

Southern Adventist University
Academic Master Plan
v. 29 March 2007

Reviewed and Affirmed:
Deans' & Chairs' Advisory: Dec 14, 05; Feb 2, 06; Mar 2, 06; Mar 1, 2007
Strategic Planning Committee: Feb 16, 2006
Reviewed and affirmed by Academic Plans Subcommittee of the Board: Feb 18, 2007
Board of Trustees: Feb 20, 2006, reaffirmed Feb 19, 2007

Southern Adventist University's Mission Statement:

Southern Adventist University, as a learning community, nurtures Christ-likeness and encourages the pursuit of truth, wholeness and a life of service.

Southern Adventist University's Vision Statement:

In response to this mission, Southern Adventist University envisions itself as a leader in academic and professional excellence, responsive to the needs of its constituencies as it provides affordable education and a balanced lifestyle for students from diverse backgrounds. The institution will be recognized for its integration of faith and learning, scholarship and service, and leadership and servanthood.

Academic Mission:



In support of the mission of the Seventh-day Adventist denomination and of Southern Adventist University's stated mission, and to stimulate students' "pursuit of truth, wholeness and a life of service," the academic administration of SAU, in consultation with the deans, chairs, and faculty of SAU, affirms the following academic mission, values, and goals:

- ✓ To provide a safe academic community that enables undergraduates to skillfully question, learn, and understand, while growing in their relationship with God and developing leadership abilities for service in their vocations.
- ✓ To provide a stimulating educational experience which is based on, and exposes graduate students to, current research¹ and which will enable the graduates of our master's degree programs to be effective and spiritually-centered agents of positive change in their communities and denomination.

Directional Values:

The following postulates provide an important context for our decisions and directions:

1. SAU has a liberal arts "soul" applied to ministry through professions and disciplines. Our general education requirements shape and define who our graduates are and thus they are the centerpiece of our curriculum.²
2. Accreditation by SACS, AAA, and discipline-specific organizations is important.
3. People are our most important educational resource.
4. Strategic financial decisions should be made by first considering faculty needs as a priority, before considering equipment or facility needs.
5. 16:1 is both our historic target and is believed to be an optimum student-faculty ratio, balancing educational and financial considerations.
6. By 2012, a 3,000 student enrollment (undergraduate, graduate, + virtual campus) is probable and compatible with the mission of the university.
7. Graduate enrollment will not exceed 20% of the university's total enrollment.
8. Department, school & academic administration budgets should be funded by an earmarked percentage of the university's E&G budget, which is approximately 85% of the total institutional budget. (*Note: Currently, academic departments are allocated a little more than 41% of E&G. We are considering an amount between 41 and 45%.*)
9. The library, as the heart of academics, should be funded by an earmarked percentage of the E&G budget for operating expenses plus a fixed percentage of the E&G budget for books, journals, and other learning materials. (*Note: Historically, the library has been funded at about 3.4% of E&G and has had to make annual capital requests in order to purchase books, journals, and other educational materials. We are considering, in addition to the 3.4%, to earmark 1% for books, journals, and other educational materials.*)
10. Quality of programs is more important than starting new programs.
11. New academic programs will be staffed by qualified faculty and staff which will generally require the use of adjunct faculty members to support growth.

The Process:

Bolman and Deal observe that “Plans become excuses for interaction. Developing a plan forces discussion and may increase interest in and commitment to new priorities.”³ The University is developing this plan through the following processes & discussions. It is our intent to review and refine it annually in order to adjust properly to changing circumstances and realities.

1. Annual school, department, and academic administration unit plans since 2002.
2. Spring Planning Session, 2003 - VPAA's vision for SAU presented & discussion of implications and direction
3. Spring Planning Session, 2004 - Revision of SAU mission and vision statements
4. Fall Planning Session, 2005 - Benchmarks and evaluations explained and refined
5. Deans' & Chairs' Advisory, Dec 14, 2005 - Discussion of projects, innovations, and budget priorities
6. Deans' & Chairs' Advisory, Jan 12, 2006 - Review and revision of draft Academic Master Plan
7. Deans' & Chairs' Advisory, Jan 17, 2006 - Review and revision of draft Academic Master Plan
8. Public Comment Period, online via faculty-net, Jan 17 - 31, 2006
9. Strategic Planning Committee, Jan 19, 2006 - Discussion of Academic Master Plan and vote to receive the then current draft
10. Board of Trustees, Feb 20, 2006 – voted “to accept the Jan 25, 2006 draft of the Academic Master Plan, to affirm the vision, mission, and direction expressed therein, . . .”

This plan has been subsequently reviewed, revised, and affirmed by the following agencies on the following dates:

- Deans' & Chairs' Advisory: Feb 2, 2006; Mar 2, 2006; Mar 1, 2007
- Academic Plans Subcommittee of the Board of Trustees: Feb 18, 2007
- Board of Trustees: Feb 20, 2006, Feb 19, 2007

Our Frames of Reference & Philosophical Bases:

While the themes and goals listed in the following section are monitored at least annually by departments, schools, and academic administration, and while departments and schools will take various and appropriate actions to enable the institution to meet these goals at high levels, academic administration has the responsibility to provide resources and support for departments and schools that will enable them to enhance their ability to meet these goals and to fulfill the mission of the institution.

Bolman & Deal⁴ describe the process of institutional support and decision making as having four components or frames of perspective:

- structural frame
- human resource frame
- political frame
- symbolic frame

SAU will utilize the *structural frame* by means of the established governance structure and various campus committees and boards as it refines and validates these goals and the following action plan timeline.

There is no question that faculty members are the central and most important resources of our campus. After all, teaching, research, and service are the three functions of the university; so the directing values and action plan timeline both acknowledge the importance of the *human resource frame*.

The *political frame* reminds us that “Politics is simply the realistic process of making decisions and allocating resources in a context of scarcity and divergent interests.” (underlining added)⁵ Obviously, SAU cannot actualize all the outstanding ideas that are proposed on this campus, and it cannot simultaneously implement those which it can actualize. It is necessary to plan for the systematic and timely implementation of the ideas that will support and promote our mission and directing values most directly.

The *symbolic frame* reminds us that the choices which we make as an institution speak volumes about who we are as an institution and what we deem to be of highest importance. In many ways, our budget is a more accurate mission statement than our public statement of mission. We allege that we agree with the statements of one of our denomination’s founders, and our budget allocations and administrative decisions demonstrate the veracity of our allegations. Among the statements which we hold to be true and important are these:

“Every human being, created in the image of God, is endowed with a power akin to that of the Creator --- individuality, power to think and to do. The men and women in whom this power is developed are those who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power, to train young people to be thinkers, and not mere reflectors of other people’s thought.”⁶

“The teaching in our schools is not to be the same as in other colleges and seminaries. It is not to be of an inferior order; the knowledge essential to prepare a people to stand in the great day of God is to be made the all-important theme.”⁷

“Cultivated intellect is now needed in the cause of God, for novices cannot do the work acceptably. God has devised our college as an instrumentality for developing workers of whom He will not be ashamed.”⁸

“Ignorance will not increase the humility or spirituality of any professed follower of Christ. The truths of the Divine Word can be best appreciated by an intellectual Christian. Christ can be best glorified by those who serve Him intelligently. The great object of education is to enable us to use the powers which God has given us in such a manner as will best represent the religion of the Bible and promote the glory of God.”⁹

“[Students] have not been thrown upon their own judgment as fast and as far as practicable, and therefore their minds have not been properly developed and strengthened.”¹⁰

Because of these statements, as well as other guidance provided in the book, *Education*¹¹, we believe that humane, learning-centered, teaching of undergraduates is paramount. It is vital that teaching and learning be provided with sufficient resources to enable high levels of student achievement.

Jim Collins proposes that “Good is the enemy of great. . . . We don’t have great schools, principally because we have good schools.”¹² It is our intention to refine our good academic program into a great academic program, both for undergraduates and graduate students.

The research of Joyce, Weil and Showers suggests that we can offer a great education for our students when we recognize that

“[m]odels of teaching are really models of *learning*. As we help students acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, we are also teaching them how to learn. *In fact, the most important long-term outcome of instruction may be the students’ increased capabilities to learn more easily and effectively in the future, . . .* How teaching is conducted has a large impact on students’ abilities to educate themselves. Successful teachers . . . *present powerful cognitive and social tasks to their students and teach the students how to make productive use of them.*”¹³

Linda Nilson, in her book which is presented by academic administration to each new faculty member, describes William Perry’s Stages of Undergraduate Cognitive Development to remind us of undergraduate students’ transition from acceptance of the authority’s answers, through the stages of uncertainty, multiplicity, relativism, and

commitment, to the point where the student develops an internalized viewpoint with the ability to adjust it as circumstances require.¹⁴

In summary, what we believe a graduate of Southern Adventist University should know and be able to do includes the following:

- ✓ develop a balanced view of God, the universe, the past, the present, and the future
- ✓ work collaboratively with others
- ✓ think critically
- ✓ form mutually beneficial relationships with other human beings
- ✓ strive for excellence in all areas of life
- ✓ protect the environment given to us by God
- ✓ determine personal strengths, weaknesses, and special abilities and how respond as environments change
- ✓ respond appropriately to crises
- ✓ practice and promote healthful living
- ✓ pursue learning as a life long activity

In our conscientious efforts to provide the high quality of educational experience for our students which is described above in our mission, vision, directing values, and in the statements of one of our founders, and as monitored and evaluated on our *Academic Scorecard*¹⁵, we plan to take the steps enumerated in the following sections.

3 Themes, 9 Goals, and Supportive Actions:

(These goals are monitored and evaluated annually via Academic Unit Plans

<http://academics.southern.edu> & <http://instresearch.southern.edu>)

Southern Adventist University has, over the past five years, refined its academic themes, first outlined in the *2000 – 2005 University Strategic Plan*. These themes identify our primary methods for helping our students to become knowledgeable individuals with strong Christian commitment and a Seventh-day Adventist worldview who will serve and lead effectively in their homes, churches, local schools, communities, and the world.

The three themes are supported by nine goals which are monitored by departments, schools, and academic administration in order to determine how effectively we are accomplishing the three academic themes. These nine goals are measured by a variety of metrics identified in our Academic Unit Plans which are available online.

The supportive actions identify priorities of academic administration which are deemed essential to the efficient and effective accomplishment of the nine goals.

Theme #1: Engaging Instruction:

- Goal #1: Support quality undergraduate academic programs through regular assessment and review.
 - 1. NSSE
 - 2. Program review cycle
 - 3. Online course evaluations

- Goal #2: Enable high levels of student engagement in learning.
 - 1. Appropriate teaching technology
 - 2. Support learner-centered teaching approaches
 - 3. Faculty portfolio review process
 - 4. Optimum student-faculty ratio

- Goal #3: Promote high academic achievement levels by students
 - 1. Critical thinking
 - 2. Core general education curriculum
 - 3. Active learning
 - 4. Service learning
 - 5. Enrollment of qualified students

Theme #2: Quality Faculty

- Goal #4: Maintain and support an effective and academically qualified university faculty
 - 1. Ongoing faculty development
 - 2. Continued doctoral studies support
 - 3. Strategic recruitment and employment of new faculty members

Theme #3: Student Learning Focus

- Goal #5: Increase 6-year graduation rate for students

- Goal #6: A liberal arts education for all baccalaureate students preparing them for leadership in their homes, churches, local schools, communities, and the world

- Goal #7: Enable 85% of our students to obtain discipline-related employment or acceptance into graduate school within 6 months of graduation

- Goal #8: Core competencies monitored in all general education courses

- Goal #9: Provide graduate students the sorts of learning experiences that will enable them to serve as effective change agents after they complete their programs at SAU.

NOTE: The Academic Plans Subcommittee of the Board of Trustees is recommending that university administration develop a 4th theme which would clearly state that our curriculum is “biblical and not humanistic or secularist.” Voted Feb 18, 2007.

Strategic Action Plan Timeline: 2006 – 2012

It is necessary to be specific in our planning if we wish to reach our academic goals. While the following actions are open to at least annual review, they indicate what academic administration considers to be important steps that we need to take in order to accomplish our goals and mission.

2006 - 2007

- | | | |
|---|---|---------------------------|
| 1 | Additional faculty FTEs: | |
| | a. Nursing (approved by Strat Plan + Budget Com 24 Jan 06) | OK |
| | b. Nursing – ½ time | ---- |
| | c. Mathematics (approved by Strat Plan + Budget Com 10 Jan 06) | OK |
| | d. Biology (approved by Strat Plan + Budget Com 10 Jan 06) | OK |
| | e. Journalism & Communication (approved by Strat Plan + Budget Com 10 Jan 06) | OK |
| | f. ½ time Archaeology Museum Designer & Information Coordinator (funded by Museum fundraising) | ---- |
| | g. “Unallocated” faculty FTE for development or opportunity | ---- |
| 2 | Establish a Graduate Office | |
| | ✓ 1/3 time graduate dean | OK |
| | ✓ Full time administrative assistant | OK |
| 3 | University restructuring study committees established | Report to Senate April 07 |
| | a. Governance & structure | |
| | b. Finance & budget | |
| | c. Curriculum | |
| 4 | Virtual Campus instituted, beginning with up to 10 courses this year ¹⁶ . | IP |
| | a. SDA teacher certification courses | |
| | b. Religion general education courses | |
| | c. MBA program | |
| | d. Special interest courses | |
| 5 | School of Business & Marketing receives IACBE accreditation | OK |
| 6 | Conditional Standing with 5 week intensive program in August. | 07-08 |
| 7 | Occupy Gym-Masters gymnasium fall semester | OK |
| 8 | Finalize architect’s plans for renovated library | ---- |
| 9 | Bolivia masters programs begin (January 2007 at the earliest although the proposal is “on hold” for the time being until we have established the stability of UAB and Bolivian leadership.) | Su 08 |

2007-2008

- | | | |
|----|---|---|
| 1 | Additional faculty FTEs: | |
| | a. Accounting Professor (approved by Strat Plan Comm 1/18/07; to begin in Jan. SBM finances allow us to move start date to August 1, 2007.) | OK |
| | b. Office Manager for McKee Library | ----- |
| | c. Chemistry professor (approved by Strat Plan Comm 1/18/07) | OK |
| | d. Nursing professor (approved by Strat Plan Comm 1/18/07; for 08-09 acad year) | Hold |
| | e. Social Work – professor | ----- |
| | f. Educ/Psyc grad professor (approved by Strat Plan Comm 1/18/07) | OK |
| | g. PEH&W facility manager (approved by Strat Plan Comm 1/18/07; to begin in Jan) | OK |
| | h. Recruiter for 4 graduate programs | ----- |
| | i. Director of Virtual Campus (approved by Strat Plan Comm 1/18/07) | OK |
| 2 | Institute SQUIDD (http://www.coker.edu/squid/) or something better in order to evaluate general education competencies ¹⁷ | Promised by Feb 2007 |
| 3 | Simplify and focus Gen Ed requirements in response to 2006-2007 Gen Ed program review (Consider a mandatory “mini-core” that will prepare every single undergraduate for leadership. Other <i>a la carte</i> general education courses can also be selected by students.) | Being considered by Program Review Committee & Assessment Committee |
| | a. SACS criteria | |
| | ✓ minimum of 30 semester hours | |
| | ✓ drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics | |
| | ✓ do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. ¹⁸ | |
| | b. + 12 credits of Religion | |
| 4 | Utilize Class & Facilities Scheduling Software | OK |
| 5 | Engage in the Delaware Study for Dept Benchmarks (Ordered for 07-08) | 07-08 |
| 6 | Conditional Standing with 5 week intensive program in August. | Aug 07 |
| 7 | Establish Center for Service (SW&FS) | ----- |
| 8 | Add 10 courses to virtual campus | |
| 9 | Revise advancement qualifications for academic rank | On hold |
| 10 | Utilize 533 credit hour / F-T professor / Year Benchmark | IP |
| 11 | Finalize feasibility study for affiliation with Andrews University and decide whether to offer MSW in 2009 - 2010. | IP |

2008-2009

- 1 Additional faculty FTEs:
 - a. Technology (Approved by Strat Plan Comm 11/30/06 when approving new prog) OK
 - b. Religion professor (Don't forget our promise to Marla Samaan)
 - c. SW & FS professor and affiliation coordinator
 - d. Nursing 1 ½ FTEs (1 FTE approved by Strat Plan Comm 1/18/07) OK
 - e. Journalism ½ time professor of photographic and video communication
 - f. Modern Languages
 - g. PEH&W exercise physiology professor
 - h. Increase ½ FTE in Library to F-T
 - i. Increase Archeology Museum Dir to full-time
 - j. 2nd "unallocated" faculty FTE for development and opportunity
- 2 Study feasibility of establishing a 2-year college for voc-tech programs with general education and core requirements appropriate to a 2-year college accreditation. Southern Adventist Technical College?
- 3 Open Wellness Center IP
- 4 Move into New Nursing Building IP
- 5 Renovate Herin Hall and Determine Its Highest Use
- 6 Bolivia masters programs begin (Summer 08 is earliest feasible date) IP
- 7 Serious Review of SACS Recommendations
- 8 No graduate faculty exceeds a 9 credit hour load
- 9 School of Computing Accreditation with ABET
- 10 10 month contracts with separate summer contracts as needed
- 11 Begin another film project in SVAD
- 12 Begin renovation of library or construction of new library at new location Move to 09-10?
- 13 Is it time for the Psychology Department to separate from the Education Department?
- 14 Is it time to expand the Graduate Office to enhance growth of grad programs and to prepare for additional graduate programs?
 - Grad Dean, from 1/3 time to ½ time (or more?)
 - Hire recruiter that can specialize in graduate recruitment

2009-2010

- 1 Additional faculty FTEs:
 - a. Educ/Psyc professor
 - b. Marketing Management professor
 - c. Archaeology Professor
 - d. SVAD film professor
- 2 Begin SACS self-study – Due 2010
- 3 15% of enrollment will be enrolled in SAU's virtual campus
- 4 Restructure university according to recommendations of Senate Study Committees
- 5 Evaluate 3-Year Virtual Campus Project
 - Number and quality of courses
 - Number of new / off-campus students reached
 - Adequacy of S. U. subsidy for teacher certification courses
 - Appropriateness of online tuition charges

2010-2011

- 1 Additional faculty FTEs:
 - a.
 - b.
- 2 Begin Quality Enhancement Plan (QEP) as required for accreditation visit
 - Requires significant involvement of
 - Faculty
 - Administration
 - Board of Trustees
 - Students
 - Community
 - Due at time of SACS site visit
- 3 20% of total SAU enrollment = graduate students
- 4 Phase in Alternative Wage Scale for faculty members

2011-2012

- 1 Additional faculty FTEs: May need earlier
 - a. Social Work & Family Studies – 4 FTEs
- 2 Establish MSW program separate from Andrews University affiliation?
- 3 **SACS site visit**

Ongoing

- 1 High-Tech teaching IP
 - Enhanced on-campus courses
 - Virtual Campus
- 2 Faculty professional development OK
 - ✓ Best Practices in Teaching @ Southern
 - ✓ Doctoral subsidy program
- 3 Ongoing quality reviews: OK
 - ✓ Faculty qualifications (review 5 depts/schools per year) OK
 - ✓ Syllabi (review 5 depts/schools per year) OK
 - ✓ Program reviews (5 year) OK
 - ✓ Annual unit plans OK
 - ✓ NSSE OK
 - ✓ Delaware Study IP
- 4 “Ride” current growth wave IP
- 5 Support and balance our “Anchor” schools¹⁹ = Religion, Education & Psychology, Business & Management, and Health Related (Nursing, Physical Education, Health & Wellness, Biology & Allied Health)

Beyond 2012

Doctor of Nursing Practice degree (deadline = 2015?)

Master's degree in music

PEH&W master's degree in wellness

Journalism & Communication master's degree

SVAD building

Brock Hall redesign & expansion (See e-mail in SBM file; Feb 27, 2007)

Fine Arts Center

Outdoor Adventure Program (proposed to Cabinet - May 4, 2004)

Phone Call of 1/11/07 suggesting that SAU should begin a PTA program and then build a bridge to a doctorate.

E-mail of 6/3/04 suggesting that we should start a para-legal studies program

Endnotes:

- ¹ Stratetic Planning Committee (3 Jul 02) Academic Affairs Committee (22 July 02), University Senate (22 July 02) and the Board of Trustees (9 Aug 02) voted to “encourage, support, and strengthen research” of faculty and of graduate students. SACS was advised of these actions.
- ² “SAU general education will be committed to honing essential academic skills, to fostering an understanding of humanity, to nurturing an appreciation of the arts, to instilling a capacity for critical thought, and to encouraging a commitment to Christian values and beliefs. Understanding that many individuals move into careers outside their college majors, SAU professional programs will recognize the need for their majors to become broadly educated people. A liberal arts education is suitable not only for the smart or highly motivated. Every qualified student has the right to a rigorous education that will expose him or her to the great questions, dilemmas, and accomplishments of the human experience. SAU administration and faculty will seek to nurture an atmosphere of intellectual curiosity and free inquiry appropriate to a Christian setting.” Ben McArthur, e-mail of Dec 19, 2005.
- ³ Bolman, L.G. & T.E. Deal. (2003). *Reframing Organizations*. San Francisco, CA: Jossey-Bass. p. 280.
- ⁴ Bolman, L.G. & T.E. Deal. (2003). *Reframing Organizations*. San Francisco, CA: Jossey-Bass.
- ⁵ Bolman, L.G. & T.E. Deal. (2003). *Reframing Organizations*. San Francisco, CA: Jossey-Bass. p. 181.
- ⁶ White, E.G. (2000). *True Education*. Nampa, Idaho: Pacific Press Publishing Association. p. 12.
- ⁷ White, E.G. (1945). *Gospel Workers*. Washington, D.C.: Review & Herald Publishing Assn. p. 72.
- ⁸ White, E.G. (1937). *Testimonies for the Church vol 4*, Mountain View, CA: Pacific Press Publishing Assn. p. 426.
- ⁹ White, E.G. (1872). *Testimonies for the Church, vol 3*. Mountain View, CA: Pacific Press Publishing Assn. p. 160.
- ¹⁰ White, E.G. (1900). *Testimonies for the Church, vol 3*. Mountain View, CA: Pacific Press Publishing Assn. p. 132.
- ¹¹ White, E.G. (1952). *Education*. Nampa, Idaho: Pacific Press Publishing Association.
- ¹² Collins, Jim. (2001). *Good to Great*. New York, New York: Harper Business. p. 1.
- ¹³ Joyce, B., M. Weil, & B. Showers. (1992). *Models of Teaching*. Needham Heights, MA: Allyn and Bacon. pp. 1 & 2.
- ¹⁴ Nilson, L. B. (2003).. *Teaching at Its Best*. Bolton, MA: Anker Publishing Company, Inc. p. 13.
- ¹⁵ <http://academics.southern.edu/>, Strategic Plans & Assessment.
- ¹⁶ Approved by Strategic Planning Committee on 15 December 2005.
- ¹⁷ I.S. is currently working on a Document Imaging project which will address a large portion of this goal. That project is anticipated to be completed by August 2006, according to an Expanded Cabinet discussion on 03 January 2006. However, the portion of the action plan pertaining to evaluation of undergraduates’ competencies with reference to general education needs to be implemented as well.
- ¹⁸ <http://sacscoc.org/pdf/PrinciplesOfAccreditation.PDF>. Core Requirement 2.7.3, cf. Comprehensive Standard 3.5.1

¹⁹ Using the metaphor of a shopping mall, which has certain anchor businesses, but also sells many other wares, one can make the case that SAU has anchor schools that were historically the primary reason for the establishment of the university and which still most directly fulfill the work of the denomination with reference to ministry, education, and the health message. It is interesting to note that, over the past 15 years, Business, Education, Nursing, & Religion have enrolled 43% +/- 2% of our enrollment. In practice, they have been our anchor schools. If one were to add Biology, English, Journalism & Communication, History, and Visual Art & Design, we would account for 73% of our total undergraduate enrollment.