

**Minutes of the Undergraduate Council
Andrews University
March 3, 2008**

Martin Smith, chair; Ben A. Maguad, secretary; Michelle Bacchiocchi, Marsha Beal, Emilio Garcia-Marenko, Annetta Gibson, Shanna Leak, John Markovic. Keith Mattingly, Donald May, Najeeb Nakhle, Lawrence Onsager, Stephen Payne, Gisela Schmidt, Tiffany Summerscales, Charles Tidwell, Alice Williams, Gary Williams, Jeannie Wolfer

Members present

Boon-Chai Ng

Regrets

Amy Regoso

Invitee

Martin Smith welcomed the members and called the meeting to order.

Welcome and call to order

Alice Williams offered the opening prayer.

Prayer

The Council voted to accept the February 4, 2008 minutes as amended. The amendment was to add the name of Alice Williams as non-voting member of the Undergraduate Council.

Acceptance of minutes
as amended

The Council discussed the formation of the Program Development and Review Sub-Committee. During its March 2, 2007 meeting the Council voted to create a committee of nine members. The following individuals have agreed to serve:

Program Development
and Review Sub-
Committee

1. Provost, ex-officio member
2. Undergraduate Council chair, ex-officio member
3. Sallie Alger
4. Lena Caesar
5. Betty Gibson
6. Alan Mitchell
7. Ray Ostrander
8. Wayne Perry
9. Ranko Stefanovic
10. Roy Villafane
11. Alice Williams

The Council moved to accept the above names as members of the Program Development and Review Sub-Committee.

Martin Smith directed the Council to begin a pilot program for implementation of the quality control oversight function of the Undergraduate Council. The Physical Therapy program is going to be the first to be reviewed using the Program Review Protocol template. The Sub-Committee will report back to the Council with a timetable for completing the review.

Program review
directive

The Council moved to accept the Program Review Protocol and the program review directive.

Protocol and directive

Keith Mattingly presented a proposal to amend the existing class withdrawal policy. After much discussion the Council voted to move the withdrawal date to the first Friday after the spring break and to an equivalent time in fall. The vote was 7 to 6 in favor of the proposal.

Class withdrawal policy

Frances Faehner and Steve Yeagley did a presentation on "Creating a Caring Culture of Global Leadership". The proposed leadership development program has an academic component. The program aims to build collaborative and conversational skills, stimulate creativity and critical thinking, foster global understanding and engagement, develop cultural competencies, and use reflective practices. By the end of the leadership journey at Andrews, every student will be challenged to discover his/her God-given purpose in life, take charge of his/her own learning and development, encounter the world and its needs, learn to work and lead with diverse others, make a positive contribution for change, have encounters with excellence in leadership, be mentored for success, and gain a desire to serve.

Leadership
development program

Martin Smith, chair

Ben A. Maguad
Ben A. Maguad, secretary

ANDREWS UNIVERSITY

UNDERGRADUATE COUNCIL MEETING

Monday, March 3, 2008; 3:30 p.m. JWL 350

Program Development & Review Sub-Committee

Proposed Membership List:

From 04/02/07 Council Minutes: "The Council voted to create a committee of nine members." Eleven have agreed to serve.

1. Provost, ex-officio
2. UG Council Chair, ex-officio
3. Alger, Sallie
4. Caeser, Lena
5. Gibson, Betty
6. Mitchell, Alan
7. Ostrander, Ray
8. Perry, Wayne
9. Stefanovic, Ranko
10. Villafane, Roy
11. Williams, Alice

Directive:

To begin a pilot program for implementation of the quality control oversight function of the Undergraduate Council. The initial program under review shall be the Physical Therapy Department. The template shall be the Program Review Protocol (see attached). The Sub-Committee shall meet and report back to the Council at its next meeting on April 7, 2008.

*with a timetable for completing
the review*

Program Review Protocol Andrews University

Projected Timetable

1. Subcommittees review, edit, and approve criteria and process, suggest departments for review, and schedule review process
2. Undergraduate and Graduate Councils review and approve criteria and process
3. Councils select departments for review
4. Councils orient deans, chairs, and faculty to process and criteria
5. Pace-setter departments prepare reports and presentations

Purposes of Program Review:

- To document the processes by which the department establishes, implements, and measures achievement of student learning outcomes and other distinctive objectives
- To educate the rest of the Andrews University community about the contributions of the department and its programs to the academic conversation at the university and in the Seventh-day Adventist Church
- To determine the portfolio of programs that Andrews University should offer
- To analyze the market viability of Andrews University programs for the future
- To ensure academic quality and innovation

Format of the Report: The report may be organized around each criterion and should include a brief description of the department, the program(s), and the stakeholders. The report should document how the department meets each criterion. The questions suggest appropriate data for documentation. In short, this is a suggested outline for a self study document from the department. Departments that have to meet accreditation requirements for professional organizations may incorporate sections of those documents into this document or refer to specific sections of the accreditation documents (included as appendices).

Criterion 1: History, Development, and Expectations of the Program

1. Why and when was the program established?
2. What are its academic antecedents?
3. How has the program evolved over the years?
4. What were the institution's original expectations?
5. How have those expectations changed?
6. What were the origins of initial support?
7. What is the degree to which the program has adapted to meet change?

Criterion 2: External Demand for the Program

1. What is the incoming student interest in this program?
2. What have been the program enrollments for the past five years?
3. How is demand being met by competing institutions that offer the same program?
4. What is the likely potential for future enrollments—a demonstrated, documentable potential—and are the resources for the program under or over allocated for the future?
5. What are the characteristics of patrons, clients, or customers of the program?
6. What other forces are at work in the surrounding environment that affect this program?
7. Do external demands suggest that the institution should continue this program?

Criterion 3: Internal Demand for the Program

1. What are the enrollments in courses required for other programs?
2. What proportion of enrollments are for major, minor, general studies, or service purposes?
3. What programs would suffer, or possibly fail, without the service courses offered by this program?
4. Are there other internal claims on the program's resources that should be revealed?
5. Does the program produce services needed by other parts of the campus?

Criterion 4: Quality of Program Inputs and Processes

1. Number of Faculty and Staff
2. Percentage of Instruction Offered by Full-Time Faculty
3. Number of Students
4. Curriculum description
5. Adaptability to Technology
6. Equipment, Facilities, and Other Resources used by the program

Criterion 5: Quality of Program Outcomes

1. What results can be documented for program quality?
2. Is there external validation of quality?
3. What examples of exemplary performance does the program demonstrate?
4. In the area of student outcomes, what are test scores on nationally standardized instruments that measure attainment?
5. How have the graduates fared on the GRE, the LSAT, the MCAT, and other standardized tests?
6. What are the degrees of student satisfaction, alumni satisfaction, employer satisfaction?
7. In the case of performance programs—music, drama, art—what evidence is there of client outcomes?
8. Do alumni records and placement data give insights into program success?
9. What is the track record of the graduates on state professional licensure and certification examinations?
10. How successful are program graduates in seeking graduate and professional admission?
11. Our programs are designed for intellectual and social development; did they succeed?
12. How well do program faculty achieve in measures of teaching effectiveness?
13. What is the track record of the program faculty in producing research accepted in juried publications or peer-reviewed electronic scholarship?
14. What recognition do faculty bring the program in the areas of community and denominational service?

Criterion 6: Size, Scope and Productivity of the Program

1. How many students (clients, customers, patrons, as appropriate) are being served?
2. How many faculty and staff are assigned?
3. What other resources are committed?
4. What are the number of credit hours generated, degrees or certificates awarded, services rendered, research developed, creative efforts produced, attendance at performances?
5. How productive is the program?
6. What is the scope of the program—its breadth and depth?

Criterion 7: Revenue and Other Resources Generated by the Program

1. From its research grant activity, what has the program generated for itself, and what does it receive as a result of overhead or indirect cost recovery for the institution?
2. Is the institution a recipient of development or advancement dollars or other gifts because of the program?
3. Has the program attracted equipment or other capital items to the institution, and what is the use of these items by other programs?
4. Does the program generate revenues from admission fees, special fees, laboratory fees, ticket revenues, other user fees, or by other means that help offset some or all of the expenses associated with the program?
5. Are there conditions of anticipated gifts, bequests, or endowment that require maintaining the program.

Criterion 8: Costs and Other Expenses Associated with the Program

1. This criterion seeks to measure all relevant costs, direct and indirect, that are associated with delivering the program.
2. What demonstrable efficiencies in the way the program is operated (or which could be inaugurated) are beneficial to the institution?

Criterion 9: Impact, Justification, and Overall Essentiality of the Program

1. What impact has this program had or does it promise to have to the institution?
2. What are the benefits to the institution of offering this program?
3. What is the connecting relationship between this program and achievement of the institution's mission?
4. How essential is this program to the institution?
5. What is the relationship of this program to the success of other programs?
6. How does the program contribute to the distinctive mission of the Seventh-day Adventist Church and of Andrews University?

Criterion 10: Opportunity Analysis of the Program

1. What external environmental factors affect the institution in such ways that opportunities are created?
2. Which factors among these might this program seize?
3. Are there opportunities for the program to continue, but in a different format?
4. Are there opportunities for productivity gains that, if followed, would improve the program?
5. Can we implement cost-containment measures due to restructuring or technological innovation?
6. What is the relationship of the program to emerging trends in distance learning, asynchronous learning?
7. Does the program have a plan for effective utilizing information technology?
8. Does the program have cooperative or collaborative relationships with other programs, other institutions?
9. What exciting, creative ways can program faculty and staff put their best case forward by advancing new ideas about the program?
10. What are the opportunities for combining courses, sections, or other program units?
11. Where is duplication avoidable?
12. What is the potential for reengineering the way the curriculum is delivered to achieve greater efficiency or program innovation?
13. Is this program poised to transform itself in new and different ways in order to meet the needs of twenty-first century learners?

Andrews University Undergraduate Leadership Development Program Proposal

October 19, 2006

1. Undergraduate leadership development is a phenomenon that has swept through higher education in the last couple of decades. While leadership programs vary, many are driven by three common convictions, with which we concur:

- Leadership can be taught.
- Leadership is personal (often shared) rather than positional, and can be exercised by anyone.
- Leadership should be exercised on behalf of positive change, and ought to serve the good of all.

2. By some estimates, there are over a thousand programs in colleges and universities around the nation. Why should Andrews University join this movement?

- Leadership development offers an intentional plan for producing students who are equipped to “change the world,” a key aspect of the University’s mission.
- Leadership development draws together various elements of our whole-person education into a single, cohesive learning journey focused on specific outcomes.
- An increasingly complex world, as well as our rapidly growing denomination, is in desperate need of ethical, creative, globally-conscious leaders who can work collaboratively with others to navigate the difficult challenges ahead.
- Andrews University, with its diverse student population, its world-wide connections, its low faculty-to-student ratio, and its strong faith-orientation is well-positioned to produce this kind of leadership.

3. After reviewing scores of undergraduate leadership programs online, making site visits to three programs in the Midwest, and conducting an assessment of our resources and student/faculty interest, we are now prepared recommend a program outline. Our recommendations are in line with the mandate we received to offer a low-cost/no-cost entry-level plan that utilizes, as far as possible, existing academic and co-curricular resources.

4. What follows is a description of a multi-disciplinary, competency-based, portfolio-driven academic certificate program intended to complement most any undergraduate degree. The proposal should be seen as a starting point, not a final product. There are many design choices that can be made, and may yet be necessary before implementation.

I. Academic Requirements for a Leadership Certificate

Leadership I (Introductory)*	(2)
Leadership Cognates (see attached list)	(6)
Change Project (TBA under Independent Study courses in depts.)	(2)
Leadership II (Capstone)*	(1)
Total Credit Hours	(11)

1. In addition to the courses listed above, students are **already required** to take the following General Education courses relevant to our competencies in leadership:

- BHSC100 Philosophy of Service
- BHSC100 Fit and Well
- COMM104 Communication Skills
- ENGL115, 215 English Composition I & II
- IDSC211 Creativity and the Arts

2. We propose that students be **additionally required** to select the following General Education religion elective:

- RELT340 Religion and Ethics in Modern Society or
REL T390 Christian Business Ethics

3. The **Change Project** is to be initiated by the student with a church, community, campus, or discipline-based partner. It will require 120-150 hours of field work, and will be presented to fellow students, the student's mentor, and Advisory Board during the Leadership Capstone course. Proposals for projects must be submitted to the Program Director/Leadership Council for approval before students may begin their work.

4. Students will be asked to subscribe to an **electronic portfolio** system throughout the duration of the program, and to document their learning against a set of **competencies** (Appendix II). Students are not expected to master the competencies, but to demonstrate growth. This will be done through a variety of artifacts such as awards/certificates, pictures, reflection pieces, coursework, performance assessments, etc. The portfolio will be honed in the Capstone Course for use with potential employers.

II. Co-Curricular Requirements for the Leadership Certificate

The student may use any number of co-curricular activities to demonstrate growth and progress toward competency satisfaction. However, there are some minimum co-curricular requirements. We propose that students:

1. Engage in at least one (1) University-led or University-approved **international experience** (a trip, tour, short-term mission experience, student missionary year, study abroad, etc.)
2. Document holding at least one (1) **student leadership position** (in a campus ministry, club/organization, student government, residence hall, family group, athletic team, etc.)
3. Document growth toward at least one (1) leadership competency in a **work-based environment**, either through campus employment or an internship.
4. Be an active member of the **Leadership Society** every year while in the program.
5. Attend at least two (2) of the **Annual Leadership Conferences**.
6. Select a **mentor** who will follow them for at least their final year in the program and offer guidance as they complete their Change Project and Portfolio.

III. The Leadership Society

Students in the Leadership Program will not be following a prescribed course, but rather will take highly personalized academic journeys. The “life” and continuity of the program, therefore, will be sustained through the Leadership Society – a student-run organization, to which all program participants will belong. The Society will be responsible for planning Annual Leadership Conferences, and for organizing social, spiritual, educational, and outreach activities.

Undergraduate Leadership Taskforce Members

Steve Yeagley – Assistant to the Vice President for Student Life; Chair, Undergraduate Leadership Taskforce Committee

Frances Faehner – Vice President for Student Life

Shirley Freed – Professor of Teacher Education; Chair, Leadership and Educational Administration Program

Don May – Assistant Dean, College of Arts and Sciences; Director of General Education and Student Retention

Bill Mutch – Professor of Chemistry; Chair of Chemistry and Biochemistry Department

Sharon Prest – Assistant Professor of Digital Media and Photography

Patricia Stewart – Assistant to the Vice President for Student Life

Delyse Steyn – Professor of Communication; Chair, Communication Department

Ron Whitehead – Assistant to the President for Spiritual Life

Appendix I: Suggested Leadership Cognates

Vocational Cognates

- PSYC204 Personal, Social and Career Development
- IDSC250 Career and Life Planning

Contemporary Issues Cognates

- SOCI350 Introduction to Social Policy
- SOCI360 Introduction to International Development *
- SOCI425 Racial and Ethnic Relations *
- CHEM340 Environmental Chemistry
- RELT348 Christians and the Environment
- BSAD345 Business and Society
- ECON427 Economic Development
- PLSC430 Contemporary Political Issues
- COMM425 Media Literacy
- PSYC319 Stress Management

Communication Cognates

- COMM320 Interpersonal Communication
- COMM340 Argumentation and Debate
- COMM405 Persuasion
- COMM445,446 Family and Gender Communication
- COMM436 Intercultural Communication*
- COMM456 Group Dynamics and Leadership
- ENGL315 Professional Writing
- ENGL345 Introduction to Rhetoric

Artistic Influence Cognates

- PHTO300 Media Ethics
- PHTO425 Travel Photography *
- JOUR375 Photojournalism
- ENGL467 Creative Writing

Marketing/Management Cognates

- FMST460 Management and Decision Making in the Family
- BSAD355 Management and Organization
- BSAD436 Motivation and Work Behavior
- BSAD450 Multicultural Business Relations *
- BSAD515 Organizational Behavior
- MKTG310 Principles of Marketing
- MKTG320 Consumer Behavior

History/Political Science/Philosophy Cognates

- HIST468 Multi-cultural America*
- HIST465 American Foreign Relations
- PLSC120 Analyzing Politics
- PLSC430 Political Thought, Culture, and Change
- PLSC520 Human Rights, Violations, and Reconciliations
- PLSC307 Comparative Politics
- PLSC 350 Government Affairs
- PLSC/HIST478 Study Tour*
- PHIL320 Critical Thinking

Christian Influence and Ethics Cognates

- RELP235 Christianity in World Context *
- RELP240 Christian Witnessing/Public Evangelism Seminar
- RELP340 Strategies for Service
- RELP442 Introduction to Church Leadership
- RELT390 Christian Business Ethics
- RELP200 Pastoral Practicum
- RELP325 Preparation for Mission Service*
- RELT235 Principles of Bible Instruction
- RELT216 Workshop in Prayer

* Global Understanding Course

Appendix II: Suggested Leadership Competency Clusters

LEADERSHIP AND THE SELF	
Developing Awareness & Purpose	Assessing self, identity, worldview; Engaging God, others, world; Discerning calling & purpose; Listening & remaining teachable
Pursuing Integrity & Excellence	Developing character & ethical practices; Setting goals & standards; Taking responsibility & initiative; Seeking accountability & mentorship
Nurturing Health & Wellness	Making healthy choices (diet, sleep, exercise, substances, etc.); Connecting socially & spiritually; Managing stress; Maintaining balance

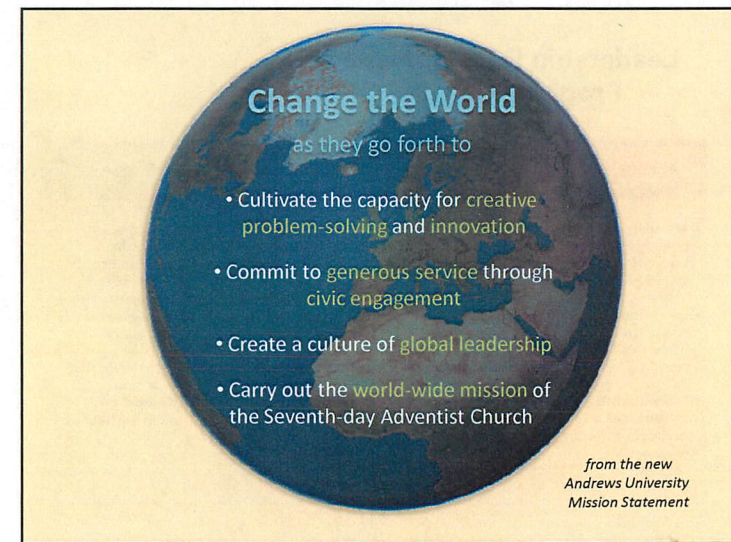
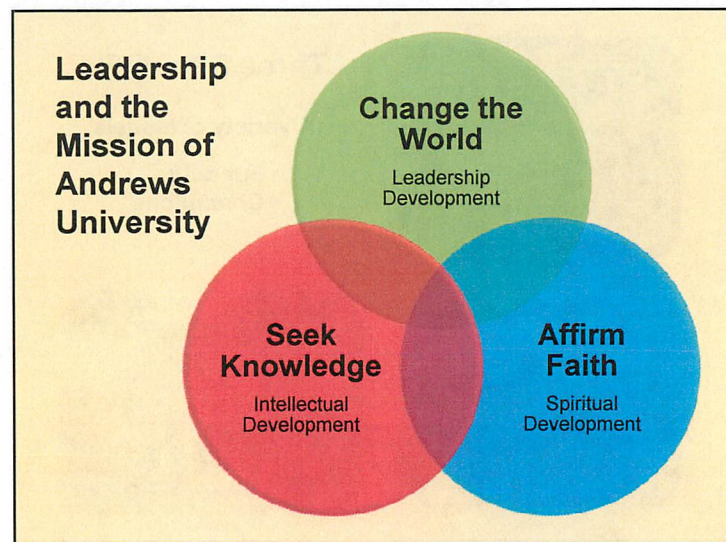
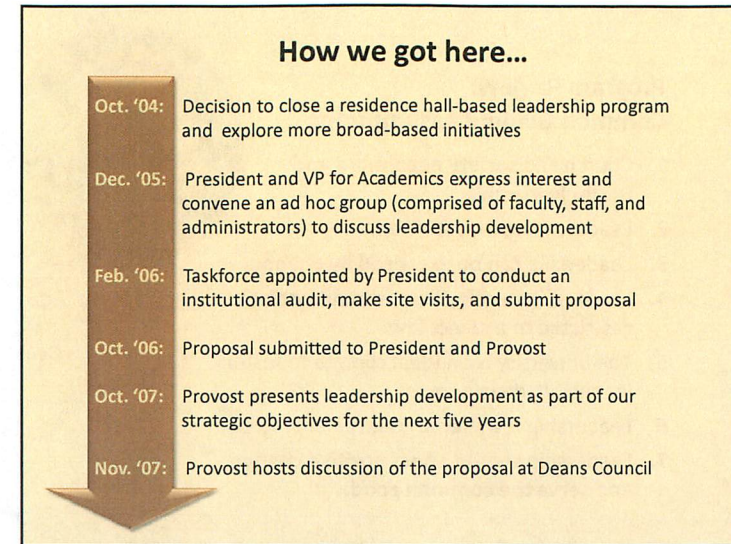
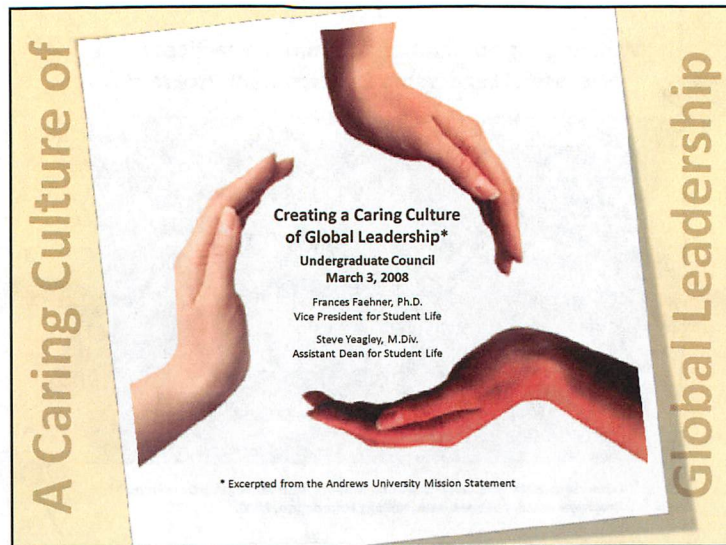
LEADERSHIP WITH OTHERS	
Valuing Diversity & the Common Good	Understanding cultures; Valuing differences; Inviting unique contributions; Seeing multiple perspectives; Committing to social responsibility & justice
Maximizing Interactions & Impact	Serving first; Building relationships; Communicating effectively; Developing & affirming others; Working collaboratively

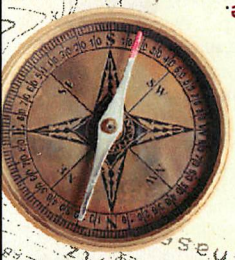
LEADERSHIP THROUGH ORGANIZATIONS	
Enabling Accomplishment & Change	Envisioning & facilitating change; Fostering creativity; Modeling commitment & persistence; Forming partnerships & alliances
Problem-solving & Decision-making	Thinking critically & systemically; Encouraging innovation; Weighing risks, benefits, ethics
Maintaining Order & Effectiveness	Creating & managing resources; Developing & applying policy; Assessing & documenting performance; Continuous improvement

LEADERSHIP THROUGH INQUIRY	
Gathering, Interpreting & Using Data	Reading & evaluating research; Conducting research; Reporting findings; Implementing results

LEADERSHIP THROUGH THE ARTS	
Offering Unique Perspectives & Possibilities	Critiquing society; Testing new ideas; Offering alternate perspectives; Exposing realities and falsehoods; Inspiring & envisioning

LEADERSHIP OVER TIME	
Sustaining & Transitioning Leadership	Networking/mentoring; Succession planning; Perpetual learning; Recognizing phases
Recognizing & Seizing Opportunity	Understanding the times; Developing instincts; Acting decisively; Accepting risk





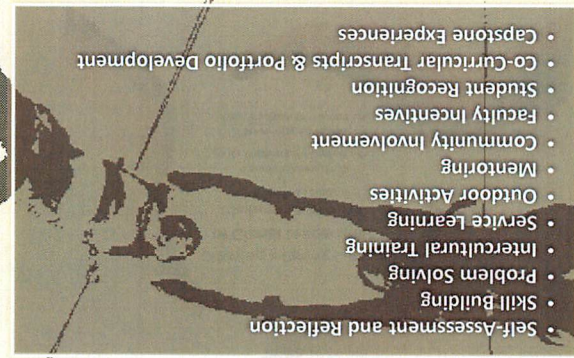
Program Review: Common Guiding Assumptions

1. Church and society need more and better leadership.
2. Leadership can be learned.
3. Leadership can be exercised by anyone.
4. Leadership development should not be restricted to a select few.
5. The university is an ideal climate to foster leadership development.
6. Leadership is a shared, relational process.
7. Leadership should effect positive change and serve the common good.

Leadership Development Program Models

<p>Gen Ed Approaches</p> <ul style="list-style-type: none"> • Integrate leadership development courses or processes into the general education curriculum • Treat leadership as a set of foundational skills & attitudes. 	<p>Academic Minors & Majors</p> <ul style="list-style-type: none"> • A wider core of leadership courses, at times supported by a separate academic unit. • Leadership cognates across the curriculum • Practicum or internships • 18-24 hours (minor) 	<p>Academic Certificates</p> <ul style="list-style-type: none"> • A few core leadership courses (often intro & capstone) • Leadership cognates from curriculum • Practicum or internships • 10-12 hours 	<p>Co-Curricular Transcripts</p> <ul style="list-style-type: none"> • Attendance at co-curricular workshops • Involvement in leadership activities • Development of a co-curricular portfolio or resume
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W.K. Kellogg Foundation: Common Practices of 31 Successful Leadership Development Programs



- Self-Assessment and Reflection
- Skill Building
- Problem Solving
- Intercultural Training
- Service Learning
- Outdoor Activities
- Mentoring
- Community Involvement
- Faculty Incentives
- Student Recognition
- Co-Curricular Transcripts & Portfolio Development
- Capstone Experiences

Leadership in the Making: Impact and Insights from Leadership Development Programs in U.S. Colleges. W.K. Kellogg Foundation, 2000.

Three Site Visits

A Variety of Models

- Funding
- Champions



Franklin College, Franklin, IN



University of Illinois, Urbana, IL



Indiana Wesleyan, Marion, IN



LEADERSHIP DEVELOPMENT: a blend of practices

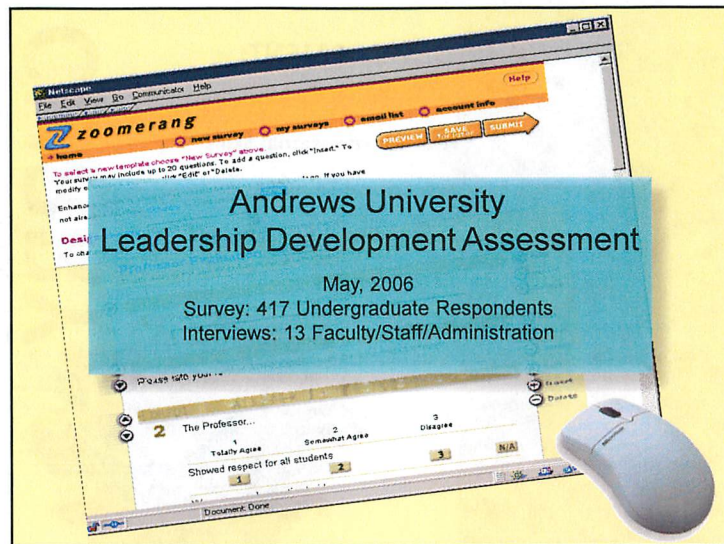
- ☐ Building Collaborative & Conversational Skills
- ☐ Stimulating Creativity & Critical Thinking
- ☐ Fostering Global Understanding & Engagement
- ☐ Developing Cultural Competencies
- ☐ Using Reflective Practices

CURRY

Institutional Audit: What's Already In Place?

- **A diverse and active student body** with a variety of student organizations, ministries, and work places that serve as laboratories for learning about leadership in a multi-cultural context.
- **A worldwide network of opportunities** for gaining the first-hand global understanding necessary for 21st century leadership.
- **A supportive institutional mission and vision.**
- **A curriculum-based service-learning program.**
- **A wide range of academic courses** pertinent to leadership development, including infusion of leadership development into some degree programs.
- **Two graduate leadership entities:** the School of Education's Ph.D. in Leadership, and the Seminary's Center for Christian Leadership.

Undergraduate leadership development is about helping students go from...



Quantitative Data

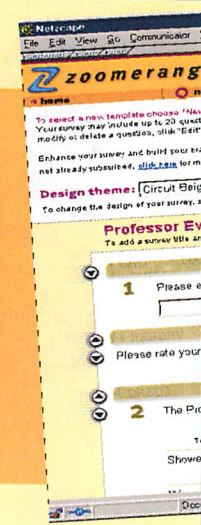
Interest

88% of students favor Andrews offering an academic certificate

Participation

34% are interested in participating in a credit-bearing program

(514 undergraduates)



Quantitative Data

"Who is more likely to participate?"

Demographic Variables

- Gender
- Class Standing
- Ethnicity
- Major
- Self-Assessment
- Leadership Involvement

Discriminate Analysis Findings:

- None of these variables were predictors of what types of students would participate.
- Generally **high interest** across the entire population.
- **Low variability** in the level of interest across the demographic groups.

Recommendation:

Leadership development should be *available to all students* and not designed for a select few.

Qualitative Data

- 4 administrators
- 3 academic deans
- 5 faculty (4 dept. chairs)
- 1 staff

- **Students are interested:** 12 of 13 respondents said students are interested in leadership development
- **There is potential:** 11 of 13 expressed support for the potential of leadership development to add value to Andrews University
- **Some areas of caution:** 2 of 13 expressed caution
 - 1) problematic nature of formalizing a program
 - 2) leadership development not identified as a priority.

Qualitative Data

4 administrators
3 academic deans
5 faculty (4 dept. chairs)
1 staff

- **Faculty Generally Supportive:** 10 of 13 respondents indicated that faculty would be generally positive about leadership development.
- **Expect Some Resistance:** 9 of 13 expected faculty resistance in the areas of curriculum changes, finances and productivity, and changes in general.
- **Conclusion:** There seems to be **strong support** for leadership development, but also concerns about how a new program would impact our **crowded curriculum** and **limited resources**.

How can we build a culture of leadership development with limited resources and without proliferation?

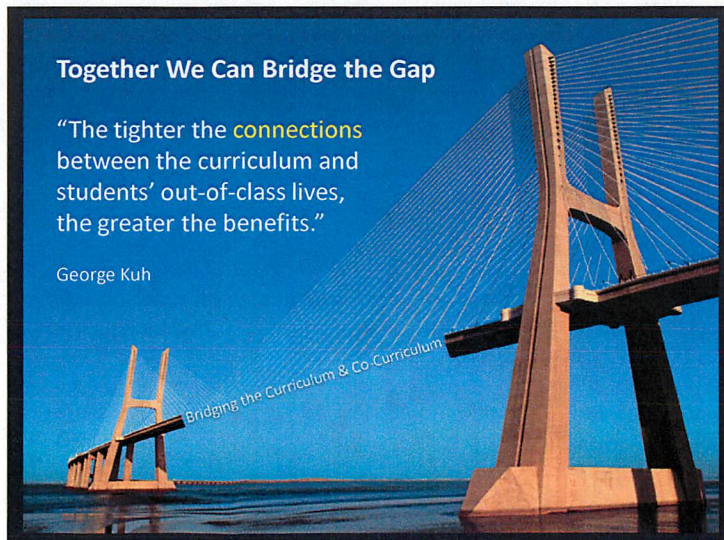
“...colleges and universities must become more productive by **making better use of existing resources** so that students learn more without institutions spending more...”

George Kuh, Chancellor's Professor of Higher Education and Director, Post-Secondary Research; Indiana University

Together We Can Bridge the Gap

“The tighter the **connections** between the curriculum and students' out-of-class lives, the greater the benefits.”

George Kuh



Together We Can Boost Learner Productivity

Co-Curricular: By helping students to use their out-of-class time in more **educationally productive** ways.

Curricular: By linking classroom experiences to students' lives **outside the classroom**.



Together We Can Foster Transformational Learning

"No single experience, or category of experiences, are precursors of the **desired changes** in knowledge, skills, and attitudes that occur during college.... Students change as **whole integrated persons**: virtually all academic, nonacademic, in-class, and out-of-class experiences are potentially important to these changes."

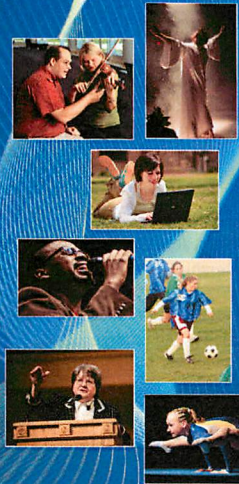
George Kuh



Together We Can Create a "Seamless Web of Learning"

Universities "must send the message that **learning is continuous and contagious** – in the biology lab, library, academic adviser's office, residence hall lounge, and student union; at a place of employment; during community service; and on the playing fields."

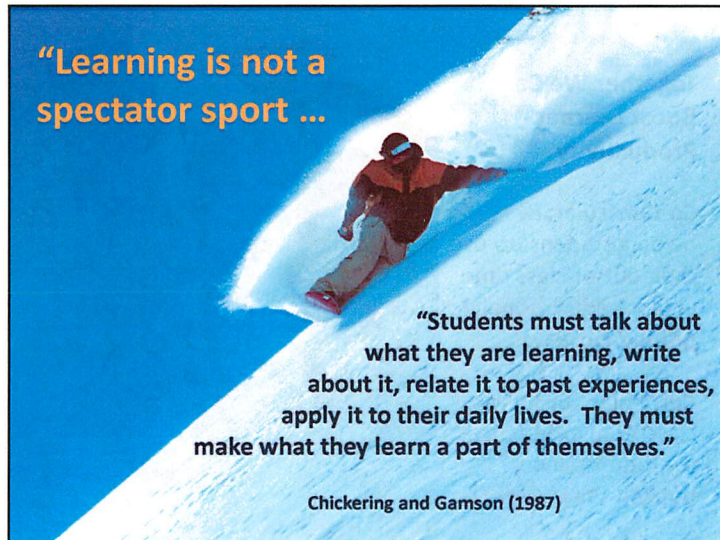
George Kuh



"Learning is not a spectator sport ..."

"Students must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn a part of themselves."

Chickering and Gamson (1987)



BASF
The Chemical Company

Helping Make Products Better™

We don't make a lot of the products you buy.

We make a lot of the products you buy better.®



We don't make the bridge.
We make it **more durable**.



We don't make the motorcycle.
We make it **quicker**.



We don't make the car.
We make it **more colorful**.



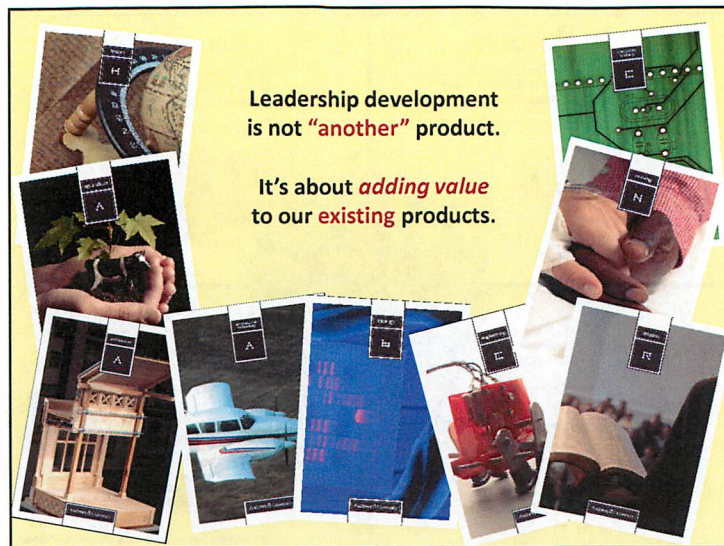
We don't make the helmet.
We make it **tougher**.



We don't make the sandboard.
We make it **lighter**.

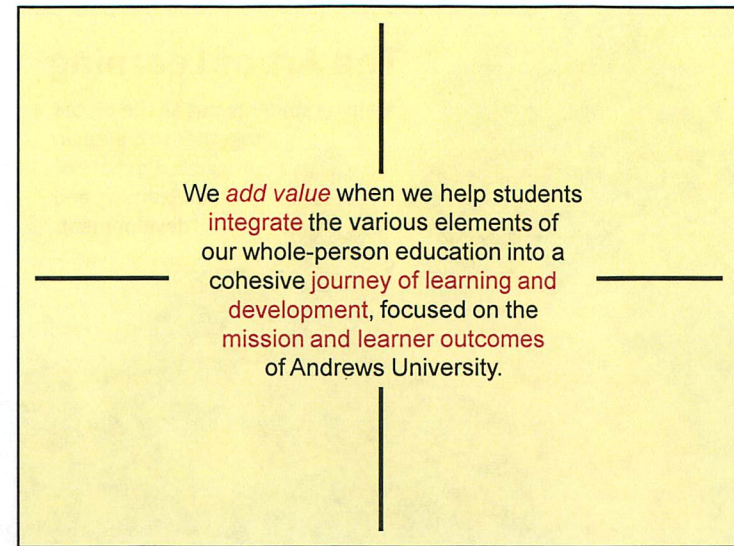


We don't make the sunscreen.
We make it **stronger**.

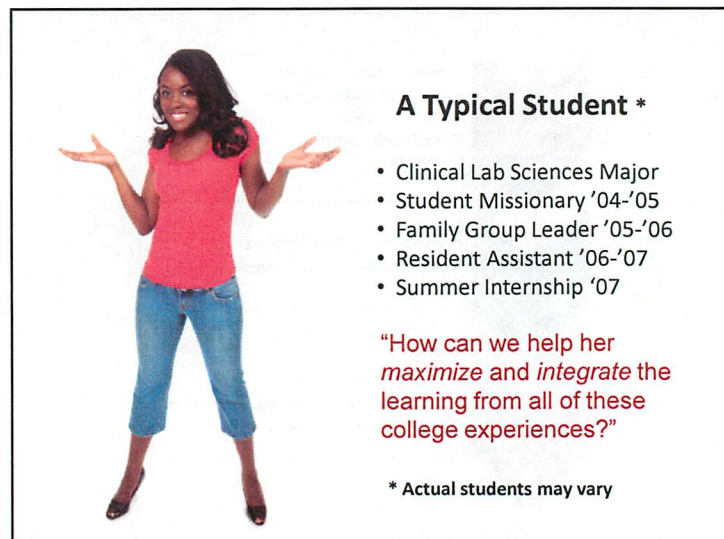


Leadership development
is not “another” product.

It’s about *adding value*
to our *existing* products.



We *add value* when we help students
integrate the various elements of
our whole-person education into a
cohesive *journey of learning and*
development, focused on the
mission and learner outcomes
of Andrews University.

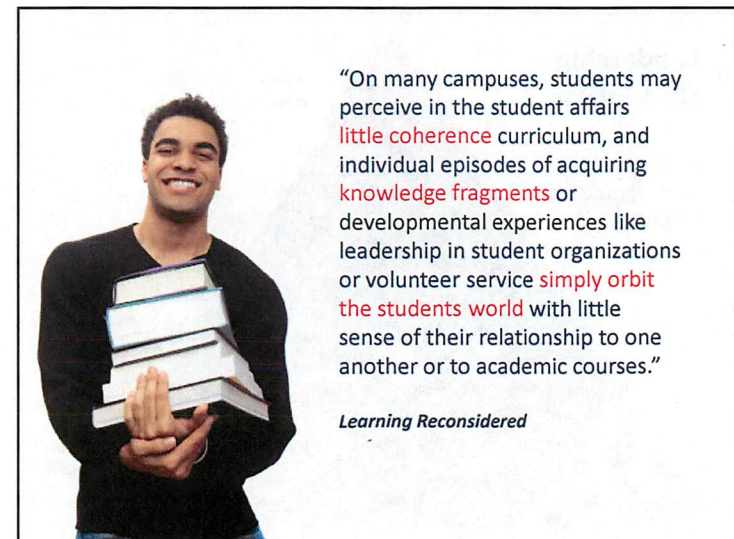


A Typical Student *

- Clinical Lab Sciences Major
- Student Missionary '04-'05
- Family Group Leader '05-'06
- Resident Assistant '06-'07
- Summer Internship '07

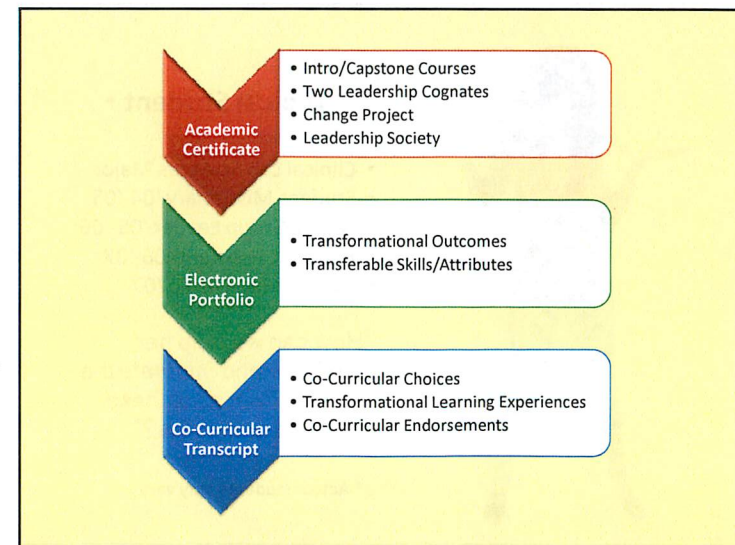
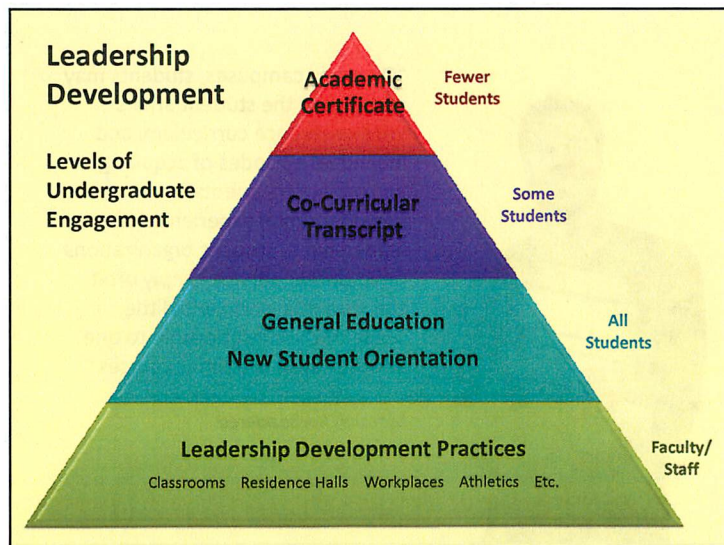
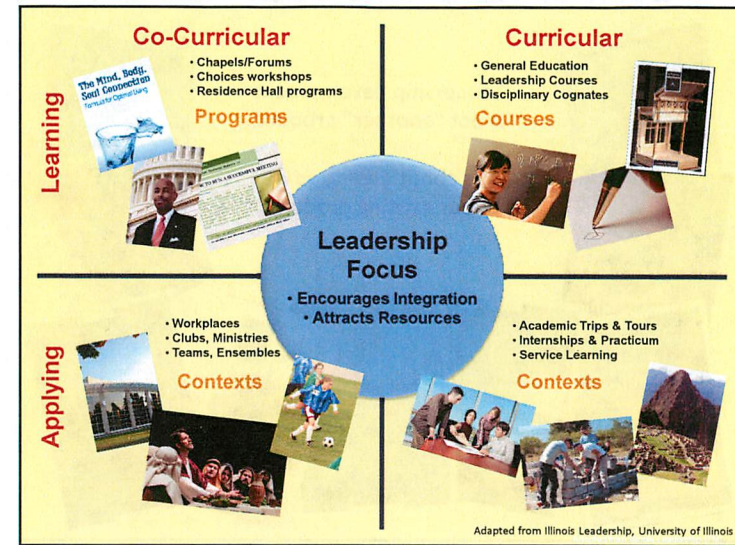
“How can we help her
maximize and *integrate* the
learning from all of these
college experiences?”

* Actual students may vary



“On many campuses, students may
perceive in the student affairs
little coherence curriculum, and
individual episodes of acquiring
knowledge fragments or
developmental experiences like
leadership in student organizations
or volunteer service *simply orbit*
the students world with little
sense of their relationship to one
another or to academic courses.”

Learning Reconsidered



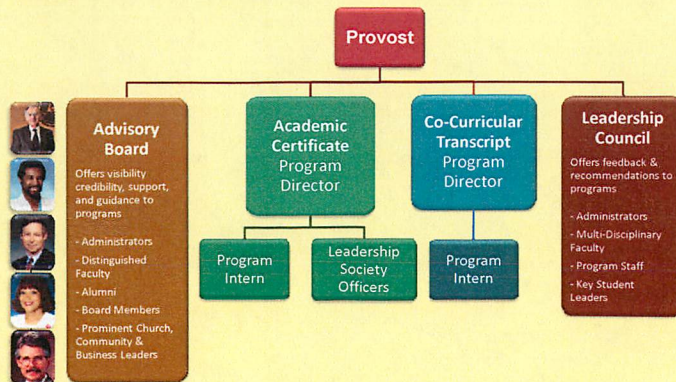
Academic Certificate

Introductory Course	• 2 hours go	<ul style="list-style-type: none"> • Membership in Leadership Society • Development of Electronic Portfolio go • Completion of Co-Curricular Transcript • Academic Distinction at Graduation go
Cognate Courses	• 6 hours go	
Change Project	• 2 hours	
Capstone Course	• 1 hours	
TOTAL	• 11 hours	

By the end of their Leadership Journey at Andrews every student will be challenged to...

- Discover their God-given purpose in life
- Take charge of their own learning and development
 - Encounter the world and its needs
 - Learn to work and lead with diverse others
 - Make a positive contribution for change
- Have encounters with excellence in leadership
 - Be mentored for success
 - Gain a desire to serve

Governance Chart



Leadership Cognates

Vocational

- PSYC204 Personal, Social and Career Development
- ISOC250 Career and Life Planning

Contemporary Issues

- SOG350 Introduction to Social Policy
- SOG360 Introduction to International Development *
- SOCI425 Racial and Ethnic Relations *
- CHEM340 Environmental Chemistry
- RELT348 Christians and the Environment
- BSAD345 Business and Society
- ECON427 Economic Development
- PLSC430 Contemporary Political Issues
- COMM425 Media Literacy
- PSYC319 Stress Management

Communication

- COMM320 Interpersonal Communication
- COMM340 Argumentation and Debate
- COMM405 Persuasion
- COMM445,446 Family and Gender Communication
- COMM436 Intercultural Communication*
- COMM456 Group Dynamics and Leadership
- ENGL315 Professional Writing
- ENGL345 Introduction to Rhetoric

Artistic Influence

- PHTO300 Media Ethics
- PHTO425 Travel Photography *
- JOUR375 Photojournalism
- ENGL467 Creative Writing

Marketing/Management

- FMST460 Management and Decision Making in the Family
- BSAD355 Management and Organization
- BSAD436 Motivation and Work Behavior
- BSAD450 Multicultural Business Relations *
- BSAD515 Organizational Behavior
- MKTG310 Principles of Marketing
- MKTG320 Consumer Behavior

History/Political Science

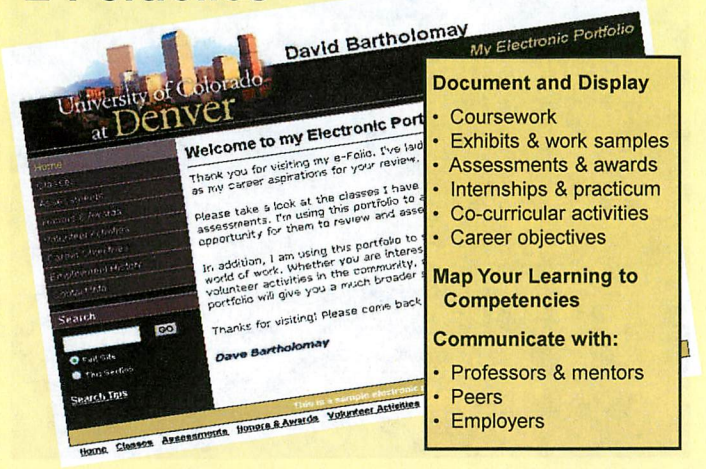
- HIST468 Multi-cultural America*
- HIST465 American Foreign Relations
- PLSC120 Analyzing Politics
- PLSC430 Political Thought, Culture, and Change
- PLSC520 Human Rights, Violations, and Reconciliations
- PLSC307 Comparative Politics
- PLSC 350 Government Affairs
- PLSC/HIST478 Study Tour*
- PHIL320 Critical Thinking

Christian Influence & Ethics

- RELP235 Christianity in World Context *
- RELP240 Christian Witnessing/Public Evangelism Seminar
- RELP340 Strategies for Service
- RELP442 Introduction to Church Leadership
- RELT390 Christian Business Ethics
- RELP200 Pastoral Practicum
- RELP325 Preparation for Mission Service*
- RELT235 Principles of Bible Instruction
- RELT216 Workshop in Prayer

- Global Understanding Course

E-Portfolios



David Bartholomay
My Electronic Portfolio

Welcome to my Electronic Portfolio

Thank you for visiting my e-Portfolio. I've laid out as my career aspirations for your review.

Please take a look at the classes I have completed. I'm using this portfolio to assess my progress and provide an opportunity for them to review and assess my work.

In addition, I am using this portfolio to showcase my volunteer activities in the community. This portfolio will give you a much broader view of my skills and experiences.

Thanks for visiting! Please come back soon.

David Bartholomay

Document and Display

- Coursework
- Exhibits & work samples
- Assessments & awards
- Internships & practicum
- Co-curricular activities
- Career objectives

Map Your Learning to Competencies

Communicate with:

- Professors & mentors
- Peers
- Employers

Academic Distinction at Graduation



Jane Doe* BA Social Work

Change Project: Developed a city-wide fundraising campaign for the Boys and Girls Club of Benton Harbor.

John Doe* BFA Photography

Change Project: Raised awareness of and support for Sudanese refugee youth living in the U.S. through an online photo-journalism project.

* Leadership Distinction

Leadership Development

What is it?

Leadership development is **an intentional plan** for producing students with a sense of purpose and the skills to use their faith and knowledge in a transforming way.

What does it do?

Leadership development is **a holistic process** that **draws together in- and out-of-class experiences** into a cohesive journey focused on learner outcomes.

Why is it important?

Leadership development is **embedded in our institutional mission, vision, and strategic goals**. It is one of Andrews University's educational priorities.

