

A photograph of a church sanctuary. A man in a suit is speaking at a podium. Behind him, a choir is seated. The walls are white with wood paneling, and the ceiling features several large, colorful stained glass windows. The scene is lit with warm, ambient light.

 **Chapter 3**
MNUI Self Study

Criterion One: **Mission and Integrity**

CHAPTER THREE: CRITERION 1 - MISSION AND INTEGRITY

MidAmerica Nazarene University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Introduction

MidAmerica Nazarene University (MNU) is an intentionally Christian University that is guided by its mission and is firmly rooted in the heritage of the Church of the Nazarene.

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The Mission, Vision, Motto and Goals of the University can be found in the MNU



Catalog, p.4, which is available in the virtual resource room,



physical resource room, on compact disc, and online.

From its opening in 1968, the University has included clear statements in its publications which are intended to communicate and identify its mission to each of its constituents, both internal and external. MidAmerica Nazarene University's mission statement holds to an unwavering commitment to transformational education which results in a life of service.

MISSION STATEMENT

MidAmerica Nazarene University is a comprehensive liberal arts university offering undergraduate and selected professional and graduate degrees. Sponsored by the North Central Region of the International Church of the Nazarene, the university is committed to serving the church and its global mission. A Christian community in the Wesleyan-Holiness tradition, MidAmerica Nazarene University seeks to transform the individual through intellectual, spiritual and personal development for a life of service to God, the church, the nation, and the world.

In addition to its mission statement, MNU also has a Vision Statement and a Motto that more succinctly state the mission of the University. They are as follows:

VISION STATEMENT

MidAmerica Nazarene University is a Christian community of higher education where students are being transformed for a life of service and leadership.

MOTTO: TO LEARN, TO SERVE, TO BE

To Learn denotes the pursuit of excellence. Liberal arts in the context of Christian holiness calls for commitment to a life of learning. To Serve means involvement in a life of compassion. The pursuit of excellence is to be blended with Christ-like compassion. To Be points to a journey toward wholeness. Wholeness means loving God with heart, soul, mind and strength. The journey toward wholeness makes every desk an altar, and every classroom a cathedral where faith and learning are blended together.

In support of its mission, the University has four primary goals which are defined as the development of the student, service to God and humanity, career preparation, and an understanding of America's heritage.

THE DEVELOPMENT OF THE STUDENT.

In seeking to meet the needs of whole persons, the University provides a wide variety of intellectual, social, and religious activities that serve a developmental function in students. These include the general education program, the major fields of preparation, chapel and convocation emphases, campus social events, annual fall and spring revival services, and intercollegiate/intramural athletics.

SERVICE TO GOD AND HUMANITY.

The University promotes its ideal of service through emphases on social concerns, Student Ministries and other organizations of the Associated Student Government (ASG), chapel programming, and special events.

CAREER PREPARATION

Preparation for a rewarding professional life is a goal that is reached in the successful educating of students in a major field of their choice, and is assessed by means of a required senior comprehensive examination or project. All academic divisions of the University emphasize formal objectives and a balance between the liberal arts and courses in specialized areas. The ultimate goal is to develop broadly educated individuals with specific skills and career knowledge related to a potential field of service and work.

UNDERSTANDING AMERICA'S HERITAGE.

The goal of understanding America's heritage and an awareness of its distinctive opportunities and responsibilities in the world community is accomplished in several ways. These include participation in campus governance through the ASG, the sponsoring of political clubs on campus, the annual Donald S. Metz American Heritage Lectures featuring articulate speakers on appropriate themes, a multicultural emphasis each year, and an Americana section in Mabee Library and Learning Resource Center. General education courses seek to address the uniqueness of America's position in the world and to challenge students to develop an appreciation of both Western and non-western cultural aspects of the human family.

Within the community of MidAmerica Nazarene University is a robust sense of the mission and vision of the University. This chapter provides evidence of the many ways MNU is guided by its mission at every level; from governance and administration, to teaching, learning, serving and growing spiritually.

Core Component 1A

MidAmerica Nazarene University's mission documents are clear and articulate publicly the organization's commitments.

MidAmerica Nazarene University has clearly stated mission and vision statements, last reviewed and approved by the Board of Trustees in 1997.

The mission statement encompasses the University's commitment to excellence in education, its connection to the Wesleyan-Holiness tradition and the Nazarene denomination and dedication to developing its students.

The broad institutional goals outlined previously establish a framework for the development of individual departmental mission and vision statements within the University.

For instance, the Student Development office primarily focuses on the "development of the student."¹ The collective Student Development mission statement as well as the mission statements of each administrative sub-unit, stress such ideals as the importance of a co-curricular education, participation in a living-learning campus community, the value of individual development and total wellness. In addition, the Student Development mission statement focuses upon the physical, emotional, spiritual and relational aspects of campus life.

Each academic department has a clearly-stated mission or statement of purpose that defines the departmental goals and objectives. These support the overall organization's mission and institutional goals, but contain more specific objectives according to the academic area. The Division of Religion and Philosophy has adopted a mission that includes nurturing "the transformation of students throughout the campus community for a life of discipleship, service, and servant-leadership..."² It also aims to develop the skills, knowledge and attitudes needed for effective contextualized ministry, particularly within the Wesleyan-Holiness context. This statement aligns with institutional goals.

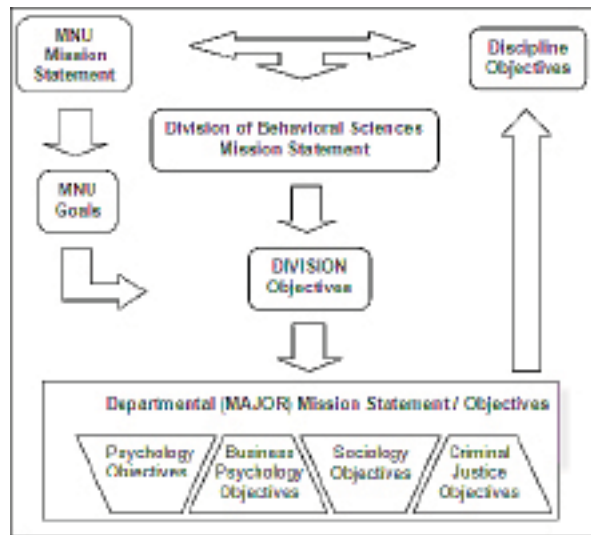
Another example of synergy with institutional goals is demonstrated in the Division of Behavioral Science in its articulation of the dynamic relationship between divisional mission and objectives, the mission and goals of MNU, the learning competencies required by each discipline and the objectives of specific majors. The overriding goal of this division, while offering distinctive academic programs, is to ensure there are common educational threads woven through each field of study existing in the division (see figure below).



The 2008-2009 Student Handbook is available online, in the physical resource room and in the virtual resource room.

LEARNING - FOCUSED

1 2008-2009 MNU Student Handbook, p.2
2 2008-2009 MNU Catalog, p. 204

Figure 1a-1: *Alignment of University, Division and Discipline.*

All academic divisions have stated “learning objectives” to be achieved by students. For instance, the Division of Fine Arts learning goals are:

1. To acquaint the students with Western music and art.
2. To facilitate students’ appreciation of ethnic music and the multicultural characteristics of national and world societies that contribute to these diverse genres.
3. To develop within students the knowledge and skills necessary to encourage creativity within school, church and/or community.
4. To encourage students to value artistic expression and the commitment required to obtain artistic skill.
5. To assist in the formation of critical standards in harmony with Christian ethics.
6. To prepare students to continue in the study of music at the graduate level.

The University’s administrative departments also have mission statements which indirectly support students academically and reflect commitment to serving the University’s constituents and sustaining and advancing excellence. The Office of Financial Affairs’ mission is:

1. To provide to the students, staff, faculty, and constituents of the University professional expertise and efficient, accurate and proficient financial services.
2. To continually seek improvements in the development of systems and procedures and in the maintenance of reliable financial records.
3. To safeguard the University by adhering to federal, state and other regulatory requirements.³

³ Office of Financial Affairs responses to criterion one committee’s questions, p. 1. This document is available in the criterion one file in the physical resource room.

LEARNING - FOCUSED



The response/report of each unit on campus to the questions of the various criterion committees is on file in the resource room.



Board of Trustee minutes are available in the virtual resource room.

The Board of Trustees reviewed the institutional mission statement and approved new wording in 1997 at the same time MNU changed from college to university status. The President’s cabinet reviews the mission and vision statement annually. Most divisions and departments review and evaluate their mission statements annually in divisional meetings. The library staff has regularly scheduled meetings to discuss ways the library can either improve or change its offerings of resources and services to keep up with educational and student trends. After the first division meeting of the year, the Division of Religion and Philosophy added the words, “mutual submission” and “servant leadership” to its statement to clarify the kind of leadership the Division desired to form in the students.

The University’s mission statement, vision statement, motto and institutional goals are all readily available to the public in the University Catalog published annually in hard and soft copies, distributed to all new and current students, and is available upon request from the Office of the Registrar. It is also found on the University website (www.mnu.edu/about), on posters in the hallways and office areas, and in recruitment brochures and handouts. Several academic and administrative departments also post their missions online (www.mnu.edu/academics/religion and www.mnu.edu/admissions). Some divisions include mission statements (both University and department) in each class syllabus. The Division of Religion and Philosophy reminds current students of the mission at its annual banquets and divisional chapel gatherings.

While the University’s mission documents are generally clear and articulate publicly the organization’s commitments, there is some room for improvement. A Community Advisory Group was conducted to provide stakeholder review and input for this report. At this meeting, a local C.E.O. said, “it has been a long time since the mission statement was reviewed. The mission is long and we should develop a tag line, a four-word phrase that everyone in the community would recognize.” He went on to suggest that MidAmerica should create a more specific goal related to the review and revision of its mission statement. It should also be noted that a University branding committee completed a strategic audit with a recommendation to the President’s cabinet to move ahead with the review of the mission statement. The branding committee was of the opinion that it could not implement a marketing strategy until the Board and Cabinet had reviewed and revised the mission of the University.

At the time of this writing, because the Board of Trustees had not formally revisited the mission statement for a period of ten years, it was listed as an opportunity for improvement.

Core Component 1B

In MidAmerica Nazarene University’s mission documents, it recognizes the diversity of its learners, other constituencies, and the greater society it serves.

MidAmerica Nazarene University’s Statement of Belief⁴ affirms the worth, complexity and

4 2007-2008 Catalog, p.6

importance of all persons. The University's affiliation with the Church of the Nazarene provides the impetus not only for its mission in general, but also for its emphasis on diversity. In recognition of this diversity, the mission documents clearly provide that MNU "is committed to serving the church and its global mission."⁵ Also included is the understanding that MNU students are to become aware of "America's responsibilities in the world community" as well as gain an "appreciation of both Western and non-western cultural aspects of the human family."⁶

As further evidence of MidAmerica's recognition of diversity, the University President created the position of Director of Multi-Cultural Affairs in December, 2006. For a full discussion of this please see Core Component 2A, pp. 58-60.

The University maintains non-discrimination policies regarding recruiting and hiring practices which prohibit discrimination on the basis of race, color, national origin, gender, age, marital status, and disability. These policies are articulated in the Catalog, employee handbooks, position announcements and recruitment and admissions materials.

It is not enough to include an appreciation for diversity in the mission documents without supportive action. MidAmerica addresses diversity in practice:

1. "MidAmerica Nazarene University welcomes International Students from other world areas"⁷
The MNU International Student Advisor facilitates their enrollment and study.
2. The University Coordinator for International Studies and Ministries provides opportunities for the University community to be involved in the global community through experiences for ministry and study. For a full discussion see Core Component 3C, pp. 120-123. The Division of Behavioral Sciences seeks to produce students who "embrace the multicultural and multiethnic diversity of our nation and world."⁸
3. The Division of Business Administration offers a degree in International Business which includes an International Practicum.⁹
4. A goal of the Teacher Education Program is to develop "Diverse Learning Needs Facilitators."¹⁰
5. The Division of Fine Arts provides opportunities for students to experience the music of other cultures.¹¹
6. One objective of the Master of Arts in Counseling program is to develop professionals who are able to work with "diverse populations."¹²
7. To meet the diverse academic needs of its students the University has a Disability Support Service Provider in the Kresge Academic Support Center as well as an ADA Compliance

5 2007-2008 MNU Catalog, p.4

6 2007-2008 MNU Catalog, pp. 4-5

7 2007-2008 MNU Catalog, p. 14

8 2007-2008 MNU Catalog, p.70

9 2007-2008 MNU Catalog, p. 93

10 2007-2008 MNU Catalog, p.112

11 2007-2008 MNU Catalog, p.147

12 2007-2008 MNU Catalog, p.239

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The faculty handbook is available in the physical resource room, virtual resource room and on compact disc.

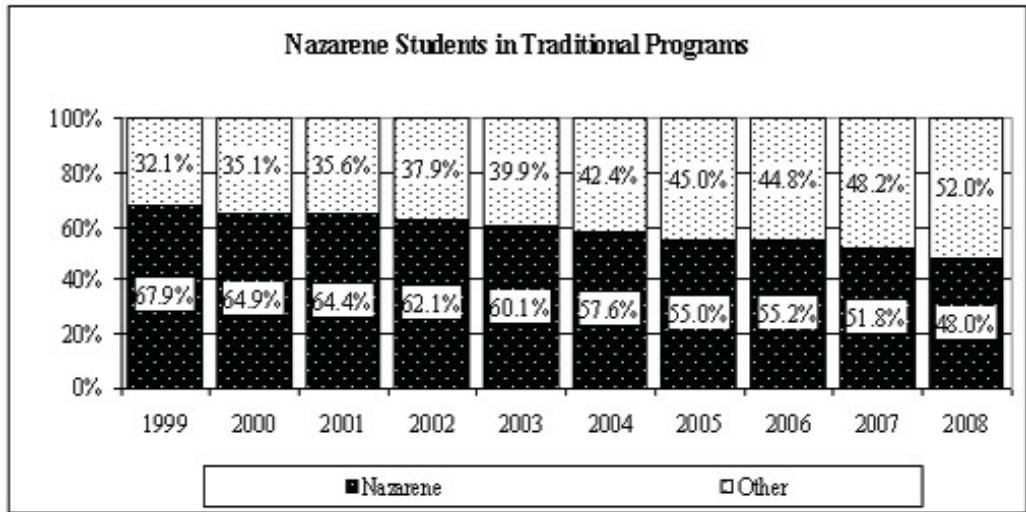


Information on the world music program may be viewed at: www.mnu.edu/academics/finearts/world-music.

Officer.¹³

The University data book produced by the Office of Institutional Research provides statistical information demonstrating that MidAmerica Nazarene University is making progress in many facets of diversity. See the next two illustrations below.

Figure 1b-1: Religious Diversity



As noted in Figure 1b-1, student enrollment has increasingly included a greater percentage of students from outside the Church of the Nazarene which is an indicator of denominational diversity. As the percentage of Nazarene students has declined, the percentage of students holding membership in other church denominations has increased. In addition, there has been a slight increase in international and minority students.¹⁴ Only five percent of the University faculty would be classified as ethnic or minority. This percentage for staff would be only slightly greater. Although the University’s student and faculty/staff populations are comprised of a small percentage of persons classified as ethnic or minority, the next illustration, Table 1b-1, shows that the demographic mix of these populations is comparable to that of the geographic area surrounding the University.

13 2007-2008 MNU Catalog, p. 7

14 Databook 2008, p.30

Table 1b-1: Demographic Data for MNU, Johnson County and Kansas

People QuickFacts		MNU (c)			(e)	
		Students 2006	Students 2008	Faculty/ Staff 2005	Johnson County 2006 est	Kansas 2006 est
	Population	1823	1743	464	516,731	2,764,075
1	White persons, percent	unknown	unknown	unknown	90.30%	89.10%
2	Black persons, percent	6.7%	9.5%	1.3%	4.00%	6.00%
3	American Indian and Alaska Native persons, percent	0.4%	0.6%	0.0%	0.50%	1.00%
4	Asian persons, percent (a) (d)	1.2%	1.1%	0.0%	3.80%	2.20%
5	Native Hawaiian and Other Pacific Islander, percent (a) (d)	unknown	unknown	unknown	0.10%	0.10%
6	Persons reporting two or more races, percent	unknown	unknown	unknown	1.40%	1.70%
7	Persons of Hispanic or Latino origin, percent (b)	3.0%	3.4%	1.0%	5.70%	8.60%
8	White persons not Hispanic, percent	77.5%	81.0%	96.0%	85.00%	81.10%
9	Unknown or Unreported	10.0%	3.5%	1.7%	0%	0%
10	International	1.0%	0.9%	0.0%	0%	0%

(a) Johnson County and Kansas: Includes persons reporting only one race.
(b) Johnson County and Kansas: Hispanics may be of any race, so also are included in applicable race categories.
(c) MNU figures: 2006 student headcount; 2005 Faculty Staff Head count
(d) MNU: Category 4 and 5 are combined
(e) Figures for Johnson County and Kansas State are from the U.S. Census Bureau

MidAmerica Nazarene University recognizes the importance of diversity in the globalization of today's society. This diversity extends beyond ethnicity and race to educate graduates for living and service. The community advisory focus group underscored the fact that "It is important to understand that MNU is responsible for presenting diversity to students---they experience it here, some of them, for the first time." The advisory group recommended that this report analyze diversity in a broader way to include economic diversity, denominational diversity, and geographic diversity.

The University's association with the Church of the Nazarene has provided the impetus for clearly documenting and practicing its appreciation for each individual regardless of ethnicity, gender, age, disability, marital or economic status. Additional information regarding planning for diversity can be found in Core Component 2A, pp. 58-60.

Core Component 1C

Understanding of and support for the mission pervades MidAmerica Nazarene University.

Constituents at all levels of the institution understand and support the mission of MNU. It is first introduced to faculty, staff, and students within days of becoming a part of the MNU community. "Employee contracts require staff members to live in ways that are consistent with the mission and purpose of the University and to display such personal moral and religious conduct as shall be above reproach".¹⁵

¹⁵ Student Development office responses to criterion one committee's questions, p.5. This document is available in the criterion one file in the physical resource room.

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Faculty and Staff members begin each school year with the “President’s Dinner” where the members of the MNU community are greeted and reminded of the mission of the University. It is at this dinner that the President reminds faculty and staff of their role in understanding and supporting the mission of MNU. This is built upon by monthly faculty assembly meetings, division meetings, and strategic planning meetings where goals are set in accordance with the University’s mission and vision. These gatherings have been a driving force for focus and achievement to be centered on the mission and values of the institution.¹⁶

Each department’s planning and budgeting priorities directly support the educational mission of the University. The budget includes items which enhance classroom instruction (such as national standardized exams, supplies, equipment, student services such as health, campus safety, etc.) and for professional development of the faculty (such as conferences, workshops, and continuing education).¹⁷

Several surveys are administered each year to provide opportunities to both internal and external constituents to register their evaluation(s) of the university governance and administrative structures as they relate to the fulfillment of the university mission.

Many measures are taken to insure students understand the mission of the University. Each of the following documents or events explain, reinforce and are congruent with the University’s mission statement:

1. The admissions application contains the *Statement of Belief and Lifestyle Covenant* which all students sign.
2. Information sessions are conducted at Summer Orientation and Registration (SOAR) and New Student Orientation (NSO) for the incoming class of new students to become familiar with and understand the mission and vision of the University.
3. The letter of intent that is signed by athletes includes the *Lifestyle Covenant*.

The practices and procedures at MidAmerica Nazarene University reflect the mission and vision of the institution. The measures taken at all levels of the institution demonstrate the support and understanding of the mission and vision by the constituents of the University. MidAmerica Nazarene University understands the need for regular reviews and adjustments to be made in order to continue to be a mission driven institution. Understanding of and support for the mission and vision pervades the University.

¹⁶ See Education Division’s responses to criterion one committee’s questions at p.4 and Appendices B and E of this document for evidence of alignment with the University’s mission. This document is available in the criterion one file in the physical resource room.

¹⁷ See Religion Division’s responses to criterion one committee’s questions at p. 9 and pp. 118-199 for evidence of how this programs planning and budgeting priorities flow from and support MNU’s mission. This document is available in the criterion one file in the physical resource room.



The lifestyle covenant and Student Handbook are available in the virtual and physical resource rooms, on MNU’s webpage and on compact disc.



Core Component 1D

MidAmerica Nazarene University's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

MidAmerica Nazarene University is an institution of the Church of the Nazarene. The official organization of the University is composed of several groups of interrelated personnel: a board of trustees, the officers of administration, the committees of administration and faculty, the faculty of instruction, the staff, and the student body. The permanent control of MidAmerica Nazarene University is vested in a board of trustees elected by the districts of the University region: Dakota, Iowa, Joplin, Kansas, Kansas City, Minnesota, Missouri, and Nebraska. The Board meets twice a year and upon call by the University president or by the chairman of the Board. Between the official sessions of the Board of Trustees, the Executive Committee, elected by the Trustees, acts as an advisory and procedural group. “The Board of Trustees establishes the University’s mission statement, vision statement and strategic initiatives in consultation with the University’s executive leaders.”¹⁸

“MidAmerica Nazarene University functions under the Cabinet Model of administration. Five vice presidents, the University Chaplain, and the Assistant to the President for Church and Community Relations, who answer directly to the President, comprise the President’s Cabinet.”¹⁹ University operations are divided into seven distinct areas: the president’s office, academic affairs, enrollment development, finance, spiritual life, student development, and university advancement. Each area is assigned to a cabinet member.

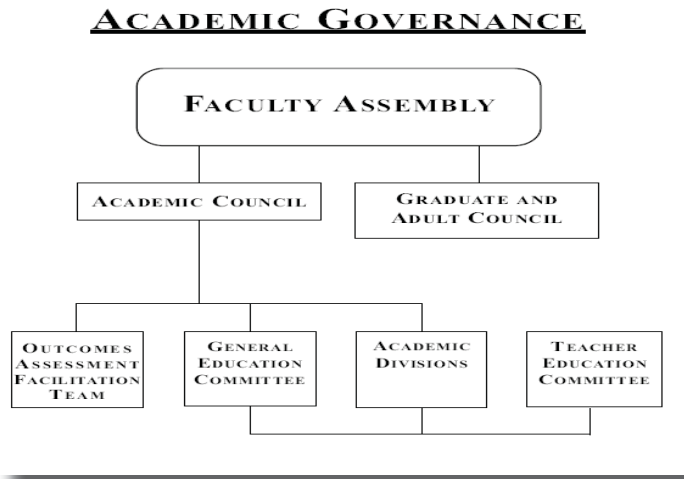
Leadership responsibilities are evenly distributed among the cabinet level administrators who then delegate work to mid-level administrators. Mid-level administrators, in turn, work with faculty and staff to make sure that all institutional projects are completed. Within the framework of the University, each office on campus falls under the authority of one of the cabinet members which ensures that all university programs and services have appropriate leadership and accountability.

Within the academic structure, MidAmerica Nazarene University faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of the academic processes. Operation of the Academic Council, Graduate and Adult Council and Faculty Assembly are evidence of this. The chief academic officer (VPAA) is an ex officio member of Academic Council and Graduate and Adult Council. The VPAA sets the agenda for and chairs faculty assembly meetings. The following chart illustrates this system of shared governance:

¹⁸ Faculty Handbook 1.6.2

¹⁹ Faculty Handbook 1.6.3

Figure 1d-1: Academic Organization



The MidAmerica Nazarene University Constitution and By-Laws are available in the physical and virtual resource rooms.

Each executive administrator is accountable to the president and ultimately to the Board of Trustees.²⁰ For example, the vice president for academic affairs reports to the academic affairs committee of the Board of Trustees. As stated in the Constitution and By-Laws, “This committee shall assure that there is a current written description of the academic purposes, goals, and mission of the University. The Trustees must appraise, periodically, through consultation with the President and Vice President for Academic Affairs and Dean, the operation of academic affairs. They must recommend academic plans, programs, appointments, contractual arrangements, and other academic policies.”²¹ Although individual divisions develop and evaluate their respected curriculums each year for coherence and integrity as it relates to our school’s mission, ultimately the Academic Affairs Committee of the Board is responsible to account for each division’s compliance with the mission.

All curriculum decisions are made by a division’s faculty during regularly scheduled meetings. Curricular changes, additions, and/or deletions are examined for coherence with the University mission and outcomes. These decisions are documented in meeting minutes and sent to the Academic Council (or Graduate and Adult Council) and then on to Faculty Assembly for approval.

Much of the foregoing narrative of this section of the report (1D) has provided a careful description of MidAmerica’s governance and administrative structures. The purpose of the remainder of this section is to demonstrate and establish through the analysis of survey results that these structures promote effective leadership and support collaborative processes. MidAmerica Nazarene University recently implemented the *Best Christian Workplaces Survey* developed by the Best Christian / Workplaces Institute. The purpose of this instrument is to provide the institution with “exceptional diagnostic and development tools.... and reap the benefits of becoming a great workplace.”²² Best Christian Workplaces Institute (BCWI) provides a benchmark report which contextualizes MNU’s

20 See Appendix Four - MNU Organizational Chart
 21 MNU Constitution and By-Laws, p. 6
 22 <http://www.bcwinstitute.com/whatyouget.aspx>

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results by providing comparisons relative to peer Christian organizations. MidAmerica’s comparable institutions are Christian colleges, universities, and seminaries.

Several of the items on the survey pertain to effective leadership, MNU’s highest rated survey item was “*my supervisor cares about me as a person.*” Comparable institutions scored this item second in ranked order on average. Also ranked at the top of MNU’s list (#5) was “*my supervisor helps me to solve work-related problems.*” Comparable institutions marked this item fourth highest on average. An analysis of these items suggests that the University’s governance and administrative structures promote effective leadership. This seems to be particularly true with regard to an employee’s immediate supervisor and specific work areas. The survey goes on to suggest areas where the University can improve with regard to leadership. For example, the following items were at the bottom of the list in terms of the way in which MNU employees rated the institution:

Table 1d-1: Best Christian Workplace Survey - Lowest Rated Leadership Items

Item	MNU Average Ranking	Comparable institutions Average Ranking
My organization has a winning strategy for meeting the needs of those we serve.	46th	28th
There is clear consensus on my organization’s goals	49th	22nd
My organization is well managed.	51st	36th
Over the past year, my organization has met its performance goals.	53rd	39th
There is a high level of trust at my organization between senior management and employees.	54th	48th

A conclusion based upon an analysis of the Table 1d-1 items is that the University can do a better job of managing the organization “as a whole” through the development and implementation of strategic performance goals. While these issues were not at the top of the list of the comparable institutions either, the gap in the way in which the items were rank ordered indicates the need for additional attention by the institution.

An important aspect of leadership is facilitating effective collaboration. The following survey results would tend to indicate MNU’s strengths in creating a collaborative environment:

Table 1d-2: Best Christian Workplace Survey - Collaboration Items

Item	MNU Average Ranking	Comparable institutions Average Ranking
In my work area we work effectively as a team	11th	15th
Employees feel free to voice their opinions openly in my work area.	26th	40th
My organization seeks the suggestions of employees	47th	50th
My organization involves employees in decisions that affect them.	50th	53rd

While some of the above items are rather low on the ranked order list, it appears that they are also

low in the average order of priority at comparable institutions.

The final part of this analysis looks at how well governance and administrative structures enable the University to fulfill its mission. Several of the survey questions deal directly with the Christian mission of the University.

Table 1d-3: Best Christian Workplace Survey - Mission Items

Item	MNU Average Ranking	Comparable institutions Average Ranking
I am very satisfied with the opportunities I have to use my spiritual gifts	3rd	16th
The mission and goals of my organization make me feel my job is important.	10th	5th
My organization reflects Christ to the world.	13th	17th
Overall, I am very satisfied with the level of Christian fellowship and spirituality at my organization.	16th	19th
My organization’s leaders exhibit the fruit of the Holy Spirit (love, joy, peace, kindness, etc.)	22nd	18th
The management of my organization keeps a focus on putting Christ first in daily decision-making.	24th	30th

An analysis of the Table 1d-3 items demonstrates that the relative importance which MidAmerica places on these items is similar to comparable institutions when ranked in order of highest rated average response to lowest and supports the conclusion that MidAmerica Nazarene University’s current structure promotes effective leadership and supports collaborative processes that enable the University to fulfill its mission.

While MNU does well when considering the relative importance of survey items, one major area for improvement can easily be found in an item by item analysis. For each survey question, the response of MNU employees is lower than the average response at comparable institutions. To become a certified Best Christian Workplace, survey participants with a staff of 10-500 must score an average of 4.0 or higher on the survey as a whole. Each survey question is answered on a 1-5 scale, 1 being “Strongly Disagree”, 2 being “Disagree”, 3 being “Neutral”, 4 being “Agree” and 5 being “Strongly Agree”. MNU only had five survey items which meet that criteria. Comparable institutions who attained the honor of certification had 36 items at 4.0 or higher.

Core Component 1E

MidAmerica Nazarene University upholds and protects its integrity.

In a devotional presented to the M.Ed. and M.E.T. candidates, Dr. Robinson, University president, chose to speak of the educator's integrity. He noted that integrity is more than honesty. While integrity includes honesty, integrity is really wholeness that is best expressed by the marrying of our words and actions. This approach to integrity concisely encapsulates how each office strives to do its work – by making honest words and actions match.

As a Christian institution of higher learning we recognize that Jesus Christ provides the best model of making honest words match actions. This is articulated in our *Statement of Belief*: “We believe Christian education provides a foundation for leadership based on a sound philosophy of life, a personal relationship with God and responsible citizenship. We accept the importance of personal inspiration in the educative process and believe that models based on Christ as the master teacher are important in Christian education.”²³

MidAmerica Nazarene University upholds and protects its integrity by 1) creating educational activities that are congruent with its mission, 2) understanding and abiding by applicable laws and regulations, 3) implementing clear and fair policies for constituencies, 4) ensuring the integrity of its co-curricular and auxiliary activities, 5) presenting itself accurately to the public and 6) addressing grievances in a timely manner.

Academic Integrity

MidAmerica Nazarene University demonstrates academic integrity by voluntarily subjecting itself to the in-depth self-study processes required by The Higher Learning Commission, special outside accrediting bodies and its own program review policy.

MidAmerica Nazarene University offers evidence of its academic integrity through many publications that clearly communicate academic policies and specific program information. These documents include but are not limited to; the Academic Catalog, the Student Handbook, the Faculty Handbook, and the Staff Handbook.

Fiscal Integrity

Due to the current indebtedness of MNU, fiscal integrity has become an urgent priority. The institution is committed to reorganizing and creating financial systems that will promote financial integrity. Examples include: 1) appointing a Strategic Positioning Committee (summer 2007) to holistically evaluate the financial state of the university, 2) providing education to budget managers on the zero-based budget approach, 3) educating the faculty and staff on responsible cost-cutting practices to encourage budget awareness campus-wide.

In addition, MNU acknowledges the importance and necessity of operating in complete compliance with all federal and state regulations and that its financial statements must meet accepted

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*MidAmerica's
Statement of Belief
can also be found
online at: [http://
www.mnu.edu/
about/belief.php](http://www.mnu.edu/about/belief.php)*

accounting principles. MNU utilizes the services of Baird, Kurtz & Dobson, Twelve Wyandotte Plaza, 120 West 12th Street, Suite 120, Kansas City, MO 64105-1936 annually to ensure the university's compliance with generally accepted auditing standards.

Missional Congruence

Every office on campus is expected to integrate its activities with the educational mission of the university. As an example, while our athletic teams place ~~more~~ emphasis on the physical, they do not ignore the fact that MNU is a Christian institution of higher education. To emphasize the mission, coaches institute study halls and study schedules for their athletes and ensure that each team has a chaplain to attend to the spiritual needs of the athletes. The intercollegiate athletics program also lends support to MNU's mission through the NAIA *Champions of Character* program which is led by the student government advisor.

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The Student Development Office works closely with Resident Educators and Resident Assistants to achieve missional congruence in the residence halls. The goal for Residential Life is, "to be committed to creating environments that are conducive to learning, free from barriers for all learners (including those with disabilities), and that promote educational progress".²⁴

In every discipline, educational content and departmental activities are examined through the lens of faith. Professors are encouraged to regularly begin class with either a devotional thought or prayer. In class, students are challenged to think about what it means to be a Christian in the workplace.²⁵ Professors are available before and after class to provide further advice and assistance to students.

Regulatory Compliance

MidAmerica upholds its integrity through complying with applicable federal, state and local laws. Since regulatory expectations vary depending on the duties and responsibilities of each office, a sampling of practices from across campus is outlined here.

Faculty members are periodically apprised of appropriate laws relative to the academic process in monthly Faculty Assembly meetings under the auspices of the Faculty Development Committee. Laws and regulations are also communicated to the division chairs by the Vice President for Academic Affairs in monthly division chair meetings. The chairs then communicate these updates to their respective faculty, staff and students.

As a result of the highly regulated federal and state financial aid requirements, our financial aid officers find themselves consulting the Federal Financial Aid Handbook on nearly a daily basis for guidance in administrating financial aid funds. In many cases, the Department of Education allows schools to make their own policy, and then audits the office on how they adhere to the policies and/or

²⁴ Student Development's responses to criterion one committee's questions, p.8. This document is available in the criterion one file in the physical resource room.

²⁵ Business Division's responses to criterion one committee's questions, pp. 5-6. This document is available in the criterion one file in the physical resource room.

document certain decisions. HIPPA, FERPA, and GLBA are not distinctly financial aid laws, but they are extremely important to the school and the families served. Students are required to inform the University regarding who can be contacted concerning their financial aid information. MidAmerica upholds its integrity by respecting the privacy of its constituents by using MNU ID numbers instead of social security numbers. When communicating with outside agencies, the University uses only the last four digits of the SSN whenever possible. In addition, privacy screens have been added to computer monitors in high traffic areas to make it less likely that confidential information will be viewed.

Another example of how the University responds to federal legislation is the manner in which it provides accommodations for employees and students with disabilities. Kresge Center provides tutoring services, test taking services, note taking services, textbooks in braille, and interpreters for the hearing impaired. In addition, classes have been rescheduled and relocated to meet the needs of physically challenged students. In several instances, buildings on campus have been updated to include automatic doors, elevators and other similar accommodations for those with disabilities.

The Health and Exercise Science Division is a good example of how MNU complies with several outside regulatory agencies. They are governed by The Higher Learning Commission (HLC), the National Council for Accreditation of Teacher Education (NCATE), the Commission on Accreditation of Athletic Training Education (CAATE), the Heart of America Conference (HAAC), the National Association of Intercollegiate Athletics (NAIA), the National Christian College Athletic Association (NCCAA), and the National Athletic Training Association (NATA). Health and Exercise Science students are required to become members of the Kansas Association of Physical Education, Recreation and Dance (KAPERD); to abide by state requirements through PPST, PLT, Content Area, and National Athletic Training Association Board of Certification (NATABOC) exams; and to adhere to background checks prior to student teaching.

Finally, the University's *Statement of Belief* includes a clear understanding that the University should respond to local, state and federal regulations: "We believe that people function in a society and that laws are needed for the society to operate efficiently. The form of government and the laws developed in the society are important to the individual and the church. We believe that the American form of democratic government is the finest yet achieved, and fully support its ideals."

Internal Constituencies

In addition to compliance with legal regulations, MidAmerica has a responsibility to uphold its commitments to its internal constituents.

Internal constituents include the students, faculty and staff. A faculty handbook is maintained by the University and distributed to each faculty member. Student policies are published in the MNU Catalog, the Student Handbook and course syllabi. Each syllabus states that the student, if needing special accommodations, should communicate that fact to the professor on the first day of class. The



academic integrity policy is referenced on each syllabus. In a number of academic areas, seniors receive letters regarding all aspects of their senior comprehensive exam.

The Financial Aid Office upholds its commitments by understanding that “families should be accepted in their present financial condition. Needs analysis systems should evaluate families equitably and consistently.”²⁶ Financial Aid treats stakeholders with dignity and respect and it strives to create an inviting and comfortable atmosphere to help students with funding and spiritual and emotional support. The following excerpt was found in an internal study done by the Financial Aid office: “The staff of the office tries to live up to these principles every day. Each of the staff tends to help each other, if we fail, by gentle reminders. Great attention is put to approachability when hiring new staff. The office cannot help students if the students are afraid to come into the office. The office also tries to work very hard with other campus offices using the same principles. The office tries to look “globally” at situations to see how our actions affect the school as a whole.”²⁷

External Constituencies

External stakeholders are important to MidAmerica Nazarene University as well. The following is a list of examples to show that the institution upholds its integrity with regard to outside stakeholders.

1. The institution adheres to its Notice of Non-Discrimination and Clery Disclosures as printed in its materials.
2. The University shows respect when working with prospective students and their parents; high school counselors, teachers, coaches and administrators; pastors, youth pastors and other church leaders and representatives of other colleges and universities.
3. When contractors or vendors are needed, a fair bidding process is used. The same information is requested from each contractor/vendor and invoices are paid within the appointed terms of contracts.
4. Lenders, Loan Guarantors, and Loan Servicers are placed on a preferred lender list if the Financial Aid Office believes that it will benefit the students.
5. Financial Aid collects “thank you” notes from each student who receives a gift from an endowed scholarship and these notes are sent to the individual donors.

Public Interface

MidAmerica Nazarene University provides evidence of its integrity through many of its publications that communicate policy and program information to its constituents.

The Consumer Digest Magazine evaluated MNU as the fifth best value among private colleges and universities in the United States. This is based on data such as standardized test scores and high school grade point average

26 Financial Aid office’s responses to criterion one committee questions, p.6. This document is available in the criterion one file in the physical resource room.

27 Financial Aid office’s responses to criterion one committee questions, p.6. This document is available in the criterion one file in the physical resource room.

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Published materials characterize the Christian nature, community life influences and opportunities, and the behavioral and programmatic expectations of our campus community. For instance, letters, and schedules pertaining to such programs as New Student Orientation are inclusive of our desire to provide transformational experiences in the context of a caring, loving, and God-centered environment.

The Student Development webpage and Student Handbook represent accurately our Wesleyan-Holiness tradition and foundations, our desire to minister and transform students for lives of service and our goals related to community life and residential living.

Adult students enrolled in Innovative Adult Education programs frequently mention on evaluation forms that they are dealt with fairly and honestly and presented information in a clear and concise manner and their comments reflect that there were no hidden costs or extensions of time.

Many academic units use special outside accreditations to communicate and prove the integrity of their policies, practices and procedures to the public. The Education Department serves as one example of the thorough and extensive accreditation process which is conducted by its peers from across the state and nation. The process involves providing evidence to an NCATE team to show that we are doing what we say we are doing – a measure of integrity. The NCATE logo can then be used in official publications to inform the public that we have met NCATE’s expectations.

The marketing department used Stamats Communications, 615 Fifth Street S.E./P.O. Box 1888 • Cedar Rapids, Iowa, to help ensure that recruitment materials truly reflect an accurate picture of MidAmerica. This company conducts interviews, focus groups and research with MNU constituents and bases the content of recruitment and promotional materials on the input received.

Responsiveness to Complaints

The University works to respond in a timely manner to complaints and grievances that it receives which is further evidence that internal and external constituencies are treated fairly.

For example, the standard procedure of the Humanities Division is common to most of the University’s offices. The division writes memos to file with regard to all informal and formal complaints and grievances. These memos are time stamped and filed in the division office. The Vice-President for Academic Affairs and Associate Dean are copied as needed to further document issues. The University maintains a formal grievance procedure which provides for a written record of complaints and grievances.

Per the Employee Handbook employee grievances must be reviewed by the Grievance Review Committee within 10 working days unless it determines that additional time is required. In the event of sexual harassment, the Employee Handbook states the incident must be reported as soon as

As part of the community advisory group the question was asked how well the mission was integrated into online programs. A graduate alumni representative from MNU’s blended MAOA degree responded :

“All I can say is this, after the program I started attending church again. I was apprehensive about the Christian message at first but it was very appropriate. I liked that some professors brought it to the forefront more than others. It was well-blended [into the content] and the message got through to me.”

possible with a complete and thorough investigation to follow immediately.²⁸

All MNU entities are careful to respond immediately to any form of grievance. See catalog for additional material regarding the academic appeal process and refer to the student handbook for the judicial process.

The best and most concise statement of MNU's Mission and Integrity is found in our motto: *To Learn, To Serve, To Be*. The President has eloquently summarized this on his Welcome Page at MNU's website:

"At MNU, community is more than a word. Community describes a dynamic web of relationships where students, faculty and staff know each other by name and are committed to encouraging one another to think, speak and act in ways consistent with our Christian commitments. These commitments are not things we simply talk about, they are things we actually believe and live. They are as evident in the classroom and the dorm as they are in the chapel. They guide our informal conversations as well as our formal curricula. They inspire our service beyond the campus as well as our friendships on campus."

Our mission and integrity find their purest expression in the very life of the MNU Community.

Conclusion

MidAmerica Nazarene University has an unambiguous, publicly stated Christian higher education mission. The stated mission has been fulfilled ethically and consistently throughout all levels of the University. Effective and appropriate administrative structures exist to ensure that the mission and vision continue to be carried out and understood by constituents at all levels. MidAmerica Nazarene University's affiliation with the Church of the Nazarene provides the impetus not only for its educational mission in general, but also for its emphasis on diversity. The Mission Statement clearly states that MNU "is committed to serving the church and its global mission".²⁹

Strengths

1. MidAmerica Nazarene University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
2. MidAmerica Nazarene University's mission statement is clear, compelling and accurate.
3. MidAmerica Nazarene University has a solid system of governance with strong, supportive and experienced personnel.
4. MidAmerica Nazarene University strives to operate with an unwavering commitment to

²⁸ Faculty Handbook, 4.5.11, 4.4.8.1 and 4.4.8.2

²⁹ 2007-2008 MNU Catalog, p.4

"Today I am going to give you two examinations, one in trigonometry and one in honesty. I hope you will pass them both, but if you must fail one, let it be trigonometry, for there are many good [people] in this world today who cannot pass an examination in trigonometry, but there are no good [people] in the world who cannot pass an examination in honesty."

Madison Sarratt (1891-1978),
Dean of Students
Vanderbilt University.

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integrity.

5. MidAmerica Nazarene University has a long history of remaining faithful to its mission.
6. MidAmerica Nazarene University is intentional in its commitment to preparing students to serve in a diverse world.
7. While MidAmerica has undergone significant administrative transitions, the new administration has related their desire to gather information from faculty and staff in significant areas, as well as encourage open lines of communication.

Opportunities

1. Inconsistencies of terminology regarding the division or department's mission statements. Some label it "Statements of Purpose", others label it "Learning Objectives" or "Mission". Not all divisions or departments have their missions posted on the website or in the catalog.
2. Currently there is no process in place for the University to measure how well all of her constituents understand and embrace the mission.
3. Since the last time the Board of Trustees formally updated the University's mission was in 1997, one easily identified and succinctly stated institutional priority is for the Board to revisit MNU's mission statement. The Board should better define the concept of diversity and how it applies to MidAmerica Nazarene University. Also, the University has changed substantially (e.g. percentage of Nazarene students and the growth of graduate and adult programs) since the last revision of the mission and the Board may wish to consider how these changes have impacted the University's mission.