

**ANDREWS UNIVERSITY**

2017–2022 Strategic Plan

# The Next Chapter





**2017–2022**  
**THE NEXT CHAPTER**

Andrews University  
Strategic Plan Outline

*In reviewing our past history,  
having traveled over every step of  
advance to our present standing,  
I can say, Praise God!  
As I see what the Lord has  
wrought, I am filled with  
astonishment, and with  
confidence in Christ as leader.  
We have nothing to fear for the  
future, except as we shall forget  
the way the Lord has led us, and  
His teaching in our past history.*

Life Sketches of  
Ellen G. White,  
page 196 (1902)

# The Andrews University Story and Its Continuity

Welcome to the Andrews University story—a story that starts more than 140 years ago and one that continues today. It is this story that speaks of the rich heritage of the University and of the mission that has driven its decisions. It is that mission that remains the thematic thread through the years. It is our heritage as a Seventh-day Adventist community of scholars that reminds us of God’s leading in the past and provides us a framework of encouragement looking to the future. It is the decisions, the storyline (strategies and actions), that have kept the campus renewed and relevant within that framework. We learn from the past and we are confident of the future.

So it is that the values and priorities critical to Andrews University (Emmanuel Missionary College) from its inception remain core to the University today. Its story has always been one of engaging students in the pursuit of knowledge in the context of a Seventh-day Adventist and biblical worldview. And this education has always had a purpose beyond itself: to make a significant difference in the communities it serves, locally, nationally and internationally. As an institution identified with the General Conference of Seventh-day Adventists, the University’s scope of influence has always been large. Over the years it has grown depth and breadth, most recently with the founding of the School of Health Professions and merger of Griggs University.

Now Andrews University’s story includes being the second most diverse institution of higher education nationally and in the top ten for diversity internationally. It includes the richness of our diversity as evidenced by the breadth of our academic program offerings which includes the liberal arts, professional

programs, natural sciences and humanities. We teach at bachelor's, master's and doctoral levels and we do so at the Berrien Springs campus, at multiple sites nationally and internationally and online. Our story is about recognition for program quality and/or the total student experience through our multiple professional accreditations as well as external rankings, such as the U.S. News & World Report and Scorecard. We graduate students who consistently confirm their commitment to Seventh-day Adventist faith, service and wellness and whose personal stories have been changed by being at this University.

As Andrews has embraced new opportunities and responded to the ever changing higher education environment, its story has become richer, more complex. Yet its mission, summarized in the motto—Seek Knowledge. Affirm Faith. Change the World.—remains constant: the overarching theme(s) of this story. As such, we remain strongly committed to faith development, to excellence in education and to graduating students who will engage as Christian professionals in the church and the world. All that changes are the lenses through which we may explore this central theme for the current time and the storyline (strategies and actions) that drive the mission into the future.

## 2017–22: The Next Chapter

As we turn to our next chapter, we have chosen several lenses (core strengths) with which to approach and communicate our overarching theme (mission). The lens of Explore Intentionally identifies our commitment to finding new and relevant ways to live out our mission and to encourage students to do the same. Live Wholly portrays actively our historic commitment to holistic education (Body, Mind, Spirit) and our commitment to reinvigorating that in the lives of our current community whether through initiatives in physical, emotional or spiritual wellness. The lens of Learn Deeply is the lens



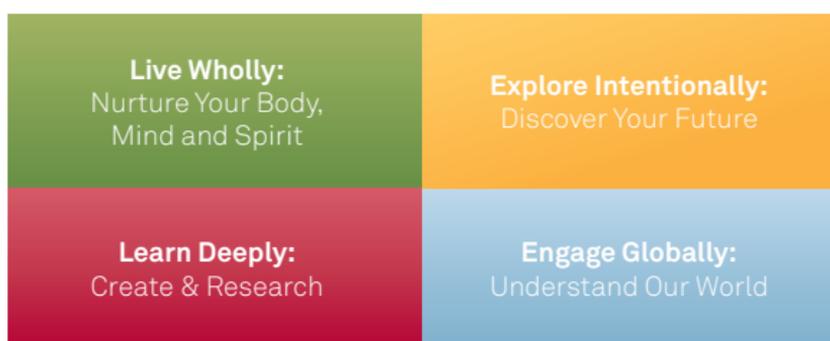
of depth and quality: what we are known for and how we can continue high impact practices for our students. And our final lens of Engage Globally is part of our story DNA: it is the way of the past and the way of the future, albeit through adjusted storylines.

And so we move to those new storylines, strategies that we believe will both ensure the continuity of the rich Andrews story, as well as deepen and strengthen the story as it moves into the next chapter. Each storyline will be rooted in our overarching theme(s) and through our chosen lenses, but will in turn introduce new and engaging plots that will add color and texture to our future. These will be the central thrust of this chapter of the Andrews' story.

## Andrews University Mission and the Theme(s) of Our Story

Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

### Core Strengths (Lenses to View our Theme/s)



## Storylines for the Next Chapter

As Andrews University seeks to write a new chapter in its story that unites the campus and its constituencies in furthering its mission in 2017–22, it will seek to:

## 1. Transform the Campus Culture through focus on faith development, wellness, diversity and inclusion.

**STORYLINE:** To live, work or study at Andrews University will mean active engagement in a community that is passionate about being a caring, inclusive, healthy community of faith.

### **TO BE SUCCESSFUL THIS WILL MEAN:**

- \*Ensuring the campus culture intentionally embeds opportunities to nurture the faith development of all students within the Adventist worldview
- \*Deepening the campus commitment to wellness of employees and students
- \*Intentionally creating an environment of inclusion and value for all employees and students (welcoming customer service, personal invitations for engagement and voice)
- Embedding and embracing cultural intelligence within the campus community
- \*Creating increased access pathways to an Andrews University education
- Embedding the philosophy of care for each other, our students and other constituents into the Andrews University culture through the emphasis of sharing your Andrews Heart

### **DESIRED OUTCOMES**

- Administrative structural adjustment to provide unified focus on inclusion, diversity and access
- Improved metrics for campus wellness
- Above median responses for NSSE questions related to administrative services, staff/faculty relations and diversity
- Evidence from senior exit surveys of a campus known for its inclusion and valuing of all students
- Metrics indicating equally high retention and graduation rates for all racial/ethnic student categories
- Active spiritual master plan that includes metrics
- Best practice on inclusion of students with disabilities

- Creation of some new models to increase access to Andrews University of groups not currently accessing the University
- Increasing undergraduate and graduate yield rates by annually agreed targets
- The development of an accountability and reward system to recognize and celebrate the stories about Andrews



## 2. Define the Andrews University footprint beyond the Berrien Springs campus through collaboration with church, community and higher education institutions.

**STORYLINE:** Andrews University, the Seventh-day Adventist Church, partner institutions and the communities they serve will be richer because of the intentional engagement and influence of the University beyond its immediate campus.

### **TO BE SUCCESSFUL THIS WILL MEAN:**

- Engaging with the local community through focus on civic responsibility and service
- \*Proactively engaging with the Seventh-day Adventist church in North America and the world to further the church's educational mission (connections with K-12, online education, need and market-driven new programs, and collaborative partnerships)
- \*Deepening global connections through service and partnerships to enhance the Andrews University learning experience wherever it occurs
- Increasing opportunities for Andrews University influence and engagement within both church and higher education (engagement in core church events, partnerships with GC institutions/seminaries, dissemination of research, expansion of Digital Commons)
- Increasing the engagement of external groups (alumni, businesses, church) with the campus to enrich the student experience and commitment to professions of service

### **DESIRED OUTCOMES**

- An annual service day when the entire campus engages in service to the community
- Annual networking events with community leaders
- Increasing the numbers and breadth of partnerships to ensure a minimum of 60 students entering Andrews University annually under these arrangements

- Becoming the place of choice for Adventist high school students seeking an early college experience through online or face-to-face methods
- Increasing student internships and engagement in service locally and internationally
- Increasing donor support for University endowments and programs
- Increasing the numbers and breadth of international partnerships offered off-site through dual degrees of affiliated/extension relationships to service 1,000 students annually







*Andrews*

XI XII I  
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*Class of 2004*

### 3. Position the University as a leader in teaching and learning.

**STORYLINE:** In a competitive environment Andrews University must be able to provide a flexible, engaging, learning environment through faculty committed to the redemptive work of education. They will use both innovative and time-honored teaching methods, using the lens of “the teacher” in advancing research and engaging with service. The result will be a transformational education experience.

#### **TO BE SUCCESSFUL THIS WILL MEAN:**

- The development of a teaching and learning center that assists faculty in deepening their teaching capacity, increasing their knowledge of instructional design and expanding their use of innovative methods in teaching
- Enhancing focus on faculty research that impacts teaching, is integral to the teaching process (such as in undergraduate research), and seeks to advance Adventist thought and life
- Increasing funded research
- \*Increasing focus on best practice use of technology in both teaching throughout the curriculum and the expansion of quality online courses
- \*The prioritization of program offerings to align program mix with market and mission
- Enhancing the curriculum by including increased emphasis on diversity and internationalization
- Development of an online higher education teaching certificate with encouragement for all faculty to complete the course over the first two years of being hired (modules to include biblical foundations of teaching, use of technology, innovation and inclusion)
- Ensuring faculty nurture, mentoring and development remains an institutional priority through consistent opportunity for professional growth, sabbaticals, etc.
- Ensuring the total teaching and learning experience is fully integrated with the spiritual master plan

## DESIRED OUTCOMES

- Satisfaction ratings on the National Survey of Student Engagement (NSSE) and other surveys to consistently rate items related to teaching and learning above the median
- All students by graduation will report engagement in at least two high impact activities, such as an international experience, research with a faculty member, mission engagement, internship, leadership and service
- Growth in online course and program availability in each of the five years and evidence of targets in online learning being met through the plan of the School of Distance Education & International Partnerships (SDEIP), including quality measures
- Whole-person curriculum mapping by program that identifies embedding of institutional priorities, including diversity, internationalization, wellness, and spiritual maturity and commitment, into the curriculum/ co-curriculum
- Annual review of the academic health of each program to include acceptable student-to-faculty ratio, reputation, the number of graduates and the percent entering careers or attaining graduate/ professional school admission, and program specific performance indicators
- Further refinement of processes and policies related to faculty responsibilities and professional growth opportunities in line with the strategic plan priorities and institutional mission
- Funding the research office and its operations through overheads from external research grants
- Creation of a new plan for faculty development reporting/evaluation that links with rank and tenure promotion policies and institutional strategy
- Supporting a robust community of scholarship and inquiry that furthers the development of doctoral level research, writing and teaching and contributes to the body of knowledge both within the Adventist church and society at large

#### 4. Increase the quality and depth of the student learning experience.

**STORYLINE:** As students have multiple options for their education, Andrews University must provide a student environment that makes the Andrews University choice irresistible.

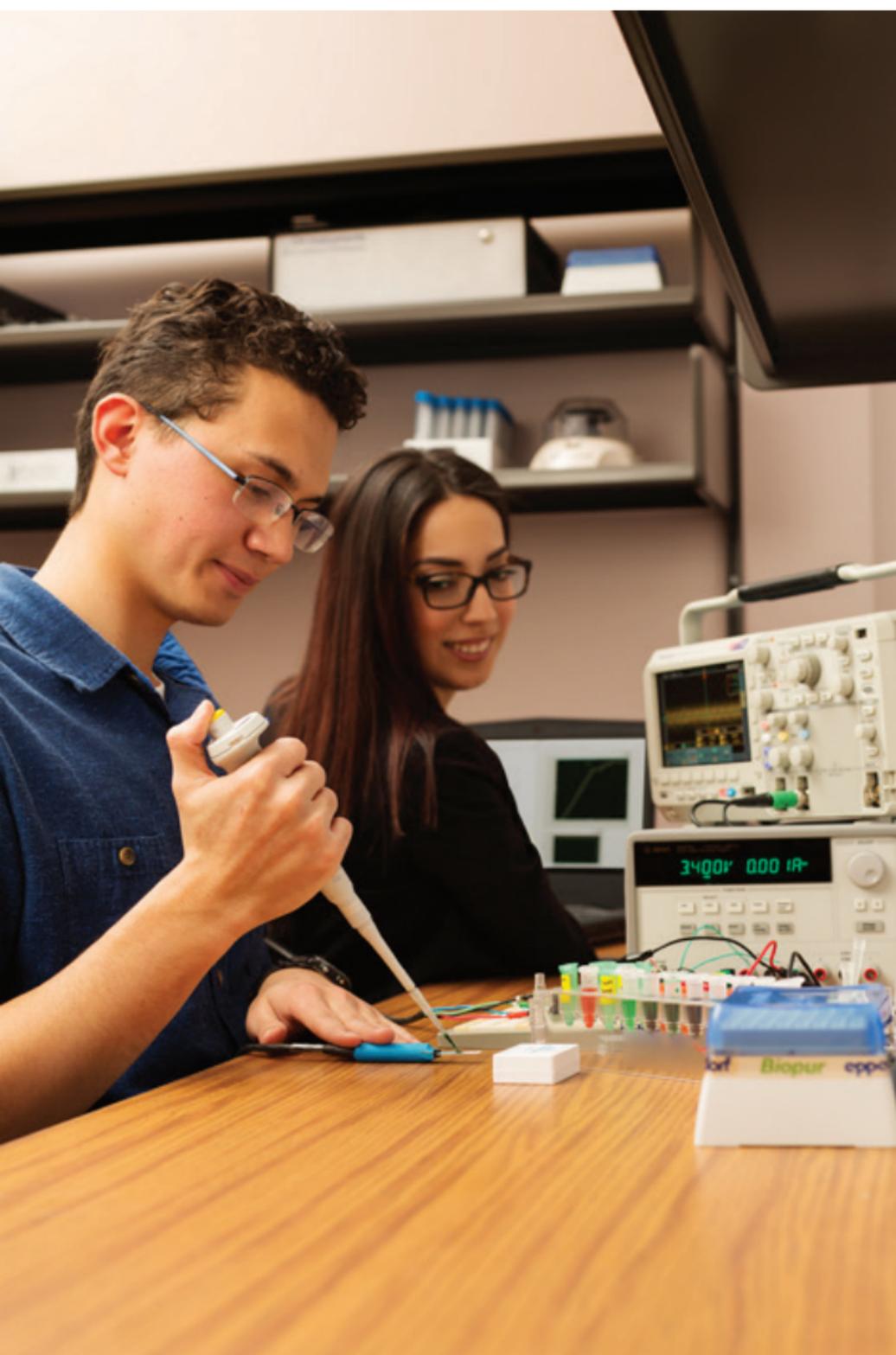
##### **TO BE SUCCESSFUL THIS WILL MEAN:**

- \*The creation of the LIFE center (Leadership, Innovation, First Experience and Explore) to integrate student learning experiences from high school through to employment
- Creating a framework for student learning through the Unified Framework of Objectives (AUUFO)
- Intentional focus on the advising and mentoring experience of all students in all aspects of their Andrews University experience (including student employment)
- Reinvigorating the Andrews Core Experience (ACE) curriculum in coordination with the co-curriculum, the AUUFO and LIFE center
- \*Deepening the graduate student experience through increased opportunities for dual and integrated degrees, and growth in professional programs
- Ensuring the spiritual master plan and the implementation of its identified activities and strategies infuse all learning experiences

##### **DESIRED OUTCOMES**

- Launch of the spiritual master plan expanded assessment plans by the fall of 2018
- The LIFE center and its integrated work will be launched in the fall of 2017
- Integration of the AUUFO into the ACE and program curriculum will be accomplished by fall of 2018
- Satisfaction ratings on NSSE and other surveys to consistently rate items related to advising and student learning experience above the median
- Increased undergraduate retention to a minimum of 85% annually

- 4-year and 6-year graduation rates to reach 45% and 65–70% by 2022
- An increase in the number of accelerated and other dual degree programs to meet market needs
- Professional program growth in accordance with the strategic plans of the schools
- Unduplicated headcount enrollment goals of 2,500 undergraduates, 2,500 graduates and 1,000 international affiliates to be reached by 2022
- Unified means of measuring success at institutional learning outcomes at all levels



## 5. Engage in campus renewal and development to meet expectations of a campus for 2025.

**STORYLINE:** Students and campus guests will experience an environmentally friendly campus that expresses its values through its physical campus spaces and provides state-of-the-art facilities for education, especially where professional spaces and equipment are required.

### **TO BE SUCCESSFUL THIS WILL MEAN:**

- \*Creating a constellation of learning spaces and opportunities to embed innovation, campus engagement and wellness as part of the fabric of the institution
- \*Building/re-creation of academic spaces for health professions, architecture, music and STEM
- Continued development of student life/housing facilities
- Intentional development of technology and distance education infrastructure

### **DESIRED OUTCOMES**

- Completion of the building of the wellness center
- Review of campus master plan to consider space utilization that will support the strategic embedding of wellness and innovation into University strategy
- Completed capital and development plan to meet the academic needs identified above and student life/housing
- Expansion of technology infrastructure according to ITS strategic plan

*NOTE: \*While all the actions identified above are important to the deepening and development of the Andrews University story in 2017–22, those identified with an asterisk are those that the University considers most likely to bring significant and critical shifts in ensuring the University's future.*





## Institutional Outcome Measurements

In addition to the specific outcome measurements related to the new storylines, the University will be responsible for meeting institutional outcome measurements and will adjust actions and strategies to ensure meeting these outcomes remains core to the campus operations and drives priority actions.

### These are the institutional outcome measurements:

#### ACADEMIC INDICATORS

- First-year retention will be 85%
- Undergraduate degree completion rate (4 years) will be 45% and 6 years will be 65–70%
- Undergraduate student-faculty ratio will be 12:1
- Master's degree completion rate (4 years) will be 80%
- Professional doctoral completion rate (6 years) will be 65%
- PhD completion rate (10 years) will be 45%
- 80% of alumni will be accepted into graduate school or in employment in their field one year after graduation
- The first-time professional licensure pass rate in all disciplines will be at 85% or higher
- The ETS Senior Test cumulative score will be at or above the national norm for all institutions
- The ETS critical thinking score will be at or above the national norm for all institutions
- The average of number of graduates in an undergraduate or graduate program is 15, over three years

#### FAITH AND STUDENT DEVELOPMENT INDICATORS

- Percentage of bachelor's degree graduates stating personal commitment to an active life of faith will be 85%
- Percentage of master's & doctoral graduates stating personal commitment to an active life of faith will be 80%
- Percentage of annually surveyed alumni stating personal commitment to an active life of faith will be 75% five years after graduation
- Percentage of annually surveyed alumni stating active engagement in a church community will be 70% five years after graduation
- The NSSE Campus Environment score will be at or above the mean for similar institutions
- 75% of graduates will indicate active commitment to a healthy and balanced lifestyle
- Percentage of bachelor's degree graduates stating personal commitment to service will be 80%
- 80% of annually surveyed alumni will be actively engaged in service to the community, locally or internationally, five years after graduation

## FINANCIAL INDICATORS

- Average undergraduate tuition discount will be no more than 45% of total tuition
- Faculty salaries will be at the target established by the compensation committee of the Board (goal: no less than 90% of the average salary for institutions of similar size and with similar budgets)
- 15% of U.S.-based alumni will give annually to the University
- 2,500 undergraduate students (unduplicated headcount) will study through the central Andrews University campus
- The undergraduate admission to enrollment yield rate will be 30%
- 2,500 graduate students (unduplicated headcount) will study through the central Andrews University campus
- The graduate admission to enrollment yield rate will be 40%
- Around 1,000 students will study at international locations
- Institutional academic overhead percentage will be at 42%
- Average lecture class size for undergraduates will be more than 25 for 100–200 level courses, 13 for 300–400 level; average lecture class size for graduate courses will be more than 16
- Debt ratio will be less than 20%, with annual debt reduction at a minimum of \$1 million annually
- Annual operating gain will be a minimum of \$2.5 million annually
- The annual cash reserve will be increased by a minimum of \$2.5 million
- Days Cash on Hand will increase from 15 days during the term of this plan to 90 days from 2023, increase of 15 days per year
- Line of credit borrowing will decrease according to the following goals: 2017–19: \$5,500,000; 2020: \$2,000,000; 2021 on: \$0
- Internal borrowing will decrease according to the following goals: 2017: \$13,500,000; 2018: \$10,000,000; 2019 and on: \$6,500,000

Monitoring of institutional outcome measurements will be by the University Strategy and Policy Committee and the Board of Trustees. Board Committees will be responsible as follows:

### **Academic Indicators:**

*Academic Programs & Educational Services Committee*

### **Faith and Student Development Indicators:**

*Students, Leadership & Spirituality Committee*

### **Financial Indicators:**

*University Operations and Finance Committee*

For All Peoples





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