

MOUNT VERNON NAZARENE UNIVERSITY

University Plan – Action and Progress

2009-2012



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Executive Summary:

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.

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:

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:

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

Mission Context:

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:

- Christ-likeness
- Learning
- Serving
- Excellence

University Vision:

To Change the World with the Love of Christ.

Strategic Vision:

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:

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

Key Performance Indicators:

- 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:

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 GPS 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:

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.

	Lead	January 2011 – Status
<p>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.</p>	Provost	Two documents have been created – the above noted, <i>Gracious Reason</i> , as well as a condensed “lay” version entitled, <i>Called Unto a Holiness Education</i> . Discussions continue regarding how to best use the documents on campus in order to better engage faculty and staff toward a broader understanding and ownership of institutional mission. Additionally, the paper has been requested by the editor of <i>Didache</i> (an interdisciplinary academic journal) for publication.
<p>Action Narrative</p> <p>Initial:</p> <ul style="list-style-type: none"> • Preliminary document. <i>Target: March 2010</i> • Final document. <i>Target: Fall 2010</i> <p>June 2010: The paper, <i>Gracious Reason</i>, was written by Dr. Henry Spaulding and served as a discussion document for the Senior Leadership Team as well as the School of Theology and Philosophy faculty. The discussions were over multiple periods and totaled several hours. Further discussion is planned with the Academic Leadership Team.</p>		
<p>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.</p>	Provost	The structure and content for a five-week professional development program will be created by July 2011. Dr. Spaulding will lead the professional development sessions which will be held over the course of the fall semester during the established times for faculty reading groups. Key staff members who would benefit from attendance will be identified and invited to participate.

Action Narrative

Initial:

- Develop an evaluation form to be completed by new faculty to assess the level of understanding of the University's essence. *Target: Fall 2011*

June 2010: The five-week orientation program is on schedule to be written during Summer 2010.

<p>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).</p>	<p>Provost</p>	<p>The reduced paper is completed, <i>Called Unto a Holiness Education</i>, and will serve as a primary discussion document for the Senior Leadership Retreat in June 2011. A framework will be developed and then a plan for how our shared values and beliefs will be expressed across campus with clarity and resolve.</p>
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Action Narrative

Initial:

- Draft document and integration and implantation thoughts. This document will be primarily applicable to the campus as a whole – faculty and staff. *Target: Spring 2011*

June 2010: The paper, *Gracious Reason*, will be reduced to a ten-page essay which will include specific applications for the kind of community that MVNU aspires to be. The paper and application points will be reviewed by the Senior Leadership Team, the President's Advisory Council, and the Academic Leadership Team.

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.*

	Lead	January 2011 – Status
<p>1. Develop 4-year Chapel Curriculum.</p>	<p>Chaplain</p>	<p>Spring 2011 curriculum complete and work has begun on developing the curriculum for Fall 2011.</p>

Action Narrative

Initial:

- Themes identified and implementation in-process and ongoing
- Timeline:
 - Wesleyan Theology - Fall 2009
 - Image (Who am I?) – Spring 2010
 - Spiritual Disciplines – Fall 2010

- Theology of Sexuality – Spring 2011
- Relationships – Fall 2011
- Engaging the World – Spring 2012
- Reconciliation - Fall 2012
- Vocation – Spring 2013

June 2010: The curriculum is on pace to be developed a semester at a time. The preparation for Fall 2010 has been completed and the curriculum planning for Spring 2011 will begin this fall.

2. Integrate Small Group concept into campus Spiritual Life.	Chaplain	The program is going extremely well. Over 900 students involved in Small Groups. Recently added a Grief Recovery Group as well as a regional church hosting a small group.
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Action Narrative

Initial:

- In-process and ongoing. Will continue to promote across campus to enhance involvement and engagement.
- Assessment of program's progress conducted. *Target: Spring 2011*

June 2010: Small Groups established and ongoing: The first full year is complete and the model is working well.

3. Develop and implement service opportunities for students (liberal arts/graduate and professional), faculty, and staff to train, equip, and enable students to mature in their vocational calling.	Chaplain	We are finishing our first multi-disciplinary J-term in Belize with 4 different disciplines (education, business, ecology, computer science) participating with a total of 46 students and professors. Preparation is underway to take our first group of nursing and pre-med students into Haiti spring break 2011. An effort to Swaziland is being planned in partnership with Southern Nazarene University and Bethany First Church of the Nazarene. CoSMO continues to be one of our strongest initiatives with 365 students participating in 17 groups.
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Action Narrative

Initial:

- Identify and catalog programmatic areas of service engagement.
- Assess current efforts and detail an inter-program/inter-disciplinary plan for enhancing and extending campus-wide participation. *Target: Fall 2010*

June 2010: Rev. Joe Noonan continues to lead both M2540 and the CoSMO groups. Currently, we are working to reassess our missional opportunities both nationally and internationally. We are developing a plan for J-term, spring break, and summer trips. Given the devastation in Haiti, we are also working on ways to involve upper class nursing students in Heart-to-Heart clinics in the country in addition to the possibility of housing assistance.

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.

	Lead	January 2011 – Status
1. Design and develop M2540 program for campus engagement.	Chaplain	Strategies continue to be developed to encourage/challenge greater participation and ownership across campus.
<p>Action Narrative</p> <p>Initial:</p> <ul style="list-style-type: none"> Initial outline and purpose crafted. Program design and aspects defined. <i>Target: Spring 2011</i> <p>June 2010: We are continuing to engage schools and deans with ideas for involvement, leadership, and ministry. We hope to see an integrated approach to the areas noted by M2540 that would allow our students to both serve and learn as they Change the World with the Love of Christ. The program elements and framework are complete and we need to continue to get the word out and invite others to be involved.</p>		
2. <u>Local/Regional:</u> Columbia Elementary School/Heart-to-Heart Radical Reconstruction Partnership.	Chaplain	The Columbia Road project is doing well and great impact is being made in the lives of students and families from Columbia Elementary School. The partnership with One Heart-Many Hands is making progress and is focused on Orlando, FL, and the Franklinton area of Columbus, OH.
<p>Action Narrative</p> <p>Initial:</p> <ul style="list-style-type: none"> Initial outline and plan crafted. Program initiated. <i>Target: Spring 2010</i> Program assessed. <i>Target: Spring 2011.</i> Pilot Partnership with School of Education and Professional Studies established in Spring 2010. <p>June 2010: Rev. Joe Noonan continues to work with the education and the sociology disciplines in regard to the development of the Columbia Road Project. Additionally, SIFE assisted in the rehab of the home in Mount Vernon.</p>		
3. <u>International:</u> Belize Initiative.	Chaplain	The J-term emphasis has been a success with four disciplines represented in the efforts (Education, Business, Ecology, and Computer Science). A total of 46 students participated.
<p>Action Narrative</p> <p>Initial:</p> <ul style="list-style-type: none"> Potential programs, opportunities and ministries currently under assessment. Objectives and Operations plan created. <i>Target: Spring 2011</i> 		

- Pilot Partnership with School of Education and Professional Studies established in Spring 2010.

June 2010: We are taking one group to Belize from the region this summer and are preparing to take four student groups over J-term. A recent challenge has been a change of denominational leadership in the country.

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	January 2011 – Status
1. Develop one online program in education and business.	Provost	An HLC team completed a site visit January 18-19, 2011. The visiting team informed us they will recommend full approval of our substantive change request. A final decision is expected from HLC in June 2011. The initial online programs will be the BBA, Graduate Business programs, CMP, and Graduate Education. A new program, RN to BSN, will be written and begin in Spring 2012.
<p>Action Narrative</p> <p>Initial:</p> <ul style="list-style-type: none"> Programs offered. <i>Target: Spring 2011</i> <p>June 2010: An Online and Technology Committee was appointed to manage the range of issues arising from fully online programs. A Director of Instructional Technology (half-time position) will be appointed to coordinate the training and resourcing of faculty. The online programs have been developed and submitted to the Ohio Board of Regents and upon approval will be submitted to the Higher Learning Commission.</p>		
2. Implement a modified general education core coupled with a narrowing of the possible options in general education.	Provost	A General Education conference will be held May 25-27, 2011. A schedule of meetings to include the General Education Committee, Academic Schools, Undergraduate Academic Council, and Faculty Assembly will take place during this time. A final vote by the faculty on the General Education proposal is expected on May 27. The University Catalogue will reflect these changes beginning Fall 2012.
<p>Action Narrative</p> <p>Initial:</p> <ul style="list-style-type: none"> Establish taskforce. <i>Target: Summer 2010</i> Faculty Institute devoted to the core in conjunction with discussions on Essence. <i>Target: Fall 2010</i> Conclude the process with a task force. <i>Target: Summer 2011</i> Involve ALT in conversation with the task force to monitor progress. <p>June 2010: Four general education summits were held during the Spring 2010 semester. A total of twelve faculty presented ideas to the faculty and discussion followed. A consensus has emerged about the need to revise the general education program at MVNU. A General</p>		

Education Task Force has been appointed and will present a specific proposal for consideration at the Faculty Institute (Fall 2010). A plan has been discussed with the Academic Leadership Team for implementing a process for a revised general education program..

<p>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, and Financial Aid. Engagement through learner-centered and co-curricular programs, Student Profile – Academic, Athletic, Socio-economic, Diversity, etc.</p>	<p>Provost</p>	<p>Deans are working with each school to develop 3-year academic plan that aligns and links to the University Plan. Projected completion is Fall 2012. The Senior Leadership Team is developing an initial five-year plan for focused investment with a second-stage five-year plan for years 6-10.</p>
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Action Narrative

Initial:

- Revise the Annual School Dean report to include an analysis of enrollment trends in the schools, both traditional and non-traditional.
- Devote the January meetings with ALT to discussing resource allocation and level of program investment.
- Require that each school develop a complementary three-year academic plan.
- Revise the Action History Form to require a statement on how each course/program is linked with the University Plan.
- ALT and SLT to review Academic Plan framework and direction.

Target: Summer 2010

June 2010: The Annual School Dean evaluation and the Annual School Report have been revised to include a more comprehensive look at the school (including enrollment trends). Extensive meetings have been held with the new Vice President for Enrollment Development and Marketing in order to consider new programs in the traditional and nontraditional areas. The BBA major has been revised. The C & I program has been placed completely online (upon approval from OBR and HLC). A new program, RN to BSN, will be written and begin in Fall 2011.

INITIATIVE 2: ACTION STEP 2/3

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

	Lead	January 2011 – Status
<p>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.</p>	<p>Provost VPSD Chaplain</p>	<p>An assessment instrument has been designed to capture the level of integration our students encounter as it relates to holistic growth and understanding of their sense of vocation. The survey will be conducted for all students in the traditional program in March 2011.</p>

Action Narrative

Initial:

- 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. *Target: Spring 2011*
- 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.

Target: Fall 2011

June 2010: Three meetings will be planned with the Vice President for Student Development and the University Chaplain to outline a set of action steps for implementing a plan for exploring ways in which they can work with Academic Affairs on retention and strengthening programs to enhance integration of our Wesleyan-Holiness tradition. The Provost, Vice President for Student Development, and University Chaplain will develop a plan that will outline specific ways to develop a cohesiveness connected with the MVNU experience. We will assess the level of integration our students have as it relates to holistic growth and understanding of their sense of vocation and role in a broken world. This assessment will be designed by Spring 2011.

<p>2. Assess the Graduate and Professional student experience and develop expectations and plans grounded in the University’s mission and theological heritage to enhance such.</p>	<p>Provost</p>	<p>Meetings and conversations have taken place between the AVPAP, school deans, and Vice President for Enrollment. The AVPAP is in process of developing a plan for enhancing operations and support for the Graduate and Professional student experience. Further conversations will be held upon the completion of the document and a formal action plan will be developed for implementation in Fall 2011 with budget impact considerations woven into the 2012-12 budget and multi-year budget process.</p>
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Action Narrative

Initial:

- 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. *Target: Spring 2011*

June 2010: The Associate Vice President for Academic Programs (AVPAP) has been appointed and is charged under the direction of the Provost to produce a document that will make recommendations regarding student satisfaction among graduate and non-traditional students. The committee chaired by the AVPAP will be composed of the Vice President for Enrollment Development and Marketing, and the Deans of the School of Education and Professional Studies, School of Theology and Philosophy, and the Jetter School of Business.

<p>3. Evaluate and prioritize the residential campus’ current and anticipated facility needs to enhance support of the institution’s mission and overall student experience.</p>	<p>CFO VPSD</p>	<p>A thorough analysis has been completed concerning the University’s residence accommodations and a strategic plan has been developed that identifies potential changes to enhance and support the institution’s mission and overall student experience. The plan identifies potential short-term changes, affirms recent physical improvements, identifies potential improvements to current facilities and spaces, and outlines a vision for future living enhancements. Beyond the addition of the Nursing and Health Science facility in Fall 2012, planning continues regarding the construction of a new arena for both athletic and general student use.</p>
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Action Narrative

Initial:

- With the Campus Master Plan as a guide, create a facility expansion and financing plan. *Target: Spring 2011*

June 2010: As a corollary to the developing Academic and Enrollment Plan, conversations concerning facilities are integrated into both plans. The framework and framing constructs for future development are currently being identified and discussed toward the development of a concrete plan as indicated. Additionally, work is ongoing concerning facility and classroom needs for Graduate and Professional students.

INITIATIVE 2: ACTION STEP 3/3

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

	Lead	January 2011 – Status
1. Identify and categorize all current University policies – review for outdated, conflicting, weakness, ownership, usefulness, and best practice.	President	The inventory of existing University policies was completing in which 120+ policy statements were identified. Fifteen broad University policy statements were drafted, reviewed, revised, and adopted in January 2010 by the Senior Leadership Team. A common format exists for the new policy statements with a means for tracking the history of adoption, reviews, and revisions.

Action Narrative

Initial:

- Analysis to be completed and cataloged. *Target: Spring 2010*

June 2010: All policies have been collected and cataloged.

2. Develop Institutional Policy Framework.	President	In Fall 2010, the policy statements were presented to and reviewed by the Institutional Effectiveness Committee in preparation for translating the policy statements into unit procedures, desktop instructions, and behavioral expectations. The unit work is scheduled as a Spring 2011 activity.
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Action Narrative

Initial:

- Preliminary framework to be completed by Spring 2010 to provide basis for further conversation among varied University constituent groups with final framework. *Target: Fall 2010*

June 2010: Preliminary framework is completed and in final editing process. The document will be distributed for review and comment

in Fall 2010.

3. Create a User Guide that identifies “Desktop” instructions for policy implementation.

President

A description of the systematic organization of mission, vision, values, policies, procedures, and desktop instructions was developed to frame the policy development process. A template of how the 15 policy statements would flow into the unit’s developing of procedures, desktop instructions, and behavioral expectations was developed and reviewed by the Institutional Effectiveness Committee in November 2010. The assessment of unit effectiveness, related to the critical processes and outcomes, was developed as 10 annual assessment questions for the non-instructional units. This template was presented to the President and Provost in January 2011. The University website has been identified as the logical location for publication of the revised policy statements, and eventually this portion of the portal will be eliminated. Presently the President is working on an outline or template for organizing the policy statements on the website with some required subcategories that must be provided to the public (e.g., the Student’s Right to Know, the campus crime statistics as required by the Clery Act, and athletic cohort graduation rates, etc.).

Action Narrative

Initial:

- Draft user guide. *Target: Fall 2010*
- Corollary campus conversation among operating units and Schools. *Target: Spring 2011*

June 2010: Meetings have begun concerning this step with the various offices responsible for the implementation of institutional policies. Action step is on schedule.

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	January 2011 – Status
1. Strengthen lines of accountability that enhances greater autonomy for the members of the Academic Leadership Team.	Provost	The initial self-evaluation documents were used during Fall 2011 and will be further revised for use during Fall 2012.
<p>Action Narrative</p> <p><u>Initial:</u></p> <ul style="list-style-type: none"> • Develop an evaluation form for the School Dean. <i>Target: Fall 2010</i> <p><u>June 2010:</u> A new evaluation form has been created for the School Deans. It will be used for the first time during the Fall 2010 semester. The Academic Leadership Team has worked with the Provost to produce this document. This evaluation form is linked to the job description noted in Part II of the Faculty Handbook.</p>		
2. Task the Academic Support Center with the responsibility to increase retention efforts and increase retention for the “at-risk” student.	Provost	A Retention Task Force was established as part of the 2010-11 University Goals. The Retention Task Force has been considering the entirety of the retention process and attempting to develop a comprehensive retention action plan. To date, the primary areas of focus have been: Orientations, Admissions/Conditional Admits, Advising, and First-Year Curriculum. A final report is due from the Committee in Spring 2011.
<p>Action Narrative</p> <p><u>Initial:</u></p> <ul style="list-style-type: none"> • Meet with the Director of Academic Support and determine if retention has increased. <i>Target: Summer 2011</i> <p><u>June 2010:</u> The Associate Vice President for Academic Affairs will develop a stronger retention emphasis in conjunction with the Director of Academic Support. Discussions are underway to assigning a retention staff member to the University Registrar who will work on retention.</p>		
3. Refine the Academic Review Process so that curricular efficiencies might be achieved.	Provost	The following schedule for academic/curricular review has been established: 2011-12, Business and Education; 2012-13, Theology/Philosophy and Nursing/Health Sciences; 2013-14,

	Arts/Humanities and Natural/Social Sciences. Curricular efficiency will be part of the Annual Report process beginning with 2010-11.
<p>Action Narrative</p> <p>Initial:</p> <ul style="list-style-type: none"> 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> <p>June 2010: The evaluation form for the School Dean has been revised to address curriculum and curricular efficiency as part of the annual school review.</p>	

INITIATIVE 3: ACTION STEP 2/3

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

	Lead	January 2011 – Status
<p>1. Weave GPS 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	GPS Enrollment has been brought under the Enrollment Development office with an accompanying business plan developed by Doug Banbury. All processes and goals have been evaluated in consultation with the Provost and the Associate Vice President for Graduate and Professional Programs. This process has led to the decision to transition from Inside Track beginning with Fall 2011. Approval of online programs, work with The Learning House, and the appointment of Dr. Damon Osborne has aided in the quality of GPS programs.

<p>Action Narrative</p> <p>Initial:</p> <ul style="list-style-type: none"> Initiate a contract with Learning House in order to develop a fully online program in Education and in Business. Appoint a half-time Coordinator of Instructional Technology. Develop one seminar per semester for faculty on issues/practices associated with online teaching. <p>June 2010: The University enrollment efforts across campus have been combined and efforts are underway toward the development of a comprehensive plan for enrollment enhancement. Online programs have been developed and are awaiting approval from OBR and HLC.</p>

<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>	<p>Provost</p>	<p>The Deans are engaged in the management of the academic programs and the Associate Vice President role was established in an effort to allow for a seamless conversation between Enrollment and Marketing, Student Services, and Academic Programs. A structural audit of all operations will be conducted Spring 2011.</p>
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Action Narrative

Initial:

- Develop a Standard Operating Procedure document that will specifically address lines of authority and procedures for integrating the administrative processes in nontraditional programs. *Target: Fall 2010*
- Engage SLT on the issue of access by nontraditional students with student development and spiritual development.

June 2010: This initiative is in the beginning stages as we look at ways for us to provide enhanced services to the nontraditional student. The first stage of this is a discussion regarding Career Services.

<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>	<p>Provost</p>	<p>The Adjunct Faculty Handbook will be complete by June 2011. An adjunct training event was held during Fall 2010 and other events are scheduled. The Associate Vice President for Graduate and Professional Programs will work with the Director of Admissions for Graduate and Professional Programs to provide a detailed analysis of pricing and programs of our competitors by June 2011.</p>
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Action Narrative

Initial:

- Develop an Adjunct Faculty Handbook. *Target: Fall 2011*
- Schedule one training event for adjunct each semester. *Target: Fall 2010 and Spring 2011*
- Develop of comparison document that helps us evaluate the pricing and programs of our competitors. *Target: Spring 2010*

June 2010: The operations for traditional and nontraditional programs have been combined. An Associate Vice President for Academic Programs (AVPAP) was appointed and will initiate plans to develop an Adjunct Faculty Handbook. The AVPAP will begin to chair the Graduate and Non-traditional Leadership Team to strengthen accountability lines as well as facilitate effective communication.

INITIATIVE 3: ACTION STEP 3/3

Expand development capacity and efforts to achieve greater fundraising results.

	Lead	January 2011 – Status
<p>1. Establish monetary and participatory objectives for the University Fund and corresponding strategies for successfully meeting objectives.</p>	<p>President</p>	<p>Plan completed under the leadership of Development Associate, Ben Blake. Several new strategies have been implemented in an attempt to increase both participation and dollars raised. The fall appeal utilized new methods of solicitation and was enhanced by stratification strategies. Donor communication pieces have been re-conceptualized, and a comprehensive donor rating and cultivation plan is in development for implementation in Spring 2011.</p>
<div style="background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Action Narrative</div> <p>Initial:</p> <ul style="list-style-type: none"> • Draft plan. <i>Target: Fall 2010</i> • Plan completed. <i>Target: Spring 2011</i> <p>June 2010: Currently reviewing multiple reports and developing a structure and strategies for operational integration. Plan is on target for Fall 2010 completion.</p>		
<p>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.</p>	<p>President</p>	<p>Major donor prospects have been identified for current and planned capital projects. The institution’s largest single gift was secured as the lead commitment for the downtown Nursing and Health Sciences facility (\$2 million). Additional requests for support have been made and other community leaders and donors have committed to this project as well. Current conversations are underway in support of the planned Prince Student Union expansion and a re-designed campus entrance.</p>
<div style="background-color: #d9ead3; padding: 2px; margin-bottom: 5px;">Action Narrative</div> <p>Initial:</p> <ul style="list-style-type: none"> • Plan developed. <i>Target: Summer 2010</i> • Begin solicitations. <i>Target: Fall 2010</i> <p>June 2010: Lead donor identification underway and solicitation plan is being developed. Capital gift proposals currently outstanding.</p>		

<p>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.</p>	<p>President</p>	<p>Plans continue to be developed. And an additional technological resource has been secured and will be implemented in Spring 2011 – FrontRunner by Jenzabar. This system will allow us to better identify, nurture, and connect with our donors. Full plan for implementation should be complete by late Spring 2011.</p>
<div data-bbox="224 548 433 583" style="background-color: #d9ead3; border: 1px solid #d9ead3; padding: 2px; margin-bottom: 10px;"> Action Narrative </div> <p>Initial:</p> <ul style="list-style-type: none"> • Full operational strategy. <i>Target: Spring 2011</i> <p>June 2010: Outline of plan and objectives established.</p>		

Action Steps Concluded

2025 Vision Marks:

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 graduate and professional students.
 - 4,500 students university-wide.
- Construct:
 - Additional classroom space and faculty offices.
 - Prayer chapel.
 - New Campus Center.
 - Performing Arts Hall. (Capacity: 550-700)
 - 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:

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:

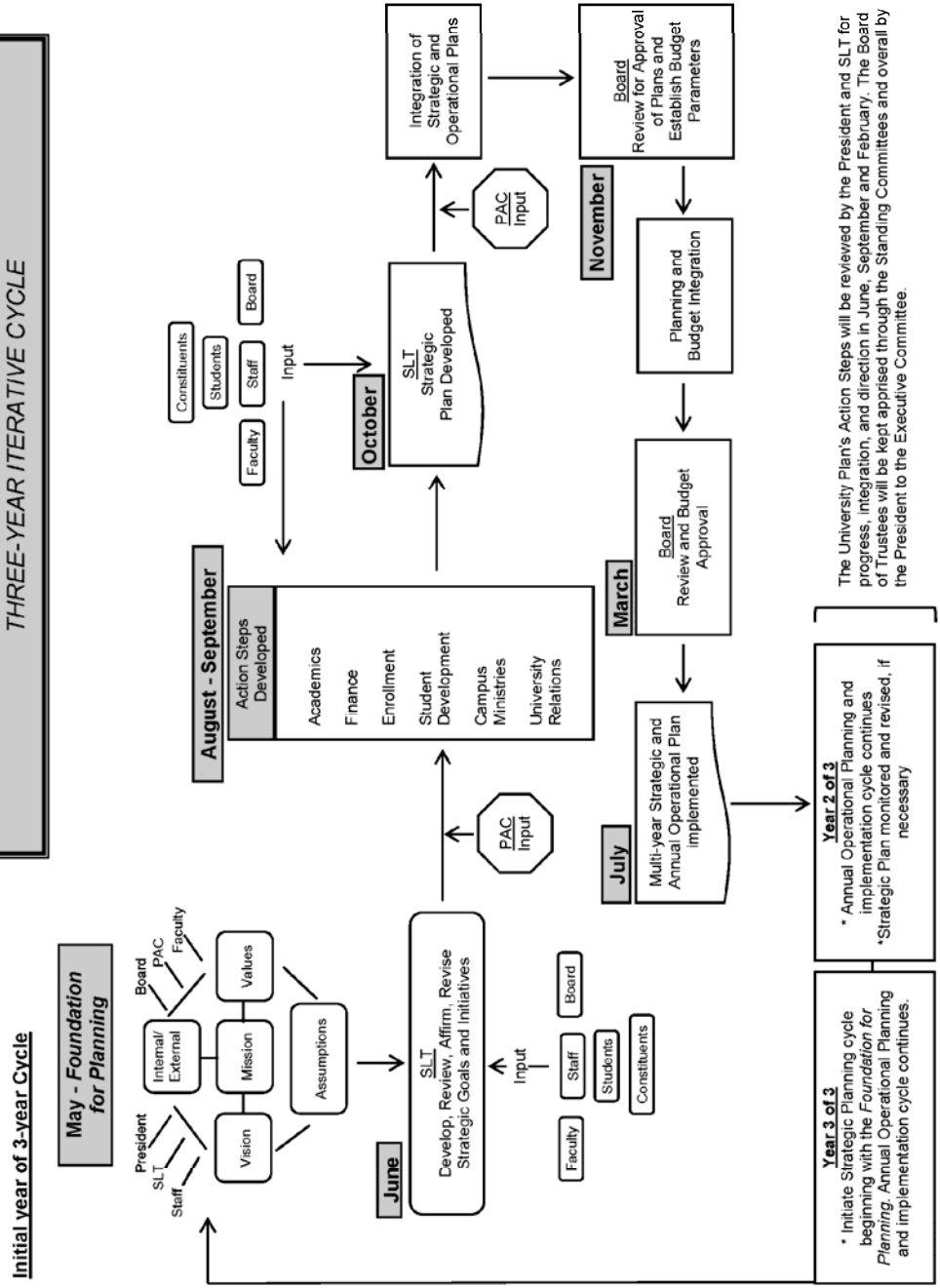
- Maximize student learning and growth.
- Maximize the effectiveness of the University's impact on its constituencies.
- Maximize the sustainability of programming through efficient use of resources.
- Demonstrate that the University is responsive to the environment in which it operates by developing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