Limit: Participants must complete the requirements for the PhD within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.</p> <p>Delivery: This program is offered on the main campus and in an interactive online format (see School of Distance Education Definitions) with minimal face-to-face requirements. Participants interact with each other and with instructors throughout all courses via an electronic management platform. The online program requires summer on-campus attendance in the</p>
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				first year. Students are also encouraged to come to campus for graduation.
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<p><i>Implementation of Our Mission</i></p> <p>Seventh-day Adventists affirm the Bible as God's infallible revelation of His will, accepting its authority in the life of the Church and of each believer, and its foundational role for faith and doctrine. Seventh-day Adventists believe that the Holy Spirit is the power that transforms lives and equips people with abilities to advance God's kingdom in this world.</p> <p>Called by God, guided by the Bible, and empowered by the Holy Spirit, Seventh-day Adventists, wherever we live in the world, devote ourselves to:</p>			<p>Program Delivery: This program is offered only as an interactive online program (see <u>School of Distance Education</u> definitions). The online courses typically follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructors throughout the courses. They are also part of a learning group which meets monthly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The program also requires on-campus attendance of a two-week orientation during the summer of their first year of coursework (LEAD 630). In subsequent years, participants attend the on-campus annual Leadership Conference and</p>	
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			<p>Roundtable (LEAD 600, typically 3 days). Additionally, participants will have the option of attending other planned learning events designed to support them in specific areas of their program (e.g., research boot camps, innovation workshops, writing retreats, etc.) organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.</p>	
<p><i>Christ-Like Living</i>— Illustrating the lordship of Jesus in our lives by moral, ethical, and social behaviors that are consistent with the teachings and example of Jesus.</p>	<p>Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.</p>	<p><i>Integrated Life</i></p> <p><i>Ethical Principle:</i> Leaders recognize the importance of integrating life into a balanced whole.</p> <p>Leaders pursue the harmonious development of the mental, physical, social, and spiritual faculties in order to maximize human potential.</p> <p><i>Behaviors:</i> Leaders/participants</p>	<p>SOL SLO #1 Successful participants will demonstrate reflective praxis within their personal development as a leader. This will include areas such as worldview, ethics, values, & spirituality.</p> <p>Competency Cluster #1</p> <p>Leadership and the Self: This cluster of competencies focuses on the self-awareness and the</p>	<p>SOL HE Competencies/SLOs Cluster #1</p> <p>1. Self-Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.</p> <p><i>Philosophical foundations—</i></p>

		<p>nts who accept this value will:</p> <p>demonstrate growth in mental capacities of motivation, concentration, critical thinking skills, analysis, and evaluation</p> <p>set personal goals that promote healthy choices in nutrition, exercise, rest, and sustainable workloads</p> <p>build meaningful social (interpersonal) relationship in order to establish a collaborative and supportive community (home, profession, Leadership and Learning Group, etc.)</p> <p>reflect on the spiritual dimension of life</p>	<p>personal and professional identity required when practicing leadership.</p> <p><i>Philosophical foundations</i> – Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.</p> <p><i>Ethics, values, and spirituality</i> – Leadership functions from a set of principles and standards that guides their work and all their relationships with others.</p> <p><i>Learning and human development</i> – Leadership is committed to and practices continuous personal, interpersonal, group, and organizational learning.</p>	<p>Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.</p> <p><i>Ethics, values, and spirituality</i>—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.</p> <p><i>Human development and career choice</i>—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and</p>
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				abilities resulting from formal education, work experience, community service and volunteer experiences.
<p><i>Christ-Like Communicating</i>—Realizing that all are called to active witness, we share through personal conversation, preaching, publishing, and the arts, the Bible’s message about God and the hope and salvation offered <u>through the life, ministry, atoning death, resurrection, and high priestly ministry of Jesus Christ.</u></p>	<p>Demonstrate competence at an advanced level in a range of transferable skills such as information literacy, critical thinking, quantitative literacy, research methods, team work, engaging diverse perspectives, ethical reasoning, and effective communication.</p>	<p>We understand that as we live our lives, the following core values are connected to one another: community, service, integrated life, and human dignity. These are explained below, with particular behaviors described in an effort to capture the way the core values are lived out by participants in the Leadership program.</p> <p>Community</p> <p><i>Ethical Principal:</i> Leaders recognize that community is foundational to learning and change.</p> <p>Leaders understand that human beings need to be in relationships with other. Therefore,</p>	<p>SOL SLO #3 Successful participants will demonstrate reflective praxis in developing their leadership within organization(s). This will include areas such as resource development, legal and policy issues, organizational development, creativity, innovation and change, & evaluation and assessment.</p> <p>Competencies Cluster #3</p> <p>Leadership through Organizations:</p> <p>This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of</p>	<p>SOL HE Competencies/SLOs Cluster 3</p> <p>3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.</p> <p><i>Resource development; human and financial—</i>Higher Education appropriately develops, allocates and manages human and financial resources for</p>

		<p>they encourage collaboration, cooperation, and dialogue so that groups may accomplish common goals.</p> <p><i>Behaviors:</i> Leaders/participants who accept this value will:</p> <p>facilitate transformative group activities (processes)</p> <p>engage in active dialogue and learn from other people</p> <p>share their knowledge, skills, and attitudes with other people</p> <p>participate in Leadership and learning groups (LLGs) and the annual Roundtable Conference</p>	<p>organizational goals.</p> <p><i>Resource development, human and financial –</i> Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.</p> <p><i>Legal and policy issues –</i> Leadership applies and understands the scope of a legal and policy structure appropriate for their field.</p> <p><i>Organizational behavior, development, and culture –</i> Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.</p> <p><i>Implementing change –</i> Leadership involves working with others in order to</p>	<p>promoting change and fostering healthy and strategic outcomes.</p> <p><i>Legal and policy issues—</i>Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.</p> <p><i>Organizational behavior, change, and culture—</i>Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.</p>
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			<p>collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.</p> <p><i>Evaluation and assessment</i> – Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.</p>	
<p><i>Christ-Like Discipling</i>—Affirming the vital importance of continued <u>spiritual growth</u> and <u>development</u> among all who accept Jesus as Lord and Savior, we nurture and instruct each other in righteous living, provide training for effective witness, and encourage responsive obedience to God’s will.</p>		<p><i>Human Dignity</i></p> <p><i>Ethical Principle:</i> Leaders respect human dignity and safeguard the conditions for moral well-being</p> <p>Leaders recognize the universal conditions of moral well-being: privacy, autonomy, community, and identity. Privacy is represented by the need for confidentiality and time for reflection. Autonomy is the need to make independent choices tht impact</p>	<p>SOL SLO #2 Successful participants will demonstrate reflective praxis in developing interpersonal leadership. This will include areas such as communications, mentor/coaching, & social responsibility .</p> <p>Competency Cluster #2 Leadership with Others: This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an</p>	<p>SOL HE Competencies/SLO’s Cluster #2</p> <p>2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.</p> <p><i>Effective communication and mentoring</i>—Higher Education</p>

		<p>one's life. Community is the need to be a member of a group with a shared vision. Identity is the need to be unique and different from others. Leaders often make judgements and take actions whereby one or more aspects outweigh another, but they will acknowledge and explain the reasons for their choices.</p> <p><i>Behaviors:</i> Leaders/participants who accept this value will:</p> <p>interact with integrity</p> <p>hold confidences</p> <p>act only after discussion with those who are impacted by the decision</p> <p>avoid discrimination, affirm diversity</p> <p>include all participants</p>	<p>essential function of leadership.</p> <p><i>Effective communication</i> – Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.</p> <p><i>Mentor/coach</i> – Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.</p> <p><i>Social responsibility</i> – Leadership is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.</p>	<p>fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.</p> <p><i>Appreciating diversity</i>— Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.</p> <p><i>Social responsibility</i>— Higher Education is accountable to others and endeavors to see that family,</p>
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		<p>remain flexible</p> <p>provide nurture and support</p> <p>avoid dismissive comments</p> <p>provide safe feeling, openness, and acceptance</p> <p>call on another when behaviors are violated</p>		<p>community, and environmental needs are met in local and in global ways, as appropriate.</p>
<p><i>Christ-Like Teaching</i>—Acknowledging that development of mind and character is essential to God’s redemptive plan, we promote the growth of a mature understanding of and relationship to God, His Word, and the created universe.</p>	<p>1. Achieve a comprehensive and critically-aware knowledge of a major discipline with appropriate specializations and appreciation of how the discipline relates to other fields of study; and, at the doctoral level, contribute to the applied and/or theoretical knowledge in that field.</p> <p>2. Critique or enrich from a Seventh-day</p>		<p>SOL SLO #4 Successful participants will demonstrate growth and maturity in leadership scholarship and develop proficiency in social science research methodologies. This will include areas such as reading and evaluating research, conducting leadership research, & reporting and publishing their scholarship.</p> <p>Competency Cluster #4 Leadership and Research: This cluster of competencies focuses on the need to use data to</p>	<p>SOL HE Competencies/SLO’s Cluster #4 Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.</p> <p><i>Conducting, evaluating and reporting research—</i>Higher Education understands the logic and processes of scientific inquiry, explains major research</p>

	<p>Adventist faith perspective key ideas, techniques or methods at the forefront of the field of study.</p>		<p>communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects.</p> <p><i>Reading and evaluating research –</i> Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.</p> <p><i>Conducting research –</i> Leadership understands the logic and processes of scientific inquiry, explains major research methodologies,</p>	<p>methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.</p>
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			<p>formulates empirically-driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.</p> <p><i>Reporting and implementing research –</i> Leadership adequately communicates research findings and implements the findings in the workplace.</p>	
<p><i>Christ-Like Healing—</i> Affirming the biblical principles of the well-being of the whole person, we make <u>healthful living</u> and the healing of the sick a priority and through our ministry to the poor and oppressed, cooperate with the Creator in His compassionate work of restoration.</p>				

<p><i>Christ-Like Serving</i>—Following the example of Jesus we commit ourselves to <u>humble service</u>, ministering to individuals and populations most affected by poverty, tragedy, hopelessness, and disease.</p>	<p>Examine and practice moral, intellectual, and theological virtues that reflect God's loving character.</p>	<p><i>Service</i></p> <p><i>Ethical Principle:</i> Leaders help other people realize their unique purpose in life and help unleash their capacity to serve and lead.</p> <p>Leaders meet the needs of others. They give time, knowledge, and skills to help other people.</p> <p><i>Behaviors:</i> Leaders/participants who accept this value will:</p> <p>give individual attention through email, telephone, video conference, etc.</p> <p>facilitate mentor/mentee relationships</p> <p>encourage individualized (unique) portrayals of the Leadership and Learning Plan (LLP), portfolio, synthesis paper, and final presentation</p>		
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<p><i>Our Vision</i> In harmony with Bible revelation, Seventh-day Adventists see as the climax of God's plan <u>the restoration of all His creation to full harmony</u> with His perfect will and righteousness.</p>	<p>Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.</p>			
<p>This statement was voted by the General Conference of Seventh-day Adventists Executive Committee at the Annual Council Session in Silver Spring, Maryland on October 13, 2014.</p>	<p>Mission, Vision, and Graduate student outcomes as presented on the Andrews University website</p>			

Table 2 provides alignment of Leadership program competencies and courses offered. Courses listed below are either required courses or courses within clusters where one or more is required dependent on learner knowledge and need.

Table 2: Alignment Leadership Competencies and required courses.

Competencies See complete Competency explanation in table 1	Courses
<p>Leadership & Self:</p> <ul style="list-style-type: none"> Philosophical foundations 	<p>LEAD545 Personal Narrative LEAD600 Annual Conference</p>

<ul style="list-style-type: none"> • Ethics, values, and spirituality • Learning and human development 	LEAD630 Introduction to Leadership LEAD635 Leadership and Learning Plan LEAD636 Issues in Leadership Foundations LEAD638 Issues in Leadership Theory LEAD895 Doctoral Portfolio
Leadership & Others: <ul style="list-style-type: none"> • Effective Communication • Mentor/Coach • Social Responsibility 	LEAD605 Leadership & Learning Group
Leadership & Organizations: <ul style="list-style-type: none"> • Resource development, human and financial • Legal and policy issues • Organizational behavior, development, and culture • Implementing change • Evaluation & Assessment 	No required courses, a couple of elective courses offered
Leadership & Research: <ul style="list-style-type: none"> • Reading and evaluating research • Conducting research • Reporting and implementing research 	EDRM505 Research Methods LEAD535 Principles of Academic Writing LEAD637 Issues in Research LEAD885 Leadership Research LEAD880 Dissertation Proposal Development LEAD899 Doctoral Dissertation <i>Cluster one or more (as needed)</i> EDRM605 – Qualitative Research Methods in Education and Psychology EDRM611 Applied Statistical Methods 1 LEAD625 Research Writing Seminar EDRM636 Program Evaluation EDRM704 Design and Analysis of Educational and Psychological Surveys EDRM712 Applied Statistical Methods 2 EDRM713 Applied Statistical Methods 3

Table 3 provides alignment of course competencies of the Higher Education Administration Leadership program. Courses listed below are either required courses or courses within clusters where one or more is required dependent on learner knowledge and need.

Table 3: Alignment Higher Education Administration Competencies and Required courses.

Competencies See complete Competency explanation in table 1	Courses
Self Development Competencies: <ul style="list-style-type: none"> • Philosophical foundations • Ethics, values, and spirituality • Human development and career choice 	EDAL667 Leadership in Higher Education LEAD630 Introduction to Leadership EDUC870 Doctoral Comprehensive Exam LEAD789 Advanced Seminar <i>Cluster – select one (required)</i> EDAL520 Foundations of Educational Leadership LEAD638 Issues in Leadership Theory <i>Cluster – select one (required)</i> EDFN500 Philosophical Foundations for Professionals LEAD636 Issues in Leadership Foundations
Interpersonal Development Competencies: <ul style="list-style-type: none"> • Effective Communication • Appreciating diversity • Social responsibility 	EDAL647 Administration of Student Services EDAL675 College Student Development Theory EDUC870 Doctoral Comprehensive Exam
Leadership and Organizational Development Competencies: <ul style="list-style-type: none"> • Resource development: human & financial • Legal and policy issues • Organizational behavior, change, and culture 	EDAL640 Higher Education Law EDAL655 Higher Education Finance EDAL676 Administration of Academic Services EDUC870 Doctoral Comprehensive Exam LEAD778 Global Education Study Tour
Research Development Competency <ul style="list-style-type: none"> • Conducting, evaluating, and reporting research. 	EDRM605 – Qualitative Research Methods in Education and Psychology EDRM611 Applied Statistical Methods 1 EDRM712 Applied Statistical Methods 2 LEAD535 Principles of Academic Writing LEAD637 Issues in Research LEAD880 Dissertation Proposal Development LEAD899 Doctoral Dissertation

2. History

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

This section addresses Leadership and Higher Education Administration program contributions to Andrews University. A review of the School of Education and School of Leadership and the development of the Leadership and Higher Education Administration graduate programs follows.

In 1874 Battle Creek College was established in Battle Creek Michigan. In 1901, it was moved to Berrien Springs Michigan and renamed Emanuel Missionary College (EMC). The Education Department at EMC continued to thrive as the denomination placed increasing importance on Adventist education. In 1934, EMC received regional accreditation related to its training programs.

By 1960, The Education Department offered master's degrees that included courses specific to leadership. By the late 1960s, Andrews University was approved for accreditation by the National Council for the Accreditation of Teacher Education (NCATE). On September 1, 1970, both the baccalaureate and master's degrees for teacher education were accredited by NCATE and have maintained accreditation since then.

In 1973, the North Central Association of Colleges and Schools (NCA) approved the introduction of doctoral programs. In 1979 Andrews University was granted accreditation for the doctoral (EdD) degree. In 1982, the PhD degree was introduced and soon after accredited by NCA.

Due to more applicants and thriving programs, In the late 1970s, the Education Department was reorganized into three areas: Educational Leadership and Management, Education and Psychological Services, and Teacher Education. In June 1983, several undergraduate and graduate programs merged into the School of Education (SED). Since that time, the SED has been a member of the American Association of Colleges for Teacher Education (AACTE). For the next decade, graduate programs in education continue to grow. In the early 1990s, Higher Education courses were added to the K-12 Education Administration curriculum to allow administration candidates to take courses to support leading in colleges and universities. This was specifically beneficial for students who graduated and accepted international education teaching and leadership positions in Divisions around the world.

It was at this time that enrolment began to decline within the School of Education. In 1994, a team of SED faculty met and designed a program called Leadership to attract participants with hopes to boost graduate enrolment. This program offered a non-traditional approach to leadership development that had strong emphasis on individual personal self-assessment, learning, competency development and independent and individualized course programming. Portfolios were central to demonstrating participant competency.

The new Leadership graduate program was a success and financial lifesaver for the School of Education and for leadership development in the university. There were three trends impacting educational administration programs at this time:

- 1) In 1995, the State of Michigan repealed its graduate school requirements for K-12 administrators. The law exempted graduate education from principal credentialing. This had significant ramifications for leadership programming in all Michigan schools.
- 2) The Adventist school system in North America was starting to experience significant enrollment losses, combined with other economic factors, negatively influenced enrolment in graduate programs at Andrews University.
- 3) Financial challenges at Andrews University were creating overall financial hardships.

In 1999 the first international MA in Leadership cohort was offered in Europe, cohosted by Newbold College, England, and the Adventist Seminary in Collonges-sous-Salève, France, the two most senior colleges of the Trans-European (TED) and the Euro-Africa Division (EUD) of the Seventh-day Adventist Church. To make sure that the program will be successful, one of the Leadership Program faculty members, Dr. Loretta Johns moved with her husband to Newbold College for two years. The program was so successful that in 2001 Dr. Andreasen brought together a group of senior church leaders to attend the research celebration and portfolio presentations of the final session of the graduating first cohort and the Orientation of the second European cohort held at the same time in Newbold. This program was especially important to church leaders of former Communist countries in Central Europe. More recently additional cohort were started to address the changing environment in which the church in Europe has to operate. These new cohorts were directed by Dr. Erich Baumgartner and Dr. Randy Siebold.

The non-traditional Leadership program helped SED thrive for several years, generating income to help keep the Education Administration program available.

In 2003, the Leadership and Education Administration programs were joined into one department called the Leadership and Educational Administration Department, with renewed efforts to revitalize the Educational Administration program.

Over the next decade, significant changes were made in the curriculum, faculty, and internship criteria. In 2003-2004, extensive curriculum decisions were made as a result of meetings with Seventh-day Adventist educational leadership in North America, including leadership of national, regional, state, and local systems. A significant change was the creation of a fully separate Higher Education Administration program which shared a few classes with Education leadership but delivered a focused core track of courses related to college-age youth, college leadership, and the financial, legal, and technical challenges of colleges and universities.

During this same timeframe, there were also significant changes in graduate faculty. While the non-traditional Leadership program continued to support the growth of the Leadership and Education Administration Department, several faculty straddled K-12, Higher Ed, and leadership programs. Faculty within the department also transitioned, but all left legacies, from building robust portfolio criteria, to strengthening course offerings, handbooks, and mentoring, and linking courses to education standards.

In 2006, the first Spanish-speaking cohort was started in collaboration with the University of the Peruvian Union in Lima, Peru, to offer both, the MA in Leadership and the PhD in Leadership to leaders in the South-American Division. The program was offered in the Delfines Hotel & Convention Center, one of Lima's premier 5-star conference hotels. Over 30 graduates now serve the Adventist Church and other organizations in various positions.

After the successful Spanish-speaking cohort, the South American Division requested a new MA in Leadership cohort for Brazilian leaders to be conducted in Portuguese. Brazil was the first country to pierce the 1-million membership mark in the Seventh-day Adventist Church. This program directed by Dr. Robson Marinho has been spectacularly successful and graduated almost 200 leaders.

In the late 1990's to 2000's, it became evident that graduate students did not want to come to campus for summer courses. At this time, many courses were moved online. The Initial Learning Management System (LMS) was WebCT. In 2005 courses were moved to the LMS Desire2Learn (D2L). In 2007, the entire Education Leadership program was

approved for online delivery and HLC accreditation was secured for a fully online program in Educational Leadership. In 2011, Andrews University program courses started being restructured in the LMS Moodle, currently still in use today.

From 2011 to 2019, the program continued to grow, graduating dozens of global Adventist world leaders, and many more interdenominational leaders as well.

Over several years participants expressed an increased need for a practical, project-based graduate degree. In 2019, the Leadership department launched the new DLEAD degree (DLEAD) with 26 registered participants. 2019 was also the year that the General Conference of Seventh-day Adventist approved the creation of the Global Leadership Institute (GLI) to increase intentional, consistent leadership development across the world church. This required two full-time faculty to split their time between the Leadership Program and the GLI. In January 2020, the program in Europe started its fifth MA cohort.

In 2021, a grant supported a new fulltime faculty, Dr. Sung Kwon, who joined the Leadership program to develop the MA in Social Innovation.

In 2022, a longtime fulltime faculty accepted a position at another Adventist higher education entity. In combination with two full-time faculty already straddling two programs, this left a skeletal faculty in the Leadership department. In late 2022, two additional full-time faculty were hired to fill critical gaps within the faculty. Dr. Pardon Mwanza brings a multitude of experience, education, and expertise to his faculty role, while Dr. Sharon Aka brings vast higher education experience and administrative experience in nursing education and professional development.

While onboarding new faculty is time-consuming, 2023 has been, in many ways, a rebirth and returning of the recently designated School of Leadership. In early 2023, the School of Leadership restarted talks with the School of Health & Human Services at Andrews University, to work towards a collaboration within the already stated specialty focus of healthcare administration. By July 2023, a path forward was created with hopes of supporting healthcare professionals within the School of Leadership graduate programs.

Faculty members of the Leadership Department continue to be active in international conferences and initiatives to strengthen the leaders of the worldwide Adventist Church to fulfill its mission.

Table 4 presents key events, environmental influences, data trends, and resulting program changes.

Table 4: History Table

Date	Key Events, Environment Influences, Changes, & Data Trends
1874	The Seventh-day Adventist denomination started running programs for educators and opening schools Battle Creek College launched
1901	Battle Creek College was separated into several different entities: medical, education, and ecclesiastical Emanuel Missionary College (EMC) became the center for Adventist education work with a large Education Department Education Department launched graduate programs

1950s	National initiative to increase qualification standards for educators and leadership in schools Education Department launched graduate programs
1960s	Heavy influx of the baby boomer generation increased undergraduate enrolment and need for more types of graduate specialization EMC, the Seminary, and the School of Graduate Studies became Andrews University and increased graduate programs
1970s	The Education Department continued to grow NCATE accreditation received for elementary and secondary education, with an active Education Administration
1979-80s	2 decades of strong education programming growth lead to doctoral programs implementation Creation of specialized departments as a result of Education Department growth 1979 NCA approved EdD, 1983 PhD Educational Leadership and Management, Education and Psychological Services, and Teacher Education Departments created School of Education founded
1990s	Drop in candidate enrollment across AU campus results in staff and faculty terminations School of Education downsized
1993-1994	Dean of School of Education empowered faculty team to create a solution for dwindling enrolment 1994 The Leadership program started in School of Education with an inaugural cohort of 24 participants.
1995-1999	Leadership program success targeted those in business, church work, social services, and education administration with the new innovative leadership training approach Repositioning of departments and the infusion of new types of education practices; portfolios, learning plans, and distance education
Late 1990s to 2002	Education Administration continued to experience drop in enrollment and consistent faculty turnover Growth of Adventist Distance Education Consortium (ADEC) and Adventist Virtual Learning network (AVLN) emphasized online learning Expansion of Curriculum and Instruction Resource Center Linking Educators (CIRCLE) led to wide use of online resources among Adventist educators Leadership and Educational Administration Department (LEAD) formed Education administration programs continue to struggle

2002-2004	<p>Increase in requests for distance and online education from employers and Adventist educators</p> <p>K-12 Education Administration continues to formalize, create standards, and start new mentoring programs</p> <p>Higher Education Administration graduate program formalized</p>
2004-2006	<p>Meeting with Michigan, North American Division, and other Adventist Educational Administration leadership and programs to develop shared resources and databases of mentors</p> <p>Growth in Adventist colleges internationally raised interest in programs to support higher education administration.</p> <p>University of Southern Caribbean (Trinidad) requests Educational Administration programming</p> <p>Spicer College (India) program support requests</p> <p>New hires for both K-12 and Higher Education Administration graduate programs</p> <p>Online programs moved from WebCT to D2L</p> <p>NCATE accredited school in 2005 (including Educational Administration)</p> <p>Major changes in academic bulletin to match program</p> <p>Visits to UCEA, AERA to keep up with national changes in Educational Administration</p>
2006-2007	<p>Increase in leadership candidates seeking higher education administration training</p> <p>Ongoing conversations with potential large Adventist educational employers</p> <p>Major changes in Higher Education Administration program</p> <p>Active recruitment</p> <p>The creation of the graduate degree in Higher Education Administration</p> <p>Creation of program handbooks</p> <p>SED and University approval of Educational Administration changes</p>
2007-2009	<p>Several more visits with Michigan, Lake Union, and NAD leaders to gather input for additional changes</p> <p>State of Michigan discussion of restoring voluntary credentialing requirements for school leadership</p> <p>AU begins attending Michigan Association of Professor of Educational Administration (MAPEA)</p> <p>Modification of handbooks</p> <p>Secure NCA-HLC approval of online programs</p>
2009-2011	<p>SED involved in intensive NCATE committees, data collection and work</p> <p>Program coordinator retires, beginning a 14-month period of being one faculty short</p>

2011-2012	No information received after several requests to department faculty.
2012-2015	<p>No information received after several requests to department faculty.</p> <p>Continuing education requirements across professions continue to grow and regulatory and registry organizations increase rigor in professional development. The NAD office of Education and Ministerial Departments wished to standardize and formalize CE activities within the denomination so resources being developed course be cross-listed for multiple professions.</p> <p>The creation of the ALC substantially increase exposure to on-line learning as education CE content was migrated to the ALC digital platform, perhaps contributing to a higher willingness to register for an online graduate program. The North American Division of Seventh-day Adventist Office of Education launches the Adventist Learning Community (ALC), increasing use of online resources for continuing education across multiple professions. ALC full time Director and Assoc Director lead changes in formalizing educator's CEU/PATs to a NAD standardized CEU credit (10 hours = 1 CEU) across multiple professions in order to cross list CE courses on ALC. NAD Pastors are required to track all CEUs on the ALC, increasing substantially the use of a digital platform for professional growth and learning. In addition, ALC required a reflective practice model for self-reporting CEU activities, again exposing NAD Adventist pastors, teachers, leaders, and chaplains to the concept of reflection as a learning tool.</p>
2015-2020	<p>With continued challenges, some students languish in the graduate programs adding stress to faculty already stretched thin</p> <p>Over several years participants express an increased need for a practical, project-based doctorate program.</p> <p>2019 The General Conference of Seventh-day Adventist approves the creation of the Global Leadership Institute (GLI) to increase intentional, consistent leadership development across the world church.</p> <p>In the 2019-2020 academic year, the leadership program proposed bulletin changes to include a new professional degree, the Doctor of Leadership (DLEAD) with an expectation to complete a professional project and 54 credits. The degree focused on an actionable project within the participants professional environment as opposed to traditional research to fill a gap in knowledge (the approach of traditional doctorates). Several universities were used as benchmarks for the development of the DLEAD including Ashford, University of Arizona, Liberty, Regent University, Thomas Jefferson University, Creighton, St. Thomas, Fuller Seminary, Capella, and Pepperdine University. Currently, the Doctor of Leadership (DLEAD) is meeting the needs of more than 25 graduate participants to complete project-based doctorates.</p>

	<p>2 full-time Leadership professors transition to ½ time in the development of the GLI.</p>
2021-2023	<p>The same fulltime faculty continue to prioritize development and deployment of the GLI, unintentionally impacting other faculty workloads and student progression.</p> <p>In 2020 the world changed forever due to the COVID-19 pandemic. While many other programs at higher education institutions around the world had to pivot to online content delivery, the Leadership department was able to continue annual program and course delivery and orientation, annual conference, and roundtable events virtually.</p> <p>During the pandemic, the GLI was also working to establish itself within the global Adventist denomination.</p> <p>In 2021 GLI was piloted in one Division, followed by a second Division in 2022, this time with the addition of Learning Coaches per learning group.</p> <p>Interest in innovation increasing within the Adventist church and in the public sector</p> <p>The lingering impact of the pandemic triggered the need to delay and reduce the size of GC Session. In the summer of 2022 the General Conference Session is held in-person while the exhibition hall and all presentations are held online, including an academic poster hall. 5 research posters were contributed by the Leadership Department in a sum of over 120 global submissions ranking in the top 3 ‘participants’ in the event (AU School of Education, Leadership Department, and Loma Linda University).</p> <p>Leadership Department remains down 2 fulltime equivalent faculty</p> <p>GLI hires fulltime program assistant/digital expert to support program</p> <p>In the fall of 2022, Andrews University votes to move the Leadership department into it’s own School. The School of Leadership, supports certificate, MA, EdD, DLEAD, PhD, and post grad certificate programs</p> <p>In the spring semester of 2023, two new full-time faculty hired into the School of Leadership – one for the Leadership program and one for the EDAL program.</p> <p>A renewed energy continues to permeate the School of Leadership, and there has been a concerted effort to increase Dissertation defenses and graduations of legacy students.</p> <p>The program has struggled with administrative work after being without a second administrative assistant for a year. This program assistant position posted on AU website with no response thus far. The full time program assistant continues to carry a very heavy load.</p> <p>IN 2023 the GLI continuing to take root across the global Adventist church taking much time for 2, ½ time faculty and 1 full time staff.</p> <p>Currently, the Doctor of Leadership (DLEAD) is meeting the needs of more than 25 graduate participants to complete project-based doctorates.</p>

	<p>2 full-time Leadership professors transition to ½ time in the development of the GLI.</p> <p>Increase need expressed by several graduate participants and health care organizations for a graduate focus in healthcare administration. Collaboration between the School of Health & Human Services and the School of Leadership has resulted in solid plans to implement a collaborative graduate leadership focus.</p> <p>A soft launch of the HCAD approach was announced in July 2023, and the potential to begin taking focused courses fall semester 2023. A hard launch is planned for the summer of 2024 during the School of Leadership's 30th year anniversary.</p> <p>A full-time faculty (Registered Nurse) will coordinate participants who wish to complete a specialty focus in Healthcare Administration.</p> <p>The School of Leadership continues conversations with the Nursing department as they develop a specialty in their DNP program in leadership</p> <p>June 1 – first Higher Education Virtual event held by ALC with 90+ attendees. At the beginning of August 2023, the School of Leadership's longterm program assistant announced her resignation. This came as a shock to the program, and all are enlisting urgent prayers. By the beginning of fall semester 2023, the School of Leadership will be without any program assistance unless a miracle occurs.</p>
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3. Impact

Review Question #3: How does the program contribute to the academic success of Andrews University?

Data in this section reflects 2019-2023.

The Leadership program and Higher Education Administration program contributes to the academic success of Andrews University in the following ways:

- Andrews University is a [Doctoral Research University \(DRU\)](#), which requires a university to award doctorates in multiple disciplines and to graduate over 20 academic doctorates per year.
- The Leadership and Higher Education Administration programs contribute to the university's ability to maintain this status.
- The Leadership and Higher Education Administration programs are part of the School of Leadership, which accounts for a large percentage of the doctoral graduates from all PhD programs at Andrews University.
- The School of Leadership is the only school which charges full tuition to participants, generating hundreds of thousands of dollars for Andrews University.

The Leadership program has graduated nearly 75 doctoral graduates in the last five years with plans for over a dozen more in late 2023 and 2024. Table 5 presents graduates from 2019 to May 2023 and Table 6 presents anticipated graduates (as known thus far) for August and December 2023, and 2024.

Table 5: Leadership graduates 2019-2023

2019	2020	2021	2022	2023
Alexander, Ann M Thorward, Ross D Azevedo Filho, Donato Correia, Paulo F Coutinho, Ilvo D Da Silva Filho, Nelson J Dias, Fabio Lucio R Dos Santos, Israel P Esterci, Wallace B Ferraz, Flavio Ferreira de Mello, Juliano Ferreira, Wilian C Fiuza, Waldony Florencio, Geison A Gaudiano, William R Lima, Nilton d Rios, Fernando C da Silva, Francisco C de Oliveira, Flavio H Ajike, Emmanuel O Maitanmi, Stephen O Caxeta, Sergio A Lima, Osmar B	Pimentel Melendez, Cesiah Y Reece, Steven D Botha, Michael J Cosman, Costel Dreiling, Nils H Dyrud, Marianne Hibner, Bertold V Holford, Karen S Mambranca, Alberto F Nommik, Alla Peselis, Andris Popovic, Ivan Salcianu, Constantin Vrcelj, Anne M Brandao, Alijofran L VanOmmeren, Dwight W Sharon Aka Maja Ahac	Lampadan, Naltan B Nielsen, Arne P Tsui, Terry M Costa, Ozeias d Danz, Armin Marcimiano de Almeida, Juliano Rexhepi, Altin Sanou, Boubakar Campitelli, Carlos H Kennetia Brooks Colwell, William F Douglas, Carlton H	Williams, Hyveth M Wright, Patrice A Francis, John A Miller, Stephanie D Opoku- Mensah, Anthony K Sobrinho, Edgar de Brito Stickland, Nathan J Andrade, Laercio A Meneses, Alexandre de Alexandria A Moreira, Paulo R Salustiano, Alexandre A Najafi, Tohid Klacmer, Neven	Maidom, Ritha Mancebo, Luis A Sonhi, Joao Barreto, Guilherme M Lopes, Carla M Rosa, Walmir A Silva Junior, Jose S Tausere, John Vranyakne Feith, Piroska Beiral, Anderson P Brandao, Alijofran L Carvalho, Antonio Edson D Ceribelli, Heber Cezar, Eloi M Chateaubria nd, Guilherme Sergio P Marley, Victor D Pereira, Daniel C Pontanar, Ronald B Radovanov, Jovan

				Risteski, Ratko Sudarevic, Zoran Vinte, Teixeira Mateus Vunge, Osvaldo Domingos da Silva Alves, Antonio Marcos d
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Table 6: Leadership graduates expected in August – December 2023 and 2024

2023	2024
Gayle, Michael Sherzai, Dean McNett, Brad A Boehm, Wayne Mendez, Sylvia Oliphant, Omar Pedzisi, Silvia Woolford, Phyllis Maidon, Ritha Barna Magyarosi Morris Beckford Jorge Perez Chuck Dart Beth Marchant Mark Sugi	Tran Tran Cheri Lynn Gregory Cary Valentine Karen Glassford Shane Butcher

Table 7 presents doctoral graduates in the Higher Education Administration program from 2019 to May 2023. Table 8 presents anticipated graduates in August and December of 2023, and the academic year 2024. This program has had 9 graduates and anticipates another one graduate in late 2023 and 2024.

Table 7: Higher Education Administration graduates 2019-2023

2019	2020	2021	2022	2023
Chu, Wai Restrepo, Norberto Whitehall, Donn J	Mahrt-Washington, Catherine E Cobb, Chelsea E Dormus, Andrew B	Monroe, Rose D		Wari, Gilbert Doggette, Erin Opoku, George

Table 8: Higher Education Administration graduates expected August – December 2023 & 2024

2023	2024
Raj, Maureen Natasha MooYin Earlymay Chibende	

The Leadership and Higher Education Administration graduates contribute to the academic success of Andrews University by becoming successful scholars, practitioners, and researchers in multiple organizations, and in Higher Education institutions. These graduates contribute publications and presentations.

See, for example, the following list of scholarly activities (2019-2023), and publications from one recent graduate, Dr. Sharon Candy Aka PhD, MSN, RN, that represents just a portion of the program graduates' scholarly activities:

- MOU:

Buckner International & Andrews University School of Leadership, 2023-2025

Co-coordinator for the 18-month MOU program, supporting leadership development and project creation/implementation with Buckner International leaders.

- ***Conference Presentations:***

Aka, Sharon (August, 2023). *Raft Assignments & Rubrics to engage students in learning*. Andrews University Faculty Institute.

Aka, Sharon & Gibbs-Prouty, Kari. (March, 2023) *The Third Way; the art of transforming an organization by empowering individuals at every level*. Andrews University Teaching & Learning Conference.

Aka, Sharon, (March, 2023). *The Non-Word*. Andrews University Teaching & Learning Conference.

Aka, Sharon & Gibbs-Prouty, Kari. (2023). *The Third Way; the art of transforming an organization by empowering individuals at every level*. Michigan Academy of Science, Arts, and Letters Conference.

Aka, Sharon, (November, 2021). *28 Fundamental Beliefs in Multiple Children's Curriculum Research (commissioned by the Office of Education North American Division of Seventh-day Adventists)*. **Southwestern Union Education Advisory**, Burleson, TX.

Aka, Sharon, (September, 2021). *28 Fundamental Beliefs in Multiple Children's Curriculum Research*. **North American Division of Seventh-day Adventist - Administration**, Columbia, MD.

Aka, Sharon, (August, 2021). *28 Fundamental Beliefs in Multiple Children's Curriculum Research*. **North American Division of Seventh-day Adventists – Department Directors**, Columbia, MD.

Aka, Sharon, Cincala, Petr, Drumm, Rene, (April, 2020). *Seventh-day Adventist Pastors: Challenges to Motivation and Engagement*. Paper Proposal accepted for the 2020 Annual Meeting of the **Society for the Scientific Study of Religion**, Pittsburg, PA (Convention cancelled due to COVID-19).

Aka, Sharon, (February, 2020). *The 3-Box Solution*. Keynote speaker: **ASPA Convention**, Union College, Lincoln Nebraska.

Aka, Sharon, (February, 2020). *Design Thinking*. **ASPA Convention**, Union College, Lincoln Nebraska.

Aka, Sharon, (August, 2019). *The Four D's of Execution*. **President of Large Conferences Retreat**, Sunriver, Oregon.

○ **Articles:**

Accepted for publication;

Aka, Sharon, (2024). *Governance Leadership of Adventist Not-for-Profit Healthcare Organizations: Are we still the hands of Christ?* Journal of Applied Christian Leadership, Fall 17.2.

Published:

Cincala, Petr, (2023). *The Heart Has Reason That Reason Cannot Know: The Nature of Adventist Legalism and Implications for Pastors*. Journal of Applied Christian Leadership, Fall 17.2.

Aka, Sharon, (February, 2022). *The Power of Virtual Poster Presentations @ <https://adventisteducators.org/2022/02/virtual-poster-presentations/>*. Adventist Educators, General Conference of Seventh-day Adventists, Silver Spring MD.

Aka, Sharon, (February, 2021). *The Gift of Continuing Pastoral Education*. Ministry: International Journal for Pastors. 14-17 @ <https://www.ministrymagazine.org/archive/2021/02/The-gift-of-continuing-pastoral-education>

Aka, Sharon, (May, 2020). *Maximizing Student Learning Using Multiple Intelligences*. Adventist Educators @ <https://adventisteducators.org/2020/05/learning-multiple-intelligences/>

Aka, Sharon, (March-April, 2022). *Competency-Based Education, Parts 1-6*.

- *Part 1 - Introduction* @ <https://adventisteducators.org/2022/03/competency-based-education-1/>, *Part 2 – Definitions* @ <https://adventisteducators.org/2022/03/competency-based-education-2/>, *Part 3 – Considerations and Implementation* @ <https://adventisteducators.org/2022/03/competency-based-education-3/>,
- *Part 4 – Design and Differentiation* @ <https://adventisteducators.org/2022/03/competency-based-education-4/>,
- *Part 5 – Assessment and Progression* @ <https://adventisteducators.org/2022/04/competency-based-education-5/>,
- *Part 6 – College and Career Readiness* @ <https://adventisteducators.org/2022/04/competency-based-education-6/>. Adventist Educator, General Conference of Seventh-day Adventists, Silver Spring, MD.

○ **Books:**

McLiver, R., Cincala, P., and Aka, S., (2023). *Quantitative Research for Practical Theology*. Co-author, Chapter 8: *Program Evaluation and Organizational Needs Assessment*. Dissertation selected as exemplar of pastoral quantitative research.

Williams, I., Cincala, P., & Drumm, R., (2022). *Mending Ministers on Their Wellness Journey: Insights from Research on Pastor Health*. Lead Author, Chapter 7: *Vocational health and wellness* @ <https://www.adventsource.org/search?query=mending+ministeris§ion=store>. Lincoln NE, AdventSource.

Cornwell, Chitura, Bradfield, Edners, Timm, Goff, & McGarrell, (2022). *Adventist Educators Speak: Insights on Educating for Eternity* @ <https://adventisteducators.org/book/>. Author of the following sections: *Raft Assignments & Rubrics to Engage Students in Learning / Asking Good Questions and Responding to Student Answers / Four Learning Styles / Conflict Management & Resolution*. General Conference of Seventh-day Adventists, Silver Spring MD.

- **Video Creation/Production:**

Aka, Sharon, (2023). Mission Impact Fund report video for GC Fall Council. Producer/Writer, General Conference of Seventh-day Adventists.

Coppock, Scot, & Aka, Sharon, (2022). *Adventist Donor Gift Fund* promo and training videos. Producer/Writer. General Conference of Seventh-day Adventists – **Virtual Exhibition Experience**, June 6-11, 2022, Silver Spring, MD.

Carlson, Dennis, Coppock, Scot, & Aka, Sharon, (2022). *Mission Impact Fund* promo and training videos. Producer/Writer. General Conference of Seventh-day Adventists - **Virtual Exhibition Experience**, June 6-11, 2022, Silver Spring, MD.

Aka, Sharon, (2021). *Adventist COLLECTIVE* and General Conference Virtual Exhibition 2022, fall council report videos.

Another major contribution to the academic success of Andrews University is that program participants in the Leadership and Higher Education Administration programs collaborate across departments. They enroll in courses in Leadership, Educational Counseling

and Psychology and in Higher Education Administration, Teaching, Learning and Curriculum. See tables 2 & 3 for course listings per program.

Faculty in the Leadership and Higher Education Administration programs contribute to the academic success of Andrews University by bringing unique expertise to this community, sharing courses, and resources with the other program Educational Administration.

The Leadership and Higher Education Administration programs were some of the first programs at Andrews University to be offered fully online. The Leadership program was approved in 2007 by North Central Association Higher Learning Commission. The Higher Education Administration program was initiated by Dr. Robson Marinho in 2007.

These programs have demonstrated nearly three decades of online education. In the process, the programs have inspired additional programs to migrate more program content online. The online programs supporting professionals in pursuing graduate education while maintaining full time employment where they live.

The Leadership and Higher Education Administration faculty contribute to the enhancement of research on campus, collaborating with university departments in research and scholarship, conference presentations, and academic activities (see Criterion #2, Program Quality, in this report). Participants from both programs work in diverse professional settings including Adventist entities and public sector organizations around the world.

Review Question #4: What is program enrollment and state of demand for graduates of the program? How has it changed over time?

Data presented in this section reflect 2019-2023 enrolment.

4. Demand

This section reviews the demand for Leadership and Higher Education Administration graduates. It also review the demand for these programs as shown in enrollment and course trends. Table 9 presents data related to enrollment, class size, credit hours generated, supply and demand, program benchmarks, and employment statistics.

Nationally, the United States Department of Labor, Bureau of Labor Statistics, indicates increased demand for employment for organizational leaders and Higher Education Administrators. Reflective of this need, graduates from the programs continue to trend upward (see table 5).

Table 9: Federal Labor Statistics for organizational leadership and higher education admonitors.

Data	Source
Enrollment data (5 years), majors, minors	Annual Assessment Report – Reports for annual assessments have not been submitted to the Institutional effectiveness department at Andrews University since 2017. Thus, data for this section is not currently available. The School of Leadership commits to putting plans in place to remediate this in future academic years. Enrollment data is further presented in appendix 8. This appendix is a table of enrollment per semester, per year from 2015-2022. For

	the purposes of this document, consider years 2019-2022 only, and the higher education administration and leadership programs only.
Class size data (major courses, service courses)	Annual Assessment Report, Contribution Margin Analysis – Program economics information is presented in table 18. In addition, appendix 5 presents student enrolment count, gross tuition, discount, net tuition, cost, contribution margin, margin %, and cost of income ratio.
Credit hours generated (majors, service courses)	Annual Assessment Report, Contribution Margin Analysis - Data for this section is presented in table 18.
Information on supply and demand from government website or elsewhere	<p>http://www.bls.gov/ooh/ <i>Specific to the Leadership program</i> The Occupational Outlook Handbook states that there were 3,402,300 top organizational executives in 2021, with an anticipated growth by 2031 of 6%.</p> <p><i>Specific to the Higher Education Administration program</i> According to the Occupational outlook handbook, in 2021 there were approximately 210,100 post secondary education administrators, with an anticipated increase of 7% over the next ten years.</p> <p>Data from the same website states that in 2021 there were 1,324,000 post-secondary teachers, with an anticipated increase of 12% over the next ten years.</p> <p>Until recently, participants enrolled provided sufficient student levels. The School of Leadership reached potential enrollees using the university and program websites, word of mouth and referrals, faculty travels and conference presentations, and publications. However, in the current market, this may need to be addressed in a more intentional way. The developing strategic plan will address this.</p>
Popularity of program at benchmark institutions	<p>There appears to be an increase in leadership programs from the undergraduate level through doctoral degrees across north America. Organizational leadership is becoming more complex in a rapidly changing world.</p> <p>The following universities are considered IPEDS Peer Schools benchmark institutions for Andrews University as of 2022. Of these, only two offer a graduate degree in Higher Education Administration. Not on this list, but added at the bottom is Union College which added an MA in Leadership in the fall of 2023.</p> <p>Listed below – leadership programs of IPEDS Peer Schools: Adelphi University – MA in Educational Leadership and Administration General</p>

	<p> Aurora University – MA and doctorate in Educational Leadership and Administration General Azusa Pacific University - NA Benedictine University – MA Educational Leadership and Administration General, doctorate in Higher Education Administration Biola University - NA Carroll University – MA in Educational Leadership and Administration General Edgewood College – MA and doctorate in Education Leadership and Administration General, doctorate in Higher Education Administration La Sierra University – MA and doctorate in Education Leadership and Administration General Marian University – MA Educational Leadership and Administration General Mount Saint Joseph University - NA Oakwood University - NA Olivet Nazarene University – MA Educational Leadership and Administration General Our Lady of the Lake University – MA Educational Leadership and Administration General Saint Mary’s University of Minnesota – MA and Doctorate in Educational Leadership and Administration General Southern Adventist University – MA Educational Leadership and Administration General Trevecca Nazarene University – MA Organizational Leadership, MA Education Leadership and Administration General, Doctorate Educational Administration and Supervision Trinity International University – Illinois - NA Walla Walla University – MA Educational Leadership Walsh University - NA Xavier University - NA </p> <p> Additional school: Union College in Lincoln Nebraska - MA in Leadership </p>
Employment statistics/Job placement	<p> Data for this section comes from the First Destination Survey results 2016-2023. Graduates from the Leadership and Higher Education Administration programs report leadership employment in several countries including: USA, Canada, Brazil, UK, Croatia, Thailand, Australia, Ireland, Germany, Denmark, Netherlands, Lithuania, Estonia, Nigeria, and Switzerland (survey results available on request – contain multiple identity information). </p> <p> Sample of 2023 survey feedback from graduates: </p>

	<ul style="list-style-type: none"> • Level of faculty preparedness – excellent, spirituality – excellent • 50% of respondents graduated in 2022 and 2023 respectively • 25% completed an MA, 25% completed a PhD, and 50% completed a leadership certificate • 100% were in the leadership program • 75% completed the program online, while 25% were affiliated with Au entities outside of the US • 100% are employed in a field reflecting their last degree completed; 75% in administration, and 50% teaching/training (percentage above 100% reflects dual responsibilities of some respondents) • 25% are working with college/university undergraduate students, 25% with graduate students, and 50% with adults (non-academic) • Teachers report four specific areas of instruction: 25% counseling, 25% education, 25% religion, & 25% other • 75% of graduates were male, while 25% were female • 75% report being white, 25% black, and 25% pacific islander. Another 25% reported being Other. • Perceived strongest aspects of the program include blend of Biblical teaching with best practices of leadership, leadership development skills, community of learners, great lecturers and advisors • Perceived weaknesses of the program include interaction was all online, slow administration • Suggested improvements – continue program, clarity at the beginning of the program, frequent department communication • <p>Summary of Scaled Questions (appendix 6), and graduate preparation for specific graduate level skills (appendix 7)</p>
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While being responsive to national statistics, the worldwide Adventist higher education system has over 153,500 enrolled in tertiary and worker training institutions. According to the National Center for Education Statistics (see their website), the Seventh-day Adventist higher education system is one of the most diverse in the world. Multiple administrators are needed for each college and university.

Trends in higher ed. Nationally peaked in 2010 21M, in 2020 15.85 M undergraduate and graduate students nationwide, a decline of 3.29%. of the 21M, 16.5% are graduate students. Projections from this report for the 2022 enrollment period suggest another 14.7% decline in student enrolment. (Education Data Initiative 2023).

Table 10: Seventh-day Adventist Global Tertiary (Higher Education Colleges and Universities). (Seventh-day Adventist World Church Statistics, 2022 & Seventh-day Adventist Church Education Department, 2023).

	Institutions	Students	Staff	Estimated Administration
Total	169	153,577	14,917	The number of administrators varies by Tertiary institution, however, the need for several administrators for each college and university is known. It may be estimated that if each institution employs 5-10 administrators (a conservative estimate), globally, the Adventist higher education system employs approximately845-1,690 Higher Education Administrators.
Tertiary Institutions (colleges & universities)	118	141,115	14,215	
Worker Training/Continuing Education Institutions	51	12,462	702	

For Discussion: What is the demand for this program globally, nationally, regionally, and/or within the Adventist community? How does the program contribute to other programs in the University? What institutions do we compete with for students in this program? How does this program compare with programs at competing institutions with respect to student enrollment? Is the employment demand for graduates from this program robust? Is enrollment related to anticipated demand for graduates?

Brief answers will be provided for each of the discussion questions above. However, more information has been requested from the School of Leadership but not available at this time. The School of Leadership commits to improvement in the future.

- What is the demand for this program globally, nationally, regionally, and/or within the Adventist community? Demand continues to be consistent from academic year to academic year. In a climate where global Adventist institutional leaders are getting older, there is increasing need for well-developed leaders across multiple sectors of the denomination.
- How does the program contribute to other programs in the University? The School of Leadership boasts hundreds of graduate students, making significant financial contributions to the institution overall. In addition, graduate students continue to market the program across the globe, attracting all higher education levels of students to Andrews University.
- What institutions do we compete with for students in this program? There are no comparable programs delivered by IPEDS peer universities. Please see table 9.

- How does this program compare with programs at competing institutions with respect to student enrollment? There are no comparable programs delivered by IPEDS peer universities.
- Is the employment demand for graduates from this program robust? Yes, according to survey data, 100% of graduates are employed in roles directly related to their most recent graduate degree.
- Is enrollment related to anticipated demand for graduates? This is difficult to answer without survey data specific to the question. However, appendix

Criterion 2: Program Quality

The program should be academically rigorous, requiring a high level of academic achievement appropriate to the degree level, regardless of where or how the program is offered (on-campus or off, face-to-face or via distance, over a full semester or compressed). It engages all students in “collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments” within their field (2020, HLC Core Component 3.B). The program provides students with opportunity to Seek Knowledge, Affirm Faith, and begin to Change the World. Graduates of the program are well equipped to provide compassionate service in the Seventh-day Adventist Church and the world.

1. Inputs and Processes

The program does not have sufficient physical and human resources to deliver a high quality Christian education. In spite of this, faculty and staff work hard to meet the needs of participants as best as possible. Currently, there is one full-time administrative assistant position open, and two half-time faculty who cannot contribute as much as they would like because of other responsibilities.

Facilities, equipment, technology and library resources provide the tools needed for students to learn and practice within the context of an online program. The department in which the program is offered provides a safe environment for students to develop their faith, learn how to live within a diverse world, and engage in service to others. Faculty are appropriately qualified, and current and active within their profession. They oversee the curriculum, expectations for student performance, and assessment of participant learning; and they facilitate learning of all of their participants through effective teaching, advising and mentoring. (2020, HLC Core Component 3C)

a. Human & Physical Resources

Leadership faculty hold credentials that are relevant to what they are teaching, and “at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.” Faculty teaching in graduate programs have a record of research and scholarship appropriate to the discipline. (2016, HLC, *Determining Qualified Faculty: Guidelines for institutions and peer reviewers*). Table 11, section a, presents faculty and courses taught. Table 11, section b presents faculty/course evaluation data from the 2022-2023 academic year as an example of excellence in teaching and learning. Table 11, section c, presents publications, research, presentations, and awards of faculty from 2019-2023.

Table 11: 11a Faculty and courses taught, 11b course assessment for one academic year, and 11c publications, presentations, research, and awards.

<i>Section a</i> <i>Faculty</i>	<i>Courses Taught</i>
Dr. Bordes Henry-Saturne PhD, MEd, MTh	LEAD648 Workshop: Research for Decision Makers LEAD650 Leadership Continuation LEAD675 Portfolio Development LEAD680 Internship LEAD689 Seminar: Leadership Finance & Legal Issues LEAD756 Advanced Studies LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD798 Research Project LEAD881 Project Proposal Development LEAD885 Leadership Research LEAD886 Advanced Internship LEAD889 Doctoral Seminar LEAD890 Doctoral Project LEAD895 Doctoral Portfolio LEAD899 Doctoral Dissertation EDAL640 Higher Education Law EDAL655 Higher Education Finance & Technology
Dr. Jay Brand PhD, MA, BA	LEAD600 Annual Conference LEAD630 Introduction to Leadership LEAD535 Principles of Academic Writing LEAD648 Workshop LEAD675 Portfolio Development LEAD680 Internship LEAD689 Seminar LEAD699 Thesis LEAD756 Advanced Studies LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD798 Research Project LEAD881 Project Proposal Development LEAD885 Leadership Research LEAD886 Advanced Internship LEAD615 Leadership Certificate Plan LEAD889 Doctoral Seminar LEAD890 Doctoral Project LEAD895 Doctoral Portfolio LEAD899 Doctoral Dissertation EDAL676 Administration of Academic Service EDAL675 College Student Development Theory

<p>Dr. Janet Ledesma PhD, MAT, BS</p>	<p>EDAL565 Leadership for Seventh-day Adventist Educators LEAD630 Introduction to Leadership LEAD635 Leadership & Learning Plan LEAD648 Workshop LEAD675 Portfolio Development LEAD689 Seminar: Women in Leadership LEAD756 Advanced Studies LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD798 Research Project LEAD881 Project Proposal Development LEAD885 Leadership Research LEAD886 Advanced Internship LEAD889 Doctoral Seminar LEAD890 Doctoral Project LEAD895 Doctoral Portfolio LEAD899 Doctoral Dissertation EDAL520 Foundations of Educational Leadership EDAL680 K-12 Internship EDAL886 Advanced K-12 Internship EDAL Elementary & Secondary School Leadership</p>
<p>Dr. Gus Gregorutti PhD, PhD, MA, BA</p>	<p>LEAD648 Workshop LEAD675 Portfolio Development LEAD680 Internship LEAD689 Seminar LEAD756 Advanced Studies LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD798 Research Project LEAD881 Project Proposal Development LEAD885 Leadership Research LEAD889 Doctoral Seminar LEAD890 Doctoral Project LEAD895 Doctoral Portfolio LEAD899 Doctoral Dissertation LEAD637 Issues in Research</p>
<p>Dr. Sung Kwon PhD, DMin, MDiv, BTh</p>	<p>LEAD648 Workshop: Leading Social Innovation LEAD675 Portfolio Development LEAD680 Internship LEAD689 Seminar LEAD756 Advanced Studies LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD798 Research Project LEAD881 Project Proposal Development</p>

	LEAD885 Leadership Research LEAD886 Advanced Internship LEAD889 Doctoral Seminar LEAD890 Doctoral Project LEAD895 Doctoral Portfolio LEAD899 Doctoral Dissertation
Dr. Robson Marinho, PhD, MA, BA	LEAD535 Principles of Academic Writing LEAD545 Personal Narrative LEAD630 Introduction to Leadership LEAD635 Leadership & Learning Plan LEAD648 Workshop LEAD675 Portfolio Development LEAD680 Internship LEAD756 Advanced Studies LEAD689 Seminar: Leadership & Teamwork LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD798 Research Project LEAD881 Project Proposal Development LEAD885 Leadership Research LEAD886 Advanced Internship LEAD889 Doctoral Seminar LEAD890 Doctoral Project LEAD895 Doctoral Portfolio LEAD899 Doctoral Dissertation EDA674 Administration of Student Services LEAD636 Issues in Leadership Foundations LEAD638 Issues in Leadership Theory LEAD545 Personal Narrative
Dr. Pardon Mwanza PhD, DMin, MDiv, BTh, PCDE	EDAL565 Leadership for Seventh-day Adventist Educators EDAL660 Planning & Operating Educational Facilities LEAD525 Community Partnerships LEAD648 Workshop LEAD675 Portfolio Development LEAD680 Internship LEAD689 Seminar LEAD756 Advanced Studies LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD798 Research Project LEAD881 Project Proposal Development LEAD885 Leadership Research LEAD886 Advanced Internship LEAD889 Doctoral Seminar LEAD890 Doctoral Project

	LEAD895 Doctoral Portfolio LEAD899 Doctoral Dissertation
Dr. Sharon Aka PhD, MSN, BScN, BSPED, RN	LEAD605 Leadership & Learning Group LEAD635 Leadership & Learning Plan LEAD636 Issues in Leadership Foundations LEAD648 Workshop LEAD675 Portfolio Development LEAD680 Internship LEAD689 Seminar LEAD756 Advanced Studies LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD798 Research Project LEAD881 Project Proposal Development LEAD885 Leadership Research LEAD886 Advanced Internship LEAD889 Doctoral Seminar LEAD890 Doctoral Project LEAD895 Doctoral Portfolio LEAD899 Doctoral Dissertation EDAL Higher Education Law
Dr. Erich Baumgartner PhD, MDiv, MA, BA	LEAD545 Personal Narrative LEAD648 Workshop LEAD675 Portfolio Development LEAD689 Seminar LEAD698 Research/Thesis Project LEAD756 Advanced Studies LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD638 Issues in Leadership Theory
Dr. Randy Seibold PhD, MA, BA	LEAD605 Leadership & Learning Group LEAD615 Leadership Certificate Plan LEAD648 Workshop: Leading Innovation & Change LEAD675 Portfolio Development: Strategic Leadership LEAD689 Seminar: Leadership Finance & Legal Issues LEAD698 Research/Thesis Project LEAD699 Thesis LEAD756 Advanced Studies LEAD615 Leadership Certificate Plan LEAD775 Advanced Portfolio Development LEAD789 Seminar LEAD890 Doctoral Project
Dr. Duane Covrig PhD. MA, BA	LEAD881 Project Proposal Development

<i>Section b: Data</i>	<i>Summative course evaluations School of Leadership Appendix</i>
<p>Sample: Course Evaluation Data, - online delivery format of Leadership & Higher Education Administration Summer 2022-Spring 2023 Obtained from the Office of Institutional Effectiveness</p>	<p>Appendix 1</p>
<i>Section c: Faculty</i>	<i>Publications, Research, Presentations, Awards 2018-2023</i>
<p>Dr. Bordes Henry-Saturne PhD, MEd, MTh</p> <p>Dr. Jay Brand PhD, MA, BA</p> <p>Dr. Janet Ledesma PhD, MAT, BS</p> <p>Dr. Robson Mahrino PhD, MA, BA</p> <p>Dr. Gus Gregorutti PhD, PhD, MA, BA</p> <p>Dr. Sung Kwon PhD, DMin, MDiv, BTh</p> <p>Dr. Pardon Mwanza PhD, DMin, MDiv, BTh, PCDE</p> <p>Dr. Sharon Aka PhD, MSN, BScN, BSPed, RN</p>	<p>Dr. Bordes Henry-Saturne PhD, MEd, MTh Bordes Henry-Saturne. "Preparing leaders for thriving Christian higher education institutions." Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.</p> <p>Bordes Henry-Saturne. "Faith, politics, and utopia: The Messiah is here." Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19]</p> <p>Bordes Henry Saturné. Called to lead in tumultuous times. <i>Journal of Adventist Education</i> 81(1), 3, 45, 46, 2019.</p> <p>Bordes Henry Saturné. Governance and spirituality: The profound impact of board members' spiritual health on the institutions they govern. <i>Journal of Adventist Education</i> 81(1), 33-38, 2019.</p> <p>Bordes Henry Saturné. Called to lead in tumultuous times. <i>Journal of Adventist Education</i> 81(1), 3, 45, 46, 2019.</p> <p>Bordes Henry Saturné. Governance and spirituality: The profound impact of board members' spiritual health on the institutions they govern. <i>Journal of Adventist Education</i> 81(1), 33-38, 2019.</p>

<p>Dr. Erich Baumgartner, PhD, MA, MDiv, BA</p> <p>Dr. Randy Seibold PhD, MA, BA</p> <p>Dr. Duane Covrig PhD. MA, BA</p>	<p>Bordes Henry-Saturne. "Litigations involving Adventist higher education institutions: Critical lessons for educational leaders." Teaching and Learning Conference. Andrews University, Berrien Springs, MI. March 29, 2018.</p> <p>Bordes Henry-Saturné. "Litigation involving Adventist educational institutions in North America." North American Division National Teachers' Convention. Chicago, IL. August 6-9, 2018.</p> <p>Dr. Jay Brand PhD, MA, BA</p> <p>Jay L. Brand. How to destroy a research & development group without really trying. Pp. 139-146. in Lonnie R. Morris, Jr. and Wendy M. Edmonds (eds.), <i>When Leadership Fails: Individual, Group and Organizational Lessons from the Worst Workplace Experiences</i>. Emerald Publishing: Bingley, UK, 2021.</p> <p>Mbaluka, Susan N.; Brand, Jay L.; and Henry Saturne, Bordes, "Associating Student Self-Discipline and Parental Involvement in Students' Academic Activities With Student Academic Performance" (2021). <i>Faculty Publications</i>. 4296. https://digitalcommons.andrews.edu/pubs/4296</p> <p>John F. Cosgrove and Jay L. Brand. (2020). Associating values clarification, expression of beliefs and dysfunction among church lay leaders. <i>Journal of Research on Christian Education</i> 28(3), 260-285, 2020.</p> <p>Jay L. Brand. Mere reflectors: A critical conceptual examination. <i>Seventh-day Adventist Educators Blog</i>. January 10, 2019.</p> <p>Oke, A., Brand, J. L., Freed, S. & Baumgartner, E. (2019). Leading with integrity under pressure: The Activist Leadership Model. <i>Journal of Applied Christian Leadership</i>, 13(2), 28-47.</p> <p>Kimberly Pichot, Liz Muhlenbeck, William Wolfer, Jay Brand and Wayne Buckhanan. "Bringing creativity back into the classroom: Helping students re-connect with their creativity." Teaching and Learning Conference. Andrews University, Berrien Springs, MI. March 29, 2018.</p>
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Kimberly Pichot, Liz Muhlenbeck, Wayne Buckhanan, **Jay Brand**, and William Wolfer. "Sharing the sandbox - The challenges and rewards of team teaching." North American Division Teacher's Convention. Chicago, IL. August 6-9, 2018.

Dr. Janet Ledesma PhD, MAT, BS

Janet Ledesma, John Nevis Andrews Medallion, Andrews University, 2023.

Dr. Robson Mahrino PhD, MA, BA

Robson M. Marinho. *Leadership Legacy: Chance or Choice? Stories and Ideas for Developing Your Own Legacy* . Global Learning Productions: Berrien Springs, MI, 2018.

Dr. Gus Gregorutti PhD, PhD, MA, BA

Gustavo Gregorutti and Wilson Arana. "Global Citizenship Education from a Restorative Pedagogical Approach: Between Decolonization and Consciousness." The 66th Annual Comparative and International Education Society Conference, Minneapolis, Minnesota, April 18-22, 2022.

Gustavo Gregorutti. "Measuring Up in Higher Education: How University Rankings and Leagues Tables are Re-Shaping Knowledge in the Global Era." Book Launch at the 66th Annual Comparative and International Education Society Conference, Minneapolis, Minnesota, April 18-22, 2022.

Gustavo Gregorutti. Panelist: "Impact and Relevance of Academic and Research Collaboration." The 20th International Conference on Private Higher Education in Africa and The 3rd Higher Education Forum for Africa, Asia, and Latin America. Addis Ababa, Ethiopia, April 25-29. 2022.

Gustavo Gregorutti. "La Responsabilidad Social Como Misión Emergente de la Universidad Latinoamericana" [Social Responsibility as an Emerging Mission of the Latin American University]. Faculty Training Session at the I International Conference of Virtual Education, Lima, Peru. October 26-27, 2020.

Gustavo Gregorutti, Marcelo Rabossi, and Hugo Casanova. Global Research Productivity Rivalry: A Comparative Case Study of Two Latin American Public Universities. Pp. 317-341 in Anthony R. Welch and Jun Li (eds.), *Measuring Up in Higher Education: How University Rankings and League*

Tables are Re-shaping Knowledge Production in the Global Era. Palgrave McMillan Publishing: New York, NY, 2021.

Gustavo Gregorutti. “La Responsabilidad Social Como Misión Emergente de la Universidad Latinoamericana” [Social Responsibility as an Emerging Mission of the Latin American University]. Faculty Training Session at the I International Conference of Virtual Education, Lima, Peru. October 26-27, 2020.

Pedro Pineda, **Gustavo Gregorutti**, and Bernhard Streitwieser. Emerging decolonized research collaboration: The Max Planck Society and the Leibniz Association in Latin America. *Journal of Studies in International Education*, 24(1), 59-78, 2020.

W. James Jacob, **Gustavo Gregorutti**, William K. Cummings, Martin J. Finkelstein, Olga Bain, and Eunyoung Kim. Perceptions of U.S. faculty members regarding the teaching-research Nexus. *Higher Education Forum* 17, 135-150, 2020.

Gus Gregorutti and Monica Irene Camancho Lizarraga. “Research with impact: Is it really happening?” Higher Education, Development, and Sustainability in Latin America Session. Comparative & International Education Society Annual Conference. San Francisco, CA. April 14-18, 2019.

Gus Gregorutti, Pedro Pineda, and Bernhard T. Streitwieser. “Pursuing decolonized research collaboration models.” Roundtable Session: Moving beyond ‘North’ and ‘South’ in International Research Collaboration. Comparative & International Education Society Annual Conference. San Francisco, CA. April 14-18, 2019.

Gustavo Gregorutti and Larry D. Burton. American teacher education: An unfinished task. Pp. 589-604, in K. G. Karras and C. C. Wolhuter (eds.), *International Handbook on Teacher Education Worldwide*, 2nd ed., vol. 3 . H&M Publishers: Athens, Cyprus, 2019.

Gustavo Gregorutti and Nanette Svenson. Introduction. Pp. 1-13, in Gustavo Gregorutti and Nanette Svenson (eds.), *North-South University Research Partnerships in Latin America and the Caribbean*. Palgrave McMillan Publishing: New York, 2018.

Gustavo Gregorutti, Beverly Barrett, and Angeles Dominguez. Introducing a bilateral research and innovation agenda: A case study on Mexico and the United States. Pp. 15-36, in Gustavo Gregorutti and Nanette Svenson (eds.), *North-South University Research Partnerships in Latin America and the Caribbean*. Palgrave MacMillan Publishing: New York, 2018.

Renaude Etienne Saint-Phard and **Gustavo Gregorutti**. International undergraduate students coping with challenges at a private faith-based university. Pp. 160-173, in Krishna Bista (ed.), *International Student Mobility and Opportunities for Growth in the Global Marketplace*. Information Science Reference: Hershey, Pennsylvania, 2018.

Gus Gregorutti and Beverly Barrett. "Bilateral research and innovation agendas: A Mexico-US case study." Comparative and International Education Society Annual Conference. Ciudad de Mexico, Mexico. March 25-29, 2018.

Gus Gregorutti and Monica Wringer. "The impact of university regionalization strategy: A case in Colombia." Centre for Education and International Development Annual Conference. University College London, United Kingdom. June 19, 2018.

Dr. Sung Kwon PhD, DMin, MDiv, BTh

Sung K. Kwon, Randy J. Siebold, Bordes Henry-Saturné, and Erich W. Baumgartner. Leading Social Innovation. 3ABN Today, Three Angels Broadcasting Network, Thompsonville, IL, USA. April 25, 2022.

Sung Kwon (with Conrad Bobb-Semple). "Urban Ministry: Social Innovation & Understanding Unconscious Bias." Advent Broadcast Network: The Couch, April 15, 2022

Sung Kwon. "Restoring our communities through social justice and community engagement." *Recalibrate Mission*. Men's Ministry Department, Ontario Conference. Oshawa, Ontario, Canada (virtual). January 22, 2022.

Sung Kwon. Future Church: A Church Leadership Summit. Dr. Jesse Wilson (virtual). March 6, 2022.

Sung Kwon. "God's Mission," "Holistic Ministry," "Restorative Justice," and "Discipleship Development." *Fire ReKindled 2022*. South Tacoma Adventist Fellowship, Tacoma, WA, March 25-26, 2022.

Sung Kwon. "Liderazgo Espiritual," "Inteligencia emocional y cultural," "Gestión de conflictos," and "Ética y transparencia en el Liderazgo." Retiro Espiritual, Union Mexicana Interoceanica, Cancun, Mexico, March 28-31, 2022.

Sung Kwon. Closing Ceremony. Adventist Community Services Convention. Dallas, TX, April 7-9, 2022

Dr. Pardon Mwanza PhD, DMin, MDiv, BTh, PCDE
Pardon Mwanza, Lowell Cooper, & Jiri Moskala. Embracing Women in Leadership. Women in Leadership Webinar: Agents of Growth, June 29, 2023.

Dr. Sharon Aka PhD, MSN, RN
McLiver, Rob., Cincala, Petr., and **Aka, Sharon,** (2023). *Quantitative Research for Practical Theology*. Co-author, Chapter 8: *Program Evaluation and Organizational Needs Assessment*. Dissertation selected as exemplar of pastoral quantitative research.

Aka, Sharon, (August, 2023). *Raft Assignments & Rubrics to engage students in learning*. Andrews University Faculty Institute.

Aka, Sharon & Gibbs-Prouty, Kari. (March, 2023) *The Third Way; the art of transforming an organization by empowering individuals at every level*. Andrews University Teaching & Learning Conference.

Aka, Sharon, (March, 2023). *The Non-Word*. Andrews University Teaching & Learning Conference.

Aka, Sharon & Gibbs-Prouty, Kari. (2023). *The Third Way; the art of transforming an organization by empowering individuals at every level*. Michigan Academy of Science, Arts, and Letters Conference.

Erich W. Baumgartner and Randy J. Siebold. Global Leadership Institute: Developing leaders in the Seventh-day Adventist Church. General Conference of Seventh-day Adventists (2022-2025).

Erich W. Baumgartner and Sung Kwon. Leading Social Innovation. Developing the MA in Leadership in Social Innovation. Winifred Stevens Foundation (2021-2023).

Erich W. Baumgartner and Randy J. Siebold. Global Leadership Institute: Developing leaders in the Seventh-day Adventist Church. General Conference of Seventh-day Adventists (2022-2025).

Erich W. Baumgartner and Sung K. Kwon. Leading Social Innovation. Developing the MA in Leadership in Social Innovation. Winifred Stevens Foundation (2021-2023).

Dr. Randy Seibold PhD, MA, BA

Randy J. Siebold. Don't just teach: Facilitate learning. Pp. 81-88, in S. Joseph Kidder and Gerardo Oudri (eds.), *Hope for the Orphan: Reimagining Youth Sabbath School*. AdventSource: Lincoln, Nebraska, 2018.

David A. Jeffrey and **Randy J. Siebold.** Upgrading LMSs: Understanding faculty perceptions and use for improved implementation. Pp. 127-136, in Janine M. Lim and Anthony Williams (eds.), *Adventist Online Education: Realizing the Potential*. Avondale Academic Press: Cooranbong, Australia, 2018.

Dr. Duane Covrig PhD. MA, BA

Dollene Trott-Smith and **Duane Covrig.** "Missing teachers of color: Examining the trends of a national crisis among valued educators." Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Anneris Coria-Navia and **Duane Covrig.** "Curriculum Innovation Trends During the Covid 19 Pandemic: Co-designing Learning with Students." Asia-Pacific International University, Muaklek, Thailand (online), March 1, 2022.

Anneris Coria-Navia and **Duane Covrig.** "Innovación curricular en la modalidad híbrida: diseño diseño flexible y participativo." Universidad Peruana Unión, Lima, Peru (online), March 9, 2022.

Duane M. Covrig, Janet Ledesma, and Stanley Patterson. "Moral character development paradigms and practices for Adventist educators: Phase 1-professionals." Andrews

	<p>University Teaching and Learning Conference. Berrien Springs, MI. March 26, 2020. [Conference cancelled due to COVID-19]</p> <p>Duane Covrig (with Glenn Russell). “Education and Redemption.” <i>WAUS Scriptural Pursuit</i>, Education Series. November 21, 2020.</p> <p>Duane Covrig (with Glenn Russell). “The Christian and Work.” <i>WAUS Scriptural Pursuit</i>, Education Series. December 12, 2020.</p> <p>Duane M. Covrig, Janet Ledesma, and Stanley Patterson. “Moral character development paradigms and practices for Adventist educators: Phase 1-professionals.” Andrews University Teaching and Learning Conference. Berrien Springs, MI. March 26, 2020. [Conference cancelled due to COVID-19]</p> <p>Duane M. Covrig, Boubakar Sanou, Kari Gibbs Prouty, and Bordes Henry Saturne. ”Jesus among the leaders.” Jesus & Politics: Christians, Liberty, and Justice Today. Andrews University, Berrien Springs, MI. October 17-19, 2019.</p> <p>Duane M. Covrig, Janet Ledesma, and Stanley Patterson. “Moral character development paradigms and practices for Adventist educators: Phase 1-professionals.” Andrews University Teaching and Learning Conference. Berrien Springs, MI. March 26, 2019. [Conference cancelled]</p> <p>Duane M. Covrig, Boubakar Sanou, Kari Gibbs Prouty, and Bordes Henry Saturne. ”Jesus among the leaders.” Jesus & Politics: Christians, Liberty, and Justice Today. Andrews University, Berrien Springs, MI. October 17-19, 2019.</p> <p>Janine M. Lim, Duane Covrig, Shirley Freed, Becky De Oliveira, Mordekai Ongo, and Isadore Newman. (2019). Strategies to assist distance doctoral students in completing their dissertations. <i>The International Review of Research in Open and Distributed Learning</i> 20(5), 192-210, 2019.</p>
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Review Question #5: Document and describe how the available human and physical resources contribute to a strong program of high quality that mentors students to succeed.

For Discussion: How many faculty, staff, and student workers are assigned to the program? What are the degrees/qualifications of the faculty to teach in the discipline (how many have

discipline appropriate terminal degrees)? What percentage of instruction is offered by full-time faculty? Is the number of faculty sufficient to mentor students adequately? What are the equipment, facilities, and other resources used by the program? Are there sufficient resources of high enough quality to maintain an excellent program? Where might resources be strengthened and/or reallocated to strengthen the program?

Currently the School of Leadership has the following faculty, all with terminal degrees, and staff:

- Chair: Dr. Bordes Henry-Saturne PhD
- Full-time leadership faculty: Dr. Jay Brand, PhD, Dr. Robson Marinho PhD, Dr. Sharon Aka PhD, RN, Dr. Gus Gregorutti PhD
- Grant funded full-time faculty: Dr. Sung Kwon PhD, DMin
- Half-time faculty: Dr. Erich Baumgartner PhD, Dr. Randy Seibold, PhD
- The Education Leadership (K-12) full time faculty include: Dr. Janet Ledesma, PhD, and Dr. Pardon Mwanza, PhD, DMin.
- Program Assistant: 1 full time – Evelyn Perez (leaving by beginning of fall semester 2023)
- Program Assistant: position remains empty
- Graduate Assistant: 2 part time graduate assistants

Nearly all courses within the program are offered online, delivered via Learning Hub, the Andrews University learning management system. A 5-day residency requirement is mandatory for new participants in the summer of their program acceptance, and a 3-day leadership conference and roundtable event is required every summer while enrolled in the program for all participants. During the pandemic these required programs were run online. In the summer of 2023, all programs were run hybrid. A return to residency only programming is planned for the summer of 2024.

The graduate leadership program is complex and demanding. The current faculty continue to attempt to meet the needs of all students. However, there is often more work to be done, than time in the day. Research, thesis, dissertations, and graduate projects demand copious amounts of one-to-one time. In combination with teaching requirements, and the service, and publication mandate from the university, faculty are hard pressed to find a few days for vacation and regeneration.

Learning Hub is used almost exclusively to support the graduate leadership programs. Faculty are encouraged to maintain course and program content within the LMS designated by Andrews University. Office space on campus is inadequate for the amount of faculty currently employed within the department. Dr. Baumgartner, Dr. Seibold, and their full time program assistant are located on the third floor of Griggs Hall, inaccessible to anyone with a physical limitation. Dr. Sharon Aka resides primarily in Maryland, and does not have designated office space on campus, making private meetings with students difficult during residency programs on campus.

There is a full-time DliT specialist assigned to the School of Leadership, Dr. Sheralee Thomas. She is available and highly responsive to faculty in supporting excellence in program and course delivery within the LMS. Andrews University processes are somewhat departmental currently, making a seamless use of one's time very difficult. There is very little 'flow' or synergy between departments on campus, resulting in hours of time spent in secretarial work by

all faculty, perhaps not the best use of those with terminal degrees, tasked with supporting participants on their journey to a PhD.

The program itself needs more physical space, where faculty can be together, and work collaboratively, building community, and supporting one another. More effort needs to be made by the university in supporting securement of program assistants in a timely manner. A university wide effort should be initiated in marketing for all programs, to remove this task from those faculty with no qualifications in marketing. Systems and process across the university need to be updated and student focused, to remove the heavy burden of administration of aspects of student life that have nothing to do with teaching and learning.

b. Library Resources

Table 12 presents library evaluation specific to holdings adequate to support the leadership programs and their availability. In addition, professional appropriateness is assumed with access to a wide variety of scholarly data-bases and resources. Library support for terminal degree programs provides excellence in access to resources to other schools and programs within Andrews University and beyond. Alumni continue to have access to the James White library digital site long after graduation. Library data-bases are used frequently in the program by participants and faculty for the purposes of research. See appendix 4 for specific information per program.

Table 12: Library data

<i>Data</i>	<i>Library Resources for Graduate Students</i>
Library Evaluation	<ul style="list-style-type: none"> • ProQuest One Business / Business Premium Collection (ProQuest) The most comprehensive business offering, comprising all content from ABI/INFORM Complete, Accounting & Tax, Asian Business & Reference, Banking Information Source, Entrepreneurship, and the International Bibliography of the Social Sciences. Featuring thousands of full-text journals, dissertations, conference proceedings, and working papers as well as trade publications, industry reports, and key periodicals such as the Wall Street Journal, Financial Times, and Economist. Strong US and international coverage in business and the social sciences. Coverage: 1951 - current

	<ul style="list-style-type: none"> • ERIC Index of journal articles, books, theses, curricula, conference papers, standards, and guidelines on a wide range of education topics. Sponsored by the Institute of Education Sciences of the U.S. Department of Education. • Academic Search Complete This database is the leading resource for scholarly research that supports high-level research in the key areas of academic study by providing journals, periodicals, reports, books, and more. • ProQuest Dissertations & Theses Global ProQuest Dissertations & Theses Global is the world's most comprehensive collection of dissertations and theses from around the world, spanning from 1743 to the present day and offering full text for graduate works added since 1997, along with selected full text for works written prior to 1997. It contains a significant amount of new international dissertations and theses both in citations and in full text. • Social Sciences Citation Index (SSCI)
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Review Question #6: Are library holdings adequate for the program, and to what extent are they available and utilized?

For Discussion: Are there professional accreditation standards for library support? How do library resources compare at benchmark institutions? Does building library support for your program strengthen others or vice versa? How are library resources used in the curriculum?

Appendix 4, prepared by Dr. Paulette McLean Johnson, Dean of Libraries in consultation with Bernard Helms, and Philip Tan, presents data in table and narrative format. A brief summary is as follows;

There are 1,423 library holding types and date ranges within the James White library (table 1 & 2). There are 134,129 e-books available and 121 e-journals. In addition, streaming media is available on request (table 3). The amount spent on books and media has

significantly decreased in the 2022-2023 academic year from a high of \$8,969.35 (2018-2019) to \$623.77 (2022-2023).

The James White library compares well to other benchmark academic entities across multiple databases hosted by denominational and public sector university libraries. Of note, a strong leadership collection is available, most often utilized for research papers and dissertations. A full-time faculty in the School of Leadership, Sharon Aka, a registered nurse, is available to participants wanting to complete graduate work focused in healthcare.

Additional narrative prepared by Paulette McLean Johnson, Dean of Libraries, in consultation with Bernard Helms, Acquisitions Librarian, & Philip Tan, Head of Bibliographic Services

“The library has adequate resources to support the leadership program. The collection consists of a diverse range of scholarly resources in leadership, including monographs, manuscripts, dissertations, and journals containing research reporting, new findings, scientific experimentation results, and a collection of well-known authors in both size and scope at both the research and comprehensive levels of the leadership program. They are available as print, electronic books, serials, databases, and audio-visual materials. Resources in the ProQuest Ebook Central on leadership is over 11, 000 volumes”.

“The library provides flexible access to library resources, including those that are sourced elsewhere for students and faculty. Print materials are physically available from the library building, electronic books, and databases are accessible online from anywhere. There are book delivery services to distance education students and interlibrary loan services with a less than 24-hour turnaround time”.

c. Curriculum & Technology

Table 13: Curriculum & Technology

<i>Data</i>	<i>Source</i>
Links to programs and curriculum requirements presented to the right	School of Leadership: Leadership programs (Certificate – 12 credits, MA – 36 credits, PhD – 60 credits, DLEAD – 54 credits, Post Doctorate 12-15 credits@ https://www.andrews.edu/ceis/leadership_school/leadership/index.html School of Leadership: Higher Education Administration (MA – 36 credits, EdS – 60 credits, EdD – 60 credits, PhD – 60 credits) @ https://www.andrews.edu/ceis/leadership_school/higher_educ_leadership/index.html

<p>Program Guides and Handbooks</p>	<p>Link to Leadership PhD program @ https://www.andrews.edu/ceis/leadership_school/leadership/leadership_programs/phd.html</p> <p>Link to Leadership program handbook Leadership @ https://www.andrews.edu/ceis/leadership_school/leadership/resources/handbooks/2017-0718-handbook.pdf</p> <p>Link to the Higher Education Administration program @ https://www.andrews.edu/ceis/leadership_school/higher_educ_leadership/index.html</p> <p>Link to Higher Education Administration program handbook @ https://www.andrews.edu/ceis/leadership_school/leadership/resources/handbooks/2017-0718-handbook.pdf</p>
<p>Curriculum map, showing learning outcomes, required courses and sequencing (Appendix 2 & 3)</p>	<p>Curriculum mapping is provided for both the higher education administration and leadership programs. Student learning outcomes obtained from some of the courses are placed within competency clusters, and sub-competencies as far as possible. Courses not included in the curriculum maps were requested but not obtained. (see Appendix 2 & 3)</p>
<p>Other documents describing the program</p>	<p>Freed, Shirley, Covrig, Duane, Baumgartner, Erich (2010). <i>Learning while leading: The Andrews University leadership program</i>. Journal of Applied Christian Leadership, Vol 4(1) @ https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1043&context=jac</p>
<p>Comparisons with benchmarked programs</p>	<p>Leadership programs of IPEDS Peer Schools include the following:</p> <ul style="list-style-type: none"> • Benedictine University –PhD & DBA Doctorate in Higher Education Administration • This leadership program has three areas of focus – global leadership, strategic change, and corporate sustainability. Leadership and self, others, organizations, and research are all components of the program – very similar to AU. • Edgewood College – Doctorate in Higher Education Administration • This program is focused on reviewing, conducting, analyzing, and disseminating research.

	<p>Other School:</p> <ul style="list-style-type: none"> • Union College in Lincoln Nebraska - MA in Leadership • This program has three distinct focuses; human resources, executive leadership, or social and community service managers. <p>Andrews University's Doctorate in Higher Education has a broad focus on self, others, organizations, and research and includes numerous courses dealing with issues central to successful higher education administration. The leadership program is uniquely agile, fitting multiple professions. In reviewing IPEDS schools and comparing them to Andrews University, there is no programs that compare in excellence, scoop, or flexibility to either the Higher Education Administration or Leadership graduate degree programs.</p>
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Review Question #7: How well does the program “engage students in collecting, analyzing, and communicating information, in mastering modes of intellectual inquiry or creative work, and in developing skills adaptable to changing environments” (2020, HLC Core Component 3.B)? How does the curriculum prepare graduates “to live and work in a multi-cultural world” (2020, HLC sub-component 3.B.3.)? (Please note if the program is taught online or off-campus.)

For Discussion: What is the nature of your program's curriculum? How does it compare with similar or competing programs? What is the scope of the program (its breadth and depth)? Are the curricula current and appropriate for preparing graduates for their careers? How adaptable is the program to anticipated changes in technology and in other areas? Does the program successfully provide for the intellectual, social and spiritual development of students? How does the number of swing and cross-listed courses compare with the number in benchmark institutions, and how is academic rigor maintained at the graduate level?

The nature of the program curriculum is a combination of parts; asynchronous courses, synchronous courses, self-directed competency development and portfolio creation, and doctoral research. Participants in the graduate programs are employed high-level, mid-career professionals from all over the world. This contributes to a rich learning environment where culture, race, ethnicity, faith, and practice all ‘speak’ into learning within the School of Leadership community. This is enhanced further by the requirement for participants to be a member of a peer learning group, facilitated by a learning coach – a graduate of the program. These peer leadership and learning groups, meeting on a monthly basis in scholarly and personal support for one another. The community of learners share their competing priorities of family, faith, work, and graduate school, giving many a safe ‘place’ to grow professionally and personally. While these groups meeting virtually for the most part, group members develop lifelong relationships with their peers.

The number of courses within the program are delivered by the core leadership faculty and education faculty. Cross-listing is limited to these departments, except for the recent agreement with the School of Health and Human Services in which graduate Healthcare Administration courses can be accessed by Leadership participants wishing to specialize in healthcare administration.

Academic rigor is maintained through the continued efforts of faculty and participants. In courses, participants write at a scholarly level using APA, and receive feedback from faculty (all of whom have published widely). In the research work of the thesis, project, or dissertation, participants are required to proceed through the rigors of IRB approval, scholarly research methods, and document creation.

2. Outputs and Outcomes

a. Outputs

The integrity (dispositions) and skills of Leadership and Higher Education Administration doctoral graduates make them sought after by prospective employers. Graduates are successful in securing, maintaining, or advancing employment within their field or educational goals.

Table 14: Scholarly research, presentations, publications, contributions of participants.

<i>Data</i>	<i>Source</i>
Scholarly research, performances, and other contributions of students	<p>Dissertations completed by leadership graduates can be found @ https://digitalcommons.andrews.edu/leadership-dept-dissertations/</p> <p>2018 – 7 Dissertations completed 2019 - 6 Dissertations completed 2020 - 5 Dissertations completed 2021 - 4 Dissertations completed 2022 – 4 Dissertations completed 2023 – 3+ Dissertations completed (the 2023 year is not over and more have been successfully defended but not yet documented on AU Digital Commons.</p> <p>In addition, multiple participants and program graduates have published in the Journal of Applied Christian Leadership @ https://digitalcommons.andrews.edu/jacl/</p>
# of Graduates and graduation rates	<p>2018: HEA – 3 LEAD – 2 2019: HEA – 2 LEAD – 6 2020: HEA – 1 LEAD – 4 2021: HEA – 0 LEAD – 7 2022: HEA – 1 LEAD – 4 2023: HEA – 3+ LEAD – 3+</p>
Job and/or graduate school placement	Reference to the First Destination Survey, Alumni Survey, of 2023, 26 possible

	respondents were contacted, with 4 responding, a 15.38% response rate. Of those, 100% are employed in positions directly reflective of their final earned doctorate degree. See appendix 6 & 7, and review question 4.
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Table 15: Leadership - Number of Graduates and graduation rates

Data for this section is not completely available and the School of Leadership commits to putting plans in place to remediate this in the near future.

Year	Accepted	Enrolled	Active	Inactive	Graduated	Retention Rate
2019	?	68	?	?	8	?
2020	?	62	?	?	7	?
2021	?	68	?	?	8	?
2022	?	85	?	?	5	?
2023	?	61+	?	?	3+	24 HEA 61 LEAD

Table 16: Higher Education Administration - Number of Graduates and graduation rates

Data for this section is not completely available and the School of Leadership commits to putting plans in place to remediate this in the near future.

Year	Accepted	Enrolled	Active	Inactive	Graduated	Retention Rate
2019	?	28	?	?	?	?
2020	?	31	?	?	?	?
2021	?	28	?	?	?	?
2022	?	30	?	?	?	?
2023	?	24+	?	?	?	24 HEA

Job and graduate school placements may not apply to the graduate leadership and higher education administration programs. One of the factors of these programs is that participants are fully employed, mid-career leaders, who use learning to transform their current employment environment. In addition, most graduates from a terminal degree program do not continue education for a second terminal degree. However, in future reports, documentation of post-doctorates should be addressed.

Review Question #8: How do the various measures of outputs demonstrate the quality of the program?

For Discussion: How are students involved in research with faculty? If your program offers non-professional doctoral degrees, how many students' dissertations are published and where?

As previously mentioned in table 14, scholarship is an expectation of the graduate leadership and higher education administration doctoral programs.

b. Student Learning Outcomes

Program goals if used, connect the mission statement to the student learning outcomes. Goals convey the focus and expectations of the program, and give direction for implementation of the mission. The program has clearly stated, meaningful and measurable learning outcomes, which are appropriate to the level of the program and align with the University's outcomes. Assessment data is used to inform decision making and improve student learning. (2020, HLC Core Components 3.A. & 4.B.)

Table 15: Curriculum map, program goals, SLOs, University goals, assessment data on achievement of SLOs.

<i>Data</i>	<i>Source</i>
Curriculum Map	Table 1: Alignment of Mission, Goals, SLO's, & Competencies Table 16: Leadership program Table 17: Higher Education Administration program
Program Goals & Student Learning Outcomes	Table 1: Alignment of Mission, Goals, SLO's, & Competencies Table 16: Leadership program Table 17: Higher Education Administration program No annual reports have been submitted to the office of institutional effectiveness since 2017 by the School of Leadership. Plans will be put in place to remediate this in the near future.
Outcomes linked or mapped to University Goals	In addition to Tables 16 & 17, please see Table 1 in this report.
Assessment data on achievement of student learning outcomes	No annual reports have been submitted to the office of institutional effectiveness since 2017 by the School

	of Leadership. Annual Assessment Report Data for this section is not currently available and the School of Leadership commits to putting plans in place to remediate this in the near future.
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Review Question #9: Attach a curriculum map that shows learning outcomes mapped to required courses in the order they are typically taken. How well are students meeting the program's learning outcomes?

Table 16 presents the required courses of the Leadership program in the order they are often taken in. However, participants in the leadership program often contextualize their learning to their own professional employment organization. Thus, presentation of content below for the purposes of sequencing, is a reflection of suggested course sequence. In addition to course sequence, this table also presents program goals and student learning outcomes (SLOs), Andrews University goals and graduate student learning outcomes (SLOs), and assessment data used to measure student success. See Appendix 2 for Curriculum map of the Leadership required courses.

Table 16: Curriculum Map – Leadership: Program goals, SLOs, AU SLOs, & Assessment data (measure of student achievement)

Required Courses in suggested sequence from top to bottom of table	Program goals, SLOs (see table 1)	AU Goals, SLOs (see table 1)	Assessment Data (student achievement)
LEAD630 Introduction to Leadership	Leadership & Self SLO #1	AU SLO #5	Condensed course Grades Satisfactory – Unsatisfactory
LEAD600 Annual Conference (annual requirement)	Leadership & Self SLO #1	AU SLO #	Attended
LEAD545 Personal Narrative	Leadership & Self SLO #1	AU SLO #5	Narrative portion of Leadership and Learning Plan (LLP) Grades Satisfactory – Unsatisfactory
LEAD635 Leadership and Learning Plan	Leadership & Self SLO #1	AU SLO #5	Completed LLP Grades Satisfactory – Unsatisfactory

LEAD605 Leadership & Learning Group (very semester requirement)	Leadership & Others SLO #2	AU SLO #1	Monthly Leadership & Learning Group participation No grade submitted
EDRM505 Research Methods	Leadership & Research SLO #4	AU SLOs #1	Evaluate research reports, Create literature review and research proposal, understand types of research, descriptive statistics concepts & techniques Grades A-F
LEAD535 Principles of Academic Writing	Leadership & Research SLO #4	AU SLO #1	Several scholarly papers Grades A-F
LEAD636 Issues in Leadership Foundations	Leadership & Self SLO #1	AU SLO #3 & #4	Philosophical foundations final competency reflection paper – includes worldview Grades A-F
LEAD638 Issues in Leadership Theory	Leadership & Self SLO #1	AU SLO #3 & #4	Final paper integrating multiple leadership theorists Grades A-F
LEAD637 Issues in Research	Leadership & Research SLO #4	AU SLO #1, #2, & #3	Dissertation chapters 1, 2, & 3 Grades A-F
LEAD895 Doctoral Portfolio	Leadership & Self SLO #1	AU SLO #5	Portfolio – 15 competencies & artifacts Grades Satisfactory- Unsatisfactory
LEAD885 Leadership Research	Leadership & Research SLO #4	AU SLO #1, #2, & #3	Publication in Peer Reviewed Journal
LEAD880 Dissertation Proposal Development	Leadership & Research SLO #4	AU SLO #1, #2 & #3	Dissertation proposal completed Grades Satisfactory- Unsatisfactory

LEAD899 Doctoral Dissertation	Leadership & Research SLO #4	AU SLO #1, #2 & #3	Dissertation completed & successfully defended (completed chapter 1-5) Grades Satisfactory- Unsatisfactory
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Table 17 presents the required courses of the Higher Education Administration program in the order they are often taken in. However, participants in the leadership program often contextualize their learning to their own professional employment organization. Thus, presentation of content below for the purposes of sequencing, is a reflection of suggested course sequence. In addition to course sequence, this table also presents program goals and student learning outcomes (SLOs), Andrews University goals and graduate student learning outcomes (SLOs), and assessment data used to measure student success. See Appendix 3 for the Curriculum map of the Higher Education Administration Leadership required courses.

Table 17: Curriculum Map – Higher Education Administration: Program goals, SLOs, AU SLOs, & Assessment data (measure of student achievement)

	Program goals, SLOs	AU Goals, SLOs	Assessment Data (student achievement)
LEAD630 Introduction to Leadership	Leadership & Self Leadership & Self SLO #1	AU SLO #5	Condensed course Grades Satisfactory- Unsatisfactory
LEAD535 Principles of Academic Writing	Leadership & Research SLO #4	AU SLO #1	Several scholarly papers Grades A-F
EDAL667 Leadership in Higher Education	Leadership & Others SLO #2	AU SLO #1 & #5	Final Paper Governance focused Grades A-F
EDAL520 Foundations of Educational Leadership	Leadership & Self SLO #1	AU SLO #1 & #5	Final paper on leadership concepts in HE Grades A-F
LEAD638 Issues in Leadership Theory	Leadership & Self SLO #1	AU SLO #3 & #4	Final paper integrating multiple leadership theorists Grades A-F
EDFN500 Philosophical	Leadership & Self SLO #1	AU SLO #3 & #4	

Foundations for Professionals LEAD636 Issues in Leadership Foundations	Leadership & Self SLO #1	AU SLO #3 & #4	Final paper integrating multiple leadership theorists Grades A-F Philosophical foundations final competency reflection paper – includes worldview Grades A-F
EDRM605 – Qualitative Research Methods in Education and Psychology	Leadership & Research SLO #4	AU SLO #1 & #2	Multiple Qualitative research review and conducting analysis Grades A-F
EDRM611 Applied Statistical Methods 1	Leadership & Research SLO #4	AU SLO #1 & #2	Multiple research analysis assignments and final paper Grades A-F
EDAL674 Administration of Student Services	Leadership & Others SLO #2	AU SLO #1	Final Paper Grades A-F
EDAL675 College Student Development Theory	Leadership & Others SLO #2	AU SLO #1	
EDAL640 Higher Education Law	Leadership & Organizations SLO #3	AU SLO #1 & #2	Several case study presentations, final paper Grades A-F
EDAL655 Higher Education Finance	Leadership & Organizations SLO #3	AU SLO #1	Final paper Grades A-F
EDAL676 Administration of Academic Services	Leadership & Organizations SLO #3	AU SLO #1	Final paper Grades A-F

EDRM712 Applied Statistical Methods 2	Leadership & Research SLO #4	AU SLO #1 & #2	Multiple statistical applications, final paper Grades A-F
LEAD778 Global Education Study Tour	Leadership & Organizations SLO #3	AU SLO #1	Travel log & Reflection paper Grades A-F
LEAD637 Issues in Research	Leadership & Research SLO #4	AU SLO #1, 2, & 3	Dissertation chapters 1, 2, & 3 Grades Satisfactory – Unsatisfactory
LEAD789 Advanced Seminar	Leadership & Research SLO #	AU SLO #1	Contextualized HE Adm topics Grades A-F
EDUC870 Doctoral Comprehensive Exam	Leadership & Research SLO #	AU SLO #2	Comprehensive exam Sat-Unsat
LEAD880 Dissertation Proposal Development	Leadership & Research	AU SLO #1, 2 & 3	Dissertation proposal completed Grades Satisfactory – Unsatisfactory
LEAD899 Doctoral Dissertation	Leadership & Research	AU SLO #1, 2 & 3	Dissertation completed & successfully defended (completed chapters 1-5) Grades Satisfactory – Unsatisfactory

For Discussion: How do student learning outcomes compare with benchmark programs? How appropriate are your program's student learning outcomes to the degree level(s)? Are multiple assessment measures used? Is there external validation of quality? Evaluate the strengths of the processes for assessment of learner outcomes and use of data for program improvement.

Student Learning Outcomes (SLOs) for the Leadership PhD, and Higher Education Administration PhD, are written with measurable learning in mind for the most part. SLOs are inconsistent in leveling specific to Bloom's taxonomy and should be revisited post program review to ensure the highest level of achievement possible is accurately reflected in SLOs and participant outcomes. There are several predictable assessments utilized across the

program; competency reflection papers (including artifacts), research papers, discussion posts in Learning Hub, case studies, presentations, annotated bibliographies, and doctorate level research and projects.

External validation of quality of doctoral research and projects is accomplished through the inclusion of external examiners for dissertation defenses and external project presentation panel member for DLEAD participants. Of the courses that currently have syllabi and SLOs written, the strength of assessment of learner outcomes and use of this data for improvement is inconsistent. In addition, there are several capstone courses with no syllabus and no SLOs. This may create confusion for new teachers and for participants. Both vertical and horizontal SLO mapping is critical to the success of those teaching and to participants. Appendix's 2 and 3 demonstrate inconsistent SLOs throughout both programs.

The approach needed is to create SLOs for all courses in the programs, and then to have participants create a second set of SLOs when contextualizing specific courses to their unique context. This would create program structure and consistency, while providing ample flexibility and a necessary level of ambiguity for participant contextualization.

c. Student & Employer Satisfaction

Review Question #10: How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

For Discussion: Do alumni records and placement data give insights into program success?

Participants in the school of leadership and higher education administration programs are already employed in full time positions. Currently, there is no evidence of tracking satisfaction rates of alumni of the program specific to employment, other professional activities, or additional graduate school admissions.

d. Program Improvement

Review Question #11: How have the above data contributed to decisions for program improvement? What impacts have these evidence-based changes had on student learning and student success?

For Discussion: In what innovative ways is the program responding to changes and needs?

With the first program review, curriculum mapping and a SWOT analysis were completed. This revealed many potential improvement areas. In November, 2023, the School of Leadership plans to meet and discuss program review findings and build a strategy moving forward.

Prior to the completion of this report, several initiatives have been put into place to strengthen expected components of the programs. LEAD635 has been built into a course site on AU LMS, and oversight to this course and all DG and Incomplete students is aimed at completion by December 2023. LEAD605 has also been developed into a course site on AU LMS, with oversight. Audits continue to increase participant inclusion in required peer groups and registration for LEAD605 every semester. In addition, LEAD605 now holds all

program resources for participants and has a section where announcements and current events are posted.

Another initiative that has proved impactful is the monthly meetings with Leadership & Learning Coaches with one full-time faculty member. This has created consistency across the program in both messaging and practice.

During monthly meetings, faculty are now reviewing legacy and recent participants, and dealing with urgent or chronic matters in a very strategic way.

Criterion 3: Financial Analysis

The program is adequately supported by the institution and, in turn, contributes to the health of the university. It is either income generating, contributes largely to the success of other university programs, or plays a key role in supporting the university's mission in the United States or abroad. (2020, HLC Core Component 5.B.). Table 18 and Illustrations 1 & 2 presentation financial analysis data.

Table 18: Cost & Income

<i>Data</i>	<i>Source</i>
Cost, revenue, and contribution margin data Leadership PhD program: Program Economics illustrated in the BKD graphic demonstrate the health of the PhD in Leadership program with cost choices at 200,000.00 while tuition choice is in excess of 400,000.00 (see illustration 1)	LEAD PhD BKD report
Higher Education Administration PhD program: Program economics illustrate in the BKD graphic demonstrate the current standing of the PhD in Higher Education Administration program with cost choice at \$220,000.00 while tuition choice is –7% below cost choice (see illustration 2).	HEA PhD BKD report

Illustration 1:

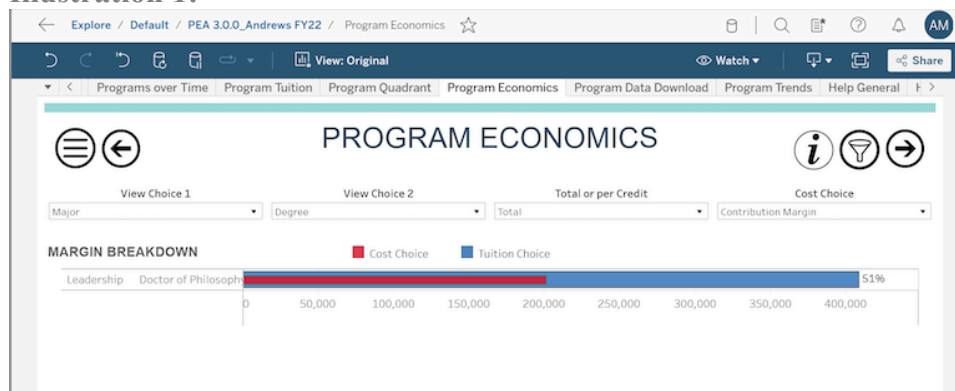
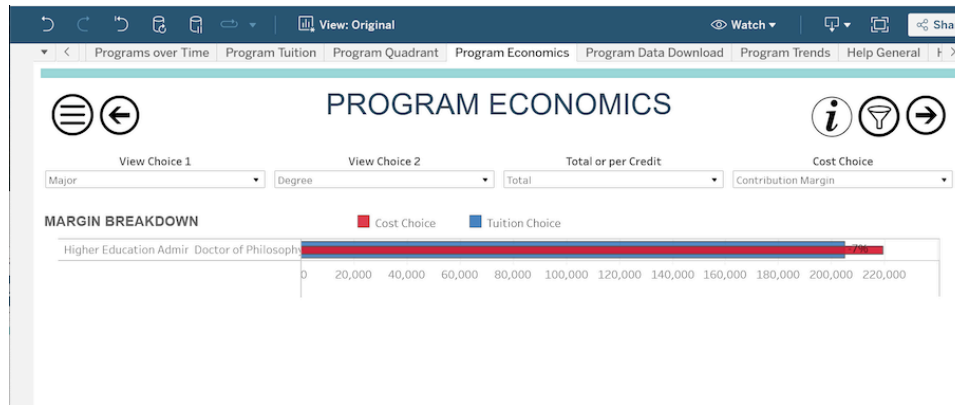


Illustration 2:



Review Question #12: What is the relationship between the cost of the program and its income and how has that been changing over time?

For Discussion: Does the revenue from tuition, fees, and other sources of income such as entrepreneurial activities associated with the department offering the degree cover the direct costs of the program as well as an appropriate contribution to institutional overhead? Are there capital and other major operating expenses, such as on-going laboratory and research costs? What income has the program generated for itself from external grants and other sources, and what does it receive as a result of overhead or indirect cost recovery for the institution? If the program is offered online or off-campus, how does that contribute to or affect the cost and revenue of the program?

The revenue from tuition, fees, and other sources of income are as follows: for the higher education administration program, there is a net loss of \$20,403.00, a 9% loss trending over time (see appendix 5). For the leadership program, there is a net profit of \$301,855.00, a 54% gain trending over time.

Of the programs delivered by Andrews University, the leadership graduate programs are two of very few which charge the entire amount of tuition with no scholarships or funding formula student benefits. This may contribute significantly to the financial state of the entire university.

Capital expenses are unknown at this time, however, aside from salaries, benefits, and other direct employee expenses, there are no plans for building brick and motor entities for the school of leadership at this time. Other major operating expenses are related to travel reimbursement for approved travel to conventions, conferences, etc., and for contract adjunct faculty.

2. Overall Financial Health

Review Question #13: What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

For Discussion: In what other ways (besides financial) does the program contribute to University well-being? What would be the consequences (financial and other) to the University if the program was strengthened or discontinued? What do financial trends indicate regarding the sustained viability of the program?

Aside from the profit margin of the leadership program, and its positive impact on the entire university, the graduate leadership and higher education program benefit the university in multiple other ways. The graduate programs under review support Adventist global leadership around the world. Through these programs, a consistent, quality leadership philosophy and practice is developed making Adventist leadership practices more predictable, measurable, and faith-centric. In addition, the leadership program gave birth to the Global Leadership Institute, focused on Division leadership development. This is critical in a rapidly changing world to ensure Adventist leadership gains invaluable insights and learning when leading is so unpredictable.

Andrews University School of Leadership is widely known, for its innovative, contextualized approach to individual leadership growth, within a competency framework. Ahead of its time, it is still relevant today, when multiple STEM professions are moving toward a competency framework to underpin professional practice.

Criterion 4: Strategic Analysis

The Leadership and Higher Education Administration program faculty have a clear understanding of their program's strengths and weaknesses, opportunities and capacity for growth and/or prestige, and changes in the customer base that may alternately grow or threaten the health of the program.

At the onset of both programs, several other programs were benchmarked. Changes and challenges in organizational leadership, COVID-19, and the global marketplace have all impacted program participant progression, and consistency in curriculum content and delivery. Areas for improvement have been identified by a thorough analysis of program objectives, student learning outcomes, anecdotal contributions of faculty, instructors' evaluations submitted by students every semester, and semester by semester enrollment of participants.

A strategic plan was initiated in 2021 with the intent of completing a five-year strategic plan. However, this plan was not completed or operationalized. COVID-19, faculty changes, resignations, new faculty hires, and program staff loss have all contributed to a yet incomplete strategic plan. However, in accordance with the strategic goals of the university, a strategic plan will be completed in the fall of 2023 to address school and program goals for the next five years. It is hoped that program growth will support the mission of Andrews University. (2020, HLC Core Component 5.C.)

The following is a presentation of observed strengths, weaknesses, threats, opportunities, and strategic plan data as gathered on a volunteer basis from full-time faculty and participants of both programs via email and conversation.

1. Strengths

Review Question #14: Describe the strengths of the program.

For Discussion: What examples of exemplary performance does the program demonstrate? Consider academic strengths, financial strengths, and the holistic development of student potential. What positive impacts does the program have on the University? What positive impacts does the program have on students?

This section reflects both the leadership and higher education administration programs, and specific key strengths of both programs. The leadership programs are celebrating 30 years in 2024, demonstrating excellence and continued exemplary program performance in graduate

education. Rooted in Biblical and spiritual foundations, the leadership programs maintain a Christ-centered core. Globally located graduates currently lead in healthcare entities, education organizations, Adventist church congregations, conferences, unions, or divisions, other denominational organizations, and public sector entities. The strong brand name of Andrews University lives proudly within the graduate leadership programs. Additionally, the leadership programs support the excellent reputation of Andrews University around the globe. This circular benefit is quickly recognized in conversations.

The programs continue to provide up to date leadership support through a competency-based, reflective practice format. Participants are supported in personal and professional growth while also becoming experts in research, all while firmly embedded within a specific professional environment where they continually hone their learning and leadership skills.

Central to the leadership program are Leadership & Learning (peer) Groups (LLG) and a competency portfolio. Learning coaches facilitate the LLGs in many ways from mentoring, coaching, encouraging, organizing, and beyond. Learning coaches (adjunct faculty and graduates of the programs) provide a remarkable, integral, trusted component to the program.

The faculty, program chair, and support staff are excellent, focused on participant success, legacy participant progression and program completion, and program improvement. The faculty are also very diverse in professional backgrounds, ethnicity, and race, contributing much to the appeal of the program across the globe. Participants can identify with the team. ¶

Collectively, faculty are professionally and personally mature, adding depth and experience to participant leadership development. The dedication of this faculty is enhanced and enriched by the variegated experiences of the program participants. Truly, the synergistic impact continues to delight both faculty and participants.

The Leadership programs continue to build international partnerships with cohorts of students in Brazil, Belgrade, and Australia. In addition, the program recently secured a five-year contract with Buckner International (BI) to support intentional leadership development at all levels of the organization and improve project management strategies, all in collaboration with BI executive leadership and their Chief Development Officer.

Of note, in 2019 the leadership program gave birth to the Global Leadership Institute (GLI), a collaboration between Andrews University and the General Conference of Seventh-day Adventists, to provide intentional, consistent leadership development support for Adventist leaders around the world. Two seasoned professors from the leadership program lead the GLI while maintaining close ties within the School of Leadership.

The program is also increasing utilization of the Andrews University LMS specific to course sites focused on the leadership and learning plan, competency tracking and signoff, and LLG and program progression support. Courses with no LMS content currently available are being developed as quickly as possible. Tailored to meet the needs of working professionals, courses are delivered online, maximizing opportunities for both synchronous and asynchronous teaching and learning strategies. The job-embedded concentration allows participants from around the world to enjoy success in the professional endeavors while earning a terminal degree and building peer networks that will last a lifetime.

The School of Leadership has enjoyed a 20% enrollment increase in the past five years. Participants are excited about the programs and continue to recruit their friends and co-workers for the program. Several participants who have been in the program for many years (often referred as legacy participants) has finally successfully completed their studies over the last two year. Alumni are eager to publicize the benefits of their experience in the program. They are

happy to share about the transformative aspect of the experience, and how much it has contributed to further professional success. These are evidence that, in spite of the challenges, the School of Leadership has been making significant progress. Its contribution to the church and the community is remarkable. It has a promising future.

2. Weaknesses

Review Question #15: Describe the weaknesses of the program and the plans that are in place to address them.

For Discussion: In what areas could the program be improved? Consider weaknesses in academic and financial areas as well as weaknesses in student development.

This section addresses observed and perceived weakness of both aforementioned leadership programs.

Within highly ‘participant specific’ contextualized programs, confusion may happen. Within the leadership programs, processes, sequences, procedures, and requirements have long been one of several weak links for the School of Leadership. Of note, one noteworthy cause, may be verbal promises, made in casual conversations, that cannot actually be fulfilled. In addition, university policies, procedures, and academic requirements, at times have been overlooked for the purposes of trying to customize programing to a specific participant’s needs. Significant steps are being taken to address this problem.

Another area of problem is the complex organizational bureaucracy, and at times ineffective processes of Andrews University. While many higher education institutions have streamlined ‘student centered’ processes, AU continues to demonstrate somewhat siloed approaches to many processes, creating unexpected difficulties for many – faculty and participants. Inexplainable roadblocks provide enough deterrent to discourage continued enrolment.

A good illustration of that irritating problem is the burdensome management of participants who are completing programs within an MOU with sponsoring entities. While this arrangement appears to be the most reliable, AU procedures again make semester registration and enrolment unnecessarily difficult. To support students, faculty are often left to navigate a cumbersome and antiquated registration process, distracting them from the expected duties focused on teaching, research and service. That is demoralizing and results in poor use of faculty time and energy.

Andrews University has a clear policy when it comes to undergraduate students who have successfully completed a baccalaureate degree and seek a second degree at Andrews University. There is a success path for second degree students that significantly truncates their second degree. It is time to update the university bulletin to accommodate the growing needs of participants who wish to earn multiple graduate leadership degrees at Andrews University.

Yet another area of concern is non-competitive tuition and associated fees. A careful market study of the fee structures of comparable institutions in North America would indicate that there is an urgent need to align our tuition and fees with that of our competitors.

Most program participants are employed in leadership positions. That is an excellent aspect of the program, but it also contributes to an ongoing problem. Many participants state that they simply cannot function within the timeline and structures of academia when it comes to due

dates and timeliness in assignment submission. The juggle between grace and accountability continues to perplex both faculty and participants.

On-boarding and orientation of new faculty is also weak in comparison to other higher education organizations. Surprises and confusion are frequent even after several years of employment. Unless faculty knows what to ask, it is outside of their ability to know what they don't know. It is so difficult to navigate the myriad of constantly changing rules and policies on campus.

Closely related to scant on-boarding processes is the excessive work-load carried by the employees, in the name of dedicated service to God. Much of what School of Leadership faculty do on a weekly/semester basis is not captured in their workload assignment. The expectation seems to be that full-time faculty, with no semester break, teach in around the year programs, maintain a robust publication and community service portfolio. That is in addition to carrying their regular teaching and dissertation loads. This is unhealthy and unsustainable. In addition, full-time School of Leadership faculty are not able to take advantage of the, guaranteed 8-weeks of student-free time annually, as stated in their contracts. The low compensation packages only contribute to demoralization and burnout. Promises for remuneration for within academic year 'over-load work are also not consistently given, again, potentially contributing to discouragement of full-time faculty. Many higher education institutions supplement average to below average salaries with grant funds which faculty can use for professional development, research, or sabbatical.

Another issue closely related to financial concerns is the lack of scholarships, grants, and demographic specific funds available to graduate students. Participants within the program frequently comment on the lack of additional funds available to them other than federal student aid. While this may boost the bottom line for Andrews University, it is unfortunate for those graduate students who are self-funded. There is also a profound lack of research bursaries and endowment funds for faculty, making the requirement of a research rich university professional environment difficult to maintain for individual faculty members.

There is also a continuous lack of scholarly, research consensus on the boundaries and scope of the academic discipline of leadership, representing another primary weakness of the programs. This weakness would most likely plague any leadership development program. This means that particularly the relevant research and scholarship needed for doctoral-level training and academic quality will remain somewhat ambiguous and require custom, on-off methods emphasizing shifting theoretical and conceptual frameworks. To explore the other side of this coin, because the program is located within the graduate school of a prestigious research-oriented university, it is difficult to embrace creative, out-of-the-box innovation for many of the traditional academic experiences within the program (e.g. the doctoral dissertation). Of note, a recent, highly creative performance dissertation presentation was successfully defended, but certainly does not represent the vast majority of participant research work. Marrying academic and theoretical knowledge and quality control with practical expertise and wisdom may always be a challenge.

Recruitment and retention continue to plague the School of Leadership. While historically, AU graduate leadership programs have relied on word of mouth, and denominational communication, enrollment in the undergraduate leadership program remains low, and application and acceptance into graduate programs continues to be unpredictable, often picking up at the last possible minute, well past application deadlines. This practice is confusing and leads to continued derelict commitment to timeliness.

On a micro level, there are several areas that need to be addressed as well. Within the program, there are still some courses without developed course LMS sites, syllabi, and without student learning outcomes. A syllabus with well-developed high-level SLOs is the contract between teacher and student, and actually acts as a continuum for program excellence and completion. Without this, the program may experience severely weakened links dependent on which faculty is assigned to which course. Both faculty and participants must know the 'must knows' or SLOs of each course in order to meet the overall requirements of the entire program.

Another observation is that while the Higher Education Administration program has required courses for all competency areas, the Leadership program has no required courses specific to organizational leadership. This is concerning as most leadership takes place within organizations. The focus on self and research is so strong, that perhaps organizations has been relegated to a minority focus.

The inception of this program was 1994. Currently, the world we live and work in is nothing like 1994. The ambiguity, intentionally built into the program is still one of the major strengths of the Leadership program and is very appealing to many participants, but without appropriate supportive structure and clear expectations, may also increase participants' dependence on faculty, unnecessarily increasing workload and repetition.

Weaknesses within the programs are opportunity for growth and organization.

3. Opportunities

Review Question #16: Describe the opportunities likely to present themselves to the program in the coming years and the changes and resources necessary to take advantage of them.

For Discussion: What are the opportunities for growth or expansion of the program? In what ways might the program need to change to address trends or future opportunities? What external factors will affect the program and demand for its graduates? Can restructuring and/or technological innovations be implemented that will more effectively utilize educational best practice and the newest information technology while containing costs? What is the relationship of the program to emerging trends in distance and asynchronous learning? How might cooperative or collaborative relationships with other programs/institutions contribute to future opportunities, service, and effectiveness? Is this program poised to transform itself in new and different ways in order to meet the needs of twenty-first century learners? What resources would be necessary to take advantage of opportunities?

This section presents opportunities for the School of Leadership Higher Education Administration and Leadership PhD programs.

The obvious opportunities reside in the weaknesses discussed in the previous section. Each weakness is an opportunity. However, the overarching opportunity is a culture change within the School of Leadership and Andrews University. Most of the weaknesses previously mentioned are a result of a disconnect between policy, process, faculty, participants, etc...

A culture shift is THE opportunity and has three prongs: policy consistency and adherence, faculty prioritization, and a university-wide 'student centered' focus. Without this culture shift, the focus reverts to fixes for specific issues, without ever addressing the remaining cultural concern.

1. Policy consistency and adherence: within the organization, across departments and schools, there appears to be inconsistency in policies and application of policies. That flexibility makes the strengths of our university, but also generates additional stress to faculty and students alike. When so many exceptions are needed, it is a sign that the policies need to be updated to reflect the practices and facilitate a smoother operation.
2. Faculty prioritization: faculty must know they are a priority within the organization. They are the front-line workers, the ones who interface with the students, the ones who contribute most often to the stories told around dinner tables. While each faculty member only knows their piece of the puzzle of academia, students see faculty as a 'whole', not as a multitude of parts. The opportunities to prioritize faculty include fair market value remuneration, transparent, consistent application of employment policies and teaching/research formulas, equal access to grant funds, travel, sabbatical, research opportunities, and time off. Faculty commitment to mission should not be misjudged as a willingness for inequitable, unfair working conditions. Faculty who are valued and treated well, treat their students in kind.
3. Student centered: Student centered learning goes well beyond the classroom and includes the very fabric of an organization. It is the woven threads of each individual aspect of higher education, observed in totality from the student perspective. Attention to detail, fairness, equity, consistency, and accessibility goes a long way in supporting a student-centered approach to higher education. When departments consider procedures in light of how it supports students best, much will change. When the culture of the origination is focused on students, everyone can be seen pulling in the same direction.
4. Curriculum improvement and up to date practice of scholarly teaching and learning strategies. As learning professionals, professors within the School of Leadership should strive to practice up-to-date, evidence-based teaching and learning strategies in order to best support participants. Ambiguity, an intentional foundational component of the original program in 1994, has its place and value, but also its limitations. Rather, agility within a structured framework, may be a more viable option for learning professionals. While ambiguity may contribute to more dependance on faculty, agility within an academic structure allows for individualization and independence.

The opportunity at Andrews University, specifically in the School of Leadership and the two programs under review, is to experience an intentional culture shift toward a priority in caring well for faculty, who in turn will care well for participants within an organization where policy is consistent, fair, and applied equitably across all sectors. The Global Leadership Institute, Buckner International, and other international cohorts that already exist, will multiply, and program agility will increase, when a culture shift takes place. This will require a university-wide effort and possible redistribution of resources and responsibilities. It may also require exploration of more passive revenue streams such as real estate holdings, development or businesses, or cross institution collaborations as evidenced in other NAD and global Adventist higher education institutions.

4. Threats

Review Question #17: Describe the threats that may negatively impact the program in the coming years and the changes and resources necessary to mitigate them.

For Discussion: What are the threats to the continued viability of the program? What external factors might negatively impact the program and demand for its graduates? What threats are there to program quality?

This section addresses threats to the Leadership and Higher Education Administration programs.

Previously, weaknesses were presented. These are also threats. In addition, there is evidence that enrolment around the world, in higher education, continues to decline. This is beyond Adventist education and represents a significant shift in population and priority. This goes well beyond the capacities of the School of Leadership, and needs to be addressed at a university, ACCU, and denominational level. Collaboration is harder than it looks, but continuing to function in silos may indeed be the death of Adventist higher education as we know it. It is a choice of dying alone, versus surviving together.

Threats include but are not limited to financial limitations, chronic understaffing and overwork, inequity with remuneration to properly respect credentials, inability to recruit and retain the best and brightest faculty due to aforementioned issues, the rise of acceptance of public higher education as the preferred choice for Adventist students.

5. Strategic Plan

Review Question #18: What should be the future direction of your program and what steps and resources are necessary to take your program in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

For Discussion: In light of all of the Review Questions you have answered so far, in what direction should the program be moving? Should the program be discontinued, expanded or changed? Should a new program be initiated? What steps are necessary to implement your plans? What resources are necessary?

This section addresses the question of strategic plan as pertains to the future of the two programs under review.

A strategic plan is steeped in the examination issues and solutions to those issues. While valuable, perhaps the first step is addressing the culture of the organization as previously discussed. Once this has been addressed, the strategic plan of the School of Leadership specific to the Leadership and Higher Education Administration programs will have more potential of success. Until then, many initiatives may have about the same impact as putting band-aids on a patient experiencing systemic hemorrhage. Strategy must have a firm foundation. While this preface is somewhat bleak, there are some practical suggestions that may be included in a future 5 to 10-year strategic plan.

In March of 2023, the School of Leadership set aside several days for retreat and strategic planning. As anticipated, strategic planning got off to a good start, but immediately encountered Andrews University systemic issues and limitations beyond program control. To date, strategic planning remains incomplete, with the goal of reconvening in the fall of 2023.

In spite of this, there is hope. Much that can be done to increase enrolment, and enhance the participant's journey through the program. Marketing efforts and effective use of social media could increase enrolment. But these will not address the 'keeping and attrition' issues that historically plague the program. Additionally, time limitations continue to be a huge factor in

successfully making the changes and improvements necessary to run efficient effective programs. From maximizing all mediums, to improving teaching and learning strategies, to LMS utilization, the sky is really the limit provided faculty have the tools and time to make the changes that will best serve the programs and participants. And of course, that Andrews University is intentional in improving all aspects of organizational culture across the organization.

Consideration should also be given to external sources of funding. Currently, Adventist education is funded ‘internally’, meaning that Adventist families or Adventist entities fund their students to Adventist schools, and pay tithe to Adventist churches... the money goes in circles between families, churches, schools, etc... We appear to be our own worst enemy with our insular approach.

6. Additional Information & Recommendations

Review Question#19: Give any additional information that should be included in the self-study. Describe program recommendations.

For Discussion: Is there additional information that should be given to reviewers or administration that was not addressed elsewhere?

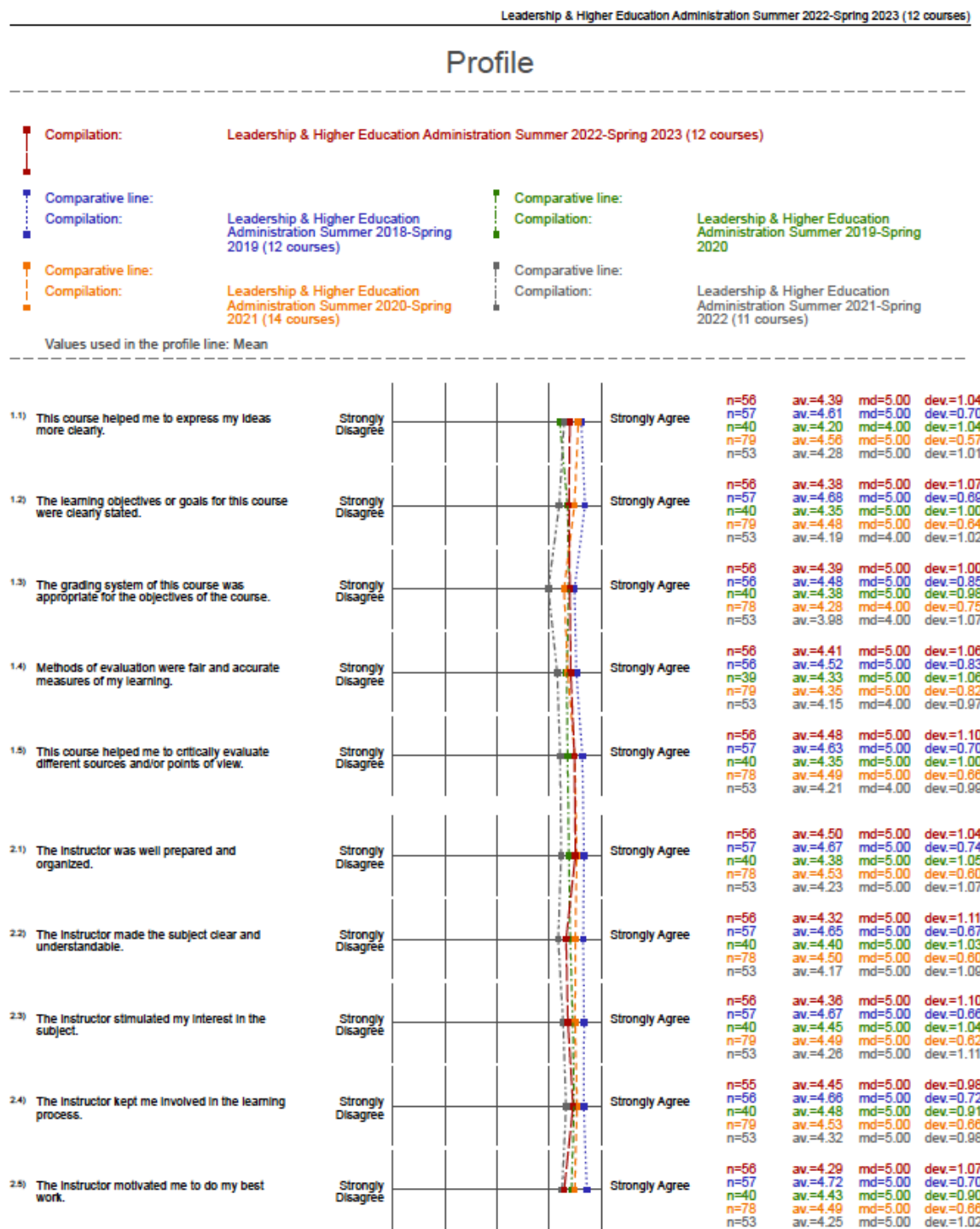
The School of Leadership has undergone significant faculty and staff turnover in the past five years. In addition to that, preference for ambiguity in program structure has at times, led to confusion and frustration for both participants and faculty. These aspects have added to the confusion of often inconsistently applied policies and procedures at the university level. The current program review document is the first completed for the Leadership and Higher Education Administration programs in its nearly 30 years of existence. It has been accomplished in a very condensed time frame, and no doubt needs to be much improved on in the next iteration. It is hoped that in future, this seminal document will provide structure, history, and strategies to underpin program excellence.

As previously stated, a School of Leadership strategic plan and Leadership and Higher Education program plans are a priority. Carving out time to do this important work is critical to the continued success of the School of Leadership.

Submitted by the School of Leadership, August, 2023

Appendix 1

Course Evaluation Data - Leadership & Higher Education Administration Summer 2022-Spring 2023



2.6) The instructor was sensitive to and respectful of all people.	Strongly Disagree					Strongly Agree	n=56 n=57 n=40 n=78 n=53	av.=4.52 av.=4.75 av.=4.58 av.=4.71 av.=4.45	md=5.00 md=5.00 md=5.00 md=5.00 md=5.00	dev.=0.99 dev.=0.66 dev.=0.98 dev.=0.51 dev.=0.91
2.7) The instructor was available to provide help when needed.	Strongly Disagree					Strongly Agree	n=55 n=57 n=40 n=79 n=53	av.=4.40 av.=4.72 av.=4.25 av.=4.58 av.=4.28	md=5.00 md=5.00 md=5.00 md=5.00 md=5.00	dev.=1.06 dev.=0.87 dev.=1.08 dev.=0.57 dev.=0.99
2.8) The instructor helped me to understand the course content from a Christian perspective.	Strongly Disagree					Strongly Agree	n=56 n=57 n=40 n=79 n=53	av.=4.43 av.=4.63 av.=4.38 av.=4.49 av.=4.36	md=5.00 md=5.00 md=5.00 md=5.00 md=5.00	dev.=1.02 dev.=0.77 dev.=1.05 dev.=0.70 dev.=1.00
2.9) Timely, thoughtful, and helpful feedback was provided on tests and other work.	Strongly Disagree					Strongly Agree	n=55 n=56 n=40 n=79 n=53	av.=4.22 av.=4.52 av.=4.10 av.=4.48 av.=4.00	md=5.00 md=5.00 md=5.00 md=5.00 md=4.00	dev.=1.17 dev.=0.85 dev.=1.22 dev.=0.66 dev.=1.09
3.1) How would you describe your level of learning in this course?	Poor					Excellent	n=56 n=57 n=40 n=79 n=52	av.=4.27 av.=4.51 av.=4.18 av.=4.16 av.=4.17	md=5.00 md=5.00 md=4.50 md=4.00 md=4.00	dev.=1.12 dev.=0.71 dev.=1.01 dev.=0.81 dev.=0.88
3.2) Independent of the instructor, my overall rating of this course is:	Poor					Excellent	n=56 n=57 n=40 n=79 n=53	av.=4.25 av.=4.53 av.=4.25 av.=4.24 av.=4.21	md=5.00 md=5.00 md=5.00 md=4.00 md=4.00	dev.=1.18 dev.=0.76 dev.=0.95 dev.=0.79 dev.=0.88
3.3) Independent of the course, my overall rating of this instructor's teaching effectiveness is:	Poor					Excellent	n=56 n=57 n=40 n=79 n=53	av.=4.41 av.=4.60 av.=4.28 av.=4.34 av.=4.21	md=5.00 md=5.00 md=5.00 md=5.00 md=4.00	dev.=1.02 dev.=0.65 dev.=0.96 dev.=0.78 dev.=0.84

Appendix 2
Leadership Program Competency-based Curriculum Map

Andrews University Competency-based Leadership Graduate Program
Competency, Sub-competency Mapping/Gap Analysis
Andrews University – School of Leadership (SOL)

Complex SOL Curriculum Map: Leadership Graduate Program

Legend:

Competency Sub-competency Core Elements

AU Institutional Graduate SLOs SOL Graduate SLOs

Course Outcomes Current Learning Activities/Strategies/Formative/Summative

**Blooms levels: 1=Knowledge 2=Understand 3=Apply 4=Analyze 5=Evaluate
6=Create**

Competency, & Sub-competency Blooms level guesstimate – not written in SLO format Suggestion: rewrite sub-competencies in SLO format	SLOs/Content/Item(s) identified in HE courses Integrative Learning Strategies – teaching and student assessment methods Blooms Level	Notes/Gaps/SLO Recommendations
Leadership & The Self This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.	*AU SLO *Examine and practice moral, intellectual, and theological virtues that reflect God’s loving character. 6 *Demonstrate competence at an advanced level in a range of transferable skills such as information literacy, critical thinking, quantitative literacy, research methods, teamwork, engaging diverse perspective, ethical reasoning, and effective communication. 3 *SOL SLO Integrated Life: Leaders recognize the importance of integrating life into a balanced whole. Leaders pursue the harmonious development of the mental, physical, social, and spiritual faculties in order to maximize human potential. 6	
		1.a Philosophical foundations

Leadership functions within the context of multiple perspectives and understands how individual worldview influences practice.	
<p>LEAD545 Read about and appreciate the importance of narrative and self-assessments in understanding identity and guiding leadership.</p> <p>LEAD545 Leverage your narrative to guide you in framing the LLP, work/career plans, course plans, and choices. Where possible, use it to undergird your stated calling, mission, vision, philosophy, life-strategies, and goals.</p> <p>LEAD630 Demonstrate active involvement in all orientation activities from a holistic leadership perspective (spiritual, body, mind, social, emotional)</p> <p>LEAD630 Initiate the Narrative portion of the Leadership & Learning Plan.</p> <p>LEAD638 Developed your own theory of action for effective leadership in your context of life and work by writing an integrative reflection paper that builds on everything learned in this course.</p> <p>LEAD638 Reflected on the different facets of your own learning as a leader and emerging scholar of leadership.</p> <p>LEAD605 Contribute to the LLG spiritual foundation within a Christian Worldview.</p>	
1.b Ethics, values, and spirituality Leadership functions from a set of principles and standards that guides work and relationships.	
<p>LEAD545 Grow more in the truth of their value to God and embrace His work in their lives and share in the discovery, joy and gratitude expressed in Psalms 139— “I am fearfully and wonderfully made.”</p> <p>LEAD638 Developed a working knowledge of the major approaches to leadership, including servant leadership, and taught one of the theories to the rest of the class.</p>	
1.c Learning and human development Leadership fosters an understanding of the principles of learning and commitment to continuous personal, interpersonal, group, and organizational learning.	
<p>LEAD630 Develop a draft graduate course plan and timeline that is realistic and sustainable, with completion targets for all elements of the program.</p> <p>LEAD630 Provide evidence of fall registration.</p> <p>LEAD638 Developed an engaging way to teach this issue to someone using an informed approach to learning and transformational teaching.</p>	
2. Leadership & Others This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.	AU SLO * *Operate autonomously in complex and unpredictable contexts to address needs of diverse communities using advanced skills and knowledge from one’s discipline in a manner consistent with Christian thought and

practice.

4-6

SOL SLO

*Human Dignity: Leaders respect human dignity and safeguard the conditions for moral well-being. Leaders recognize the universal conditions of moral well-being: privacy, autonomy, community, and identity. Privacy is represented by the need for confidentiality and time for reflection. Autonomy is the need to make independent choices that impact one's life. Community is the need to be a member of a group with a shared vision. Identity is the need to be unique and different from others. Leaders often make judgements and take actions whereby one or more aspects outweigh another, but they will acknowledge and explain the reasons for their choices.

4-6

*Service: Leaders help other people realize their unique purpose in life and help unleash their capacity to serve and lead. Leaders meet the needs of others. They give time, knowledge, and skills to help other people.

4-6

2.a Effective Communication

Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

LEAD535 Participants will understand the importance of concise, precise and accurate writing for academic constituencies. Fair, balanced treatment of all relevant evidence must be considered within academic writing.

LEAD605 Receive Leadership Competency feedback per all required competencies resulting in competency sign-off.

LEAD605 Provide Leadership Competencies review and feedback to LLG peers which supports the competency sign-off of LLG members.

2.b Mentor/Coach

Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvements toward satisfying mutual objectives.

LEAD630 Develop foundational relationships with peers, full-time faculty, and Faculty Advisor.

2.c Social Responsibility

Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

LEAD545 Start to help others on their narrative journey toward discovering Psalms 139, and having identity, and leadership clarity and intentionality.

LEAD630 Select an accountability partner.

LEAD605 Contribute to the LLG in a positive, predictive, consistent, present, supportive manner during all LLG activities throughout the Leadership graduate journey.

LEAD605 Create a 'safe space' within the LLG for current and new (annually) members.

LEAD605 Participate in the creation and adherence to LLG group norms that embrace multiple values.

3. Leadership Through Organizations

This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.

AU SLO

*Critique or enrich from a Seventh-day Adventist faith perspective key ideas, techniques or methods at the forefront on a field of study. 4-5

SOL SLO

Community: Leaders recognize that community is foundational to learning and change. Leaders understand that human beings need to be in relationships with other. Therefore, they encourage collaboration, cooperation, and dialogue so that groups may accomplish common goals.

3

3.a Resource Development; human and financial

Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.

3.b Legal and Policy Issues Leadership applies and understands the scope of a legal and policy structure appropriate for their field.	
3.c Organizational Design and Behavior, Development, and Culture Leaders understand personal, group, and inter-group perceptions, behaviors and contexts, and how these influence organizational strategy, effectiveness and successful outcomes.	
LEAD638 Mapped out and examined a leadership theory at the concept level and subjected it to an empirical field test in order to experience its effectiveness in a real-life context.	
3.d Implementing Change Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.	
3.e Evaluation and Assessment Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.	
LEAD638 Studied a practical leadership issue to find the most effective known ways to solve a seemingly intractable organizational problem. LEAD638 Researched the life of a little known, but in your view, exemplary change leader, and documented his or her “theory of action.” LEAD638 Detected a new leadership author’s “theory in use” and compared it with other leadership theories in a critical book review of a new leadership book.	
4 Leadership and Research This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for	AU SLO *Achieve a comprehensive and critically-aware knowledge of a major discipline with appropriate specialization and appreciation of how the discipline relates to other fields of study; and, at the doctoral

leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects.

level, contribute to the applied and/or theoretical knowledge in that field. 6

SOL SLO

*

4.a Reading & Evaluating Research

Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and related research to the body of knowledge in their professional field.

LEAD637 participants will show knowledge and skills in the following:

- Understanding basic research designs common to their fields of research
- Understanding quantitative and qualitative research methodologies
- Using library online research resources
- Reading, evaluating, and critiquing research articles
- Writing a literature review related to their topic of interest
- Using Endnotes as a research tool
- Applying the Andrews University Standards for Written Work (13th ed.), as well as the American Psychological Association Manual (6th ed.) in their articles critiques and literature review.

4.b Designing & Conducting Research

Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, explain standards for data collection, and conducts basic data collection and analysis.

LEAD880 participants will be able to develop a dissertation proposal that contains the following:

- A clearly-stated statement of the problem
- Well-defined research question(s)
- A well-articulated rationale for the study
- A solid conceptual or theoretical framework
- Variables of the study clearly identified
- A literature review sufficient for proposal
- A clear description of the methodology to be used
- A clear description of the way data will be analyzed and interpreted
- A feasible timeline for dissertation completion

LEAD880 Explore aspects of research to improve professional practice as scholarly researcher for the purposes of impacting professional organizations.

LEAD880 Discuss research as it applies to leadership.

LEAD880 Connect research to participant's current professional practice.

LEAD880 Reflect on research components as applies to student's professional circumstance.

LEAD880 Apply theoretical knowledge to current and potential research projects.

4.c Reporting & Implementing Research Leadership adequately communicates research findings and implements the finding in the workplace	
5. Individually Chosen Competency Option Leadership takes place in a context. Each context requires specific skill sets to do what is needed to fulfill the purpose and mission of an organization. This competency or set of competencies is chosen by the participant in order to fulfill his or her goals of improving their leadership tool kit to be more effective in their setting.	AU SLO * SOL SLO *

Appendix 3

Higher Education Administration Competency-based Curriculum Map

Andrews University Competency-based Higher Education Administration Graduate Program

Competency, Sub-competency Mapping/Gap Analysis Andrews University – School of Leadership (SOL)

Complex SOL Curriculum Map: Higher Education Administration Graduate Program

Legend:

Competency Sub-competency Core Elements

AU Institutional Graduate SLOs SOL Graduate SLOs

Course Outcomes Current Learning Activities/Strategies/Formative/Summative

**Blooms levels: 1=Knowledge 2=Understand 3=Apply 4=Analyze 5=Evaluate
6=Create**

Competency, & Sub-competency Blooms level guesstimate – not written in SLO format Suggestion: rewrite sub-competencies in SLO format	SLOs/Content/Item(s) identified in HE courses Integrative Learning Strategies – teaching and student assessment methods Blooms Level	Notes/Gaps/SLO Recommendations
Self-Development Competencies This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identify required for inspiring and supporting the development of college students.	*AU SLO *Examine and practice moral, intellectual, and theological virtues that reflect God’s loving character. 6 *Demonstrate competence at an advanced level in a range of transferable skills such as information literacy, critical thinking, quantitative literacy, research methods, teamwork, engaging diverse perspective, ethical reasoning, and effective communication. 3 *SOL SLO Intergrated Life: Leaders recognize the importance of integrating life into a balanced whole. Leaders pursue the harmonious development of the mental, physical, social, and spiritual faculties in order to maximize human potential. 6	
1.a Philosophical foundations Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.		
LEAD545 Read about and appreciate the importance of narrative and self-assessments in understanding identity and guiding leadership. LEAD545 Leverage your narrative to guide you in framing the LLP, work/career plans, course plans, and choices. Where possible, use it to undergird your stated calling, mission, vision, philosophy, life-strategies, and goals. LEAD630 Participants will experience activities and readings that challenge them to think in new ways about the role of education, the nature of learning, and the purposes of educational leadership LEAD630 Participants will review the 10 competencies of the Higher Education Administration program.		

LEAD630 Participants will complete self-assessment measure of their learning and leadership approaches and use those to reflect on their experience of learning and leading
 LEAD630 Participants will compose a self-analysis paper answering the question ‘who am I’.
 LEAD638 Developed your own theory of action for effective leadership in your context of life and work by writing an integrative reflection paper that builds on everything learned in this course.
 LEAD638 Reflected on the different facets of your own learning as a leader and emerging scholar of leadership.

1.b Ethics, values, and spirituality

Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

EDAL640 Students will strengthen sound ethical principles that promote respect, fairness, solidarity, and Integrity.
 EDAL640 Students will integrate spiritual and moral values as they deal with legal and policy issues in higher education.
 LEAD545 Grow more in the truth of their value to God and embrace His work in their lives and share in the discovery, joy and gratitude expressed in Psalms 139— “I am fearfully and wonderfully made.”
 LEAD638 Developed a working knowledge of the major approaches to leadership, including servant leadership, and taught one of the theories to the rest of the class.

1.c Human development & career choice

Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

LEAD630 Participants will overview the courses required for our programs and complete a degree course plan
 LEAD630 Participants will review the portfolio and other Higher Education requirements.
 LEAD638 Developed an engaging way to teach this issue to someone using an informed approach to learning and transformational teaching.

2. Interpersonal Development Competencies

This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

AU SLO

* *Operate autonomously in complex and unpredictable contexts to address needs of diverse communities using advanced skills and knowledge from one’s discipline in a manner consistent with Christian thought and practice.

4-6

SOL SLO

*Human Dignity: Leaders respect human dignity and safeguard the conditions for moral well-being. Leaders recognize the universal conditions of moral well-being: privacy, autonomy, community, and identity. Privacy is represented by the need for confidentiality and time for reflection. Autonomy is the need to make independent choices that impact one's life. Community is the need to be a member of a group with a shared vision. Identity is the need to be unique and different from others. Leaders often make judgements and take actions whereby one or more aspects outweigh another, but they will acknowledge and explain the reasons for their choices.

4-6

*Service: Leaders help other people realize their unique purpose in life and help unleash their capacity to serve and lead. Leaders meet the needs of others. They give time, knowledge, and skills to help other people.

4-6

2.a Effective Communication and mentoring

Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

LEAD535 Participants will understand the importance of concise, precise and accurate writing for academic constituencies. Fair, balanced treatment of all relevant evidence must be considered within academic writing.

2.b Appreciating Diversity

Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

2.c Social Responsibility

Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

LEAD545 Start to help others on their narrative journey toward discovering Psalms 139, and having identity, and leadership clarity and intentionality.

3. Leadership and Organizational Development Competencies

This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

AU SLO

*Critique or enrich from a Seventh-day Adventist faith perspective key ideas, techniques or methods at the forefront on a field of study. 4-5

SOL SLO

Community: Leaders recognize that community is foundational to learning and change. Leaders understand that human beings need to be in relationships with other. Therefore, they encourage collaboration, cooperation, and dialogue so that groups may accomplish common goals.

3

3.a Resource Development; human and financial

Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

EDAL655 The purpose of this course is designed to acquaint students with various aspects of the financial management of higher education institutions. At the end of the course, participants are expected to:

- Become aware of the major issues and trends in higher education finances;
- Recognize the fiscal context and the role of the budget manager;
- Identify the primary elements of the budget: Revenue and expenses;
- Understand budgets and the management of the budget cycle;
- Differentiate auxiliary and capital budget;
- Navigate problems and avoid pitfall in budget management;
- Be aware of issues related to budget fluctuations;
- Understand the issues involved in private education in general, and in Adventist education more specifically; and
- Integrate moral and spiritual values in all aspects of educational finance.

3.b Legal and Policy Issues

Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

EDAL640 Students will demonstrate an understanding of the major legal issues that impact higher education, and the approach of agencies, legislatures, and courts to these issues.

Specifically, the student will be able to

- Describe the legal governance of higher education.
- Define academic freedom and describe its applications and limitations.
- Discuss the relationship of the law with college faculty.
- Discuss the relationship of the law with college students.
- Identify the legal constraints on discrimination, including harassment, and discuss the current role of affirmative action in higher education.

EDAL640 Students will engage in critically reflective discussion and writing based in higher education law.

EDAL640 Students will explore and analyze higher education case law, policy, and current issues.

EDAL640 Students will explore legal complexities and sound decision-making through case studies.

EDAL640 Students will recognize and identify legal issues that may arise in higher education and apply information to help them in their current and future roles in higher education.

EDAL640 Students will identify specific situations in their organizations that are liable to become legal challenges.

EDAL640 Students will be able to recognize and prepare for the major legal issues that impact their institutions in the specific areas of student rights, intellectual property, admissions, employer relations, and property use.

EDAL 640 Students will be able to develop preventative programs that will minimize the risk exposure of their institutions and organizations

3.c Organizational behavior, change, and culture

Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

LEAD638 Mapped out and examined a leadership theory at the concept level and subjected it to an empirical field test in order to experience its effectiveness in a real-life context.

LEAD638 Studied a practical leadership issue to find the most effective known ways to solve a seemingly intractable organizational problem.

LEAD638 Researched the life of a little known, but in your view, exemplary change leader, and documented his or her "theory of action."

<p>4 Research Development Competency Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.</p>	<p>AU SLO *Achieve a comprehensive and critically-aware knowledge of a major discipline with appropriate specialization and appreciation of how the discipline relates to other fields of study; and, at the doctoral level, contribute to the applied and/or theoretical knowledge in that field. 6</p> <p>SOL SLO *</p>
<p>4. Conducting, evaluating and reporting research Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.</p>	
<p>LEAD638 Detected a new leadership author’s “theory in use” and compared it with other leadership theories in a critical book review of a new leadership book. LEAD880 participants will be able to develop a dissertation proposal that contains the following:</p> <ul style="list-style-type: none"> • A clearly-stated statement of the problem • Well-defined research question(s) • A well-articulated rationale for the study • A solid conceptual or theoretical framework • Variables of the study clearly identified • A literature review sufficient for proposal • A clear description of the methodology to be used • A clear description of the way data will be analyzed and interpreted • A feasible timeline for dissertation completion <p>LEAD637 participants will show knowledge and skills in the following:</p> <ul style="list-style-type: none"> • Understanding basic research designs common to their fields of research • Understanding quantitative and qualitative research methodologies • Using library online research resources • Reading, evaluating, and critiquing research articles • Writing a literature review related to their topic of interest • Using Endnotes as a research tool • Applying the Andrews University Standards for Written Work (13th ed.), as well as the American Psychological Association Manual (6th ed.) in their articles critiques and literature review. 	

LEAD880 Explore aspects of research to improve professional practice as scholarly researcher for the purposes of impacting professional organizations.
 LEAD880 Discuss research as it applies to leadership.
 LEAD880 Connect research to participant's current professional practice.
 LEAD880 Reflect on research components as applies to student's professional circumstance.
 LEAD880 Apply theoretical knowledge to current and potential research projects.

Appendix 4

James White Library program and department support – School of Leadership

PROGRAM AND DEPARTMENT REVIEW COMMITTEE REPORT ON SCHOOL OF LEADERSHIP July 28, 2027

Table 1
Holdings by Type
Items owned by JW Library

Topics	Books	eBooks	DVD	Total
Educational leadership	273	1	7	281
Leadership (General, etc.)	499	7	2	508
School administration and organization	490	4	2	496
Mentoring	23	0	0	23
Education finance	20	0	0	20
Educational research	20	1	0	21
Leadership in Adventist education	53	0	1	54
Educational facilities planning	18	2	0	20
Totals	1,396	15	12	1,423

Table 2
Holdings by Date Range

Topics	2005-2009	2010-2014	2015-2019	2020-2023	Total
Educational leadership	156	59	51	15	281
Leadership(General, etc.)	184	163	134	27	508
School administration and organization	274	106	89	27	496
Mentoring	10	5	4	4	23
Education finance	12	3	2	3	20
Educational research	7	4	7	3	21

Leadership in Adventist education	18	20	13	3	54
Educational facilities planning	9	9	2	0	20
Totals	670	369	302	82	1,423

Table 3
Items Leased or Subscribed to by the JW Library

Type	Number of Titles
E-books	134,129 via <i>ProQuest Central Ebook & Ebscohost Ebook Collection</i>
E-journals	121 52 peer reviewed
Print journals	0
Streaming media	Available upon request via Films on Demand, Swank, Kanopy

Table 4
Books & Media Budget

Year	Allocation	Expended
2022-2023	\$1, 534	623.77
2021-2022	\$1,534.08	3,438.46
2020-2021	\$3,292.61	\$2,833.22
2019-2020	\$5,144	\$1,444.61
2018-2019	\$5,144	\$8,969.35

Many multi-disciplinary databases are provided courtesy of the [Michigan eLibrary](#).

For Discussion:

Are there professional accreditation standards for library support? NO.

How do library resources compare at benchmark institutions? Compares well.

Three SDA universities – La Sierra University, Oakwood University and Southern Adventist University, and seven niche universities - Adelphi, Benedictine, Carroll, Edgewood College, Marianne, Olivet, Trinity were selected from the *IPEDS Peer Schools List* (June 2022).

The following Andrews University databases were used for comparison. Number of Libraries that subscribe to the following:

1. ABI Inform Global (1)
2. Academic Search Complete (Elite to Ultimate) 6-Complete, 4-Premiere
3. APA Psych Articles (6)
4. APA PsycINFO (5)
5. Business Source Complete (Elite to Ultimate versions); 3- Complete, 1-Ultimate, 4-Elite,
6. eBook Central (ProQuest) (10)
7. eBook Collection (EBSCOhost) (5)
8. Education Source (1)
9. ERIC (8)
10. JSTOR (8)
11. Sage Journals (1)
12. Science Direct (5)
13. Wiley Online (3)

Top Databases in Common

1. eBook Central (10)
2. JSTOR and ERIC (8)
3. Academic Search Complete and Psych Articles (6)
4. eBook Collection, Science Direct & PsycINFO (5)

Libraries with number of same databases (or variation of title):

1. Adelphi (9)
2. Benedictine (12)
3. Carroll (8)

4. Edgewood (9)
5. Marianne (5)
6. Oakwood (10)
7. Olivet (6)
8. Southern Adventist University (8)
9. Trinity International -Illinois (6)
10. La Sierra – Could not access La Sierra’s database listing.

Does building library support for your program strengthen others or vice versa? Yes, a strong leadership collection benefits all programs with a leadership focus whether at the undergraduate level or other graduate programs, for example in the School of Business Administration.

How are library resources used in the curriculum? Heavily as references for research papers and dissertations.

Prepared by Paulette McLean Johnson, Dean of Libraries, in consultation with:
Bernard Helms, Acquisitions Librarian
Philip Tan, Head of Bibliographic Services

A full-time faculty and Registered Nurse will coordinate participants who wish to complete a specialty focus in Healthcare Administration

Appendix 5

Financial data for the Leadership and Higher Education Administration programs as provided by the Andrews University Financial Office

	Leadership												
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022			
Student Enrollment Count	105	97	70	68	63	68	68	62	68	85			
Gross Tuition	608,786	636,891	553,103	468,892	477,773	458,206	534,707	457,876	569,638	691,903			
Discount	44,101	71,322	63,606	59,736	65,616	51,055	111,126	98,089	118,708	133,815			
Net Tuition	564,685	565,569	489,497	409,156	412,157	407,151	423,582	359,787	450,930	558,088	Income		
Discount %	7%	11%	11%	13%	14%	11%	21%	21%	21%	19%			
Cost	486,469	497,408	403,738	337,810	437,622	405,696	438,343	307,618	280,788	256,232	Cost		
Contribution Margin	78,217	68,161	85,759	71,347	-25,465	1,454	-14,762	52,170	170,142	301,855	Financial impact		
Margin %	14%	12%	18%	17%	-6%	0%	-3%	15%	38%	54%	Margin trending over time		
Cost to income ratio	86%	88%	82%	83%	106%	100%	103%	85%	62%	46%			

	Higher Education Admin												
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022			
Student Enrollment Count	10	12	15	17	16	22	28	31	28	30			
Gross Tuition	105,635	125,804	182,784	141,478	188,493	199,806	364,372	351,994	319,471	325,385			
Discount	11,748	25,295	36,307	27,712	30,749	38,061	99,603	109,984	127,760	108,941			
Net Tuition	93,887	100,509	146,477	113,766	157,744	161,745	264,769	242,010	191,711	216,445	Income		
Discount %	11%	20%	20%	20%	16%	19%	27%	31%	40%	33%			
Cost	63,708	121,333	125,933	93,663	134,019	162,042	179,641	283,383	253,588	236,847	Cost		
Contribution Margin	30,179	-20,825	20,544	20,103	23,725	-297	85,128	-41,373	-61,877	-20,403	Financial impact		
Margin %	32%	-21%	14%	18%	15%	0%	32%	-17%	-32%	-9%	Margin trending over time		
Cost to income ratio	68%	121%	86%	82%	85%	100%	68%	117%	132%	109%			

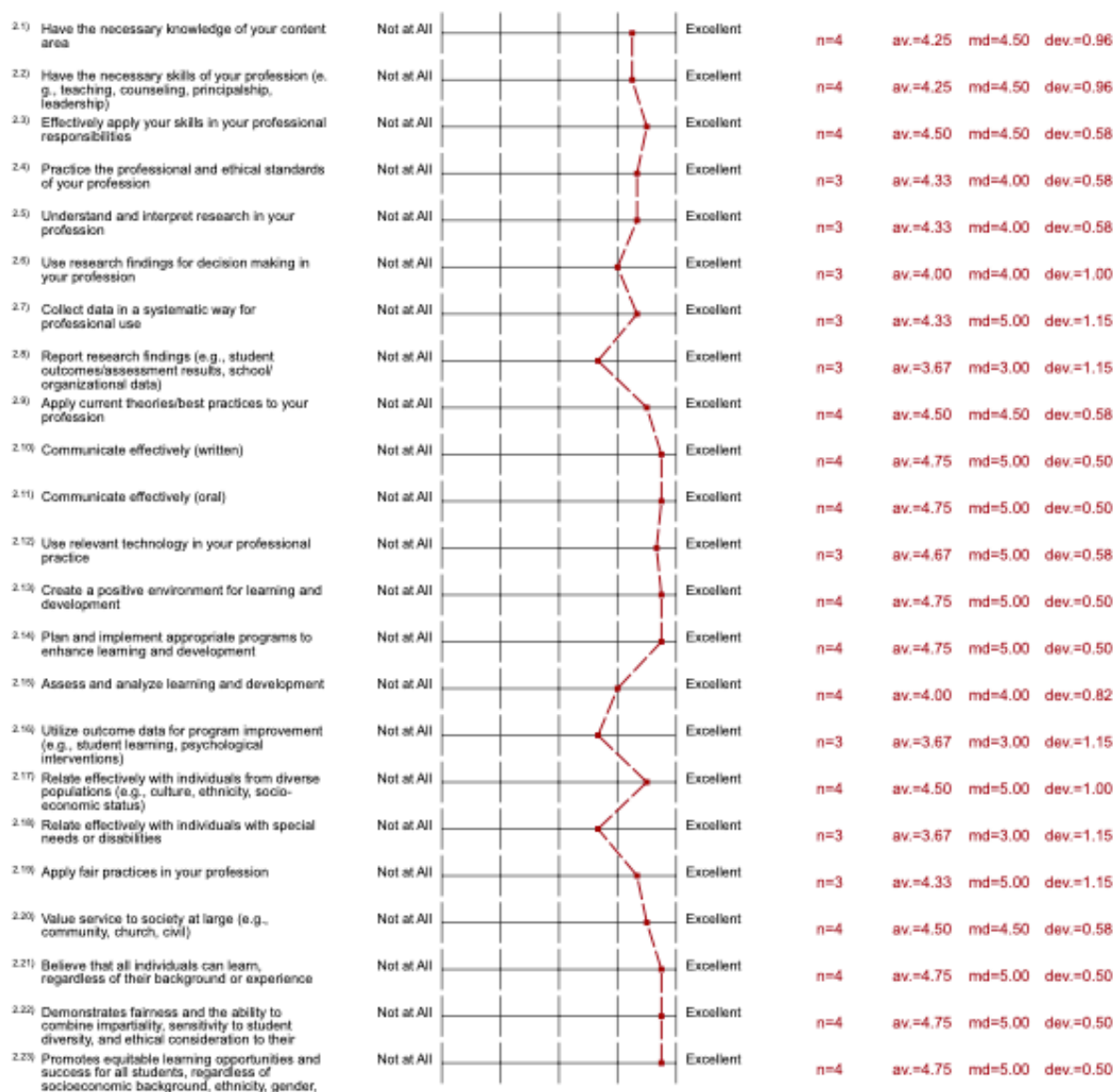
Appendix 6

Alumni Survey Fall 2023 - summary of scaled questions

Profile

Subunit: CEIS-Other Surveys
 Name of the instructor: Professor Leadership
 Name of the course: Alumni Survey Fall 2023
 (Name of the survey)

Values used in the profile line: Mean



Leadership_AlumniSurveyLeadership202341									
3.1) Grow spiritually	Not at All						Significantly	n=4	av.=4.50 md=5.00 dev.=1.00
3.2) Understand your profession from a Christian perspective	Not at All						Significantly	n=4	av.=4.75 md=5.00 dev.=0.50
3.3) Integrate your worldview with your profession	Not at All						Significantly	n=4	av.=4.75 md=5.00 dev.=0.50
3.4) Deepen your faith commitment	Not at All						Significantly	n=4	av.=4.75 md=5.00 dev.=0.50

Appendix 7

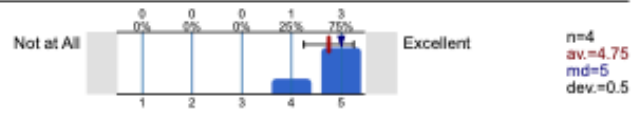
Graduate preparation for specific graduate level skills

2.10) Communicate effectively (written)	Not at All		Excellent	n=4 av.=4.75 md=5 dev.=0.5
2.11) Communicate effectively (oral)	Not at All		Excellent	n=4 av.=4.75 md=5 dev.=0.5
2.12) Use relevant technology in your professional practice	Not at All		Excellent	n=3 av.=4.67 md=5 dev.=0.58 ab.=1
2.13) Create a positive environment for learning and development	Not at All		Excellent	n=4 av.=4.75 md=5 dev.=0.5
2.14) Plan and implement appropriate programs to enhance learning and development	Not at All		Excellent	n=4 av.=4.75 md=5 dev.=0.5
2.15) Assess and analyze learning and development	Not at All		Excellent	n=4 av.=4 md=4 dev.=0.82
2.16) Utilize outcome data for program improvement (e.g., student learning, psychological interventions)	Not at All		Excellent	n=3 av.=3.67 md=3 dev.=1.15 ab.=1
2.17) Relate effectively with individuals from diverse populations (e.g., culture, ethnicity, socio-economic status)	Not at All		Excellent	n=4 av.=4.5 md=5 dev.=1
2.18) Relate effectively with individuals with special needs or disabilities	Not at All		Excellent	n=3 av.=3.67 md=3 dev.=1.15 ab.=1
2.19) Apply fair practices in your profession	Not at All		Excellent	n=3 av.=4.33 md=5 dev.=1.15 ab.=1
2.20) Value service to society at large (e.g., community, church, civil)	Not at All		Excellent	n=4 av.=4.5 md=4.5 dev.=0.58
2.21) Believe that all individuals can learn, regardless of their background or experience	Not at All		Excellent	n=4 av.=4.75 md=5 dev.=0.5

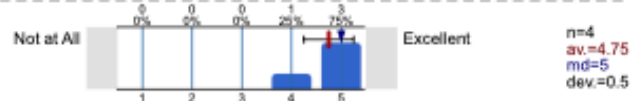
2. Preparation

2.1)	Have the necessary knowledge of your content area	Not at All		Excellent	n=4 av.=4.25 md=4.5 dev.=0.96
2.2)	Have the necessary skills of your profession (e.g., teaching, counseling, principalship, leadership)	Not at All		Excellent	n=4 av.=4.25 md=4.5 dev.=0.96
2.3)	Effectively apply your skills in your professional responsibilities	Not at All		Excellent	n=4 av.=4.5 md=4.5 dev.=0.58
2.4)	Practice the professional and ethical standards of your profession	Not at All		Excellent	n=3 av.=4.33 md=4 dev.=0.58 ab.=1
2.5)	Understand and interpret research in your profession	Not at All		Excellent	n=3 av.=4.33 md=4 dev.=0.58 ab.=1
2.6)	Use research findings for decision making in your profession	Not at All		Excellent	n=3 av.=4 md=4 dev.=1 ab.=1
2.7)	Collect data in a systematic way for professional use	Not at All		Excellent	n=3 av.=4.33 md=5 dev.=1.15 ab.=1
2.8)	Report research findings (e.g., student outcomes/assessment results, school/organizational data)	Not at All		Excellent	n=3 av.=3.67 md=3 dev.=1.15 ab.=1
2.9)	Apply current theories/best practices to your profession	Not at All		Excellent	n=4 av.=4.5 md=4.5 dev.=0.58

2.22) Demonstrates fairness and the ability to combine impartiality, sensitivity to student diversity, and ethical consideration to their interactions with others

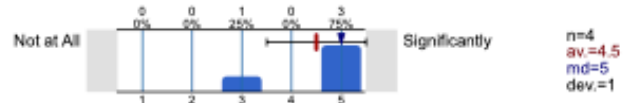


2.23) Promotes equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics

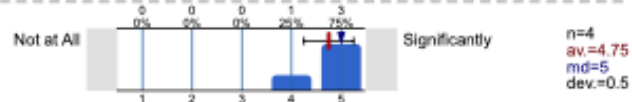


3. Spirituality

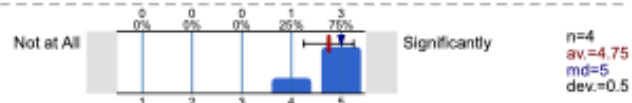
3.1) Grow spiritually



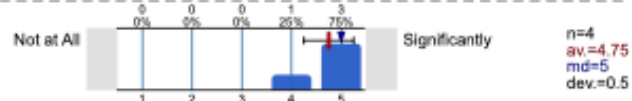
3.2) Understand your profession from a Christian perspective



3.3) Integrate your worldview with your profession



3.4) Deepen your faith commitment



Focused areas include: Higher Education Administration & Leadership

Double-click on number to see details

Distinct Count of ID			FYE											Grand Total
Major College	Major department	Major	Degree	Semester	2015	2016	2017	2018	2019	2020	2021	2022		
25	Leadership	EDAL- Educational Admin & Leadership	PHD	Fall	1	1	1	1	1	1			1	
				Spring	1	1	1	1	1	1		1		
				Summer		1							1	
		EDAM- Educational Administration	EDD	Fall	1	1		1						1
				Spring	1	1	1						1	
				Summer										
			PHD	Fall	2	2	2	2	1					2
				Spring	2	1	2	1						2
				Summer	1	1	1							1
		EDLD- Educational Leadership	EDD	Fall			2	2	2	1	1	3	5	
				Spring			3	2	2		1		4	
				Summer		2	3	2			7		9	
			EDS	Fall		1			1		2	2	5	
				Spring					1				1	
				Summer					1	1			2	
			GRCEDL	Fall	2	4	4	5	7	13	19	22	39	
				Spring	4	5	5	4	6	9	15		28	
				Summer	2	5	2	6	13	19	17		38	
		GRCERT	Fall	2	1	1							2	
			Spring	2	1		1	1					2	
			Summer											
			MA	Fall					2	10	12	14	23	
				Spring					4	9	14		20	
				Summer					10	9	14		19	
			PHD	Fall	9	9	13	10	12	11	13	19	33	

				Spring	9	10	9	7	11	11	13	23	
				Summer	6	6	8	7	5	11	13	29	
		EDUC- Education	MA	Fall	13	13	9	6	13	6	4	1	33
				Spring	14	8	6	5	7	6	5		28
				Summer	10	7	5	15	5	4	1		30
		HEDA-Higher Education Admin	EDD	Fall								1	1
				Summer	1						1		2
			EDS	Fall	1	1		2	3	3	1	2	6
				Spring	1	1		2	3	2	2		6
				Summer		1		3	2				5
			MA	Fall				2	3	4	3	1	6
				Spring				3	4	4	2		6
				Summer				3	2	3			5
			PHD	Fall	12	14	15	12	17	17	20	25	42
				Spring	11	12	12	15	15	20	19		37
				Summer	7	13	9	12	11	13	13		38
		K12A-K-12 Educational Admin	EDS	Fall	1		1						1
				Spring	1								1
			PHD	Fall	1	3	2	2	2	2	2	1	3
				Spring	3	1	1	2	1	1	1		3
				Summer	1	1				1			2
		LEAD- Leadership	DLEAD	Fall						1	4	6	10
				Spring						25	23		30
				Summer						5	24		28
			EDD	Fall			1	1	1	1	1	1	1
				Spring			1	1		1	1		1
				Summer	1		1	1	1	1	1		2
			EDS	Fall	1								1
				Summer				1	1				2
			GRCERT	Spring			1						1
			GRCLEA	Fall								2	2
				Spring	1	1							1
				Summer	2	1	1						3

			MA	Fall	1	2	15	42	44	28	20	4	53
				Spring	42	43	21	43	26	21	36		130
				Summer	45	47	69	71	30	21	20		146
			PDCERT	Fall		1	3		3		1		6
				Spring	1	2	3		4	1			8
				Summer	1	1	1	4	1				6
			PHD	Fall	58	55	49	47	45	45	48	49	113
				Spring	59	52	48	45	45	42	41		95
				Summer	49	46	49	45	47	47	46		100
Leadership Total				181	180	198	218	219	236	233	150	518	
Grand Total					181	180	198	218	219	236	233	150	518