Guardians of truth and good sense

Recent education news items have disclosed that some institutions of higher learning, even prominent ones, law schools among them, and in the Midwest, reported higher than actual admission scores for their incoming class of new students and in some cases claimed better than actual job placement results for their new graduates.

Administrators immediately expressed regret over this misrepresentation of the truth and attributed it to the pressure of moving their institutions up in the national rankings, and in the hope of attracting better students eager to attend a school offering “guaranteed” job placement after graduation. Of course these are noble goals for any aspiring college or university; it is just not right to let go of the truth to achieve them; in fact it is outright dangerous.

Universities and colleges may be among the last remaining keepers of truth and good sense in our time. The former means they are committed to seeking and teaching the truth, no matter how inconvenient. The latter means they are committed to promoting and preserving good sense because we recognize what we actually know and what we do not know, and the difference between the two. In short, universities work hard at guarding and told truth in their teaching, and they are committed to fostering good sense through their work of research and discovery. Not many institutions and organizations committed to guarding the truth and promoting good sense at all cost are left in our society. Think of some potential candidates, such as political, social or religious institutions, and say to, at times even religious institutions. They no longer seem to be widely and consistently trusted by the public as having truth and good sense. If universities and colleges also let go of the truth and abandon good sense simply to beat the competition, we are all in a bad way.

That is why it was so troubling to read that even prominent universities have been tinkering with the numbers they report to the public. Perhaps the many ratings of colleges and universities—in fact there are so many different ones that every institution can be first in something—are just one big opportunity for self-flattery and the temptation to be less than right to let go of the truth to achieve them; in fact it is outright dangerous.

One of the fundamental principles of “true education” as we understand it, holds that if sacred work, like the work of redemption. It transforms the students, enlarges their minds, lifts their sights, gives them passion for doing great things in life. It is interesting that in her book Education, E.G. White speaks extensively and repeatedly about these matters, but says nothing about college admission, prerequisites, curricula of study, and graduation, etc. Nowadays many educators hardly speak of anything else except students’ college readiness, curriculum design, credit transfer, grades, degree completion, timely graduation. We reward colleges and universities and students for beating the averages in these matters in a competitive race to fame and fortune. And evidently even some reputable institutions are prepared to skew the numbers to beat the averages in these matters in a competitive race to fame and fortune. Perhaps the many ratings of colleges and universities—in fact there are so many different ones that every institution can be first in something—are just one big opportunity for self-flattery and the temptation to be less than truth.

To that end a recent article published in Trusteeship, the trade magazine for universities and colleges, calls on educational institutions to reclaim their fundamental assignment, namely to be guardians of the truth and keepers of good sense: Protecting the truth by exemplary teaching, passing on to our students what we have received from the past, and promoting good sense by supporting research and discovery that constantly reminds us of what we know and we have to yet discover. This issue of FOCUS contains reports on both these activities at Andrews, science teaching and research in a number of fields. It is important that Andrews carry out these duties with integrity.

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Mission has always been a core value of our university. For the past 40+ years, hundreds of missionaries have been trained at the Mission Institute and students, faculty and staff have been challenged to incorporate mission service into their academic programs and careers. The goal has always been the same—to spread the Good News of Jesus.

Recalling the “giants” of AU

All of us spanned by the Old Dispensation rejoice in the New. To the New Generation I strongly suggest that you give reverence to those who laid the foundation of your University. Without doubt, your current president is peerless, your physical plant is top drawer, and your faculty academically seasoned and emphatically oriented. Nevertheless, they and you all stand on the shoulders of giants.

So Griggs Hall is history. It began life as the James White Memorial Library and was state of the art in 1937.

If you want to know the history of Old E.M.C. you must read the obituaries. The likes of George E. Eilstrom, Bruce Douglas Oliver, and Robert W. Cash. My roots are deep in old E.M.C.—the Normal School, the Academy, and Preedental—prior to WWII. I have come a long way since, but still E.M.C. is home.

If one wants to recall a few of the giants, look at the list of contributors to the SDA Bible Commentary: Otto Christensen, Edward Heppenstall, Frank Marsh, William Murdoch, Edvin Thiele, Charles Weigner and Lynn Wood to name a few.

One should not let the name Griggs die—he was a master builder and visionary. There is an Andrews University today because of two men: Griggs and Wood. The rest are merely part of the train.

A reason to feel proud

I so enjoyed the recent FOCUS magazine. The pictures are engaging and tell stories. It is easy to read and captures important things happening on campus, and just made me feel proud. The Buller Hall report and the Leadership Medallion report were, of course, special to me.

Good product! Thanks!

Barbara Randall (BA ’66)

Required reading

As a teacher who taught for many years in the former Griggs Hall, I read with great interest, in the spring 2012 issue of FOCUS, everything associated with the beautiful Buller Hall, as part of the “new dispensation.” However, what touched me the most in this issue was the concept of “divine beauty in learning” developed in a masterful way by Dr. Andewsena. Adequate buildings can and do provide an appropriate environment for learning—and the current AU generation is surely blessed with the new facilities—but the role of the teachers remains essential. It is mainly through them that students can be inspired to fall in love with learning, discovering in the process the Master Teacher, through the accumulated knowledge which preceded them.

Personally, I would suggest that this page “from the President’s desk” may become required reading for current and future AU teachers, and for their students as well. If a very old teacher like me could be inspired by this text, it means that its value goes beyond any possible generation gap. With this in mind, I wish I could go through this process, as a student or a teacher, in the new Buller Hall!

Pietro E. Capiz
Former Faculty, 1966–79

Daniel Goleman and Richard Blackaby keynote speakers

Organized through the collaborative efforts of the Department of Leadership, the School of Graduate Studies & Research, the Seventh-day Adventist Theological Seminary and the School of Business Administration, the second annual leadership conference centered on the topics of emotional, social and spiritual leadership. Internationally known psychologist and best-selling author Daniel Goleman was the keynote speaker for the event, which also featured paper presentations, research panel discussions and workshops.

The pre-session conference began Friday evening, July 20 and went through Sunday morning, July 22. Attendees were involved in breakout workshops and a panel discussion on today’s spiritual leadership. “I felt as if each speaker and every exercise was a mirror held up in front of me that I couldn’t look away from,” said Frederick Armstrong, a graduate student attendee.

Richard Blackaby was the featured keynote speaker for the pre-session conference, giving addresses on Friday and Saturday. Blackaby is the president of both Blackaby Ministries International and the Canadian Southern Baptist Seminary in Cochrane, Alberta. Additionally, he is the author and co-author of several books on various topics related to leading a spiritual life.

Approximately 250 people attended the conference, which officially began on Sunday evening, July 22, with a keynote address by Daniel Goleman titled “Leadership and Social Intelligence.” Goleman has been named as one of the most influential business leaders by The Financial Times, Wall Street Journal and Accenture Institute for Strategic Change. He is the cofounder of the Collaborative for Academic, Social, and Emotional Learning located at the University of Illinois at Chicago and the co-director of the Consortium for Research on Emotional Intelligence in Organizations at Rutgers University. A respected author, his book Emotional Intelligence (1995) was listed as one of the 25 “Most Influential Business Management Books” by TIME Magazine and was on the New York Times Bestseller List for 18 months. His most recent book is Leadership: The Power of Emotional Intelligence. He received the Washburn Award for his work as a science journalist for the New York Times and a Lifetime Career Award from the American Psychological Association.

Following his second speech, “Primal Leadership,” on Monday morning, Goleman participated in a Q&A session and book signing. The conference concluded with a research panel discussion on differing views of emotional intelligence, paper and workshop presentations, and a discussion of the professional integration of emotional leadership.

“To me, the whole conference was empowering, both the pre-session on spiritual leadership and the main topic on emotional leadership,” says Robson Marinho, chair of the Andrews University Department of Leadership. “I feel that Daniel Goleman made an amazing contribution to our understanding of the influence of emotions on our leader- ship performance. I am thankful to my fellow faculty, and I felt very rewarded when I saw the engagement of the participants.”
Summer commencement
August 3-5, 2012

The day of commencement dawned cloudy after a tornado warning had caused concern the night before, but the graduating class of summer 2012 was greeted with beautiful blue skies as they donned their robes and gathered outside of Pioneer Memorial Church for commencement on Sunday, August 5.

David Steen, emeritus professor of biology, gave the commencement address entitled, “A Firm Faith,” on Friday evening, August 3. The baccalaureate sermon on Sabbath morning, August 4, was offered by Japhet De Oliveira, pastor of the Adventist Church at London U.K., provided the commencement address “Catastrophe, Complicity, or Courage,” challenging graduates to reassess their lives as they leave the university. “Invest in yourself... focus your energy... ruthlessly prepare (there are no shortcuts to success; only in the dictionary does success come before work)... trust God to be at the helm of your life,” she advised. “Your future may look uncertain... I don’t know what you are facing, but God is calling you to a life of excellence, a life where you do your best.”

Von Stiegel was also the recipient of an honorary Doctor of Humane Letters. She is the founder of Ariya Capital Group Limited, a fund management firm that focuses on clean energy, financial institutions and telecommunications in Africa. She earned bachelor degrees in history and German from Andrews University and completed her Justi Doctor at Thomas M. Cooley Law School. She received her Master of Laws in taxation from New York University School of Law and finished the Executive Program in Corporate Finance at the London Business School. She is a member of several corporate and non-profit boards and is frequently featured in the media. Von Stiegel is also the author of the book and co-producer of the award-winning film The Mountain Within, based on her experiences leading a multinational, multiability group in climbing Africa's Mt. Kilimanjaro.

The first major book from an Adventist publishing house addressing the complex issues surrounding homosexuality and Adventist life has just been released by Andrews University Press.

Niels-Erik Andreasen, president of Andrews University and chair of the University Press board, said the topic of this book is timely and needed. “Recent developments in our faith community, religious organizations, American politics and secular society require careful thought on this sensitive subject. Andrews University is pleased to help sort out some of these issues by bringing together a range of perspectives on this subject within our church.”

Titled Homosexuality, Marriage, and the Church: Biblical, Counseling, and Religious Liberty Issues, the nearly 600-page book was released in early August. It is a collection of 14 major essays on a range of topics, and six additional personal testimonies from individuals who have struggled with homosexuality in their personal lives. The content of the book, including the testimonies, is material largely based on presentations at a conference held at Andrews University in October 2009.

“Much as it might like to, the church can no longer evade questions about homosexuality and same-sex marriage,” says Nicholas P. Miller, lead editor of the work, along with Roy E. Gane and H. Peter Swanson, all of the Seventh-day Adventist Theological Seminary at Andrews. “Society, with increasing stridency, is forcing Christians to confront these issues.”

Ronald Knott, director of Andrews University Press, notes that along with the biblical and religious liberty issues, the book makes a passionate case for the highest level of pastoral love and support for those Christians who he said, “may have been lured down a dangerous spiritual path by charming but false arguments from scripture and political history, coming from inside and outside the church.”

Following a preface and general introduction, various essays and articles are divided into four sections. The first addresses the Old and New Testament biblical material on homosexuality, with essays by Gane, Richard Davidson and Miroslav Kisa, all of Andrews, and Robert A.J. Gagnon of Wheaton College. The second section addresses legal and religious liberty issues, with essays by Miller, Alan J. Reinach from the Pacific Union Conference, Gerald Chipeur, a partner with the Canadian law firm Miller Thompson LLP, Scott Zentner from Cal State, San Bernardino, and Gary Wood from Andrews University. The counseling section features articles by Stanton Jones of Wheaton College, Mark Yarbrough of Regent University, Carlos Fayard of Loma Linda University, and Inga Anderson, founder of a ministry to homosexuals. The fourth section includes the personal testimonies from several Christians who have lived and struggled with homosexuality. An appendix reproduces the various official statements relevant to homosexuality issued through the years by the Adventist Church.

The Andrews University Press recently released a book that addresses the complex issues surrounding homosexuality and Adventist Life and Faith worldwide.

Planning a Campus for the Next Generation of Seventh-day Adventist Education

This fall semester, the Campus Design Studio from the School of Architecture, Art & Design is taking the lead to chart a course for the next 10 years of campus development. This is an unprecedented campus-wide planning process where students, faculty, staff, alumni and community members will be considering ideas and actions to help shape the next generation of buildings and spaces for a distinctive Seventh-day Adventist Christian education at Andrews University.

The goal is to shape an updated and revised Campus Master Plan and supporting design guidelines by January 2013. The Campus Design Studio was created for this purpose and will work with the campus community through a series of interactive meetings and workshops. This effort plugs into Strategic Initiative #6 of the new Andrews University 2012–17 Strategic Plan. This project is intended to help shape the environment and facilities that support the operation of a quality academic and student life program here at Andrews University.

A detailed schedule of events and information about the project and its interdisciplinary team is available online at www.andrews.edu/campusplan.
A mix of language arts teachers from Andrews Academy, Ruth Murdoch Elementary School and graduate students from the Andrews University Department of English taught the teens. These students have been working towards a United States high school diploma and all their classes have been taught in English.

Their time at Andrews gave them a chance to not only experience American culture but also visit other universities and attractions. Teen Action America is just one of the programs classes have been taught in English. These students have been working towards a United States high school diploma and all their classes have been taught in English.

State of the University Addresses core educational principles

This year’s State of the University took place on Thursday, August 16, in the Newhold Auditorium of Buller Hall. Many staff members joined the faculty, who had already spent the day attending Faculty Institute.

After a brief presentation by Susan Matheny of United Way, President Niels-Erik Andreasen inspired those in attendance to think about the question, “Where is the learning in higher education?” He issued a challenge to Keith Mattingly, dean of the College of Arts & Sciences, to plan “inside chat” this fall to discuss the core of education with faculty from across the campus.

Andreasen also spoke about the ethos and culture of graduate education at Andrews and the need to maintain programs of consistently high quality.

Provost Andreasen also spoke about the expanding international footprint of Andrews University, the importance of research and innovation, and the new Strategic Plan for 2012–2017 which was handed out at the conclusion of the meeting.

Don Livezey, Lake Union Conference president, offered inspirational reflections and a prayer of dedication for the new school year, invoking Divine wisdom, energy and patience for the road ahead.

Refreshments were enjoyed in the lobby and hallways of Buller Hall following the event.

Kick-off to the new school year Featuring the first Faculty Institute, State of the University and Fall Fellowship

This year’s school year got off to a great start with three pivotal events for faculty and staff. The first-ever Faculty Institute was held in Buller Hall on Thursday and Friday, August 16-17. It was an opportunity to engage the entire faculty in professional development around themes important to them as an academic community. This first Faculty Institute was centered on the integration of faith and learning, assessment, high tech teaching & learning, research, and effective teaching and pedagogy.

Plenary sessions held Thursday and Friday mornings featured guest speakers Kelly Monroe-Rullberg and Susan Hatfield. Monroe-Rullberg is the founder of the Veritas Forums and has authored several books, including Finding God at Harvard, Finding God Beyond Harvard, Faith and Culture, and A Faith and Culture Devotional. Her topic was Faith Development in College Students.

ABET accreditation activities worldwide on behalf of their professions.

There are more than 3,100 ABET-accredited programs at over 660 colleges and universities in 23 countries. ABET is recognized by the Council for Higher Education Accreditation.
How long have you worked at Andrews?

Terry Dodge Jr.  
BT ’91, ITS computer support specialist, filmmaker  

How long have you worked at Andrews?

I’ve been working here since 1991.

Tell us about your journey after graduation.

I graduated in 1991 with a degree in aviation flight and maintenance. But it was difficult to find a job in that field which didn’t involve working on Sabbath. I got involved with a search and rescue organization in Lansing, Mich. They wanted to have a faster ELT (Emergency Location Transmitter) response time. They sent me to Lansing and I ended up working at the BRI/ATS (Bible Research Institute/Adventist Theological Society), and then in 2010 my entire family went to Turkey. We got to see the entire country and spent two weeks in Israel filming in a makeshift studio. That was an interesting and really neat experience. This past summer I was in Israel for just over two and a half weeks filming for BRI/ATS. Workdays are 16–18 hours long but you don’t notice that when you’re enjoying what you’re doing.

When do you obtain permission to access his films and property?

I can raise the funding needed ($130,000), the target deadline would be fall 2014. If I don’t raise it then I have to decide where to pare back, what to leave out—that’s where it starts getting tricky. To begin with, I have an estimated 23,000 feet of Sam’s films that need to be transferred from 16mm to digital. Next summer I plan to go to the Boundary Waters in Minnesota and do some filming there and I’d also like to visit some of the national parks he went to.

How do you get started in film and videography?

I’ve always liked taking pictures, but there was a missing element. When I started digging around, talking to people who knew about him, I realized there was a lot more to Sam’s story than most people realized. I wondered if anybody else would be interested and that’s how it got turned into a film project.

Wayne Perry receives J.N. Andrews Medallion  
For professional contributions to the Department of Physical Therapy and active involvement in campus life  

During the summer 2012 commencement service, Wayne L. Perry, chair of the Department of Physical Therapy and director of the Doctor of Physical Therapy program, received the prestigious John Nevins Andrews Medallion.

Provost Andrea Lutton read the citation, that stated in part, “Wayne L. Perry is a man whose contributions in the field of physical therapy and dedication to the success and professional development of his students have distinguished him among his colleagues.”

Perry completed a BS in Physical Therapy from Loma Linda University in 1985. He earned an MBA with an emphasis in Human Resource Management from California State University (San Bernardino) in 1992, and a PhD in Educational Administration from Andrews University in 2000. His dissertation was entitled, “The Role of the Academic—Physical Therapy Department Chair as Perceived by Physical Therapist Teaching Faculty and Chairs.”

Upon completion of his undergraduate degree, Perry worked with spinal cord injuries in the neurology department at Loma Linda University Medical Center and in the Department of Physical Therapy at Loma Linda University. In 1994, Andrews University was successful in recruiting Perry and bringing his leadership talents to the Department of Physical Therapy.

Under Perry’s leadership, the department has experienced continued growth both in student enrollment and program quality. He is a regular presenter at physical therapy associations, and despite his heavy involvement in departmental administration he has chaired one or more thesis or capstone committees every year since 1999. He is also active organizing and presenting continuing education workshops on educational topics.

Perry is not only passionate about his department and student learning, he is actively involved in University and community life. He is known for his competitive, candid and energetic leadership qualities. He serves on numerous University, school and department committees and is frequently engaged in professional consultation and advising activities.

Perry presently serves on a number of boards and committees for physical therapy higher education and chairs the Outstanding Student Award Selection Committee of the Michigan Physical Therapy Association.

Mary Jane Cunnington celebrates her 90th  
505 enjoys her work at the Andrews University Bookstore  

On Wednesday, August 15, 2012, family and friends came to the Andrews University Bookstore to celebrate Mary Jane Cunnington’s 90th birthday and thank her for 47 years of service at Andrews, the last 14 years as hostess for an additional 30 minutes. Before she was employed at Andrews, she was a student at what was then Emmanuel Missionary College.

The Andrews Bookstore was decorated with balloons and refreshments were served with treats brought by friends. The event was filled with laughter and smiles as people gathered together to celebrate Mary Jane. Mary Jane attended Andrews in the early mid-1940s and met Loren Cunnington while she was a pre-nursing student. They married in 1942 and were together 56 years before Loren passed away in 1979.

In the 47 years that Mary Jane has worked at Andrews, she has held several jobs. Her first job was as a hostess in the student lounge. She supervised students for approximately three years before starting work at Dining Services as a hostess for an additional 10 years. At the young age of 76 she was offered a position at the Andrews Bookstore, where she still works today. She keeps the bookstore neat and organized as she interacts and learns about the students on campus.

Mary Jane enjoys meeting students and working at Andrews, and hasn’t given much thought to retirement. “I plan to keep working for years to come,” she says.

“Mary Jane is our inspiration. Love shines all around her as she freely gives it. God must be so proud of her as she is His faithful helper every day!” says Cheryl Bean, manager. “If anyone else needs a warm smile and a kind word, just stop by the Andrews Bookstore between 9 a.m. and 1 p.m.”

Mary Jane Cunnington turns 90 years young  

President Andreasen at the summer commencement service
This year, the Department of Biology will bid farewell to four long-time faculty, John Stout, Dennis Woodland, Bill Chobotar and David Steen. Tom Goodwin, who has served

David Steen, outgoing chair, has taught at Andrews for 36 years. Prior to Andrews, Steen taught at what was then Southern College for 12 years, most of those as chair of Biology and later head of the Science Division. Steen has served as chair of the Department of Biology since 2000. During his time as chair, the department has grown from approximately 100 biology majors to 200 majors per year. Steen has also served as Grand Marshal of Commencement weekend for several years.

“As I approach retirement, I am looking forward to several lifestyle and commitment adjustments. First, I will try to get my sleep patterns back into a healthier range of 7–8 hours per night rather than the 5 or 6 hours I have been doing for so long. Exercise sessions and mealtimes with the family should become more regular and predictable. Routine house and yard maintenance that has been deferred for so long because of lack of time will finally get back on the daily agenda. Visits and vacations with family will be much more frequent and more relaxed. I do enjoy time with our two grown children and three grandchildren but visits are always stringently boxed in by the academic schedule. I look forward to spending more intentional time with my hobbies of woodworking, photography, writing and public speaking. Also, I am looking forward to doing much more volunteer work, teaching biology in third world countries for small struggling schools or out on the reservation, or joining some long-term Maranatha missionary work. Perhaps most importantly, some time to do an eased schedule, I look forward to spending more time as a husband, father and grandfather to visit our two grown children and three grandchildren, and to explore regions of historical and biological interest.”

With the past 21 years, he has served as curator of the Andrews Arboretum and chaired the Andrews Arboretum Council. He has about 50 publications and numerous awards to his credit, including Fellow of the Linnean Society of London (’77), the Daniel A. Augsburger Excellence in Teaching Award (’96), the J.N. Andrews Medalion (’97), Outstanding Service Award from the Michigan Botanical Club (’03) and Andrews’s Ecology & Stewardship Award (’09), to name a few. He also conducted a study tour to Australia, and several tours to the Amazon to study medicinal plants.

“Since coming to Andrews University in 1979, I have been blessed to be a part of a team of dedicated colleagues striving to provide the best biological training for thinking, educated, Christian young people, preparing them to function in the complex scientific world. I have attempted to help them through difficult philosophical and scientific concepts and how to live and work comfortably in a mental area of uncertainty. I have attempted to instill in them the concept: There is no substitute for good science. Looking back, I believe I can say I have had 31 years of teaching experience here at Andrews and not one year of experience repeated 31 times. In the upcoming years I wish to continue writing, clearing unfinished manuscripts from the back corners of my desk, working on my hobbies and moving forward with new vigor for future challenges and new ‘heights’ to climb. I look forward to spending more time as a husband, grandfather, and visitor to travel with our two grandchildren, and to explore regions of historical and biological interest. Of the four retiring faculty, Bill Chobotar has the longest tenure at Andrews with 44 years of service. In 1973, he moved into office B212 in the then-new Science Complex and has remained there ever since. Steen says, “He is perhaps Andrews University’s premier academic advisor, usually with 90–120 advisees and mostly pre-med track students.” Chobotar has attracted about $100,000 of external grant funding during his tenure, in addition to numerous institutional research grants. He is a reviewer for numerous journals, including editor for 20 years of Parasitology Research. Chobotar has received numerous awards from Andrews University: two-time recipient of the Zapara Excellence in Teaching Award (’89 & ’96), Daniel A. Augsburger Excellence in Teaching Award (’01), ASA Teacher of the Year Award (’99), J.N. Andrews Medallion (’96) and Excellence in Research Award (’77 & ’96). “Ruth and I plan to remain in the community and hope to maintain a connection with the University, and the Department of Biology in particular. At present I am mentoring two graduate students, and have a list of advisees that I would like to continue advising until their education at Andrews is completed. I have been asked to teach two classes next academic year and serve on several committees. Also, I am still an advisory chair and managing editor of the international scientific journal, Parasitology Research. I hope to continue in that capacity for the foreseeable future. Of course, with an eased schedule, I will devote more time to family activities (taking some trips with Ruth, going on adventures with our grandchildren, for example), try out some new recipes, do some reading that has been waiting on the shelf, and organize our favorite music into more user-friendly formats. My greatest blessing and reward comes from the opportunity and privilege of working with and mentoring thousands of students over 44 years. What really warms my heart is to note and realize that the great majority of these ‘God’s Kids’ are making a difference out there, and many have far surpassed my modest accomplishments. God is good.”

John Stout started teaching biology at Walla Walla College in 1962, giving him a total of 50 years in Adventist biological education. The last 43 years have been at Andrews University. Stout was chair of the department for 17 years, and has served as acting dean of the College of Arts & Sciences and later dean of Scholarly Research. He has attracted about $1 million in external grants to fund research and program development. At least one Andrews faculty member, a key player in the Department of Biology alone, has been Stout’s students. Stout has also received the Humboldt Award from the Humboldt Foundation for internationally recognized research (’75), the J.N. Andrews Medalion (’82) and Chair of the Year Award in 2000.

“My greatest blessing and reward comes from the opportunity and privilege of working with and mentoring thousands of students over 44 years."

Bill Chobotar

“With more margin in my life, I intend to be ready and available, open to ways that God wants me and me to serve others.”

David Steen

“I have been blessed to be part of a team of dedicated colleagues striving to provide the best biological training for thinking, educated, Christian young people...”

Dennis Woodland

“With more margin in my life, I intend to be ready and available, open to ways that God wants me and me to serve others.”

David Steen

“With more margin in my life, I intend to be ready and available, open to ways that God wants me and me to serve others.”

David Steen

“With more margin in my life, I intend to be ready and available, open to ways that God wants me and me to serve others."
Atkins accepts newly created position for the Michigan Conference
Beginning January 2013, he will serve as director for natural science education, based at the Camp Au Sable Nature Center.

Gordon Atkins began teaching at Andrews University full-time 22 years ago after three years of post-doc work and contract teaching. He team-taught Foundations of Biology for many years with Dave Steen, as well as teaching a neurobiology course and several field courses. He was very influential in the acquisition and development of a working laboratory for his neurobiology course, which is now being replicated in many other schools. In January 2013, Atkins will be transitioning to a newly created position for the Michigan Conference of Seventh-day Adventists.

For several years, Atkins served on a committee whose goal was strategic planning for the nature center at Camp Au Sable in Grayling, Mich. Due to his active involvement and educational background in biology, the Michigan Conference recently asked him to create a job description for a Director of the Center for Natural Science Education. In addition to operating and continuing to develop the Nature Center for summer camps and various school visits, the director would also strive to take a more “hands-on” approach to studying biology, utilizing the variety of natural environments available at Camp Au Sable. The person chosen would have to stay active in research and continue to develop professionally to keep his teaching up-to-date. Responsibilities would also include the creation of traveling biology tours and teaching out to area schools, offering both educational teaching materials for science classes as well as developing a lending library of equipment and tools for schools that might not have access to them.

The conference liked what he put together and formally asked Atkins if he would accept the position. In his own words he describes how he made his choice:

“It was a difficult decision because I wasn’t looking to leave Andrews University. I was imagining I would work until I retired here. My wife and I took the weekend to decide, and I remember going to church and the first words out of the preacher’s mouth were: ‘When God calls you, you must go.’ I don’t remember a word of the rest of the sermon, but I called up the conference the next week and said yes.”

Atkins’ upcoming position will bring several additional opportunities due to his connection with Andrews University. He is working to collaborate with the biology department to use the camp as a field station. He envisions bringing Andrews students up to help with some of the projects and to give them hands-on experience, especially those who are interested in education or science. The Andrews Department of Biology has already donated a lot of lab equipment to the program as they update their current inventory.

Atkins will retain adjunct professor status at Andrews University and believes this collaboration will help with his research and credibility in the scientific community.

Jerry Chi appointed new associate dean of SBA
He will also serve as director of SBA graduate programs

Jerry Lien/Yueh-Wei Chi has accepted the position of assistant dean for the School of Business Administration and director of graduate programs.

Chi completed a BA in theology in 1987 and a BBA in 1989 from Taiwan Adventist College. He received both an MBA in 1991 and a PhD in Leadership and Administration in 1995 from Andrews University, as well as a PhD in Research Evaluation (Quantitative and Qualitative Methods) in 1999 from Illinois State University.

Chi comes to Andrews from Southwestern Adventist University (SWAU) where he has worked since 1995 in various positions, including professor, chair of the Business Administration Department and director of the MBA Program. He was the recipient of the Educator of the Year Award in 2007 and helped develop the e-Learning System. He also served as the advisor for both the SWAU Asian Students Association and the SIIF program for many years.

Published in more than 40 articles, Chi displays his diverse educational background in the wide variety of topics he covers. His leadership abilities are also reflected in numerous seminar presentations. As anavid violinist and pianist, Jerry Chi joins the Andrews University faculty along with his wife, Grace Chi, who is a new assistant professor of nursing.
international missionaries is what we are trying to be,” says Upendo Mbwana, whose first name means “love” in Swahili and who is a college sophomore planning to major in biochemistry. Upendo has come with her family to Andrews University for the Summer 2012 Mission Institute. The General Conference Institute of World Mission (IWM) has been shaping international missionaries, global missionaries for 46 years.

Global missionaries indeed. Only a small sampling of this summer’s Institute attendees demonstrates how well the current group fulfills that vision. Geoffrey (Ty) and Nukku Mbwana, with daughters Orupa and Upendo, have come from Tanzania via Kenya to serve at the General Conference in Maryland, USA. Greg (Tim) and Amy Whitsett, with sons Tyler and Ryan, have already lived and worked for ten years in Southeast Asia and are on their way to Thailand. Mike and Marijka Ostrovjanska, from Austria and Finland respectively, are moving from Finland to Lebanon with 19-month-old Benjamin. Kate and Alex Podbrezny, along with 4½-year-old Daniel, come from Latvia, have made their home in Scotland, and have taught in Egypt for two years and will also soon be in Lebanon.

All citizens of the world, all eager to serve “to the glory of God.” The mission of educating and supporting these missionaries to the world is undergoing a major transition. The IWM, on the recommendation of the newly formed General Conference Mission Board, is moving from Andrews University and the Seventh-day Adventist Theological Seminary, where it was founded and has been headquartered since its inception. This summer the IWM offices will leave the campus and join the world church headquarters in Silver Spring, Md.

From that first Mission Institute of about 25 participants the endeavor of preparing missionaries for effective service has grown to as many as 125 in one session, as during the summer of 1978. To date more than 6,000 workers have attended Mission Institutes. This summer of 2012 the group includes 50 adults—including six college-age, young adult dependents—and 25 children. From one session per year, the program expanded to offering as many as six, but has currently settled at three. That first year the attendees were almost all North Americans under appointment to work outside North America. Today 70% of the inter-divisional employees who attend Mission Institute do not come from North America, and many of those who do are not native born, a change which has occurred within just the past decade, according to Doss.

The IWM has also expanded and changed its curriculum and methodology over the years. When Doss began her work with the Institute in 2000, she first turned her attention to developing children’s programs for the missionary children whose parents were attending the institutes. Children have always been a part of the mission experience and of mission institutes, but the program has moved from simply providing day care so that parents could attend classes to providing age appropriate training for the children as well. As Doss says, “We don’t believe that God calls just one person in the family. When he calls a family, he calls every person to be a missionary.” Doss’s work on a mission curriculum for children has resulted in programs for pre-school, school age and teen participants. The children attend classes at the same time as the adults are in their meetings and engage in activities that emphasize issues such as cultural identity and cultural differences.

The methodology for the adult curriculum...
original goals envisioned by the founders in their adopted countries.

They also participate in cross-cultural interaction such as listening and discussing, for example, create different experience. I think the largest shock has also shifted over the past ten years, becoming more interactive and moving from mere “head knowledge” to the “heart.” Doss points out, “When you’re in a cross-cultural conflict or any other high-tension situation, you can’t just show up. So we found it “amazing,” but the family admits it was difficult for them. Other adjustments proved just as hard. Nakku, who now works for Adventist Risk Management, notes how different are the customs of socializing between Africa and the United States, “In Africa we live as a community—you can just go to anybody...” “And say I want a pinch of salt?” chimes in her husband. Here, says Nakku, “You can’t just show up. So we are still learning.” But she has also found Americans “so friendly.”

Geoffrey had come to the U.S. frequently over the past ten years in connection with his work, but, he says, “Coming to live was a different experience. I know it’s hard to leave home and go to another place. But when I think of what Jesus did—He left heaven and He came down and I’m praying God to please help me be a good example.”

The Whitsett family, Greg and Amy and sons Tyler and Ryan, are mission institute alumni and now seasoned missionaries with ten years of experience in church planting, starting an English language school, mentoring local young people and student missionaries, and teaching basic health and hygiene within the church congregation—like most missionaries turning at school when other students laughed at jokes she didn’t understand. Then she said, “What’s so funny?” Now she can say, “That’s something normal that happens.”

“Now the Whitsett will be located just north of Bangkok. Greg will be the study center director for the Center of East Asian Religions and Traditions. The Center’s mission is to identify the “best practices” for Christians to reach out to those in the Eastern religions such as Buddhism, Hinduism, Shinto and Confucianism; to “reach the church to think critically about how we are sharing our faith” with the cultural groups of the region; and to raise awareness within the church of the great need for ministry in Asia. Greg says of his work, “We don’t need to do church the same way in every location. In fact, if we do, many people feel as if they have to become an American, become a Westerner before they can approach Christ, and that’s unfortunate.” He points out that it’s just as difficult to worship in another culture as in a different language.
The Whitsettys say that the first time they attended mission institute, they looked at everything with fresh eyes and maybe also through “rose-tinted glasses.” The experience of this second institute has afforded them the opportunity to process the experience they have been through overseas and gain a “deeper understanding” of their lives in another culture and their mission. Greg has also been gaining methodological and pedagogical ideas for the training he will be doing in Thailand and throughout Southeast Asia.

One thing they have treasured most, says Amy, is the socializing with other missionaries who have also experienced life and challenging work far from home. Sharing stories lies at the heart of that fellowship, like about how Greg almost died just a month after they arrived in their mission field, ending up in ICU with kidney that had almost shut down. Now they can hear stories from the others—also about physical or emotional crises, even about living through war. “You understand each other better,” says Marjukka. “It’s a lot of hard work,” says Marjukka. “It’s really very intense.”

For Marjukka, whose training is in Old Testament studies and Hebrew and who is going to Lebanon with her husband, the mission Institute has brought an epiphany. She had struggled with the idea of exactly what her role would be and how she could apply her own gifts. Through the “teaching and reading” at the institute, she says, she has come to the realization that she can learn Arabic with a goal of doing intertextual studies between the Koran and the Bible. For her, that insight was “mind-changing.”

Mike feels that his exposure to a variety of cultures—Serbian, Austrian, British and Finnish—combined with the mission institute experience have made him a more balanced person, which he will take with him into the mission field. He says he has come to believe that the “essence of the gospel is really important,” not its “face”—which can be very “individual” and “cultural.”

Like all of the missionaries in training at the Institute, Mike and Marjukka testify to the importance of sharing personal stories and testimonies and information with their colleagues, whether veteran missionaries or brand new. For them, that fellowship has been uplifting. But all too soon, the fellowship and sharing and learning in a safe and open environment has come to an end. The group that has traveled together emotionally, intellectually and spiritually for these three months will all go their separate ways into every corner of the earth. The Institute of World Missions is also making a journey to its new sphere, leaving behind it a long and important chapter of its history. We can only echo the wishes of the Mission Institute children at the end of the video they made for their closing banquet: “God go with us as we go to our missions.”

ENDNOTES

1 All the information and quotes from these individuals were gathered in personal interviews with the author conducted in Berrien Springs, Mich., on July 25 and 26, 2012.
4 General Conference Autos Council Minutes, 26 October 1960, 842.
5 Focus, March-April 1960, 2.
8 Cheryl Doss, email to author, 23 Aug 2012.
9 Doss interview.
Research and Creative Scholarship at Andrews University

August 2012

Research at Andrews

On reading this research report some will wonder what is the use of it all, and why does the University spend time and money on it? But researchers see things differently as they ask, "Why did we not know this before, and what can this new knowledge do for us?" At this point research becomes education, and that explains why good universities invest time and money on it. I hope you enjoy this brief sampling of recent research activities at Andrews.

James Hayward, an Andrews’ biologist, along with graduate students Brianna Payne and Libby Megna, revisited the Galapagos Islands to study its marine iguana. These animals seemingly from another age have survived in their isolation and present a fascinating study of animal behavior.

Karl Bailey, a young researcher in our behavioral sciences department, has explored the importance of undergraduate research and found it to be the most effective way of getting students into good graduate programs in psychology and make them successful.

Several of the other research activities reported here combine the old and the new in order to bring fresh understanding to important subjects or to find solutions to age-old problems. Brian Strayer in the history department has produced a new biography of a well-known early Seventh-day Adventist pioneer and church leader, known to many by name, but not by much else. Thanks to this work we now know J.N. Loughborough as his denomination’s first historian.

Two Andrews’ researchers have studied a nationwide epidemic, the ‘cure of which has escaped scientists for decades: acute anxiety caused by mathematics. The investigators, Rudi Bailly and Jeannie Montagano, are psychologists, and they have found this to be a universal condition in the country for which a remedy must be found if America hopes to continue its lead role in engineering, medicine and science.

Modern technology applied to age-old methods of excavating for past artifacts in the kingdom of Jordan helps reconstruct our understanding of the past, says Randy Youker, director of the Institute of Archaeology.

Stan Patterson and Erich Baumgartner, of the Theological Seminary and the School of Education respectively, have studied international church leadership practices. They found, perhaps not entirely surprising, that local culture impacts local practice in leadership styles. Perhaps that would be true in our country too, if we had eyes to see it clearly.

The variety of research projects reminds us that university research is not merely a discrete number of activities, but a way of life for teachers and students. As they stumble upon questions they straightaway look for answers, and publish their findings so that everyone can review them and in time benefit from new knowledge. Research universities devote enormous resources to this kind of work. But in truth all educational institutions, including Andrews, should adopt this way of life: seeking answers, finding solutions, making changes.

Cordially,

Niels-Erik Andreasen
President
The Galápagos Islands are often described as “unearthly,” and the westernmost island of Fernandina even more so. Its only regular inhabitants are the unique species that live there—iguanas that swim, giant tortoises, fun-loving sea lions, and huge flightless cormorants. And last summer they were joined by four researchers in tents and an observation shelter built from a shipwrecked boat. James Hayward, research professor of biology, graduate assistants Brianna Payne and Libby Megna, and Susana Velastegui Chávez, an Ecuadorian science teacher from Colegio Adventista del Ecuador, spent three weeks on the island closely observing the haulout behavior of the marine iguanas.

Hayward, working with his wife Shandelle Henson, professor of mathematics, has long been interested in the habitat selection by animals and finding ways to predict their behavior. Hayward and Henson have had success with mathematical modeling of seal and gull habitat occupancy behavior in the past. After observing marine iguanas during a vacation to the Galápagos Islands in 2006, they wondered if they could apply similar techniques to understand and predict the behavior of these animals, which are members of an entirely different taxon than those they’d previously studied.

The marine iguana (*Amblyrhynchus cristatus*) leads a pretty predictable life. The only lizard in the world that feeds in the sea, the iguana spends most of its day sunning on the beach, warming itself. When it’s sufficiently warm, the iguana swims out into the water, dives, and eats algae. It’s not in the water very long; because the waters around the Galápagos stay relatively cool, thanks to the Humboldt Current. After about 30 minutes of meals-on-the-go, the now-chilled iguana crawls back onto the beach and plops down. “Sometimes they’ll stay there all night until the sun comes up the next morning, and as soon as they’re warm again, they turn around again and go back into the water,” says Hayward. They seemed like good subjects for testing the theories of mathematical behavior modeling.

The entire Galápagos archipelago is a national park, and much of it is open for research. The Ecuadorian government requires that at least one member of the research team...
speak Spanish, as all proposals and communications are conducted in that language, and Hayward does not. However, Brianna Payne, a biology graduate student who had worked on the Seabird team in the past had been a Spanish major and “was casting about for a project,” says Hayward. “She went to work and she was the one that got this project off the ground in terms of logistics.”

As the resident Spanish speaker, Payne wrote the project proposals and corresponded with personnel at the Charles Darwin Research Station and the Galápagos National Park. “In all of our meetings, they wanted to talk to me and have me sign all the papers. They insisted, ‘No, you’re the principal investigator; he’s your research assistant.’ I got some fun out of that—my major professor was my research assistant,” Payne smiles.

With approval from the Ecuadorian government and an AU Faculty Research Grant in hand, Hayward, Payne and Megna “took off a little early from school” and landed in Quito, Ecuador where they met Chávez. From Quito the team flew to Puerto Ayora, Galápagos. Before leaving for Isla Fernandina, however, the group had to go through extensive quarantine to avoid introducing foreign particles or bacteria to the pristine environment of that island. Then followed a 22-hour sail to the island on a 42-foot boat called La Pirata, helmed by a cheerful Ecuadorian named Lenin. “As in John, the Beatle?” Hayward asked. “No, like the Russian!” exclaimed the driver proudly. “I knew I liked him immediately,” chuckles Hayward.

Early the next morning, La Pirata dropped the four researchers off on the jagged shores of the volcanic island with food and 125 gallons of water, “and we were there for three weeks.” The island is completely uninhabited and without modern conveniences, so it was just the researchers and the animals they were observing. The researchers gathered the majority of their data from continual observations of the marine iguana population. In a rotation of four shifts, the iguana observer on duty counted the animals on the beach and recorded every time an iguana left or came back from the beach.

Simultaneously, using an automated portable weather station, a tide-height pole and a solarimeter, Hayward and his team collected a wealth of environmental data including changes in temperature, relative humidity, tide level and solar radiation. “Essentially, we were counting animals entering and leaving the water and monitoring environmental data for Brianna and Shandelle to model,” says Hayward. As the researchers got accustomed to living on the island, Payne noticed their behavior changed as well. “We were studying these creatures to see how the environment affected their behavior, and the more time we spent there, our lives changed too. We started behaving in ways that meshed with the environment.”

“So it turns out that animal behavior, and even people behavior, is very deterministic,” says Henson. “You can’t predict what an individual is going to do, but you can predict with very high probability what a group is going to do.” The model Henson and Payne created predicts about 80 percent of the variability in the data, and shows that four factors affect iguana haulout times: solar elevation, tide height, heat index, and cloud cover. So if it happens to be a colder and cloudier day, iguanas will spend longer on the beach to warm up and will enter the water later.

With so much of the iguanas’ behavior dependent on environmental factors, it is not surprising that drastic changes in the envi-
The Benefits of Undergraduate Research

A Model of Research Integration

"I'm working on a few different projects," says Jermaine Henry casually, and then begins to list five or six off. "Two of them have been accepted to the Midwestern Psychological Association, and the third one we're hoping to do in collaboration with Oakwood Adventist University to see if there are cultural differences; and I'm also hoping to institute a mentor program in the department." The unusual thing about this conversation is that Jermaine is a junior psychology major—an undergraduate working as a primary researcher on not one but five different studies, all of which he designed himself.

The quantity of Jermaine's projects is a little unusual, but his involvement in research is quite normal for students in the Department of Behavioral Sciences. About a decade ago, the department implemented a model that integrated undergraduate research into the standard curriculum. Now, undergraduate students working on research with a professor or conducting their own projects are the standard in the department.

The integrated research curriculum was instituted largely by Duane McBride, research professor of sociology; Herbert Helm, Jr., professor of psychology; and Øystein LaBianca, professor of anthropology. Karl Bailey, associate professor of psychology, became involved in the study when he began teaching in 2004. This past year, the four professors published their findings in an article in *Psychology Journal*, stating that "in order for any research curriculum to be successful in advancing students to the best graduate programs in psychology, peer review, presentation, and publication of research must be a program objective."

Involvement in real research is having measurable effects on students' perceptions of self-efficacy and enjoyment of research. At the beginning of Research Methods II, Bailey and his colleagues give the students a 14-item Research Skills Self-Rating Instrument. The survey measures the students' perception of the usefulness of research, estimation of their own skills, their research anxiety, and their belief in their own self-efficacy. "When they start, they think research is useful, although they don't think they can do it," says Bailey. "They don't necessarily feel calm when doing research, and about half of them feel like they have the necessary skills"—which means that half of the students don't feel like they're able to do research.

But going through the class changes that: the students take the survey again at the end of Research Methods II, everything except the usefulness of research increases significantly.

Above: Karl Bailey explains the results of Kyle Emile's eye-tracking data to Kyle Colliotz. Both students are undergraduate researchers in the Andrews University Cognitive Psychology Laboratory.

"When you look at the data, the only thing that doesn't change is the perception of usefulness of research, and that's because it was already at the ceiling," says Bailey. "Everything else moves very significantly—In fact, by about half a standard deviation. We're moving students' perception of their skills by about a full standard deviation, and it appears that practical experience with research is what's doing it."

And practical research experience is liberally sprinkled throughout the behavioral sciences curriculum. Most students take two classes, Research Methods I & II, in their first or second year. Research Methods I introduces them to statistics and requires a small research project. In Research Methods II, behavioral sciences professors mentor smaller groups of students on their research. Then, students begin to develop their own projects. If faculty members have research grants, students will work on research with them. "Other students work on independent projects for credit; and some students are doing projects simply out of curiosity—without pay or credit," says Bailey. "At any given time, we probably run about 30 student-led projects in the department."

After two more Research Methods classes, students are required to attend or present at a regional or national conference, usually the
Midwestern Psychological Association conference in Chicago. Finally, students who want to build their resumes in preparation for grad school work with faculty advisors on submitting their projects to professional peer-reviewed journals.

Bailey’s own research interests are partially determined by the projects his students are working on. This past year, he redesigned his Cognitive Psychology class to focus on four specific issues of interest to the students to conduct studies around: Art and vision, multitasking, language and thought, and the timing of mental events. Although his primary interests are in the field of visual attention and self-regulation, Bailey “does research in a bunch of different areas, mostly because I have students who do research in a bunch of different areas. For example, I didn’t start out as a Sabbath experiences researcher, but I had two students interested in it.”

Those students have graduated now, but Bailey is still working on a related study of “Sabbath keeping within the framework of self-determination theory.” Self-determination theory essentially states that the reasons a person is motivated to do something plays a role in how likely he or she will continue to do it. His preliminary findings suggest four different outcomes depending on initial motivation. Among college students at least, one group finds Sabbath keeping stressful because it “gets in the way”; on the other end of the spectrum is the group that integrates Sabbath keeping into their life. “It looks like our subjects are transitioning from the first group to the last the longer they stay Adventist.”

Such a commitment to student research involvement can often be time- and resource-consuming, so the department’s approach inserts research into the curriculum to distribute it among the department’s professors. Surrounding students with an active research community and involving them in their own research is producing results, says Bailey. “Even though we’re a relatively non-selective department—we don’t take just the best students—our students are still able to perform quite well when compared to students coming from more selective schools.”

For example, 25 students recently attended the Midwestern Psychological Association conference in May, and eight presented their own research. Both the department’s senior exit exam scores and rate of acceptance to journals and conferences are “about where you’d expect for a selective school,” Bailey says. “That’s why I chose to put my time into working with students on research. I like doing research, but I like working with students doing research more.”

Don’t think about the white polar bear.

And now that you’re trying not to think about the polar bear, please proceed to read the rest of this article. You may find yourself not wanting to finish the article, perhaps due to something known as ego depletion.

“We think of self-control as a muscle,” says Arianna Lashley, senior behavioral sciences major. “In the short term, it can be depleted, but in the long-term, it can be strengthened. Ego depletion suggests that after completing one task, we deplete our finite resources of self-control enough so that mustering the self-control to complete a second task is much harder.”

Arianna’s research draws on the principles of ego depletion, and “my own twist was how religion can affect restoration of self-control.” Working under a faculty research grant for Karl Bailey, she used a multiple objects tracking task (MOTT) and selections of theologian Jonathan Edwards’ writing to measure ego restoration after positive and negative religious associations.

Her first study tried to produce the effect of ego depletion by using the white bear task like you experienced above. (You’re thinking about the white bear again, aren’t you?) But the results didn’t come out quite as expected. “The white bear task should have worked—all the literature said it should have—but it didn’t. We changed a lot of variables, but kept getting the same results. This may have been caused by the population we were testing—college students in a religion of self-control.”

Arianna then wondered if religion was actually motivating and restoring self-control. After asking her subjects to rate their emotions, she had them read one of two passages: one from Jonathan Edwards’ fire-and-brimstone sermon “Sinners in the Hands of an Angry God,” and a more hopeful one from Edwards’ “Resolutions.” Then she had them re-rate their emotions and respond to the passage they read, and do several MOTT tasks to measure their self-control score.

Surprisingly, the group that read “Sinners in the Hands of an Angry God”—a negative passage expected to deplete self-control—had higher visual attention scores. The “Angry God” group may have done better “perhaps because of emotional factors, but more likely because they felt increased autonomy.” In their responses, that group rejected the character of God depicted in the passage and wrote about their own beliefs. “Since the perception of greater autonomy generally produces more self-control we think they may have performed better because they actively substituted their own ideas about God, instead of simply agreeing with the ones presented.”

On May 3, she presented her research at the Michigan Psychological Association Convention. Arianna’s research has garnered her two presentations: one at the MPA conference and the other her Senior Honors Thesis. “Although my research didn’t work at first—I actually got the opposite effect than the literature suggested—I’m learning how to do research,” she says.

“When I took the surveys in my research methods classes, my efficacy was low.” Going through the research methods classes “really helped my anxiety. I realized that research wasn’t easy, and it was time consuming, but it was definitely doable. And I discovered that I really enjoy doing research.”

After a year in Korea as an English teacher, Arianna (pictured above at right) plans to attend a doctoral program in school psychology, which she prefers because of its greater emphasis on research.
More than 50 Andrews University students and faculty attended the 118th annual Michigan Academy of Science, Arts & Letters Conference at Alma College in Alma, Mich. on March 2, 2012. Many students presented their own research at the conference, others presented jointly with their professors, and a few attended simply to gain the experience.

The University annually brings students to the MASAL conference, but according to Gary Burdick, associate dean of research, twice as many students presented than in past years. Two of the presenting students were designated Earhart Emerging Scholars: Sarah (Gane) Burton and Kristina Penny. They sat down to talk about the scholarship, their research and future plans.

FOR: What are Earhart Emerging Scholars, and how did you become one?

KP: My teachers nominated me, and at the time I didn't really know it was a scholarship. For my job, I fill out and sign a lot of papers, so when they gave me the forms I signed them but didn't realize until later that it was a scholarship.

SG: Last fall, I presented my research at a symposium in conjunction with the Madaba Plains Project, and two months later I got the Michigan Academy notification. The award covers all our expenses registering for and traveling to the conference, as well as a $725 award, and requires that we attend and present our research.

FOR: Describe the research you presented. Did you work with a professor or did you choose your own topic?

SG: My research, overseen by Kristin Witzel and Øystein LaBiance, grew out of an undergraduate research assistantship to Dr. LaBiance in the spring of 2011. I'm exploring national identity in Jordan, especially the effects of Palestinian immigrants on concepts of national identity. Jordan itself is a relatively new state, created in the early 1900s, and has quite successfully begun creating its own identity. Jordanian national identity celebrates tribalism, which is essentially finding one's identity in a tribe rather than a nation or ethnicity. The problem they're having now is that with the influx of Palestinians, a more agricultural people, what does it mean to be Jordanian?

When I was in Jordan two summers ago, I conducted interviews with Jordanians and Palestinians—five Jordanians and three Palestinians, and interacted with many more that didn't want to be interviewed. There hasn't been much case-study research since 2003, which is surprising since a lot has happened in the Middle East since then.

KP: I also worked in Jordan, documenting the work of the Jordan Field School with Patrice Jones, assistant professor of communication. Our project was an expose on what's happening in the Jordan Field School. The Field School prides itself on involving many different departments—archaeology, architecture, art and communication just to name a few. Each department is conducting a different project, and architecture's current project is to design and construct a Visitor Center at Tall Hisban. Part of our project was to do some ethnography and find out what the community needed from the Center—asking questions like, "If there were a center, would you go? What would you need it to do? What about your culture do you not know or would like to find out?"

So we were there for two reasons—to help the ethnographers capture on film the stories that were useful, and also to gather footage that would promote the site once it's done. The Field School is a long-term project, and they not only need students to come, but they also need to let the local community and the community at home know about the project. The end result was a film about the Jordan Field School, called "Digging Deep, Building Up, and Reaching Up" that highlighted three different departments and their work through the Field School.

The second part of my research, which is probably more what I'm getting the scholarship for, is primarily the development of a website for the Jordan Field School (www.madabaplains.org/hisban). We were also working with Edwin Burke on an iPad app and a virtual tour of the site, which was what a lot of the footage was used for.

FOR: What got you interested in these projects?

SG: I chose my project because of a conversation I'd once had with two Jordanians. I asked them if there could be such a thing as a Palestinian Jordanian. One said no, and the other, who was younger and had more experience with the West, said yes. I was very interested in the difference of opinion.

FOR: Sarah, what did you discover in your research?

SG: In general, the celebrations of Jordanian tribalism make the Palestinians feel excluded, since they are not natively tribal, but a more agricultural people. The Palestinians I interacted with feel that Jordanians are prejudiced and treat them as second-class, and don't allow them to get good jobs or to participate in government. On the other hand, Jordanians feel that Palestinians, who actually hold some government positions, are usurping those positions. They believe that Palestinians only want a Jordanian passport and papers. But most importantly, Jordanians are afraid that Palestinians, who have no state of their own and whose identity is now largely centered on displacement, will try to turn Jordan into a Palestinian state.
FOR: Kristina, you described your research as “non-traditional.” In what way is it non-traditional?

KP: My research is “non-traditional” in the sense that traditional research is going into the field, getting something, and bringing it back for study. My field is journalism, and that is research—uncovering the history of a place, finding a source for an interview, conducting interviews, that sort of thing. Journalism is research and reporting. So my project isn’t traditional research, but it’s supporting the effort of research—more creative scholarship, in a sense. We’re saying, “this is what people have been finding; no one knows about it and we need to figure out a way to make that happen.”

FOR: So now you’ve both got what sounds like extensive field experience and experience doing research. How has this affected your professional development?

SG: I’m actually not going into this area, but I now have a permanent obsession with identity. The topic comes up a lot in systematic theology [her area of interest], in relation to the “other.” A lot of theologians are beginning to dialogue with anthropologists, and I realize that my research can be applied to many areas of interest.

Doing the research itself has given me a chance to learn a lot more about my areas of research, and see what it was like to do fieldwork. When you’re the person doing research and not just learning about someone doing research, it’s very enlightening. You begin to recognize the sense and the logic behind the methodologies.

KP: The chance that research provided for me to go to another country is really big, and I wouldn’t have had it if not for the undergraduate research program and my teachers. I didn’t know there were research avenues for the things I wanted to do already—journalism, documentary making, website writing, all of that.

Working abroad is a big thing for a journalist, because it proves that you can interact with people, gain sources and do research. The awards that have come out of the research—from the Society of Adventist Communicators for example—always help professionally.

Editor’s note: Following the MALSAL Conference, Focus on Research writer Samantha Snively learned she became the third recipient of the Earhart Emerging Scholar award.

STUDENT PERSPECTIVES
Theron Calkins

Wow! That was a really interesting argument.
I never considered the ethical subtext of Christopher Nolan’s The Dark Knight before. I contemplated Matthew Maximiuk’s arguments as I exited the conference room having just introduced myself to him and discussed his presentation. Today was the annual conference of the Michigan Academy of Science, Arts & Letters at Alma College, where several of my friends and I were going to be presenting our research in just a few hours. I was nervous and excited, wondering who would show up to listen to my presentation and what kinds of questions they would ask.

My research focused on the homoerotic potential of the relationship between Celia and Rosalind, two cousins in William Shakespeare’s comedy As You Like It. I had seen a performance of that play directed by Des McAnuff two summers ago at the Stratford Shakespeare Festival in Canada on an English department study tour, and that particular dimension of the two characters’ interactions leapt out at me from the stage. I had already written a lengthy paper on the topic, which I had condensed to share at the conference, but I was also planning to revisit the project and expand it into my Senior Honors Thesis. In order to strengthen my argument, I hoped to use queer theory, an up-and-coming approach to literary criticism, to explore the assumptions about gender and sexuality embedded in Shakespeare’s playtext and engaged by McAnuff’s performance. However, queer theory’s limited use at Andrews made me look forward to the opportunity to talk to some students and faculty from other universities with more experience in this area.

As I walked, I reflected on the sense of community offered by research. After all, thanks to this conference I already have one new friend who shares a passion for ethics and film. Though facing the challenges of coherent critical thinking and endless reading are solitary labors, once that prized kernel of insight appears, it demands to be shared and vetted by other, interested scholars. So, while research is pursued individually, it can only be of use when shared with a wider community, meaning that interacting and communicating with others is a key skill developed by any successful researcher. These traits grow along with the more individual virtues cultivated by research such as the initiative and responsibility required to set reasonable goals and follow through on those plans. And of course, one cannot forget the sense of pride and personal accomplishment gained from contributing to human understanding of a topic you feel is important.

With a renewed heart calmed by these thoughts, I moved into the classroom where I would soon present my paper. Still nervous, but feeling slightly more confident, I sat down and waited as the first presenter for our session (a friend from Andrews) moved forward to begin reading her paper. Giving her a thumbs-up sign, I settled in to enjoy another’s fascinating scholastic endeavors.

Recent Andrews graduate Theron Calkins is currently teaching English at a public school in South Korea. He stays busy writing and exploring the country.
The History of a Historian

Strayer Authors Biography of Loughborough

Despite his prolific contributions to Adventist publications, his role as first historian for the church, and his decades as a missionary throughout the world, there has never been a scholarly biography of J.N. Loughborough. Brian Strayer, professor of history, is changing that with his new biography of the early Adventist pioneer (Review and Herald Press, January 2013). The book, part of the Review and Herald’s Adventist Pioneer series, represents the first scholarly history of the first Adventist historian, and the authoritative book written on his life.

John Norton Loughborough was born in 1832 in upstate New York, and as a boy joined the Millerite movement. He encountered the newly formed group of Seventh-day Adventists in the early 1850s, and enthusiastically joined the movement. He quickly became a travelling Adventist preacher and evangelist in the Midwest and California. He traveled to England as the Church’s first sponsored missionary in 1878 and stayed there for five years, starting churches throughout the British Isles. He returned to California and began to consolidate the Church along the West Coast. He wrote the first histories of the Adventist movement, *Rise and Progress of the Advent Movement* (1892) and *The Great Second Advent Movement* (1905), as well as hundreds of articles in denominational publications. “His legacy is his writing of the histories, his articles about practical Christianity, and his organizational development. He established new churches, conferences and unions throughout North America, England, Australia and South Africa, as well as other satellite organizations,” says Strayer.

The book began as a request in 2009 from George Knight, general editor of the Adventist Pioneer Series, to write a biography on any one of “half a dozen different pioneers,” says Strayer. “But he tipped the scales a little when he said he’d like a historian to deal with our first Adventist writer of history.” Preliminary research revealed to Strayer that Loughborough had been born only a few miles from Strayer’s hometown, “so that was a little emotional tie,” he says. “I agreed to do Loughborough. This was before I knew the huge amount of material we have at Andrews,” he jokes. “Sixty-some diaries; over three hundred letters—I bit off a bit more than I thought I could chew.” With a manuscript deadline of January 2012, Strayer began his research by reading all available secondary literature on Loughborough. “It wasn’t much—a children’s book gave me the outline of his childhood; I checked every reference to him in the denominational history textbook, and any references in current literature.” Once he had the big picture of Loughborough’s life, Strayer began reading all of Loughborough’s articles—and there are many—in denominational publications from across the country and spanning over 70 years. Then Strayer turned to Loughborough’s unpublished writings: more than 300 letters and 60 diaries, “little pocket-sized things in which he recorded his personal, private life.”

Strayer spent more than two years sifting through articles, diaries and letters to find “the real Loughborough.” While much of Loughborough’s life was lived in the public eye and printed in denominational publications, Strayer was able to discover several previously unknown or obscure facts about Loughborough. To begin with, Loughborough wasn’t his real name: he was born John Loophborough, and changed his name when he married in 1851. “He was Irish, not English as he liked to portray himself,” says Strayer. “The Irish were much hated in America at the time, and it’s probable that his new wife wanted to change the name as quickly as possible.” Loughborough also outlived three wives, which is a known fact but unusual for the time, as most early Adventists only married once and the women tended to outlive the men.

Loughborough’s diaries also reveal more personal sides of him: he wasn’t a good speller, for instance, often writing of going to “Calaforna” and “Great Britian.” Strayer was personally surprised by the fact that Loughborough was only 5′4″. “He often wrote about his height and weight, and was never over 130 pounds. He was tiny, like a leprechaun. Given his importance to our church and its development, we think he must have been almost six feet tall.” The diaries also reveal

“Loughborough either ignored or passed over some of the largest controversies in early Adventist history, perhaps because he often had friends on both sides.”
a close female friend who took care of him in his last years, which he never mentioned to anyone.

A closer look into the diaries showed Strayer that Loughborough kept a lot of things from the public. “He was an eternal optimist,” Strayer says. “He always put a positive spin on things.” This optimism appears in everything from accounts of his travels where he glosses over his seasickness to, unfortunately, his writing of Adventist history. “His history writing is apologetic; always whitewashed and striving to present the best picture.” Loughborough either ignored or passed over some of the largest controversies in early Adventist history, perhaps because he often had friends on both sides.

“Loughborough’s approach to history can be characterized as apologetic and devotional rather than objective and critical,” says Strayer of the historian whose books set the tone for Adventist histories until the 1950s. “Because his intent was to build faith in God’s leading in the prophetic history of the SDA Church, he omitted much of the conflict and controversy that Adventist historians since the 1970s have been bringing to light. While Loughborough’s two historical works make interesting reading today, they more accurately reflect the mindset of the nineteenth-century pioneers (many of whom wrote historical sketches, autobiographies, and biographies in the same vein) than they portray the past ‘warts and all.’”

Strayer, who earned a doctorate in 17th and 18th-century French history, says Adventist history is “more of an avocation” for him. He has published a number of books and articles on religious conflicts in 17th and 18th-century France, but finds “there are fewer scholars in the field [of Adventist history] and you can discover new things more frequently.” He is already in the middle of his next project, a biography of Andrews alumna Blythe Owen, one of the first women in the United States to earn a PhD in music composition, which he is co-writing with Linda Mack, music librarian.

Solving the Math Anxiety Problem

Determining Causes and Expressions May Lead to a New Teaching Methodology

Ask most elementary or high school kids what their least favorite subject is, and chances are they’ll say “math.” But the dislike often doesn’t stem from simply a dislike of calculations; rather, the emotional and sometimes physical responses to doing math are part of a phenomenon known as “math anxiety.” Rudi Bailey, professor of educational psychology, school psychology, and special education; and Jeannie Montagano, associate professor of school psychology, are exploring the manifestations and causes of math anxiety and are garnering renewed interest in the field of educational psychology in what Bailey calls, “in North America, a nearly universal condition.”

Math anxiety, simply defined, is an emotional reaction to doing math. It pops up in children of about the third-grade age, but can be found in people of all ages. It can be manifested in many different ways, from a vague uneasiness to a physical feeling of sickness, and translates across genders and ethnic groups. The phenomenon was the subject of some research in the 1980s, but has largely fallen out of focus since then. “We’ve always known that kids are having problems with math, but never seemed to have enough evidence to do something about it,” says Bailey. “Now it’s becoming a renewed area of interest.”

Bailey and Montagano have just finished data collection on a series of studies designed to explore manifestations of math anxiety in intermediate-level children. From the two studies they’ve conducted, they have made 19 presentations at regional, national, and international conferences—as well as six posters at Andrews University’s Celebration of Research in fall 2011. They took their research to the Midwestern Psychological Association in the spring of 2012, as well as the American Psychological Association conference in August, 2012. Since their research represents a resurgence of a relatively dormant interest, their studies have been drawing quite a bit of interest from other researchers. Along with a few other researchers, Bailey and Montagano’s studies are helping bring math anxiety research back into the spotlight.

Their first study was derived from Montagano’s doctoral research. A school psychologist in the Bristol-Goshen area for more than 20 years, Montagano minored in math in college and has “always been interested in anxiety in children, especially test anxiety.” Bailey also began his career as a school psychologist, and has long been interested in attention-deficit disorder and its companions as well as visual attention.

The first study drew upon several existing math anxiety questionnaires to determine how math anxiety is expressed when it
first starts to appear in children. Bailey and Montagano found that no single math anxiety questionnaire was adequate to their research: "Some of them measure performance, while others measure calculation anxiety, while others measure physiological effects," says Bailey. When creating a survey of their own, they made sure that all those components were included.

The first study was group-administered to 321 students in Grades 4 & 5 in the Middlebury-Shipshewana, Ind., school district. Teachers read the surveys aloud to students gathered in their homerooms, and the students individually marked their responses to statements and questions such as: "When I have to explain a math problem to my teacher, I feel...." "Playing games where numbers are involved makes me feel...."

Two years later, they conducted a follow-up study on 536 students from Grades 4–6 in Elkhart, Ind. This time, they also tested a range of minority children: "The first study was 99.8 percent Caucasian," says Montagano. In their studies, math anxiety translated equally across ethnic groups; there was no difference in levels of anxiety. Between the genders, however, Bailey and Montagano found that more females were math anxious than males, although they expressed anxiety in the same way. (This may be partially influenced by the commonly held belief that math is not a "girl's subject" because boys are "just better" at math.)

Their studies showed that the umbrella heading "math anxiety" actually covers a wide range of anxiety types, any of which can combine depending on the situation the math-anxious child is in. For example, a student doing calculations by herself may have anxiety about the problem solving, or "getting the right answer," but not about math in general. A student who has to answer a question aloud, or notices that his friends are all getting higher grades than he is, may exhibit primarily performance anxiety, which is anxiety about how you appear to the people around you. Bailey believes a lot of math anxiety "surrounds performance, when kids have to do something in front of the room, or do math on the board." As it turns out, about 9 percent of the students surveyed could be classified as moderate to severe math-anxious.

However, math anxiety also depends on the social context. Children find themselves doing math with their peers, in front of teachers or other authority figures, or with parents—and Bailey and Montagano found that math anxiety wasn't pervasive across groups. With his peers, a child may not feel as anxious about his math ability, especially if he sees his friends struggling as well. But with a teacher, a student may have higher levels of anxiety, centered on a desire to please and to appear intelligent—which draws upon performance anxiety as well.

Why does math make us anxious? Perhaps the emphasis that there is only one right response and a number of wrong answers, says Montagano. When it's taught to elementary and intermediate-level children, the emphasis is often put on getting the right result rather than understanding the fundamental process. Additionally, adds Bailey, there's evidence that suggests we come to the world with a sort of "math sense." When people, especially children, feel their innate "math sense" is not operating properly, they experience the emotions traditionally associated with math anxiety. So a third grader who learns to view math as result-driven and finds himself consistently getting the wrong results begins to "hate" math, because it calls up a number of unpleasant emotions and feelings of inadequacy. While some anxiety is good and functions as a motivator, too much is debilitating, and uses up working memory, which could be used to solve the problem, says Montagano. Helping them overcome their feelings of anxiety or their fear of performance allows them to direct their energies to the math itself, and not the myths surrounding math.

So could we see the rise of the math counselor in schools? Perhaps in the future, although current research into math anxiety isn't at the point where it begins to affect the curriculum. But the growing interest in math anxiety research shows a promising trend—determining the causes and expressions of math anxiety may lead to a new way of teaching math that stresses understanding and mastery of concepts rather than "getting it right," as many kids fear. Bailey cites current literature that suggests the way to combat math anxiety is not to teach more math, but to help students relax and deal with the emotional issues. This research could have long-term effects on school psychologists as well—Montagano suggests that a child manifesting math anxiety should not immediately be considered to have a learning disability.

Bailey and Montagano hope to pursue another possible influence on math anxiety, that of math-anxious teachers, who may be transmitting their own emotions to their students.
The Future of Archaeology:

Using Modern Technology to Uncover the Past

Of all three sites in the Madaba Plains Project, perhaps nowhere do modern technology and ancient history meet so successfully as at Tell Jalul. Randy Younker, the site’s director, and his team of archaeologists have been using the most up-to-date equipment to reconstruct a more complete picture of the past. As the dig at Jalul enters its second phase, the Madaba Plains Project team has just published a book, Madaba Plains Project: 40 Years, detailing the first phase of excavations at all three sites.

When Siegfried Horn first visited Jalul, he thought it might be the site of the biblical Heshbon, a city of the Amorite king Sihon and perhaps the location of the “pools of Heshbon” mentioned in Song of Solomon. Horn had begun excavating Tell Hisban in hopes of finding evidence of the biblical Heshbon, but after a few seasons didn’t discover the necessary evidence of a Late Bronze Age occupation from around 1400 BC.

Initial investigations and pottery analysis from Jalul revealed that the site contained sherds from the Late Bronze Age, from exactly the time Sihon would have occupied the city. By the time the digging permit came through in 1992, the archaeologists’ research objectives had broadened: they were interested in investigating not only the biblical history of the site, but also the history of the entire region. “Jalul is the biggest site in the region—it’s even bigger than Hisban—and so we knew it had to be some sort of important site,” says Younker.

Younker, who was the junior leader of the Madaba Plains Project at the time, “took some people and a bit of the budget and began digging, in just a couple small fields.” Excavations at Tell Jalul have since branched out, and the site “became one of our major research sites,” says Younker. “We’ve been digging there almost every year since 1992; it’s a full-time, multi-disciplinary project.”

Very early on, the team discovered that Jalul had been occupied “fairly continuously from about 3000 BC until the Ottoman period, up until just about World War I,” which is about 5,000 years of history. Most of their findings are from the Iron Age and the Persian Period (1200–350 BC), although they have pottery and other artifacts from the Late Bronze Age (1550–1200 BC). “We know from the pottery and some inscriptions that the site was probably an Ammonite site by the 7th century,” says Younker. “We’re also finding a bit of Moabite pottery from the 8th century, which could come either from trade or residence in our site.”

But perhaps the most interesting find at Jalul is a series of interconnected pools that Younker and his colleagues believe may be the “pools of Heshbon” likened to the Beloved’s eyes in Song of Solomon. Within the walls of the city, the archaeologists found a massive reservoir possibly fed by artesian springs. Running from the reservoir to the outside of the city is a half-meter-wide channel, which Younker thinks was “probably done in the 7th century, after the reservoir was dug.” The channel drains into a series of four ancient ponds at progressively lower elevations. The Madaba Plain, as well as the city of Jalul, sits on top of a large aquifer, and at times there was more water than the city could use or the reservoir could hold—“so they built this water channel. We think the water ran out of the city reservoir into the first pool, which is very large and today is being used as a soccer field.”

The team is now trying to determine if the pools existed in the 10th century BC, when Song of Solomon was written. “If that’s the case,” says Younker, “could these be the pools of Heshbon the Bible talks about?” Jalul continued to be an important site throughout the Middle Ages, when Muslim traders would stop and water their livestock at the pools or visit the site on pilgrimage.

Younker and his team are documenting their findings with innovative technology, and bringing the digital age to the Bronze Age.
Where Culture and Theology Intersect

Leadership Around the World

Stan Patterson once asked a group of church leaders assembled in Russia, "Which takes precedence in determining our leadership practices, our theology or our culture?" The answer unequivocally came back, "culture," Patterson was shocked. "I asked myself, how could mature Adventist people make a statement like that, especially when we have such a strong history of making the Bible our standard?"

But then he kept listening. The issue was highly emotional for the respondents, many of whom had grown up during the Soviet era. "Being Seventh-day Adventist in the Soviet Union generally meant you were from a minority group," Patterson says. Students of history will recall the widespread marginalization of minority groups in favor of a unified Soviet state. "Their cultures were attacked by both the Soviet Union and the Orthodox Church to a degree where there was an attempt to obliterate their culture. The pain they experienced made it difficult for them to agree with the abstract statement, 'My theology will determine my culture,' because their culture was precious to them."

Case studies like these have been the basis for the second phase of a global study conducted by Erich Baumgartner, professor of leadership and international communication, and Stan Patterson, associate professor of church ministry. Baumgartner and Patterson are interested in understanding how denominational leaders around the world view the responsibilities of leadership and how to meet the most pressing needs in church leadership development.

Recently, they have conducted two interrelated studies in global leadership needs. The first study was an ethnographic survey of power distance and servant leadership concepts in worldwide denominations. Their findings surprised them: they found that across the globe, the culture a denomination was situated in had an "enormous impact on local practice," says Baumgartner. For example, high power-distance cultures—defined as those that manifest greater distance between those in power and those farther down the ladder—also tend to reflect this separation and hierarchy within their church leadership styles.

"Many countries have a top-down hierarchical mentality," says Patterson, citing a few examples of South American and African nations, "and they don't even think about the fact that dominating leadership is a violation of the standard established by Jesus Christ for his church. A lot of those things are innocently violated, I believe, because the expectation [of leaders in that country] is that you lead as a top-down leader."

For example, leadership will be different in Peru, whose history includes a long tradition of more rigidly hierarchical leadership—the Incan culture, then the Spaniards and the Roman Catholic Church—than in

Age. The entire site is mapped with geographical information systems (GIS) software, which lets the team create 3D topographical maps and movies of the site. Each artifact the team digs up is also recorded with GPS; Younger says, "We can get accurate 3D data of everything on the field. If we find even a coin, we can get its exact longitude and latitude down to a resolution of about one centimeter." Additionally, the team has a 3D scanner they use to scan potsherds, which are crucial to dating and determining the use of a site. Traditionally, potsherds have been recorded and pieced together by drawing and sometimes gluing. According to Younger, "we can make scans of each potsherd and theoretically reconstruct the whole pot, as well as make two-dimensional publishable plates," with the scanner.

So far, only a handful of sites in the region are using this sort of technology. In an interesting confluence of history, the archaeologists at Tall Halul and Hisban are beginning to make a paperless recording system for the artifacts they find. With the new 3D technology, images and information about a potsherd can be stored digitally and more accurately than in the traditional paper form. The team hopes in the future to be able to use 3D technology to reconstruct the ancient buildings.
### Statistics of Adventist World Regions
#### Ranked by Fields With More Than 950 Members per Minister

| Field Name                                      | Churches | Commissions | 2009 Membership | Annual Growth Rate (%) | Unions | Conferences | Ministers | Member/Minister | Average Church Size | Fields Under 950 | Member/Minister | % Orphans per Minster | % African Ministers | % African Members | % African Ministers | % African Members |
|------------------------------------------------|---------|-------------|------------------|------------------------|--------|-------------|-----------|----------------|------------------|------------------|----------------|----------------|---------------------|--------------------|-------------------|-------------------|-------------------|
| SOUTHERN ASIA DIVISION                          | 3,891   | 5,394       | 1,478,866        | 3.34                   | 7      | 65          | 1,002     | 1,474           | 380              | 41               | 63.1             |                     |                   |                   |                   |                   |
| EAST-CENTRAL AFRICA DIVISION                    | 11,077  | 10,309      | 2,584,456        | 4.45                   | 9      | 68          | 2,116     | 1,221           | 233              | 29               | 60.4             |                     |                   |                   |                   |                   |
| INTER-AMERICAN DIVISION                         | 10,346  | 7,691       | 3,271,224        | 4.59                   | 17     | 104         | 3,091     | 1,058           | 316              | 82               | 59.6             |                     |                   |                   |                   |                   |
| SOUTHERN AFRICA-INDIAN OCEAN DIVISION           | 6,671   | 11,828      | 2,489,871        | 7.05                   | 8      | 38          | 1,515     | 1,643           | 305              | 18               | 47.4             |                     |                   |                   |                   |                   |
| WEST-CENTRAL AFRICA DIVISION                    | 3,322   | 3,997       | 850,219          | 3.04                   | 6      | 38          | 1,329     | 840             | 263              | 15               | 39.5             |                     |                   |                   |                   |                   |
| WORLD TOTAL / AVERAGE                           | 68,225  | 63,800      | 16,307,880       | 2.43                   | 117    | 617         | 25,408    | 642             | 239              | 189              | 30.6             |                     |                   |                   |                   |                   |
| SOUTHERN ASIA-PACIFIC DIVISION                  | 6,455   | 3,406       | 1,308,239        | 7.21                   | 8      | 56          | 2,408     | 430             | 161              | 20               | 48.6             |                     |                   |                   |                   |                   |
| SOUTH AMERICAN DIVISION                         | 10,048  | 10,999      | 2,015,910        | 10.42                  | 12     | 71          | 3,430     | 588             | 201              | 8                | 11.3             |                     |                   |                   |                   |                   |
| NORTHERN ASIA-PACIFIC DIVISION                  | 2,008   | 3,686       | 625,626          | 3.06                   | 3      | 14          | 1,260     | 497             | 312              | 1                | 7.1              |                     |                   |                   |                   |                   |
| EURO-AFRICA DIVISION                            | 2,521   | 703         | 176,835          | 0.46                   | 12     | 25          | 1,332     | 133             | 70               | 0                | 0.0              |                     |                   |                   |                   |                   |
| EURO-ASIA DIVISION                              | 1,968   | 1,001       | 139,194          | 1.16                   | 9      | 35          | 1,232     | 113             | 71               | 0                | 0.0              |                     |                   |                   |                   |                   |
| NORTH AMERICAN DIVISION                         | 5,264   | 759         | 1,108,158        | 2.15                   | 9      | 52          | 4,309     | 257             | 211              | 0                | 0.0              |                     |                   |                   |                   |                   |
| SOUTH PACIFIC DIVISION                          | 1,865   | 3,490       | 420,637          | 3.22                   | 4      | 33          | 1,208     | 348             | 226              | 0                | 0.0              |                     |                   |                   |                   |                   |
| TRANS-EUROPEAN DIVISION                         | 1,369   | 519         | 112,845          | 2.52                   | 13     | 38          | 817       | 138             | 81               | 0                | 0.0              |                     |                   |                   |                   |                   |

northern European or North American countries. The way a leader is expected to lead in the culture at large, then, often trickles down into church leadership.

"Philosophically, we would say that leadership should be primarily determined by our theology," says Patterson. "I'm committed to the idea that the Bible should be our primary standard in everything. But the reality is that culture is a factor in the ways leadership is manifested in different regions across the world."

Baumgartner and Patterson then took the results of their first study to a second one, now in its second phase. "Essentially, we're asking how that enormous impact of culture affects our present leadership development needs," says Baumgartner. The first phase of the study was a statistical analysis of pastor-membership ratios throughout the General Conference to determine the current leadership situation of the church. The second phase involved field research in those areas determined to have the highest need of leaders. Next, Baumgartner and Patterson plan to administer a survey to leaders around the world correlating the leadership needs found in the first phase of their study with the extant roles of pastors and administrators as well as church growth patterns. While the study is at this point descriptive, both Patterson and Baumgartner see its results having an immediate effect on how Adventists train their leaders.

Right now, Baumgartner says, many higher-level leaders across the globe are trained in the United States, many of them at Andrews University, or trained by teachers who have been trained in the United States. However, the American concept of a leader is often very different from, say, the Peruvian concept of a leader. "The question becomes, how do we develop leaders so that they use their authority in appropriate ways for their culture yet also reflect principles of biblical leadership?"

Leadership is a social construction, says Baumgartner. "That means that what it means to be a leader is a large degree already determined by the society in which a people live."

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"With over 20 million Adventists distributed across all the livable continents, that's a lot of different leadership styles." Baumgartner. "That means that what it means to be a leader is a large degree already determined by the society in which a people live."

With over 20 million Adventists distributed across all the livable continents, that's a lot of different leadership styles. "We want to be aware of the whole spectrum of leadership styles," says Baumgartner, "so we can then go back to our leaders who are responsible for leadership development. Then, the church and its institutions can begin training leaders who can incorporate principles of biblical leadership into their own cultures.

However, the Bible also advocates a specifically counter-cultural approach to church leadership. The example most commonly cited is found in Matthew 20:25-26, "the rulers of the Gentiles lord it over them...not so with you."

When should church leadership incorporate cultural influences, and when should it stand in opposition to cultural leadership styles? It's a fine line to walk.

"There is nothing wrong with some cultures being more oriented towards a hierarchical leadership," says Baumgartner. Mandating an immediate switch to a more egalitarian and biblical leadership style "not necessarily in harmony with the culture's approach to leadership creates confusion," he says. "On the other hand, you have certain principles in Scripture; one of them is that God created us with the power to choose, and no one should dominate over another. If there's a gap between leadership in culture and leadership in the church, should the church say something about that and be counter-cultural to those kinds of things? I think so."

Their study may help determine appropriate areas for cultural influence in church leadership, and lead to improved training for church leaders. "How the principles of servant leadership are expressed [worldwide] is exactly the object of our study," says Baumgartner. "We want to steer away from imposing a predominantly Western view on other cultures. Can biblical leadership be enacted in other ways, and can it be legitimate? I have a hunch Jesus would say yes." While the study cannot as yet make recommendations to the world church, it has the potential to usher in a new era of diverse and cross-cultural leadership practices.
Duane McBride
Sciences and Mathematics

Duane McBride, research professor of sociology and chair of the Department of Behavioral Sciences, has taught in the College of Arts & Sciences since 1966. He has also been the director of the Institute for Prevention of Addictions since 1998, a visiting fellow of the Institute for Latino Studies at the University of Notre Dame, and an adjunct professor in the Department of Epidemiology and Public Health at the University of Miami. McBride has obtained a number of external research grants, frequently chairs national grant peer review committees, and provides research leadership for both junior faculty and students.

Under McBride’s leadership, the Department of Behavioral Sciences has become one of the most research productive departments at Andrews. He helped develop a four-course research sequence for majors, which since 2005 has resulted in over 40 student presentations at professional conferences, six of which were award winners, as well as nine papers co-authored by students in peer reviewed journals.

He has published 10 books, 32 book chapters, and 76 journal articles covering a breadth of research interests, including topics such as drug policy, drug-crime relationship, the evaluation of substance abuse and criminal offender justice treatment programs, and the epidemiology of AIDS in injecting-drug using populations.

Duane has been awarded a number of honors, including Teacher of the Year, the National Zapara award, the Alumni Award for Community Service, and Advisor of the Year. His work was previously featured in the 2010 issue of this magazine.

Curtis VanderWaal

Professions

Curtis VanderWaal is research professor of social work in the College of Arts and Sciences. An alumnus of Andrews University, he returned to teach in the Department of Social Work in 1990.

Before coming to Andrews, VanderWaal worked as a clinical social worker in Detroit and the surrounding area.

He has been involved in an extensive variety of research projects and has impressed his colleagues with his analytical and scholarly ability. He has worked as a project director with Duane McBride on a drug policy project funded by the Robert Wood Johnson Foundation. He has also worked closely with the DeVos Urban Leadership Initiative, the Institute for Prevention of Addictions, and the National Institute of Justice, as well as many other organizations.

He has published numerous articles in leading public health, social work, and behavioral sciences fields, including the American Journal of Public Health, the Journal of Behavioral Health Services Research, and Crime & Delinquency. VanderWaal has also contributed several chapters to books, web pages, and policy manuals. He has presented extensively at conferences on drug policy, criminology, social work, and behavioral sciences conferences across the country and in England.

Many other scholars and some high-impact journals have cited VanderWaal’s many projects on the effects of drug policies on communities and community drug use rates. Together with his research partner and colleague Duane McBride, his research has impacted the behavioral science research in many fields and universities.

VanderWaal encourages students to present and publish their work, contributing to the field as young scholars. He has received the Award for Excellence in Teaching, the Zapara Excellence in Teaching Award, and the Student Advising Award. He is a member of six professional societies including the National Association of Social Workers and the North American Association of Christians in Social Work. His work has been previously featured in the 2010 issue of this magazine.

Steve Hansen
Arts and Humanities

Steve Hansen, professor of art, has taught in the School of Architecture, Art & Design since 1987. He has worked in the mediums of painting, sculpture, and now primarily clay.

His artworks have appeared in nationally recognized scholarly journals including Ceramics Monthly, American Craft Magazine, and Niche Magazine, as well as popular interest magazines such as American Style Magazine and American Contemporary Art. His works appear in academic textbooks such as Extruded Ceramics and The Teapot Book. Steve has exhibited in galleries from St. Joseph to Chicago, Detroit, New York, Boston, Providence, Charlotte, Seattle, Los Angeles and Australia.

His work appears in several museums across the country and he has participated in over 60 individual and group exhibitions. He has won several "Best Ceramics" awards at national juried exhibitions. His exhibitions include the internationally recognized Grand Rapids ArtPrize, and more significantly his multi-year participation in the world's foremost fair of contemporary decorative arts and design called SOFA, the Sculpture Objects and Functional Art Fair, held each year in New York, Santa Fe and Chicago exhibiting over 100 juried galleries from around the world.

Hansen has also served as the keynote speaker at the 2011 Lakeland Conference for the Fine Arts, and presented papers at regional and international ceramics conferences. Googling “Steve Hansen teapots” will bring up more than 3.5 million results.

His work has been previously featured in the 2011 issue of this magazine.
Erica Evans, junior biology major/chemistry minor, explains her research to a fellow student at the March 2012 Honors Poster Session.
Faithful Scientists

PASSING THE TORCH

FOCUS sat down for an interview with DAVID STEEN, outgoing Department of Biology chair, and TOM GOODWIN, incoming chair, to discuss the changes currently taking place in their department. It was evident that the mission of Andrews biology education is in good hands under the leadership of current and new faculty. The responses showed candor, insight and passion for their discipline and their faith. The stellar contributions of retiring and outgoing faculty cannot be overstated. They leave a legacy of quality Adventist biology higher education.

FOCUS: This is a momentous time of change for the Department of Biology with four long-time professors retiring at the same time: Bill Chobotar, David Steen, John Stout and Dennis Woodland, plus a fifth professor, Gordon Atkins, leaving January 2013. Tell us about the personal journey you both have taken.

STEEN: My journey started much like Tom’s journey, somewhat reluctantly being pressed into duty as department chair. It’s very much a journey of service to my colleagues, our students and the University. I quickly learned that it’s impossible to do everything that’s asked of a department chair, so I cling to Bible promises: “I can do all things through Christ which strengtheneth me” (Phil. 4:13) and “...without Me ye can do nothing” (John 15:5). The journey has brought me closer to God. It’s been a rewarding journey.

FOCUS: Who was the chair when you arrived?

STEEN: Jack Stout. And before Jack it was Asa Thoreesen. An interesting longevity statistic is that I’m the sixth chair since the founding of the department in 1933. Tom Goodwin will be the seventh. I was the 19th faculty member hired by this department, and we’ve only now reached 35 with our recent hires.

FOCUS: Tom, what’s been your experience in the department and how do you feel about your appointment as chair?

GOODWIN: I came 18 years ago and Andrews has been a great place to work as a biologist. Both of the chairs I’ve worked with, Jack first and then Dave, have provided an excellent working environment. It’s been a very rich and fruitful experience. I never envisioned being more involved, but somehow the attractions to come here was the sense that being active in scholarship was important. No one ever told me I needed to do research, no one had to. It was just part of the ethos of what we do here at Andrews.

FOCUS: What is the focus of the department during your tenure as chair?

STEEN: Oh, our students! That’s the whole reason we’re here, to carry out the mission of quality biological education within the context of our Seventh-day Adventist worldview. The best way to do that, or at least the way we’ve found very successful, the way that comes from our heart is to make friends with students and work with them side by side in the classroom, the laboratory and in field studies. We invite them into our hearts and homes.

The National Science Foundation (NSF) study has shown that is the forte of this department. That’s what makes this department so fun to be in. We all work as colleagues together.

FOCUS: Is this a reflection of the unique strengths of this group of professors?

STEEN: Yes. It was a strength of the department that attracted me to Andrews in the first place. The collegiality among faculty and students makes this a good place to be.

GOODWIN: It’s a very good place to work. I would say there are a couple dimensions to that. One is the faculty in our department—they are a really good, solid group of people to work with. For me, one of the attractions to come here was the sense that being active in scholarship was important. No one ever told me I needed to do research, no one had to. It was just part of the ethos of what we do here at Andrews.

Another component of the culture I really like is the students. Many of them are extremely focused on medicine, and of course as true biologists we always like to have a few who really want to do biology, but the pre-med students also genuinely enjoy learning. I think we’ve just got a very nice group of really engaged students.

FOCUS: That makes teaching a joy.

STEEN: Absolutely, yes.

GOODWIN: Somehow I think you not only have a faculty culture but you can develop a certain student culture that tends to spread. Overall, I’ve been pleased with our student culture.

FOCUS: So who’s joining your faculty as a result of these retirements?

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**GOODWIN:** To addition to the four faculty who are retiring, we also have a faculty member leaving, Gordon Atkins, research professor of biology. He’s been at Andrews for 23 years. So when we’re thinking about replacements, we’re also talking about that position as well.

I’ll speak to the five faculty replacements in the order they’re coming to campus.

Two faculty arrived this summer and will begin teaching fall semester. Peter Lyons is a molecular biologist who just finished a postdoc at Albert Einstein College of Medicine in New York City. He has some really good experience in biological research and teaching. The other one who came this summer is Pamela Goban-Litvak. She did her master’s and bachelor’s here at Andrews, and went on to earn a PhD at the State University of New York. She’s a neurobiologist who has worked in administration at Loma Linda University and has also been active in service, giving seminars relating neurobiology to stress management. She’s very interested in the application of neurobiology to humankind.

In addition, we have a new position the University has opened for us, a laboratory coordinator who will also coordinate our high school science program. Denise Smith, who earned her BS and MS at Andrews and a PhD from Western Michigan University, will fill this position. She’s joining us this semester as well.

Then we have Kamy Long, a virologist doing a postdoc at University of California-Davis, who is currently working in Peru. She works with infectious viral diseases and also has a background in public health.

**FOCUS:** When does she arrive?

**GOODWIN:** She’ll come at the beginning of the semester in January 2013. We’re staggering them out over a three-semester term, in a sequence. Ben Navia, who did his master’s here in neurobiology, will join us next summer.

He got his PhD from Loma Linda University, working collaboratively with Gordon Atkins and Jack Stout. He will basically be a replacement for Gordon Atkins. Ben is currently teaching at Kettering College.

Daniel Gonzalez will also be joining us the summer of 2013. He received his master’s from Loma Linda University and is currently finishing his PhD at Duke University. Daniel is an ecologist who studies manatees in Latin America and has already been very active coordinating symposia, publishing and establishing himself in that community. As an undergraduate student he did his research project with me, which produced a couple of publications. There is just so much promise in this new group. What I see as a potential reward in becoming the chair is the chance to help this younger faculty group blossom and really flourish.

**FOCUS:** As you think about your time teaching, what have you at Andrews University as a whole been able to offer students and colleagues that is remarkable?
GOODWIN: A combination of being self- consciously Adventist, that’s important for what we do, our Christian focus; and being large enough to ask questions like, we are we? How can we leverage the strengths of our new faculty to make the Andrews biology education even better, even more relevant? Given the modern demands of biology, how can we make sure we’re preparing students for the ways it’s changing? I can’t predict exactly what the outcome will be, but this is a remarkable opportunity. It’s also a challenge.

FOCUS: Are there any particular new areas of focus that you’re watching to validate what you emphasize as a department?

GOODWIN: We need to think about that. Clearly, modern biology is so strongly informed by molecular biology. I believe we could strengthen and enhance what we do there, and we’re bringing in some really good people who will contribute in this area. Also, thinking of ways that our biology department could contribute to the world church. I think we have a variety of opportunities.

FOCUS: How do you view the role of a scientist teaching at an Adventist university?

GOODWIN: I think you could use the analogy of a cross-cultural missionary. But in one sense it’s a two-way missionary because you’re representing the world church. I think we’re blessed with remarkably strong support- ing departments and that’s rich.

STEEN: We’re the only Adventist school I know of that has what we call a STEM Division: Science, Technology, Engineering and Mathematics.

FOCUS: That’s a definite strength. You touched on the NSF study earlier. What do the NSF study results say about the particular strengths of our biology program?

GOODWIN: I would second that. We are blessed with remarkably strong support- ing departments and that’s rich.

FOCUS: Community?

STEEN: Community. A community of scholars working together. That strength was confirmed in this study by questionnaire from alumni from the distant past, the recent past and even current students. It was the over- whelming message.

FOCUS: It’s nice to have that affirmed in an actual statistical study that’s well regarded. Do you feel this can be replicated on other campuses?

STEEN: Yes, Jack Stout is working with a former student of ours, Randy Walkonis, who teaches at the University of Connecticut. That connection has helped us establish a working relationship with the chair of their Department of Physiology and Neurobiology. Already UCONN has spent millions of dollars to redo some of their building spaces, investing in their science classrooms and laboratories and field trips; knitting hearts together.

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TEACHING SCIENCE IN AN ADVENTIST UNIVERSITY LETS YOU USE THE FULL ARSENAL OF TOOLS (NATURE AND REVELATION) TO TEACH ABOUT GOD.

David Steen

What do you hope students will understand about God as they study science?

For me that's a priority. For me, it's important to do so in a community that supports their faith. It's important to do so in a community that allows both of the relevant disciplines. When I come to the Bible, it has a particular authoritative status in my faith that other areas of knowing, even science, don't. When I read the Genesis account of creation it looks to me like a historical narrative of creation, in six days of a real week. That's the position our church has taken and I think for very valid reasons. That seems to be to the best engagement of the text. We are a people that has the universe that are rooted in what is central to us.

I frequently remind my students how important it is to explore nature. God asks us to use our sense of what our church believes, while being free to explore nature. God asks us to use our minds, to look, to explore, to investigate. We need the curiosity to look and explore the things that are in the scientific field.

God is that one who we tend to worship the god of our own ideas, because of a dynamic between traditionalists and non-traditionalists, people who are actually people that are forming their own belief system. Some of the traditionalists may be a bit of a struggle to figure out how you do that perfectly. No. And I think it's important to acknowledge that we have room to grow, it's a vision. For me that's a priority.

I tell them, “You don't have to have all the answers, you don't have to have every next meal is coming, you have the honor and privilege of studying and learning. You're part of a small minority in this world who have the time and freedom to study and learn. Most people your age are trying to survive, but have you got the privilege of being a person integrating learning. Let's do something with it. Let's use this blessing to bring honor and glory to God in the way we serve and care for others.”

Goodwin: Being an Adventist biology professor means you're a person integrating Adventism and biology in an academic setting. I find it, as probably most of us do, a bit of a struggle to figure out how you do that, how you live out your faith with full integrity. But I think that's about being a person of full integrity. As a person you're integrating your love for the natural world with your love for the Scriptures and the church. They are not separate things, they are components integrated with your life as an individual.

Living the body with that integrity, in the classroom, in my mentoring, working with students in service, is how I affirm my calling.
The Jordan Field School—an Andrews-led experiential learning collaboration in Jordan aimed at presenting the cultural heritage of the archaeological site of Tall Hisban—has had a productive summer! Not only have they made great strides toward making the site more accessible and visitor-friendly, but the archaeologists have also arrived at a new theory about the significance of the large Iron Age reservoir that has been a long-standing puzzle for the excavators. The anthropological approach to studying the past in Jordan pioneered by Øystein LaBianca, professor of anthropology and founding director of the field school, also was the subject of a two-page editorial in the July/August 2012 issue of Biblical Archaeology Review.

The summer’s main goal was to improve the way the site’s summit is presented to visitors. To assist with the work of turning Tall Hisban into a tourist-friendly archaeological park, LaBianca invited an expert into his classroom to join him for the three-week field season: Stan Beikmann, assistant professor for landscape design in the Department of Agriculture at Andrews. Thanks to generous financial support from the Office of Scholarly & Creative Research and the Department of Agriculture, Andrews was able to bring along five of his landscape design majors: Schuyler Bjorn Solomon Choo from Malaysia, Viacheslav Silyaev and Anastasia Tishina from Russia, and Aliaksei Sergyeevich Mikitsiuk from Belarus. Beikmann’s team first designed and cleared an entirely new circulation path for visitors to the site. Rather than ascend a steep series of stairs heading straight to the summit of Tall Hisban, visitors ascending along a gentle slope that also provides a panoramic view of the local village of Hisban and of the Jordan Valley and West Bank of the Jordan River where it empties into the Dead Sea. With its high elevation comes a stunning panoramic view of the surrounding lands. Over the centuries and millennia, the symbolism of occupying the summit of Hisban through impressive building projects has not been lost on those who would dominate the lands east of the Jordan. Thus, while the quest for Sihon, the Amorite King of Heshbon, is no longer what is animating archaeological research at the site, this past season the 40+ biblical references to Sihon, the mighty king of Heshbon, and to the Israelite victory over this king, have gained new significance as a prototype for understanding and interpreting the long-term history of this summit. The significance of Sihon’s story is that it foreshadows these millennia of projection of power and prestige by would-be rulers animated by the possibilities for regional domination and control through building impressive structures on the summit of Tall Hisban. This new understanding of the importance of the Tall Hisban summit as a favored location for power-hungry rulers is what LaBianca takes to be the most important “find” of the 2012 season of fieldwork.

This coming school year the Field School plans to review in greater depth and present in an article the archaeological evidence for a succession of projects on the summit of Hisban that fit the prototype of Sihon. They will also consider the implications of their new discoveries on the deep-time story of Hisban as a window on global history and for the presentation of Hisban as a tourism site.

The Field School plans to return to Tall Hisban next spring, beginning May 17 and ending June 10. Volunteers are welcome to apply to participate by visiting www.madabaaplains.org/hisban. The fee of $2,500 covers all in-Jordan expenses. Weekly rates are also available.

1 As in previous seasons, Maria Elena Ronza, Andrews’ agent in Jordan, provided singularly outstanding support for our project. Thanks to the Department of Antiquities of Jordan, the Municipality of Hisban, the Islamic Cultural Center, the Le Kabbalah Center in Amman and others who also provided support for the successful operation of our project provided by Jordanian University (GJU), and given its close proximity to Hisban (less than 1 km), Andrews has welcomed recent inquiries by GJU faculty (namely Leen Fakhoury, Catreena Hamarneh and Nizar Sheehan, Fares Ammar, Tamer Barari, Mo’taz Awawdeh, Mohammad Awawdeh, Aiman Omran, Humaima Alajarmeh, Noura Dervais, and Anas Aiamed). We are deeply grateful for the excellent support of our work provided by Jihaad Haroun and Ali Khayyat of the Department of Antiquities; by Madiha Barrari of the Municipality of Hisban; by Nader Aljbed of the Jordanian University (GJU); and by the Jordanian government for its support. The hard work and dedication of our Ajarmeh workmen: Waleed Ammar, Rashid Awawdeh, Hesham Sheehan, Shadi Barari, Ghassn Alajarmeh, and Noura Dervais.

2 Based on his earlier excavations at a similar site in Israel, Hudon had time inspecting the exposed bedrock and dimensions of the structure. One of the greatest challenges to presenting the story of Tall Hisban during Old Testament times is how to account for the enormous Iron Age II water reservoir right below the summit. Although no excavation was undertaken this season in the reservoir area, LaBianca, Beikmann, Jeffrey Hudson, field supervisor for the project and Terry Stordalen, professor from the University of Oslo, Norway, spent a great deal of time inspecting the exposed bedrock and dimensions of the structure. Based on his earlier excavations at a similar site in Israel, Hudon had raised the possibility that the large reservoir might have been part of a royal palace garden of some sort. This suggestion made good sense to LaBianca, and also to Beikmann, who for several years has been doing research for his classes about landscape designs and royal gardens throughout the ancient world. The palace garden hypothesis gained further traction with the arrival of Stordalen, author of Echoes of Eden, through building impressive structures on the summit of Tall Hisban. This new understanding of the importance of the Tall Hisban summit as a favored location for power-hungry rulers is what LaBianca takes to be the most important “find” of the 2012 season of fieldwork.

FOCUS SUMMER 2012 31
Swimming in a Sea of Diversity

HONOR CLASS REUNIONS
Please go online to update your contact information and the missing classmates list.

To make arrangements for lodging, contact Guest Services at 269-471-3295 or visitors@andrews.edu. For up-to-date information, schedule of events, or to RSVP and access forms, please visit alumni.andrews.edu/homecoming.

We're looking forward to seeing you this fall.

Honor Alum: 2012 Max Taylor (BA '50)
Tommy Trutt (BS '91)

First-ever family recognition: The Worley Family: Alicia Worley de Palacios (BS '87, MS '89, MBA '95), Melissa Worley, Celina Worley Dawson (BS '94), Clarissa Worley Sprout (BA '92, MDiv '98), Danielle Worley, B.A. '99
Donna Worley (PhD '95), Richard Worley (MA '92, EdD '93)

Schedule of Events

Thursday, September 27
3:30–5 p.m. Alumni Homecoming Gala
Howard Performing Arts Center
Featuring University Singers, University Symphony and University Wind Symphony.
5 p.m. Alumni Homecoming Game
Andrews Performing Arts Center
Johnson Gymnasium

Sunday, September 30
9 a.m. Agriculture Breakfast
Smith Hall, Room 714
5 p.m. Homecoming Parade
Lincoln Highway (Algoma, Texas-Washington, D.C.)

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Alumni news

Alumni calendar of events
For more information visit online at www.andrews.edu/alumni/ or contact the Office of Alumni Services at 269-471-3591 or alumni@andrews.edu.

September

12 Alumni Board of Directors Meeting 4:30 p.m.
Conference Room, Briggs Hall
Andrews University

27–30 Alumni Homecoming Weekend

October

7 Massachusets Regional Event 11 a.m.
Old Mill
69 State Rd E, Westminster, Mass.

8 New York Regional Event 6 p.m.
Nico’s Pizza
1814 2nd Ave, New York, N.Y.

9 Maryland Regional Event 6 p.m.
Blaie Mansion Restaurant
7711 Eastern Ave, Silver Spring, Md.

November

1 Parent Reception (for prospective students & their parents) 6:30 p.m.
Bermuda Institute
234 Middle Rd
Southampton SN BX, Bermuda

4 Bermuda Regional Event 11 a.m.
Bermuda Aquarium, Museum & Zoo
40 North Shore Rd
Flatts, Hamilton Parish, Bermuda

11 Tennessee Regional Event 11 a.m.
Marriott at the Convention Center
2 Carter Plaza, Chattanooga, Tenn.

12 Alabama Regional Event 6 p.m.
Phuket, Four Angel Room
475 Providence Main St. #102
Huntsville, Ala.

13 North Carolina Regional Event 6 p.m.
Asaloma Grand Buffet, Fortune Room
1968 Hendersonville Rd
Hendersonville, N.C.

10 Chicago Regional Event 4:30 p.m.
Rezo’s Restaurant
40 N Tower Rd, Oakbrook, Ill.

January

7 Florida Regional Event 6 p.m.
The Spaghetti Warehouse Restaurant
1911 13th St, Tampa, Fla.

8 Florida Regional Event 6 p.m.
Highland Manor
604 East Main St, Apopka, Fla.

23 California Regional Event 6 p.m.
The Old Spaghetti Factory, Inc.
275 5th Ave, San Diego, Calif.

February

10 Chicago Regional Event 6 p.m.
Asiana Grand Buffet, Fortune Room
505 Lincoln Avenue, Napo, Calif.

Regional events

Alumni Association Board Meeting
Wednesday, July 11, 2012

Members of the 2012–2014 Alumni Association Board of Directors posed for a photo on the grounds of the newly acquired Lake Union Conference property before their July 2012 board meeting.

Lend-a-Hand Move-in
Sunday, August 19, 2012

Mimi Wethers-Bruce (right) and Norma Greenidge pitched in to help new students move their belongings into the residence halls.

November

1 Parent Reception (for prospective students & their parents) 6:30 p.m.
Bermuda Institute
234 Middle Rd
Southampton SN BX, Bermuda

Local alumni, as well as those who attended the N&D Teacher’s Convention in Nashville, Tenn., were treated to a regional event at the Old Spaghetti Factory on Monday afternoon, August 6.

Who are alumni?
If you’ve attended, worked or taught at Andrews University we consider you alumni! And if you’re a parent or a potential student considering Andrews, you’re invited to be our honored guest at any of the above alumni gatherings.

RSVP for an event
RSVP for the above gatherings online at AU&ME, our alumni community: alumni.andrews.edu/rsvp.

Would you be interested in serving as a local host for an alumni gathering? Or maybe you’d be willing to sponsor an event in your area? How about serving on our Alumni Board of Directors? Connecting with students as a mentor? We’d love to hear from you! Email alumni@andrews.edu or call 269-471-3591.

“WE’D LOVE TO INCLUDE YOU!”

Typically, the Andrews University Alumni Association partners with the company Harris Connect to publish a print alumni directory approximately every five years. You will receive a postcard or email from them shortly, requesting a call to update your alumni information. New features in the upcoming directory include photos and essays submitted by alumni.

We appreciate your participation to make this publication as complete as possible and thank you in advance for responding to this request. Harris Connect will offer you the opportunity to order a personal copy of the directory, but you are under no obligation to purchase one.

Thank you again for your participation!
1960s
Joy Dutton (BA ’97) lives in Scottsbluff, Neb., and recently published a book through TEACH Services, Inc., titled Peace in Prison. Involved in prison ministry since 1980, Dutton wrote the book in hopes of sharing the love of God with those behind bars. Dutton is retired after teaching music for 60 years.

Leo S. Ranzolin Sr. (MA ’60, MDV ’62) recently served as interim pastor of the Fort Myers Church of God in Florida for six months. He retired as pastor of that church in 2003 and has been very active preaching and serving as a member of the Christian Record Services Board in Lincoln, Neb., where he was the chair for 13 years. From May 14–16, 2012, Leo and his wife Lucia traveled to Brazil to participate in the dedication of the R.M. Ebellho Museum at the media center in Jacareí, S. Paulo, Brazil. Ebellho was Lucia’s father, and speaker for the Voice of Prophecy broadcast in Portuguese for more than 45 years. Leo has written two books in Portuguese—a devotional for Brazil in 1996 and the biography of R.M. Ebellho in 2006. He’s now working on his autobiography featuring 33 years at the General Conference in youth ministry and administration.

Larry L. Thacker (BS ’69, ThD ’70) retired in July 2012 from a 26-year career at Adventist Health, a health care facility in Nashville, Calif. Responsibilities over his career included program development, regulatory compliance, project management, strategic planning and health policy/government relations. Previous to his work at Adventist Health, Mitchel taught at Pacific Union College and Laurelwood Academy, and served in the Southern California Conference of Seventh-day Adventists. Mitchel will continue to reside in Roselle with his wife Andrea.

1980s
Jerry L. Thacker (ED ’85) was named Indiana 2012 Superintendent of the Year by the Indiana Association of Public School Superintendents (IAPSS). He was selected from seven superintendents who were named District Superintendents of the Year.

Thacker is a graduate of Bethel College, earned his master’s at Indiana University South Bend and his doctorate in educational administration/counseling and psychology at Andrews University in 1987. Thacker and his wife, Donna, make their home in Mishawaka, Ind.

Ernie Medina Jr. (BS ’90) writes, “We just returned from a 10-day summer family mission project in Nuava Guinea, Nicaragua. We helped build the wall (behind us in the picture) of a large school, ran a two-day medical clinic, painted a church, and built a one-day church. This was our third mission trip as a family with Maranatha Volunteers International and we were part of a 100-member group. We love these family mission trips because they are led by an awesome project leader, Steve Case (MDV ’85, PhD ’97), and we are inspired by the faith of the church members we meet. We (especially the kids!) also learn to appreciate all the blessings we have here in the USA. We receive more than we give, and highly recommend at least one of these trips to all families, especially if you can’t go on a long-term mission trip. Andrews has been instrumental in getting us involved with Maranatha because my very first Maranatha mission trip was back in 1985 when I was part of a group led by Bill Davidson, professor of engineering, emettius, that went to an orphanage in Honduras during the Christmas break.”

1990s
Michael J. Hamblin (BA ’94) was chosen to give a presentation on the legal aspects of creating an effective social media policy at Decision Health’s 15th Annual Private Duty National Conference & Expo on Nov. 15, 2012 in Las Vegas, Nev. Mike is an attorney in private practice with the Law Office of Michael J. Hamblin in Royal Oak, Mich., and focuses his practice on business law and related matters. Mike received his law degree from Wayne State University Law School in Detroit, Mich., in 2000.

Deaths
Ernest “Fred” Herford (urt., 90, of Berrien Springs, Mich., died Friday, August 10, 2012, at his home.

Fred was born July 26, 1922, in Rushville, Ohio, to Ernest A. and Dana (Hoffman) Herford. Fred spent most of his country in the U.S. Army during World War II. He worked in electronics most of his life, including employment with Heath Company, and teaching high school electronics in Fairdale, Ky., for over 10 years. He was founder and president of Good News Television, and he and his wife were very instrumental in starting broadcast out of Berrien Springs, Kalamazoo, and Grand Rapids, Mich. Fred was also a Ham radio operator.

Survivors include his children, Debra Murphy and Edward Herford of Berrien Springs; five grandchildren and six great-grandchildren; sister, Judy Spada of Arlington, Texas; and two sisters-in-law, Dorothy Boynton of Palm Harbor, Fla., and Betty Eden of Loveland, Colo.

He was preceded in death by his wife, Esther (urt.), whom he married on June 1, 1947; sister, Mabel Hile, and brother, Jasper “Jay” Herford.

John A. Kromcke (MA ’73, MDiv ’74) passed away August 3, 2012, at the age of 84 from a massive heart attack. John was the pastor of Pioneer Memorial Church in Berrien Springs, Mich., from 1966–1982 and was a pastor of the Seventh-day Adventist Church for 60 years.

Born April 30, 1928, in Jersey City, N.J., to John and Lydia Kromcke, John graduated from Washington Missionary College in Takoma Park, Md., with a degree in theology. In college he was actively involved in sports and became the college’s tennis and ping-pong champion as well as lead scorer for the basketball league.

On Sept. 10, 1950, he married Margaret (Peggy) Wright (MA ’70, former staff), his college sweetheart and a teacher at Mt. Ararat Academy, now Highland View Academy in Hagerstown, Md. His first pastoral assignment covered the churches of Lewistown, Lock Haven and Huntington, Pa.

In 1952, their first son, John A. Kromcke (BA ’76, MA ’76), was born and the family moved to Juanita Memorial Park, the local cemetery, where they rented the second floor of the cemetery owners’ home. They later moved to Scanton, Pa., where their second son John was born in 1957. After two years in Scanton, Kromcke received the opportunity to pastor a church in Harrisburg, Pa., where the family remained for three years until Kromcke was named a vice president of a large church in South Bend, Mich. The church was just 25 miles from the Seventh-day Adventist Theological Seminary at Andrews University, so during his five years there Kromcke earned his master’s degree from the seminary.

In 1966, Kromcke accepted the commission as pastor of Pioneer Memorial Church at Andrews University and moved into a house on Timberland Drive which would become home for more than 20 years. During that time he earned a master’s degree in guidance and counseling from Andrews University and graduated with the first class of the Doctor of Ministry program. His wife Peggy became the director of freshman education and then assistant vice president of Student Affairs at Andrews University.

Kromcke served as pastor of the Pioneer Memorial Church from 1966 to 1982 and also taught church administration at the Seminary. During his years of service, PMC had three every-member campuses, organized student church services in Lamson Hall Chapel, and built Ruth Murdoch Elementary School. The Kromcke family was very involved in the community services building.

After leaving PMC, Kromcke served as a pastor for small churches in Benton Harbor and Eau Claire, Mich., before retiring in 1990. He pastored at the Congregational Church in Three Oaks, Mich., for a few years, drifting his time between Three Oaks and his home in Florida, where he lived near his oldest son.

In 1994 a stroke forced Kromcke finally to retire from preaching and the couple moved permanently to Florida where they lived for nine years before moving to Las Vegas, Nev., and finally Temecula, Calif.

Kromcke is survived by his wife Peggy, his sons, Arthur and John, and his grandson, Johnathan.

Marion Clementine Holder (urt., former staff) passed away after a brief illness on July 25, 2012, in Berrien Springs, Mich. She was born April 20, 1935, in the beautiful country of British Guiana, the youngest of 10 children. She earned an associate’s degree in secretarial science and was employed as an administrative assistant for Bookers Sugar Estates Limited for almost 20 years. She married and was blessed with two children, Denise Fiona and Bernard Wesley.

In 1975 Marion moved to Ottawa, Canada, to be near her family. She was employed as a secretary for Loeb Trucking, Manulife Insurance, and eventually the Canada Federal Environmental Health Project in Ottawa. During her time of her employment she handled 26 publications, many dealing with the cause and effects of radiation in the workplace.

During a 1977 visit to Berrien Springs to attend her niece’s graduation from Andrews University she was convicted that she should bring her children to live at Andrews. She returned to Canada with the commitment to follow his instruction. In September 1980, Marian lost her 7-year-old son, Bernard, in a car accident.

Marian and Denise moved to Berrien Springs in 1986. She worked in various offices on campus and later received training as a nursing assistant and worked in hospitals in Berrien County. During this time she found her niche—serving others in the community.

She was an active member of Pioneer Memorial Church, where she lovingly led the Homebound Ministry for nearly 10 years. She feels blessed to have served the homes of people who could not get to church, to sing to them, pray with them, and read to them from God’s Word. Through the years, she also served as a greeter, deaconess and elder.

She is survived by her daughter and son in law, Denise (BA ’90, MA ’92) and Jeffery Wright (MA ’97, grandchildren, India and Caleb Wright; her sister, Dorothy Singh; and seven nieces and nephews. Marian was preceded in death by her parents, four brothers and four sisters, and her son, Bernard.

Sibyl Partick Richards (BA ’45), passed to her Lord June 11, 2012. She was born April 26, 1923.

She graduated from Broadview Academy and then from Emmanuel Missionary College with a business degree, including teacher certification. She was a teacher at Battle Creek Academy and dean of girls at Wisconsin Academy. In later years, Sibyl was
anol accountant for 28 years at Worthington Foods in Ohio. She is remembered for her work ethic, wisdom, generosity and kindness. Shyl is survived by her daughter Mary Ann Smith (BA '51) and three grandchildren. She was preceded in death by her husband, Arthur Richards (BA '50) and her son, John Richards.

Avery Varner Dick (80 '56) passed away May 25, 2012, in Loveland, Colo. He was born in LaHarpe, Kansas, on Nov. 18, 1931.

Avery attended Enterprise Academy in Enterprise, Kansas, during the Depression years and he worked his way through school by setting types in the print shop. From there he went to Union College in Lincoln, Neb., again working in the print shop. Avery was attracted to Arli in 1950 when the two was a farm girl and they had similar values and dreams. It took Avery five years to get through college because of finances, but he earned a BA in 1958 and married Arline in June of that year.

After college Avery accepted a call to the Wyoming Mission as an intern and moved from place to place helping with evangelistic meetings. Around 1940 he accepted a call to pastor in the western slope district of Colorado. About 1950 the family moved to Missouri where he pastored a large district of small churches.

In 1947 the Dick family went to China as missionaries. After evacuating twice from the Communist army, they moved to beautiful Baghu in the Philippines where Avery pioneered the work in the Mountain Province region of Luzon, establishing schools, a clinic and a number of churches. The family returned to the United States in 1952, and Avery took a district of churches in North Dakota.

Avery had always wanted to further his education, so in 1956 he asked for a leave of absence from his missionary work in China. When that request wasn’t granted, he resigned and moved to Takoma Park, Md., where the Seventh-day Adventist Seminary was located. In 1958 he earned a Bachelor of Divinity in Old Testament studies.

In 1957, Avery spent several months on a visit to the lands of the Middle East with Siegfried Hohn, taking hundreds of pictures. While at the seminary, the Dick’s 16-year-old son died in a drowning accident. Avery accepted a call to teach at what was then called Oshawa Missionary College (now Kingsway College) in Oshawa, Ontario, Canada. From then until retirement he taught Greek, Hebrew and Bible classes, and ministerial training.

From Canada, Avery and Arline accepted a call to return to the Philippines, this time to teach at Mountain View College. It was during this time that Avery was also the official photographer for two archeological digs in Jordan led by Andrews University at the time the site they hoped was ancient Heshbon. He was so proud of the fact that each day he took pictures of the archeological finds and had the pictures to the excavation directors the next morning—something that had never been done before—or at least not until the age of digital photography. Some of his pictures are in the Seventh-day Adventist Bible Dictionary and appeared in the Adventist Review.

From the Philippines the Dicks returned to Andrews University for one term where Avery taught part-time before they moved to Alberta, Canada, where Avery headed the theology department at Canadian Union College (now Canadian Union University collapse). The Dicks retired and moved to Loveland in 1977. Avery helped pastor the Estes Park Seventh-day Adventist Church and was an active member of the Campion Seventh-day Adventist Church. The Campion Church library is named for him. Photography was his major hobby, and he loved to travel and keep up with his Greek. He spent long hours on his computer working with his Greek and writing short articles about New Testament passages where a knowledge of Greek was not adequate.

Avery Dick is survived by his daughter Ardis Dick Stenbakken (MA '84, DB '85), two grandchildren, four great-grandchildren, and three brothers.

Daniel Wanderselen (86 '33, 88), was born Jan. 1, 1924, near the shores of Lake Colico in the province of Gautin, Chile, South America, and passed away May 26, 2012, in Cleveland, Ohio.

He married Nelia Soto on December 31, 1946, and graduated the following December from Colegio Adventista de Chillan, Chile. They were married in Santiago, Chile, to prepare the required papers to enter into Bolivia as missionaries. They served as teachers for five years in the Seventh-day Adventist training school in Cascajes and Yanto, and Daniel served for one year as head of the publishing department in Cochabamba. He was then called to the ministry and served as a pastor in Quito, Manta and Ambato, Ecuador for more than eight years.

In November 1958, Daniel married his wife and their three children to Emmanuel Missionary College in Berrien Springs, Mich. He graduated in May 1963 with a BS in theology. He also attended the Seminary.

Wanderselen pastored churches in Gary, Hammond, Valparaiso, Logansport, Rochester, Plymouth, Seymour, Scottsburg, Madison, South Bend, Angola, Kendallville, Wolcottville and Glendale in the Indiana Conference from 1963-1985. He officially served the Adventist church for more than 55 years.

After retirement, the Wanderselen moved to Cleveland, Tenn., where he was a member of the Collegedale Spanish church and instrumental in building the current facility. He then became a member of the Bowman Hills Church and served in various lay capacities, including active involvement with the Bowman Hills School.

He is survived by his wife of 65 years, Nelia, son Elton, daughter Nancy (Bruce) Lockwitz, Daughter Joyce (Fred) Salyers, seven grandchildren, and three great-grandchildren.

Alan Roland Williams (PhD ’10), died suddenly on Sunday, March 4, 2012. Prior to completing his PhD in Curriculum and Instruction, Alan served as a pastor, teacher and computer technology specialist in various parts of the Caribbean and the United States. He worked as a pastor in Jamaïca, St. Lucia and Barbados.

In academe, his service led him to Andrews University, Southwestern Adventist University, the University of the Southern Caribbean in Trinidad & Tobago, and San Diego Adventist Academy. He is survived by his wife, Eulenta; daughter, Ellen (Kevin) Guarnieri, and Frutusso Vianna. Elsie completed a BA at Emmanuel Missionary College, now Andrews University, in 1943.

Commencement was in the morning, and in the afternoon of that day, she married Edwin Francis Buck Jr. (BA ’44, MA ’46) in the College Chapel. The Bucks then taught at Cedar Lake Academy in Michigan and Vincent Hill School in India. After their return to the United States, Elsie taught in the Philippine American Academy in Florida.

Elsie returned to Andrews with Edwin in the 1960s and was awarded an Mhus in 1964. Following graduate school, she worked as an elementary music teacher in the St. Joseph Public Schools for 20 years, until her retirement in 1984. Elsie held an array of committee positions over several decades. She served as a member of the Andrews University Board of Trustees for 15 years. She was chair of the committee for the restoration of the Sutherland House and chair of the AU Inaugural Committee in 1984. She also served as AU Alumni President from 1977–1979. In recognition of these accomplishments, Elsie was chosen as Andrews University Alumna of the Year in 1977 and awarded an honorary doctorate from Andrews in 1994.

During her presidency of the Berrien Commission on Beautification and Development, Berrien Springs received a National Clean-Up Award, which was presented to Elsie in 1977. During that time she worked tirelessly on behalf of the association, promoting it at gatherings of musicians and non- musicians alike. Elsie’s concern about all things musical as they relate to the church was evident in the more than 40 “President’s Messages” she penned in IAMA’s magazine, Notes, and in the articles she contributed. She and Edwin also funded the operation of IAMA when normal sources of income were not adequate.

A solo piano performer in a variety of settings over many years, Elsie also presented numerous duo-piano recitals in the 1970s and 1980s with Rhys Owen, noted Seventh-day Adventist pianist and composer. The recording they produced during those years was a second for Elsie, who had already created an album of solo piano pieces.

Elsie traveled extensively, beginning during her early years in Brazil. She, Edwin and their family lived in India, Myanmar, Sri Lanka, and Pakistan. On their way to India they stopped at several ports of call in the Pacific and Indian Oceans. On their return they drove through Afghanistan, Ethiopia and Israel. They lived in most of Western Europe. Elsie and Edwin went around the world twice, seeing many additional countries in Asia, Africa, and Central and South America.


In lieu of flowers, donations may be made to the Edwin F. and Elizabeth Landon Buck Endowed Scholarship Fund at Andrews University, or to messages may be left for her family at www.allredfuneralhome.com. A memorial service was held at Pioneer Memorial Church in Berrien Springs, Mich., on Sunday, Sept. 9, at 2 p.m. Online messages may be left for her family at www.allredfuneralhome.com.
Following the New Student and Parent Convocation and Matriculation Ceremony on Monday, August 20, 2012, David Nowack, grand marshal, guides the procession of new students to the Undergraduate Learning Center bridge where they received their own personal copy of the Andrews Study Bible from a dean or administrator.