

**Minutes of the Undergraduate Council**  
**Andrews University**  
**November 1, 2010**  
*Approved December 6, 2010*

|   |   |
|---|---|
| Margarita Mattingly, chair; Tiffany Summerscales, vice-chair; Ben A. Maguad, secretary; Michelle Bacchiocchi, Verlyn Benson, Carey Carscallen, Emilio Garcia-Marenko, Ann-Marie Jones, Kris Knutson, Shanna Leak, Keith Mattingly, Donald May, Lynn Merklin, Ruben Munoz-Larrondo, Najeeb Nakhle, Lawrence Onsager, Monique Pittman, Allen Stembridge, Carmelita Troy, Dominique Wakefield, Gary Williams   | Members Present                                   |
| Randy Graves  | Invitee   |
| Margarita Mattingly led out in the devotional and offered the prayer.   | Devotional & Prayer                               |
| Margarita Mattingly welcomed the Undergraduate Council members and called the meeting to order. She noted that the Council still had vacancies to fill. Verlyn Benson provided the following names from the College of Technology: Gunnar Lovhoiden, Diane Myers and Sharon Prest (alternate).  | Welcome & Introductions                           |
| Ben Maguad presented the minutes from the last meeting.<br><b>VOTED</b> to approve the Council minutes dated October 4, 2010.   | Council Minutes<br><i>UGC2010.11.01A</i>          |
| Tiffany Summerscales shared minutes from the April 9, 2010 and September 24, 2010 meetings of the PDRC.<br><b>VOTED</b> to approve the Program Development and Review Subcommittee minutes dated April 9, 2010 and September 24, 2010.  | PDRC Minutes<br><i>UGC2010.11.01B</i>             |
| The Council reviewed the various standing committees, subcommittees and councils. Faculty representation in the Council was also discussed. It was noted that job descriptions were needed for most if not all of them. The Provost will be sending requests soon for Terms of Reference for all committees.  | Terms of Reference                                |
| It was reported that the Academic Policies Subcommittee has not met in two years. The chair position is currently vacant and the subcommittee lacks representation from several schools. The Council chair will send emails to the different schools/colleges to request nominations.<br><b>VOTED</b> to modify the composition of the Academic Policies Subcommittee. The new composition would include three administrators (General Education Director, Registrar, and Associate Registrar), one faculty member from each UG School (School of Architecture, School of Business Administration, School of Education and the College of Technology) and four faculty members from the College of Arts and Sciences, one each from its major divisions (Humanities, Sciences, Social Sciences and Health). | Nominations by email<br><br><i>UGC2010.11.01C</i> |

The Council discussed the Review Panel Report for the Architecture undergraduate program.

Architecture Review Panel Report

**VOTED** to enter the Architecture program review panel report into the record.

*UGC2010.11.01D*

**VOTED** to support the recommendations contained in the Architecture program review panel report.

*UGC2010.11.01E*

**VOTED** to enter a comment on the Architecture program panel report. “The CERENID Bolivia mission project, which has been a vital component in achieving the objectives of the architecture programs for the past fifteen years, should be continued.”

*UGC2010.11.01F*

**VOTED** to ask the Dean of Architecture to discuss the Architecture program panel report with the Provost and send a response, countersigned by the Provost, to the Program Development and Review Committee within three months, indicating what actions have been taken or will be taken as a result of the report.

*UGC2010.11.01G*

It has been suggested that our current policy for withdrawals is contributing to our GPA inflation. At this time, our students are allowed to withdraw up to 15 days before the term ends. This policy is at variance with our benchmarks.

Withdrawal Dates

**VOTED** to approve the first reading of the proposal to increase the number of days between allowed withdrawals and the end of the term from 15 to 38. Further consultation must be sought to determine any negative impacts of this proposal on financial aid, the master calendar, graduate school programs, and advising.

*UGC2010.11.01H*

There had been some discussion with regards to the advisability of continuing freshmen pre-registration. While it was intended to make a recommendation for or against continuing early registration, now the Administrative Council has made a decision to continue freshmen pre-registration because it is clearly the norm provided by our competitors and expected by students. Thus we will now turn to addressing the challenges:

Early Registration

- Students pre-registering and filling GE classes but not enrolling
- Orientation testing and receiving final HS grades AFTER advising takes place
- Inconsistent advisor roles and course planning
- Advisors unavailable during summer in small departments
- Students changing majors multiple times; confusion between professional and liberal arts degrees
- Inefficiency of a paper only process

**VOTED** to form a group consisting of Donald May, Kris Knutson, Randy Graves and Aimee Vitangcol Regoso to address the following open questions pertaining to early registration:

*UGC2010.11.01I*

- a. Can we expect to increase yield despite the economy and students submitting multiple applications?
- b. Should we focus on providing consistent resources, “hot” programs, parent communication, APS, or better academic advising?

- c. Would a joint Residence Hall / Class Schedule reservation deposit improve the results of early registration by more accurately predicting demand for dorm accommodations and for classes?
- d. Are resources sufficient for IMC (pre-applicant communication), EMM (applicant communication), and SFS/Records (enrollee communication) despite the increase in load?
- e. Can patterned freshmen curricula improve early registration?



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Margarita Mattingly, chair



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Ben A. Maguad, secretary

2010-2011

## OFFICERS

Margarita Mattingly, Chair  
Tiffany Summerscales, Vice-chair  
Ben Maguad, Secretary

## MEMBERS

Niels-Erik Andreasen  
Michelle Bacchiocchi  
Marsha Beal  
Verlyn Benson  
Lorena Bidwell\*  
Carey Carscallen  
Emilio Garcia-Marenko  
Jim Jeffrey  
Ann-Marie Jones  
Kris Knutson\*  
Shanna Leak  
Andrea Luxton  
Keith Mattingly  
Don May  
Lynn Merklin  
Ruben Munoz-Larrondo  
Najeeb Nakhle\*  
Lawrence Onsager\*  
Ray Ostrander  
Stephen Payne\*  
Monique Pittman  
Larry Schalk\*  
Allen Stembridge  
Charles Tidwell  
Carmelita Troy  
Kristen Von Maur  
Dominique Wakefield  
Gary Williams\*  
Jeannie Wolfer

## MEETINGS

Fall: 4Oct – 1Nov – 6Dec  
Spring: 7Feb – 7Mar – 4Apr  
Summer: 2May – 6Jun

## STEERING COMMITTEE

Margarita Mattingly, Chair  
Tiffany Summerscales, Vice-chair  
Ben Maguad, Secretary  
Vacancy, Academic Policies  
Shanna Leak, Admissions  
Don May, General Education  
Monique Pittman, Honors  
Tiffany Summerscales, Program  
Development & Review  
Scholarly Publications & AU Press,  
Niels-Erik Andreasen

## Andrews University Undergraduate Council

### AGENDA

1 November 2010 - 3:30p - Student Life & Leadership Lab

#### 1 DEVOTIONAL & PRAYER

#### 2 WELCOME & INTRODUCTIONS

#### 3 MINUTES

Undergraduate Council  
- 4 October 2010 (*see Exhibit A*)  
UG Program Development & Review Committee  
- 9 April 2010 (*see Exhibit B*)  
- 24 September 2010 (*see Exhibit C*)

#### 4 REVITALIZING THE ACADEMIC POLICIES SUBCOMMITTEE

It is reported that the Undergraduate Council Academic Policies Subcommittee has not met in 2 years. The chair is vacant at this time. (*see Exhibit D*)

##### Proposed actions

- a. To take nominations for, select, and appoint a chair
- b. To review the composition of the Academic Policies Subcommittee and to modify it to more widely represent undergraduate programs
- c. To adhere to (or modify) the Working Policy (*see Exhibit I*)

#### 5 ARCHITECTURE PROGRAM REVIEW

The Undergraduate and Graduate Program Development and Review Committees are jointly submitting the Review Panel Report for Architecture undergraduate and graduate programs, (*see Exhibit E*) including a summary and a Dean's reply. See Exhibit F for subsequent Program Reviews scheduled.

##### Proposed actions

- a. To enter the Review Panel Report into the record
- b. To vote the recommendations
- c. To comment on the report
- d. To ask the Dean of Architecture to discuss this report with the Provost and send a response, countersigned by the Provost, to the PDRC within 3 months, indicating what actions have been or will be taken as a result of the report.

#### 6 WITHDRAWAL DATES

It has been suggested that our current policy for withdrawals is contributing to our GPA inflation. At this time, our students are allowed to withdraw up to 15 days before the terms end. This policy is at variance with our benchmarks. (*see Exhibit G*)

Proposed action To increase the number of days between allowed withdrawals and the end of term from 15 to 38 .

## **7 EARLY REGISTRATION**

There has been ongoing discussion with regards to the advisability of continuing Freshmen Pre-registration. During the 2005-6 academic year, discussion heightened, motivated by comparisons with competitors and customer expectations. Representatives from Enrollment, Student Success, and Academic Records prepared a plan for early registration, including two early registration events in March & April for LUC academy students. A growing emphasis on departments calling accepted students for early registration has significantly increased the numbers of students who participate. (*see Exhibit H*)

### Challenges to current Early Registration plan

- a. Students pre-registering and filling GE classes but not enrolling
- b. Orientation testing and receiving final HS grades AFTER advising takes place
- c. Inconsistent advisor roles and course planning
- d. Advisors unavailable during summer in small departments
- e. Students changing majors multiple times; confusion between professional and liberal arts degrees
- f. Inefficiency of a paper only process

### Benefits of current Early Registration plan

- a. Connecting point to enhance student/advisor relationship
- b. More individualized advising & reduction of bottle necks during First Stop week
- c. Earlier predictions for size of GE classes in order to add sections appropriately in advance
- d. Student expectations and need for early planning
- e. Benchmark practices

### Open Questions

- a. Can we expect to increase yield despite the economy and students submitting multiple applications?
- b. Should we focus on providing consistent resources, “hot” programs, parent communication, APS, or better academic advising?
- c. Would a joint Residence Hall / Class Schedule reservation deposit improve the results of Early Registration by more accurately predicting demand for dorm accommodations and for classes?
- d. Are resources sufficient for IMC (pre-applicant communication), EM (applicant communication), and SFS/Records (enrollee communication) despite the increase in load?
- e. Can patterned freshmen curricula improve Early Registration?

### Proposed actions

- a. To approve the continuation of Early Registration, as is, for FY12 (or longer).
- b. To prioritize the challenges, benefits, and open questions by approval voting or other method
- c. To forward the open questions (or a specific list of similar ones) to a subcommittee to bring back answers or recommendations next month.

## EXHIBIT A

### Minutes of the Undergraduate Council Andrews University October 4, 2010

Margarita Mattingly, chair; Tiffany Summerscales, vice-chair; Ben A. Maguad, secretary; Michelle Bacchiocchi, Marsha Beal, Verlyn Benson, Ann-Marie Jones, Kris Knutson, Shanna Leak, Keith Mattingly, Donald May, Lynn Merklin, Ruben Munoz-Larrondo, Lawrence Onsager, Ray Ostrander, Stephen Payne, Allen Stembridge, Carmelita Troy, Dominique Wakefield, Gary Williams, Jeannie Wolfer

Members Present

Margarita Mattingly led out in the devotional with focus on Proverbs 11:14 and offered the prayer. She also welcomed the Undergraduate Council members and called the meeting to order.

Devotional,  
Invocation and  
Welcome

Margarita Mattingly introduced the members of the Council and announced the various committees and subcommittees and their respective chairs. She noted that according to the Working Policy quorum is 9 whereas in the committee database it is stipulated as 14. There are several outstanding vacancies at this time: two from the College of Technology, one from the School of Architecture, and two under appointment by the President to represent the General Education Committee and the Honors Council. The current membership list was included on the agenda.

Introduction of  
Members and  
Subcommittees

It was noted that there is need to review the leadership of the Academic Policies Subcommittee since it has not met for the past two years and its chair, Martin Smith, is not able to attend Council meetings this semester due to class commitments.

Academic Policies  
Subcommittee  
Report

Shanna Leak presented a brief report from the Admissions Subcommittee. The subcommittee meets every 1<sup>st</sup> and 3<sup>rd</sup> week of the month. Shanna handed out a document entitled 'Acceptance Guidelines for Undergraduate Admissions Committee' which needs Council approval.

Admissions  
Subcommittee  
Report

#### PROPOSAL 20101004 -A Admissions Subcommittee Item Added to Council Agenda

VOTED to add the 'Acceptance Guidelines' to the Council agenda for discussion as Item #9.

Donald May presented a brief report from the General Education Committee. The committee normally meets monthly. In the past, the primary focus of this committee was on assessment with specific focus on four classes: Religion, English, Communication and Fitness. There are currently some pressing issues that need to be resolved.

General Education  
Committee Report

Tiffany Summerscales reported that the Honors Council normally meets once a year. It also meets once or twice a month to review honors students' proposals. Margarita Mattingly noted that no one has been designated yet to represent the Honors Council in the Undergraduate Council.

Honors Council  
Report

The Program Review and Development Subcommittee, chaired by Tiffany Summerscales, meets monthly. Its next meeting will be with the Graduate Program Review committee.

Program Review  
and Development  
Subcommittee  
Report

PROPOSAL 20101004-B Approval of Council Minutes  
VOTED to approve the Council minutes dated May 3, 2010.

Council membership was discussed with respect to different membership designations: regular, ex-officio, invitees. There was also some discussion on the function of the Undergraduate Council as the arm of the undergraduate faculty. The role of the Council is to advise administration, the general faculty, schools and their committees as well as coordinate undergraduate thrusts in pursuit of the University's mission, ensure parity of standards, provide a forum for communication, establish criteria, policies and procedures for requirements, activities and programs, and keep the undergraduate faculty informed of decisions made on its behalf. Members of the Council are 'independent voices' seeking what is best for the University and do not represent specific schools of the University. Should invitees who attend the meetings regularly be considered regular members?

Discussion of  
Council  
Membership

PROPOSAL 20101004-C Membership: Council Invitees

VOTED to recommend to the Office of the Provost the change of status of invitees who attend the Council meetings regularly from 'invitee' to 'regular'. The vote was close: 7 – affirmative; 6 – negative. Voting rights were not changed. The current list of 'invitees' who would be considered 'regular' advisory members of the Council include Marsha Beal (Distance Education), Shanna Leak (Enrollment Management), Lynn Merklin (Institutional Assessment), Najeeb Nakhle (International Student Office), Lawrence Onsager (James White Library), Stephen Payne (Integrated Marketing & Communication), Gary Williams (Academic Records), and Jeannie Wolfer (Teaching, Learning & Curriculum).

Discussed the possibility of appointing a Council parliamentarian who would serve as advisor to the Council chair. This item will be placed on the November 2010 agenda at which time nominations will be accepted.

Council  
Parliamentarian

Discussed the proposal to form a Steering Subcommittee which will consist of the three officers (chair, vice-chair, and treasurer) of the Undergraduate Council and all the subcommittee chairs and which will help to generate agenda items for upcoming Council meetings. This proposal already had the approval of the Office of the Provost.

Steering  
Subcommittee  
Formation

PROPOSAL 20101004-D Steering Subcommittee for Agenda Generation  
VOTED to approve the formation of a Steering Subcommittee consisting of the three Council officers and the chairs of the standing committees and subcommittees which will help to generate agenda items for upcoming Council meetings. [The proposal was approved with 13 members voting in the affirmative.]

Allen Stembridge gave a second presentation on the proposal of the School of Business Administration to offer a Bachelor of Science degree in Business Administration.

BS in Business  
Administration  
Proposal

PROPOSAL 20101004-E New Program: BS in Business Administration  
VOTED to approve the proposal from the School of Business Administration to offer a Bachelor of Science degree in Business Administration. [The proposal was approved with 14 members voting in the affirmative.]

Margarita Mattingly announced future meeting dates for the Council: Nov 1, Dec 6, Feb 7, Mar 7, Apr 4, May 2 and Jun 6. Agenda items for these meetings are to be submitted in writing by email or otherwise to the Chair or any officer of the Council.

Council Meetings

The Council decided took up an additional item that came from the Admissions Subcommittee pertaining to the acceptance guidelines for undergraduate admissions.

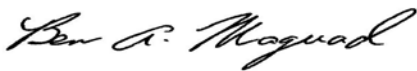
Acceptance  
Guidelines for  
Academic  
Admissions

PROPOSAL 20101004-F Acceptance Guidelines for Undergraduate Admissions  
VOTED to approve the new acceptance guidelines for undergraduate admissions as developed and presented by the Admissions Subcommittee. [The guidelines were approved with 14 members voting in the affirmative.]



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Margarita Mattingly, chair



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Ben A. Maguad, secretary



**EXHIBIT B**

**Andrews University  
Undergraduate Council  
Program Development & Review Committee  
Minutes  
April 9, 2010**

|  |                              |
|--|------------------------------|
| Tiffany Summerscales (Chair), Sallie Alger, Lynn Merklin, Alan Mitchell, Ray Ostrander, Carmelita Troy, Alice Williams (Secretary),  | Members Present              |
| Allen Stembridge   | Guests                       |
| Erich Baumgartner (guest), Lena Caesar, Betty Gibson, Martin Smith, Delyse Steyn   | Regrets                      |
| Carmelita Troy   | Prayer                       |
| The minutes of the March 12, 2010 meeting were approved.   | VOTED                        |
| <p>Allen Stembridge presented a proposal for a BS in Business (pre-professional), that would be marketed to pre-med and pre-dent students who want a business major instead of a science major. The program is built on existing courses and would require no additional faculty or library resources.</p> <p>The proposed schedule would allow students to complete science prerequisites in time to take the M-CAT after their third year in college. This program would include the necessary prerequisites for an MBA degree. Current SBA undergraduate programs do not allow enough elective credits to take all the science prerequisites needed for pre-professional health-related degrees. Pre-law students might also be interested in such a degree with substitution of other courses for the pre-med/dent science courses beyond the GE science requirements.</p> <p>The committee voted to recommend the program to Undergraduate Council.</p> | VOTED                        |
| <p>Alice Williams reported on the progress of pending Program Reviews:</p> <ul style="list-style-type: none"><li>a. Architecture (graduate/professional program): Program Review document received March 22, 2010</li><li>b. Art &amp; Digital Media and Photography (undergraduate programs)</li><li>c. Biology (graduate and undergraduate programs)</li></ul>   | Progress on Pending Programs |

|  |                                   |
|--|-----------------------------------|
| <p>d. Engineering and Computer Science (graduate and undergraduate programs)</p> <p>e. Speech-Language Pathology &amp; Audiology (SPLAD) (undergraduate with suggested graduate program):<br/>Program Review document received 2/26/10</p>       |                                   |
| <p>Alice Williams discussed the difficulty of obtaining enough members for some review panels, especially at this time of the year. Members of the committee made suggestions for encouraging and rewarding participation in the process.</p>    | <p>New Program Review Panels</p>  |
| <p>Tiffany Summerscales reported on the discussion and actions of the Graduate Program Development and Review Committee on April 1, 2010. Since then, the Physical Therapy department submitted a five-year plan.</p>                            | <p>Graduate PDRC</p>              |
| <p>May 14, 2010 is a tentative date; some members may not be available then. The meeting time for next academic year should probably be during the third or fourth week of each month, to come before the Council meeting, instead of after.</p> | <p>Next Meeting</p>               |
| <p>_____</p> <p>Tiffany Summerscales, Chair</p>  | <p>10/31/2010<br/><u>Date</u></p> |
| <p>_____</p> <p>Alice C Williams, Recording Secretary</p>  | <p>10/31/2010<br/><u>Date</u></p> |

## EXHIBIT C

### Andrews University Undergraduate Council Program Development & Review Committee Minutes September 24, 2010

|   |                 |
|---|-----------------|
| Tiffany Summerscales (Chair), Lena Caesar, Betty Gibson, Alan Mitchell, Ray Ostrander, Delyse Steyn, Carmelita Troy   | Members Present |
|   | Guests          |
| Sallie Alger , Lynn Merklin   | Regrets         |
| Delyse Steyn  | Prayer          |
| The minutes of the April 9, 2010 meeting were approved.   | VOTED           |
| <p>News:</p> <p>Talk with Provost, ideas for changes to program review process</p> <p>Meeting between chairs of committees and panels to get input on the program review documents and instructions. Make documents more consistent.</p> <p>The committee expressed the view that clear goals are needed for the program review process so that procedures can be clearly developed in light of those goals.</p> <p>Delyse Steyn reminded the committee that departments in Nethery Hall will most likely be unable to work on self-studies in the near future due to moving disruptions.</p> |                 |
| The proposed merger of UPDRC and GPDRC meetings was discussed. The UPDRC would prefer that meetings be held the 3 <sup>rd</sup> Friday of every month at 9:30 rather than 8:30 to avoid conflicts that at least two members have with other 8:30 meetings.  |                 |
| <p>Programs in process / schedule, status review</p> <ul style="list-style-type: none"> <li>a. Engineering &amp; CS (Fall 09) Rough draft of self-study, end of fall sem</li> <li>b. Art/DGME (Fall 09) Unknown</li> <li>c. SPLAD (Fall 09) Panel report done, panel working on summary</li> <li>d. Architecture (Fall 09) Panel report &amp; summary done</li> <li>e. Biology (Spr 10) Self study in progress, end of fall semester</li> </ul>   |                 |

|  |                                    |
|--|------------------------------------|
| <p><b>f.</b> Religion &amp; Bib Lang (Spr 10) Suspended, need reschedule<br/> <b>g.</b> Honors (Fall 10) Need reschedule<br/> <b>h.</b> Medical Lab Sci (Fall 10) Need reschedule<br/> <b>i.</b> History &amp; Poly Sci (Fall 10) Self-study in progress, end of fall sem<br/> <b>j.</b> Ed Admin (Fall 10) Unknown (Grad only)<br/> <b>k.</b> Nursing (Spr 11) Need reschedule<br/> <b>l.</b> Communication (Spr 11) Need reschedule<br/> <b>m.</b> Chem &amp; Biochem (Spr 11) Need reschedule<br/> <b>n.</b> Music (Spr 11) Need reschedule<br/> Agriculture (Spr 11) Need reschedule</p> |                                    |
| <p>Tiffany Summerscales presented the panel report and summary for architecture. Some changes were suggested. The committee will continue to review the report until the next meeting.</p>   |                                    |
| <p>October 15, 2010 Time will be negotiated with chairs of GPDRC. The UPDRC prefers a time of 9:30 am to avoid conflicts with other meetings.</p>  | <p>Next Meeting</p>                |
| <p>_____</p> <p>Tiffany Summerscales, Chair</p>  | <p>10/31/2010<br/> <u>Date</u></p> |

# EXHIBIT D

## UNDERGRADUATE COUNCIL STANDING COMMITTEES, SUBCOMMITTEES, & COUNCILS

### ACADEMIC POLICIES

Vacancy, Chair  
Thomas Chittick  
Emilio Garcia-Marenko  
Doug Jones  
Kathy Koudele  
Don May  
Boon-Chai Ng  
Steve Thorman  
Lynelle Weldon  
Gary Williams\*

### ADMISSIONS

Shanna Leak, Chair  
Jeanette Bryson\*  
Carey Carscallen  
Randy Graves  
Duane Habenicht  
Kristine Knutson  
Aaron Moushon, Secretary  
Stephen Payne  
Barbara Reid  
Charles Tidwell  
Carmelita Troy  
Lynelle Weldon  
Carletta Witzel  
Gary Wood

### GENERAL EDUCATION

Don May, Chair  
Gordon Atkins  
Verlyn Benson  
Winston Craig  
Lee Davidson  
Ivan Davis  
Carlos Flores  
Emilio Garcia-Marenko  
Cynthia Helms  
Douglas Jones  
Katherine Koudele  
Oystein LaBianca  
Andrea Luxton  
John Markovic  
Keith Mattingly  
Lynn Merklin  
Robert Moore  
Wayne Perry  
Monique Pittman  
Armand Poblete  
Glenn Russell  
David Steen  
Delyse Steyn  
Allen Stenbridge  
Charles Tidwell  
Joseph Warren  
Jeannie Wolfer\*  
Gary Williams\*

### HONORS COUNCIL

Monique Pittman, Chair  
Karl Bailey  
Lael Caesar  
Lilianne Doukhan  
Emilio Garcia-Marenko  
Leonard Gashugi  
Annetta Gibson  
James Hayward  
Shandelle Henson  
Katherine Koudele  
John Markovic  
Donald May  
Beverly Matiko  
Ruben Perez-Schulz  
David Randall  
Tiffany Summerscales  
Robert Zdor

### SCHOLARLY PUBLICATIONS & AU PRESS BOARD

Niels-Erik Andreasen, Chair  
Ron Knott, Executive Secretary  
Deborah Everhart\*, Recording Secretary  
Karen Allen  
Larry Burton  
Bill Chobotar  
Andrea Luxton  
Margarita Mattingly  
Chip Meekma  
Jerry Moon  
Paul Ray  
John Reeve

### UNDERGRADUATE PROGRAM DEVELOPMENT & REVIEW

Tiffany Summerscales, Chair  
Sallie Alger  
Lena Caesar  
Betty Gibson  
Lynn Merklin  
Alan Mitchell  
Marlene Murray  
Ray Ostrander  
Delyse Steyn  
Roy Villafane  
Emilio Garcia-Marenko

### ADVISORS COUNCIL

Kristine Knutson, Chair  
Bill Chobotar  
Paula Dronen  
Emilio Garcia-Marenko  
Anneta Gibson  
Jon Harris  
Katherine Koudele  
Brian Manley  
Beverly Matiko  
Sharon Prest  
Erling Snorrason\*  
Carletta Witzel  
Jeannie Wolfer

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### A. GENERAL COMMITTEES and COUNCILS - p. 1 of 143

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3. University Senate
4. Wellness Committee
5. Campus Master Planning Committee

### B. **ACADEMIC COMMITTEES and COUNCILS** - p. 8 of 143

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  1. School Deans' Council
  2. Student Success Services Team
  3. Advisors Council
  4. Disabilities Committee
  5. Committee on Academic Integrity
3. Affiliation and Extension Programs Committee
  1. Tours Committee
  2. Interdisciplinary Masters Council
  3. International Development Program Coordinating Committee
4. Distributed Education Council
5. Faculty Policy Development Committee
  1. Advancement Criteria Committee
6. Effective Learning Council
7. **Graduate Council**
  1. Graduate Council - Admissions and Academic Standards Committee
  2. Graduate Council - Graduate Faculty Membership Peer Review Sub-committee
  3. Graduate Council - Program Development and Review Committee
8. Library Administration Committee
  1. Center for Adventist Research Advisory Committee
  2. Library: Resources Development Committee
  3. Library Materials Review Committee
9. Univ. Rank & Continuous Appointment Committee
10. Scholarly Research Council
  1. Institutional Review Board
  2. Animal Use and Care Committee
11. **Undergraduate Council**
  1. General Education Committee
  2. Honors Council
  3. Undergraduate Council - Academic Policies Sub-committee
  3. Scholarly Publications and AU Press Board
  4. Undergraduate Council: Admissions Sub-Committee
  5. Undergraduate Program Review & Development

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## **C. ADMINISTRATIVE COMMITTEES and COUNCILS - p. 45 of 143**

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  1. Academic Computing Committee
  2. Web Committee
3. Council on University Honors and Awards
4. Women's Concerns Advisory Committee
5. Women's Scholarship Committee
6. New Student Orientation Committee
7. Registration Committee
8. University Special Events Committee
9. Graduation Coordinating Committee
10. Committee for Development of Spiritual Life
11. Compensation Committee

## **D. ADVANCEMENT COMMITTEES and COUNCILS - p. 58 of 143**

1. Directors Team
2. Trust Committee
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## **E. ENROLLMENT MANAGEMENT COMMITTEES and COUNCILS - p. 61 of 143**

1. Promotions, Advertising, and Marketing Committee

## **F. FINANCE COMMITTEES and COUNCILS - p. 62 of 143**

1. Financial Management Committee
2. Financial Aid Policies Committee
3. Capital Expenditure Committee
  1. Arboretum Advisory Council
4. Public Safety and Risk Management Committee
  1. Traffic Appeals Committee

## **G. STUDENT LIFE COMMITTEES/COUNCILS - p. 69 of 143**

1. Student Life Council
  1. Black History Sub-committee
  2. Co-Curriculum Committee
  3. Citizenship Sub-committee
  4. Campus Activities Calendar Planning Committee
  5. Publications Board
  6. Prevention & Addictions Advisory Sub-committee
2. Residence Hall Deans' Council
3. Directors' Meeting
4. International Student Council

## **H. INTERSCHOOL COMMITTEES/COUNCILS - p. 79 of 143**

1. Creative Arts Festival Committee
2. Ethics & Society Lectureship Committee

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3. Center for College Faith Board
4. International Religious Liberty Institute
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## **II. BOARDS, COMMITTEES and COUNCILS OF THE CONSTITUENT SCHOOLS**

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**Program Review Panel Report  
Andrews University  
Graduate Council & Undergraduate Council  
Graduate & Undergraduate Program Review and Development Committees**

Programs Reviewed: Master of Architecture, Bachelor of Science in Architecture, Bachelor of Science in Architectural Studies

Review Time: Summer 2010

Panel Members: Duane Covrig, Rubén Muñoz-Larrondo, Wayne Perry, Carmelita Troy, Tiffany Summerscales (Chair)

Review Protocol Revision: January 2010

Document Revision: October 5, 2010

**Criterion 1: History, Impact, and Demands for the Program:**

**1.1 Do the history and mission of the program define the contributions of the program to Andrews University?**

The contributions are well defined on pages 1-3 of the report. There is a long list of services rendered to the community at large and to the University listed on page 19 that consolidates the mission of the program. We, the panel, were saddened to hear that a distinctive mission project with a fifteen-year history has been canceled this year due to the University' administrative decisions regarding Study Tours.

**1.2 How do the program(s) contribute to the overall success of the University and the Seventh-day Adventist Church?**

The program has a good level of productivity with a high enrollment of 144 students. In addition, it is "one of the top seven programs or departments in credits generated" (pg. 4) in the University. Furthermore, since there are at this time only "five Architecture programs in Christian Universities" in the nation, the program is valued for non-SDA students who want a different philosophy of aesthetics with a high concern for "the proper use of the land." Forty percent of architecture students are non-Adventist.

The School is financially self-sustained and has done many service projects for the worldwide SDA Church and University.

**1.3 Is the employment demand for graduates from the program robust? Is enrollment related to anticipated demand for graduates?**

Demand for graduates and employment ratio was good before the 2009 economic recession, though there are no instruments of assessment beyond "anecdotal evidence" (pg. 22).

**1.4 Are the choices of benchmark institutions logical and helpful?**

The report declared that it "has done little" or "has been little incentive to attempt to benchmark this program" (pg. 4). This is due to three main reasons; vast differences in the structure and delivery of architecture programs at different institutions (bachelors vs. 5 year masters vs. 6 year masters, etc.), a feeling that benchmarking was unnecessary because the programs were so successful in attracting students and an uncertainty in what the term "benchmarking" exactly means. In addition, the school of architecture is fairly unique since it is the only SDA institution offering Architecture in the NAD. Limited benchmarking has, in fact, been done using information provided by the NAAB accrediting body to address specific questions regarding faculty salaries and the studio space allotted to students.

## **1.5 Were other stakeholders consulted in the process of developing the self-study?**

Not mentioned, however the School is fully accredited by the (NAAB).

## **Criterion 2: Program Quality**

### **2.1 Program Inputs**

#### **2.1.1 Are the curricula current and appropriate for preparing graduates for their careers?**

The curricula for all architecture programs is monitored by the NAAB. The Andrews University Division of Architecture received a full six-year term of accreditation from the NAAB in 2006. According to the NAAB report, the curricula "adheres to the University mission" and the "Urban Design Studio is a positive application of architectural principles that support and are strengthened by the University mission..." Comments from the pilot practicum program have been very positive towards the Architecture program and provide subjective evidence of the academic strengths of the school. The curriculum appears to be both contemporary and appropriate.

According to the self study report, the regular faculty come from diverse architectural backgrounds with all but one holding at least a master's degree. All appear to be well-qualified to teach the courses they are assigned, however the school reports that faculty salaries fall far below compensation levels for licensed architects; a goal for all faculty. The Dean of the School of Architecture represents the master's program to both its internal and external constituents. He is an articulate administrator however his highest earned degree is at the master's level. The school has an excellent support staff, which appears to meet the program's curricular needs.

One major limiting factor for the curriculum is space needs for the studio courses. Recent building additions only replaced existing space in other buildings. According to their self study report, the program provides 61 gross square feet of studio space per student when they should have 80-100 square feet per student.

#### **2.1.2 Do trends in enrollment and productivity suggest continued viability of the program(s)?**

Overall student interest in the architecture program has been strong. The self study reports that there has been a steady increase in enrollment over the past decade. Enrollment in 2004 averaged 106 which steadily increased to 162 in 2009. Enrollment dropped in 2010 to 141. This current drop in enrollment may be attributed to the current economic downturn which led to lack of personal funding for tuition and difficulty of finding employment at this time. This current downturn in enrollment is expected to turn around as the economy improves.

#### **2.1.3 Are there sufficient resources of high enough quality to maintain program(s)?**

Overall there appears to be sufficient and high quality resources to maintain the school's programs. The faculty appear to be well-qualified to teach in their respective areas. The self study reports that they have an excellent support staff. The Architecture Resource Center is well-supplied to support masters degree research at an advanced level and is used as the official repository of the publications of the Environmental Design Research Association in the area of environmental behavior and design. There appears to be adequate equipment and supplies. By philosophy, the school has intentionally limited their use of computer design programs, opting to emphasize hand drawings in the curriculum. The two limiting factors seem to center around faculty compensation and adequate space for current enrollment and future expansion.

#### **2.1.4 Where resources could be strengthened and/or reallocated to strengthen each program?**

In Section Two (pg. 10-11) the school addresses their need for additional studio space. With the economic downturn, space may be temporarily manageable, however this downturn is not expected to last more than a year or two. In the near future, growth in the School of Architecture may again be limited by issues surrounding studio space. The second issue is adequate compensation. As mentioned earlier, faculty salaries fall far behind salaries of licensed architects. Both of these issues should be addressed if Andrews wishes to continue offering a quality architecture program.

### **2.2 Program Outputs**

#### **2.2.1 Are the program outputs of high quality? In what ways is each program strong? Consider both student measures and faculty quality.**

Student measures: Students were active in many civic and mission projects (pp. 1-3, 19, 39, 40) and have garnered praise and awards in New Urbanism (pp. 5, 6, 19, 21, 39, 40). This shows a very engaged student body committed to church and humanitarian goals (p. 19, 39, 40).

Employment rates, in non-recession times, are reported to be high (p. 21) and student satisfaction on the University-wide Senior Survey is similar to other university programs (although on these last two measures more specific data is needed).

The program keeps very precise retention data, which shows rates between 52% to 94%. However, more systematic interpretation of this data and explanation of response to this data is needed.

Faculty measures: Faculty succeed in expert teaching and service (p. 29) and the program has a national status in New Urbanism (p. 1-6, 19). Faculty attend at least one conference a year and do some consulting (p. 29). They have also developed “a wide variety of creative works” and are engaged in developing complex portfolios of work that “take longer to build” than most traditional academic work (p. 29). Most have terminal degrees of MArch, MFA or doctorates.

#### **2.2.2 Evaluate the strengths of the processes of learner outcomes. Are multiple assessment measures used? Is assessment data used for program improvement?**

Multiple factors are used to assess students. These include retention rates (p. 20), satisfaction survey (p.22) and anecdotal data (p. 22). These supplement “the strongest evidence” of all, the “accreditation display of student work” (p. 22). However, some of this data were not clearly defined and rigorous interpretation and use of these specifics was not explained. For example, if “display of student work” is the strongest evidence, how was this evidence archived, reviewed by faculty and used to guide program improvement? How are students learning from this form of evaluation? Furthermore, more explanation was needed on student portfolio and/or final studio/project work and presentations (p. 17, 27) and what faculty learn from this process. It was unclear if GPAs of architecture and non-architecture course work with other systematic collection of admission data, might be useful in preventing “the higher than usual attrition rate because of having more students on a probationary status” (p. 18).

#### **2.2.3 Do the programs provide for holistic development of students and faculty?**

The hands on, project oriented, spiritually infused, and mission driven programs seem to challenge students to develop intellectually, physically, socially and spiritually. The artistic emphasis (pp. 1, 24, 25) also brings together a deep respect for cultural well-being. The

program's belief, articulated very clearly, is that "architecture is by its nature social" (p. 22) and a civic art (p. 26) and is a vocation that brings human nature and the natural world together to make dwelling places. This report articulates a clear philosophy of calling and vocation (pp. 1, 23) and follows that with practical and engaged projects that bring holistic development as students are challenged to do their best with their heart and hands as well as their heads. We believe the architecture program is an exemplar of the holistic learning possible from an Adventist philosophy of education.

The library also demonstrated this wonderful holistic nature of the program, providing media, artifacts, and inspirational material, as well as traditional books and magazines. The atmosphere of the library was itself a motivation for holistic living.

#### **2.2.4 Which program outputs are inadequate and which program objectives are not met? Does the program have weaknesses that could be resolved?**

Student: Because of the "nature of the architecture profession" and the existence of a long and often loosely monitored three year internship, the program does not "track the success rate of our graduates on the [licensure] exam" (p. 21). We suggest that the school keep more specific data on employment, satisfaction and engage in systematic surveying of alumni and employers. This is a crucial need.

Faculty: Because of faculty focus on teaching and service, along with the difficulty of building complex portfolios, faculty "advance through the ranks...slower than allowed by policy" (p. 29) and a small percentage of faculty present regularly at conferences or have obtained full professor status. This works against advancement that could raise faculty salaries. A better internal culture for research productivity and more external education of the university as a whole as to "architectural scholarship" is needed.

#### **2.2.5 What could be done to strengthen the program outputs: by the department, by the programs and by the University?**

The School of Architecture needs to develop a systematic assessment program which annually monitors its student/program outputs. This would help the school document its strengths and target areas for improvement.

The department should create a systematic method for raising faculty rank as a way of raising salaries.

We believe the school should respond to the self-study's request for more space and consider both the size and aesthetic qualities of this space.

### **Criterion 3: Finances**

#### **3.1 How does this program contribute financially to the University?**

Over the 10 years, to fiscal year 2009 [summarized in Table 1], the program has trended towards increases in operating income.<sup>1</sup> Operating income has been at 20% of revenues or greater each year between 2006 and 2009 [Figure 1]. For this same period the income to expense ratio has been between 1.5 and 1.7, indicating that for each dollar of expense incurred by the program, there is approximately \$1.60 of revenue [Figure 2]. Overall, in recent years the program has operated

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<sup>1</sup> The self-study report uses the term "net revenues", which we in this document refer to as *operating income*.

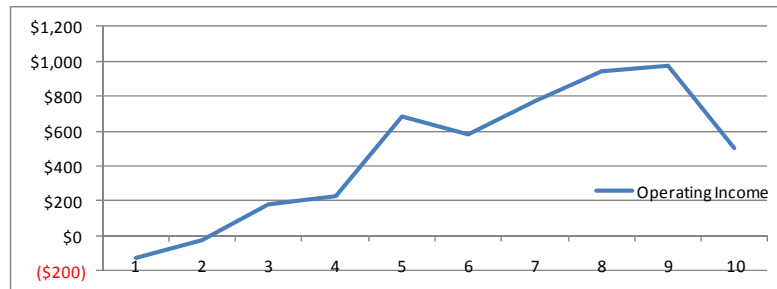
profitably and made a contribution to the financial well-being of the University taken as a whole. The Urban Design Studio and the Architecture Mission Groups are self-sustaining or self-supporting under current conditions.

However, the nearly 19% decrease in credits in the Fall Semester 2009, suddenly and negatively impacted the financial performance of the Architecture program. The operating income was still positive for fiscal year 2010, at \$498,192, but decreased 48.7% from the operating income reported in FY 2009. Compared to the budget for 2010, the actual revenues were 20.0% below budget, and expenses were 7.0% over budget. Operating income was 51.3% of the budgeted operating income.

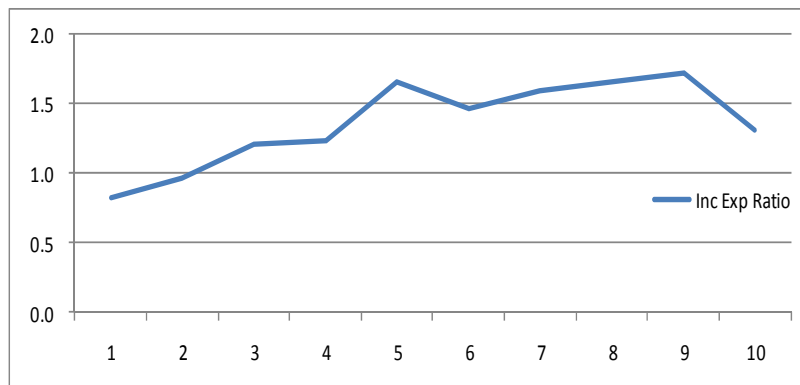
**Table 1 - Summary of Revenues and Expenses 2001 to 2010**

| 000s             | 2001    | 2002   | 2003    | 2004    | 2005    | 2006    | 2007    | 2008    | 2009    | 2010    |
|------------------|---------|--------|---------|---------|---------|---------|---------|---------|---------|---------|
| Total Revenues   | \$612   | \$899  | \$1,046 | \$1,201 | \$1,729 | \$1,817 | \$2,069 | \$2,390 | \$2,308 | \$2,100 |
| Total Expenses   | 737     | 925    | 869     | 975     | 1,043   | 1,238   | 1,300   | 1,446   | 1,338   | 1,602   |
| Operating Income | (\$125) | (\$26) | \$177   | \$226   | \$686   | \$579   | \$770   | \$944   | \$971   | \$498   |
| OI %             | -20%    | -3%    | 17%     | 19%     | 40%     | 32%     | 37%     | 39%     | 42%     | 24%     |
| Chg in OI        |         | 79%    | 776%    | 27%     | 204%    | -16%    | 33%     | 23%     | 3%      | -49%    |
| Inc Exp Ratio    | 0.8     | 1.0    | 1.2     | 1.2     | 1.7     | 1.5     | 1.6     | 1.7     | 1.7     | 1.3     |

**Figure 1 - Operating Income 2001 to 2010 (000s)**



**Figure 2 - Income to Expense Ratio**

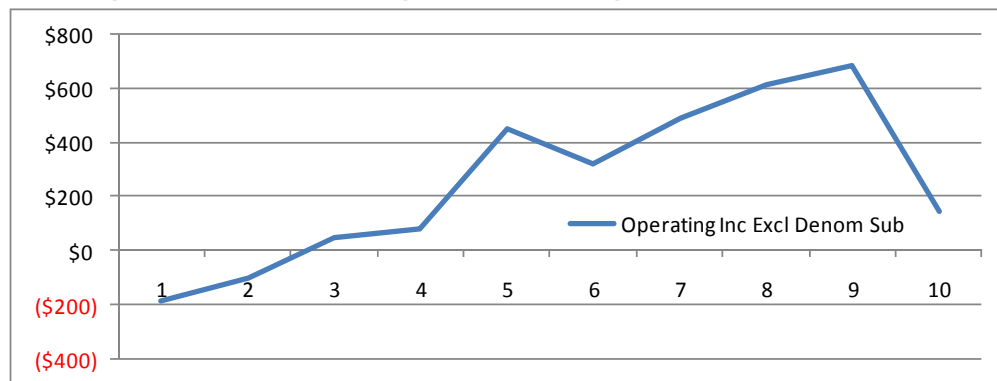


## Does the program meet established targets for financial viability?

The self-study report states that the program meets the financial efficiency standards of the university (p. 35). But this financial efficiency has a cost. As noted in the report, class sizes are large and the program relies on underpaid faculty members carrying a particularly heavy workload and adjunct faculty to pick up the slack.

The program receives a subsidy that the university allocates from the denominational subsidy that comes to the university. If the program were to no longer receive the denominational subsidy, the program would continue to operate “profitably” *ceteris paribus* (eg. ignoring reductions in enrollment). [Figure 3]

Figure 3 - Chart of Operating Income Excluding Denominational Subsidies



At this point (mid-2010) the program operates in a fiscally sustainable manner. However, there is cause for concern, if [a] enrollment continues to decline and [b] the program is unable to cut costs quickly.

### 3.2 In what other ways does this program contribute to University well-being?

- Architectural services rendered to the university and to the SDA church and community as evidenced by the lists on page 19.
- Award winning designs of the Architecture faculty and students enhance the reputation of the university in the broader architecture community.
- As stated earlier, this program is only one of two architecture programs in the nation at a Protestant university, the program attracts not only SDA students, but also a large number of students from other faiths – exposing the SDA church and Andrews University, in particular, to a broader spectrum of the Christian community.

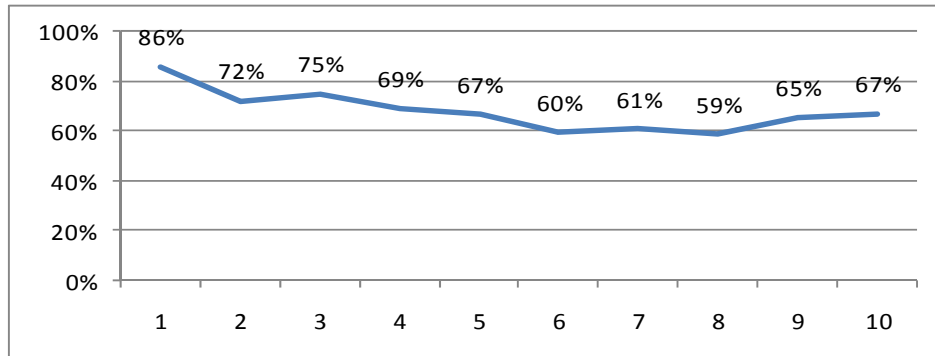
### 3.3 What would be the consequences (financial and other) to the University if the program was strengthened or discontinued?

#### STRENGTHENED:

- A major issue regarding the strengthening the program relates to faculty compensation. According to the self-study report, the faculty is the lowest paid in the nation. Given the status of the program and the awards received, clearly compensation does not directly correlate with program quality.

Currently salaries and benefits range between 60 to 70% of total expenses of the program [Figure 4]. Increasing compensation for the faculty would increase the overall costs of the program, though on a standalone basis, the salaries/benefits could be increased by roughly \$200,000 and the program would operate in the black (assuming no denominational subsidy and a return to enrollment between 140-150 students).

**Figure 4 - Salaries & Benefits as a Percentage of Total Expenses**



- b) Additional facilities could enhance the stature of the program and result in increased enrollment, making the program more viable and able to attract and retain qualified faculty.
- c) Additional faculty could be added to relieve the large studio class sizes and the reliance on contract faculty

**DISCONTINUED**

- a) Losing status and recognition the program brings to the university from its awards for architectural design and its contributions to the church and community.
- b) Impact on the larger external community of potential students who are not Seventh-day Adventists, but who desire to study at a Protestant University.
- c) Reduces need for capital investment in infrastructure and technology.

**Criterion 4: Future Opportunities (SWOT Analysis – strengths weaknesses, opportunities, threats)**

**4.1 Are the strengths of the programs accurately described? Can they contribute to improvement of the programs and the University? Are there strengths that have been overlooked?**

The strengths of the Architecture programs are described well in the self-study report. One strength is a strong focus on a well-articulated mission that is closely aligned with that of the University (p 1). This mission involves a holistic approach that fully integrates faith and learning. Service is also emphasized with both faculty and students engaging in a number of significant service projects (p19). The school of Architecture was even commended in their focus on their mission by their NAAB accreditors (p 5).

A second significant strength is the high degree of excellence achieved by the architecture programs. Designs originating in the Urban Design Studio have won prestigious national awards year after year. The Architecture faculty engage in both scholarly research projects (p 19) and in creative works that exemplify excellence in the discipline (p 39).



Finally, the architecture programs are very strong financially. The school of architecture generates 5.3 % of credits University-wide (p 4). With the exception of a recent dip, due mostly to the faltering economy, enrollment has grown steadily.

#### **4.2 Are weaknesses accurately described? Can they be corrected to improve the programs? Are there weaknesses that have been overlooked?**

One weakness, addressed in the self-study, is a lack of sufficient space for studio classes. Most architecture programs allot 80-100 ft<sup>2</sup> per student whereas the AU programs only have space resources for 61 ft<sup>2</sup> per student, on average (p 11). The lack of space is likely detrimental to the student experience.

A second weakness of the Architecture programs is a lack of structured assessment. Most of the evidence that the School of Architecture uses to determine the success of its programs comes from anecdotal accounts from students, alumni, and employers of alumni. The Dean of Architecture is aware of this situation and has already met with the AU Director of Assessment to start formulating an alumni survey and other assessment measures. The Dean and Architecture faculty are to be commended for taking these steps and the panel believes that its concerns regarding the lack of assessment will soon be addressed.

#### **4.3 Are opportunities and external threats to the programs well described and ways identified to address them?**

Once the current economic downturn is over, enrollment in the architecture programs will likely continue to grow. This growth will be limited primarily by studio space restrictions that already pose a problem even with current enrollment numbers. If more space were to be made available to the school of architecture, it would be able to take advantage of the opportunities presented by increasing student interest.

The architecture self-study also outlined opportunities for enriching its current programs through collaborations with other programs such as engineering (p 41) and developing concentrations in areas such as Urban Studies and Architectural Missions (p 12). Possibilities for collaborations and program enhancements are currently being evaluated by the School of Architecture.

One of the biggest threats to the architecture programs, identified by the self-study, is the problem of faculty recruitment and retention. The School of Architecture has historically had difficulty with recruiting faculty. According to benchmarking conducted by the school, its faculty are currently the lowest paid in the nation (p 35, 36). This problem is compounded by the fact that the Masters in Architecture is the terminal degree in architecture so the majority of the faculty cannot advance from the Masters to the Ph.D.ayscale by pursuing another degree within their discipline. Faculty members also report difficulty in having their creative works deemed sufficient for advancement (p 29).

#### **4.4 Are graduates well-prepared for their careers?**

Evidence for the preparedness of graduates from the architecture programs was mostly in the form of positive comments from employers (p 5) and the ease with which graduates typically find employment (p 21). The school is currently taking steps to collect more evidence regarding student outcomes in the future.

#### **4.5 Do students demonstrate Christian growth and commitment to the SDA Church?**

The School of Architecture is very intentional about including course elements, activities and events in its programs that will encourage its students to incorporate their faith in all that they do. These activities include service projects for churches, mission trips, projects that enhance ties with the local community, etc (p 19, 20, 22, 39). Evidence for the effectiveness of these efforts comes mostly in the form of anecdotes collected from students (p 22).

#### 4.6 What changes need to be made for success of the programs in the future?

- a) Space. Enrollment growth may have to be capped in the near future due to lack of studio space. An increase in space is necessary to ensure continued growth and the quality of the current programs.
- b) Program Assessment. There are many wonderful things happening in the School of Architecture but more assessment needs to be done so that the school has evidence of the great outcomes that are likely taking place. The school has already taken the first steps in putting together a plan for systematic assessment. This plan, once implemented, should help Architecture to better tell its story and will likely assist them in their next accreditation cycle.
- c) Faculty Salaries. As stated earlier, recruitment and retention of quality faculty is hampered by salaries that are low compared with those in the profession and faculty at other schools. One remedy may be to make licensure equivalent to a Ph.D. when determining payscale. Since licensure represents the highest level of achievement and expertise in the field of architecture it could be viewed as the terminal professional degree. Becoming a licensed architect involves three years of internship prior to taking a series of 9 exams within a 5-year period. In addition, the School of Architecture could work with the University administration to develop a White Paper or clear policy that delineates the activities that constitute scholarly achievement in architecture that should be considered for promotion and tenure. Finally, the University administration should take a close look at the financial productivity of the School of Architecture to see if salary augmentation is feasible.
- d) The CERENID Bolivia mission project has been a vital component in achieving the mission objectives of the architecture programs and in fulfilling the service goals that the school has for its students for the past 15 years. This essential program should be reinstated in future summers. In addition, the University administration should design a systematic set of criteria for determining which tours and trips receive funding and give priority to those that are vital components of their hosting programs and/or have a strong mission or service emphasis.

**Program Review Panel Report Outline & Summary**  
**Andrews University**  
**Graduate Council & Undergraduate Council**  
**Graduate & Undergraduate Program Review and Development Committees**

Programs Reviewed: Master of Architecture, Bachelor of Science in Architecture, Bachelor of Science in Architectural Studies

Review Time: Summer 2010

Panel Members: Duane Covrig, Rubén Muñoz-Larrondo, Wayne Perry, Carmelita Troy, Tiffany Summerscales (Chair)

Review Protocol Revision: January 2010

Document Revision: October 5, 2010

**1. Evaluation of the strengths & weaknesses of the program.**

a. Mission-centeredness

A major strength of the architecture programs is a strong focus on a well-articulated mission that is closely aligned with that of the University. This mission involves a holistic approach that fully integrates faith and learning. Service is also emphasized with both faculty and students engaging in a number of significant service projects. The school of Architecture was even commended in their focus on their mission by their NAAB accreditors.

b. Program Inputs

All faculty appear to be well-qualified to fulfill their teaching assignments and the school has excellent support staff that meet the programs' curricular needs. In addition the Architecture Resource Center has received recognition from international design groups and is the official repository of the Environmental Design Research Association's worldwide publications in the field of environmental behavior and design. Student interest in the architecture programs has been strong with a steady increase in enrollment over the past decade. Enrollment in the last year has decreased due to the current economic downturn but is expected to increase again once the economy improves.

One major limiting factor for the curriculum is space needs for the studio courses. Recent building additions only replaced existing space in other buildings. The program provides 61 gross square feet of studio space per student when they should have 80-100 square feet per student, according to benchmarking. A second weakness of the program is in faculty recruitment, due to the fact that faculty salaries fall far behind salaries of licensed architects.

c. Program Outputs

The hands on, project oriented, spiritually infused, and mission driven programs challenge students to develop intellectually, physically, socially and spiritually. The artistic emphasis also brings together a deep respect for cultural well-being. The program's belief, articulated very clearly, is that "architecture is by its nature social" and a civic art and is a vocation that brings human nature and the natural world together to make dwelling places. The architecture program is an exemplar of the holistic learning possible from an Adventist philosophy of education.

The School of Architecture currently does not assess program outputs in a systematic way but needs to develop a systematic assessment program, which annually monitors its student/program outputs. This would help the school document its strengths and target areas for improvement.

d. Finances

Over the 10 years for which data were provided, the program has trended towards increases in operating income which has been at 20% of revenues or greater since 2006. The income to expense ratio has been in recent years between 1.4 and 1.6, indicating that for each dollar of expense incurred by the program, there is approximately \$1.50 of revenue. Overall, in recent years the program has operated profitably and made a contribution to the financial well-being of the University taken as a whole.

e. Program Future

Once the current economic downturn is over, enrollment in the architecture programs will likely continue to grow. This growth will be limited primarily by studio space restrictions that already pose a problem even with current enrollment numbers. If more space were to be made available to the school of architecture, it would be able to take advantage of the opportunities presented by increasing student interest.

Another future challenge is the problem of faculty recruitment and retention. The School of Architecture has historically had difficulty with recruiting faculty. According to benchmarking conducted by the school, its faculty are currently the lowest paid in the nation. This problem of low salary is compounded by the fact that most of the faculty do not have doctorates. The Masters in Architecture is considered a terminal degree in architecture but it may keep faculty on a lower payscale. Furthermore, most are not at the higher earning levels of associate and full professor. This may be because of difficulty in advancement because of the type of creative scholarship they engage in. More needs to be done by the provost office to clarify potential inequities.

## 2. Recommendations

- a. Space. Enrollment growth may have to be capped in the near future due to lack of studio space. An increase in space is necessary to ensure continued growth and the quality of the current programs.
- b. Program Assessment. More assessment needs to be done so that the school has evidence of the positive outcomes that are likely taking place. The school has already taken the first steps in putting together a plan for systematic assessment. This plan, once implemented, should help Architecture to better tell its story.
- c. Faculty Salaries. As stated earlier, recruitment and retention of quality faculty is hampered by salaries that are low compared with those in the profession and faculty at other schools. One remedy may be to make licensure equivalent to a Ph.D. when determining payscale. Since licensure represents the highest level of achievement and expertise in the field of architecture it could be viewed as the terminal professional degree. Becoming a licensed architect involves three years of internship prior to taking a series of 9 exams within a 5-year period. In addition, the School of Architecture could work with the University administration to develop a White Paper or clear policy that delineates the activities that constitute scholarly achievement in architecture that should be considered for promotion and tenure. Finally, the University administration should take a close look at the financial productivity of the School of Architecture to see if salary augmentation is feasible.
- d. The CERENID Bolivia mission project has been a vital component in achieving the mission objectives of the architecture programs and in fulfilling the service goals that the school has for its students for the past 15 years. This essential program should be reinstated in future summers. In addition, the University administration should design a systematic set of criteria for determining which tours and trips receive funding and give priority to those that are vital components of their hosting programs and/or have a strong mission or service emphasis.

## **School of Architecture Response to the Recommendations**

- a. Space. The School administration continues to monitor the space needs as it relates to the changing enrollment. There continues to be positive dialog with donors who have expressed the desire to fund the construction of a new architecture building. Because of the nature of this dialog it is difficult for the School administration to press for another temporary solution. It is in the best interest of the University that a permanent solution be found, either through the donors mentioned, or through the conventional services of University Advancement.
- b. Program Assessment. The School administration is working with the office of university assessment to put in place a sound assessment policy and procedures, and is working with the architecture faculty to improve their assessment procedures.
- c. Faculty Salaries. The School of Architecture administration has reached an agreement with the University administration to grant PhD pay scale to those who hold a terminal degree (MArch) in architecture. This will be implemented at a date yet to be determined, and when this is put in place faculty salaries will improve but will still be on the low end for all architecture schools, if not still the very bottom. The School administration will continue to encourage faculty to advance in rank as a means to increasing salary.
- d. The School of Architecture administration continues to hold this mission project in high regard, and will do everything possible to ensure that it or a similar project will be part of the program in the future. It has presently submitted a budget for this tour for the summer of 2011.

In response to criterion 4.6 c. concerning developing a White Paper, the School of Architecture has had a White Paper for more than ten years. We will continue to push for its consistent use by the Rank and Continuous Appointment Committee.

The School of Architecture administration thanks the Program Review Committee for their thoughtful attention to this self-study report, the expressions of support for the program as a whole, and the helpful critique that can be used to improve the program.

Carey C Carscallen, Dean  
Paula Dronen, Assistant Dean

**EXHIBIT F  
Master Program Review Schedule**

| <b>Year</b>     | <b>Summer Semester</b> | <b>Fall Semester</b>                         | <b>Spring Semester</b>              |
|-----------------|------------------------|--|-------------------------------------|
| 2007-2008       |                        |  | Physical Therapy                    |
| 2008-2009       |                        | Leadership                                   |                                     |
| 2009-2010       |                        | Engineering & Computer Science               | Biology degrees                     |
|                 |                        | Art/DGME                                     |                                     |
|                 |                        | SPLAD<br>Architecture                        |                                     |
| 2010-2011       |                        | Honors                                       |                                     |
|                 |                        | Medical Laboratory Sciences                  | Communication                       |
|                 |                        | History and Political Sciences               | Chemistry &<br>Biochemistry         |
|                 |                        | Nursing                                      | Music                               |
|                 |                        | Educational Administration                   | Agriculture                         |
| 2011-2012       |                        | MSA International Development<br>Program     | BBA (6 emphases)                    |
|                 |                        | English                                      | BA Economics                        |
|                 |                        | Behavioral Neuroscience                      | International Languages             |
|                 |                        | BA/BS/Minor Psychology                       | MBA                                 |
|                 |                        | Behavioral Sciences                          | MSA Church Admin                    |
|                 |                        | MSA Community & International<br>Development | Social Work                         |
|                 |                        |  | Aeronautics                         |
| 2012-2013       |                        | General Studies<br>Mathematics<br>Physics    | Nutrition & Wellness                |
|                 |                        | MS Mathematics & Science                     | CACREP Programs                     |
|                 |                        | NCATE Programs                               |                                     |
|                 |                        | Seminary Programs                            | Undergraduate<br>Leadership Program |
| begin new cycle |                        |  |                                     |
| 2013-2014       |                        |  |                                     |
| 2014-2015       |                        |  |                                     |
| 2015-2016       |                        |  |                                     |
| 2016-2017       |                        |  |                                     |
| 2017-2018       |                        |  |                                     |
| 2018-2019       |                        |  |                                     |
| 2019-2020       |                        |  |                                     |

**Key**

|  |                                     |
|--|-------------------------------------|
|  | Undergraduate Programs only         |
|  | Graduate and Undergraduate Programs |
|  | Graduate Programs Only              |

EXHIBIT G

Semester

|                           | Spring 2006<br>Term Started | Number of<br>days to<br>withdraw | Withdraw<br>Deadline | Number of<br>days after<br>Withdraw | Term Ends  |
|---------------------------|-----------------------------|----------------------------------|----------------------|-------------------------------------|------------|
| Lansing Comm. College     | January 12th                | 104                              | April 25th           | 14                                  | May 9th    |
| Andrews University        | January 9th                 | 99                               | April 18th           | 15                                  | May 3rd    |
| Lake Michigan College     | January 10th                | 95                               | April 14th           | 19                                  | May 3rd    |
| University of Bridgeport* | January 18th                | 80                               | April 8th            | 27                                  | May 5th    |
| Widener University*       | January 17th                | 78                               | April 5th            | 35                                  | May 10th   |
| Andrews University**      | January 6th                 | 77                               | March 23rd           | 38                                  | April 30th |
| Southwestern              | January 10th                | 77                               | March 27th           | 34                                  | April 30th |
| University of Hartford*   | January 24th                | 76                               | April 10th           | 36                                  | May 16th   |
| St. Johns University*     | January 18th                | 72                               | March 31st           | 39                                  | May 9th    |
| Duquesne University*      | January 9th                 | 67                               | March 17th           | 48                                  | May 4th    |
| Calvin College            | January 30th                | 67                               | April 7th            | 41                                  | May 18th   |
| Notre Dame                | January 17th                | 66                               | March 24th           | 39                                  | May 3rd    |
| Western                   | January 9th                 | 63                               | March 13th           | 47                                  | April 29th |
| University of LaVerne*    | February 6th                | 62                               | April 9th            | 49                                  | May 28th   |
| Seton Hall University*    | January 9th                 | 60                               | March 10th           | 55                                  | May 4th    |
| Hope                      | January 10th                | 59                               | March 16th           | 50                                  | May 5th    |
| Biola University*         | January 30th                | 53                               | March 24th           | 63                                  | May 26th   |
| Wilmington College*       | January 9th                 | 53                               | March 3rd            | 58                                  | April 30th |
| Hillsdale                 | January 18th                | 48                               | March 7th            | 64                                  | May 10th   |
| Brigham Young             | January 8th                 | 36                               | February 13th        | 65                                  | April 26th |

The average number of days to withdraw is 68. (Proposed: approximately 77)

The average number of days after the withdraw deadline is 47. (Proposed: Approximately 38)

SDA Benchmarks

|                          |              |    |            |    |            |
|--------------------------|--------------|----|------------|----|------------|
| Andrews University       | January 9th  | 99 | April 18th | 15 | May 3rd    |
| Southern Adventist Univ. | January 9th  | 95 | April 14th | 19 | May 3rd    |
| Oakwood College          | January 18th | 79 | April 7th  | 26 | May 4th    |
| Andrews University**     | January 6th  | 77 | March 23rd | 38 | April 30th |
| Southwestern Adv. Univ.  | January 10th | 73 | March 24th | 40 | May 3rd    |
| Union College            | January 10th | 58 | March 9th  | 62 | May 10th   |

The average number of days to withdraw is 76. (Proposed: approximately 77)

The average number of days after the withdraw deadline is 37. (Proposed: Approximately 38)

Quarter System

|                       |             |    |               |    |            |
|-----------------------|-------------|----|---------------|----|------------|
| Pacific Union College | January 9th | 56 | March 6th     | 17 | March 23rd |
| LaSierra University   | January 9th | 52 | March 2nd     | 21 | March 23rd |
| Walla Walla College   | January 3rd | 49 | February 21st | 22 | March 15th |
| DePaul University*    | January 3rd | 41 | February 20th | 33 | March 18th |

\*\*Proposed dates based on Spring 2009

# Early Registration Historical Data for Fall Semester – FTIACs Oct. 27, 2010

During the 2005-2006 school year discussion heightened regarding the need for early registration due to comparison to competitors and in response to customer expectations along with Dr. Chobotar's example. Representatives from Enrollment, Student Success, and Academic Records were asked to come up with a plan for early registration to work. The current program includes two early registration events (March & April) on campus for LUC academics willing to travel in. AA, GLAA, & GRAA are those that regularly come. Since 2008 a growing emphasis on departments calling accepted students to do early registration has increased the numbers significantly. (What was voted regarding this previously in UG Council and is a proposal of revision needed at this time?)

|                  | <u>2000</u> | <u>2001</u> | <u>2002</u> | <u>2003</u> | <u>2004</u> | <u>2005</u> | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>Ave.</u> |
|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Applied:</b>  | 1007        | 886         | 973         | 969         | 1223        | 1324        | 1207        | 1301        | 1698        | 1796        | 1859        | 1295        |
| <b>Accepted:</b> | 547         | 489         | 549         | 585         | 530         | 527         | 563         | 737         | 963         | 879         | 885         | 659         |
| <b>Enrolled:</b> | 309         | 271         | 319         | 324         | 307         | 305         | 290         | 337         | 396         | 377         | 365         | 327         |

**Yield En/Acc:** 56% 55% 58% 55% 58% 58% 52% 46% 41% 43% 41% 50%  
 (Yield nationally adjusted to a new and lower value due to the dramatic increase in the multiple application approach of students entering college the last few years. This was predicted in the mid-2000's by the *Chronicle of Higher Education, Recruitment & Retention* etc.)

|                          | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> |
|--------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Early Reg. (est):</b> | 50*         | 90*         | 150         | 185         | 294         |

\*LUC only + Chobotar

**Average Enrolled:** 2000 – 2010: 327  
 2000 – 2005: 306  
 2006 – 2010: 353  
 2008 – 2010: 379

## Early Registration Analysis: 2009 & 2010:

|                                       | <u>2009</u> | <u>2010</u> |
|---------------------------------------|-------------|-------------|
| <b>Total Accepted:</b>                | 879         | 885         |
| <b>Total Enrolled:</b>                | 377 (43%)   | 366 (41%)   |
| <b>Early Registered:</b>              | 185         | 294         |
| <b>Early Reg. &amp; Enrolled:</b>     | 140 (76%)   | 244 (83%)   |
| <b>Early Reg. &amp; No Show:</b>      | 45 (24%)    | 50 (17%)    |
| <b>Non-Early Reg.:</b>                | 694         | 591         |
| <b>Non-Early Reg. &amp; Enrolled:</b> | 237 (34%)   | 122 (21%)   |
| <b>Non-Early Reg. &amp; No Show:</b>  | 457 (66%)   | 469 (79%)   |

## NOTES/QUESTIONS:

1. What is happening elsewhere? (feedback to Keith Mattingly)
2. Benefits of the connection with the department doing early reg. vs. a central reg. model like CaUC
3. How do we minimize early registration no-shows?







|     | A | B   | C    | D                              | E   | F                              | G       | H        | I              | J                  | K                  | L                 | M                  | N                  | O                 |
|-----|---|-----|------|--------------------------------|-----|--------------------------------|---------|----------|----------------|--------------------|--------------------|-------------------|--------------------|--------------------|-------------------|
| 83  |   |     |      |                                |     |                                |         |          |                | Early              | Early              | Early             |                    |                    |                   |
| 84  |   |     |      |                                |     |                                |         |          |                | Enrolled           | Enrolled           | Enrolled          | Enrolled           | Enrolled           | Enrolled          |
| 85  | S | Sch | Term | Department                     | Lvl | Program                        | Applied | Accepted | Still Accepted | Enrolled Same Prog | Enrolled Same Dept | Enrolled Any Dept | Enrolled Same Prog | Enrolled Same Dept | Enrolled Any Dept |
| 86  |   |     |      |                                |     |                                |         |          |                |                    |                    |                   |                    |                    |                   |
| 87  | F |     |      | History/Political Science      | UG  | BA History                     | 20      | 15       | 10             | 0                  | 0                  | 2                 | 1                  | 1                  | 3                 |
| 88  | F |     |      |                                | UG  | BA Political Science           | 11      | 6        | 6              | 1                  | 2                  | 2                 | 2                  | 3                  | 3                 |
| 89  | F |     |      |                                | UG  | BS Political Science           | 13      | 10       | 9              | 0                  | 0                  | 1                 | 1                  | 1                  | 2                 |
| 90  | F |     |      |                                | UG  | BS Social Studies              | 1       | 1        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 91  | F |     |      | International Language Studies | UG  | BA French Studies              | 1       | 1        | 0              | 1                  | 1                  | 1                 | 0                  | 0                  | 0                 |
| 92  | F |     |      |                                | UG  | BA Language for Internatl Trad | 1       | 0        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 93  | F |     |      |                                | UG  | BA Language for Intl Trade/Bus | 3       | 2        | 1              | 1                  | 1                  | 1                 | 0                  | 0                  | 0                 |
| 94  | F |     |      |                                | UG  | BA Spanish Studies             | 4       | 4        | 4              | 1                  | 1                  | 1                 | 2                  | 2                  | 2                 |
| 95  | F |     |      |                                | UG  | BA Spanish for Intl Trade(BA/B | 1       | 0        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 96  | F |     |      |                                | UG  | BA Spanish for K-12 Education  | 1       | 0        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 97  | F |     |      |                                | UG  | BA Spanish for Translation     | 1       | 0        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 98  | F |     |      | Mathematics                    | UG  | BA Mathematical Studies        | 1       | 0        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 99  | F |     |      |                                | UG  | BS Mathematical Studies        | 1       | 0        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 100 | F |     |      |                                | UG  | BS Mathematics                 | 9       | 8        | 4              | 1                  | 1                  | 1                 | 1                  | 1                  | 1                 |
| 101 | F |     |      |                                | UG  | BS Mathematics Education       | 3       | 2        | 2              | 1                  | 1                  | 1                 | 1                  | 1                  | 1                 |
| 102 | F |     |      | Music                          | UG  | BA Music                       | 23      | 10       | 8              | 4                  | 4                  | 5                 | 2                  | 2                  | 3                 |
| 103 | F |     |      |                                | UG  | BFA Music                      | 1       | 1        | 1              | 0                  | 0                  | 1                 | 0                  | 0                  | 1                 |
| 104 | F |     |      |                                | UG  | BMUS Music Education           | 6       | 4        | 4              | 3                  | 3                  | 3                 | 2                  | 3                  | 3                 |
| 105 | F |     |      |                                | UG  | BMUS Music Performance         | 13      | 9        | 7              | 2                  | 2                  | 2                 | 2                  | 2                  | 3                 |
| 106 | F |     |      |                                | UG  | BMUS Undeclared                | 1       | 0        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 107 | F |     |      | Nursing                        | UG  | BHS Nursing                    | 3       | 1        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 108 | F |     |      |                                | UG  | BS Nursing                     | 191     | 104      | 85             | 19                 | 19                 | 25                | 20                 | 20                 | 25                |
| 109 | F |     |      | Nutrition and Wellness         | UG  | BS Health                      | 3       | 2        | 2              | 0                  | 0                  | 1                 | 0                  | 0                  | 2                 |
| 110 | F |     |      |                                | UG  | BS Health and Fitness          | 1       | 1        | 1              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 111 | F |     |      |                                | UG  | BS Nutrition Science           | 5       | 2        | 1              | 0                  | 0                  | 1                 | 0                  | 0                  | 1                 |
| 112 | F |     |      |                                | UG  | BSD Dietetics                  | 9       | 6        | 5              | 2                  | 2                  | 2                 | 4                  | 4                  | 4                 |
| 113 | F |     |      | Physical Therapy               | UG  | BHS Physical Therapy           | 1       | 1        | 1              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 114 | F |     |      |                                | UG  | BHS Pre-Physical Therapy       | 2       | 2        | 2              | 0                  | 2                  | 2                 | 0                  | 2                  | 2                 |
| 115 | F |     |      |                                | UG  | BHS Pre-Physical Therapy (prep | 83      | 52       | 41             | 38                 | 38                 | 42                | 17                 | 17                 | 19                |
| 116 | F |     |      |                                | UG  | BS Pre-Physical Therapy (prepr | 1       | 1        | 1              | 0                  | 1                  | 1                 | 0                  | 0                  | 0                 |
| 117 | F |     |      |                                | UG  | PREDEG Pre-Physical Therapy (p | 1       | 0        | 0              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 118 | F |     |      | Physics                        | UG  | BS Biophysics                  | 1       | 1        | 1              | 1                  | 1                  | 1                 | 1                  | 1                  | 1                 |
| 119 | F |     |      |                                | UG  | BS Physics                     | 7       | 5        | 3              | 1                  | 1                  | 1                 | 1                  | 1                  | 1                 |
| 120 | F |     |      | Religion/Biblical Languages    | UG  | BA Religion                    | 9       | 5        | 2              | 0                  | 0                  | 1                 | 0                  | 0                  | 1                 |
| 121 | F |     |      |                                | UG  | BA Theology                    | 48      | 16       | 14             | 1                  | 1                  | 1                 | 3                  | 3                  | 3                 |
| 122 | F |     |      | Social Work                    | UG  | BS Social Work                 | 1       | 1        | 1              | 0                  | 0                  | 0                 | 0                  | 0                  | 0                 |
| 123 | F |     |      |                                | UG  | BSW Social Work                | 26      | 15       | 14             | 3                  | 3                  | 4                 | 2                  | 2                  | 3                 |



|     | A | B   | C      | D                            | E   | F                              | G       | H        | I        | J         | K         | L        | M         | N         | O        |
|-----|---|-----|--------|------------------------------|-----|--------------------------------|---------|----------|----------|-----------|-----------|----------|-----------|-----------|----------|
| 165 |   |     |        |                              |     |                                |         |          |          | Early     | Early     | Early    |           |           |          |
| 166 |   |     |        |                              |     |                                |         | Ever     | Still    | Enrolled  | Enrolled  | Enrolled | Enrolled  | Enrolled  | Enrolled |
| 167 | S | Sch | Term   | Department                   | Lvl | Program                        | Applied | Accepted | Accepted | Same Prog | Same Dept | Any Dept | Same Prog | Same Dept | Any Dept |
| 168 |   |     |        |                              |     |                                |         |          |          |           |           |          |           |           |          |
| 169 | F | 30  | 201041 | Architecture                 | UG  | BS Architectural Studies       | 6       | 4        | 4        | 0         | 1         | 1        | 1         | 3         | 3        |
| 170 | F |     |        |                              | UG  | BSA Architecture               | 64      | 40       | 30       | 13        | 13        | 15       | 12        | 12        | 13       |
| 171 |   |     | *****  | *****                        |     |                                |         |          |          |           |           |          |           |           |          |
| 172 |   |     | sum    |                              |     |                                | 70      | 44       | 34       | 13        | 14        | 16       | 13        | 15        | 16       |
| 173 |   |     |        |                              |     |                                |         |          |          |           |           |          |           |           |          |
| 174 |   | *** |        |                              |     |                                |         |          |          |           |           |          |           |           |          |
| 175 |   | sum |        |                              |     |                                | 70      | 44       | 34       | 13        | 14        | 16       | 13        | 15        | 16       |
| 176 |   |     |        |                              |     |                                |         |          |          |           |           |          |           |           |          |
| 177 | F | 40  | 201041 | Accounting/Economics/Finance | UG  | BA Economics                   | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 178 | F |     |        | Teaching/Learning/Curriculum | UG  | BA Elementary Education        | 18      | 13       | 12       | 0         | 4         | 6        | 0         | 4         | 7        |
| 179 | F |     |        |                              | UG  | BA Secondary Education         | 7       | 5        | 4        | 0         | 0         | 2        | 0         | 0         | 2        |
| 180 | F |     |        |                              | UG  | BMUS Individualized Major Educ | 1       | 1        | 1        | 0         | 0         | 1        | 0         | 0         | 1        |
| 181 | F |     |        |                              | UG  | BS Individualized Major Educ   | 2       | 2        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 182 | F |     |        |                              | UG  | BS Secondary Education         | 2       | 2        | 2        | 0         | 0         | 2        | 0         | 0         | 2        |
| 183 | F |     |        |                              | UG  | BS Social Studies for Sec Ed   | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 184 | F |     |        |                              | UG  | BSELED Education               | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 185 | F |     |        |                              | UG  | BSELED Elementary Education    | 25      | 12       | 9        | 4         | 4         | 4        | 3         | 3         | 3        |
| 186 | F |     |        | Undeclared                   | UG  | 000000 Undeclared              | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 187 |   |     | *****  | *****                        |     |                                |         |          |          |           |           |          |           |           |          |
| 188 |   |     | sum    |                              |     |                                | 59      | 37       | 30       | 4         | 8         | 15       | 3         | 7         | 15       |
| 189 |   |     |        |                              |     |                                |         |          |          |           |           |          |           |           |          |
| 190 |   | *** |        |                              |     |                                |         |          |          |           |           |          |           |           |          |
| 191 |   | sum |        |                              |     |                                | 59      | 37       | 30       | 4         | 8         | 15       | 3         | 7         | 15       |
| 192 |   |     |        |                              |     |                                |         |          |          |           |           |          |           |           |          |
| 193 | F | 60  | 201041 | Accounting/Economics/Finance | UG  | BA Economics                   | 9       | 5        | 5        | 0         | 0         | 0        | 0         | 0         | 0        |
| 194 | F |     |        |                              | UG  | BBA Accounting                 | 20      | 8        | 7        | 2         | 2         | 2        | 2         | 2         | 2        |
| 195 | F |     |        |                              | UG  | BBA Economics                  | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 1         | 1        |
| 196 | F |     |        |                              | UG  | BBA Finance                    | 6       | 4        | 4        | 0         | 0         | 0        | 0         | 0         | 0        |
| 197 | F |     |        |                              | UG  | BBA International Business     | 8       | 5        | 4        | 0         | 1         | 2        | 0         | 1         | 2        |
| 198 | F |     |        | Business, General            | UG  | AS General Business            | 22      | 15       | 13       | 1         | 1         | 3        | 1         | 1         | 2        |
| 199 | F |     |        |                              | UG  | BBA General Business           | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 200 | F |     |        | Management/Marketing/Inf Sys | UG  | BBA Management                 | 62      | 44       | 37       | 6         | 7         | 12       | 6         | 7         | 12       |
| 201 | F |     |        |                              | UG  | BBA Marketing                  | 6       | 3        | 2        | 0         | 0         | 0        | 0         | 0         | 0        |
| 202 | F |     |        | Undeclared                   | UG  | BBA Undeclared                 | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 203 |   |     | *****  | *****                        |     |                                |         |          |          |           |           |          |           |           |          |
| 204 |   |     | sum    |                              |     |                                | 136     | 85       | 73       | 9         | 11        | 19       | 9         | 12        | 19       |
| 205 |   | sum |        |                              |     |                                | 136     | 85       | 73       | 9         | 11        | 19       | 9         | 12        | 19       |



|     | A   | B   | C     | D                               | E   | F                               | G       | H        | I        | J         | K         | L        | M         | N         | O        |
|-----|-----|-----|-------|---------------------------------|-----|---------------------------------|---------|----------|----------|-----------|-----------|----------|-----------|-----------|----------|
|     |     |     |       |                                 |     |                                 |         |          |          | Early     | Early     | Early    |           |           |          |
|     |     |     |       |                                 |     |                                 |         | Ever     | Still    | Enrolled  | Enrolled  | Enrolled | Enrolled  | Enrolled  | Enrolled |
| 249 | S   | Sch | Term  | Department                      | Lvl | Program                         | Applied | Accepted | Accepted | Same Prog | Same Dept | Any Dept | Same Prog | Same Dept | Any Dept |
| 247 |     |     |       |                                 |     |                                 |         |          |          |           |           |          |           |           |          |
| 248 |     |     |       |                                 |     |                                 |         |          |          |           |           |          |           |           |          |
| 250 |     |     |       |                                 |     |                                 |         |          |          |           |           |          |           |           |          |
| 251 | T   |     |       | Communication                   | UG  | BA Communication                | 5       | 4        | 2        | 1         | 1         | 1        | 1         | 1         | 2        |
| 252 | T   |     |       |                                 | UG  | BA Public Relations             | 2       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 253 | T   |     |       | English                         | UG  | BA English                      | 8       | 5        | 5        | 1         | 1         | 2        | 2         | 2         | 3        |
| 254 | T   |     |       |                                 | UG  | NONDEG English Language Instit  | 1       | 1        | 1        | 0         | 0         | 0        | 1         | 1         | 1        |
| 255 | T   |     |       | General Arts and Sciences       | UG  | BA General Studies              | 4       | 2        | 2        | 0         | 0         | 1        | 0         | 0         | 1        |
| 256 | T   |     |       |                                 | UG  | BS General Studies              | 2       | 2        | 2        | 0         | 0         | 0        | 2         | 2         | 2        |
| 257 | T   |     |       |                                 | UG  | PREDEG Pre-Law                  | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 258 | T   |     |       | History/Political Science       | UG  | BA History                      | 2       | 2        | 1        | 0         | 0         | 0        | 0         | 0         | 1        |
| 259 | T   |     |       |                                 | UG  | BA Political Science            | 5       | 2        | 2        | 0         | 0         | 0        | 2         | 2         | 2        |
| 260 | T   |     |       |                                 | UG  | BS Political Science            | 6       | 3        | 1        | 0         | 0         | 0        | 1         | 1         | 1        |
| 261 | T   |     |       | International Language Studies  | UG  | BA French Studies               | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 262 | T   |     |       |                                 | UG  | BA Language for Intl Trade/Bus  | 2       | 1        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 263 | T   |     |       |                                 | UG  | BA Spanish Studies              | 3       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 264 | T   |     |       |                                 | UG  | BA Spanish for International Tr | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 265 | T   |     |       |                                 | UG  | BA Spanish for K-12 Education   | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 1         | 1        |
| 266 | T   |     |       | Mathematics                     | UG  | BS Mathematics                  | 2       | 1        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 267 | T   |     |       |                                 | UG  | BS Mathematics Education        | 2       | 2        | 1        | 0         | 0         | 0        | 1         | 1         | 1        |
| 268 | T   |     |       | Music                           | UG  | BMUS Music Education            | 5       | 3        | 3        | 1         | 1         | 1        | 3         | 3         | 3        |
| 269 | T   |     |       |                                 | UG  | BMUS Music Performance          | 3       | 3        | 3        | 0         | 0         | 0        | 2         | 2         | 2        |
| 270 | T   |     |       | Nursing                         | UG  | BA Nursing                      | 1       | 1        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 271 | T   |     |       |                                 | UG  | BS Nursing                      | 58      | 41       | 35       | 7         | 7         | 10       | 12        | 12        | 16       |
| 272 | T   |     |       | Nutrition and Wellness          | UG  | BS Health and Fitness           | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 273 | T   |     |       |                                 | UG  | BS Nutrition Science            | 3       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 274 | T   |     |       |                                 | UG  | BSD Dietetics                   | 8       | 5        | 4        | 3         | 3         | 3        | 3         | 3         | 3        |
| 275 | T   |     |       | Physical Therapy                | UG  | BHS Physical Therapy            | 25      | 14       | 12       | 0         | 1         | 1        | 9         | 11        | 11       |
| 276 | T   |     |       |                                 | UG  | BHS Pre-Physical Therapy (prep  | 14      | 6        | 6        | 2         | 2         | 3        | 3         | 3         | 4        |
| 277 | T   |     |       |                                 | UG  | PREDEG Pre-Chiropractic         | 1       | 1        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 278 | T   |     |       | Religion/Biblical Languages     | UG  | AA Bible Work/Evangelistic Min  | 1       | 1        | 1        | 0         | 0         | 0        | 1         | 1         | 1        |
| 279 | T   |     |       |                                 | UG  | BA Religion                     | 7       | 3        | 2        | 1         | 1         | 1        | 1         | 1         | 1        |
| 280 | T   |     |       |                                 | UG  | BA Religion/Theology            | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 281 | T   |     |       |                                 | UG  | BA Theology                     | 31      | 16       | 15       | 8         | 8         | 10       | 11        | 12        | 14       |
| 282 | T   |     |       | Social Work                     | UG  | BSW Social Work                 | 13      | 8        | 6        | 4         | 4         | 4        | 5         | 5         | 5        |
| 283 | T   |     |       | Speech-Lang Pathology/Audiology | UG  | BS Speech-Lang Pathology & Aud  | 9       | 7        | 7        | 3         | 3         | 3        | 5         | 5         | 5        |
| 284 | T   |     |       | Undeclared                      | UG  | 000000 Undeclared               | 10      | 7        | 5        | 0         | 0         | 0        | 0         | 0         | 0        |
| 285 |     |     | ***** | *****                           |     |                                 |         |          |          |           |           |          |           |           |          |
| 286 |     |     | sum   |                                 |     |                                 | 340     | 207      | 174      | 37        | 45        | 61       | 86        | 99        | 119      |
| 287 | sum |     |       |                                 |     |                                 | 340     | 207      | 174      | 37        | 45        | 61       | 86        | 99        | 119      |

|     | A | B   | C      | D                              | E   | F                              | G       | H        | I        | J         | K         | L        | M         | N         | O        |
|-----|---|-----|--------|--------------------------------|-----|--------------------------------|---------|----------|----------|-----------|-----------|----------|-----------|-----------|----------|
| 288 |   |     |        |                                |     |                                |         |          |          |           | Early     | Early    | Early     |           |          |
| 289 |   |     |        |                                |     |                                |         | Ever     | Still    | Enrolled  | Enrolled  | Enrolled | Enrolled  | Enrolled  | Enrolled |
| 290 | S | Sch | Term   | Department                     | Lvl | Program                        | Applied | Accepted | Accepted | Same Prog | Same Dept | Any Dept | Same Prog | Same Dept | Any Dept |
| 291 |   |     |        |                                |     |                                |         |          |          |           |           |          |           |           |          |
| 292 | T | 20  | 201041 | Aeronautics                    | UG  | AT Aviation Technology         | 3       | 3        | 3        | 2         | 2         | 2        | 3         | 3         | 3        |
| 293 | T |     |        |                                | UG  | BT Aviation Technology         | 6       | 4        | 4        | 1         | 1         | 2        | 2         | 2         | 3        |
| 294 | T |     |        | Agriculture                    | UG  | AT Agriculture                 | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 295 | T |     |        |                                | UG  | AT Horticulture                | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 296 | T |     |        |                                | UG  | BS Agriculture                 | 2       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 297 | T |     |        |                                | UG  | BS Animal Science              | 2       | 2        | 2        | 1         | 1         | 1        | 2         | 2         | 2        |
| 298 | T |     |        |                                | UG  | BS Horticulture                | 1       | 1        | 0        | 0         | 0         | 0        | 1         | 1         | 1        |
| 299 | T |     |        |                                | UG  | PREDEG Pre-Veterinary Medicine | 1       | 1        | 1        | 0         | 1         | 1        | 0         | 1         | 1        |
| 300 | T |     |        | Digital Media & Photography    | UG  | BFA Photography                | 4       | 2        | 2        | 1         | 1         | 1        | 2         | 2         | 2        |
| 301 | T |     |        |                                | UG  | BFA Visual Communication       | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 302 | T |     |        | Engr, Computer Sci & Engr Tech | UG  | BS Computing                   | 4       | 4        | 4        | 0         | 1         | 2        | 0         | 1         | 2        |
| 303 | T |     |        |                                | UG  | BS Engineering                 | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 304 | T |     |        |                                | UG  | BSE Engineering                | 17      | 11       | 9        | 0         | 2         | 3        | 0         | 3         | 5        |
| 305 | T |     |        |                                | UG  | PREDEG Pre-Engineering         | 3       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 306 |   |     | *****  | *****                          |     |                                |         |          |          |           |           |          |           |           |          |
| 307 |   |     | sum    |                                |     |                                | 47      | 30       | 27       | 5         | 9         | 12       | 10        | 15        | 19       |
| 308 |   |     |        |                                |     |                                |         |          |          |           |           |          |           |           |          |
| 309 |   | *** |        |                                |     |                                |         |          |          |           |           |          |           |           |          |
| 310 |   | sum |        |                                |     |                                | 47      | 30       | 27       | 5         | 9         | 12       | 10        | 15        | 19       |
| 311 |   |     |        |                                |     |                                |         |          |          |           |           |          |           |           |          |
| 312 | T | 30  | 201041 | Architecture                   | UG  | BS Architectural Studies       | 3       | 3        | 2        | 0         | 1         | 1        | 0         | 1         | 1        |
| 313 | T |     |        |                                | UG  | BSA Architecture               | 16      | 11       | 8        | 4         | 4         | 4        | 2         | 2         | 3        |
| 314 |   |     | *****  | *****                          |     |                                |         |          |          |           |           |          |           |           |          |
| 315 |   |     | sum    |                                |     |                                | 19      | 14       | 10       | 4         | 5         | 5        | 2         | 3         | 4        |
| 316 |   |     |        |                                |     |                                |         |          |          |           |           |          |           |           |          |
| 317 |   | *** |        |                                |     |                                |         |          |          |           |           |          |           |           |          |
| 318 |   | sum |        |                                |     |                                | 19      | 14       | 10       | 4         | 5         | 5        | 2         | 3         | 4        |
| 319 |   |     |        |                                |     |                                |         |          |          |           |           |          |           |           |          |
| 320 | T | 40  | 201041 | Teaching/Learning/Curriculum   | UG  | BA Elementary Education        | 7       | 5        | 5        | 0         | 1         | 1        | 0         | 1         | 2        |
| 321 | T |     |        |                                | UG  | BA Secondary Education         | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 322 | T |     |        |                                | UG  | BS Secondary Education         | 1       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 323 | T |     |        |                                | UG  | BSELED Elementary Education    | 5       | 3        | 2        | 1         | 1         | 1        | 1         | 1         | 1        |
| 324 |   |     | *****  | *****                          |     |                                |         |          |          |           |           |          |           |           |          |
| 325 |   |     | sum    |                                |     |                                | 14      | 8        | 7        | 1         | 2         | 2        | 1         | 2         | 3        |
| 326 |   |     |        |                                |     |                                |         |          |          |           |           |          |           |           |          |
| 327 |   | *** |        |                                |     |                                |         |          |          |           |           |          |           |           |          |
| 328 |   | sum |        |                                |     |                                | 14      | 8        | 7        | 1         | 2         | 2        | 1         | 2         | 3        |



|     | A | B   | C      | D                               | E   | F                              | G       | H        | I        | J         | K         | L        | M         | N         | O        |
|-----|---|-----|--------|---------------------------------|-----|--------------------------------|---------|----------|----------|-----------|-----------|----------|-----------|-----------|----------|
| 329 |   |     |        |                                 |     |                                |         |          |          | Early     | Early     | Early    |           |           |          |
| 330 |   |     |        |                                 |     |                                |         | Ever     | Still    | Enrolled  | Enrolled  | Enrolled | Enrolled  | Enrolled  | Enrolled |
| 331 | S | Sch | Term   | Department                      | Lvl | Program                        | Applied | Accepted | Accepted | Same Prog | Same Dept | Any Dept | Same Prog | Same Dept | Any Dept |
| 332 |   |     |        |                                 |     |                                |         |          |          |           |           |          |           |           |          |
| 333 | T | 60  | 201041 | Accounting/Economics/Finance    | UG  | BA Economics                   | 2       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 334 | T |     |        |                                 | UG  | BBA Accounting                 | 6       | 3        | 3        | 1         | 1         | 1        | 1         | 1         | 1        |
| 335 | T |     |        |                                 | UG  | BBA Finance                    | 3       | 2        | 2        | 1         | 1         | 1        | 1         | 1         | 1        |
| 336 | T |     |        |                                 | UG  | BBA International Business     | 6       | 1        | 1        | 0         | 0         | 1        | 0         | 0         | 1        |
| 337 | T |     |        | Business, General               | UG  | AS General Business            | 2       | 0        | 0        | 0         | 0         | 0        | 0         | 0         | 0        |
| 338 | T |     |        | Management/Marketing/Inf Sys    | UG  | BBA Information Systems        | 2       | 2        | 2        | 0         | 0         | 0        | 2         | 2         | 2        |
| 339 | T |     |        |                                 | UG  | BBA Management                 | 10      | 4        | 3        | 0         | 0         | 0        | 1         | 1         | 1        |
| 340 | T |     |        |                                 | UG  | BBA Marketing                  | 3       | 2        | 2        | 0         | 0         | 0        | 1         | 1         | 1        |
| 341 |   |     | *****  | *****                           |     |                                |         |          |          |           |           |          |           |           |          |
| 342 |   |     | sum    |                                 |     |                                | 34      | 15       | 14       | 2         | 2         | 3        | 6         | 6         | 7        |
| 343 |   |     |        |                                 |     |                                |         |          |          |           |           |          |           |           |          |
| 344 |   | *** |        |                                 |     |                                |         |          |          |           |           |          |           |           |          |
| 345 |   | sum |        |                                 |     |                                | 34      | 15       | 14       | 2         | 2         | 3        | 6         | 6         | 7        |
| 346 |   |     |        |                                 |     |                                |         |          |          |           |           |          |           |           |          |
| 347 | U | 00  | 201041 | Undeclared                      | UG  | 000000 Undeclared              | 2       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 1        |
| 348 |   |     | *****  | *****                           |     |                                |         |          |          |           |           |          |           |           |          |
| 349 |   |     | sum    |                                 |     |                                | 2       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 1        |
| 350 |   |     |        |                                 |     |                                |         |          |          |           |           |          |           |           |          |
| 351 |   | *** |        |                                 |     |                                |         |          |          |           |           |          |           |           |          |
| 352 |   | sum |        |                                 |     |                                | 2       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 1        |
| 353 |   |     |        |                                 |     |                                |         |          |          |           |           |          |           |           |          |
| 354 | U | 10  | 201041 | Art & Design                    | UG  | BFA Visual Art                 | 1       | 1        | 1        | 0         | 1         | 1        | 0         | 1         | 1        |
| 355 | U |     |        | Behavioral Sciences             | UG  | BS Behavioral Sciences         | 1       | 1        | 1        | 1         | 1         | 1        | 1         | 1         | 1        |
| 356 | U |     |        | Biology                         | UG  | BS Biology                     | 2       | 2        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 357 | U |     |        | Clinical and Laboratory Sci     | UG  | BSCLS Clinical Laboratory Sci  | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 358 | U |     |        |                                 | UG  | BSMLS Medical Laboratory Scien | 1       | 1        | 1        | 1         | 1         | 1        | 1         | 1         | 1        |
| 359 | U |     |        | English                         | UG  | BA English                     | 1       | 1        | 1        | 0         | 0         | 0        | 1         | 1         | 1        |
| 360 | U |     |        | General Arts and Sciences       | UG  | BA General Studies             | 1       | 1        | 1        | 0         | 0         | 0        | 1         | 1         | 1        |
| 361 | U |     |        | Nursing                         | UG  | BS Nursing                     | 2       | 2        | 2        | 1         | 1         | 1        | 2         | 2         | 2        |
| 362 | U |     |        | Physical Therapy                | UG  | BHS Pre-Physical Therapy (prep | 2       | 2        | 2        | 1         | 1         | 1        | 2         | 2         | 2        |
| 363 | U |     |        | Social Work                     | UG  | BSW Social Work                | 1       | 1        | 1        | 0         | 0         | 0        | 0         | 0         | 0        |
| 364 | U |     |        | Speech-Lang Pathology/Audiology | UG  | BS Speech-Lang Pathology & Aud | 1       | 1        | 1        | 1         | 1         | 1        | 0         | 0         | 0        |
| 365 | U |     |        | Undeclared                      | UG  | 000000 Undeclared              | 1       | 1        | 1        | 0         | 0         | 1        | 0         | 0         | 1        |
| 366 |   |     | *****  | *****                           |     |                                |         |          |          |           |           |          |           |           |          |
| 367 |   |     | sum    |                                 |     |                                | 15      | 15       | 14       | 5         | 6         | 7        | 8         | 9         | 10       |
| 368 |   | *** |        |                                 |     |                                |         |          |          |           |           |          |           |           |          |
| 369 |   | sum |        |                                 |     |                                | 15      | 15       | 14       | 5         | 6         | 7        | 8         | 9         | 10       |



## **APPENDIX 1—H**

### **ORGANIZATION AND WORKING POLICY FOR THE ANDREWS UNIVERSITY UNDERGRADUATE FACULTY AND UNDERGRADUATE COUNCIL**

#### **I—Introduction**

This document describes the roles of the various entities of the University charged with the responsibility of providing a focused thrust to the quality-control, promotion and coordination of the undergraduate programs at Andrews University.

##### **Section 1**

These tasks have been assigned to the undergraduate faculties of the constituent schools of Andrews University acting in concert as the ~~undergraduate faculty~~ of the University.

##### **Section 2**

In turn the undergraduate faculty of the University has delegated these responsibilities to an ~~undergraduate council~~ whose membership consists of elected representatives from each of the constituent schools of the University.

First, the document defines the undergraduate faculty and then its functions are described. Next a definition is given of the undergraduate council after which the terms of reference are given and its operating policies outlined.

#### **II—Undergraduate Faculty and Meetings**

##### **Section 1**

The undergraduate faculty is made up of all faculty members, from all schools of the University, who teach undergraduate courses.

##### **Section 2**

Membership of the undergraduate faculty shall be by annual appointment of the president of the University after consultation with the Provost and deans of respective undergraduate schools.

##### **Section 3**

The primary responsibility for nominating faculty members for membership in the undergraduate faculty shall rest with the department chair and the concurrence of the dean of the school of primary appointment and the Provost.

##### **Section 4**

The undergraduate faculty shall have the responsibilities as outlined in (A) above.

**Section 5**

Those responsibilities of the undergraduate faculty as outlined in the Terms of Reference in Section D, are delegated to the undergraduate council.

**Section 6**

The ~~undergraduate faculty~~ as a group composed of the undergraduate faculties of the constituent schools of the University shall serve as a reference body, on matters referred to it by the undergraduate council (see B 12, 13, F and G below).

**Section 7**

Members of the ~~undergraduate faculty~~ shall receive and review the minutes of the undergraduate council.

**Section 8**

The ~~undergraduate faculty~~ shall be scheduled to meet at least once during each academic year. Special meetings shall be scheduled as outlined in sections 12-14 below.

**Section 9**

The chair who shall be the Provost, shall call and preside at meetings of the undergraduate faculty.

**Section 10**

The minutes of the meetings of the undergraduate faculty shall be kept by the secretary who shall be the Andrews University director of records.

**Section 11**

The agenda shall be distributed at least ten days prior to a regular faculty meeting.

**Section 12**

The order of business at regular meetings shall be:

- a. reading and approval of the minutes of the previous meeting
- b. communications and announcements
- c. report and review of undergraduate council decisions and activities
- d. agenda for the day

**Section 13**

A quorum of the undergraduate faculty shall be 40% of its total membership.

**Section 14**

Special meetings of the ~~undergraduate faculty~~ may be called at any time by the chair on the basis of a challenge from a two-thirds majority appeal of the total ~~undergraduate faculty~~ of a given constituent school of the University [or forty (40) members of the College of Arts and Sciences] against a decision of the undergraduate council (see F5 and 6 below).

**Section 15**

At a special meeting of the —undergraduate faculty,” only the business that precipitated the meeting may be discussed.

**Section 16**

A two-thirds majority of the —undergraduate faculty” of the University present (those present to be not less than a quorum) at such a specially called meeting is required to disapprove the disputed action of the undergraduate council. Since undergraduate council decisions stand unless overturned, a failure to achieve a two-thirds majority at such a special session of the undergraduate faculty of the University shall mean that the disputed decision of the undergraduate council shall stand.

### **III—Undergraduate Council**

The undergraduate council is a group of faculty teaching at the undergraduate level, who shall, with respect to undergraduate affairs at the University and on behalf of all the undergraduate schools of the University, serve as a coordinating, policy-making, consulting, quality control, and advisory council to the president and the University administration.

Members of the undergraduate council are independent voices with special obligations seeking what is best for the University and do not represent specific schools of the University.

### **IV—Terms of Reference of the Undergraduate Council**

The terms of reference of the undergraduate council shall be:

1. To advise the administration and the general faculty on undergraduate affairs at the University.
2. To advise on undergraduate matters referred to it by one or more constituent schools of the University or any of their committees, who regard the matter for counsel to be of interest and concern to all of the undergraduate schools of the University.
3. To coordinate common undergraduate thrusts towards reaching the goals and objectives of the University in pursuit of its own mission.
4. To take appropriate steps to ensure parity of program standards and quality among the different undergraduate schools of the University.
5. To provide a common forum for communication among undergraduate schools and for the discussion of common problems.

6. To establish minimum criteria, policies and procedures for requirements, activities and programs designed to be common to all the undergraduate schools such as:
  - a. approval of general education requirements
  - b. requirements for the various categories of associate and baccalaureate degrees
  - c. admission requirements
  - d. level of English language proficiency required for the various undergraduate degree programs
  - e. academic standards to ensure quality for off-campus programs
  - f. course outlines and syllabi preparation
  - g. program development, review, termination and introduction of new ones within each of the undergraduate schools
7. To keep the members of the undergraduate faculty fully informed of decisions taken on their behalf and if necessary to provide them an opportunity for input whenever needed.

## **V—Membership of the Undergraduate Council**

### **Section 1**

Members of the undergraduate council shall be annually appointed by the president of the University at the beginning of the summer quarter, after due process as described below.

### **Section 2**

Membership of the undergraduate council shall be open only to:

- a. members of the faculty who teach undergraduate courses and who hold rank in one of the constituent schools of the University
- b. *ex-officio* members listed in Section 4 below.

### **Section 3**

The undergraduate council shall consist of *ex-officio*, elected and appointed members totaling nineteen (19) voting members, and constituted as follows with an additional seven (7) non-voting *ex-officio* Advisory Members:

- a. *ex-officio* members (6)
- b. Members elected (10)

- c. Members appointed by the president (3)
- d. Advisory Members ex-officio (7)

**Section 4:**

*ex-officio* members (6) are:

- a. The president of Andrews University
- b. The provost
- c. The dean of the college of arts and sciences
- d. The dean of the School of Business Administration
- e. The dean of the school of education
- f. The dean of the college of technology

**Section 5**

The elected members (10) of the undergraduate council shall represent all of the constituent schools of the University offering undergraduate programs as follows:

- a. College of arts and sciences (4)
- b. School of Business Administration (2)
- c. School of education (2)
- d. College of technology (2)

**Section 6**

The members appointed by the president (3):

- a. *One* full professor (deans, associate or assistant deans excluded) selected from the undergraduate faculty on the basis of experience, expertise and seniority.
- b. *One* faculty member (deans, associate deans, or assistant deans excluded) selected from among the membership of the general education committee as recommended by the general education committee.
- c. *One* faculty member (deans, associate deans, or assistant deans excluded) selected from the membership of the honors program committee as recommended by the honors committee.

## **Section 7**

Advisory Members (without vote) *ex-officio* (7):

- a. Vice president for financial administration
- b. Dean of adult and continuing education
- c. Director of the James White Library
- d. Director of the Andrews University computing center
- e. Registrar
- f. Director of Student Success.
- g. Vice president for enrollment management.

## **Section 8**

The elected members of the undergraduate council are nominated by a majority vote of the faculty of a given school of the University from among the non-administrative members of the faculty of that school.

## **Section 9**

The members of the undergraduate council appointed by the president are appointed according to the procedure outlined in Section E6 above.

## **Section 10**

The officers of the undergraduate council are elected by members of the undergraduate council from among themselves (excluding deans) at the last regular meeting of the spring term for the following year and are the following:

- a. Chair
- b. Vice-chair
- c. Secretary

## **Section 11**

The duties of the officers of the undergraduate council shall be as follows:

- a. Chair: to prepare an agenda, call meetings, and to preside at them
- b. Vice-chair: to function in the place of the chair in his/her absence or as designated by the chair
- c. Secretary: be responsible for the maintenance and circulation of the minutes of meetings and of subcirculation of the minutes of meetings and of sub-committee



reports. He/she shall also assist the chair in preparing the agenda and calling of meetings.

**Section 12**

Terms of service for the elected and appointed members of the undergraduate council shall be for three years. The rotation of members shall start after the second year with one third of the elected and appointed council members retiring each year thereafter.

**Section 13**

Members may be elected or appointed for no more than two consecutive terms of service.

**Section 14**

Membership changes required by the rotation formula described in Section E6 above shall be initiated annually by the president's office.

**Section 15**

Should any elected or appointed member fail to serve a full term, a replacement shall be obtained to serve the remainder of the term by procedures specified in Section E6, 8, 9, 12, 13, and 14 above.

## **VI—Meetings of the Undergraduate Council**

**Section 1**

The undergraduate council shall normally be scheduled to meet at least once per quarter except for the summer quarter with the provision of special meetings as called by the chair. Special meetings are defined as meetings which were not initially scheduled at the beginning of the academic year.

**Section 2**

Agenda items may be submitted to the chair by any member of the undergraduate council or from the committees and sub-committees that report to the undergraduate council. The submissions are to be in writing. Relevant agenda items may also be submitted to the chair by the faculty of any of the constituent schools of the University or any of their sub-committees.

**Section 3**

Agenda items which involve the following shall not be finalized by a vote on the day introduced, but shall be held over until the next special or regularly scheduled meeting following the meeting of introduction and discussion:

- a. The introduction of new undergraduate policy(ies), except for recommendations from the general education, honors program, and academic support and advising services committees.
- b. A change in existing undergraduate policy(ies) except for recommendations from the general education, honors program and academic support and advisory services committees.

- c. The introduction of new programs, except as recommended by the sub-committee on program development and review.
- d. Substantive changes to existing programs, except as recommended by the sub-committee on program development and review.

#### **Section 4**

Minutes of the proceedings of the Undergraduate Council shall be recorded and maintained by the secretary who shall also be responsible for distributing copies of the minutes within a week to all members of the council as well as to each undergraduate faculty member.

#### **Section 5**

A decision of the undergraduate council may be challenged as provided for by policy in B14-16 above as well as F6 below. If a decision of the undergraduate council is challenged the “undergraduate faculty” of the University shall be asked to resolve the *impasse* in the manner described and implemented as described F7 below.

#### **Section 6**

Decisions taken by the undergraduate council may be implemented after twenty-one (21) days from the date of being made, unless challenged by a two-thirds majority of the total “undergraduate faculty” of a given constituent school (see exception in B14 above) of the University (see Section B14-16 as well as F5 above for calling special meetings and for the resolution of such an *impasse*).

#### **Section 7**

The routing of undergraduate council decisions shall be as follows:

- a. Decisions judged not to be affecting graduate programs of the University are immediately referred for implementation to the various undergraduate schools of the University by the secretary of the undergraduate council.
  - i. Should the undergraduate council decision *not be challenged* by any of the undergraduate faculties, the action of the undergraduate council shall be implemented after the required number of days have elapsed (sections B14-16 and F6).
  - ii. At this time the *general faculty* shall be informed of this by the vice-president for academic administration.
- b. Decisions judged to impinge on graduate programs, are referred by the vice-president for academic administration to the general faculty for final approval and recommendation to the Board of Trustees by the president of the University.

#### **Section 8**

A quorum shall consist of nine (9) voting members.

## **VII—Standing Committees and Sub-committees Reporting to the Undergraduate Council**

### **Section 1**

Standing and *ad-hoc* sub-committees may be designated as needed by the undergraduate council and may include representatives who are not regular members of the undergraduate council.

### **Section 2**

The standing committees and sub-committees reporting to the undergraduate council include:

- a. Program development and review sub-committee (appointed by the undergraduate council)
- b. Academic policies sub-committee (appointed by the undergraduate council)
- c. General education committee (appointed by the president)
- d. Academic support and advising services council (for matters pertaining to undergraduate affairs and appointed by the president)
- e. Honors programs committee (appointed by the president).

## **VIII—Parliamentary Authority**

The rules contained in *Robert's Rules of Order*, newly revised, shall govern meetings in all cases to which they are applicable and in which they are not inconsistent with these policies.

## **IX—Interpretation of this Document**

The President of Andrews University shall be the ultimate authority in matters of dispute over the interpretation of the ORGANIZATION AND WORKING POLICY FOR THE ANDREWS UNIVERSITY UNDERGRADUATE COUNCIL.

## **X—PROCEDURES FOR AMENDMENTS**

### **Section 1**

Proposals for amendments to the ORGANIZATION AND WORKING POLICY FOR THE ANDREWS UNIVERSITY UNDERGRADUATE COUNCIL may come from a member of the Undergraduate Faculty at a regular or special meeting of the Undergraduate Faculty.

### **Section 2**

All proposals for amendments to the ORGANIZATION AND WORKING POLICY FOR THE ANDREWS UNIVERSITY UNDERGRADUATE COUNCIL must be studied and approved by a majority vote of the undergraduate council, according to the policies outlined in Division F above governing meetings. If approved, the proposal will be recommended to the Undergraduate Faculty.

**Section 3**

Approval of an amendment to the ORGANIZATION AND WORKING POLICY FOR THE ANDREWS UNIVERSITY UNDERGRADUATE COUNCIL will require a two-thirds majority vote of the entire Undergraduate Faculty at either a regular or special meeting of the Undergraduate Faculty (see Division F above).

**Section 4**

Proposals for amendments to the ORGANIZATION AND WORKING POLICY FOR THE ANDREWS UNIVERSITY UNDERGRADUATE COUNCIL shall be voted by the Board of Trustees before they may be implemented.