

Our Mission. Our Vision. Our Values.



*Suggested updates to our mission,
vision, and values statements*


April 30, 2013

Our Time. Our Plan. Our Future.

Mission, Vision, and Core Values

- Mission - a statement that delineates, in concise language, why an institution exists and what its operations are intended to achieve.
- Vision - A clear description of what the institution intends to **become** within a certain timeframe.
- Core Values - Values are the characteristics we believe are important in **how** we do our work.

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*The Strategic Plan
provides the roadmap
between the “current state” in 2013
and the “desired state” in 2018.*

Open Forum - Mission, Vision, & Values

- Held March 1, 2013
- 100 in attendance, 71 participated in response to clicker questions
- Feedback received

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Feedback included support for:

- lifelong learning
- high standards and a focus on excellence
- public engagement and active learning
- Integrity, accountability, and leadership as values
- Placing learners at the center of all we do
- Critical thinking
- Student success

Survey on Mission, Vision, & Values

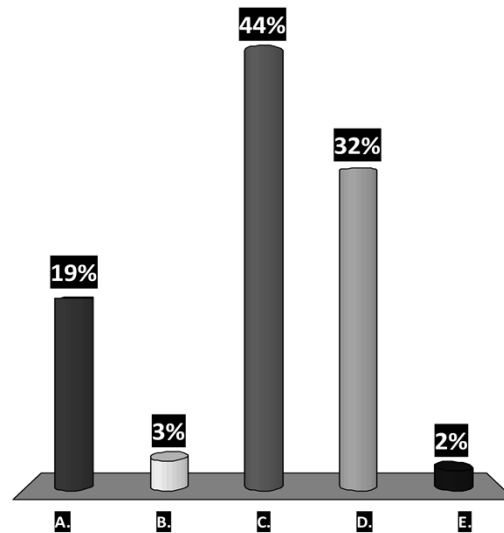


- Survey open from February 26 through March 20
- Faculty/staff responses = 990 (47% response rate)
- Full-time faculty = 55% response rate
- Full-time staff = 57% response rate
- Student responses = 1,877 (14% response rate)
 - Freshmen 342
 - Sophomores 268
 - Juniors 329
 - Seniors 544
 - Graduates 246
 - Law 83

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What item had the highest mean from faculty and staff on “is currently” important?

- A. Prepare students for careers or graduate studies
- ✓ B. Provide public engagement activities
- C. Maintain “up close and personal” image
- D. Focus on Student Success
- E. Attract and retain talent and effective faculty and staff



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Answer: (B) provide public engagement was the highest “currently important” mean on the responses from faculty and staff. It was the highest mean for all full-time faculty and the second highest for full-time staff.

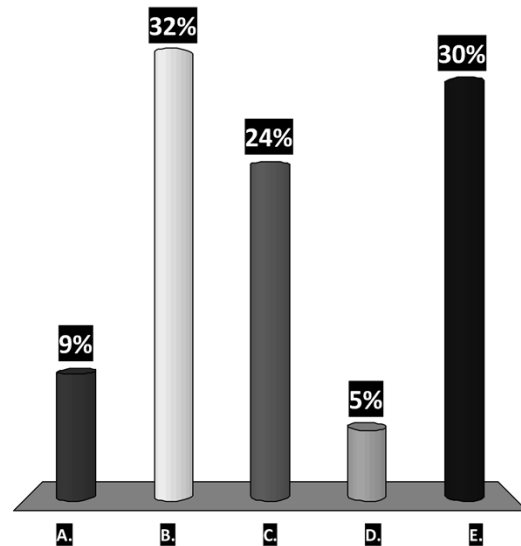
A focus on student success didn’t make the top 10 items of currently important... It came in as number 11.

Attracting and retaining talented faculty ranked number 20 on current importance out of 36 items.

Preparing students for careers or graduate studies came in as second highest on currently important from faculty/staff.

What item had the lowest mean for “is currently” important at NKU by faculty and staff?

- A. Hold high expectations for students
- B. Provide students with a solid foundation of knowledge through general education
- C. Promote a work environment that encourages and rewards innovation and creativity
- D. Place learners at the center of all we do
- E. Strengthen NKU’s reputation



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Answer: (C) promoting a work environment that encourages and rewards innovation and creativity. Staff ranked this item the lowest on current importance, and faculty ranked it second lowest. This is the item that faculty and staff showed the largest gap between what current is and what should be – the area in need of greatest improvement.

The other four items were in the top 10 for “is currently important” from faculty and staff.

As an affirmation of the general consensus of who we are, faculty and staff showed agreement on nine of the top 11 items for current importance, and students showed agreement on 8 of the same items for current importance.

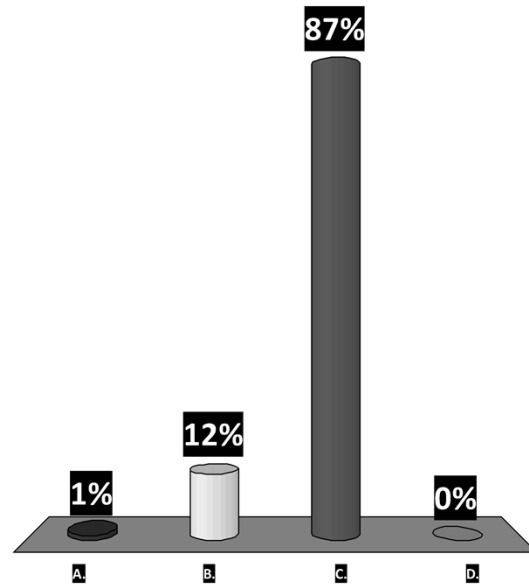
What had the highest mean from students for “should be” important for NKU?

A. Provide public engagement opportunities

B. Focus on undergraduate rather than graduate education

✓ C. Prepare students for careers or graduate studies

D. Provide undergraduates opportunities to participate in faculty research



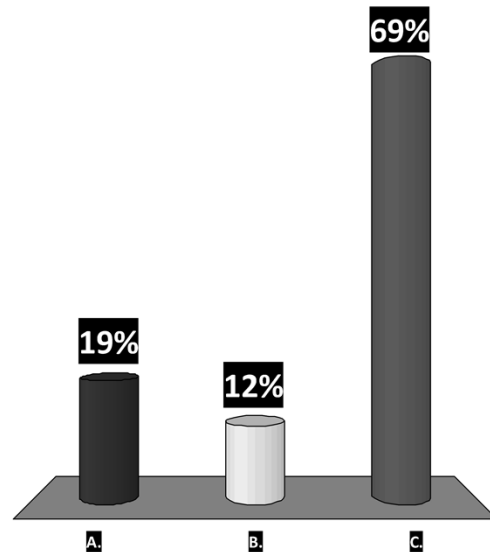
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Answer: (C) prepare students for careers or graduate studies... The mean response from full-time faculty this item was the third highest, and it ranked second highest from full-time staff. 96% of all faculty and staff said this should be of high or extremely high importance, so there was widespread consensus of the importance of this concept.

The other three items averaged lower means for both students and faculty and staff. The “focus on undergraduate rather than graduate education” was the lowest mean for “should be important” for students and faculty/staff combined.

What student response made the top 10 list for “should be” important but fell to the bottom 5 for faculty?

- A. Provide comprehensive student advising and guidance in career planning
- B. Produce graduates that meet regional business needs
- C. Provide on-demand learning, flexible scheduling & other services for post-traditional-age/working students



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Answer: (c) provide on-demand learning, flexible scheduling & other services for post-traditional-age/working students

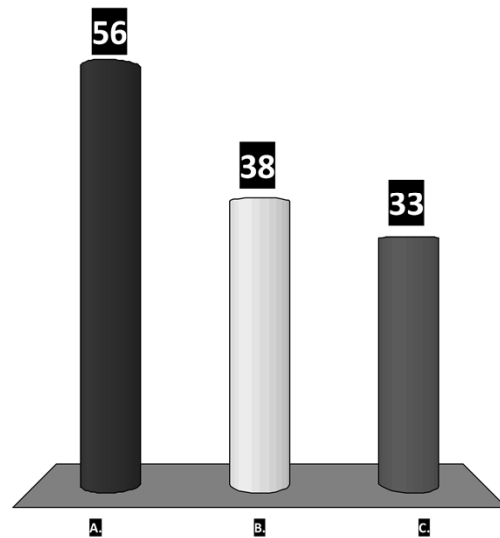
All three of these items were in the students’ top 10 list for “should be” of highest importance. All three items were in the bottom half of the ranked list of means for faculty.

When we looked at students by classification, responses from each group – freshmen to seniors, plus graduate and law students – included these three items in the top 10 mean scores.

The offering of online courses and programs was not in the top 10 items for all students, but the second largest disparity in means between faculty and students was recorded for that item. 68% of students indicating that online courses and programs should be of high or extremely high importance, while only 36% of faculty said that should be of high or extremely high importance. Staff were more likely to agree with students about online courses, with 66% saying it should be of high or extremely high importance.

On which of the following did students showed the largest gaps in means for “is currently” and “should be”? *(choose all that apply)*


- ✓ A. Provide student advising and guidance in career planning
- ✓ B. Focus on student success through improvements in retention and graduation rates
- C. Provide students with a solid foundation of knowledge



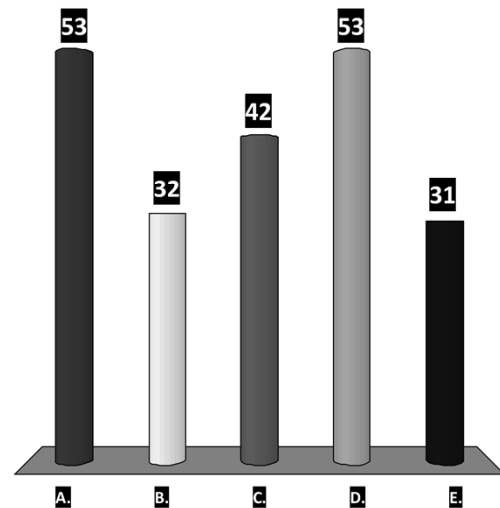
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Answer: (A) and (B) – students see a need for greater improvement in advising services and student success.

Item (C) had the smallest gap in the means for “is” and “should be” from students.

Which of the following items were in the top 10 means for “should be” important by students and faculty/staff? (Choose all that apply.) 

- ✓ A. Provide education that holds high expectations
- ✓ B. Hold students to high standards
- ✓ C. Maintain the highest standards of excellence
- ✓ D. Place learners at the center of all we do
- ✓ E. Challenge students to think, read, and write critically



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Answer: All of the above!

Students, faculty, and staff alike most frequently chose high expectations, high standards, and excellence as areas of utmost importance for the future of NKU. In addition, faculty, staff, and students strongly agree that we must challenge students to think, read, and write critically, and that we should continue to place learners at the center of all we do.

Additional Note: Other items in the top 10 list for “should be” of highest importance for faculty and staff are:

- Prepare students for careers and graduate studies (which we mentioned in a previous slide)
- Attract and retain talented and effective faculty and staff
- Maintain a climate of shared governance, including mutual trust, ethical conduct, and respect
- Promote a work environment that encourages and rewards innovation and creativity (the area of greatest gap between is and should be, mentioned in previous slide)
- Support and sustain transparent and candid communications throughout the university

Mission Statement Suggestion

Northern Kentucky University is committed to excellence in

- placing student success at the center of all that we do to instill a commitment to lifelong learning,
- preparing students for specific careers or graduate studies, and
- supporting research, creative activity, and service that contribute to student learning.

As the commonwealth’s only regional university located in a major metropolitan area, NKU leverages public engagement and other service and learning opportunities that contribute to developing well-rounded, productive citizens; expanding their perspectives; and transforming lives in ways that benefit the commonwealth, the tri-state region, and the world.

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After analyzing the survey results and the comments from the open forum, the Mission, Vision, and Values Review work group has provided this suggestion for a mission statement. They included a focus on “excellence” and student success, as well as acknowledging the need to prepare students for careers and graduate studies. The work group retained the university’s commitment to public engagement within the mission statement, and it used the phrase suggested at the open forum to “expand perspectives”.

The work group mentioned that a mission statement is read by others outside the institution – by prospective students, their parents, faculty and staff applying for jobs here – so they felt it is important to provide a description that uniquely identifies the university, hence the inclusion of “the commonwealth’s only regional university located in a major metropolitan area.”

The Strategic Planning Committee invites your comments and suggestions about this proposed mission statement, and we ask that you write your comments on the post-it paper and affix to the paper with the mission statement on the wall to your right. The committee will continue to evaluate your suggestions and feedback as it develops a final proposal during the summer months.

Suggested Vision Statement



By its 50th anniversary in 2018, Northern Kentucky University will be nationally recognized for innovative and effective approaches to student success and personal connections among students, faculty, and staff.

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Here is the suggested vision statement from the Mission, Vision, and Values Review work group. The suggestion incorporates a time frame by which the vision should be achieved, namely by our 50th anniversary in 2018.

The work group felt the university should be aspirational in improving our record for student success, and still be known as an institution that builds personal connections with the “up close and personal” value.

Again, we invite your comments and suggestions on this vision statement and the committee will study and evaluate all feedback before finalizing a proposed vision statement.

Suggested Core Values

- **Integrity** in teaching, learning, scholarship, and leadership
- **Diversity** in people and ideas in a supportive, inclusive environment
- **Responsibility** and **accountability** that support collegiality, collaboration, and mutual trust
- **Excellence** obtained through high standards for students, faculty, administration, and staff
- **Innovation** and **creativity** that enable students to reach their highest potential
- **Public engagement** that promotes social responsibility and advances the vitality of the region and the commonwealth
- **Wellness-oriented** and **safe** campus environment
- **Meaningful connections** with students in support of their learning

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The work group provided 8 core values, as listed here. The group was strongly committed to the first item, integrity, but there is some discussion about the appropriate number of items for a core values list. If there are too many, it is hard to remember and promote with faculty, staff, and students.

We invite your comments and suggestions on these items and the committee will utilize your feedback as it analyzes what should be included in a list of core values that most prominently represent NKU.

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SWOT Analysis

April 30, 2013

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Internal Strengths

Katie Cox

Junior, Business Management
Major

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Internal Strengths

- Up close and personal culture; small class sizes in comparison to others; safe campus; recognized for health/wellness
- Financially stable, efficient, and lean institution
- Strong foundation for serving high demand areas of information technology and healthcare

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Internal Strengths

- Strength in curricular and co-curricular activities and services: student organizations, mentoring program, learning communities, NORSE Advising Center, study abroad program, PACE, and undergraduate research opportunities
- Move to Division I increases marketing exposure and recruitment opportunities

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Internal Strengths

- Strong commitment to the community, providing leadership and creating a strong economic impact to the region
- New business accelerators and incubators and external alliances
- Well-developed IT infrastructure and resources that serve students and provide support to academic colleges better than other universities

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Internal Strengths

- High quality faculty and competitive entry-level salaries that help recruit new high quality faculty and staff
- Attractive to growing market of adult learners, veterans, graduate students
- Well-developed, national model for public engagement opportunities

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Internal Weaknesses

Arnie Slaughter

Director, University Housing

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Internal Weaknesses

- Inability to get a fair share of state appropriations combined with a high dependency on tuition, resulting in insufficient funds for new faculty positions, facilities growth, deferred maintenance, unfunded state mandates, faculty/staff compensation, and other investments

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Internal Weaknesses

- Low student retention rates and graduation rates – for all students and for minority students – compared to other Kentucky universities and national averages
- Not a well-established “brand”; underdeveloped marketing presence
- Difficulty in recruiting and retaining diverse faculty; aging of faculty may result in high turnover and a loss of strong talent and ability

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Internal Weaknesses

- Limited residential capacity which affects the vibrancy of campus life
- Lack of program offerings in some of the high-demand occupations for 2020, e.g.
- With a lean organization, there are too many obstacles and too little resource capacity to invest in strategic initiatives

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Internal Weaknesses

- Many students have long work hours, and they average fewer hours of study per week than the national average which negatively affects retention and student success
- Not as low cost as in the past and not enough financial aid for students which contributes to their need to work longer hours and to a lower number of hours spent studying, which results in lower retention rates

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Internal Weaknesses

- Too many general education courses are taught by part-time staff which has an impact on student retention
- Lack of mission focus – what do we really want to be?

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External Opportunities

Dr. Dana Harley
Assistant Professor, Social Work

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External Opportunities

- Division I status creates new opportunities for branding
- Regional businesses and corporations are eager to build strong alliances with NKU, and they can provide opportunities for co-ops, internships, and experiential learning opportunities
- High demand for healthcare and nursing professionals

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External Opportunities

- High demand for IT professionals knowledgeable in “big data” and analytics
- Increased residential housing can improve student engagement and campus vitality
- Increased demand for experiential and on-demand learning
- Increasing number of transfer students, veterans, and post-traditional-age students expected

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External Opportunities

- Under-tapped market for increasing recruitment in regions outside of Kentucky, especially Ohio and Indiana
- Growing population of adult learners provides opportunities to develop target programs to fit their needs
- New ways to gain funding from the state can be explored

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External Opportunities

- Identification of signature programs and partnerships would help capitalize on our expertise
- High-demand graduate program(s) would attract and retain high-quality students
- Good prospect for growing international student population

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External Threats

Dr. Zachary Hart

Associate Professor & Interim Chair,
Communications Department

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External Threats

- Declining state and federal financial support which shifts the burden of higher education costs to students
- Lack of rational state funding formula results in NKU receiving fewer state dollars per student than any other state university
- Decline in the number of high school graduates expected over the next decade, both locally and nationally

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External Threats

- Emerging trend and proliferation of Massive Open Online Courses (MOOCs) may lead to adult learners who focus on certification and badges rather than degrees
- Affordability concerns and issues lead to higher loan debts and lower enrollment, especially with a growing amount of unmet financial assistance for lower income students

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External Threats

- Increased competition for students in the region, some with lower tuition rates
- Costs for benefits (especially KERS), technology, and capital investments are continuing to increase rapidly
- Increased competition for high achieving students and for minority students

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External Threats

- High school graduates who are unprepared academically for college negatively affect retention
- Increased competition for diverse faculty and staff and for quality talent, in general
- Increased competition for philanthropic resources, especially high dollar donors
- Competition from other universities that offer programs not available at NKU

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