AIIAS STRATEGIC PLAN 2020-2025

History of AIIAS

The Adventist International Institute of Advanced Studies (AIIAS) was established by the Seventh-day Adventist Church to meet the growing needs of the church for college teachers, church leaders, educators, health professionals, and treasurers with international-level, graduate education.

From its early days, in addition to its campus programs, AIIAS has offered programs at off-campus locations to facilitate the graduate-level educational needs of the church throughout the region. More recently cohort programs expanded as AIIAS was invited to South America, Eastern Europe, the Middle East, and Africa.

Beginning in 1957, several graduate programs, primarily in the area of religion, were offered on the campus of Philippine Union College (PUC), now the Adventist University of the Philippines (AUP). These programs were organized into a Theological Seminary, which became an institution of the Far Eastern Division of Seventh-day Adventists in 1978. The success of the Seminary led to the expansion of graduate programs into other areas, such as public health. Thus, on May 5, 1987, when AIIAS came into being by Presidential Decree 2021, it was composed of two schools: the Seminary and the Graduate School.

In 1991, AIIAS was moved to the present campus near Silang, Cavite. In 1996, AIIAS became an institution of the General Conference of Seventh-day Adventists. AIIAS is recognized for being innovative and dynamic. AIIAS Online was established in the year 2001 with the objective of offering quality, Christian-oriented graduate education to dedicated professionals around the world. In 2007, AIIAS distinguished itself as being one of the first Adventist educational institutions to graduate students with master's degrees from a program offered entirely online. Also, in 2007, AIIAS began the first Seventh-day Adventist doctor of philosophy program in business.

VISION

A Christ-centered community of leaders with a heart for mission

MISSION

To develop leaders through distinctively Seventh-day Adventist graduate education, excelling in spirituality, scholarship, and service.

Strategic Plan Development Process

Developing the AIIAS Strategic Plan required an objective analysis of AIIAS's internal and external environment up to the year 2019. Analysis of the internal and external environments was designed to obtain a picture as objective as possible about AIIAS so that the true AIIAS position was revealed. This position was the main basis for determining the most appropriate strategies for AIIAS to articulate and achieve its strategic goals and objectives for the next 5 (five) years, 2020-2025.

SWOT Analysis:
An internal environmental analysis was used to identify the strengths and weaknesses of AIIAS, while the analysis of the external environment identified opportunities and threats faced by AIIAS. The environmental analysis was carried out using quantitative methods, based on the weighting of each aspect and performance appraisal for each aspect presented.

Weight from each aspect reflects the importance or magnitude of influence of these aspects on the successful achievement of AIIAS's strategic goals and objectives. An internal performance appraisal shows how well AIIAS performs in the internal environment, while the performance appraisal for the external environment reflects how well AIIAS is doing in responding to and or anticipating external aspects.

In using the SWOT analysis (strengths, weaknesses, opportunities, and threats), this environmental analysis provided AIIAS with the basis for developing strategies to achieve strategic goals and objectives for the next 5 (five) years. The following are internal and external aspects identified as factors with an influence on the achievement of AIIAS strategic objectives.

A. Strengths

1. Well qualified, international and committed faculty
2. Culturally diverse community
3. Strong commitment to research
4. Support from the Philippine government
5. Quality of facilities and infrastructure
6. Programs are accredited
7. Status as a GC institution with stable financial support
8. Scholarship program
9. An international team of administrators
10. Strong missional atmosphere
11. Stable support staff
12. Faculty and students active in community service
13. Established journals and academic conferences
14. Excellent library—service, resources, and staff
15. Diverse program delivery modalities
16. Good relationships with world church leaders
17. Strong alumni network

B. Weaknesses

1. Few academic programs
2. Slow approval process for new programs
3. Time consumed by committees
4. High level of bureaucratic hurdles
5. Slow internet speed, or internet down
6. Lack of recognition by some countries
7. Technological infrastructure needs—file sharing, student info system, IUTUS
8. Limited financial resources; few streams of income

9. Inadequate student recruitment strategy
10. Lack of culture of accountability—performance evaluation, data-driven decision-making, institutional effectiveness analysis
11. Aging facilities
12. Insufficient time for faculty research
13. Low enrollment in some programs

C. Opportunities

1. Ability to provide cohorts in other languages
2. Existence of new markets to explore
3. External funding from alumni, (untapped potential for scholarships and projects)
4. External research funding
5. Word of mouth marketing through alumni
6. Improving economy of the Philippines and the Asian region
7. Research reputation within the Philippines and Church (growing conferences)
8. Collaboration with sister institutions and non-SDA institutions
9. Public Health program potential enrollment growth; impact on communities

D. Threats

1. Fears from natural disasters, political instability
2. Uncertainty of the global economy
3. Growing competition from similar academic programs in SDA institutions
4. Declining buying power (financial support in pesos rather than USD)
5. Increasing technological demands
6. Less support from Division leaders who are not alumni
7. Loss of Adventist ethos; declining enrollment as % of the membership
8. Impact of government regulations (e.g. septic system upgrade, approval processes)
9. Limited space for campus growth.
10. Secularism

Table 1: Internal Factor Evaluation (IFE) Matrix

Strengths	Weight	Rating	Weighted Score
Well qualified, International and committed faculty	0.05	4.00	0.18
Culturally diverse community	0.02	4.00	0.08
Strong commitment to research	0.05	4.00	0.18
Support from the Philippine government	0.02	3.00	0.06
Quality of facilities and infrastructure	0.03	4.00	0.12
Programs are accredited	0.05	4.00	0.18
Status as a GC institution with stable financial support	0.03	3.00	0.08
Scholarship program	0.02	4.00	0.08
International team of administrators	0.02	4.00	0.08
Strong missional atmosphere	0.05	4.00	0.18
Stable support staff	0.02	4.00	0.08
Faculty and students active in community service	0.02	3.00	0.05
Established journals and academic conferences	0.04	3.00	0.11
Excellent library—service, resources, and staff	0.04	4.00	0.16
Diverse program delivery modalities	0.03	4.00	0.12
Good relationships with world church leaders	0.03	3.00	0.09
Strong alumni network	0.02	3.00	0.05
	0.50		**1.86**

Weaknesses	Weight	Rating	Weighted Score
Few academic programs	0.05	2.00	0.10
Slow approval process for new programs	0.04	2.00	0.07
Time consumed by committees	0.03	2.00	0.06
High level of bureaucratic hurdles	0.03	2.00	0.06
Slow internet speed, or internet down	0.04	1.00	0.04
Lack of recognition by some countries	0.05	2.00	0.09
Technological infrastructure needs—file sharing, student info systems, IUTUS	0.04	2.00	0.07
Limited financial resources; few streams of income	0.05	2.00	0.09
Inadequate student recruitment strategy	0.05	1.00	0.05
Lack of culture of accountability—performance evaluation, data-driven decision-making, institutional effectiveness analysis	0.03	2.00	0.05
Aging facilities	0.04	2.00	0.07
Time for faculty research	0.04	2.00	0.08
Low enrollment in some programs	0.05	2.00	0.10
	0.50		**0.92**

S/W = 2.78

Table 2: External Factor Evaluation (EFE) Matrix

Opportunities	Weight	Rating	Weighted Score
Ability to provide cohorts in other languages	0.07	4.00	0.26
Existence of new markets to explore	0.07	3.00	0.20
External funding from alumni, (untapped potential for scholarships and projects)	0.07	3.00	0.20
External research funding	0.05	3.00	0.15
Word of mouth marketing through alumni	0.07	3.00	0.20
Improving economy of the Philippines and the Asian region	0.05	3.00	0.15
Research reputation within the Philippines and church (growing confidence)	0.05	4.00	0.18
Collaboration with sister institutions and non-SDA institutions	0.05	3.00	0.15
Public Health program potential enrollment growth; impact on communities	0.05	3.00	0.14
	0.50		**1.61**

Threats	Weight	Rating	Weighted Score
Fears from natural disasters, political instability	0.06	4.00	0.24
Uncertainty of the global economy	0.05	3.00	0.15
Growing competition from similar academic programs in SDA institutions	0.06	3.00	0.18
Declining buying power (financial support in pesos rather than USD)	0.06	3.00	0.17
Increasing technological demands	0.04	4.00	0.16
Lesser support from Division leaders who are not alumni	0.05	3.00	0.15
Loss of Adventist ethos; declining enrollment as % of the membership	0.06	3.00	0.17
Impact of government regulation (e.g. septic system upgrade, approval processes)	0.04	3.00	0.12
Limited space for campus growth	0.04	3.00	0.11
Secularism	0.06	4.00	0.22
	0.50		**1.66**

O/T = 3.27

EFE Score 3.27

IFE Score 2.78
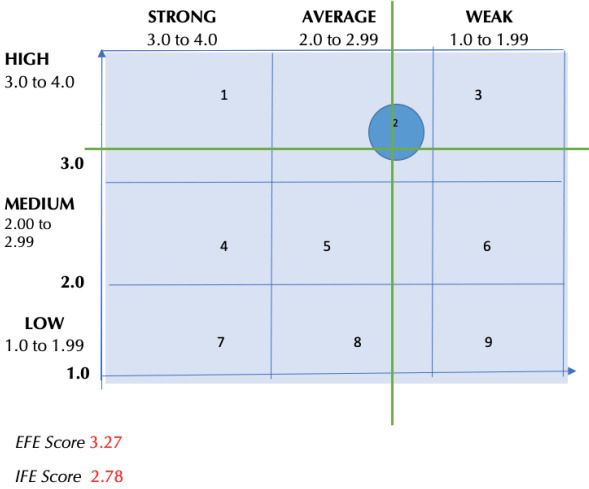
Based on the IE Matrix above, AIIAS falls into the **_Grow and Build Region_** (region 1,2, and 4).

Suggested strategies for this particular region are:

a) Penetration

Penetration is an effort to dominate the market segment by offering a competitive price. AIIAS can market activities in the areas of education, research and community service that bring collaborations with government agencies, church entities and other institutions, to spread the influence of AIIAS and draw students.

b) Development, diversification.

Development is carried out by improving quality in all areas of services that are currently carried out by AIIAS, increasing the network of cooperation, and expanding the areas from which students originate.

c) Good integration strategies that are backward, forward, and horizontal.

Backward integration is carried out by increasing cooperation with all stakeholders for better management process input. Input here can come in the form of prospective students, assistance/grant funding, and procurement strategies to maximize economic value of goods and services acquired.

Forward integration is carried out by increasing cooperation with stakeholders to increase the desirability of employing AIIAS graduates. AIIAS can better equip students by preparing them to meet potential employers.

Horizontal integration is conducted by AIIAS to increase cooperation with other institutions of higher education, as partners in developing and increasing the capacity for quality educational services and other services to society in general. Using synergies between higher education institutions, AIIAS may continue to excel in spirituality, scholarship, and service.

AIIAS Space Matrix

A. Internal Dimension

FINANCIAL STRENGTH	1 to 6
Fees and other charges	4.0
Alumni	3.0
Cash Flow	5.0
Net Income	4.0
Liquidity	4.0
Total	4.0

Competitive Advantage	-1 to -6
Market Share	-4.0
Education Quality	-1.0
Infrastructure	-1.0
Strong Alumni Network	-3.0
Customer Preference	-3.0
Total	-2.4

B. External Dimension

Environmental Stability	-1 to -6
Technological Changes	-2.0
Inflation Rate	-3.0
Tuition Fee of Competing Institution	-3.0
Government Regulation	-3.0
Programs Demand Rate	-2.0
Total	-2.6

Industry Strength	1 to 6
Growth Potential	4
Financial Stability	4
Advanced Technological Know how	5
Resources Availability	5
Easy Application	5
Goodwill	6
Total	4.8

SWOT Matrix

AIIAS	Strengths (S)	Weaknesses (W)
	1. Well qualified, International and committed faculty 2. Culturally diverse community 3. Strong Commitment in research 4. Support from the government 5. Quality of facilities and infrastructure 6. Programs are accredited 7. Being a GC institution with stable financial support 8. Scholarship program 9. An international body of administrators 10. Strong missional atmosphere 11. Stable support staff 12. Faculty and students are active in community service 13. Established journals and academic conferences 14. Excellent Library—service, resources, staff 15. Diverse modalities 16. Good relationships with world church leaders 17. Strong alumni network	14. Limited academic programs 15. The approval process for new programs is slow 16. A lot of time wasted in committees 17. High level of bureaucratic 18. Internet speed or lack thereof 19. Recognition is some countries 20. Technological infrastructure—file sharing, SIS, IUTUS 21. Limited financial resources and sources of income 22. Poor student recruitment strategy 23. Lack of accountability culture—performance evaluation, data-driven decision-making, institutional effectiveness 24. Aging facilities 25. Time allocated for faculty research 26. Low enrollment in some programs
Opportunities (O) 10. Ability to provide cohorts in other languages	**S-O Strategies** 1. Enable students to achieve academic 2. Excellence in their chosen fields (S1, S3, S5, S14, S15, O1, O2, O3) 3. Expand research opportunity (S1, S3, S13, S14, O7, O8)	**W-O Strategies** 1. Maintain sustainable enrollment growth and be recognized in the national, regional and international market (W7, W10, W14, O1,O2, O5, O6, O8, O9)

11. New Markets that need to be explored 12. External funding from alumni, (untapped potential for scholarships and projects) 13. External research funding 14. Word of mouth marketing through alumni 15. Improving the economy of the Philippines and the Asian region 16. Research reputation—within the Philippines, Church (growing conferences) 17. Collaboration with sister institutions and non-SDA institutions 18. Public Health program potential enrollment growth; impact on communities	4. Aim to be the school of choice for Adventists across Asia and beyond (S1, S2, S5, S6, S8, S10, 16, O1, O2, O5, O8) 5. Foster linkages/partnerships with church institutions and other universities (S6, S7, 6. S16, O3, O4, 7, O8) 7. Use evolving technology in teaching and learning (S1, S5, O3) 8. Develop alumni association/ database and regular alumni communication (S17, O5) 9. Ensure faculty research and publication (S1, S3, S13, O4, O7)	2. Developing new programs in response to constituent needs and strategic opportunities (W1, W2, W4, O2, O9) 3. Focus on enrolment growth by attracting high caliber students (W9, W10, W14, O1, O2, O5, O6)
Threats (T) 1. Fears from natural disasters, political instability 2. Uncertainty of the global economy 3. Growing Competition of academic programs in SDA institutions 4. Declining financial support in buying power 5. High technological demands 6. Lesser support from Division leaders who are not alumni	**S-T Strategies** 1. Continue to strengthen spiritual tone and life on campus (S10, S16, T7, T10) 2. Provide strong academic programming (S1, S5, S6, S13, S14, T3, T6) 3. Improve student life and experience (S2, T3, T6, T7, T10)	**W-T Strategies** 1. Revisit the committee term of reference, streamline the organizational structure and create efficiency in decision making (W3, W4, T3, T4, T6) 2. increase brand recognition (W9, W14, T3, 3. develop contingency plans for vagaries of enrollment (W9, W12, T2, T3, T4, T6, T8) 4. IT provides essential management information and update the student record management system (W7, T5). 5. Move towards financial resiliency (W8, W11, W13, T1, T2, T3, T6, T4, T6)

7. Loss of Adventist ethos; declining enrollment as % of the membership 8. Government regulations—septic system, approval processes 9. Limited space for growth 10. Secularism		6. Create a culture of accountability (W10, T7) 7. develop a functional and effective advancement program (W8, W13, T2, T3, T4, T6)

AIIAS STRATEGIC PLAN 2020-2025
THEMES, GOALS & KPIs

*Cross-referenced with the objectives and goals of the "I Will Go" Strategic Focus
of the Seventh-day Adventist Church,
and with recommendations from PAASCU and AAA accreditation reports

Preamble:
Based on the IE Matrix (IE), Space Matrix (SM), and SWOT Matrix, the strategies focus on **five general themes.** While many strategies can be pursued to address the themes, these seven particular goals emerged as the ones that are strategic rather than operational, and would significantly move AIIAS forward in ways that are not currently in place.

> *Overall: PSC 4.F.1The strategic plans be further improved by defining the strategic vision in the next 5 years, and the strategic goals and performance metrics each key results area.*
> *PSC 4.F.2 The articulation and alignment between the institutional strategic goals and the department's operational plans be clearly established*

Theme 1: Excellence in research, innovation, and creativity

Goal 1.1: Develop unique strengths and opportunities in innovation that focus on research that is relevant, through close collaboration with the church, industry and other stakeholders.

> ***IWG-KPI 4.1*** *Mission initiatives in the 10/40 Window and large urban areas receive assistance from institutions elsewhere in the world*
> ***PSC 1.B.3*** *The team reiterates the recommendation of the previous team of utilizing research findings as basis for community outreach projects, including social entrepreneurship*
> ***PSC 2.C.1*** *The team recommends that the faculty and students engage in research that will enrich their understanding of public health issues and concerns in the local context*
> ***PSC 4.C.1*** *Increase the number of research projects done by faculty in collaboration with faculty of other higher education institutions in the Philippines and abroad*

> **KPI 1**
> Increase the number publications from AIIAS faculty and staff research that support mission initiatives in the 10/40 window and beyond.

> **KPI 2**
> Increase the number of research collaborations that meet needs of the Church, industry, other educational institutions, or other stakeholders.

Theme 2: Provide strong academic programming

Goal 2.1: Provide strong technological skills development in academic programs, and in practical professional development of AIIAS members and constituency, with a focus on using such skills to strengthen the mission of the Church.

> *IWG-KPI 9.5 The General Conference has, and its entities are working toward, an integrated media plan that maximizes the potential of technology*
> *IWG-KPI 7.3 Increased ethical and responsible use of media platforms by students*

> **KPI 1**
> Provide one training event per academic term to support faculty and staff to integrate technology in the workplace.

> **KPI 2**
> All faculty integrate technology appropriately in the curriculum and instruction of the courses they teach, as evidenced by syllabi and student class evaluations.

> **KPI 3**
> Increase training and use of media technology for mission outreach.

Goal 2.2: Increase access to the AIIAS educational experience. Access could be through such strategies as DLC programs, cohorts, creative scheduling, online degree options, short-term academic experiences, and student and faculty exchange programs

> *IWG-KPI 4.2 Adventist tertiary institutions increase the proportion of missiologists teaching mission, all of whom are faithful to biblical missional principles, Adventist educated, and endorsed by IBMTE*
> *IWG Objective 8: To strengthen the discipleship role of pastors, teachers, and other frontline workers and provide them with regular growth opportunities*
> *IWG KPI 8.1 Evidence that most pastors and teachers feel supported by church members and by conference administrators, continue to feel called to ministry, and are engaging in continuing education and development*
> *IWG KPI 8.2 Pastors with limited Seventh-day Adventist education are working to complete course work necessary to meet their local BMTE requirements*
> *IWG KPI 8.3 Opportunities are given to frontline workers to deepen their passion for and broaden their experience of mission*

> **KPI 1**
> Increase the amount of available scholarship funds by 25% by 2025.

> **KPI 2**
> Increase the number of students from AIIAS's supporting divisions/fields (NSD,SSD and CHUM) by 15 per year through 2025.

> **KPI 3**
> Establish a program of revenue-producing online workshops and seminars for enhancing church life and mission, showcasing faculty and guest presenter expertise.

Theme 3: Service through outreach and community engagement

Goal 3.1: Pursue various avenues for all students and employees to be involved in personal or public evangelistic outreach and community engagement.

> *IWG-KPI 1.1 Increased number of church members participating in both personal and public evangelistic outreach initiatives with a goal of Total Member Involvement (TMI)*
>
> **KPI 1**
> Increase the percentage of employees and students participating in personal or public evangelistic outreach initiatives.
>
> **KPI 2**
> Increased the percentage of employee and students participating in community service.

Theme 4: Institutional integrity and effectiveness

Goal 4.1: Develop a system of institutional effectiveness and accountability, with an emphasis on data-driven decision-making.

> *IWG-KPI 4.3 Each institution reports to its board or governing committee on how it will achieve selected objectives and KPIs of the I Will Go plan*
> *IWG-KPI 10.3 Evidence that pastors and church leaders demonstrate the highest standards of integrity and ethical behavior in interpersonal relations and finances*
> *AAA 1.3 That the administration implement its intention to establish the function of quality assurance to establish the function of quality assurance to monitor the wholistic quality of the institution with more consistent evaluation, providing feedback and documentation for alumni commitment to the institution and the church's mission and values*
> *AAA 5.3 That the Administration in coordination with the Human Resources department establish an effective procedure to assess the performances of non-teaching staff, and then use the results to enhance their effectiveness in the workplace and to ensure every worker meet the expectation of the institution*
>
> **KPI 1**
> For faculty, management staff and administrators, establish an effective system for practical annual goal determination and performance measurement.
>
> **KPI 2**
> Increase performance of non-teaching staff as measured by the Human Resources department performance management system.
>
> **KPI 3**
> Increase internal and external customer satisfaction as measured by the annual tracer study.

KPI 4

Develop and implement a system for linking non-sponsored graduates with potential employers.

Theme 5: Resilient financial base for campus operations

Goal 5.1: Diversify the sources of funding (e.g. fundraising, endowment, cultivation of sponsorships by divisions, development of DLCs) to help grow new initiatives and fund operations.

> *IWG Objective 9: Every organization systematically reviews and aligns resources in light of the worldwide mission priorities.*
>
> *AAA 3.2 That the board and administration create and staff, with an FTE, a Development Officer. The position is charged with helping support the institution's financial well-being by soliciting and securing donations (Interviews, observations). Commonly known as 'gifts,' the money comes from donors that have been sought out by the fundraiser. The position requires a person with a bachelor's degree at the minimum (a Master's degree would be preferred), a working knowledge of philanthropy in the Seventh-day Adventist church and most importantly strong verbal and written skills. The position would serve the President as a part of the administrative cabinet, preferably with the rank of Vice President or Director.*

KPI 1

Increase by 10% the amount of non-tuition revenue streams (e.g. donations, grants, endowment, other philanthropy), not counting regular church appropriations or funds raised for building projects.

KPI 2

Develop and offer two new online certificate programs by 2025.

Goal 5.2: Develop and maintain an integrated and comprehensive marketing plan for the institution.

KPI 1

Increase degree program applications by 5% per year through 2025.

KPI 2

Enroll students from 10 new countries by 2025.