

# ***MOUNT VERNON NAZARENE UNIVERSITY***

## ***University Plan***

***2009-2012***



September 10, 2010

# ***Table of Contents***

Executive Summary .....	1
Essence .....	2
Emphasis .....	3
Environment .....	4
Introduction .....	7
Mission .....	9
Core Values .....	10
University Vision .....	10
Strategic Vision .....	10
Our Future .....	10
Critical Concerns .....	12
Key Performance Indicators .....	12
Strategic Initiatives – 2009-12 .....	13
Initiative 1: Essence .....	13
Initiative 2: Emphasis .....	14
Initiative 3: Environment .....	14
Implementation Plans - 2009-12 .....	14
Initiative 1: Essence .....	15
Initiative 2: Emphasis .....	18
Initiative 3: Environment .....	21
2025 Vision Marks .....	24
Summary .....	26
Appendix .....	27

## Executive Summary:

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In the year of celebrating its 40th anniversary, the campus community has enjoyed the opportunity to reflect upon its relatively short but successful journey since its founding. A natural extension of such an occasion is to move from celebration and recognition of the past to dreaming and envisioning the future. The beginning hopes, dreams, and plans for such a future have been captured in this document – a University Plan – detailing the enhancement of “who we are” as well as the development of “where we are going.” The Framework also identifies the institution’s next steps in the strategic planning process that will lead the community toward plan fulfillment.

Serving as the foundation of its planning efforts, rests the acknowledgement of the responsibility to carry on the century-old tradition of higher education within the Church of the Nazarene and return it to the future with renewed strength and vitality. Inherent then, is the responsibility to lead with foresight, operate with insight, and learn through hindsight. The *Manual* of the Church of the Nazarene states, “The Church of the Nazarene, from its inception, has been committed to higher education.” Through the years, the Church has displayed this commitment through the provision of students, administrative and faculty leadership, and financial and spiritual support. The Nazarene system of higher education is designed to provide education that guides students toward “spiritual maturity, enriches the church, and sends out into the world, thinking, loving servants of Christ.”

The nature of our world is such that the environment in which this responsibility is carried out continues to evolve and change. Therefore, if the University is to be effective and vibrant, it must continue to seek ways in which to distinguish itself and enhance its relevancy, strengthen its programs and operations, and transform itself in order to face such a challenging and demanding future.

Sometimes transformation is defined in such a way to connote that what exists is no longer sufficient or desired and therefore everything must change. However, transformation is more aptly defined as a re-creation of what exists – re-shaping something for new purposes and possibilities. At the University’s 2008 Faculty Institute, Dr. James Mannoia captured this thought when he expressed that transformation recognizes and preserves the past, but is changed and equipped to be better prepared for the future.

At the 2008 University Dinner, the concept of transformation was illustrated when pieces of slate from the original roof of Lakeholm Mansion were distributed as a representation of such transformation. Slate is a unique type of stone called metamorphic rock – the result of the metamorphosis of shale. When buried deep in the earth and exposed to great heat and pressure, the clay of shale changes into new minerals and becomes slate. Such a transformation process for MVNU’s educational experience and environment is the objective of the University Plan.

Thus, the Framework identifies three areas for institutional transformation that not only will enable us to be better prepared for our future, but will lead us to more clearly express the very nature of the University's own transformational educational experience. The three areas are: Essence, Emphasis, and Environment.

### **Essence:**

The objective for this initiative is to incorporate throughout all of university life practical expressions of Wesleyan-Holiness theology that set us apart as an educational institution.

As we seek to become one of the nation's leading Christian higher education institutions, one identifier, as addressed by the first action step, acknowledges that others should immediately recognize that MVNU is an institution whose education and community is informed and shaped by its Wesleyan-Holiness heritage. The Jesuit higher education system provides an interesting model as to how this initiative could result in deepening the essence and identification of the University. The Society of Jesus (a religious order of the Catholic Church where members are commonly known as Jesuits) has a Web site that houses two interesting documents: *The Characteristics of Jesuit Education* and *Ignatian Pedagogy* (<http://www.sjweb.info/education/doclist.cfm> to view or download.) We will endeavor to define Wesleyan-Holiness intellectual space. We will seek to answer the question – what does a Wesleyan-Holiness university offer that is distinctive and valuable in the Church and for the world?

In his book, *Quality with Soul: How Six Premier Colleges and Universities keep Faith with Their Religious Traditions* (2001), Robert Benne examined six institutions to determine how the vision, ethos, and personnel policies of each school have been effectively used to maintain the institution's strong religious foundation. Remaining "intentionally Christian" as Benne describes can only be accomplished by exhibiting intentionality. Thus, the second action step in this section promotes the active development of the community's personal and corporate faith and for such faith to be grounded in the cultivation and pursuit of Christ-likeness.

The third action step is a result of the question asked by the writer in Ecclesiastes, "What does man gain from all his labor?" That is the wrong question! Life isn't about living life, it is about giving life. As Wesleyans, we are called to be both hearers and doers of the Word. Being and doing informed John Wesley's life and it should ours today. David McKenna, in his book, *What a time to be Wesleyan* (1999), noted that in the early 19th century, Christians led the way as "doers" of the faith – opposing slavery; advocating labor reform; and championing the cause of the poor, the sick, the orphaned, and the elderly. However, after the turn of the 20th century, conservative Christians retreated into a defense of "being" at the expense of "doing." Therefore, as a Wesleyan institution, MVNU should connect the value of Truth with the value of Service. Integrating faith and academics creates the framework for purpose

and reason – challenging students to change the world with the love of Christ – whatever vocation God calls them to and wherever God calls them to go.

Some discussion and conversation regarding the third action step in this initiative has already begun and a program has been identified to house the resulting action steps: **Mission M2540**. The program is based on Matthew 25:40 where Jesus says, “I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.” This effort is intended to move into the three areas identified in the third action step and develop sustained partnerships that work to identify and address real-world needs – e.g. education, health, poverty, disaster relief, capacity development, etc.

The purpose is to move our missional elements, institutional expertise, and passion from simply being...to doing. It is the desire to challenge all who are a part of this community to move from merely possessing a Christian World View and being a Christian World Viewer to allowing Christ to work through us to become a Christian World Doer solving real-world problems and through such, changing the world with the love of Christ.

### **Emphasis:**

The objective for this initiative is to pursue and exhibit excellence by embracing and instilling the discipline of continuous improvement throughout the University.

The first action step identified is the creation and implementation of a comprehensive Academic Plan. Inherent in the step’s identification is the desire to establish the pursuit of academic excellence as a foremost objective for faculty, administration, and staff. The Academic Plan components will be integrated with a corollary comprehensive Enrollment Plan that will identify potential and planned enrollment targets as a result of the Academic Plan. The creation of the Academic Plan will be informed by principles such as:

- Delivering high quality programs and services
- Establishing clear criteria for program reviews, assessment, and renewal
- Developing new programs
- Supporting relevant learning objectives and expectations
- Promoting student engagement
- Increasing faculty support, development, and scholarship
- Revitalizing general education
- Enhancing teaching and learning strategies
- Identifying space constraints and expansion needs
- Aligning resources to fully support current and planned programs

It will be important that the logic and integrating narratives of the academic program at MVNU be understood by the entire faculty. In order for this to happen, all voices must be heard and the general education program seamlessly integrated with each major through an articulated vision of the Christian faith.

An additional purpose of the Academic Plan is to assist the University in developing an entrepreneurial culture. Possessing an environment where programs are continually renewed and developed will not only aid in maintaining the University's relevance, but will promote new and unique pedagogical practices focused on increasing a student's intellectual, personal, and spiritual growth and development.

As the University mission states, we seek to educate the "whole person." Romans 12:1 exhorts us to "offer our bodies as living sacrifices, holy and pleasing to God." The concept correlates to the "whole" – not simply our mind or our hands but all of who we are. The Wesleyan-Holiness tradition that informs the doctrinal and moral convictions of the University speaks to the hope of wholeness arising from the gospel. Thus, MVNU's educational experience must seek to engage the whole person if we are truly to fulfill our mission. Students' level of engagement, whether in or out of the classroom, is critical to their long-term growth, development, and achievement. Thus, when implementing the second action step, it is imperative that Student Development partner with Academic Affairs and Campus Ministries in the development of the overall learning environment. As the Academic Plan is created, cross-conversation and integration of thoughts and philosophy will occur to ensure mutual support in accomplishing the defined student learning and growth objectives – both in and out of the classroom.

In the lifecycle of an organization's growth and development, oftentimes policies, procedures, and practices exist that are either outdated or no longer needed given the organization's current environment and context. There may also be out-dated philosophies that shape existing programs and services thus lessening, or even negating and working against, the very purpose of such programs or services. Just as noted previously where periodic structure review is necessary to maintain effectiveness and efficiency, the same process is as critical for policies and practices. Action step three will encompass a systematic review to identify such policies and practices that need to be revised to support the current contextual setting and direction.

### **Environment:**

The objective for this initiative is to create structures and strategies that improve internal operations and more effectively respond to an ever-changing external environment.

There are many institutions doing the "right" things but as Mount Vernon does the "right" things, we want to make sure we are doing things "right." Therefore, we seek to increase our efforts in improving

the organizational structures, systems, and technology that will enable our faculty and staff to perform at the highest level most beneficial for student learning and personal growth.

All organizations should review internal structures periodically to ensure they remain effective in supporting and advancing programs and operations through appropriately focusing institutional resources and energy. The objective of the Structural Audit in this initiative's first action step, is to identify structural inefficiencies that may be inhibiting institutional or personal effectiveness and consequently, the institution's ability to provide the nature and quality of the teaching and learning experience desired. The Structural Audit will be a reflection of the conviction that at a university like MVNU, everything we do impacts other campus functions and operations. The student who arrives on campus will be in class, campus housing, chapel, athletic events, etc. Because the life of the student is an integrated whole, it is essential that the University be the same. It will be critical that faculty, administration, and staff understand this and that the organization be able to respond accordingly. The Structural Audit will be guided by values, principles, and desired outcomes such as flexibility, creativity, consistency, freedom, trust, openness, effectiveness, efficiency, and the pursuit of improved decision-making capacities.

Given the breadth of educational institutions, especially in the non-traditional arena, the University often encounters institutions with much greater efficiencies in their educational delivery than Mount Vernon currently possesses. Although such institutions rarely match the full value an MVNU education affords to each student, pursuing industry "best practices" should enhance the educational value and the attractiveness of obtaining an MVNU education and allow it to remain a competitive and viable option in the prospective student's mind. The second action step under the first initiative will attempt to address this opportunity for improvement.

As the future is considered, there is no question various sources for funding higher education will continue to experience change and limitations. The fall of 2008 experienced an economic "credit crunch" that impacted multiple sectors of the economy and although the full impact on higher education institutions is yet to be determined (including students' access and affordability), it is an area that will need to be carefully monitored. As a private institution, Mount Vernon is heavily dependent on tuition and fees and such dependence only exacerbates our vulnerability to market and economic conditions. Thus, it is imperative, as the third action step identifies, that we work to develop our capacity and efforts in fundraising to ensure a viable and consistent financial resource stream that allows the University to be less susceptible to future economic impacts and cycles.

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This initial version of the University Plan provides the campus with a framework and detailed implementation plan. The University Plan is intended to be a living and dynamic document and each member of the community is urged to discover ways in which personal involvement and commitment can be heightened to serve the greater community as we move toward achieving the institution's mission and vision.



## Introduction:

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The vision for Mount Vernon Nazarene University is to change the world with the love of Christ. As we pursue this vision, multiple strategies and directions will be implemented to allow such change to be broader and deeper. These strategies and directions will not only form the basis and core of the University Plan, but also shape the ongoing belief for what the University can become as the strategic vision is pursued – that is, being recognized as one of the nation’s leading Christian higher education institutions.

The University Plan is designed to be comprehensive in scope – intentionally addressing every aspect of the campus and its experience. In so doing, the plan reflects the basis of Mount Vernon’s educational philosophy, that of educating the whole person. In an increasingly divisive world, this philosophy unites a student’s faculties and entire potential for growth to enable a seamless transition from university student to fully engaged global citizen. The Greek word *totus*, meaning whole, entire, or complete, describes both the Mount Vernon educational experience and the focus of the University Plan.

Three Latin words capture the essence of educating the whole person: *cognosco* – to examine, inquire, learn; *delecto* – to love; and *ministro* – to serve. MVNU seeks to provide an educational experience that challenges and shapes a student’s **head, heart, and hands**, in cognitive, affective, and behavioral realms of learning and growth. By doing so, each student’s potential is developed to answer the call for becoming a change agent on Christ’s behalf in a broken and hurting world.

In both its development and its implementation, the standard for the University Plan will be the pursuit of excellence. As we believe was true at our founding, our vision is our call from God and the University’s very reason for being. From the beginning, MVNU has received the blessing of God time and time again. God has given us His best and thus, pursuing our best should be offered in return. The pursuit of excellence makes a statement about the God we serve and the quality of our commitment to the covenant we have willingly entered. As servants and partners in the vision to change the world with the love of Christ, I Corinthians 10:31 is our guide, “Whatever you do, do it all for the glory of God.”

The University Plan outline:

- Mission
- Mission Context
- Core Values
- University Vision
- Strategic Vision
- Critical Concerns
- Key Performance Indicators

- Strategic Initiatives 2009-12
  - Initiative One – Essence
    - Actions
  - Initiative Two – Emphasis
    - Actions
  - Initiative Three – Environment
    - Actions
- 2025 Marks

The University Plan is the result of three years of dedicated and focused conversations among faculty, staff, students, Board of Trustee members, alumni, and community members. Current assessment reveals that the University has accomplished much in its 40-year history to become a solid institution of higher learning with a respected reputation. However, it is also clear from the conversations with various voices of stake-owners and key constituents that the community desires to see the University continue its development and become known as one of the nation’s leading Christian colleges and universities. In looking at our past and planning for the future, the words of Henry David Thoreau illustrate our place in time as we stand at the threshold of yesterday and tomorrow, “There is more day to dawn. The sun is but a morning star.” The future and promise of the University indeed shine bright. The purpose of the University Plan, therefore, is to move into our future with boldness and clarity.



## **Mission:**

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Mount Vernon Nazarene University exists to shape lives through educating the whole person and cultivating Christ-likeness for lifelong learning and service.

## **Mission Context:**

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Mount Vernon Nazarene University, established by the Church of the Nazarene, opened its doors in 1968 and serves the denomination's East Central Region. The University offers liberal arts, professional, and graduate education in multiple locations throughout the state of Ohio.

MVNU's educational philosophy and purpose are shaped by its Wesleyan-Arminian holiness theological roots: informed by the Bible; focused on Christ-likeness in every aspect of life; and defined by a love for God with heart, mind, soul, and strength, and for neighbors as one's self. Students are nurtured and empowered through caring relationships with faculty, staff, and administrators; challenged to be a devoted disciple of Christ; engaged in the discovery of wisdom and truth in every discipline of study; prepared for leadership in various vocations; equipped to be lifelong learners; and sent into the world to live out their faith by offering their hearts and lives in service to God and others.

The University is characterized by an engaging environment where diversity is celebrated and differences in ethnicity, denomination, gender, economic level, and stage of spiritual development are embraced. A spirit of worship unifies the academic, social, and spiritual life of the student body, and the community is shaped through shared commitments, values, and experiences that provide the context for transformation in Christ, individually and collectively. Excellence in vocational pursuits and in character development are viewed as an expression of faithful stewardship, and a lifestyle of compassion is demonstrated as the most effective witness to others of God's love. As in Romans 12:1-2, we are called to offer our head, heart, and hands as living sacrifices, holy and pleasing to God. In the lives of our alumni, the marks of Mount Vernon Nazarene University continue to identify them as devoted disciples, servant leaders, learning professionals, and loyal alumni.

## **Core Values:**

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- Christ-likeness
- Learning
- Serving
- Excellence

## **University Vision:**

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To Change the World with the Love of Christ.

## **Strategic Vision:**

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We will become recognized as one of the nation's leading Christian universities.

### ***Our Future***

Becoming recognized as a leader will not be determined by our success, but by our significance; significance as seen through the lives of our alumni as they engage, lead, serve, and change our world with the love of Christ.

The University will be known for its exceptional and transformational teaching and learning environment and its intentional integration of faith and learning as defined by its Wesleyan-Holiness roots and its holistic understanding of life. Dedicated to being an effective teaching institution and committed to student success, the faculty will continually seek to enhance methods and practices that promote student engagement and learning. Teaching will be resourced by the ongoing research of the faculty. Therefore, teaching at MVNU will “be” what it “talks” about. The importance of faculty mentorship will be essential to this future. Pursuing the highest quality in all we do will produce a learning environment where excellence is defined by each student's growth in learning and achievement. Students will have the opportunity to live and learn in diverse environments that incorporate effective delivery methods, state-of-the-art facilities, and relevant programs for preparation to enter a global society. The University will be known for rigor, inquiry, scholarship, and the pursuit of knowledge as informed by the ultimate Truth.

Faculty and students will experience a dynamic and engaging community that will incorporate a philosophy of developing the whole person in order to effectively empower students to live, learn, and

serve as global citizens. Within this learning environment, a Christ-like perspective on the inherent value of relationships will be present, expressing itself through acceptance, diversity, openness, respect, understanding, and love. Alumni will be easily identified as they exhibit distinguished professional competence and highest personal character. A sense of balance in life will be encouraged so that students and alumni will have an understanding and desire to live life to its fullest.

The University will be known for its spiritual vitality and pursuit of Christ-likeness in all facets of life. In this pursuit, the University will carry forward a founding focus of the Church of the Nazarene, that is, the banner for the poor in our world, the marginalized, and those on the fringes of society. Embracing and advancing such will foster a continued commitment to access and affordability for all who seek to learn and grow from the University's educational experience. A core objective for the University will be to foster a spirit of service and compassion so that community members choose to be instruments of grace in the lives of people and assist them in facing life's real-world problems.

The University will embrace and develop a culture of collaboration, partnership, flexibility, innovation, and the continuous improvement necessary to achieve and maintain effectiveness and efficiency in all programs and services. Such a desire to pursue excellence in all things will be evidenced by both external recognition and a high degree of alumni loyalty and support.

The most compelling reason for the University to advance in its development stems from the University's vision – to change the world with the love of Christ. As we pursue the vision, we serve with the reminder of John 15:5 – “Apart from God, we can do nothing.”

*To God be the Glory.*



### **Critical Concerns:**

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- Access
- Affordability
- Engagement
- Learning and Growth
- Continuous Improvement and Innovation
- Assessment
- Partnership and Collaboration

### **Key Performance Indicators:**

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- Applications
- First-time Freshman
- New Students
- Average ACT/SAT
- Undergraduate and Graduate Enrollment
- Nazarene enrollment
- Freshman Retention
- Six-Year Graduation Rate
- Educational Attainment of Faculty
- Ethnic Profile – Faculty/Staff/Student
- Gender Profile – Faculty/Staff/Student
- Student-Faculty Ratio
- Full-time/Part-time Faculty Ratio
- Modified Viability Ratio
- Modified Net Income Ratio
- Primary Reserve Ratio
- Capital Improvement Ratio
- Annual Giving
- Alumni Giving
- Overall Giving
- Endowment

## **Strategic Initiatives – 2009-12:**

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**Objective:** In pursuit of the strategic vision, we will strengthen and advance the institution’s relevance, effectiveness, and vibrancy in providing a transforming educational experience.

### **2009-12 Focus:**

- Enhance academic quality.
- Targeted program renewal and development.
- Strengthen liberal arts and revitalize general education.
- Strengthen programs for faculty development.
- Pursue enrollment growth in both traditional and AGS programs.
- Increase online educational offerings.
- Develop and offer an affordable quality education for underserved urban populations.
- Extend Wesleyan-Holiness theology and heritage into the essential fiber of university life.
- Promote and broaden global understanding and engagement.
- Increase support and preparation of students for vocational calling.
- Pursue implementation of the campus master plan.
- Elevate the visibility and more effectively communicate the MVNU story.

### **INITIATIVE ONE: ESSENCE**

**Incorporate throughout all of university life practical expressions of Wesleyan-Holiness theology that set us apart as an educational institution.**

#### **Actions:**

1. Articulate and apply a theological and philosophical framework that informs and identifies the distinctive MVNU experience.
2. Develop a spiritual formation model and a faith community that exhibits a maturing, dynamic, and engaged walk with Christ.
3. Identify local, regional, and international areas of need to develop integrated institutional responses for the purpose of transforming lives and communities.

## **INITIATIVE TWO: EMPHASIS**

**Pursue and exhibit excellence by embracing and instilling the discipline of continuous improvement throughout the University.**

### **Actions:**

1. Create and implement a comprehensive Academic Plan that enhances the quality, creativity, and innovation of the teaching and learning endeavor.
2. Design and deliver a premier student experience through the formulation of a comprehensive plan.
3. Systematically review policies and practices campus-wide for revision or elimination.

## **INITIATIVE THREE: ENVIRONMENT**

**Recognizing the dynamic landscape in which the University exists, we will create structures and strategies that improve internal operations and more effectively respond to changes in the external environment.**

### **Actions:**

1. With the goals of achieving greater effectiveness, we will
  - a.) Perform a comprehensive structural audit
  - b.) Develop and implement a corresponding action plan
2. Identify and implement “best practices” for delivering adult education, including professional development and online programs.
3. Expand development capacity and efforts to achieve greater fundraising results.

## **Implementation Plans – 2009-12:**

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From its inception, the University Plan has been envisioned as a structure to provide the strategic context for envisioning the first steps in developing the University’s future. The success of the plan is dependent on institutional cross-unit collaboration and partnership. Additionally, to be successful, the plan must remain at the forefront of the institution’s mindset and inform the University’s operational planning and prioritization of resources.

Although the scope and breadth of the University creates a complex and intricate network for carrying out the University’s mission and vision, there are logical organizational units and personnel where the lead responsibility for implementation will reside. Additionally, as stated, many implementation steps will require collaboration across campus, although a primary leader may be identified. Once the action steps are identified with corresponding timelines and resource needs determined, the President’s Advisory Council, along with the Office of Institutional Effectiveness, will provide the primary oversight

for accountability tracking as a resource to the President who bears the ultimate responsibility in leading and managing the results of the Plan.

The initial development of the action steps to achieve the fulfillment of the Framework’s objectives will reside with the following senior leaders as noted for each Initiative and Action.

**INITIATIVE 1 – ESSENCE**

**INITIATIVE 1: ACTION STEP 1/3**

*Articulate and apply a theological and philosophical framework that informs and identifies the distinctive MVNU experience.*

	<b>Lead</b>	<b>Outcome/Target/Status</b>
1. Produce a document that specifically addresses the theological distinctive for a Wesleyan-Holiness University. Invite the faculty into a full discussion of this document and invite participation and augmentation of it into a “Covenant of Educational Mission” of the faculty.	Provost	<ul style="list-style-type: none"> <li>• Preliminary document <i>Target: March, 2010</i></li> <li>• Final document. <i>Target: Fall, 2010</i></li> </ul>
2. Develop a five week orientation program in conversation with the School of Theology and Philosophy and in consultation with the Academic Leadership Team (ALT) that will be used to work with new faculty for the purpose of communicating our essence. A complementary orientation session will be created for new staff members.	Provost	<ul style="list-style-type: none"> <li>• Develop an evaluation form to be completed by new faculty to assess the level of understanding of the University’s essence <i>Target: Fall, 2011</i></li> </ul>
3. Develop a working philosophy document that captures how theological tradition should shape the University community values, beliefs, and relationships (how we live and work together).	Provost	<ul style="list-style-type: none"> <li>• Draft document and integration and implementation thoughts. This document will be primarily applicable to the campus as a whole – faculty and staff. <i>Target: Spring, 2011</i></li> </ul>

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**INITIATIVE 1: ACTION STEP 2/3**

*Develop a spiritual formation model and a faith community that exhibits a maturing, dynamic, and engaged walk with Christ.*

	<b>Lead</b>	<b>Outcome/Target/Status</b>
1. Develop 4-year Chapel Curriculum.	Chaplain	<ul style="list-style-type: none"> <li>Themes identified and implementation in-process and ongoing</li> </ul> <p><u>Timeline:</u>  <i>Wesleyan Theology</i> - (Fall, 2009)  <i>Image (Who am I?)</i> - (Spring, 2010)  <i>Spiritual Disciplines</i> - (Fall, 2010)  <i>Theology of Sexuality</i> - (Spring, 2011)  <i>Relationships</i> - (Fall, 2011)  <i>Engaging the World</i> - (Spring, 2012)  <i>Reconciliation</i> - (Fall, 2012)  <i>Vocation</i> - (Spring, 2013)</p>
2. Integrate Small Group concept into campus Spiritual Life.	Chaplain	<ul style="list-style-type: none"> <li>In-process and ongoing. Will continue to promote across campus to enhance involvement and engagement</li> <li>Assessment of program's progress conducted. <i>Target: Spring, 2011</i></li> </ul>
3. Develop and implement service opportunities for students (traditional/non-traditional), faculty, and staff to train, equip, and enable students to mature in their vocational calling.	Chaplain	<ul style="list-style-type: none"> <li>Identify and catalog programmatic areas of service engagement.</li> <li>Assess current efforts and detail an inter-program/inter-disciplinary plan for enhancing and extending campus-wide participation. <i>Target: Fall, 2010</i></li> </ul>

*Continued...*

**INITIATIVE 1: ACTION STEP 3/3**

*Identify local, regional, and international areas of need to develop integrated Institutional responses for the purpose of transforming lives and communities.*

	<b>Lead</b>	<b>Outcome/Target/Status</b>
1. Design and develop M2540 program for campus engagement.	Chaplain	<ul style="list-style-type: none"> <li>• Initial outline and purpose crafted</li> <li>• Program design and aspects defined. <i>Target: Spring, 2011</i></li> </ul>
2. <u>Local/Regional</u> : Columbia Elementary School/Heart-to-Heart Radical Reconstruction Partnership.	Chaplain	<ul style="list-style-type: none"> <li>• Initial outline and plan crafted. Program initiated <i>Target: Spring, 2010</i></li> <li>• Program assessed <i>Target: Spring, 2011.</i></li> <li>• Pilot Partnership with School of Education and Professional Studies established in Spring, 2010</li> </ul>
3. <u>International</u> : Belize Initiative.	Chaplain	<ul style="list-style-type: none"> <li>• Potential programs, opportunities and ministries currently under assessment</li> <li>• Objectives and Operations plan created. <i>Target: Spring, 2011</i></li> <li>• Pilot Partnership with School of Education and Professional Studies established in Spring, 2010</li> </ul>

*Initiative 2 Action Steps begin next page...*

## INITIATIVE 2 – EMPHASIS

### INITIATIVE 2: ACTION STEP 1/3

*Create and implement a comprehensive Academic Plan that enhances the quality, creativity, and innovation of the teaching and learning endeavor.*

	Lead	Outcome/Target/Status
1. Develop one online program in education and business.	Provost	<ul style="list-style-type: none"> <li>Programs offered <i>Target: Spring, 2011</i></li> </ul>
2. Implement a modified general education core coupled with a narrowing of the possible options in general education.	Provost	<ul style="list-style-type: none"> <li>Establish taskforce <i>Target: Summer, 2010</i></li> <li>Faculty Institute devoted to the core in conjunction with discussions on Essence. <i>Target: Fall, 2010</i></li> <li>Conclude the process with a task force. <i>Target: Summer, 2011</i></li> <li>Involve ALT in conversation with the task force to monitor progress</li> </ul>
3. Develop a vigorous and comprehensive Academic Plan for the University. Complementary University-wide Enrollment Plan created simultaneously. Enrollment Plan will encompass strategies related to Marketing, Recruitment, Admissions, Financial Aid, Engagement through learner-centered and co-curricular programs, Student Profile – Academic, Athletic, Socio-economic, Diversity, etc.	Provost	<ul style="list-style-type: none"> <li>Revise the Annual School Dean report to include an analysis of enrollment trends in the schools, both traditional and non-traditional</li> <li>Devote the January meetings with ALT to discussing resource allocation and level of program investment</li> <li>Require that each school develop a complementary three-year academic plan</li> <li>Revise the Action History Form to require a statement on how each course/program is linked with the University Plan</li> <li>ALT and SLT to review Academic Plan framework and direction. <i>Target: Summer, 2010</i></li> </ul>

*Continued...*

### INITIATIVE 2: ACTION STEP 2/3

*Design and deliver a premier student experience through the formulation of a comprehensive plan.*

	Lead	Outcome/Target/Status
1. Develop a working philosophy document in conversation with Student Development, Spiritual Development, and Academic Affairs regarding the way we intend to work toward an integrated (inter-disciplinary/curricular and co-curricular) approach to a holistic experience at MVNU in regard to our essence.	Provost VPSD Chaplain	<ul style="list-style-type: none"> <li>Develop a document that will outline in specific terms the plan for each area of student engagement and experience and plan how Academics, Campus Ministries, and Student Development will be linked to present a coherent and connected MVNU experience. <i>Target: Spring, 2011</i></li> <li>Design an assessment to be used in conjunction with Senior Colloquium to address the level of integration around our essence as identified by student's holistic growth and understanding of their sense of vocation and role in a broken world. <i>Target: Fall, 2011</i></li> </ul>
2. Assess the Adult and Graduate student experience and develop expectations and plans grounded in the University's mission and theological heritage to enhance such.	Provost	<ul style="list-style-type: none"> <li>Henry Spaulding, Doug Banbury, Sonja Smith, Jeanne Serrao, and Robert Roller to serve as a team to conceptualize a document outlining operational expectations for the nontraditional and graduate experience. <i>Target: Spring, 2011</i></li> </ul>
3. Evaluate and prioritize the residential campus' current and anticipated facility needs to enhance support of the institution's mission and overall student experience.	CFO VPSD	<ul style="list-style-type: none"> <li>With the Campus Master Plan as a guide, create a facility expansion and financing plan. <i>Target: Spring, 2011</i></li> </ul>

Continued...

**INITIATIVE 2: ACTION STEP 3/3**

***Systematically review policies and practices  
Campus-wide for revision or elimination.***

	Lead	Outcome/Target/Status
1. Identify and categorize all current University policies – review for outdated, conflicting, weakness, ownership, usefulness, and best practice.	President	<ul style="list-style-type: none"> <li>Analysis to be completed and cataloged. <i>Target: Spring, 2010</i></li> </ul>
2. Develop Institutional Policy Framework.	President	<ul style="list-style-type: none"> <li>Preliminary framework to be completed by Spring, 2010 to provide basis for further conversation among varied University constituent groups with final framework. <i>Target: Fall, 2010</i></li> </ul>
3. Create a User Guide that identifies “Desktop” instructions for policy implementation.	President	<ul style="list-style-type: none"> <li>Draft user guide. Target: Fall, 2010</li> <li>Corollary campus conversation among operating units and Schools <i>Target: Spring, 2011</i></li> </ul>

*Initiative 3 Action Steps begin next page...*

## INITIATIVE 3 – ENVIRONMENT

### INITIATIVE 3: ACTION STEP 1/3

*With the goals of achieving greater effectiveness, we will:*

- *Perform a comprehensive structural audit*
- *Develop and implement a corresponding action plan*

	Lead	Outcome/Target/Status
1. Strengthen lines of accountability that enhances greater autonomy for the members of the Academic Leadership Team.	Provost	<ul style="list-style-type: none"> <li>• Develop an evaluation form for the School Dean. <i>Target: Fall, 2010</i></li> </ul>
2. Task the Academic Support Center with the responsibility to increase retention efforts and increase retention for the “at-risk” student.	Provost	<ul style="list-style-type: none"> <li>• Meet with the Director of Academic Support and determine if retention has increased <i>Target: Summer, 2011</i></li> </ul>
3. Refine the Academic Review Process so that curricular efficiencies might be achieved.	Provost	<ul style="list-style-type: none"> <li>• Conduct an audit of each department with the Dean of the School as a part of the annual evaluation process <i>Target: Spring, 2011</i></li> </ul>

*Continued...*

**INITIATIVE 3: ACTION STEP 2/3**

*Identify and implement “best practices” for delivering adult education, including professional development and online programs.*

	Lead	Outcome/Target/Status
<p>1. Weave AGS programs and enrollment into comprehensive University Enrollment Plan and complementary Academic Plan. Develop 3-year enrollment targets.</p> <p><u>Year One:</u> Develop online programs and companion recruitment efforts for online programs. Explore Certificate program concept and determine viability. Expand Social Work program.</p> <p><u>Year Two:</u> Expand Criminal Justice programs and education workshops. Begin certificate programs, if viable.</p> <p><u>Year Three:</u> Expand Nursing Completion</p>	Provost	<ul style="list-style-type: none"> <li>• Initiate a contract with Learning House in order to develop a fully online program in Education and in Business</li> <li>• Appoint a half-time Coordinator of Instructional Technology</li> <li>• Develop one seminar per semester for faculty on issues/practices associated with online teaching</li> </ul>
<p>2. Move all aspects of nontraditional programs (academic and operational) into the schools where the programs operate. Define precisely how the non-traditional program is linked to the Registrar, Enrollment Management, Finance/Financial Aid, Student Development, and Spiritual Development. Integrated in the process is the ongoing assessment in comparison to comparator institutions.</p>	Provost	<ul style="list-style-type: none"> <li>• Develop a Standard Operating Procedure document that will specifically address lines of authority and procedures for integrating the administrative processes in nontraditional programs. <i>Target: Fall, 2010</i></li> <li>• Engage SLT on the issue of access by nontraditional students with student development and spiritual development</li> </ul>
<p>3. Conduct an operational assessment (marketing, recruiting, admissions, pricing, financial aid, student support, site support, adjunct support and pool, value proposition, etc.) and develop an action plan to correct deficiencies against industry best practices.</p>	Provost	<ul style="list-style-type: none"> <li>• Develop an Adjunct Faculty Handbook. <i>Target: Fall, 2011</i></li> <li>• Schedule one training event for adjunct each semester. <i>Target: Fall, 2010 and Spring, 2011</i></li> <li>• Develop of comparison document that helps us evaluate the pricing and programs of our competitors. <i>Target: Spring, 2010</i></li> </ul>

*Continued...*

**INITIATIVE 3: ACTION STEP 3/3**

*Expand development capacity and efforts to achieve greater fundraising results.*

	<b>Lead</b>	<b>Outcome/Target/Status</b>
1. Establish monetary and participatory objectives for the University Fund and corresponding strategies for successfully meeting objectives.	President	<ul style="list-style-type: none"><li>• Draft plan. <i>Target: Fall, 2010</i></li><li>• Plan completed <i>Target: Spring, 2011</i></li></ul>
2. Develop major gift focus and solicitation plan and objectives for the purpose of identifying, cultivating, and securing lead commitments in support of the University master plan.	President	<ul style="list-style-type: none"><li>• Plan developed <i>Target: Summer, 2010</i></li><li>• Begin solicitations <i>Target: Fall, 2010</i></li></ul>
3. Develop a thorough and effective reporting, stewardship, and prospect research action and implementation plan for the purpose of enhancing connection and service to donors and potential donors as well as enhancing and informing operational and strategic decisions.	President	<ul style="list-style-type: none"><li>• Full operational strategy <i>Target: Spring, 2011</i></li></ul>

*Action Steps Concluded*

## **2025 Vision Marks:**

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The **Mark of Mount Vernon**, at its core, is defined by its mission and vision. It is a mark that seeks to shape lives through Christ-centered education so the world will be changed with the love of Christ. Thus, the University strives to mark students' lives so they:

- Possess the ability for integrative, critical, and reflective thinking.
- Embrace an appreciation of the arts and aesthetic expressions in various forms.
- Appreciate and respect diversity of thought, culture, and persons.
- Commit to growing in Christ-like faith, character, and compassion.
- Recognize, refine, and practice their gifts in acts of service to God and humanity.
- Discover the purpose in life is to live a life of purpose—a life for others rather than self.

The external environment will be ever-changing and its navigation will require much thought, vision, and action. Therefore, in an effort to ensure the influence of the **Mark of Mount Vernon** remains one of global significance, the University community has developed “marks” or goals for the future that will form the foundation for our vision. The following dreams and aspirations will be pursued to give evidence of such efforts:

### **2025 Marks:**

#### **Essence:**

- Enhance relationship with Church of the Nazarene.
- Expand Wesleyan institutional voice and influence.
- Increase global emphasis and engagement.
- Engage students in vibrant student development and spiritual life programs.
- Seek an increasingly diverse faculty, staff, and student body.
- Develop urban learning, living, and serving programs.
- Establish avenues and support for research.
- Pursue collaborative ventures and partnerships.
- Increase emphasis on inter-disciplinary programs.
- Promote innovative learning environments.
- Exhibit a model educational Wesleyan-Holiness framework.
- Integrate service-learning into all phases of the academic program.
- Create vibrant living, learning, and serving communities.

#### **Emphasis:**

- Increase retention and graduation rates.
- Institute premier faculty and staff professional development program.
- Strategically expand graduate programs – traditional and non-traditional.

- Establish a Center for Leadership.
- Expand “Vocation and Calling” support services for students and alumni.
- Enhance and further develop the Center for Teaching and Learning.
- Expand and enhance environmental stewardship.
- Expand athletic programs – both intercollegiate and intramural.
- Engage every student in a cross-cultural experience.
- Target tuition and fees at 60% of revenue.
- Pursue \$50 million endowment and \$1 million annual University Fund.
- Establish 10 endowed chairs.

**Environment:**

- Expand student population:
  - 2,500 traditional students studying on the main campus.
  - 1,750 residential students on the main campus.
  - 2,000 adult and graduate students.
  - 4,500 students university-wide.
- Construct:
  - Additional classroom space and faculty offices.
  - Prayer chapel.
  - New Campus Center.
  - 550-700 person Performing Arts Hall.
  - University Inn & Conference Center.
  - Expanded athletic complex with enhanced general health and fitness areas.
  - New residential facilities and communities, e.g. Honors College
  - Expanded Jetter School of Business.
  - Enhanced campus entrance.
  - Welcome Center.
  - Administrative offices.
  - Enhanced campus road system, parking, and walking paths.
- Develop multi-state Centers of Learning.
- Renovate Hyson, Pioneer, and Founders (1st floor), repurposing each based on maximizing utilization.
- Integrate sustainability principles for all Facilities Services projects and continuing operations, including landscaping, parking, and transportation within the campus.
- Establish rigorous accountability measures for all programs and operations.
- Identify and establish a prominent location to house the School of Theology and Philosophy to symbolically express the institution’s commitment to its theological heritage and ongoing identity.

## Summary:

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Institutional achievements are not determined solely by the existence of a compelling mission and vision, but by the ability to systematically execute the action steps necessary to ensure the desired outputs and outcomes are realized.

The intent of the University Plan is designed to accomplish the following:

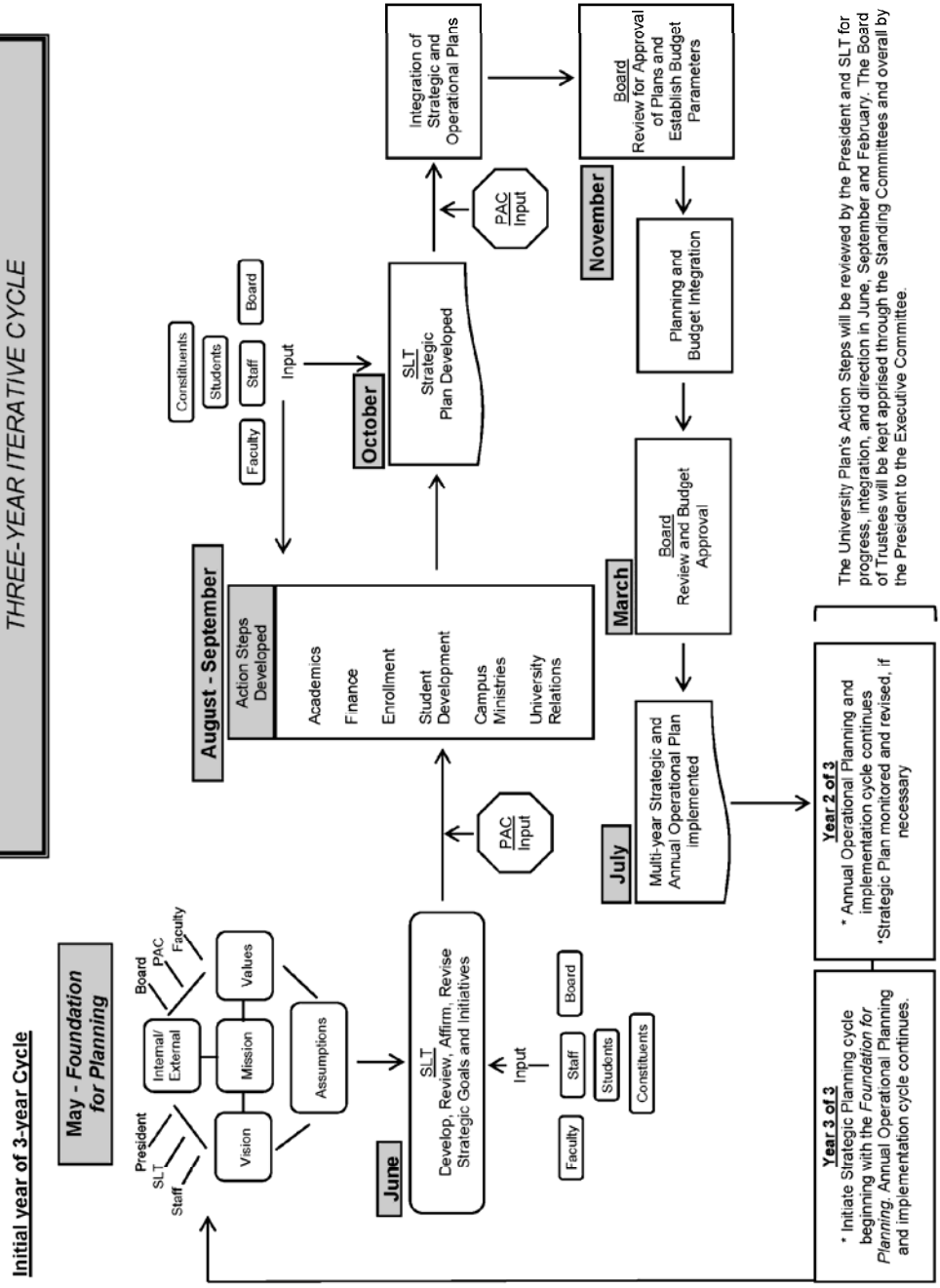
- Maximize student learning and growth.
- Maximize the effectiveness of the University's impact on its constituencies.
- Maximize the sustainability of programming through efficient use of resources.
- Demonstrate that the University is responsive to the environment in which it operates by developing flexibility and adaptability of structures and processes.
- Demonstrate that the University is a dynamic learning organization.

The pursuit and implementation of the steps above are not undertaken solely for the sake of success as noted by others. It is the University's desire to pursue the mission and establish a robust and dynamic living and learning environment so the ultimate vision to change the world with the love of Christ will become the lasting Mark of Mount Vernon.

# *Appendix*

- Strategic Planning Cycle
- KPI's – base-lines established, monitoring and comparative institutional targets/range – in process/development

# MOUNT VERNON NAZARENE UNIVERSITY STRATEGIC PLANNING FRAMEWORK THREE-YEAR ITERATIVE CYCLE



Note: SLT = Senior Leadership Team, PAC = President's Advisory Council

**Key Performance Indicators**  
**Mount Vernon Nazarene University 3-Year Average**  
**Data Submitted to IPEDS for Designated Year**

Key Performance Indicator	2005-2006	2006-2007	2007-2008	Average
Applications	741	798	837	792
First-time Freshmen	380	347	351	359
New Students (fall undergraduates)	671	433	718	607
Estimated Average ACT Composite	22.5	22	22.5	22.3
Estimated Average ACT English	22.5	22	22.0	22.2
Estimated Average ACT Mathematics	21.5	21.5	21.5	21.5
Estimated Average SAT Critical Reading	530	535	510	525.0
Estimated Average SAT Mathematics	515	530	515	520.0
Undergraduate Enrollment	2,195	2,171	2,169	2,178
Graduate Enrollment	354	499	506	453
Nazarene enrollment (traditional undergraduate)	600	588	578	589
Freshman Retention (FF fall to next fall)	78%	74%	72%	75%
Six-Year Graduation Rate	49%	52%	51%	51%
Educational Attainment of Faculty (% terminal degrees)	63%	61%	60%	61%
Ethnic Profile -- Faculty (instructional -- white, non-Hispanic)*	95%	93%	95%	94%
Ethnic Profile -- Staff (white, non-Hispanic)**	98%	99%	99%	99%
Ethnic Profile -- Students (white, non-Hispanic)	93%	92%	91%	92%
Gender Profile -- Faculty (instructional, % female)	32%	33%	40%	35%
Gender Profile -- Staff** (percent female)	62%	63%	61%	62%
Gender Profile -- Students (% female)	59%	61%	60%	60%
FTE Student/FTE Instructional Faculty Ratio* (x:1)	21.5	20.2	19.7	20.5
Full-time/Part-time Faculty Ratio* (x:1)	10.1	12.4	8.3	10.3
Modified Viability Ratio	1.72	1.79	2.23	1.91
Modified Net Income Ratio	6.94%	-1.21%	7.83%	4.52%
Primary Reserve Ratio	44.20%	40.50%	48.90%	44.53%
Capital Improvement Ratio	1.85	0.93	0.52	1.10
Annual Giving	\$4,194,792	\$3,684,286	\$3,466,747	\$3,781,942
Alumni Giving	\$162,444	\$105,104	\$174,740	\$147,429
Overall Giving (private gifts, grants and contracts)	\$4,309,061	\$4,246,210	\$3,618,846	\$4,058,039
Endowment (\$ per FTE student)	\$4,587	\$4,686	\$5,330	\$4,868
Endowment (end of previous year)	\$9,926,738	\$10,823,526	\$12,429,104	\$11,059,789

\*Note: Adjunct faculty are not reported consistently to IPEDS

\*\*Note: Includes all non-instructional personnel (executive, administrative, managerial, other professional, technical and paraprofessional, clerical and secretarial, skilled crafts, service/maintenance)