▬▬ INTRODUCTION

The **Leadership** program is housed in the Leadership and Educational Administration Department (LEAD) within the School of Education (SED) at Andrews University (AU). Other programs in the department include **K-12 Educational Administration** and **Higher Education Administration.** All three programs offer MA, EdS, EdD and PhD degrees. There is substantial overlap between the programs as evidenced by the diagram on page two.

The programs are serviced by seven full-time faculty members, two staff members and two graduate assistants as well as about 30 non-resident faculty members who help in various ways. The total enrollment in the department is about 175 students; the majority (139) are enrolled in the Leadership program. For a list of participant demographics (gender, race, religion) see *Appendix 1b.* The Leadership program functions on a cohort model where typically 15-25 people are accepted annually. It has graduated over 100 participants since 1999.

We also have completed two cohorts in Europe (with an additional 40 graduates) and have one in progress in Peru—although for the purposes of this report, these initiatives are not included in the total numbers of currently enrolled participants and graduates because they tend to be unique in delivery as well as funding.

This program review process was comprehensive—involving a review of all program elements and including the evaluation by two external examiners: **Edgar Elliston, PhD** (Dean, Indiana Weslyan University) and **Lyn Bartlet, PhD** (Dean, DeVry University). Both individuals visited the campus and interviewed faculty, students and administrators. Their complete reports and vitae are in *Appendix 10.* Also, two dissertations have addressed the Leadership program. **José Alaby** (2002) interviewed 27 graduates and faculty of the program and identified critical components as well as outcomes of the Leadership program. **David Rausch** (2008) evaluated the leadership portfolio process and the various reflective processes in the program. Both of their studies have been crucial in the development of the program and in completing this program review.
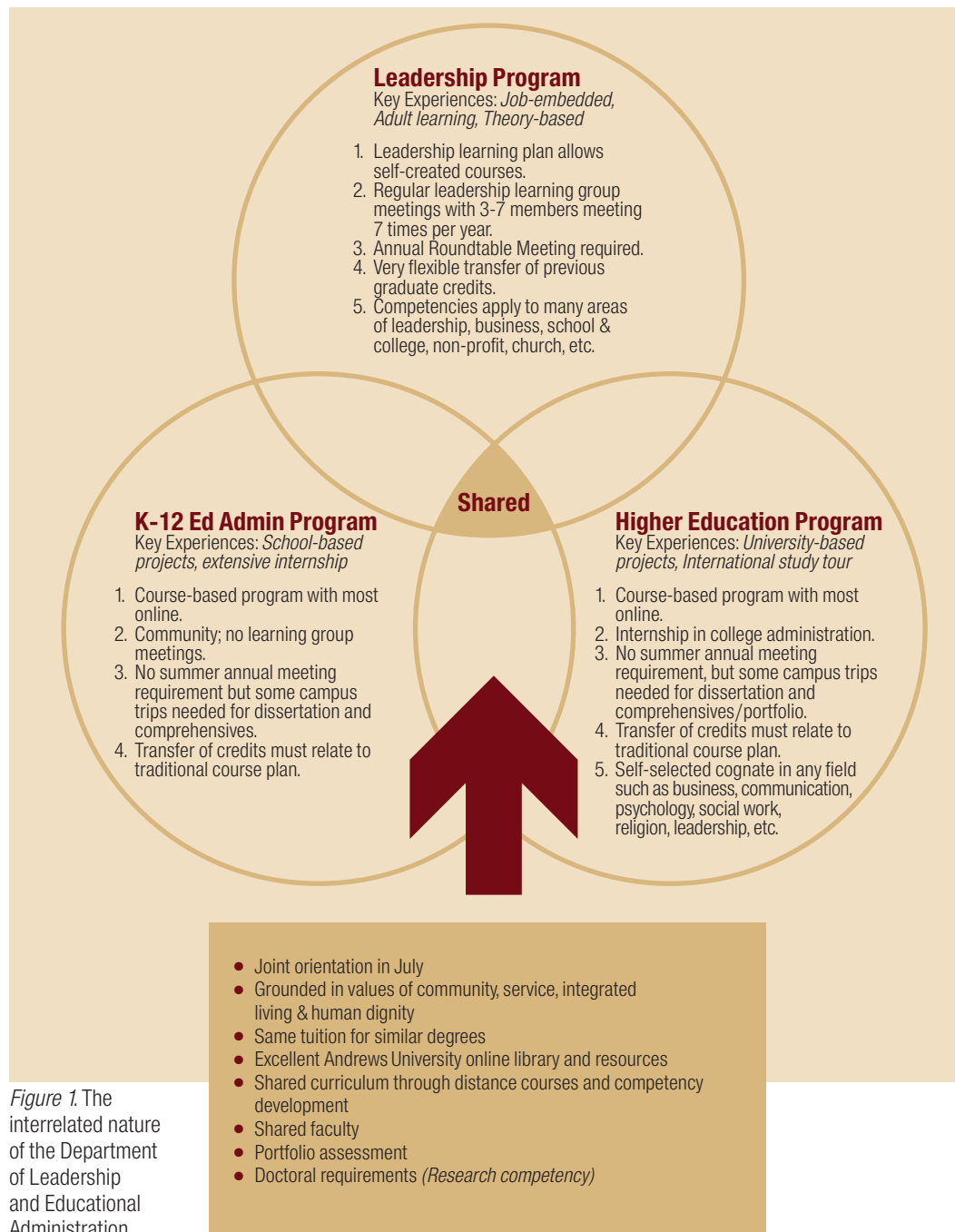
Leadership Program
Key Experiences: *Job-embedded,*
Adult learning, Theory-based

1. Leadership learning plan allows self-created courses.
2. Regular leadership learning group meetings with 3-7 members meeting 7 times per year.
3. Annual Roundtable Meeting required.
4. Very flexible transfer of previous graduate credits.
5. Competencies apply to many areas of leadership, business, school & college, non-profit, church, etc.

Shared

K-12 Ed Admin Program
Key Experiences: *School-based projects, extensive internship*

1. Course-based program with most online.
2. Community; no learning group meetings.
3. No summer annual meeting requirement but some campus trips needed for dissertation and comprehensives.
4. Transfer of credits must relate to traditional course plan.

Higher Education Program
Key Experiences: *University-based projects, International study tour*

1. Course-based program with most online.
2. Internship in college administration.
3. No summer annual meeting requirement, but some campus trips needed for dissertation and comprehensives/portfolio.
4. Transfer of credits must relate to traditional course plan.
5. Self-selected cognate in any field such as business, communication, psychology, social work, religion, leadership, etc.

- Joint orientation in July
- Grounded in values of community, service, integrated living & human dignity
- Same tuition for similar degrees
- Excellent Andrews University online library and resources
- Shared curriculum through distance courses and competency development
- Shared faculty
- Portfolio assessment
- Doctoral requirements *(Research competency)*

Figure 1. The interrelated nature of the Department of Leadership and Educational Administration.

RECOMMENDATIONS

Department (LEAD)

1) Continue to seek balance between master's credits, doctoral course credits and dissertation credits—with the aim of increasing the number of MA students and reducing the number of PhD-level candidates.

2) Continue to develop the faculty community while seeking to improve professional growth opportunities and access to AU resources.

3) Pay overload, according to policy, for AU, SED and departmental faculty for dissertation work, and seek administrative support for greater funding for PhD-level education.

4) Develop a marketing plan for the Leadership program.

School of Education (SED)

1) Consider the implications for the school of having 60% of the doctoral graduates from a single program.

2) Arrange for video conferencing capability in Bell Hall.

3) Arrange for physical space for the program which gives each faculty member a private office with a window and keeps all the faculty together.

Graduate School & Academic Administration (AU)

1) Review the costs and AU support of PhD-level education to ascertain whether Andrews is adequately resourced to maintain its Doctoral Research University (DRU) status—especially the funding of dissertation support.

2) Consider the long-term viability of having 50% of the PhD graduates coming from one program, and the affect on the university's DRU status if the department became unable to continue with its current level of doctoral output.

3) Develop a workload policy for supervision of advanced studies and other more individualized approaches to tuition income used by the Leadership program.

4) Develop policies supporting the faculty community concept utilized by the Leadership program.

5) Develop a more efficient way to provide the data needed for program reviews.

■■ CRITERION 1
HISTORY, IMPACT, DEMAND FOR THE LEADERSHIP PROGRAM

Mission

The Leadership and Educational Administration Department (LEAD) develops a community of scholar-practitioners who transform the power of knowledge into service. Its core values include: *community, service, integrated life* and *human dignity.* (LP Handbook)

This mission statement is clearly aligned with the Andrews University mission to "Seek knowledge. Affirm faith. Change the world," and also with the School of Education's mission to "Provide programs based on a redemptive Christian worldview to prepare professionals for global service."

History

The Leadership program at Andrews University originated as a response to the institution's economic crisis. In February 1994, an ad-hoc committee of School of Education (SED) faculty was selected by the Dean to make recommendations on budget adjustments. The university administration expected the SED Dean to cut two faculty budgets. After several meetings, the four-member faculty team became the Committee on School of Education Restructuring. The group began to examine "departmental boundaries, more flexible programs, fewer structured courses, and more innovative ones." The group decided to develop a new program with new revenue rather than cutting faculty budgets. "In their considerations, the ideas of the Individual Development Plan (IDP) and of building a portfolio was strongly present, as well as the idea of a community of scholars." These critical components became the foundation of the Leadership program. (Alaby p.66-67)

Because the Leadership program was developed to meet the needs of professionals, it emphasizes competencies instead of courses. Leadership is job-embedded and work-related. The Leadership program's design embeds practice in theoretical knowledge bases. The program is field-based, flexible, and designed to provide a learning community for leaders who want to earn a master's degree, specialist degree, or doctorate while continuing employment. Although some specific courses are required, Leadership gives self-directed, self-motivated individuals a way to manage their own education while incorporating professional service. (LP Handbook p.1)

Major Changes in Program (Curriculum, focus, constituents)

The program has experienced a number of important changes in the fifteen years it has been in operation. Departmental minutes clearly show a program committed to continuous improvement. Some of the major changes are listed below:

1) Published the first program handbook (1999). It has been revised and distributed to each cohort since.

2) Replaced payment plans with payment/credits registered for (2001).

3) Required dissertation proposal for extension beyond the 10-year limit (2004).

4) Started a monthly newsletter to deal with confusion about curriculum and program requirements and also to provide space for celebration of accomplishments (2004). It has continued to date.

5) Identified need for a coherent departmental assessment plan (2005).

6) Required continuous registration (3 sem/year), thus making it more difficult for participants to drift along without making adequate progress (2005).

7) Made curriculum changes to respond to specific needs of church administrators for two European cohorts (1999, 2002) and the Peruvian cohort (2006).

8) Task force recommended competency revision from 20 competencies to 15–resolving issues of overlap (2006).

9) Rubrics developed and implemented for competency evaluation (2006).

10) **Started using Andrews registration central rather than departmental "by hand" registration (2006).**

11) Changed ten-year time limit to seven years for PhD (2006).

12) Made all program and department courses available online (2007).

13) Contracted Eileen White to help with departmental assessment plans (2007).

14) Implemented registration verification plan for next three semesters during Roundtable (2007).

15) Changed six year time limit for MA to four years (2008).

16) Began using the GRE analytic score for provisional acceptances—participants with a score below four are now required to take LEAD535: Graduate Writing Seminar before regular acceptance (2008).

17) Hired Becky De Oliveira to provide writing support to participants (2008).

18) Required doctoral participants to submit an article for publication (2008).

19) Changed Regional Group name to Leadership and Learning Group (LLG), and Individualized Development Plan (IDP) to Leadership and Learning Plan (LLP) to emphasize the centrality of learning in both aspects of the program (2008).

20) Limited total inactive time to one year (of seven) for PhD participants (2008).

Benchmarking

Leadership has been a highly sought-after and growing program from the beginning. Participants come from a wide range of local institutions including Christian colleges and universities in Michigan and Indiana (Bethel College, Spring Arbor University, the University of Notre Dame), and community colleges in Michigan (Southwestern Michigan College, Lake Michigan College). Administrators and faculty employed at a number of Adventist universities and institutions in North America have graduated from or are enrolled in Leadership (Loma Linda University, La Sierra University, Southern University, Pacific Union College, Florida Hospital, Canadian University College, Atlantic Union College, Walla Walla University, and Andrews University).

Global participation involves Adventist leaders in the fields of *education—* (administrators, faculty and staff), *healthcare* (practitioners and administrators), *ministry* (pastors) and *administration* (conference and general conference). *(Appendix 1a)*

Programs similar to Andrews University's Leadership program are found at Walden University, University of Phoenix, Regent University, Argos University and Capella University. Program costs ($40,000-$50,000) and student/faculty ratios (10-20) are similar to those at Andrews. *(Appendix 2)*

The AU Leadership program differs from these other programs in the breadth of its curriculum, and in its delivery—competency based rather than course driven. The benchmark universities tend to be focused on some aspect of education (school administration, special education, college leadership, adult education) whereas the Andrews program accepts professionals from a number of different disciplines due to the breadth of the competencies and the expertise of the faculty community. *(pgs. 12-14, Appendix 5c)*

Internal impact

The Leadership program contributes to the success of Andrews University in at least five important ways:

- Andrews University is a Doctoral Research University (DRU) and the Leadership program contributes significantly to the university's ability to maintain that status by graduating fifty percent (50%) or more of the PhD, non-professional doctoral students every year for the last four years. The table below compares the number of Leadership PhD and EdD graduates (LEADER) compared with the School of Education (SED) and Andrews University as a whole.

Table 1. *Leadership PhD and EdD Graduates Compared With the School of Education and Andrews University*

YEAR	LEADER	SED	AU	% LEADER/SED	% LEADER/AU
2001	3	12	19	25.00%	15.79%
2002	7	28	32	25.00%	21.88%
2003	13	27	34	48.12%	38.24%
2004	9	14	18	64.30%	50.00%
2005	11	16	22	68.75%	50.00%
2006	9	13	17	69.23%	52.94%
2007	14	22	26	63.64%	53.85%

- Leadership graduates often contribute to the mission of Andrews through their employment where they initiate positive change and are often given leadership responsibilities. Also, through their publications and presentations, they represent Andrews well. Recently, the President reported being in a board meeting and was delighted to hear the announcement that one of the Leadership PhD graduates (Randy Haffner) had been named President/CEO of the Centura Health South Denver Group and President/CEO of Porter Adventist Hospital.

- Leadership participants contribute to the well-being of other departments in the School of Education by regularly enrolling in EDRM 505, 611, and 612. Leadership participants purchased 85 non-departmental credits in '08-'09. *(Appendix 3a)* Also, we recently (2008) added a writing instructor to our department who teaches graduate writing classes which can be taken by students enrolled in other SED programs/departments.

- The Leadership program contributes to the success of the Leadership and Educational Administration Department through shared faculty, courses, and finances. Each full-time faculty member is able to support the departmental workload through teaching and dissertation assignments in all three programs. Often Leadership participants choose to take classes in K-12 or Higher Education Administration (HEA). Graduates of the Leadership program sometimes assist the K-12 and HEA programs by teaching classes.

- The faculty are intentional about aligning the program goals with Andrews University goals. Minutes from a recent faculty retreat show how the department is assisting the university to meet five of its seven strategic planning goals. *(Appendix 4a,b)*

CRITERION 2
PROGRAM QUALITY—INPUTS AND PROCESSES

The participants at Roundtable '08 were asked, "What makes the Leadership program excellent?" The word cloud below captures their responses. Clearly, they appreciate the flexibility of the program, the learning, the job-embedded nature of the program and the faculty. These aspects of the program need to be guarded if we want to maintain the excellence our participants appreciate. One of the reviewers pointed out that nontraditional programs face possible misunderstanding and criticism by those favoring more traditional approaches—and then changing as a result of criticism to become more traditional, thus reducing the potential for innovation.

Figure 2. A word cloud illustrating the aspects of the Leadership program that make it excellent.

Human Resources

All seven departmental faculty carry assignments in the Leadership program. In addition, there are two full time staff members and the equivalent of two graduate assistants. Staff member, Marji Bates, provides most of the support to Leadership participants. She assists distance participants with registering, filing petitions and completing the general paperwork required for matriculation. Her excellent service makes distance learning more manageable—and her contribution has helped many students to continue in the program.

Six of the seven faculty members have terminal degrees appropriate to the discipline and all maintain AU graduate faculty status. The one faculty member who does not have a terminal degree was hired specifically to support participants with academic writing. Approximately 90 percent of instruction is provided by full-time faculty.

Table 2. *Leadership and Educational Administration Faculty*

Shirley Freed, PhD	Chair	Category III
Eric Baumgartner, PhD	Leadership	Category III
Duane Covrig, PhD	Leadership/K-12	Category III
Becky De Oliveira, MA	Leadership	
Gary Gifford, EdD	Leadership/K-12 Admin	Category II
Sylvia Gonzalez, PhD	Leadership/Higher Ed Admin	Category II
Robson Marinho, PhD	Leadership/Higher Ed Admin	Category II

Other regular contributors to our LEAD programs include Dr. Jim Jeffery, Dean of SED; Dr. Jerry Furst, Professor Emeritus of Educational Administration; and Dr. Eduardo Gonzalez, contract faculty member for the Peru program. Also, there are about 35 other professional including previous AU faculty members, graduates who want to "give back" to the program and other professionals who provide services for our participants. A careful analysis of the contribution of these extra-departmental, non-resident faculty members shows that they advise 41 participants and serve on many dissertations—equivalent to two full-time faculty members. *(Appendix 5a, c)*

Faculty Community

The idea of a faculty community emerged as many of our graduates expressed a desire to stay connected to the program, and as faculty members moved to other places and also wanted to remain connected to the program. While the contributions of these faculty is somewhat limited by their own choice and circumstances, they do contribute significantly to the overall viability of the program—some through advising and serving on dissertation, others through various tasks such as maintaining the database or coordinating the learning groups. Each faculty community member has Andrews University graduate status, making them more than adjunct faculty—who are not typically vetted through the AU graduate faculty process. There really is no AU faculty category that adequately describes their work. However, their ability to contribute is often limited by the lack of understanding of who they are. For example, it is almost impossible for these faculty community members to gain library access or access to the grading system. *(Appendix 5a, c)*

Physical Resources

The Leadership program is housed primarily in Bell Hall 173—an office suite containing four faculty offices. The other three faculty members have offices in other parts of Bell Hall—one in a shared office and one without a window. Suite 173 also contains a multi-functional room used for faculty meetings, dissertation sign-off

meetings and conference calls, and work stations for graduate assistance along the corridor connecting the offices to the multi-functional room. The space often feels crowded especially when graduate students are working.

All faculty and staff have laptops and/or desktop computers. Faculty travel to the Berrien Regional Educational Service Agency (RESA) in Berrien Springs for video conferences.

Curriculum
The Leadership program curriculum is organized around six major concepts:
- Competencies
- Leadership and Learning Plan and Portfolio Evaluation
- Leadership and Learning Groups
- Online classes
- Advanced studies, internships and portfolio development
- Annual Roundtable.

Competencies
The list of competencies has been revised several times. *(Appendix 7a, b)* The current list is the result of the work of a task force made up of graduates and currently enrolled participants and faculty in 2006, and is based on the idea that leadership requires theoretical knowledge and practical application. The competencies are clustered into the following five areas.

1. **Leadership and the Self:** This cluster of competencies focuses on the self awareness and the personal and professional identity required when practicing leadership.
   a. *Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
   b. *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
   c. *Learning and human development*—Leadership is committed to and practices continuous personal, interpersonal, group, and organizational learning.

2. **Leadership with Others:** This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.
    a. *Effective communication*—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
    b. *Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
    c. *Social responsibility*—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

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

    a. *Resource development; human and financial*—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
    b. *Legal and policy issues*—Leadership applies and understands the scope of a legal and policy structure appropriate for their field.
    c. *Organizational behavior, development, and culture*—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
    d. *Implementing change*—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
    e. *Evaluation and assessment*—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

4. **Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects.

    a. *Reading and evaluating research*—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.

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

c. *Reporting and implementing research*—Leadership adequately communicates research findings and implements the findings in the workplace.

5. **Individually Chosen Options:** one required. Additional options may be chosen, if needed.

Note: The accompanying graphic attempts to illustrate the inter-dependent configuration of the competencies.
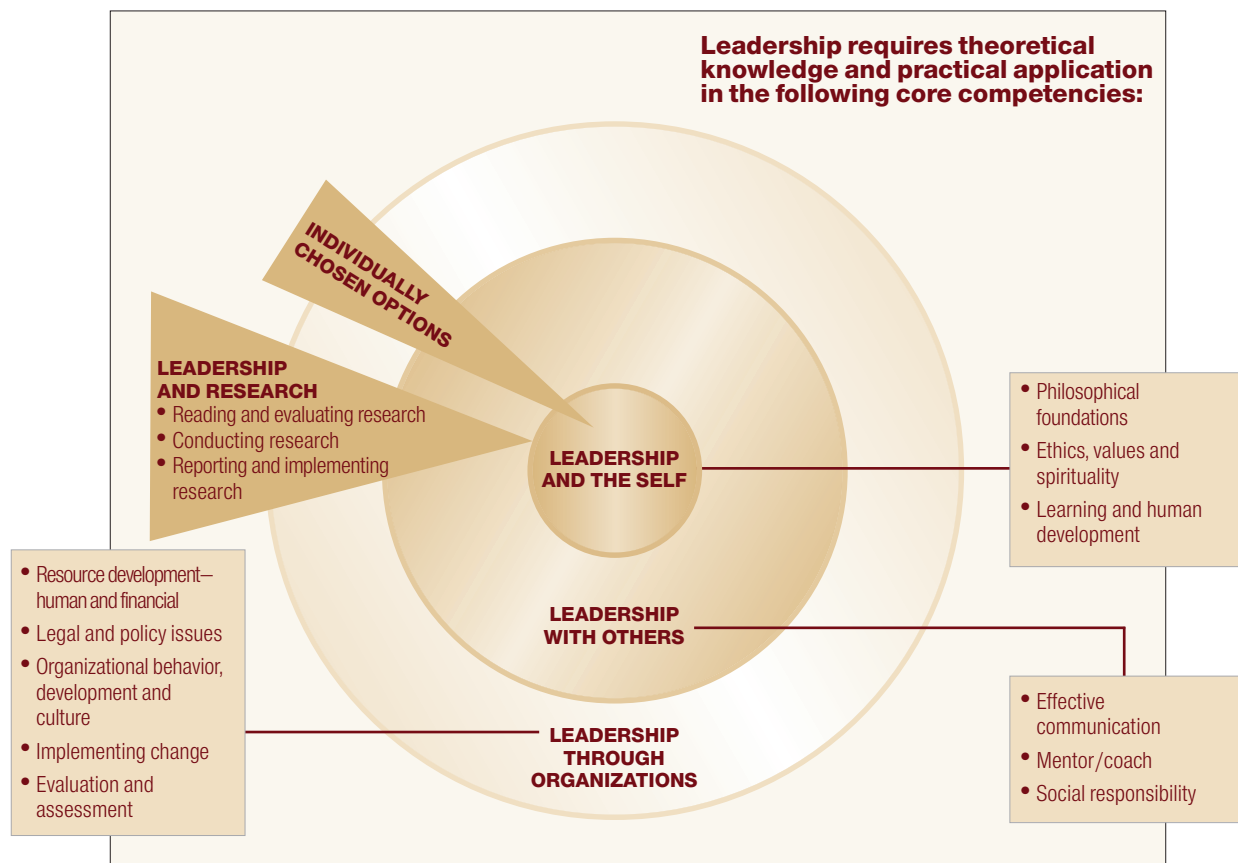
Figure 3. Leadership competencies: An integrated whole.

Leadership and Learning Plan and Portfolio Evaluation

Formerly referred to as the Individual Development Plan (IDP), the Leadership and Learning Plan (LLP) requires participants to develop and outline a personal plan for fulfilling the competencies. This LLP typically reflects past documented experience, as well as anticipated future experience, and is based on theories and practices learned during Leadership orientation and other program experiences. The LLP is usually 20-30 pages in length and consists of three sections: Part I—Vision Statement; Part II—Planned Experiences; and Part III—Credit Checklist/Courseplan. (See Handbook for more details).

The portfolio development process starts with the completion of the LLP, accompanies all other program activities including the dissertation research process, and culminates in the formal presentation of the portfolio to a faculty panel and a public presentation to the Leadership and Learning Group, called the "Celebration." Embedded in this development is the comprehensive assessment process that includes the following elements (see also Table 3):

- LLP approval (the formal starting point)
- Development and approval of competencies (throughout the program)
- Research project/dissertation (part of the research competencies)
- Synthesis paper (a written reflective summary)
- The portfolio presentation (an oral, but formal component of the process)
- Final (public) celebration (leading to formal announcement of PhD achievement)

Table 3. *Steps in Moving From LLP to Final Celebration of Completed Portfolio*

Portfolio		Synthesis Paper	Portfolio Presentation	Final Celebration
• Approval of LLP • Competency documentation reviewed by leadership and learning group • Ongoing review and sign-off by advisor and other faculty	• Dissertation development and defense • Approved dissertation is included in portfolio • Submit portfolio to Leadership Program office (preferably one month before presentation)	• Submitted to advisor two weeks before portfolio presentation	• Final review of portfolio by Program Team • Presentation of portfolio • Final approval of portfolio	• Participant's public celebration presentation with leadership and learning group

The power of the portfolio process resides in the fact that it is a *process*. It may be good to briefly describe these elements of the process:

The LLP is the foundational document and course plan in the Leadership program. It:
- Anticipates the portfolio documentation in Part II.
- Serves as a guide for the development of each competency in the participant's program.
- Is the standard that must be met in the portfolio presentation.

The *development and assessment of the competencies* extends over the entire duration of the program and requires that the participant will be actively involved in developing and demonstrating competencies. Leadership and learning group members provide feedback and sign off on each competency before or at the same time as the advisor and another faculty member reviews and approves the documentation of competency. *(Sample in Appendix 7d)* **Each participant is encouraged to bring at least one competency that has been signed off by their LLG since the last RT, to each Annual Roundtable.** Rubrics for competency, reflection paper, and leadership and learning group evaluation are included in *Appendix 7h, i, j.*

The *research project* (MA), the *specialist research project* (EdS), and the *dissertation* (EdD/PhD) is an intense part of the development of the participant's competence as a researcher. Normally the research project/dissertation has to be completed before the portfolio is presented. Once the competencies have all been completed, the final phase culminating in the portfolio presentation begins.

The *synthesis paper* is a critical reflection submitted near the end of the program which summarizes competency development and describes the experience in the program. It integrates the competencies into a unique whole that captures conceptually what leadership means.

The *portfolio presentation* consists of a successful oral presentation of the portfolio demonstrating achievement of the program competencies and the fielding of questions in demonstration of competency in all required areas, as well as integrating the Leadership competencies.

The *celebration* is a public event in which the participant addresses his or her Leadership and Learning Group, guests, and a representative of the Leadership faculty (usually his or her advisor).

Leadership and Learning Groups

Because the leadership and learning group/learning community provides collegiality, synergy, and support for program progress, all participants are required to meet with their groups—ideally on a monthly basis, but no less than seven times each year. This includes attendance at the annual Roundtable conference where group activities are evaluated, plans are formulated for the next year's activities, and groups are reconfigured to accept new members and/or change groups.

A group may be a Leadership and Learning Group by virtue of the fact that everyone in it lives in the same geographic region and these kinds of LLGs usually meet face-to-face in the region. Other groups contain members who are scattered geographically, but meet using a combination of face-to-face meetings and virtual interaction.

The group experience is a critical part of the Leadership Program. It is within the group process that participants increase and enhance significant competence in leading, setting goals, evaluating progress, solving problems, resolving conflict, and providing support. Competence as a servant leader may be demonstrated on the job or among the members of a learning community such as a Leadership and Learning Group. *(Appendix 7c, j)*

Online Classes

Three required online courses (LEAD636, LEAD637, LEAD638) provide the basis for worldview issues, issues in research, and leadership theories. Many of the competencies are met through other online courses—especially research courses. Since the EDAL classes are all online, many participants choose to take these courses to help develop their competency.

Advanced Studies, Internships and Portfolio Development

Often participants enroll in advanced studies, internships or portfolio development allowing a faculty member with expertise in a chosen topic to guide them through theoretical readings, a practical application and connections between theory and practice. **Approximately 50 % of the course credits generated by the department are of this nature.** This pattern of learning is similar to the British university system and appears to add the element of flexibility that makes the Leadership program so attractive to participants.

While the flexibility is attractive, this kind of learning is difficult for some participants. The existence of the K-12 and Higher Education Adminstration programs, which are

more traditional, is a benefit of the department. Struggling leadership participants can easily transfer to one of the other programs with minimal disruption.

Annual Roundtable Conference

Attendance at the annual Roundtable conference is a required component of the Leadership program. The goal of the conference is to recast the vision of the program personally and corporately. Each year there is a different emphasis with multiple opportunities to demonstrate, develop and clarify competence. It is a time of inspiration, renewal, and refocus.

Technology

The program has demonstrated continual growth through its use of technology. Because most participants are at a distance from the university the majority of the time, technological support is critical. The university has been helpful in providing our participants with online access to the James White Library, registration central, faculty advising, financial advising, program resources and online classes.

The collaborative structure of the program promotes ongoing communication among all participants. The program is an international one; yet even though participants are from all around the world, they take part in regularly scheduled meetings and conferences to exchange ideas and to provide support for each other. Between meetings, technology-based communication becomes the method by which participants have discussions. (Internet, Skype, teleconference)

Video conferencing has made it possible to have faculty meetings with our Peruvian colleagues, dissertation defenses and portfolio presentations. For these events we use the Berrien RESA facilities. We need our own video conferencing facilities at Andrews, but even though we have tried several times, AU doesn't appear to have the capacity for this kind of technological support. On site video conferencing facilities would not only save travel expenses, but they would increase connectivity with our participants and faculty community.

Enrollment Trends

Since the inception of the Leadership program, enrollment has traditionally been between 15 and 25 participants per year in each new cohort *(Appendix 1b)*. The years, 2000, 2003 and 2004 were exceptional because multiple cohorts were accepted. In 2000, 42 new participants were accepted, in 2003, 41 were accepted and in 2004, 32 were accepted. These cohorts had large numbers of participants

who were not Adventists *(Appendix 6b)*. This bulge in admissions was urged upon the department by the AU administration during times of serious financial difficulty. Some viewed the program as a "cash cow"—however, we are currently dealing with these extra large intakes with dissertation overload.
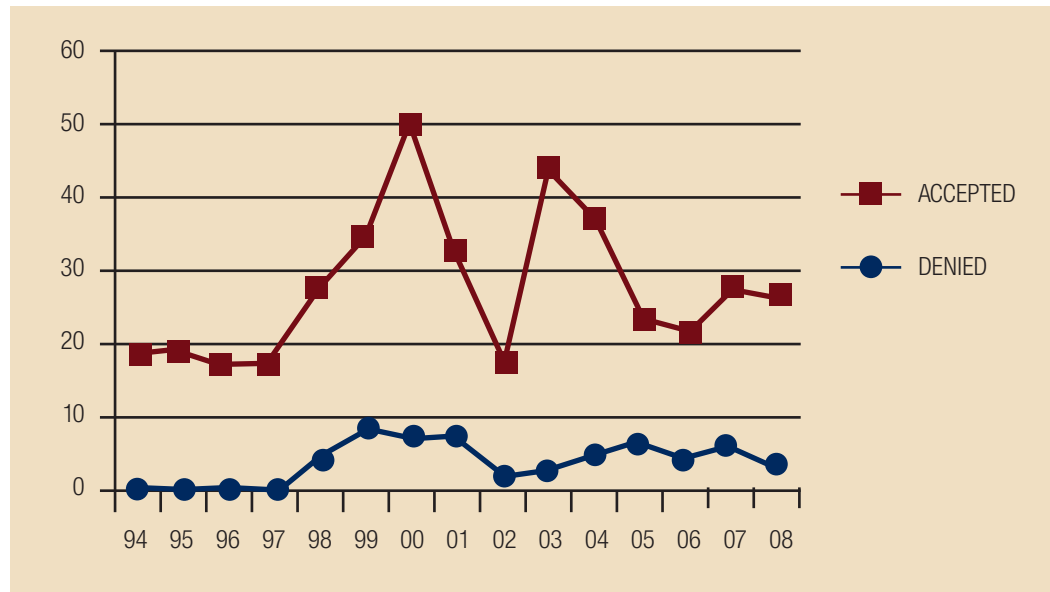

Figure 4. Numbers of applications for the Leadership program accepted and denied since inception.

Both genders have been fairly evenly represented with slightly more women (51%) than men (49%) accepted *(Appendices 1b, 6c)*. The program overall has accepted more Caucasians (72%) than Blacks (16%) or others (12%), and three large cohorts (2000, 2003 and 2004) were mostly Caucasians *(Appendices 1b, 6d)*. The program has attracted mostly US-based participants, except for the past two years in which there was an increase in international participants *(Appendix 6e)*. Another slight change in trends is the acceptance of MA participants. *(Appendix 6f)* We see this development as a positive trend and plan to increase the numbers of MA level participants in the future.

We have never actively marketed the program because we have enough applicants each year. Most applicants come to us by word-of-mouth from participants who are currently enrolled in the program or who have graduated. However, in the future we plan to work with enrollment management to develop a better web presence and a plan to market the program.

Productivity

What does it mean to be productive for a faculty that is available to participants all year around? A distance program requires something more from faculty than traditional education. The popularity of this program suggests the importance of moving into new formats, yet those new formats create new demands on faculty and staff. When asked at the Roundtable '08 what we could do at Andrews to make their program more effective, the word cloud below shows their responses.

Figure 5. A word cloud illustrating what participants want from Andrews University faculty.

Clearly, communication and feedback from faculty is what the participants need and want. But it is a challenge to know exactly how to provide the level of feedback necessary to maintaining excellence. One of our benchmark universities, Capella University, requires a turn-around of dissertation work within ten days. Sometimes that's not possible—at least not if the feedback is going to lead towards excellence in the dissertation. What we are providing is non-traditional education. This must somehow be taken into consideration in any discussion of productivity.

Credits Generated

The average annual credits generated by participants in all departmental programs (over a six-year period) is 1170 credits with a high of 1311 ('04-'05), and a low of 933 ('06-'07). The majority of credits (86%) are generated within the department. *(Appendix 3b)* Within the department, 78% of the credits are generated by Leadership participants and 22% by the two Educational Administration program (EDAL) participants. *(Appendix 3c)* The EDAL programs have been consistently trending upwards for the past six years while the Leadership program has been erratic, with a high of 1055 credits generated in '04-'05 and a low of 508 credits in

'06-'07. This low is largely attributed to lower cohort intakes in '05 and '06 when three program faculty members left Andrews. In order to calm the fears of participants (large intakes in '00 and '03-'04) we promised to accept no more applicants than we graduated for any one year. *(Appendix 6a)* This gave us time to hire three new faculty members and regain the confidence of our participants.
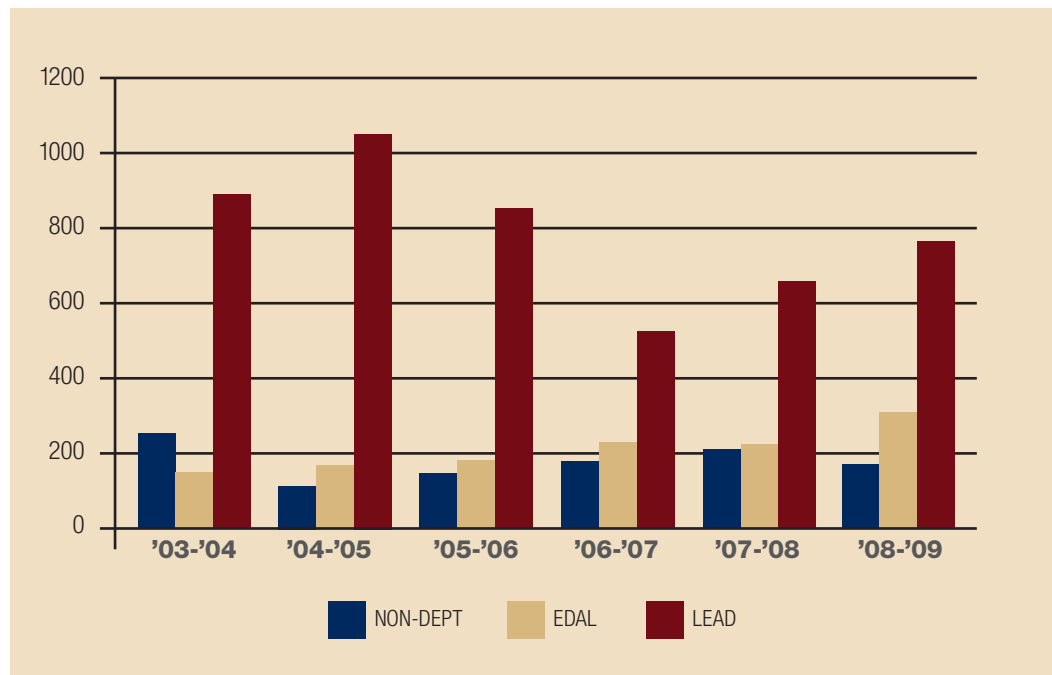

Figure 6. Total credits generated.

Another way to look at departmental credits generated is by the kind of credit. The six year average shows that 18% of the departmental credits generated are MA level, 21% are dissertation credits and the majority (61%) are doctoral course credits. *(Appendix 3e)* Approximately 50% of the course credits are generated through advanced studies, internships, portfolio development and other non-course related means of learning. For departmental viability, we need to have more master's level participants and fewer doctoral participants at the dissertation stage.

Students Graduated

The US-based leadership program has graduated 95 PhD/EdD, 1 EdS, and 7 MA participants.

Service Rendered

The Leadership program has delivered the MA in Leadership to two cohorts (40 graduates) of mostly SDA church administrators in Europe ('99, '02) and has a cohort of master's degree and doctoral participants progressing in Peru ('06)—mostly church workers. There has been limited reduced faculty load for those who worked on either of these initiatives.

A brief glance at the faculty vitae *(Appendix 5d)* shows a very active group of individuals involved in service to the university (many committees), service to the church (presentations and training programs to many varied organizations), and service to the professional community (peer-reviews of articles and presentations, consultations and service in leadership roles).

Research Developed

Faculty published 21 peer-reviewed articles, and presented nine peer-reviewed presentations in the past five years. This is an average of about one per year per faculty member. Most have active research agendas—some funded by Andrews University.

All faculty members are involved in participant research through dissertation and master's degree advising.

▬ CRITERION 2
PROGRAM QUALITY—OUTCOMES

*Withdrawals in the first year are largely due to a mismatch between the participants and the program requirements. Many did not anticipate the difficulty of doing independent work. Others were unprepared for the financial obligations.
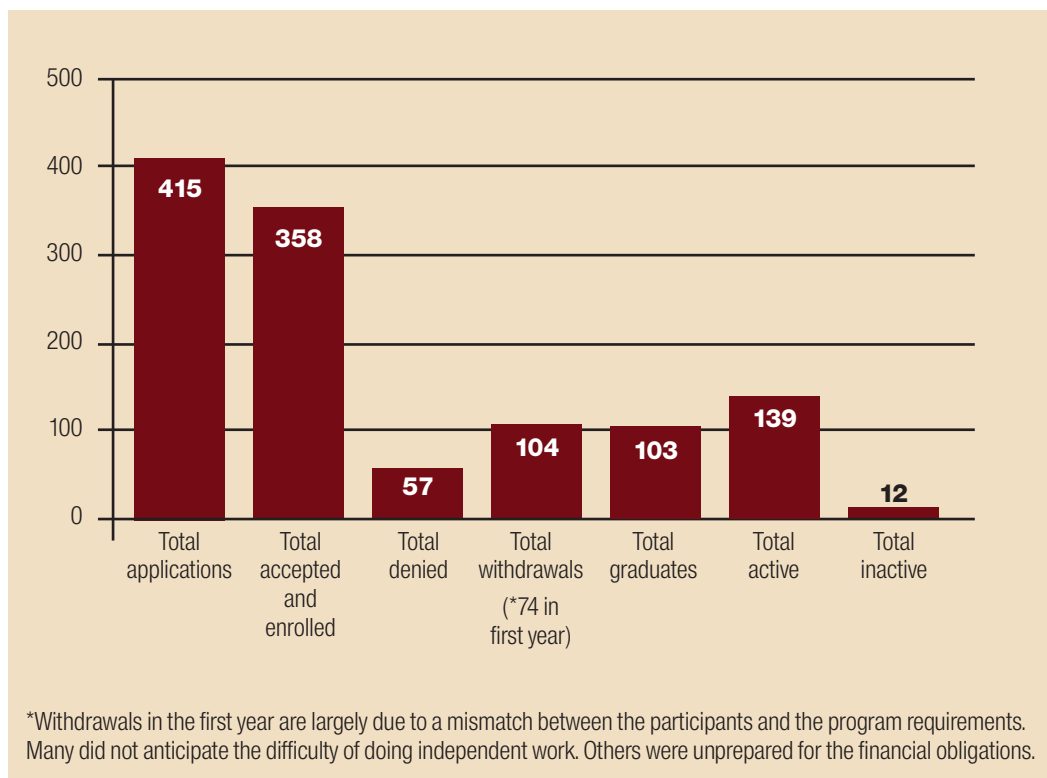
Figure 7. Applications, enrollment and retention.

Participant Retention

The overall retention rate of the Leadership program is 68% (242 participants), which includes the number of currently active participants (139), plus those who have successfully completed the program (103 participants). If the 12 inactive participants are included, the retention rate would be 71% of the total enrollees. *(Appendix 1b)*

Of the cohorts (1994-2001), approximately 58% of participants retained beyond the first year have successfully completed the program. Of those who withdrew from the program (104), 71% withdrew within the first year. *(Appendix 1b)*

The average time to completion for the 103 graduates is 5.35 years—5.5 for doctoral graduates and 3.1 for master's graduates. Although one of the external examiners suggested increasing our retention rates, we feel the program is well within range of national doctoral retention and completion rates. Also, the program is so different and

difficult for certain types of people that we believe it is better to let them go when they discover a mismatch with program expectations. However, the trend for the last four years shows our increasing ability to retain participants through the first year. *(Appendix 1b, Figure 8)*
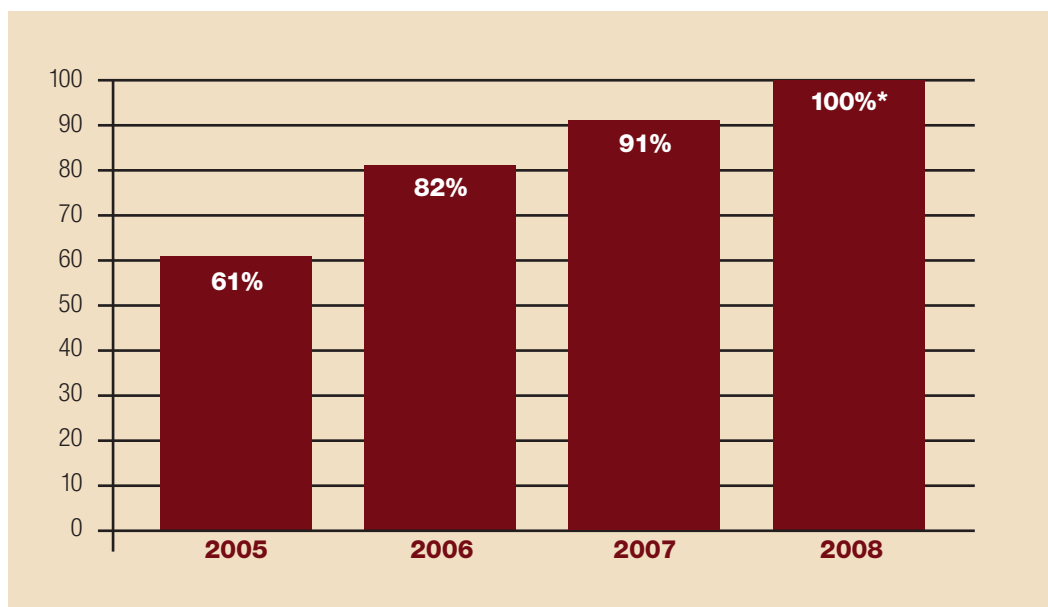
Figure 8. Participants retained through first year.

Possibly we are getting better at articulating expectations and it may be we are clearer in the interview process about what it takes to complete the Leadership program at Andrews University. The personal attention Marji Bates gives to distance participants cannot be underestimated in our improvement in retention. Her careful attention and quick responses are critical to maintaining participant satisfaction. The Andrews community as a whole—especially registration and financial support—are also getting better at providing appropriate and timely response to our participants.

Program Quality
There are several indicators of program quality, including faculty commitment to continuous improvement, a systematic assessment plan and excellence in dissertations, as confirmed by external examiners.

Continuous Improvement
The department's commitment to continuous improvement (pgs. 5, 6) has resulted in major changes that have been implemented in response to formal and informal

evaluations. The faculty has historically collected data and responded to feedback from participants as evidenced in faculty meeting minutes. Orientation and Roundtable provide special opportunities for feedback and improvements are made with each new cohort.

Assessment Plan

The program has an assessment plan to try to make data gathering more systematic. *(Appendix 8)* This includes student learning outcomes, graduate surveys and exit interviews. *(Appendix 8d, e, f, g, j, k, l)*

Also, each portfolio is evaluated by the Leadership and Learning Group members. A third member of the faculty community observes the final oral portfolio presentation. Because the program emphasizes "mastery" and sign-offs occur before the oral presentation *(Appendix 7d),* most participants are quite confident during their final presentation. Rubrics are used *(Appendix 7h, i)* and soon we will have cumulated program data through the use of LiveText—an online portfolio process that allows us to aggregate data. We have also started collecting data (getting feedback) following the portfolio presentation. *(Appendix 8i)*

Entrance Requirements

All participants take the GRE examination as part of the application process. Those with a quantitative score in the range of 300-350 are accepted on a provisional basis and required to take EDRM611 in the first year. Those who receive below a 4 in the analytic part are accepted provisionally and required to successfully pass a graduate writing class before regular acceptance.

Each applicant also participates in a growth-states interview so that faculty can ascertain the individual's commitment to the kind of personal development and self-improvement needed to excell in a program like Leadership. This interview helps make sure candidates are a good match for the program.

Leadership participants must have a job that that presents opportunity for the development and demonstration of competencies.

Excellence of Dissertations

Our dissertation process has been validated repeatedly by both Andrews graduate program representatives and external examiners. The involvement of external examiners adds credibility to the dissertation process. We often receive compliments

from external examiners (ex. from University of Alberta, Cornell University) who appreciate the rigor and professional approach to our dissertation defenses. (These elements are often not present at other institutions offering PhD-level programs).

We are proud of the high level of work our participants do. One leadership participant received an AERA (American Educational Research Association) award for her dissertation. Another has been nominated this year for another award.

The Andrews graduate program representative who observes each defense fills out an evaluation form. *(Appendix 9a)* On a scale of 1-5—1 being weak and 5 being strong— the mean overall score for our graduates on these evaluations is 4.39. *(Appendix 9b)*

Some of the comments and observations made by the AU graduate program representative regarding our participants' dissertations are as follows:

> "A *very* strong defense. One of the best I've seen in a long time. Participant answered all questions with clear, articulate answers. Well prepared and well delivered"

> "Excellent defense. Dissertation is impeccable!"

> "Excellent defense. Participant knew her material and easily answered the majority of questions related to her findings."

> "Participant was well prepared for this defense. Her openness was excellent, to the point and very factual. Her answers to the committee's questioning were precise. Well done!!"

> "Well organized presentation, well framed questions, knew her study and articulated this very well. "An outstanding defense!!"

> "The defense was conducted smoothly, with dignity, but also with warmth. The candidate appeared comfortable and relaxed, communicating easily reflectively. The dissertation project is impressive in its significance, scope, and practical implications for SDA leadership education . . . "

> "Candidate was well prepared and passionate about her subject and her participants. This was truly a discussion among colleagues. Exceptional defense by an exceptional candidate."

> "Good defense. Good questions. Not able to articulate the theoretical framework supporting the research."

Student Outcomes

Since employment is a requirement to remain active in the program, all participants are employed. Many receive promotions during the time of their programs or upon receipt of their degrees.

We have anecdotal data to show that some of our graduates are promoted during or after their program *(Appendix 9c)*—often to important positions of trust. We also have some data showing the publications and presentations of our graduates *(Appendix 9d, e).* However, these are not comprehensive portrayals of graduate professional activities. We now have a graduate interview and exit survey in place that we hope will yield more consistent results. *(Appendix 8f, g)* Also, we have implemented a longitudinal survey (five and 10 year graduates) that will give us better data for publication and presentations.

Student Satisfaction

Since 2004 the Leadership program has assessed student satisfaction and student progress by surveying participants every three years. *(Appendix 8h)*

Graduates are assessed within 60-90 days of graduation. The first survey included the Spring 2006 through Fall of 2007 graduates from the Leadership program. The survey focused on respondents' educational experience in completing the program; an evaluation of their doctoral program; current employment; and the helpfulness of both their advisor and dissertation chair.

In summary, 92% of the 2007 respondents said that the overall quality of their graduate education experience was high and their academic program prepared them well for their professional goals. 83% said that their dissertation chair did a good job in advising them about their research. In addition, 75% responded that their program advisor did a good job in advising them about degree requirements, the quality of instruction in graduate courses was high, and the program provided a stimulating intellectual climate.

Respondents were asked if they saw evidence of the department core values of community, service, and integrated life and human dignity in the program. 83% saw evidence of community, an integrated life as well as human dignity and 75% saw evidence of service.

Respondents were highly satisfied (92%) with their dissertation chairs and their willingness to spend time advising them on academic matters and discussing the selection of their dissertation topic, proposal and research. *(Appendix 8g)*

This semester we developed and launched a longitudinal study of five and 10 year graduates. *(Appendix 8j)* The initial results show a high level of satisfaction with the program. All of those surveyed agreed or strongly agreed that the overall quality of their education experience was high and that the program prepared them well for their professional careers. Overall, graduates evaluated the program as good to excellent in the following areas: Analyzing/synthesizing data, thinking critically, designing research, working collaboratively, working in interdisciplinary contexts, working with diverse people, and learning to lead more effectively. All the graduates surveyed felt the quality of advice received from their advisor and dissertation chair was good to excellent. 88% reported the quality of guidance from the portfolio advisors was good to excellent. 78% reported that they were encouraged by faculty to publish; 67% have published. All have attended professional meetings, 33% have served in a leadership role and more than 56% have made presentations at meetings. If they could do it over again, 100% of the graduates surveyed would attend Andrews University, selecting the same field of study and the same dissertation advisor. They would also recommend the program to others.

While the program does everything it can to increase student satisfaction, we also want the participants to take responsibility for their program. They must make difficult choices—something required of anyone in a leadership position. So, we remind them that there are many things we can not do for them. This past summer we asked them, "What could *you* do differently next year to make your program more effective?" A summary of their responses appears on page 28.

With a job embedded program, the challenge will always be time management. Every summer we talk about this and have participants share the different ways they organize themselves to do their work—however, writing a dissertation is probably not going to happen on "15-minutes a day," no matter what the popular book might say—and we need to continue to help our participants be realistic about what is required for doctoral level work.

Program Philosophy
Philosophy concerns itself primarily with questions rather than answers. Leaders often ask: What is the nature of the universe? What is the nature of humankind? What is reality? How do we come to know anything at all? How do we know what is

Figure 9. A word cloud illustrating how participants feel they could make their program more effective.

morally right and wrong? How do we find solutions for our ethical dilemmas? These questions are holistically summarized by three philosophical dimensions that are foundational to the Leadership program: *being,* (ontology), *knowing* (epistemology), and *acting* (ethics).

The essential, unique dimension of "being" in the Leadership program is represented by a continuum with the individual at one end and the community at the other. Leaders are influenced by unique historical, cultural, political and economic experiences. By engaging in a dialogue with respect and understanding, participants honor diverse cultures, beliefs, worldviews, and theoretical orientations. This shared lived-experience, the journey, is a valuable component of the leadership experience.

The essential, unique dimension of "knowing" in the Leadership program is represented by the paradoxical unity of theory and practice. Its job-embedded nature provides opportunity for the demonstration of this unity in the workplace, where a leader can transmit and generate knowledge. The crossroads of the concrete and the abstract are transformational and stimulate critical reflection, growth, and development of the leader.

The essential, unique dimension of "acting" is captured in the notion of servant leadership. To be a servant leader means to help others grow and become more

autonomous—more likely to become servant leaders themselves (Greenleaf). The pursuit of knowledge is ethically committed to the quality of life in all its aspects: spiritual, mental, physical, and social. To achieve this purpose, there must be balance among love, justice, and power.

The Leadership program has evolved from the scholarly and Christian heritage of Andrews University, whose mission is to prepare students for generous service to the world. The hallmarks of the program include protecting human dignity and moral well-being. Leadership participants benefit from a community of learners equipped to effect positive change and thoughtful stewardship of earth's resources. (LP Handbook p. 11)

Evidence of faculty growth and reputation

The identification by participants of "faculty" as one of the aspects that makes the program "excellent" is a satisfying thing (Word cloud, p. 9) . We do have a committed faculty who work hard to provide excellent service to our participants. But this service comes at a cost—less time for their own professional growth. However, in spite of this year-around demand on their time, faculty do publish in peer-reviewed journals and do make presentations at conferences. *(Appendix 5d)* Also, each faculty member is often involved in service types of presentations for Andrews, the church or other organizations.

We have taken several actions to help increase the productivity of our faculty:

1) Faculty members are usually not required to come in to the office on Fridays and Mondays. This is protected time for their research and writing.

2) We have at least two writing retreats a year where we write together for at least one whole day.

3) We have changed the expectations for the final chapter of the dissertation so it's close to a publishable article and we're hopeful faculty will be able to co-publish with the participants.

4) We've added an "article submission" requirement to all doctoral participants and anticipate some of these could be co-published with faculty and thus increase our faculty productivity.

5) We try to provide extra funding when faculty present peer-reviewed papers at conferences. (This includes the faculty community.)

CRITERION 3
FINANCES

All direct costs of the leadership program are covered by tuition generated by the program *(Appendix 3g)* plus tuition dollars are also generated for other departments in SED. *(Appendix 3a, b)* Income/expense ratios for the department have averaged 1.3 for the past 6 years with a high of 1.5 and a low of 1.0. The '06-'07 year was a difficult year with half the faculty leaving the year before. *(Figure 10)* This highlights the importance of caring for faculty and guarding against overload. This past year, '08-'09 all faculty reported overloads on their January reports. The total credits generated were enough to qualify for 10.7 full time faculty members—we have seven plus two equivalents of contract faculty.

No external grant monies have been generated.

Several efficiencies are in place:

1) Use of contract faculty from the faculty community to serve on dissertations and as advisers. *(Appendix 5a)*

2) Revision of departmental courses so many are offered two or three times every four years instead of four times in four years. *(Appendix 7e, f)*

3) Use of courses in other SED departments—especially research classes.

4) Departmental faculty serve all programs/students in the department.

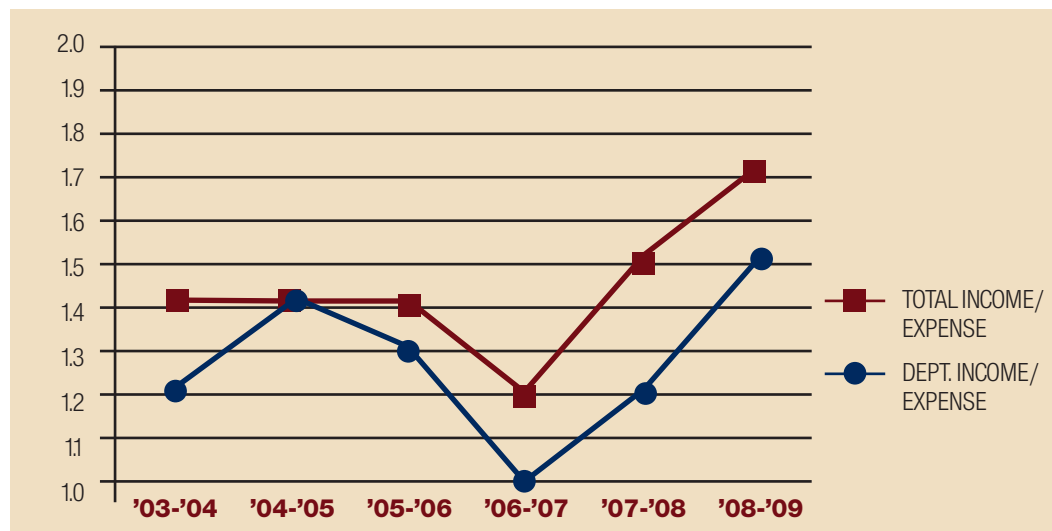5) Use of data for decisions regarding programming improves efficiency.

Figure 10. Income/expense ratios

CRITERION 4
STRATEGIC OPPORTUNITIES FOR THE PROGRAM

Academic successes and difficulties

The academic success of the program is clearly our 103 graduates—many of whom are working in highly influential positions, like the one who is CEO of the World Bank in Canada and another who serves as CEO of Adventist Health Systems. *(Appendix 9c)* The challenge the program faces is the large number of participants who are currently at dissertation stage. This situation comes from several factors, in particular: 1) the large cohorts in '00 and '03-'04 are all writing dissertations now, and 2) people reaching the 10-year limit are accumulating at dissertation stage. We now have a seven-year limit for completing the doctoral program which should help in the future, but now we are quite overloaded with dissertating participants.

It is hard to believe only eight Andrews faculty (non-SED) are willing to help with dissertations when we have over 40 individuals with AU graduate status helping us from outside Andrews. *(Appendix 5a)* There appears to be little interest in Andrews University maintaining its DRU status. But, to be fair, there are really no incentives for qualified faculty to maintain AU graduate status and to serve on dissertation committees.

Financial strengths and weaknesses

The program is strong partly because of the "faculty community" concept. However, the program needs much more administrative and technological support to make this concept work well. The outside faculty are professionals who practically volunteer their time—yet they have difficulties getting access to the resources other Andrews faculty have—library, I-Vue, etc.

There is a substantial difference between the dollars generated by dissertations and the workload credits—by Andrews policy. In order to graduate 20 doctoral students a year (the number needed to maintain DRU status), there has to be a pipeline of students purchasing at least four dissertation credits a year, so in any year, there are doctoral students at different levels purchasing dissertation credits.
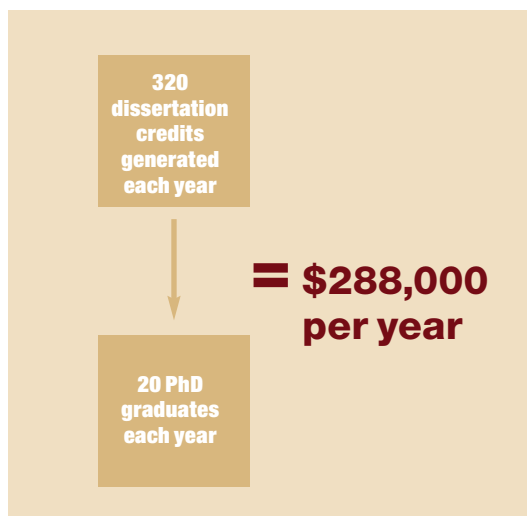
320 dissertation credits generated each year

= $288,000 per year

20 PhD graduates each year

Figure 11. Income generated by annual number of dissertation credits needed to graduate 20 each year.
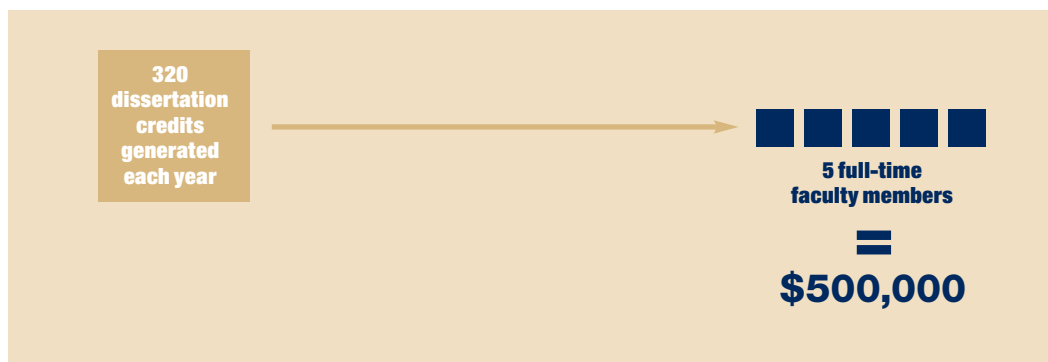
Figure 12. The cost of faculty salaries needed to provide the necessary dissertation credits and 20 PhD graduates

For example: In '09 we need the 20 who will graduate purchasing at least 4 dissertation credits, also the 20 who will graduate in '10 will be registering for 4 dissertation credits, also the 20 who will graduate in '11 will be registering for 4 dissertation credits, and the 20 who will graduate in '12 will be registering for 4 dissertation credits. This adds to a total of (20 x 4 x $900 = 72,000) + (20 x 4 x $900 = 72,000) + (20 x 4 x $900 = 72,000) + (20 x 4 x 900 = $72,000) equals $288,000 generated in one year. *(Figure 11)*

By policy, 4 dissertation credits equal 1 course credit for faculty load calculations. If 320 credits are generated every year, this represents 320/4 and then divided by 16 for full graduate faculty load, and equals 5 full-time faculty members. *(Figure 12)*

Clearly the cost of 5 full-time faculty members is more than $288,000. **According to policy, dissertation credits will never generate enough money to support the faculty members who direct the dissertations.** *(Figure 13)* In order to maintain
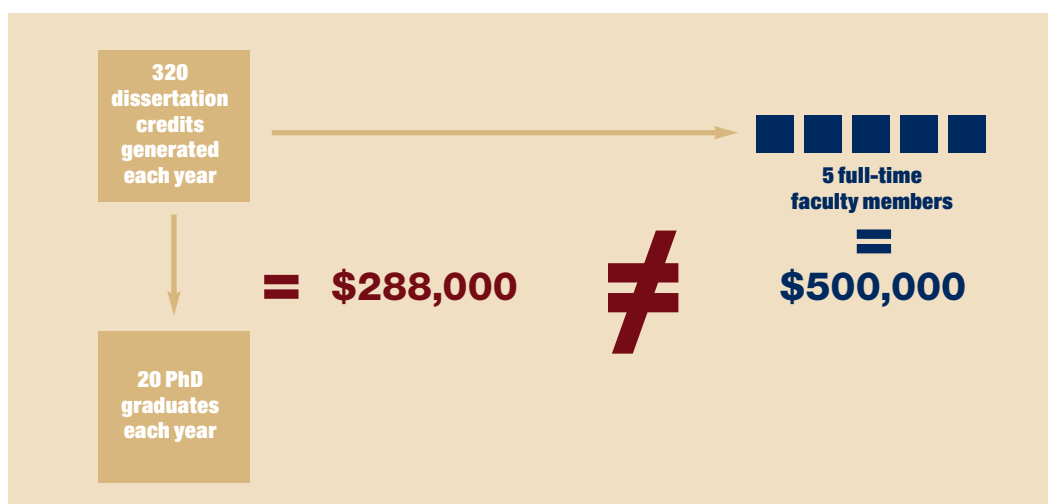

Figure 13. Earnings from credits generated contrasted with cost of full-time faculty needed to produce those credits

the required annual rate of PhD-level graduates, the salaries of two faculty members must come from an external source—an endowed chair or a GC allocation, for instance.

How has the Leadership program consistently graduated more than 10 PhD-level students each year over the past few years? Two ways—through the faculty community concept and by overloading our own departmental faculty. We cannot continue to overload faculty. It's unsustainable and unethical. This problem is much bigger than the department. The Leadership program has generated an average of 185 dissertation credits annually for the past six years. *(Appendix 3a)* **Using the prior logic, the program needs at least one endowed chair to maintain this level of productivity.** We need a deeper commitment from Andrews administration to graduate education and understanding and support of what it takes to graduate PhD-level candidates.

Effectiveness in preparing graduates for meaningful service and employment

Employment is a requirement of the program so all participants are employed throughout the duration of the program—and often receive promotions upon graduation. See *Appendix 9c* for some examples of promotions of our graduates.

Effectiveness in promoting integration of faith and learning

Beyond the numbers and stories and financial statements, there is an overriding culture created by this program. It is a culture that exemplifies what it means to foster Adventist education. Leadership showcases at least four dominant qualities of Adventist education:

1. **Holistic:** Because the program focuses on academic as well as personal and interpersonal skills, our program serves academic development *while* involving the social, physical and spiritual dimension of the whole being.
2. **Integrative:** Participants must be employed in this program because their learning will come through and be guided by their lived experiences as well as their reading. This leads to integrated knowledge. Such knowledge is not just that the body and brain learn but that they *learn together,* creating not just more overlapped but distinctively different and more mature knowledge. Integration of learning is central to Adventist education and powerfully manifested in the Leadership program. From the LLP, to course experiences to the final synthesis paper, participants trace, create and finally report this integration.

3. **Service Focused:** By focusing on applying knowledge, applicants don't just develop themselves in this program, they serve and bless each other as well as their host institutions. Their learning has a purpose of helping the wider communities these participants serve.

4. **Spirit-led:** We believe the Leadership program exemplifies a spirit-led empowering process as participants are lifted from a passive role as "students" to a collaborative role of finding, heeding and fulfilling their personal calling—embracing a revelation for themselves that is progressive. The program generates self-initiating attitudes, behaviors and learning. This means that, as Ellen White (1903) put it, students are "directed to the sources of truth, to the vast fields open for research in nature and revelation". This requires students to develop "individuality, power to think and to do" so they can "be thinkers, and not mere reflectors of other men's thought" (p. 17). We believe leadership, in a profound and systematic way, keeps alive this deeply important prophetic dimension in its programs.

It is always a little surprising when a participant stands at his or her portfolio presentation and says, "I'm a *whole person* now." We do not know exactly how this happens, but we believe there are some God-principles embedded in the program—choice, service, and individualized development—that somehow integrate all aspects of participants' lives into a cohesive whole. Faculty members also sense this quality in the program. And it is likely the reason that many of our graduates want to stay connected with the program—even after they have finished the degree.

■ SUMMARY REFLECTIONS

The process of going through this review has been encouraging. It is amazing to see how much the Leadership program has grown and developed over the past fifteen years, and we look ahead to new challenges with optimism and confidence that the program will continue to attract innovative participants who will choose Andrews University as a part of their leadership journey.

While reflecting on the past, it is important to consider a few issues that will continue to affect the viability of the program in the future. They are as follows:

Faculty overload

The program currently has a potential initiative coming from the DeVos foundation, but we doubt whether we have the resources to respond favorably. Another initiative, coming from the South American Division, would allow us to target leadership development for church leaders. Both of these initiatives would increase our MA-level participants substantially. We would like to take these opportunities, but the situation with faculty overload makes it difficult to contemplate taking on more.

Technological needs

The program should be in line with emerging trends in distance and asynchronous learning. Faculty are quick to embrace new technologies. All of our courses are offered online and we have NCA approval for this method of delivery. We could certainly use video conferencing capabilities to reduce travel and make our work more manageable.

Cooperative relationships

Cooperative or collaborative relationships with other Andrews University programs and institutions outside of Andrews could greatly contribute to future opportunities, services and effectiveness. Unfortunately, the present culture at Andrews does not generally support or encourage collaboration. Some aspects that make collaboration difficult outside AU are access to iVue, the grading process and the library. Possibly the primary aspect that makes collaboration difficult within AU is that there is no incentive—financial or otherwise) for faculty to serve on dissertations. It doesn't seem advisable for the School of Education to be producing the majority of PhD level graduates, helping the University maintain DRU status. Developing a culture of collaboration would help our program—and would no doubt have a positive effect on many others as well.

Transformational potential

The program has transformed itself again and again (See Major Changes in Program on pgs. 5 & 6) to meet the needs of our learners—we believe that's why we have such consistent, positive enrollment trends and a track record of excellent graduates. Whether we are able to continue to transform ourselves depends largely on the faculty and the support we receive from the School of Education and Andrews University.

We repeat again the words of one of the external examiners who pointed out a nontraditional program such as leadership runs the risk of 1) being misunderstood and criticized by more traditional approaches and 2) changing to be more traditional, thus reducing its potential for innovation.

For consideration . . .

As an innovative and non-traditional program, we have encountered criticism from those who do not understand or approve of this kind of education. But after 15 years of successful operation, we believe the current focus should be on the following questions:

- Does Andrews recognize its unique position as the primary provider of PhD-level graduates for the world church?

- Will University administration carefully evaluate the cost of PhD-level education and provide financial support through endowments and/or the GC allocation to departments and schools that provide the PhD-level graduates needed to maintain DRU status?

- Will Andrews establish a culture that celebrates academic growth by paying equitably for services rendered, above policy, across the university?

We have a deep commitment to Adventism and to the mission of our worldwide church, and are excited about the possibilities that Andrews University offers the church—as well as the wider community. We need to apply policies and resources that enable Andrews to fulfill its world mission as the primary provider of pastors, teachers and adminstrators of Adventist institutions.

References

Alaby, J. A. (2002). *The end or ends of education? The issue of means and ends of the Andrews University leadership program.* Unpublished doctoral dissertation, Andrews University.

Leadership Handbook. (2008). Berrien Springs, MI: Andrews University.

White, E. G. (1993). *Education.* Mountain View, CA: Pacific Publishing Association.