

A New Andrews for a New Century

Vision Statement for the Andrews University Campaign
October 2003

A Legacy of Leadership

I came to Andrews as president ten years ago because of my deep commitment to this university's *legacy of leadership* within the Adventist world church. Our claim to such a legacy has its roots in the past: Andrews was the first Adventist college established near church headquarters in 1874; and then, over a century later in 1959, the Seventh-day Adventist Theological Seminary and the denomination's first graduate school, known jointly then as Potomac University, joined the college to form a new General Conference institution—Andrews University—which quickly became the premier international educational center for the Adventist world church.

The Adventist church, led then by General Conference president R. R. Figuhr, demonstrated extraordinary courage in the face of criticism, when it established Andrews University. Adventists had never operated a real university before, and some doubted that it could be done. The daunting challenge—to bolster academics and thoughtfully implement the broader activities of the college, the seminary and the graduate school with relatively limited resources—fell on some remarkable university administrators, among them, Dr. Richard Hammill, and his successors.

The result of their work is well known to us all, but it is not complete. In fact, our world church needs a premier institution of higher learning even more in the 21st century than it did 45 years ago, and Andrews must continue its legacy of leadership once again.

While it is true that since 1959 colleges and universities have opened around the world, few, if any, have the educational resources—along with the spiritual and intellectual strength—to continue the legacy of educational leadership Andrews began more than a generation ago. That leadership role still falls upon Andrews. However, rapid changes in education and in our world church mean that the university as established in 1959 is no longer able to adequately meet current educational needs in our church.

We need a *new Andrews* for the new century. To accomplish that goal in our time will require the same kind of courageous actions as those taken by our leaders in 1959. These new courageous actions in the interest of continuing the legacy of leadership here at Andrews for the new century—will need the participation of new supporters, individuals committed to excellent Christian education for the world church. This bold plan of action calls for a three-way partnership between Andrews, church leadership and lay supporters of Christian education. Accordingly, we are inviting our church leaders to help us define the

legacy of leadership needed for the new century, and we are inviting our lay supporters to help us develop the resources needed to continue that legacy.

Challenges to Adventist Education in the 21st Century

Forty-five years ago when Andrews began serving the world church, our denomination numbered one and a quarter million members and enrolled 300,000 students in its schools worldwide. The post-war period was waning and the turbulent 60's and 70's threatened to fracture our society and our church. But wisely—and surely under divine guidance—our church leaders decided to put their arms around the whole, increasingly diverse Adventist family, just in time for what happened next—an explosion of church membership around the world.

The result is nothing less than a fulfillment of the three angels' messages in the Apocalypse, so central to Adventist theological thinking. These end-time messages to every nation, tribe, language and people describe not only the Adventist proclamation, but they also define the emerging Adventist church community and its remarkable diversity. Various languages and cultures, diverse thinking and every type of social, economic and political system are represented in the Adventist church family. If these trends continue, by the year 2020 the Adventist church family will number approximately 50 million members, and about 44 million of them will have joined the church in the 21st century. This new Adventist world church will continue to grow rapidly; its membership will become younger and more diverse; and it will reach out for education and leadership—the legacy of Andrews.

Such growth and diversity have enormous implications for Adventist education and for Andrews University. Let me mention just a few of the challenges and opportunities we face in the 21st century:

1. When Andrews began its current assignment, Adventist schools enrolled one student for every four church members. As the 21st century emerged, that ratio dropped to one student enrolled for every ten church members. Thus, a steadily declining number of future church members will receive their personal, educational and professional formation by our church, placing at risk the celebrated worldwide Adventist “family culture,” which has done so much to keep the church and its mission in focus. Adventist education under the leadership of Andrews must again grow.
2. Church leaders have always been educated in Adventist schools. In fact, it could be said that the mission of our church was incubated, not in mission societies, but in our schools. However, the enrollment of Adventist students, and hence potential church leaders, in our colleges and universities is declining and is expected to approach the 50% level at the end of this decade, if left unattended. Indeed, the church will likely rely increasingly on lay leadership in need of continuing education.

The demand for leadership training will increase, and I believe Andrews must lead the response.

3. Church growth is uneven now, and money to fund the church's mission, including its educational work, comes from a diminishing proportion of church membership. This reality might well require entirely new financial and managerial systems for the church and its institutions in the future, until we find a new balance of members, resources and organizational structure. Andrews must help devise new ways of delivering Adventist education in this new world church.

4. The world of our church keeps shrinking geographically, as it brings different economical, political, ideological and cultural ideas together. Meanwhile the church grows, not merely numerically, but also in terms of ideological, cultural, economic and political diversity. Increasingly, Adventist church members interact with their communities, whether as a major force or as a minority, leading the church to become ever more engaged in public affairs. This interaction will depend on a new class of church leaders, such as diplomats, lawyers, educators, business leaders, social agents, politicians, and community leaders, who are able to serve as bridges between church and society. Andrews must help lead the way through its educational programs and public service.

New and Courageous Steps

In order to respond effectively to the challenges of the 21st century, Andrews University must exercise its legacy of leadership within Adventist education by taking new and courageous steps:

To begin, we must make Adventist higher education affordable for all qualified students who cherish our educational values and commit to our educational goals. We must seek, court, enroll and educate the intellectually best and spiritually brightest students for the sake of our church.

Adventist higher education in North America has presumed upon our secondary schools to provide a good freshman class every year, and we have relied upon parental commitment to "Christian education" to pay the tuition. In response, Adventist colleges and universities have kept costs relatively low, thanks in part to generous church subsidies. But the picture is changing. Adventist students and their parents have choices when it comes to meeting their educational needs, and Adventist education is only one of many options. In this country only one third of young Adventist college students attend Adventist colleges, and that number is much smaller abroad. Therefore, in the future, Andrews University will seek, recruit and enroll Adventist students wherever they are found—in homes, churches, public and private secondary schools, and in segments of the adult workforce seeking career change or educational upgrading. In order for Andrews

to fulfill its legacy of leadership, we must help our most able and dedicated young people choose Christian education. To do so, Andrews must challenge them with superior learning opportunities and make it affordable for them to attend. These young people are the raw material from which our church will be led in the 21st century, and Andrews must have a chance to educate them.

Andrews can only recruit and admit such students if we offer them the best quality of education and provide them with adequate financial support. Current student financial aid policy at Andrews, known as APS, or Andrews Partnership Scholarship, is designed to provide such financial support. It includes a basic scholarship, or "entrance award," that favors the most promising and industrious students. That scholarship is then supplemented by the need-based support, the amount of which depends upon family resources. This plan makes an Andrews education affordable, and it is making Andrews competitive with comparable Christian colleges and universities. Furthermore, the APS plan supports our students for their entire college career, not just the first year, and it is available to both national and international students. The Financial Aid department is developing a similar system of support for graduate students. The current cost to the university of the APS program exceeds \$7 million annually, representing a recent increase in excess of 33%. We must find ways to sustain this level of support.

The second step we must take is to maintain and increase the quality of an Andrews education.

This university has made a strong commitment to offering quality education without losing its faith and traditions. Andrews must now deliver on that promise. This is not a new idea, for Adventist education long ago promised to move to the forefront in quality (to be the head and not the tail.) But the need to act upon the promise is acute, as the whole nation, indeed the world, speaks not just about accessibility of education but of the quality of education. Let me share some evidence explaining that quality in education matters.

Published ratings of colleges and universities, while criticized by some, have the attention of parents and students. They can now read on the newsstand how the quality of Andrews University compares to nearly 4000 other North American institutions. International students are keenly aware of program accreditation in the health sciences, business, theology, education, and other programs, and national students pay increasing attention to the ratings. Institutional accreditation assures the students of public financial support while studying, and program accreditation vastly improves their chances of getting good jobs after graduation. Inattention to quality control threatens accreditation and can mean public warnings or even censure for a college or university, which can lead to closure. Adventist education is not exempt from this requirement, as we know. So quality in education matters, and Andrews must keep its promise to be best.

Being best is demonstrated by best practice in teaching, learning and by serious research—both priorities at Andrews. Andrews University administers \$2.6 million of externally provided research funds which support teaching and learning for senior students who in many cases are invited to participate in research projects. At the other end of the spectrum, Andrews looks for the best freshman instructors to give first-year students a solid start in college. In the related area of international education, Andrews has already earned a well-deserved reputation of delivering high quality education at a distance or in collaboration with sister institutions around the world through its extension and affiliation programs—all of which are covered by our institutional accreditation.

In a Christian university, excellence in education must extend to personal, spiritual, and moral development. That too is part of the Andrews legacy of leadership, and this responsibility falls upon every faculty, staff and administrator. It permeates every committee room, lecture theater, laboratory, work space, office, residence hall and recreational center. No Christian university can be “educationally” strong and be “spiritually” weak and vice versa. Both areas must be strong, and that they will be when they reinforce each other. That is our aim.

Let me offer a third step in addressing the challenges of the 21st century: The new Andrews must become the university of choice not only for the most able Adventist students but also for the most committed and gifted teachers and administrators our church can produce.

To decide to teach or work in an institution like Andrews is increasingly a matter of choice for professors and support staff. One evidence of that is the growing number of Adventist faculty persons recruited to teach at Andrews from outside the Adventist system of higher education. Andrews, therefore, must become the university of choice for the most gifted Adventist faculty and staff. The quality of students and faculty in turn builds the institution’s reputation using these building blocks: The maturity with which we combine faith and learning; the seriousness with which we take academic achievement, the degree to which we support and improve our campus infrastructure and educational resources; the imagination with which we serve our community; the regard in which we are held by sister institutions within and without our church. As the university’s reputation grows in these ways, Andrews will become a distinctive Christian university in the Adventist tradition and a beacon of hope in the world and in the church which hungers for educational opportunities.

Why Andrews?

While no longer the largest comprehensive Adventist university in the world, Andrews is the oldest. With the largest collection of diverse human and educational resources, it is attached directly to the General Conference and it has an enviable track record in fulfilling its original assignment established more than forty years ago.

Andrews is fully accredited to offer degrees up to the doctoral level, and it is authorized to provide educational services on all church-related sites around the world. Finally, graduates of Andrews occupy positions of leadership in every division of the world church and in nearly all of its major educational institutions.

This is the 20th century foundation upon which I propose to build the Andrews University of the 21st century. It will be the same Andrews, but enriched in skills, faith, people, and resources in line with the challenges of the new century. To illustrate, Andrews University will become for the Seventh-day Adventist church what Notre Dame has become for the Catholic church, what Brandeis has become for the Jewish community, and what Hope and Calvin have done for the Reformed and Christian Reformed churches.

A Courageous Plan for Courageous Action

What imaginative and courageous steps must we take to empower Andrews University to enter this new phase of its development? What barriers must be removed? What resources must we find? What ideas must we dare advance? What level of support must we seek? What commitments must be made? Here is a brief summary of things we have mentioned:

1. We must provide adequate financial resources to enable the most gifted and committed students to attend. They will become the future leaders of our church. Yes, a good education is expensive, but as the saying goes, if you think education costs too much, try ignorance. We must chose education-Christian education-and make it accessible through ongoing scholarship support.
2. We must recruit, attract, and support the best Adventist faculty our church can produce to educate our students. That means engaging and growing expert teachers, researchers, and individuals for whom the doctorate is merely a springboard to a highly productive career of generous service to the university-and supporting them. It means devising and delivering educational programs and services needed in the 21st century Adventist world church.
3. Andrews has added new and highly valuable facilities in recent years-Harrigan Hall for technology, Chan Shun Hall for business, Tan Hall for the Seminary, and the Howard Performing Arts Center for lifting our spirits through first-rate musical and educational events. But we will need more. Buller Hall for the humanities must be completed, a health and fitness center will greatly benefit our students and community, and the Division of Architecture is hoping for new facilities and has some promise of support from individuals who see the value of this discipline for our world church. The residence halls and student center need to be updated and equipped for the

21st century. And the whole campus needs a new entrance to bring Andrews out of hiding.

Financing Andrews for the 21st Century

What will it take to move Andrews into the 21st century as outlined above? We are asking you to help us determine the answer to that question. We think that the largest amount of resources will be needed for student financial support, followed by capital needs and improvement in educational programming and faculty development. I can say that the late 20th century campaign I and II for Andrews set total goals of \$25 million, and these were reached. However, we think that the *Legacy of Leadership* campaign for the new century will likely have to be set at several times the former goal.

We invite you and smaller groups of concerned persons around the world to join us in review and discussion of the direction the university should take. We have talked for several years with our consultant for planning and development. He will guide in developing these plans and help us determine their financial viability. Please be assured that the consultant's work will be completely confidential and will involve persons with a deep and abiding interest in Andrews University. Your counsel and the consultant's follow-up work will help us determine if we have the resources necessary to achieve our vision for the 21st century—Andrews, the university serving the Seventh-day Adventist world church—a legacy of leadership.

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