

**Year Six, Standard Two  
Policies, Regulations, and Financial Review**

**Northwest Nazarene University  
Nampa, Idaho**

**Prepared for the Northwest Commission on Colleges and Universities  
September 15, 2022**

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## List of Acronyms Used in Report

The following acronyms are used in this report and are listed here for your reference:

- ACC - Audit and Compliance Committee
- CASA - Center for Academic Success and Advising
- CCCU - Council for Christian Colleges and Universities
- EOP - Emergency Operations Plan
- ERP - Enterprise Resource Planning
- GAAP - Generally Accepted Accounting Principles
- GE - General Education
- GPS - Graduate and Professional Studies
- HR - Human Resources
- IDT - Instructional Design and Technology
- IT - Information Technology
- LEAP - Leading Effectively, Achieving Performance
- LMS - Learning Management System
- MarCom - Office of Marketing and Communications
- NNU - Northwest Nazarene University
- NSSE - National Survey of Student Engagement
- RAC - Resource Allocation Committee
- SGA - Student Government Association
- SGAC - Shared Governance Assessment Committee
- SIS - Student Information System
- SLO - Student Learning Outcome
- SLT - Senior Leadership Team
- SSI - Student Satisfaction Inventory
- TAG - Technology Advisory Group
- TES - Transfer Evaluation System
- TUG - Traditional Undergraduate
- VPAA - Vice President for Academic Affairs
- VPFO - Vice President for Finance and Operations

# Introduction

## Institutional Overview

Established in 1913, Northwest Nazarene University (NNU) is a nonprofit comprehensive Christian university founded upon a liberal arts philosophy of education. The campus is situated on 90 acres in Nampa, the third largest city in Idaho with over 100,000 residents, and is located 20 miles west of Boise, the state capital and largest city in Idaho. NNU maintains a strong, mutually beneficial and positive relationship with the city of Nampa. The campus, with its 30 buildings, has been carefully planned for maximum use and development. In addition to the Nampa campus, NNU offers face-to-face graduate programs in Idaho Falls (Social Work) and Twin Falls, Idaho (Counselor Education).

As one of eight regional colleges and universities in the United States affiliated with the Church of the Nazarene, NNU is the university for the Northwest USA Field, which includes Idaho, Oregon, Washington, Alaska, Montana, Wyoming, Colorado, Utah, and parts of Nevada. Approximately 31% of NNU traditional undergraduate students claim “Nazarene” as their church background; the other 69% belong to a variety of different Christian denominations, other religions, or indicate no religious affiliation. Approximately 8% of NNU graduate students claim “Nazarene” as their church background. While 87% of NNU traditional undergraduate students came from the Northwest Region in fall 2021, students from 42 states and 11 countries attended NNU. Graduate programs included students from 34 states and 14 countries.

Programs offered by the University vary from traditional programs to accelerated delivery professional studies and graduate programs, and from face-to-face to fully online programs. NNU offers programs leading to 17 degrees (AA, BA, BS, BSN, MA, MACC, MAT, MDiv, MBA, MEd, MS, MSN, MSW, EdS, EdD, PhD and PsyD). Undergraduate degrees include 52 majors and 11 co-majors covering 78 areas of study. Graduate degrees include 28 areas of emphasis in seven departments: business, counseling, education, nursing, psychology, social work, and theology. In addition, graduate business offers a certificate program and graduate theology offers seven certificates. The Center for Professional Development offers two certificate programs and a variety of non-academic, professional continuing education courses and workshops that qualify for professional development credits and/or continuing education units, depending on the subject matter. NNU also offers concurrent credit for high school students and an online ministerial credentials course of study program for Nazarene ordination. NNU’s fall 2021 enrollment of 1,906 students included 1,183 undergraduate students (1,063 traditional and 120 professional studies) and 723 graduate students. In addition, the institution enrolled 5,112 high school students in concurrent credit courses, 7,235 students in continuing education courses, and 146 students in the ministerial credentials course of study program for a grand total of 14,399 students served by the University. Over the past three years, undergraduate and graduate enrollment has remained relatively stable with an enrollment average of 1,223 undergraduate students (1,095 traditional and 128 professional studies) and 713 graduate students.

NNU is primarily a residential campus, with 79% of the eligible traditional undergraduate students living in campus housing and many others living in close proximity to the campus. The traditional undergraduate student population is 56% female and 44% male, the professional studies student population is 69% female and 31% male, and the graduate student population is 71% female and 29% male. Approximately 76% of the traditional undergraduate student population is white, with a majority of the minority population being made up of Hispanic students and students from two or more races.

NNU employs 121 faculty members, including 103 teaching faculty, 9 deans, and 9 administrators. Of the 112 teaching faculty and deans, 84 (75%) hold the highest degree in their fields. An additional eight faculty members are enrolled in doctoral programs. Currently, 35 (31%) teaching faculty and deans have Full Professor status, 38 (34%) teaching faculty and deans have Associate Professor status, and 39 (35%) faculty members have Assistant Professor status. Presently, 52 (46%) teaching faculty and deans are tenured, 55 (49%) are non-tenured tenure-track, and 5 (5%) faculty members are non-tenure track.

NNU is largely tuition-dependent, with tuition and fees representing approximately 56% of its annual operating revenues in 2021-22. Approximately 4% of the University's annual operating revenue is derived from gifts, which includes unrestricted contributions from the Nazarene churches located in the Northwest USA Field (about 60% of the typical total unrestricted giving). The remaining balance of revenue comes from auxiliary enterprises (food service, residential life, bookstore, etc.), investment income, and other miscellaneous revenue. The 2021-22 operating budget for NNU was \$44.2 million. On June 30, 2022, the University's total endowment was \$53.8 million.

## **Mission Fulfillment**

Adopted in 2009-10, the institutional mission and values were reaffirmed by the Board of Trustees in fall 2021 as continuing to represent the essence of who NNU is and what the University aspires to be. As a result, they continue to be the driving force in strategic planning, as well as guiding the University toward mission fulfillment.

*The mission of NNU is the transformation of the whole person. Centered in Jesus Christ, the NNU education instills habits of heart, soul, mind, and strength to enable each student to become God's creative and redemptive agent in the world.*

In fulfilling its vision, NNU strives to be a vibrant educational community that integrates and reflects Christian faith in all that it does. The University seeks to provide nationally-recognized programs distinguished by graduates who are academically prepared, spiritually grounded, service-minded, globally engaged, and vocationally successful. This is lived out through the following institutional values:

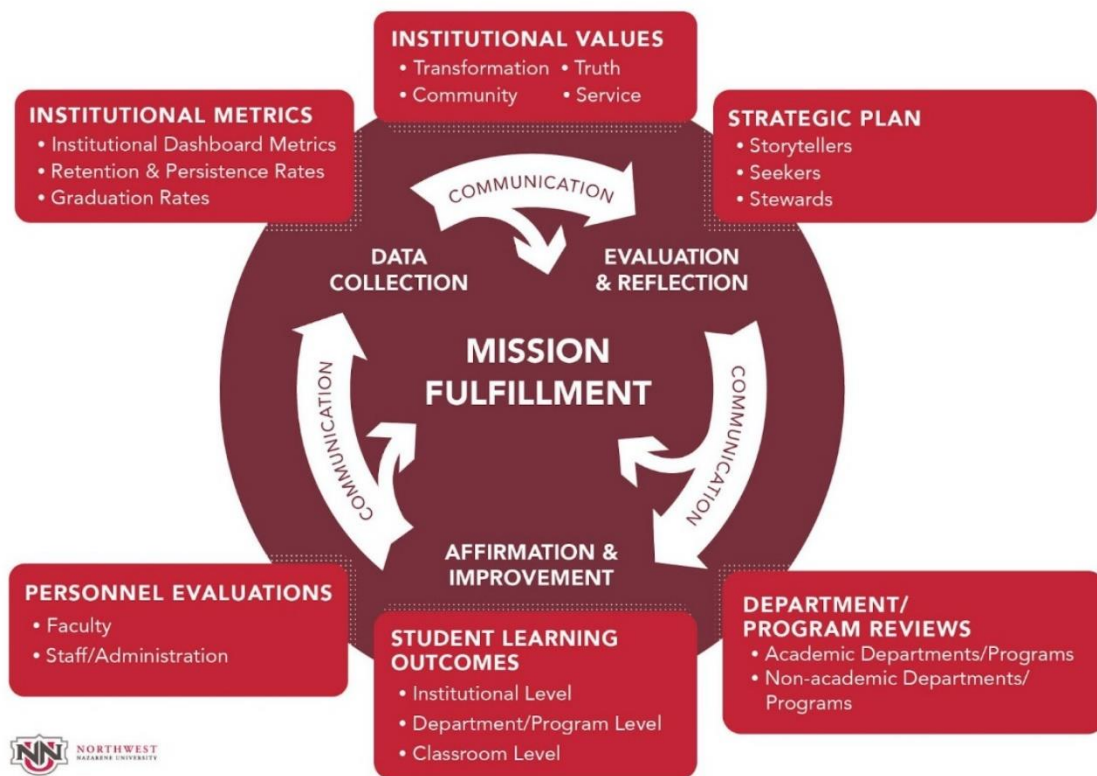
- *Transformation*—We believe education fosters transformation. NNU engages and affects all domains of life—intellectual, social, physical, and spiritual—thereby advancing the transformation of the individual, the church, and the world.
- *Truth*—We believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization, and the achievements in the arts,

sciences, and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.

- *Community*—We believe education flourishes in community. NNU provides a learning and faith community that teaches, challenges, and encourages each other through intellectual and spiritual practices. Within covenantal relationships, we express our love for God and others.
- *Service*—We believe education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.

NNU has a robust and multi-faceted institutional assessment plan that is used to assess mission fulfillment in a variety of ways and at multiple levels. As illustrated in the Operational Framework for Continuous Improvement diagram below, the institution systematically collects data related to six primary areas of focus: institutional values, institutional metrics, strategic plan, student learning outcomes, department and program reviews, and personnel evaluations. Each of these areas provide meaningful and useful data that is examined by assigned stakeholders who evaluate and reflect on the data. Through this process, mission fulfillment is either affirmed or improvements are made in an effort to close the assessment loop. In either case, the cycle begins again with the collection of additional data each year. Communication is essential throughout the assessment cycle as individuals and groups work together to meet objectives at established thresholds and benchmarks.

### OPERATIONAL FRAMEWORK FOR CONTINUOUS IMPROVEMENT



### Institutional Values

The institutional values are primarily assessed through the general education (GE) outcomes measured in Cornerstone and Capstone courses, which are required classes for freshmen and seniors, and are an integral component of the University's GE program. The institutional values are also assessed regularly through administration of student survey instruments associated with the CCCU Collaborative Assessment Project.

### Institutional Metrics

A variety of institutional metrics are used by administrators to measure the health of the institution and guide future planning and initiatives. These metrics reflect data related to enrollment, retention and graduation rates, academic statistics and ratios, budgets and finance, employees, student life, spiritual formation, and donor giving.

### Strategic Plan

Strategic plans created and implemented in three-year cycles provide an ongoing template for planning and assessment of mission fulfillment. The most recent iteration is the 2022-25 Strategic Plan. Specific goals for each of the themes and initiatives include objectives, activities, metrics, and target dates for completion. Appropriate individuals serve as "responsible agents" and provide oversight in meeting the goals for each initiative based on the established metrics.

### Department/Program Reviews

Academic departments and programs participate in an annual review process that includes examining institutional data segregated by department, as well as data collected by individual departments as a part of their ongoing assessment efforts. The reviews also require departments/programs to assess their student learning outcomes (SLOs) at least once every three years and reflect on key changes and recommendations for improvement for the coming year. Regular assessment of non-academic departments/programs falls under the responsibility of each of the sector vice-presidents.

### Student Learning Outcomes

Student learning outcomes are regularly assessed at the institutional, department and program, and individual classroom levels. At the institution level, SLOs are assessed via the GE outcomes. Departments and programs have SLOs specific to their discipline and/or programs that are assessed regularly through the collection and review of department-specific data. Classroom level assessment occurs as faculty and department members evaluate student performance in individual courses.

### Personnel Evaluation

Employee evaluation at NNU is an important part of the overall assessment process to ensure that qualified and competent individuals are positioned to accomplish the mission of the University. While faculty, staff, and administration differ in the ways they are evaluated, as explained in Standard 2.F.4, systems are in place for each employee classification to assess their effectiveness in the roles they perform and provide them with valuable feedback to affirm and improve their performance as necessary.



# Eligibility Requirements – Institutional Report Certification Form



## Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

NORTHWEST NAZARENE UNIVERSITY

(Name of Institution)

JOEL K. PEARSALL

(Name of Chief Executive Officer)

*Joel K. Pearsall*, PRESIDENT

(Signature of Chief Executive Officer)

09/14/2022

(Date)

## Standard Two – Governance, Resources, and Capacity

The University articulates its commitment to a structure of shared governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

### 2.A Governance

#### 2.A.1 - Board

*The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

NNU is one of eight colleges and universities of the Church of the Nazarene in the United States. It operates within the framework of the actions of a quadrennial General Assembly of the Church of the Nazarene, including the assignment of its geographical region and its affiliation with other Nazarene colleges and universities through the U.S.A./Canada Council of Education. As an independent university, NNU is not a member of a multi-unit governance system. The University does participate in some inter-institutional arrangements, particularly with the other Nazarene colleges and universities in the United States. These arrangements include informal procurement cooperation, informal discussions concerning systems and systems development, and training and idea exchange at the executive level. None of these arrangements impinge on the role of governance by the Board of Trustees.

The Board of Trustees is proportioned according to church membership in each of the seven districts within the Northwest USA Field, with 33 members of the 40-person board coming from and elected by one of these districts. These 33 members include both clergy and lay representatives. In addition, five at-large trustees are elected by the sitting Board of Trustees. The President of the University and the Alumni Association President are ex-officio trustees with voting privileges.

The Board has sole governing authority and the trustees have no contractual relationship, employment relationship (with the exception of the President), or personal financial interest with the institution. While the whole Board meets each spring and fall, the Executive Committee also routinely meets in the winter and summer (and at other times, as needed) and is empowered to act for the Board between regular sessions of the Board. As explained in the Board Policy Manual, each trustee is appointed to one of five standing committees, which create a structure to provide oversight of Board responsibilities. These standing committees

include audit and compliance, mission fulfillment, resource allocation, sustainability, and trusteeship.

The University's governance system adequately identifies the various policy and administrative domains, and provides for broad and meaningful participation in the formation of institutional policies—both internal to the campus and within the governing board. The domains of governance are stated in the various policy documents, including the NNU Articles of Incorporation, NNU Bylaws, Board Policy Manual, Faculty Policy Manual, and Staff Policy Manual. NNU's Articles of Incorporation have been approved by a majority vote of two-thirds of the seven District Assemblies of the Church of the Nazarene in the Northwest USA Field. Any revision of the Articles must also be ratified in the same manner.

The domains of trustee governance, management responsibility, and faculty and staff prerogative are clearly explained and honored. There are many issues that do not fit comfortably within a single domain and, as a result, shared governance is recognized and practiced. This sharing of responsibility for governance occurs jointly between the Board of Trustees, administration, faculty, and staff. The trustees designate the Faculty Chair, Undergraduate and Graduate Vice Chairs, and three additional faculty members who are elected by the faculty to serve as non-voting participants with the trustees in both plenary and standing committee meetings of the Board. This privilege is also extended to the Staff Chair, the President of the Student Government Association (SGA), the Chair of the NNU Foundation, Inc. Board of Directors, and the President of the regional Nazarene Youth International (NYI) Field Council.

### **Required Evidence for 2.A.1**

- Institutional governance policies & procedures
  - [Board of Trustees Policy Manual](#) (.pdf)
  - [Faculty Policy Manual](#) (.pdf)
  - [Staff Policy Manual](#) (.pdf)
- System governance policies and procedures
  - NNU is not a part of an educational system, so system governance policies and procedures are not applicable
- Multiple board governing policies and procedures
  - NNU is not governed by multiple boards, so these policies and procedures are not applicable
- Board's calendar for reviewing institutional and board policies/procedures
  - [Reviewing Institutional and Board Policies/Procedures](#) (.pdf)
- By-laws and Articles of Incorporation referencing governance structure
  - [NNU Articles of Incorporation](#) (.pdf)
  - [NNU Bylaws](#) (.pdf)

## **2.A.2 - Leadership**

*The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

NNU is led by qualified administrators at the President's Senior Leadership Team (SLT) level, as well as at other levels of management throughout the University. The institution employs administrators who have the necessary educational qualifications, knowledge, abilities, and skills to effectively lead and manage the operations of their areas of responsibility, including planning, staffing, budgeting, and resource allocation. All administrators have well-defined responsibilities and duties, and are evaluated annually to ensure accountability and achievement of the University's vision and strategic plan.

The SLT provides institutional leadership at the executive level. Members of the SLT serve at the President's invitation and presently include the following positions:

- President
- Vice President for Academic Affairs
- Vice President for External Relations
- Vice President for Finance and Operations
- Vice President for Student Life
- Associate Vice President for Marketing and Communications
- Assistant to the President for Congregational Engagement
- Chief Admissions Officer
- Director of Athletics
- Director of Human Resources
- University Chaplain

The SLT meets twice a month throughout the year to attend to current and emerging issues, advise and make recommendations to the President, support the President in the fulfillment of NNU's mission and strategic plan, and help foster communication on institutional items with individuals in their respective areas of responsibility. Quarterly, the SLT meets in an all-day session to assess progress toward meeting operational goals, and strategic priorities and goals. Annually, each summer the SLT meets to assess the preceding academic year and strategize and plan for the coming academic year. In addition to assessment, these meetings at times result in decisions regarding mid-course corrections, overall institutional effectiveness, sector effectiveness, and fulfillment of strategic priorities. The SLT is ultimately advisory to the President, and therefore typically acts by consensus; should a decision need to be made without clear consensus, either the decision is postponed to allow for further consideration and discussion, or as necessary, the President makes the decision. In all decision-making, the President and SLT seek to gather and rely on relevant data when available to provide the foundation for data-informed decision-making.

Academic leaders consist of the Vice President for Academic Affairs (VPAA), the Associate Vice President for Institutional Effectiveness, seven college deans, and the Dean of Academic

Services. This group comprises the Deans Council, which provides academic oversight for the University and meets for at least one hour most weeks throughout the year. Each summer, the Deans Council participates in a two-day off-site planning retreat to set the academic priorities for the coming year. Additionally, the Academic Leadership Team, which includes the VPAA and Deans Council, as well as the Associate Dean of the College of Business, Registrar, Library Director, Director for the Center for Academic Success and Advising (CASA), and Director of Instructional Design and Technology (IDT), meets monthly to attend to pertinent academic matters. Academic department chairs and program directors oversee the planning, development, management, revision, and assessment of their respective educational programs. They supervise faculty hiring, program assessment, course loads and scheduling, and allocation of departmental resources. Department chairs and program directors report directly to the dean of the corresponding college in which their programs exist.

While the Vice President for Finance and Operations (VPFO) and his team members provide fiscal leadership for the University, 19 budget managers and 52 budget owners actively participate in the creation and oversight of budgets. Budget managers are accountable for multiple budgets in their areas of responsibility, while budget owners are responsible for individual department/office budgets. The budget managers meet monthly throughout the academic year to review current financial information, assess the institution's financial performance with regard to operational goals and strategic priorities, communicate relevant information to budget owners and other employees within their areas of responsibility, and participate in the formation of the budget for the upcoming fiscal year.

### **Required Evidence for 2.A.2**

Leadership organizational chart

- [Executive Leadership Organizational Chart](#) (.pdf)

Curriculum vitae of Executive Leadership

- [Brad Kurtz-Shaw - VP for Academic Affairs](#) (.pdf)
- [Mark Wheeler - VP for External Relations](#) (.pdf)
- [Steve Emerson - VP for Finance and Operations](#) (.pdf)
- [Karen Pearson - VP for Student Life](#) (.pdf)
- [Mark Cork - Associate VP for Marketing and Communications](#) (.pdf)
- [Jay Akkerman - Assistant to the President for Congregational Engagement](#) (.pdf)
- [Stacey Berggren - Chief Admissions Officer](#) (.pdf)
- [Kelli Lindley - Director of Athletics](#) (.pdf)
- [Heidi Powers - Director of Human Resources](#) (.pdf)
- [Grant Miller - University Chaplain](#) (.pdf)

### **Additional Evidence for 2.A.2**

- [Faculty and Staff by Colleges](#) (.pdf)
- [President's Leadership Team](#) (web page)

### **2.A.3 - CEO/President**

*The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*

Joel K. Pearsall has been NNU's President since June 2015. He previously served as the institution's Vice President for Finance and Operations (9½ years), General Counsel (8 years during his service as VPFO), and Vice President for University Advancement (7 years). Prior to coming to NNU, President Pearsall practiced law (with an emphasis in business and tax matters for individuals, as well as for-profit and not-for-profit organizations), served on the NNU Alumni Board and Board of Trustees, and served as the business administrator for a large Nazarene church in Oregon. President Pearsall has significant knowledge of higher education, broad understanding of legal and managerial issues, involvement in strategic planning both at NNU and in his legal practice, and experience in financial matters and donor relations. President Pearsall also has deep connections with the Church of the Nazarene having served on the Intermountain District Church of the Nazarene's District Advisory Board for many years. Since 2009, he has been a member of the General Board for the Church of the Nazarene (the Board of Directors for the global Church of the Nazarene), where he also chairs the Global Administration and Finance Committee, is chair of the Audit Subcommittee, and serves on the Executive Committee. This involvement in denominational leadership benefits the University and provides President Pearsall with intimate insight into the direction and future of the University's sponsoring denomination.

The President is accountable to and reports to the Board of Trustees. The President is an ex-officio member of the University's Board of Trustees with voting privileges, but does not serve as its Chair; the President is also an ex-officio member of the Board's Executive Committee, without voting privileges. The President devotes full-time responsibility and attention to the University. The duties of the President are described in Article VI, section 2 of the NNU Bylaws, and are further defined in sections 3 and 4 of the NNU Board Policy Manual.

#### **Required Evidence for 2.A.3**

Curriculum vitae of President/CEO

- [Joel Pearsall](#) (.pdf)

#### **Additional Evidence for 2.A.3**

- [College President Joel Pearsall](#) (web page)
- [NNU Board Policy Manual, Sections 3 and 4](#) (.pdf)
- [NNU Bylaws, Article VI, Section 2](#) (.pdf)

#### **2.A.4 - Decision-Making**

*The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

The University's approach to planning and decision-making provides for the consideration of views and feedback from various stakeholders within the institution in which each has a direct and reasonable interest, while recognizing that the subject matter in question will determine which constituent groups have predominant or secondary interests and voice. NNU has an established system of shared governance guided by the Board of Trustees' policy on shared governance in which the inclusion of faculty, staff, administrators, and students in decision-making is valued, and practices are in place to support transparency and encourage participation. The three primary shared governance bodies that review and make recommendations on matters within their purview include the faculty as a whole, the Staff Resource Council (which functions as a Staff Senate), and the Student Government Association (SGA) Senate.

To help facilitate broad institutional engagement in decision-making at the Board level, as explained in Standard 2.A.1 above, the trustees designate the Faculty Chair, Undergraduate and Graduate Vice Chairs, and three faculty members as elected by the faculty to serve as non-voting participants with the trustees in both plenary and committee meetings of the Board. This privilege is also extended to the Staff Chair, the SGA President, the Chair of the NNU Foundation, Inc. Board of Directors, and the President of the regional Nazarene Youth International (NYI) Field Council. The Faculty Chair and Staff Chair are invited to give verbal and written reports at the fall and spring Board meetings that offer highlights as well as raise issues of concern. In addition, each spring, the Shared Governance Assessment Committee (SGAC) composed of the President, Board Chair, Faculty Chair, and Staff Chair, meets before the fall and spring Board meetings to discuss how shared governance is operating. Prior to each spring Board meeting, the SGAC reviews the results of a shared governance assessment survey and makes formal recommendations to the Board for any areas needing improvement.

As a part of faculty governance, faculty members serve on a variety of faculty councils and committees that focus on faculty policy, undergraduate and graduate academics, general education, academic effectiveness (assessment), rank and tenure, and faculty development. Faculty and staff members also serve on a number of administrative commissions as appointed by the President and Vice Presidents. These are annual appointments and include such areas as admissions and recruitment, communications, student financial aid awards and appeals, student academic progress, retention, enhancing teaching and learning, technology, global connections, chemical hygiene, campus safety, human and animal research, master calendar, academic ceremonies, community activities and care, athletics, diversity and inclusion, student life, and spiritual life. Student representatives are also invited to serve on a variety of councils and commissions in the areas of academics, diversity and inclusion, enrollment, community life, and institutional review and research.

The SGA provides a platform for NNU students to run for elected positions of leadership and participate in the University's decision-making processes. The SGA exists in three branches: the executive officers of the SGA, the Senate, and the Judicial Board. The SGA operates most actively through organizing and executing student events, expressing student concerns, and collaborating with NNU staff and faculty leadership. The 12 SGA executive officers include the President, Executive Vice President, and various other positions from Business Manager to Student Organization Coordinator. The Senate is composed of three students from each class (12 in total) and allocates SGA funds, approves or annuls student clubs, passes resolutions, and amends SGA's governing documents. The Judicial Board interprets the SGA Constitution and any legislation passed by the Senate. Additional student leadership is provided by class councils, which are composed of eight students from each class who are advised by one staff or faculty member.

An example of shared governance in action at NNU is the formation of the institution's 2022-25 Strategic Plan. The process began with a triennial Board of Trustees strategic planning retreat in August 2021. Faculty and staff leaders and representatives, as well as the members of the SLT, were invited to join the trustees at the strategic planning retreat, which provided a broader perspective and led to a greater sense of ownership in the initial development of strategic themes. On the final evening of the retreat, the President and Board Chair reviewed the work of the retreat participants and identified a list of emerging themes, then reported and "tested" those themes with the retreat participants on the final day of the retreat. These themes were then shared with the faculty during their annual fall workshops in late August, and a workshop session was dedicated to asking the entire faculty to review the emerging themes and provide additional feedback. Based on this feedback, a revised draft of the emerging themes was then shared with all campus employees, who were invited to participate in one of four open forums in September to offer additional comments and suggestions. Throughout the fall semester, additional feedback was solicited from various constituents including the Board of Trustees, NNU Alumni Board, and the NNU Foundation, Inc. Board of Directors. In November, the President sent a revised high-level draft of the strategic plan with strategic themes and initiatives to all campus employees requesting a final round of feedback via email. In January, the President worked with the Board's Executive Committee and Senior Leadership Team (SLT) to compile the feedback received and create the proposed three-year strategic plan themes and initiatives, which were presented to the Board of Trustees in its spring 2022 meeting for approval. These strategic plan themes and initiatives were then presented to all employees in a town hall meeting in April, and faculty and staff were invited to engage in the build-out of the tactical plan that supports each of the strategic themes and initiatives. Members of the SLT were each assigned to work with faculty and staff to develop tactical plans for one of the strategic initiatives, and appropriate individuals were identified to serve as "responsible agents," providing oversight to meet the goals and objectives of the tactical plans. By the end of September 2022, the fully-developed strategic plan will be completed and shared with the campus community and constituents for implementation.



### **Required Evidence for 2.A.4**

- ☒ Institutional governance policies/procedures
  - [Shared Governance Policy - Board Policy Manual Appendix B \(.pdf\)](#)

### **Additional Evidence for 2.A.4**

- [Councils, Committees, and Commissions \(.pdf\)](#)
- [Shared Governance Assessment Survey \(.pdf\)](#)
- [2022-25 Strategic Plan \(.pdf\)](#)
- [SGA Constitution \(.pdf\)](#)
- [SGA Code \(.pdf\)](#)

## **2.B Academic Freedom**

### ***2.B.1 - Principles of Academic Freedom***

*Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

The University's Academic Freedom Policy was adopted by the Board of Trustees in October 2008 and is stated in section 6.11 of the Faculty Policy Manual. As explained in the document, "Academic freedom is a vital component of the pursuit of scholarship and the life of the mind at NNU and its exercise is applicable to the roles of both faculty and students. Academic freedom within the role and mission of the University is based on the conviction that each faculty member is a servant and minister of truth, and therefore, has the freedom to pursue the search for truth and its exposition within the boundaries of his/her academic discipline. Each faculty member has the freedom to carry out research and publish the results, teach and discuss any aspect of the subject or issue within his/her course assignments, and serve as an authority in his/her field of study. Likewise, the pursuit of knowledge and the intellectual development of students within this context are encouraged, for the University endorses the view that God is the source of all truth." Additionally, University policies and procedures prohibit any type of harassment and protect all University employees from inappropriate influences and pressures that would curb academic freedom.

Within the context of its mission and values, the University recognizes that all members have the right to speak and act responsibly with the understanding that by accepting employment at NNU, each faculty member acknowledges the right of the sponsoring denomination to expect that its religious and doctrinal views, represented by the Church of the Nazarene's Articles of Faith (2017-21 Church of the Nazarene Manual, Part II Section 1-16.2), be advanced by the University. All faculty members shall demonstrate respect for, and shall refrain from endorsing views contrary to the Articles of Faith and the NNU Community Lifestyle Covenant (Faculty Policy Manual 4.24.2 and NNU Employment Application).

### **Required Evidence for 2.B.1**

☒ Academic freedom policies and procedures

- [Faculty Policy Manual](#) (.pdf)
  - Academic Freedom (6.11)
  - Lifestyle and Ethical Standards (4.24.2e)
  - Disciplinary Process for Faculty Members (4.25.2j, 4.30.3a)
- [Staff Policy Manual](#) (.pdf)
  - Code of Conduct and Processes (6.1i, 6.2)

### **Additional Evidence for 2.B.1**

- [2017-21 Church of the Nazarene Manual \(Part II, 1-16.2\)](#) (.pdf)
- [NNU Employment Application](#) (.pdf)

### ***2.B.2 - Independent Thought in the Pursuit and Dissemination of Knowledge***

*Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

The University desires to integrate all aspects of life and scholarship within a Christian worldview, particularly in the Wesleyan theological tradition. Therefore, faculty members and students at NNU are accorded academic freedom to pursue scholarship, research, and artistic creation consistent with the institution's mission and goals. The freedom to teach and to learn implies that faculty members have the right to determine the specific content of their courses within the established course definition, and the responsibility not to depart significantly from their areas of expertise or to devote significant time to material extraneous to the subject matter of their courses. This reflects the broad institutional understanding of academic freedom that seeks to protect the right of each faculty member to explore and teach in the realms of his or her areas of expertise and assignment, all the while understanding that the student has the right to expect the course material and content to be effectively and impartially taught within the framework of the institution's mission. Parallel to the academic freedom of the faculty is the freedom for, and responsibility of, students to pursue truth without coercion of faculty and fellow students, to express his/her ideas in appropriate venues, and learn without intimidation. A more complete dialogue of these freedoms can be found in sections 6.11.1 - 6.11.5 of the Faculty Policy Manual, as well as in the Standards of Student Behavior section of the University Syllabus Addendum and the Lifestyle Covenant section of the Student Handbook.

NNU requires that the work done by, for, or in the name of the University be conducted in a manner consistent with high ethical and legal principles. The process of investigation and appeal of alleged violations of scholarly/scientific integrity is explained in section 6.3.2 of the Faculty Policy Manual.

### **Required Evidence for 2.B.2**

- ☒ Academic freedom policies and procedures
  - [Faculty Policy Manual](#) (.pdf)
    - Faculty: Policy on Violations of Scholarly/Scientific Integrity (6.3.2)
    - Academic Freedom (6.11)
  - [Student Lifestyle Covenant](#) (.pdf)
  - [University Syllabus Addendum](#) (Standards of Student Behavior) (.pdf)

## **2.C Policies and Procedures**

The institution develops and publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

### ***2.C.1 - Transfer of Credit***

*The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

The University seeks to maximize transfer opportunities for students while maintaining high standards and ensuring student preparedness and success. NNU accepts university-level credits earned in academic degree programs at colleges and universities accredited by either regional or national accrediting associations in accordance with the U.S. Department of Education. The Transfer Evaluation System (TES) is used to identify and maximize course alignment between and among institutions. Students may also request transfer articulation via the TES system with a link provided on the NNU website.

For undergraduate programs in TUG (traditional undergraduate) or GPS (graduate and professional studies), standardized guidelines are used to verify what credits will be accepted and how they are applied to the GE Program or major. Credits from Bible colleges accredited by the Association of Biblical Higher Education (ABHE) are accepted at the lower-division level. Military credits are accepted according to the American Council on Education recommendations. Credits earned at colleges and universities that are not regionally or nationally accredited but are accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) are granted on a case-by-case basis through a Special Academic Petition process. A maximum of 62 semester credits may be transferred from two-year colleges. The Transfer of Credit Policy for undergraduate programs in TUG and GPS is published in their respective catalogs. The Transfer of Credit Policy for graduate programs differs for each program and is explained by program in the GPS Catalog. Additionally, answers to frequently asked questions about transferring credits are provided on the NNU website.

### **Required Evidence for 2.C.1**

- ☒ Transfer of credit policies and procedures
  - [TUG Catalog](#) (Transfer of Credits Policy for TUG students) (.pdf)
  - [GPS Catalog](#) (Transfer of Credits Policy for GPS undergraduate students) (.pdf)

- [GPS Catalog](#) (Transfer of Credits Policy for Graduate Students by Academic Program) (.pdf)

### **Additional Evidence for 2.C.1**

- [Transfer Equivalency System \(TES\)](#) (web page)
- [Transfer FAQs](#) (web page)
- [Transfer Students](#) (web page)
- [Special Academic Petition](#) (.pdf)

### **2.C.2 - Student Rights and Responsibilities**

*The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

All TUG and GPS students are made aware of policies and procedures related to their rights and responsibilities during the recruitment process, as well as during new student orientations. Students living on campus receive additional information related to their rights and responsibilities as residential students at residence hall meetings. Policies and procedures for students are collaboratively developed through committee processes to serve students and the institution in an efficient and effective manner. The University Syllabus Addendum, which is provided for students in all TUG and GPS courses, includes provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities. Expectations for student conduct are explained in the Student Handbook. Expectations for student performance and participation in programs are outlined in the TUG and GPS Catalogs. Some departments also provide handbooks and field guides for students that offer additional information specific to the program or major. All policies are administered in a fair and consistent manner as indicated in these documents.

The rights and responsibilities related to accommodations for students with disabilities are addressed through the Center for Academic Success and Advising (CASA). Students are made aware of disability support services through information published in the TUG and GPS Catalogs and a statement required to be included in each course syllabus (usually through reference to the University Syllabus Addendum). In addition, admissions counselors are trained to forward information or guide students who may need special accommodations to make contact with CASA. Specific policies and procedures related to disabilities are explained on the CASA website.

### **Required Evidence for 2.C.2**

Documentation of students' rights and responsibilities policies and procedures, which include:

#### Academic Honesty

- [TUG Catalog](#) (Academic Integrity) (.pdf)
- [GPS Catalog](#) (Academic Integrity) (.pdf)
- [University Syllabus Addendum](#) (Academic Integrity) (.pdf)

- ☒ Appeals, grievances
  - [TUG Catalog](#) (Academic Appeals)(.pdf)
  - [GPS Catalog](#) (Academic Appeals) (.pdf)
  - [University Syllabus Addendum](#) (Academic Appeals Policy and Process) (.pdf)
- ☒ Accommodations for persons with disabilities
  - [Center for Academic Success and Advising](#) (web page)
  - [NNU Disability Services](#) (web page)
  - [University Syllabus Addendum](#) (Disabilities Statement) (.pdf)

### **Additional Evidence for 2.C.2**

- [Student Handbook](#) (.pdf)
- [Undergraduate Education Department Student Handbook](#) (.pdf)
- [Bachelor of Science in Nursing Student Handbook](#) (.pdf)
- [Master of Science in Nursing Student Handbook](#) (.pdf)
- [Doctor of Clinical Psychology Student Handbook](#) (.pdf)

### **2.C.3 - Admissions; Placement; Academic Standing**

*The institution’s academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution’s expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.*

Admission policies and application deadlines for first year students (including home-schooled students), transfer students, international students, readmission, temporary non-degree students, and veterans are clearly stated on the NNU website, in the TUG Catalog, and are also published in other appropriate publications. Undergraduate students seeking admission in the professional studies programs also have clearly stated admission and application procedures outlined in the GPS Catalog. With the exception of the nursing and teacher education programs, undergraduate students in TUG or GPS are admitted to NNU rather than to specific academic majors or programs. The nursing and teacher education programs have specific policies and standards that determine which students are admitted, with admission to these programs generally occurring at the end of the student’s first year.

NNU has a moderately selective admissions policy in which admission requirements are implemented to identify if students are prepared to pursue a baccalaureate program. To ensure a reasonable probability of student success, prerequisite knowledge, skills, and abilities are assessed prior to enrollment through a combination of high school GPA and graduation ranking. For the past three years, ACT, SAT, or ACCUPLACER test scores have not been used in the admission acceptance evaluation process. This “test-optional” policy is reviewed annually based on the general testing landscape in the U.S. and the availability of test scores for incoming students. When available, test scores may be used to place students in initial coursework, particularly in English and mathematics. Academic advisors also use this information to help

students plan their academic program. In addition, test scores help the financial aid department determine eligibility for institutional scholarships.

Students who intend to pursue a baccalaureate program but do not meet the standard admission requirements are considered for provisional admission and are required to take the STSK1210 University Success course during their first semester, which is designed to provide students with practical strategies and tools to help facilitate their success as a college student. Provisional admission is normally granted for one semester and is reviewed at the end of the student's first semester of enrollment. These moderately selective admission policies and criteria are established to admit students with an ability to benefit academically and succeed at NNU, while taking into consideration the redemptive mission of NNU as a Christian University.

Graduate admissions decisions are made by individual programs, which typically have individualized admission requirements for their programs aligned with the expectations of their outside accreditation body. In general, materials needed for admission include an official transcript verifying completion of a baccalaureate degree, a completed application form accompanied by the appropriate application fee, two letters of recommendation, and other information as required by the department. Applications for admission are submitted directly to the graduate admissions team.

The policies and procedures for academic standing, including levels of academic warning, probation, and dismissal concerning both undergraduate and graduate students, as well as the appeals process and readmission policies, are published in the TUG and GPS Catalogs and are also outlined in letters of notification sent to students who are academically dismissed from the University. These policies and procedures are administered in a fair and consistent manner within designated time frames. For graduate programs, the academic and disqualification policies are program-specific and are provided in materials for each individual program. In matters related to program dismissal and academic reinstatement, decisions are generally made by committee with representatives from the faculty, staff, and/or administration.

### **Required Evidence for 2.C.3**

Policies and procedures for recruiting, admitting, and placing students

- [TUG Catalog \(Admission Requirements\)](#) (.pdf)
- [TUG Catalog \(Advanced Placement Credit Policy\)](#) (.pdf)
- [TUG Catalog \(International Students\)](#) (.pdf)
- [GPS Catalog \(Admission Requirements by Program\)](#) (.pdf)
- [GPS Catalog \(GPS & Undergraduate Admissions\)](#) (.pdf)
- [GPS Catalog \(International Students\)](#) (.pdf)
- [NACAC Code of Ethics and Professional Practices](#) (.pdf)
- [NACAP Admission Standards](#) (.pdf)
- [NNU Traditional Student Admissions Standard Chart](#) (.pdf)
- [Transfer Admissions Requirements](#) (web page)

☒ Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures

- [TUG Catalog](#) (Academic Standing Policy) (.pdf)
- [TUG Catalog](#) (Lifestyle Expectations) (.pdf)
- [TUG Catalog](#) (Readmission Policy) (.pdf)
- [GPS Catalog](#) (Academic Standing Policy by Program) (.pdf)
- [Student Handbook](#) (.pdf)

#### **2.C.4 - Student Records**

*The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

NNU is committed to protecting the integrity and confidentiality of all student records. Access to student records is provided in accordance with [FERPA](#) requirements. The Registrar serves as the University's FERPA Compliance Officer and facilitates FERPA training on campus. NNU requires all faculty, staff, and student employees to complete online FERPA training at the initial time of hire, and complete additional FERPA training on an annual basis.

Guidelines for the disclosure of personal student information are published in the TUG and GPS Catalogs in the Academic Perspectives section, under the heading "FERPA Disclosure Information." Students' rights under FERPA to inspect and review their educational record, to request amendments to the educational record, to require written consent before the disclosure of personally identifiable information (except to the extent that FERPA authorizes disclosure without consent), or to file FERPA-related complaints with the U.S. Department of Education are explained on NNU's website.

The Registrar's Office serves as the primary custodian for student record information. Students review and sign a Student Information Form prior to their official arrival on campus or during New Student Orientation to verify personal information is correct. An electronic version of the Student Information Form is also available on the NNU Portal. This form also allows students to designate whether their parents or legal guardians may have access to their academic record in accordance with FERPA compliance. Students may request that directory information be withheld by the University by completing a Student Release of Directory Information and Academic Access Form. Students who request no disclosure of directory information are flagged electronically in the student information system (SIS) to alert NNU employees not to share the students' personal information. To cancel a student privacy protection request and allow directory information to be shared, students must complete a Release of Privacy Protection Request Form.

Jenzabar CX, the University's SIS, serves as the primary location to maintain and hold most student records. The SIS is supported by Feith, an electronic document imaging system, as well as other various electronic database systems including Slate, the customer relationship management (CRM) software used by the Admissions department. The appropriate and legal handling and disposal of student records is outlined in the University's Information Retention

and Destruction Policy. Physical copies of student records that are not maintained electronically are securely stored in the Registrar's Office. Digital student records are backed up regularly as explained in the NNU Information Security and Computer and Network Use Policies to ensure information can be retrieved in the case of a system failure or other problems that may occur.

#### **Required Evidence for 2.C.4**

Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies

- [Computer and Network Acceptable Use Policy](#) (.pdf)
- [Information Retention and Destruction Policy](#) (.pdf)
- [NNU FERPA Website](#) (web page)
- [IT Security Policy](#) (*Pending Approval by NNU Technology Advisory Group in Fall 2022*) (.pdf)
- [TUG & GPS Catalogs](#) (FERPA Disclosure Information) (.pdf)

#### **Additional Evidence for 2.C.4**

- [Release of Privacy Protection Request Form](#) (.pdf)
- [Student Information Form](#) (.pdf)
- [Student Release of Directory Information and Academic Access Form](#) (.pdf)

## **2.D Institutional Integrity**

### ***2.D.1 - Truthful Representation***

*The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

The University seeks to represent itself accurately and fairly to its various constituencies and to state, federal, and accrediting bodies and agencies. The NNU Marketing and Communications team provides oversight and guidelines to strengthen the University's image and present the institution's mission and goals in a consistent and professional manner. Protocol dictates that the Vice President for External Relations provides direct oversight for the Associate Vice President of Marketing and Communications as the official spokesperson for the University unless some other person is expressly designated for that role.

NNU provides information on its programs, services, policies, and activities through a variety of publications and regularly reviews its publications to assure integrity in all representations about its mission, programs, and services. The NNU website, as well as the TUG and GPS Catalogs, serve as the primary information-related publication pieces for students and prospective students and are updated on a regular basis. The catalogs and website explain the learning outcomes and requirements for completing each program, while the website also identifies possible career paths for each major. Through these publications, the institution communicates its academic intentions, programs, and services to students and to the public,



and demonstrates that its academic programs can be completed in a timely fashion. Plans of study for programs are published on the department websites and demonstrate that the academic programs can be completed in a timely manner.

In coordination with the Office of Marketing and Communications (MarCom), the Office of Admissions frequently produces additional recruiting materials for prospective students that accurately reflect the institution's mission and goals, entrance requirements and procedures, and general information on academic programs and services. Other publications for campus departments such as brochures, posters, flyers, and announcements are published and distributed by MarCom. The Messenger, the University's publication for alumni, donors, and church constituents, serves as an important communication piece with a variety of public audiences. The Messenger is published two times a year. Care is taken to ensure that the University's publications represent the values and priorities of the institution.

The Review of Published Materials document provided as required evidence below explains the process NNU goes through to ensure that the institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. All external-facing, broadly distributed communication, whether in print or digital format, is routed through and reviewed by MarCom prior to publication. Frequently, content is created within various offices and academic departments and then submitted to MarCom. This includes NNU website content that is produced by content contributors, who are designated individuals tasked with maintaining specific web pages within their areas of responsibility. Prior to publication, whether via website, electronic, or print formats, MarCom is responsible for editing copy, ensuring the look and feel of the communication is consistent with the NNU brand, and that the digital display of the communication, when applicable, is optimized for various screen formats.

### **Required Evidence for 2.D.1**

Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity

- [Review of Published Materials](#) (.pdf)

### **Additional Evidence for 2.D.1**

- MarCom Publications (Representative Samples)
  - [Academic Department Promotional Flyers](#) (.pdf)
  - [GPS Rack Card](#) (.pdf)
  - [New Student Orientation Booklet](#) (.pdf)
  - [New Student Orientation Booklet - Español](#) (.pdf)
  - [Prospective GPS Student Recruiting Booklet](#) (.pdf)
  - [Prospective TUG Student Recruiting Booklet](#) (.pdf)
  - [Prospective TUG & GPS Student Postcards](#) (.pdf)
  - [TUG Viewbook](#) (.pdf)
- [NNU Website](#) (web page)
- [NNU Messenger - Summer 2022 Issue](#) (.pdf)
- [Plans of Study Example - Engineering](#) (web page)
- [2022 Calendar](#) (.pdf)

### **2.D.2 - Ethics and Complaints**

*The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

The commitment of the University to ethical standards is found in all aspects of university life. The NNU Articles of Incorporation provide the foundation for ethical standards by stating that a prime purpose of the existence of the University “as an institution of higher education shall be to serve the Church of the Nazarene and the greater Christian community by providing an educated laity and ministry, loyal to Christ and emphasizing the Wesleyan doctrine of perfect love” (Amendment, November 2001, Article V, p. 2). It is these Christian ideals that serve to guide all ethical standards.

NNU is an Equal Opportunity Employer and does not discriminate against any person because of race, color, sex, age, national origin, or physical or mental handicap, unless such conditions constitute bona fide occupational or assignment disqualifications or prevent the person from performing the essential functions of his/her assignment. The University states its position as an Equal Opportunity Employer through all advertising, job notices, and contracts. As an educational institution operating under the auspices of the Church of the Nazarene, NNU is permitted, and reserves the right, to prefer employees on the basis of religion (Title VII, Sections 702-703, United States Civil Rights Act of 1964 as amended). As a part of the application process, employees are asked to commit to NNU’s Christian Mission requirements, including committing to certain lifestyle expectations, regardless of whether they are on campus or off campus. As a part of the enrollment process, TUG students are also asked to complete a Lifestyle Commitment Agreement affirming they will abide by the Lifestyle Covenant of the University.

NNU maintains a comprehensive set of policies to ensure that the institution exemplifies and advocates the highest ethical standards in its management and operations, as well as its dealings with students, employees, the public, the NWCCU, and external organizations and agencies. Policies on equal employment opportunity, diversity, prevention of harassment and discrimination, and standards of conduct ensure that the University maintains high ethical standards in relation to administrators, faculty, staff, students, and other constituencies. These policies are included in the Board of Trustees Policy Manual, Faculty Policy Manual, Staff Policy Manual, and the TUG and GPS Catalogs. NNU strives to respond quickly and thoroughly to complaints and grievances, and makes every effort to ensure they are addressed in a fair and equitable manner.

The University is transparent in its interactions with the NWCCU and openly communicates with the public through the University’s website regarding the University’s accreditation status and actions taken by the Commission. All accreditation reports required by the NWCCU for the institution’s previous and current accreditation cycles are available for download from the website.

### **Required Evidence for 2.D.2**

- ☒ Policies/procedures for reviewing internal and external complaints and grievances
  - [Board of Trustees Policy Manual](#) (.pdf)
    - Trustees' Code of Conduct (2.8)
  - [Faculty Policy Manual](#) (.pdf)
    - Grievance Process for Faculty Members (4.30)
    - Whistleblower Policy (4.31)
  - [Staff Policy Manual](#) (.pdf)
    - Code of Conduct and Processes (Chapter 6)
  - [Title IX Sexual Misconduct Policy](#) (.pdf)
  - [TUG Catalog](#) (Academic Appeals Policy) (.pdf)
  - [GPS Catalog](#) (Academic Appeals Policy) (.pdf)

### **Additional Evidence for 2.D.2**

- [NNU Employment Application](#) (.pdf)
- [NNU Accreditation Page](#) (web page)
- [Student Handbook](#) (Disciplinary and Appeals Process) (.pdf)
- [Student Lifestyle Covenant](#) (.pdf)

### **2.D.3 - Conflicts of Interest**

*The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

Members of the NNU Board of Trustees, administrators, and employees are expected to conduct all affairs of the institution in a manner consistent with their role. All decisions of the NNU Board of Trustees, administrators, and employees are to be made solely based on a desire to promote the best interests of the institution and its constituents. NNU's Conflict of Interest Policy is designed to protect the Board of Trustees and University interests when contemplating entering into any transaction or arrangement that might benefit the private interest of members of the Board of Trustees, the NNU Foundation, Inc. Board of Directors, and University administrators including the President, Vice Presidents, Deans, and others in various management-level positions or their immediate family members. These individuals complete an annual survey in which they are asked to disclose the existence of any actual or possible conflict of interest as defined in the policy. Following disclosure, the Board of Trustees determines if a conflict of interest exists. If a conflict of interest does exist, the Board investigates viable alternatives and develops a proper course of action to address the situation.

The University has a number of instances where members of the same family are employed. Section 4.8 of the Staff Policy Manual addresses the employment of relatives on campus and provides guidance on how specific situations should be handled to prevent conflicts of interest. This section also addresses how instances when two existing employees enter into a dating relationship and/or marry should be appropriately handled.

### **Required Evidence for 2.D.3**

- ☒ Policies/procedures prohibiting conflict of interests among employees and board members:
  - [Conflict of Interest Policy](#) (.pdf)
  - [Staff Policy Manual](#) (.pdf)
    - Employment of Relatives on Campus (4.8)

### **Additional Evidence for 2.D.3**

- [Conflict of Interest Annual Survey](#) (.pdf)

## **2.E Financial Resources**

### ***2.E.1 - Audits; Oversight***

*The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

The Board of Trustees provides oversight for the management of the University's financial resources, which includes financial planning, as well as the monitoring of operating and capital budgets, reserves, investments, cash management, and debt management. The Vice President for Finance and Operations (VPFO), who reports directly to the President, provides oversight for all financial functions of the University and is responsible for supporting the mission of the University by providing sound financial planning that ensures adequate resources are available. The Financial and Operations Office collaborates closely with leadership in the other sectors of the University through regular meetings and comprehensive financial reporting.

NNU has clearly defined policies and procedures to guide the University in the oversight and management of financial resources. Policies concerning the institution's financial management, reporting, and accountability are set forth in the University's Articles of Incorporation and Bylaws. These policies are complemented by the Board Policy Manual sections 4.9-4.11 and the NNU Financial Policies approved by the Board of Trustees, which contain policies on the receipt of gifts and donations, conflict of interest, operating reserve, budget presentations, budget management, board oversight of finances, and endowment spending. The Endowment Fund Investment Policy was most recently amended in 2019. The NNU Financial Policies are reviewed at least once every two years and revised by the Board of Trustees as necessary.

The University relies upon multiple sources of funds including tuition and fees, room and board, denominational support, gifts, and investment income to support the various programs and services it provides. NNU is largely tuition-dependent with tuition and fees representing approximately 56% of its annual revenues. The University also has a significant portion of its annual revenue derived from denominational support and annual gifts (typically in excess of 5% of annual operating revenue), indicating strong support from the University's various constituencies. Denominational support comes in the form of educational budget payments made by Nazarene churches in the seven districts within the Northwest USA Field. These payments represent approximately \$1.65 million (approximately 4% of the annual operating budget). The remaining balance of revenue comes from auxiliary enterprises (bookstore, food service, residential life, etc.), investment income, and other miscellaneous revenue.

Annual budgeting is a very collaborative process designed to garner ownership and support with campus leaders directly responsible for oversight of individual departmental budgets (referred to as “budget owners”). These budget owners work with their deans and vice presidents (referred to as “budget managers”) to allocate sector resources in an effort to accomplish the goals of the University.

In recent years, NNU has developed relationships with a number of foundations as partners in the development, growth, and maintenance of the University. Grants received from these organizations have primarily been used to fund capital projects, research, and scholarships.

Guided by appropriate policies, procedures, and internal controls, the NNU Business Office provides the University with timely and accurate financial information. The Jenzabar CX/JX accounting system used by NNU follows GAAP, as confirmed by the University’s outside, independent auditors. The University’s financial statements are prepared using the accrual basis of accounting. Accruals made at the fiscal year end include accounts payable, payroll liabilities, tuition receivable, deferred tuition, and compensated absences.

Reports are created regularly for appropriate distribution and review. The Financial and Operations Office department generates and distributes monthly financial reports to administrators, budget owners, and budget managers. Quarterly reports are submitted to the Board of Trustees’ Resource Allocation Committee (RAC). The RAC reviews the budget report thoroughly when they are on campus in October and March. In addition, the annual audited financial statements are reviewed extensively by the Board’s Audit and Compliance Committee (ACC), which is composed of six board members and one non-board member, before making a recommendation to the full Board of Trustees for its approval. A copy of the annual audit is made available to all trustees.

The institution’s financial records are externally audited annually by Clifton Larson Allen, an independent certified public accounting firm that has conducted the University’s audit since 2014. The auditors meet with the ACC in the spring, at the beginning of each audit, to communicate the engagement work. When the audit is completed, the auditors meet again with the ACC to communicate the results of the audit, including any findings or management letter comments. The completed yearly financial audit is distributed to various constituents including the Board of Trustees. The ACC reviews the audit report and the University Controller generates an appropriate action plan for any specific items identified in the audit report. The ACC takes all recommendations seriously and follows up with the Controller to ensure that applicable procedures are being pursued to satisfy the audit recommendations.

### **Required Evidence for 2.E.1**

- ☒ Policies/procedures that articulate the oversight and management of financial resources
  - [Board Policy Manual](#) (4.9-4.11) (.pdf)
  - [NNU Articles of Incorporation](#) (Corporation Purposes, Limitations, and Distribution) (.pdf)
  - [NNU Bylaws](#) (Powers of the Executive Committee) (.pdf)

- ☒ Latest external financial audit including management letter
  - [NNU Management Letter](#) (.pdf)
- ☒ Audited financial statements
  - [FY2021 Audited Financial Statements](#) (.pdf)
  - [FY1920 Audited Financial Statements](#) (.pdf)
  - [FY1819 Audited Financial Statements](#) (.pdf)
- ☒ Cash flow balance sheets
  - [Consolidated Statements of Financial Position & Consolidated Statements of Cash Flows](#) (.pdf)
- ☒ Tuition and fees, educational, and auxiliary revenue for undergraduate enrollments
  - [Consolidated Statement of Activities](#) (.pdf)
- ☒ Significant contracts/grants
  - [Federal Grants - Single Audit](#) (.pdf)
- ☒ Endowment and giving reports
  - [Note 11 Endowment](#) (.pdf)
- ☒ Investment revenue
  - [Consolidated Statement of Activities](#) (.pdf)

#### **Additional Evidence for 2.E.1**

- [NNU 2021 Form 990 tax return](#) (.pdf)
- [NNU Financial Policies](#) (.pdf)
- [NNU Endowment Fund Investment Policy](#) (.pdf)

#### **2.E.2 - Planning**

*Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.*

The University's cash flow is sufficient to support its programs and services and meet operational demands throughout the fiscal year. The institution monitors revenue, expense, capital expenditures, and cash reserves on a monthly basis to ensure adequate funds are available. These reports are made available to most of the campus community and reviewed regularly by the Controller, the VPFO, and the SLT. Members of the RAC and the Executive Committee of the Board of Trustees also review these critical reports periodically throughout the year.

In July 2018, the University refinanced its long term debt with new bond offerings. The new bond offerings secured \$25 million in cash with bond coupon rates of 4-5% maturing over the next 31 years. The University's current debt service obligation (interest and principal payments) is only 6.9% of revenue per year.

Financial planning and budgeting is a very important exercise in ensuring the financial health of the University. The University's budgeting process begins in the preceding fall semester, many

months before the start of a fiscal year. Budget Managers and Budget Owners are integrally involved in the formation of the budget. The University's operating budget requests are submitted to the SLT for review during the periods of March and April. The proposed budget, in the form of a resolution, is then presented to the RAC. Typically in the month of May, the RAC will present a motion to the Board of Trustees to vote on the budget resolution. The University's capital expenditure budget runs on a calendar year cycle while the operating budget is on a fiscal year cycle. Capital budget requests are submitted in the fall to the SLT for review. During the review process, projects are ranked in order of priority and funded with available cash reserves.

Campus financial reports are published monthly by the Financial and Operations Office with a great deal of transparency. The reports are organized by department and variances are shown in revenue and expense, along with comparisons to the budget and prior year's revenue and expenses. The reports use red, yellow, and green indicators to call attention to variances. While the reports have always contained results for the entire campus, in the past this was somewhat overlooked by individual departments that tended to focus on their departmental results. The VPFO and Controller meet monthly throughout the academic year with budget managers and key decision-makers across the campus to review the financial results for the entire campus. The focus of these meetings is to educate the campus on matters pertaining to the budget and collaborate with them regarding crucial decisions that need to be made to create a more sustainable financial future for NNU.

The University is in the process of developing a balanced scorecard system to assist in the execution of the strategic plan. The balanced scorecard takes measures from four key perspectives as a way of aligning NNU's mission and values with the work accomplished on a daily basis. The four perspectives are financial, customer/stakeholder, internal process efficiency, and organizational capacity. Each measure on the balanced scorecard includes historic performance and a current year target or goal to achieve. Accountability is accomplished by assigning ownership to the balanced scorecard measures.

The University's plan for risk management includes a portfolio of insurance policies that are reviewed annually. In July 2011, NNU joined the Nazarene Higher Education Insurance Consortium (NHEIC). In addition to providing more comprehensive insurance coverage at competitive rates, this consortium provides the University with access to a risk management consultant, as well as involvement in a Risk Management Committee with the other consortium members (Nazarene colleges and universities).

### **Required Evidence for 2.E.2**

Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds

- [NNU Financial Policies](#) (.pdf)
- [NNU Audit Compliance Committee Charter](#) (.pdf)
- [NNU Resource Allocation Committee Charter](#) (.pdf)

### **2.E.3 - Management**

*Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.*

Financial planning and budget development follows an annual cycle. Throughout the year, the SLT tracks critical staffing, general expense, and capital spending needs. The SLT also tracks opportunities to streamline and reduce expenses by improving processes, combining resources, and eliminating waste. The SLT prepares a recommendation for tuition, fees, room, and board costs per student to be presented at the fall Board of Trustees meeting. At their fall meeting, the trustees approve a range in the tuition and fee rates for the following year's budget, giving administration the flexibility to set the specific rate. Long-range financial forecasts and plans are prepared in an effort to translate current conditions into "what if" scenarios of the future. The University forecasts budgets with a five-year outlook. This budget process improves forecast accuracy and communication of resources to the campus community.

From November through April, the SLT gathers information relative to critical needs, strategic initiatives, enrollment forecasts, payroll projections, and economic projections, and develops and reviews iterations of the budget based on these indicators. In late February, the SLT endorses a preliminary budget to be presented to the RAC at the spring trustees meeting. The budget continues to be refined by the Controller and VPFO, budget owners, budget managers, and the SLT. In early May, the SLT endorses a final budget to be presented to the RAC for approval. The RAC provides feedback and ultimately recommends adoption of the budget to the full Board of Trustees, which then acts on RAC's recommendation. Between May and August, if it becomes apparent that the headcount projections may not be correct, adjustments are made to raise or lower the revenue expectation and expense projections based on revised projections. The net bottom line number that is approved by the Board is preserved so that number is not altered.

The University maintains a multi-year capital project list. Throughout the year, the list is re-prioritized as projects are completed or new projects are added. The capital project list includes projects in three categories: department-specific needs, deferred maintenance needs, and large construction needs. In 2020, NNU commissioned Sodexo to complete a comprehensive facility condition assessment study, and this study serves as the University's guide for addressing deferred maintenance needs.

The University's standard approach to construction of new facilities is to fund such projects 100% with fundraised dollars (in smaller projects, operating funds may be used). Included in the funds raised is a 10% endowment for future capital needs. This conservative approach has served the campus well over the years.

The RAC and ACC review debt ratios and bond-related covenants semi-annually, and they are also a part of the annual independent audit review. Per University policy, incurrence of debt requires the approval of the Board of Trustees. As was mentioned earlier, NNU has a low amount of debt, as demonstrated by a debt service ratio of 6.9% (total annual interest and



principal debt payments are only 6.9% of revenue). This low dependence on debt is by design and provides increased financial flexibility to the University.

The fundraising and development functions at NNU are centralized and fall under the Office of University Advancement under the leadership of the Vice President for External Relations, who reports directly to the President. The Office of University Advancement also has responsibility for receipting, reporting, and record keeping for all University donors and prospective donors. All fundraising at NNU is implemented pursuant to the University Advancement Manual, and fundraising activities are carried out in compliance with federal and state legal requirements. They conform to the accepted standards developed by the Council for the Advancement of Support of Education (CASE), of which NNU is a member, and utilize guidelines established by several other support organizations such as National Committee on Planned Giving (NCPG) and Council on Gift Annuities (CGA).

NNU has a relationship with Northwest Nazarene University Foundation, Inc., which is a separate non-profit corporation, incorporated pursuant to Idaho law, that has been granted Code section 501(c)(3) tax-exempt status by the IRS. The NNU trustees are by definition also “members” of NNU Foundation, Inc., and in that role elect all directors to the NNU Foundation, Inc. Board of Directors. In addition, in their role as members, the trustees have ultimate authority for all operations of NNU Foundation, Inc. Consequently, the Articles of Incorporation and Bylaws of NNU Foundation, Inc. clearly define the relationship between the University and NNU Foundation, Inc.

### **Required Evidence for 2.E.3**

- Description of internal financial controls
  - [NNU Audit Compliance Committee Charter](#) (.pdf)
  - [NNU Resource Allocation Committee Charter](#) (.pdf)
- Board approved financial policies, state financial policies, or system financial policies
  - [NNU Financial Policies](#) (.pdf)
  - [University Advancement Manual](#) (.pdf)
  - [NNU Foundation Inc. Articles of Incorporation](#) (.pdf)
  - [NNU Foundation Inc. Bylaws](#) (.pdf)

### **Additional Evidence for 2.E.1**

- [Facilities Condition Assessment Executive Summary - December 2020](#) (.pdf)

## **2.F Human Resources**

### ***2.F.1 - Employee Information***

*Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

The Human Resources (HR) office maintains contracts and job descriptions for employees that include their conditions of employment and job responsibilities. Position announcements also provide this information at the time a position is posted. During the hiring process, employees

meet with an HR staff member and receive information related to their NNU benefits and also review the conditions of their employment. The conditions of employment are also communicated annually in contracts for administrators and faculty. Exempt and non-exempt employees receive a salary memo each year via email that indicates their rate of pay and conditions of employment.

All new employees complete an orientation offered through the HR office. Each August, employees hired throughout the preceding year are invited to participate in a new hire orientation that covers mission, vision, and values of NNU; policies and procedures including essential content covered in the staff and faculty policy manuals; benefits; payroll procedures; and performance evaluations. Employees hired during September through July also receive individualized orientations from HR personnel. Additionally, employees that are supervisory-level and above receive additional training on the topics covered in the new hire orientation, as well as specific training on hiring, supervising, and evaluating personnel; conflict resolution and disciplinary action; and managing employees through Paylocity, NNU's HR and payroll software.

Criteria and procedures for evaluation, retention, promotion, and termination vary depending on an employee's designation, and are published in the Faculty Policy Manual and Staff Policy Manual. Both policy manuals cover these criteria and procedures in detail, as identified in the evidence provided in the links below. A revised Staff Policy Manual is currently under administrative review. The primary revisions include adding a remote work policy and clarifying the tuition remission policy.

The University also employs a number of students as hourly at-will employees. Student employment is guided by the Hiring Student Employees Policy. Student employment information is also provided to students through the Career Development office and is available on the employment opportunities page on the Career Development website.

### **Required Evidence for 2.F.1**

- Human resource policies/procedures
  - [Faculty Policy Manual](#) (.pdf)
  - [Staff Policy Manual](#) (.pdf)
  - [Hiring Student Employees Policy](#) (.pdf)
- Policies/procedures related to teaching, scholarship, service, and artistic creation
  - [Faculty Policy Manual](#) (.pdf)
    - Academic Load (4.5)
    - Artistic Creation (4.27, 5.6-5.9, 6.11-6.11.6, 6.12)
    - Teaching Responsibility of Faculty; Scholarship; Service, Advising, and Mentorship (4.3)
- Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination
  - [Faculty Policy Manual](#) (.pdf)
    - Disciplinary Process, Retrenchment, and Termination (4.23.11, 4.25.1-7, 4.26)
    - Faculty Evaluation (4.23.7-4.23-10, 4.23.13-14, 4.29)
    - Retention/Promotion/Transfer (4.23.7 – 4.23.10, 4.23.13, 4.29)

- Rights & Responsibilities (2.8, 3.2 Articles I, II.A, II.B; 6.3.2, 6.11, 6.12)
- [Staff Policy Manual](#) (.pdf)
  - Retention/Promotion/Transfer (4.1, 4.6, 4.12, 6.4.2)
  - Rights & Responsibilities (4.3, 4.7, 5.2.4, 6.6.4, 6.7)
  - Staff Evaluation (4.10)
  - Termination (4.22.1, 4.23, 6.1, 6.2)

### **Additional Evidence for 2.F.1**

- [Career Development Employment Opportunities](#) (web page)

### **2.F.2 - Professional Development**

*The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

NNU provides multiple avenues for faculty professional development, including a number of non-competitive and competitive opportunities. Chapter Five of the Faculty Policy Manual describes in detail these professional development resources for faculty. Each budget cycle, an annual allocation of Professional Development I funds is used for memberships, subscriptions, conference attendance, and professional travel. Each year, the college deans receive Professional Development I requests from faculty members. Each college dean allocates funds based on the impact of the request to the faculty member's professional development. Requests can be made at any time to the college dean and allocations are made as funds are available. The Faculty Development Committee reviews requests for and recommends allocation of Professional Development II funds, which are competitive small grant opportunities for research and curriculum development. These resources include the Watson Fellowship, Riley-Woodward Fellowship, Faculty Award Lecture, sabbaticals, and educational assistance programs.

In addition to these non-competitive and competitive professional development opportunities, each August, prior to the beginning of the new academic year, faculty and their families are invited to participate in a weekend faculty retreat off-campus. While the primary focus of the retreat is on building community, the retreat themes and speakers often have a focus related to integrating faith and learning. During the week following faculty retreat, faculty participate in two on-campus days of faculty workshops that focus on a variety of professional development topics relevant to the upcoming academic year. New faculty members participate in a year-long new faculty orientation that includes release time to participate in weekly lunch meetings. The intent of the fall semester meetings is to help acquaint new faculty members with various departments and services on campus and focus on practical matters of being a faculty member. During spring semester, the focus shifts to integrating faith and learning in the classroom.

The University also encourages professional development for staff. Professional staff members have the opportunity and financial support to maintain certification and/or professional licensure requirements. While most professional development activities for staff are limited primarily to on-campus opportunities, departments and/or offices can (and do) allow select staff to participate in off-campus training and professional development. Funds for this expense

must be included within departmental operating budgets. In an effort to duplicate the faculty workshop model for staff, in May 2022, the University set aside three days for staff development workshops. This was very well received by staff, and as a result, this will likely become an annual event for years to come. Staff employees also have the opportunity to take advantage of tuition remission to take NNU classes to either complete their bachelor's or master's degrees, or take courses offered by the Center for Professional Development to expand their skills and knowledge in areas related to their work responsibilities.

NNU provides several additional professional development opportunities for faculty and staff each year. The Robinson Leadership Fellowship is a leadership training program facilitated by President Pearsall that meets for nine months during the academic year and is open to both faculty and staff. Participants commit to read selected books on leadership and meet for two hours each month to distill key truths from the books. Participation is solicited through an open-application process and 10-12 employees are selected to participate each year. Leading Effectively, Achieving Performance (LEAP) is a leadership development course that was created by NNU's Culture Action Team in response to feedback from several campus-wide organizational assessments. Now in its fifth year, LEAP is designed to provide and empower mid-level leaders who report directly to a vice president, hold a position as "department chair," or supervise three or more individuals in an "established position" with the tools necessary for effective leadership, and to partner with them as they serve in both their assignment and the NNU Community. Select employees are extended invitations to participate in a fall or spring semester cohort of LEAP. The curriculum includes 13 two-hour sessions plus pre-session and post-session assignments.

Since 2012, NNU has dedicated resources to empowering women in leadership roles and promoting gender equity. What began as the Strategic Working Group for Women in Leadership at NNU evolved into the Women's Equity Initiative in 2018. The Women's Equity Initiative is in the process of being approved to become a University commission, titled the Women's Leadership Development Commission. The purpose of the commission will be to create programming that allows women to flourish at NNU and to develop their overall leadership and employment skills, and also create ways for men to support women in these efforts.

### **Required Evidence for 2.F.2**

Employee professional development policies/procedures

- [Faculty Policy Manual](#) (.pdf)
  - Faculty Development (5.3, 5.6-5.9, 5.11)
  - Faculty Ranking and Promotion (4.27-4.29)
- [Staff Policy Manual](#) (.pdf)
  - Staff Development (5.2.7)
- [Tuition Remission Policy](#) (.pdf)

### **Additional Evidence for 2.F.2**

- [Faculty Workshop Schedule August 2022](#) (.pdf)
- [LEAP Program and Schedule](#) (.pdf)
- [Robinson Leadership Fellowship](#) (.pdf)
- [Staff Workshop Schedule](#) (May 2022) (.pdf)
- [Women's Leadership Development Commission](#) (.pdf)

### **2.F.3 - Sufficiency**

*Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

The University employs a sufficient number of qualified personnel to effectively fulfill its mission. Currently, NNU has 296 employees in the following classifications:

- 18 administrative faculty (President, vice presidents, senior leadership, deans)
- 103 teaching faculty
- 98 exempt staff (salary)
- 77 non-exempt staff (hourly)

In addition, NNU employs approximately 150 adjunct faculty and 23 affiliate faculty members each semester. Administrators, faculty, and staff are selected based on the stated qualifications for each position and have the educational background, experience, and skills necessary to perform the primary responsibilities of their positions.

NNU employs appropriately qualified faculty to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its educational programs. Faculty members are actively involved in developing curriculum and course components aligned with course and program outcomes. The Faculty Profile, as well as the Faculty and Staff by College documents provided as evidence below detail information about the composition of the faculty. The educational backgrounds of the faculty are rich and diverse, and faculty members are well-prepared to teach within their assigned disciplines. Of the 112 teaching faculty and deans, 84 (75%) hold the highest degree in their fields. An additional eight faculty members are enrolled in doctoral programs. Currently, 35 (31%) teaching faculty and deans have Full Professor status, 38 (34%) teaching faculty and deans have Associate Professor status, and 39 (35%) faculty members have Assistant Professor status. Presently, 52 (46%) teaching faculty and deans are tenured, 55 (49%) teaching faculty and deans are non-tenured tenure-track, and 5 (5%) faculty members are non-tenure track.

All faculty and staff positions have job descriptions that are structured to include essential functions, as well as minimum and preferred qualifications, so applicants and supervisors have a clear understanding of expectations for each position. Job descriptions are reviewed prior to posting by the immediate supervisor, department chair, college dean/program director, appropriate vice president, and HR to ensure the written documents correspond to the actual position expectations. Supervisors are also asked to review existing job descriptions at least every three years and inform the HR office if jobs expand or decrease in scope.

The University annually evaluates the level of services provided across the campus to determine faculty and staffing needs. Position reallocation and funding requests for new positions are a part of the ongoing process of optimizing staffing and budget development. When an existing position becomes vacant, HR meets with the hiring manager to review the workload of the position and department to assess and determine if the opening provides an opportunity to restructure the department and/or position. A Hiring Process Flowchart document is used to help inform and guide this process, with an end goal being to either eliminate, restructure, or rehire the position.

The HR office monitors the hiring process and provides expertise regarding appropriate compliance for state, federal, and local laws, as well as best hiring practices throughout the process. They offer direction for hiring managers to enable them to find highly-qualified employees and assists with the preparation and distribution of position announcements and the interview/hiring process. The HR office also provides additional hiring, recruitment, interview, and other supervisory information on the NNU website and portal, as well as position openings and procedures for selection of personnel for persons seeking employment. To gain as wide of an audience as possible, open positions are posted on the NNU HR website, as well as [Indeed](#), [Glassdoor](#), [Handshake](#), [NNU Connect](#) (alumni), [Council for Christian Colleges and Universities \(CCCU\) Career Center](#), and the HRIS (Paylocity) system, which provides a platform for broadly posting positions on multiple job boards. Faculty positions are also posted in the [Chronicle of Higher Education](#).

To ensure employees receive appropriate financial compensation, staff positions are classified into levels within the University's salary system based on survey data from the Idaho Department of Labor, the CCCU, and College and University Professional Association for Human Resources (CUPA-HR). Additionally, jobs are compared with other existing positions in local, regional, and national markets.

### **Required Evidence for 2.F.3**

Documentation about engagement and responsibilities specified for faculty and staff, as appropriate

- [Faculty Policy Manual](#) (.pdf)
  - Responsibilities of Faculty (4.3)
- [Staff Policy Manual](#) (.pdf)
  - Job Assignment (4.13)

Personnel hiring policy/procedures

- [Checklist for Hiring Exempt Staff Employees](#) (.pdf)
- [Checklist for Hiring Non-Exempt Employees](#) (.pdf)
- [Faculty Hiring Handbook](#) (.pdf)
- [Faculty Policy Manual](#) (.pdf)
  - Hiring Policy and Process - Full-Time Faculty (4.11)
  - Hiring Policy and Process - Adjunct Faculty (4.12)
- [Hiring Process Flowchart](#) (.pdf)

- ☒ Academic organizational chart
  - [NNU Organizational Chart](#) (.pdf)

### **Additional Evidence for 2.F.3**

- [2022-23 Faculty and Staff by Colleges](#) (.pdf)
- [2022-23 Faculty Profile](#) (.pdf)
- [2022-23 Faculty Statistics](#) (.pdf)
- [Job Descriptions Template for Hiring Managers](#) (Staff Positions) (.pdf)

### **2.F.4 - Evaluation**

*Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

#### **Faculty Evaluations**

The University is committed to a comprehensive, ongoing evaluation system for faculty. NNU provides for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution's policies, regulations, and procedures for faculty evaluation are described in Chapter Four of the Faculty Policy Manual.

All first-year faculty members, untenured faculty members, and part-time faculty members at NNU are offered one-year contracts. Faculty members on one-year contracts are evaluated annually by their department chair or program director. These annual reviews include student evaluations of teaching, departmental contributions, scholarly productivity, and service to the University.

Tenured faculty members are formally evaluated every five years, while many also complete the same annual faculty evaluation as their untenured faculty colleagues. The five-year substantive review includes self-evaluation, peer evaluation, evaluation by the department chair and college dean, student evaluations of teaching, and a professional development plan. In the case of an unsuccessful review, a faculty member is evaluated annually until a satisfactory review occurs, at which point the five-year evaluation cycle resumes, or until discontinuation of employment. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern. In addition, the Faculty Development Committee plans a series of workshops each year to improve the effectiveness of faculty teaching, scholarship, and service. While these workshops are open to all faculty members, those with deficiencies in particular areas are encouraged to participate as a part of their development plan.

The Committee on Rank and Tenure has developed Faculty Tenure and Promotion Rubrics for the evaluation of faculty applications for promotion and granting tenure. These rubrics are

consistent with stated expectations for workload, tenure, and promotion descriptions in the Faculty Policy Manual.

### **Staff Evaluations**

Staff criteria and procedures for evaluation, promotion, and termination are defined in the Staff Policy Manual. The HR office provides training for supervisors to learn best practices in evaluation and provides forms that supervisors use to evaluate staff members. New employees are evaluated at the end of their first three months in a position using the 90-Day Performance Evaluation. Thereafter, each NNU staff member is evaluated by their supervisor on an annual basis each spring. Using the Mini-IEA Feedback Form as a guide, employees provide written reflections of their job performance since their previous evaluation, report on how they are doing personally and professionally, and establish goals and objectives for the coming year. Supervisors then provide written feedback to the employee and they meet to review and discuss comments on the form together. Once the evaluation is completed, the form is signed by both the employee and supervisor and is then submitted to the HR office to ensure equity and compliance.

### **Administrator Evaluations**

Vice Presidents and others who report directly to the President are evaluated by the President to assess if they are fulfilling the expectations for members of the President's Senior Leadership Team (SLT). Exempt staff/administrators are evaluated on an annual basis each spring using the same process as non-exempt staff. College deans are evaluated annually by the VPAA. Every three years, the deans participate in a more comprehensive evaluation that includes use of a college dean evaluative instrument that is distributed to program directors, department chairs, and faculty and staff members within the relevant programs or departments. Deans evaluate program directors and department chairs annually using the same evaluative instruments that are used for other faculty and staff.

### **Required Evidence for 2.F.4**

Administrator/staff/faculty evaluation policies/procedures

- [Faculty Policy Manual](#) (.pdf)
  - Faculty Evaluation (4.23, 4.29)
- [Staff Policy Manual](#) (.pdf)
  - Staff Evaluation (4.10)

### **Additional Evidence for 2.F.4**

- [Annual Faculty Review Rubric](#) (.pdf)
- [College Dean Review Process and Evaluation Form](#) (.pdf)
- [Faculty Post-tenure Self-evaluation Review](#) (.pdf)
- [Faculty Rank and Tenure Application](#) (.pdf)
- [Faculty Substantive Review Rubric](#) (.pdf)
- [Staff 90-Day Performance Evaluation](#) (.pdf)
- [Staff Annual Performance Evaluation \(Mine-IEA Feedback Form\)](#) (.pdf)
- [Supervisor Training Resources](#) (.pdf)



## **2.G Student Support Resources**

### ***2.G.1 - Effective Learning and Student Support Environment***

*Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

NNU has a moderately selective admissions policy that attracts students with a wide range of abilities. The University recognizes the challenges faced by this diverse student population and is committed to meeting the learning needs of all students by providing effective learning environments with appropriate programs and services that encourage personal, intellectual, and academic growth and success.

New Student Orientation is provided for all first year freshmen and undergraduate transfer students. A technology orientation is offered online before students come to campus in which they establish their network username and passwords, and also set up their Google Suite, Canvas, and portal access. Having access to their computer accounts allows students to move seamlessly from their technology orientation to their academic orientation. In fall 2020, the new student academic orientation was moved from an in-person event to an online format offered via modules in a Canvas course. The course is made available to students in early August before they come to campus and remains open for them to access through the entire fall semester. Session topics include an introduction to Canvas, NNU's learning management system (LMS); library resources; advising; academic support resources; Handshake, NNU's Career Development platform; study abroad opportunities; chapel and ministry opportunities; health and wellness; student life; and helpful hints and tips for achieving success in the classroom. This same academic orientation course is also offered for new undergraduate students who enroll at the beginning of spring semester. The Center for Instructional Design and Technology (IDT) created a comprehensive online academic orientation course for GPS students beginning in fall 2022. This orientation outlines accessible resources offered by NNU specifically for students in distance-learning situations and provides instructions for successful learning in an online environment. Additional orientations are provided by some of the graduate programs to provide more program-specific information for students.

The Leah Peterson Learning Commons is a 57,000 square foot facility dedicated to promote and support student learning and success. The partners in the Learning Commons include the John E. Riley Library, the Center for Academic Success and Advising (CASA), the Center for Instructional Design and Technology (IDT), the Center for Professional Development, Global Connections, Information Technology Services (Helpdesk), and IT administration. The Bean, a coffee shop operated by Sodexo, is also a part of this facility. Opened in 2014, the Learning Commons was designed to provide easy access to the service areas that are important for student learning and faculty support. The facility offers many collaborative work spaces throughout the building and includes 17 group study rooms, all equipped with whiteboard walls and several with large screen monitors. Approximately half of the group study rooms may be reserved online, while the remainder are available on a first-come basis. Two instructional labs

are used by librarians for instructional sessions and are available for other learning activities and meetings as well. Students continue to use this building with frequency and appreciation.

The Center for Academic Success and Advising (CASA), is the epicenter for supporting students in pursuit of their academic goals. CASA support begins when prospective students in the Traditional Undergraduate Program (TUG) consider their first semester schedule at NNU. CASA works closely with the TUG Admissions Team and the Registrar's Office to create schedules for all incoming students enrolling in traditional classes. From the first day of classes through commencement, CASA offers a full array of academic services including tutoring, peer-led study sessions, writing consulting through the Writing Center, math consulting through the Math Center, academic success coaching, courses for credit, disability support for academics, academic advising for select majors and "deciding" students, and test proctoring services. Academic progress is monitored each semester and CASA faculty/staff members also offer additional assistance for students on academic probation seeking to improve their academic standing.

CASA provides oversight for disability support services for all students at NNU, ensuring access to the University and its programs by students with disabilities. The office coordinates and provides reasonable accommodations, advocates for an accessible and hospitable learning environment, and promotes self-determination on the part of the individuals served.

Additionally, CASA supports the educational mission of NNU by providing high-quality testing services in accordance with the National College Testing Association Professional Standards and Guidelines and governmental regulations. The services provided for students, faculty, staff, community members, and business partners are consistently rendered with an attitude of service that demonstrates value for relationships, personal excellence, diversity, and commitment to lifelong learning.

The Global Connections Office is housed within NNU's Academic Services sector and promotes and coordinates study abroad opportunities for NNU students and faculty, builds relationships with international educational partners that sustain long-term mutually beneficial opportunities for students and faculty both on campus and abroad, and serves as the institutional "host" for international students and faculty on NNU's campus.

International student support includes personalized services such as guidance for scheduling classes, utilizing student services across NNU, and integration with the campus and Boise Valley community. Students in need of English language support have access to a series of courses and individualized support through CASA. J-1 and F-1 visa advising and document maintenance are offered free of charge. Consultations for student employment opportunities with Curricular Practical Training (CPT) and Optional Practical Training (OPT) are available. Pre-arrival information and arrival orientation are provided for international students as well. The NNU International Club sponsored through Student Life plans monthly meals in faculty and staff homes with international students and students who have lived in international locations. The students rotate in planning an international meal representing their country or region allowing other students, faculty, and staff the opportunity to experience a piece of their culture.

The Center for Instructional Design and Technology (IDT) provides oversight for the University's learning management system, Canvas, and supports instructors and students in their use of Canvas and other technologies for instruction and learning. These instructional technology tools include Grammarly, Nearpod, Respondus Lockdown Browser and Monitor, Turnitin, as well as video conferencing tools including Big Blue Button, BlueJeans, and Google Meet. IDT also maintains two video-recording studios for use by students, faculty, and staff. In addition to offering frequent professional development opportunities for instructors, the IDT team has created an extensive collection of "how to" videos and guides for instructors and students that are available on the website. The IDT team also works closely with instructors to ensure that course content meets accessibility guidelines.

A majority of the University's 58 classrooms and labs are contained within eight buildings on campus. With the exception of a few special use locations, all classroom spaces are fully equipped with updated computers, audio/video, and projection technology. Some classrooms include additional resources such as SMART Boards, document cameras, video conferencing systems, and A/V switching and control systems. Additional technology resources are available as needed through Information Technology Services (ITS). All classroom technology is supported and maintained by ITS. When an instructor or student needs technical support in the classroom, ITS is prepared to provide prompt and competent support during all daytime and most evening courses. ITS also helps facilitate online and blended courses through the use of live video streaming services, video recording, and online video hosting.

Career Development provides information and assistance to students who wish to assess career goals, investigate career opportunities, and prepare for their future. In addition, the Career Development staff assists faculty as they aid students in their career development. Career Development helps students craft effective resumes, practice interviewing techniques, establish networking contacts with alumni and others, and identify internships and part/full-time or summer employment, including on-campus student employment opportunities. Career Development sponsors a number of career-related events during the academic year; a few highlights include academic discipline-specific fairs, career development workshops, alumni/student networking events, and a spring semester Career Week that culminates with a career and graduate school fair.

This past year, three initiatives were approved to address student retention and persistence. These initiatives include: 1) Creating an Office of Engagement and Belonging including the Director of Retention and Persistence and the Director of Multicultural Engagement and Belonging, 2) Academic Success Coaching, and 3) Nighthawk Central. Each of these initiatives center on student success from first-year to graduation with an emphasis on proactive, student-centric support. In developing these initiatives, campus leadership from Admissions, Student Life, and CASA partnered to assess institutional systems and processes looking for barriers to student retention and persistence to graduation.

The Office of Engagement and Belonging focuses on enrolled students in the TUG program. The personnel from this office are highly relational with students and focus on the overall TUG student experience. In meeting with students, faculty, and staff, the Office of Engagement and

Belonging staff are prepared and empowered to advocate for all students in real time as obstacles and needs are realized. The Office engages closely with first-generation students and students of color looking for areas in which equity gaps may be addressed and closed.

The Academic Success Coach initiative is housed in CASA and focuses primarily on academic success. CASA works to proactively support students by being highly relational and informed. Academic Success Coaches are empowered with knowledge regarding NNU resources, academic plans of study, general education, policies, procedures, and practices. Academic Success Coaches are primed to advocate with students to build students' self-efficacy and self-regulation skills. Focusing on the whole student, Academic Success Coaches are engaged in campus life inside and outside of academics including student activities, chapel, and academic progress.

Nighthawk Central is NNU's iteration of a "one-stop-shop" for student services including the Registrar, Financial Aid, and Student Account Services, with strong ties to Admissions, CASA, the Chaplain's Office, Multicultural Engagement and Belonging, Retention and Persistence, and Student Life. It includes front-facing services as well as compliance. As Nighthawk Central evolves, Student Advocates will be hired to flip the service model allowing students to care for business and resolve issues in one place. Nighthawk Central will be both a physical place and an online presence providing excellent student-centric services for all students.

### **Required Evidence for 2.G.1**

Listing of programs and services supporting student learning needs

- [Career Development](#) (web page)
- [Center for Academic Success and Advising](#) (web page)
- [Center for Instructional Design and Technology](#) (web page)
- [Global Connections - Study Abroad](#) (web page)
- [Undergraduate New Student Academic Orientation](#) (.pdf)
- [GPS New Student Academic Orientation](#) (.pdf)
- [Engagement and Belonging Initiative](#) (.pdf)
- [Academic Success Coach Initiative Action Plan](#) (.pdf)
- [Nighthawk Central Initiative](#) (.pdf)

### **Additional Evidence for 2.G.1**

- [Classroom Technology](#) (.pdf)
- [Leah Peterson Learning Commons](#) (web page)

### **2.G.2 - Publication of Information**

*The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and*

*responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*

To assist students in completing their programs, NNU publishes current and accurate information on the NNU website, as well as in the [TUG Catalog](#) and [GPS Catalog](#), which are available online, as well as in .pdf format. To ensure integrity in all communication, the institution reviews its publications and web content regularly. The content of the online catalogs for the upcoming fall/spring/summer academic year is finalized with the latest changes during the spring semester prior to early registration for the following fall semester. Key information that is provided for prospective and current students, as well as other stakeholders, is listed below.

- NNU’s mission and institutional values are posted on the NNU website and in the TUG and GPS Catalogs.
- Entrance requirements and procedures are posted on the Admissions website and are also explained in the TUG and GPS Catalogs.
- General information about admissions to any NNU program, undergraduate or graduate, including admissions for international students, can be found on the NNU Website and in the TUG and GPS Catalogs.
- The University grading system is explained in the TUG and GPS Catalogs.
- The grading policy for each course is determined by the instructor and explained in the course syllabus.
- Academic departments provide information on traditional undergraduate academic programs in the TUG Catalog. Program descriptions include student learning outcomes, required courses, and any additional prerequisites or requirements for the program such as a subject exam, recital, advanced standing, etc. Course descriptions are also provided for courses taught by each department.
- Information on both graduate and non-traditional undergraduate academic programs and course descriptions are provided in the GPS Catalog by programs.
- All students have access to their degree audit in the NNU portal. Students and advisors utilize the degree audit to plan students’ schedule of courses and timeline for degree completion.
- The names, titles, degrees held, and conferring institutions for administrators and full-time faculty are provided in the TUG and GPS Catalogs.
- Traditional undergraduate student lifestyle expectations are explained in the TUG Catalog and Student Handbook. In addition, undergraduate students sign a Lifestyle Commitment Agreement as part of the application process.
- The tuition charges, student fees, and room and board charges for traditional students are published on the NNU website, as well as in the TUG Catalog. Tuition and program costs for GPS undergraduate and graduate programs are set individually by each program and are published on the NNU website. Within each graduate program page, there is a “Tuition and Fee Info” link that provides specific information related to tuition charges and student fees.

- The refund policy for students who withdraw is explained in the TUG Catalog and GPS Catalog (for GPS undergraduate and graduate students), as well as in the Consumer Information section of the NNU website.
- Opportunities and requirements for student financial aid are explained on the Financial Aid page of the NNU website, and is also provided in the TUG Catalog and GPS Catalog (for GPS undergraduate and graduate students).
- The undergraduate and graduate academic calendars are published on the NNU website and are also provided in the TUG and GPS Catalogs.

### **Required Evidence for 2.G.2**

Catalog (and/or other publications that provides information regarding:

Institutional mission

- [NNU Mission, Vision, and Values](#) (web page)
- [TUG & GPS Catalogs](#) (NNU Mission, Vision, and Values) (.pdf)

Admission requirements and procedures

- [TUG Catalog](#) (Admission Requirements) (.pdf)
- [TUG Admissions](#) (web page)
- [GPS Catalog](#) (Admission Requirements by Program) (.pdf)
- [GPS Admissions](#) (web page)

Grading policy

- [TUG & GPS Catalogs](#) (Grading System) (.pdf)
- [TUG Syllabus Template](#) (With Grading Policy) (.pdf)
- [GPS Syllabus Template](#) (With Grading Policy) (.pdf)

Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion

- [Academic Programs](#) (web page)
- [TUG Catalog](#) (Academic Programs) (.pdf)
- [GPS Catalog](#) (Academic Programs) (.pdf)

Names, titles, degrees held, and conferring institutions for administrators and full-time faculty

- [TUG & GPS Catalogs](#) (Faculty List) (.pdf)

Rules and regulations for conduct, rights, and responsibilities

- [Student Handbook](#) (.pdf)
- [TUG & GPS Catalogs](#) (Standards of Student Behavior, Lifestyle Expectations, Residence Halls) (.pdf)

Tuition, fees, and other program costs

- [TUG Catalog](#) (Tuition, Fees, and Program Costs) (.pdf)
- [GPS Catalog](#) (Fees and Financial Aid) (.pdf)
- [Graduate Tuition and Financial Aid](#) (web page)
- [Professional Studies Tuition and Financial Aid](#) (web page)
- [Undergraduate Costs & Net Price Calculator](#) (web page)

- ☒ Refund policies and procedures for students who withdraw from enrollment
  - [Consumer Information](#) (Refund Policy) (.pdf)
  - [TUG Catalog](#) (Refund Policies for Withdrawals) (.pdf)
  - [GPS Catalog](#) (Refund Policies for Withdrawals) (.pdf)
- ☒ Opportunities and requirements for financial aid
  - [NNU Financial Aid](#) (web page)
  - [TUG Catalog](#) (Financial Aid) (.pdf)
  - [GPS Catalog](#) (Undergraduate and Graduate Financial Aid) (.pdf)
- ☒ The academic calendar
  - [Academic Calendar](#) (web page)
  - [TUG Catalog](#) (Academic Calendar 2022-23) (.pdf)
  - [GPS Catalog](#) (Academic Calendar 2022-23) (.pdf)

### **2.G.3 - Licensure; Employment Requirements**

*Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

NNU offers 5 undergraduate programs and 15 graduate programs that lead to professional licensure. As a member of the National Council for State Authorization Reciprocity Agreements ([NC-SARA](#)), NNU meets national and state standards in disclosing information regarding licensure requirements for students. This information is primarily accessible on the Professional Licensure Disclosure page on the NNU website, which provides specific information about academic programs leading to licensure including state licensure and eligibility requirements for licensure or entry into occupations or professions that are regulated by state agencies. The TUG and GPS Catalogs also provide information for students regarding licensure requirements, particularly as it relates to the State of Idaho. For example, the College of Education specifies education credentials and licensure levels for each of its offered programs that are approved by the Idaho State Board of Education (SBOE) and the National Council for Accreditation of Teacher Education (NCATE).

Programs that lead to licensure reference the criteria for licensure on their department web pages, as well as in their application materials and program handbooks. Faculty in these programs are very intentional about helping students understand the unique professional requirements associated with the programs and helping them meet these requirements. Information related to licensure is communicated to undergraduate and graduate students during program orientations and throughout their academic career, and is specifically distributed to students during their final year in the program.

### **Required Evidence for 2.G.3**

Samples of publication and other written materials that describe:

Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.

- [NNU Professional Licensure Disclosure](#) (web page)
  - Example: [Master of Accountancy, Professional Licensure Disclosure](#) (web page)
- [NNU State Regulatory Authorizations](#) (web page)
- [TUG Catalog](#) (Academic Programs) (.pdf)
- [GPS Catalog](#) (Academic Programs) (.pdf)
- [Undergraduate Education Department Student Handbook](#) (.pdf)
- [Bachelor of Science in Nursing Student Handbook](#) (.pdf)
- [Master of Science in Nursing Student Handbook](#) (.pdf)
- [Doctor of Clinical Psychology Student Handbook](#) (.pdf)

Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

- [NNU Career Development](#) (web page)
- Department Pages:
  - [Bachelor of Arts in Elementary Education](#) (web page)
  - [Bachelor of Arts in Secondary Education](#) (web page)
  - [Bachelor of Arts in Social Work](#) (web page)
  - [Bachelor of Science in Nursing](#) (web page)
  - [Bachelor of Science in Nursing: RN to BSN Online Program](#) (web page)
  - [Master of Accountancy](#) (web page)
  - [Master of Arts in Elementary Education](#) (web page)
  - [Master of Arts in Secondary Education](#) (web page)
  - [Master of Education: Special Education](#) (web page)
  - [Master of Science in Counseling](#) (web page)
  - [Master of Science in Nursing: FNP](#) (web page)
  - [Master of Science in Nursing: Leadership & Education](#) (web page)
  - [Master of Social Work](#) (web page)
  - [Ed.S. in Educational Leadership: Superintendent](#) (web page)
  - [Ed.S. in Educational Leadership: Building Administrator](#) (web page)
  - [Ed.S. in Educational Leadership: Director of Special Education](#) (web page)
  - [Ed.S. in Educational Leadership: Leadership & Organizational Development](#) (web page)
  - [Doctor of Psychology: Clinical Psychology](#) (web page)

### **Additional Evidence for 2.G.3**

- [TUG Catalog](#) (Accreditations) (.pdf)
- [GPS Catalog](#) (Accreditations) (.pdf)
- [NNU Consumer Information](#) (NC-SARA and Professional Licensure Disclosures) (web page)



## **2.G.4 - Financial Aid**

*The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The University provides an effective and accountable program of financial aid that is consistent with its mission, the needs of its students, and institutional resources. NNU uses a variety of communication tools to inform prospective and enrolled students of the categories of financial assistance available. Information is published in Financial Aid Brochures, in the TUG and GPS Catalogs, and on the Financial Aid page of the NNU website. Provided on the TUG and GPS Tuition and Financial Aid web pages, the frequently asked question, "How do I apply for financial aid?" directs students to complete the FAFSA in order to qualify for federal financial aid, including the Pell Grant, Federal Direct Loans, and the Parent PLUS Loan.

To support a balanced and consistent model for awarding merit and need-based aid to best support recruitment and retention of all qualified students, in fall 2014, NNU financial aid policies and procedures were reviewed by an outside consulting firm, Scanell and Kurz. Awarding parameters have been reviewed annually in consultation with Ruffalo Noel Levitz (who acquired Scanell and Kurz) each year since 2018. In spring 2019, financial aid policies were thoroughly reviewed internally and have been updated to ensure consistent and equitable awarding of all institution funds. Moving forward, another comprehensive review of NNU financial aid policies and procedures will take place this fall and be completed by the end of 2022. Additionally, the Financial Aid Advisory Committee reviews all new policies and procedures to provide input to the Office of Financial Aid and to determine that all financial aid funds are distributed in a fair and equitable manner.

Policies and procedures that guide the disbursement of state and federal aid are reviewed annually in accordance with federal regulations and are updated as necessary. The Office of Financial Aid staff use a variety of training tools to ensure that the knowledge and procedures are effective, accurate, and in compliance. The University's annual financial statement audit conducted by an independent audit firm includes a thorough analysis of the institution's federal financial aid awarding, and is reviewed by the Board of Trustees. Audit findings are corrected and procedures to address deficiencies, such as checklists or error checking reports, have been put into place to minimize future findings.

### **Required Evidence for 2.G.4**

Published financial aid policies/procedures including information about categories of financial assistance

- [NNU Financial Aid](#) (web page)
- [TUG Financial Aid Brochure](#) (.pdf)
- [TUG Catalog](#) (Financial Aid) (.pdf)
- [Undergraduate Tuition and Financial Aid](#) (web page)
- [GPS Catalog](#) (Financial Aid) (.pdf)
- [Graduate Tuition and Financial Aid](#) (web page)

#### **Additional Evidence for 2.G.4**

- [Financial Aid Awarding Policies](#) (.pdf)
- [Traditional Student Withdrawal Policy](#) (web page)
- [Student Financial Services FAQs](#) (.pdf)
- [NNU Consumer Information](#) (web page)
- [Financial Aid Letter for Graduate Students](#) (.pdf)

#### **2.G.5 - Student Loans**

*Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

Undergraduate students who have completed the FAFSA are automatically awarded the federal student loans for which they qualify and must actively accept or reject the loans in the NNU student portal. First-time borrowers using federal loans or students who have not completed a Master Promissory Note in the last 10 years are required to go to [www.studentaid.gov](http://www.studentaid.gov) and complete entrance counseling and a Master Promissory Note prior to the University processing their Direct Federal Loans. Students needing extra financial help can also find information on NNU's website related to ElmSelect, an online, lender-neutral platform with a historical list of lenders, interest rates, and education loan products that NNU students have used in previous years.

Federal loans are monitored through a monthly reconciliation process to ensure that the awarded amount matches what has been drawn down from G5, the U.S. Department of Education's grants management system, into the University's bank. Institutional loans are serviced by a third party vendor, Unisa Inc., who communicates outstanding balance information to each student and manages collections. The third party service is closely monitored by the NNU Student Financial Services department for compliance and performance of the vendor. The department performs a monthly reconciliation to ensure amounts on the University's books match the amounts reported by Unisa Inc.

Students leaving NNU who have used federal student loans receive instructions to complete Federal Student Aid loan online exit counseling. Students are notified of their loan obligations when they graduate or leave the University. The institution's 3-year cohort default rate is currently 0.4% for FY2019 compared to a national cohort default rate of 6.6% for private nonprofit institutions for the same period.

#### **Required Evidence for 2.G.5**

- Information to students regarding repayment obligations
  - [TUG Catalog](#) (Federal Grants and Loans) (.pdf)
  - [GPS Catalog](#) (Federal Grants and Loans) (.pdf)
- Policies/procedures for monitoring student loan programs
  - [Consumer Information](#) (Student Loan Information) (web page)

### **Additional Evidence for 2.G.5**

- [Consumer Information](#) (Default Rate) (web page)
- [NNU Cohort Default Rate History](#) (.pdf)
- [Student Financial Services FAQs](#) (.pdf)

### **2.G.6 - Advising**

*The institution designs, maintains, and evaluates a systematic and effective program of academic advising to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

Advising is an essential part of each student's academic success. TUG faculty members in each student's major serve as their academic advisor. They take time to get to know student advisees and guide them toward degree completion, while also endeavoring to help them fulfill NNU's institutional values of transformation, truth, community, and service. TUG student advising and mentoring is noted in the Faculty Policy Manual (4.3.5) as a critical component of student success and development as faculty assist students in their exploration of spiritual, relational, and personal growth. Faculty advising is included as a part of the annual faculty evaluation rubric, as well as in application materials for rank promotion and tenure. It is also included as a component of the Faculty Development Plan (FPM 5.3).

The Registrar's Office maintains degree audits for each student based on their specific major and their minor, if applicable. The degree audit is accessible to students and faculty via the NNU portal. These degree audits are essential to the advising process as they identify both the courses and additional requirements students have completed and those the student still needs to complete in order to earn their degree.

The institution uses student survey data to help assess the effectiveness of TUG student advising. The data is viewed holistically, and can also be disaggregated by department or other factors for more specific analysis. The Student Satisfaction Inventory, Thriving Quotient Survey, and National Survey of Student Engagement (NSSE) have all been administered in the past four years and provide meaningful data on academic advising. In the most recent administration of the NSSE in spring 2021, the institution chose to have students complete an additional topical module on academic advising, which provided more comprehensive data related to student advising.

### **Traditional Undergraduate Students**

For traditional undergraduate degree-seeking students, the Center for Academic Success and Advising (CASA), in partnership with the Registrar's Office, provides oversight for all advising and scheduling responsibilities. CASA team members are responsible for creating first semester schedules for all incoming students (freshmen and transfers) and advising students with liberal studies, applied studies, and "deciding" majors. Based on departmental guidance, the Registrar's Office assigns all other students not advised by CASA to a faculty advisor within the

department of their major. Students who are double majors or have a major and a minor in different disciplines are assigned a faculty advisor from each department.

Faculty advising within the academic departments creates opportunities for faculty to build intentional relationships with students majoring in their discipline. Advisors get to know their students and work with them to provide accurate advising information for creating a realistic plan to accomplish their educational and career goals. Advising is primarily a faculty role; however, administrators and staff also participate in advising related to specific tasks and situations. In some departments, such as the nursing department, administrators and staff are more actively involved in academic advising. CASA also provides additional academic support for under-prepared and struggling students, including students who are provisionally admitted or who are on academic warning or academic probation.

CASA and the Registrar's Office collaborate to provide faculty training and timely materials for advising students each semester. Presentations and materials are provided to all faculty during faculty workshops each fall and as needed during monthly faculty meetings. Additionally, a specific session on faculty advising and reading the student degree audit is included in New Faculty Orientation. Updated instructional materials are provided to all faculty advisors prior to registration each semester and at other times as needed. Important advising calendar dates are shared via email and posted on the campus calendar in the NNU portal.

First semester students are scheduled to meet with their major advisor and/or their academic department during designated academic advising sessions offered during New Student Orientation. This allows students to make an initial connection with their advisor, confirm that their initial class schedule will enable them to achieve their academic goals, and receive answers to any questions they may have. Both new and continuing students are encouraged to meet with their advisor as necessary throughout the semester.

Continuing students are required to meet with their major advisor prior to registering for classes each semester. The Registrar's Office sends students general registration information each semester that includes times and locations of departmental advising meetings. These meetings are scheduled in advance of the registration window opening. After these meetings, major advisors clear students so they can register for classes using the NNU portal. Students are not allowed to register for classes without the approval of their major advisor given through this clearance process. Registration is prioritized by student classification over a two-week period near the end of the preceding semester, with seniors registering first and freshman last.

To assist CASA with scheduling classes for first-year students and also provide students with a tool to help them plan their class schedules each semester, departments create plans for each major that identify a four-year path to completion with suggested courses for each semester. In collaboration with the General Education Council, CASA and the Registrar's Office also maintain and disseminate advising materials that pertain to the GE program which are used by faculty and students to ensure that students are able to successfully meet the GE requirements.

## **Undergraduate and Graduate Programs in Graduate and Professional Studies**

All students in GPS programs are assigned an advisor that assists students in planning and selecting appropriate courses to promote student success and ensure degree completion in a timely manner. In GPS departments, while faculty often assist with advising, staff-level program coordinators often play a significant role in helping guide students through their academic programs. Faculty members focus on developing relationships with students in academic settings, while program coordinators work with students to create appropriate plans of study and assist them with scheduling classes and other needs the students may have during the semester.

### **Required Evidence for 2.G.6**

- Description of advising program, staffing, and advising publications
  - [Faculty Policy Manual](#) (.pdf)
    - Advising and Mentoring (4.3.5)
    - Faculty Development Plan (5.3)
  - [Faculty Advising Packet](#) (.pdf)
  - [Student Instructions for Registration](#) (.pdf)
- Systematic evaluation of advising
  - [Evaluation of Academic Advising - Student Satisfaction Inventory 2018](#) (.pdf)
  - [Evaluation of Academic Advising - Thriving Quotient 2020](#) (.pdf)
  - [Evaluation of Academic Advising - NSSE 2021](#) (.pdf)
- Professional development policies/procedures for advisors
  - [Faculty Workshop 2021 - Advising and GE](#) (.pdf)
  - [General Education Advising](#) (.pdf)

### **Additional Evidence for 2.G.6**

- [Summary of Student Advising at NNU](#) (.pdf)
- [Sample Degree Audit](#) (.pdf)
- [Sample Four-Year Plan](#) (.pdf)

### ***2.G.7 - Identity Verification (distance education)***

*The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

All departments and offices at NNU utilize the same identity verification process for on-campus students and distance learning students. Upon matriculation, students are assigned an ID number that is used to identify them across institutional databases. NNU currently addresses the distance education requirements of the Higher Education Opportunity Act ([HEOA](#)) by issuing unique student usernames and passwords for all students using LDAP, an industry-standard authentication technology. Students use their student username and network

password to access campus electronic resources including the NNU portal (which provides access to their course schedule, grades, unofficial transcript, degree audit, and other academic information) and the Canvas learning management system.

During the initial account activation process, students are required to acknowledge the University's Computer and Network Use Policy, which explicitly states that students are responsible for all activity on their computer accounts and instructs them not to share their credentials with others. As an additional security measure, students are required to verify access to their network account using two-factor authentication when logging on from an unrecognized computer, and must confirm their access every 30 days.

In regard to completion of assignments, projects, and exams, students in distance and online courses are subject to the same academic integrity policy as on-campus students. This policy is published in the TUG and GPS Catalogs, and is also included in the University Syllabus Addendum that is provided along with the syllabus for each class.

The University also provides a remote proctoring option for instructors, Respondus Monitor. Respondus Monitor safeguards exam integrity by recording exam sessions and locking down computer functions such as printing exams, copy/pasting exam content, opening messaging applications, opening unauthorized browser tabs, etc. An artificial intelligence (AI) engine analyzes the recordings for suspicious activities, flagging incidents for instructor review. Instructors are able to view the full exam recording, even if the AI does not flag any suspicious activity. In addition, instructors can use video conferencing programs such as Google Meet to proctor students during exams in real-time.

Instructors and students use Turnitin as a plagiarism detection tool, which also provides additional protection for identity verification. Turnitin analyzes papers for similarities with published work and student work at NNU and other Turnitin institutions. Additionally, the University uses Turnitin Investigation, which alerts the institution of suspected contract cheating across multiple institutional courses instead of single paper analysis. The use of the Turnitin tools contributes to the University's confidence that student work in all courses, including distance education courses, represents the individual's unique efforts.

### **Required Evidence for 2.G.7**

Policies/procedures for ensuring identity verification for students enrolling in distance education courses

- [Computer and Network Use Policy](#) (.pdf)
- [TUG & GPS Catalogs](#) (Standards of Student Behavior) (.pdf)
- [University Syllabus Addendum](#) (.pdf)

## 2.H Library and Information Resources

### 2.H.1 - Library and Information Resources

*Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*

The John E. Riley Library provides a wide range of resources to meet the academic needs of students, faculty, and staff and help fulfill the University's mission. The library's collections and services are offered in formats that meet the diverse needs of its users. The physical collection contains more than 110,000 books, serials, and media, while the digital/electronic collection provides access to nearly 500,000 electronic books, databases, serials, and media. In recent years, the library's spending for resources has intentionally shifted towards making electronic resources a priority over print resources. The capacity for licensing and/or purchasing many of the electronic databases and e-book collections has been enhanced through consortia agreements with Westchester Academic Library Directors Organization (WALDO) as a member of the Christian Library Consortium (CLC) and with the Orbis Cascade Alliance.

The library provides services for students, faculty, and staff, as well as local community patrons. Policies related to user access to services and resources are provided on the library website. The library's Collection Management Policy is intended to clarify the library's collection management objectives, to assign responsibility for the management of the collection, and to provide guidelines for the selection and deselection of materials. In addition to the reference and main (circulating) collections, the library houses several additional collections – a special collection of works by or about John Wesley, a children's literature collection, microforms, audio-visual and other non-print materials, and federal government documents, for which the library is a selective depository. The library is one of eight Idaho State Department of Education Curricular Materials Regional Centers, serving as a depository for K-12 curriculum adopted by the state. This collection is used extensively by education students, as well as local teachers and parents.

NNU has long-standing reciprocal borrowing agreements with Boise State University (BSU), the College of Idaho (Col), and Boise Bible College, whereby students have access to additional library resources. As a member of the [Association of Christian Librarians Reciprocal Borrowing Program](#), NNU students have on-site borrowing privileges at any member institution's library. This is of particular benefit to some of the online students who live at a distance from NNU. NNU's membership in the Online Computer Library Center (OCLC) enables the library to significantly extend the resources available to the University community with shared cataloging functions and interlibrary loan services. Additional resources to support the research needs of students and faculty are provided through interlibrary loan at no cost. The library is open 89 hours per week during the traditional academic year and 45 hours per week during the summer. Hours of operation for all Learning Commons departments are posted on the library website and are also posted at the entrances to the building. Remote access to online resources is available to all faculty, staff, and students, 24/7 via authentication

to the campus network. Requests for materials from the archives are handled on an as-needed basis.

The library staff consists of 3 full-time librarians, 2.5 full-time staff members, and approximately 20 student employees who cover the service desk and other support functions. The professional library staff cover three major areas: circulation, cataloging/processing, and interlibrary loan. Student employees work approximately 175 hours per week during the academic year, and also provide summer support as well. The library and writing center have partnered to cross-train student employees and temp employees to provide research and writing support.

The librarians and trained student assistants provide service at the research helpdesk most of the hours the library is open. Much of the instruction is done one-on-one as individuals come to the physical library or use virtual communication tools such as email and live chat. The student assistants are often the first point of interaction, and they transfer inquiries to one of the librarians as necessary. Librarians set up times for appointments and consultations with faculty and students in their offices and also go to faculty offices to meet with faculty as needed.

The librarians have faculty status, which allows them to participate in the faculty governance processes of the University and maintain close relationships with other faculty. Each librarian serves as the liaison for a mix of traditional undergraduate and graduate academic departments. The librarians partner with academic departments and programs to conduct reviews to evaluate the collections and periodical titles for their discipline. Items are withdrawn and added based on faculty input and librarian collaboration so that the physical and electronic collections support the curriculum for their discipline. Faculty at both the undergraduate and graduate level are encouraged to request physical and digital books and audiovisual materials to add to the library's collections to support their course activities. These requests are evaluated based on the Collection Management Policy and budget availability.

The new program/major approval process recommends that academic departments work with the Library Director to determine what kinds of library resources will be needed to support the new program/major. As a new program is launched and funds are allocated to the library budget, appropriate resources are added to meet the needs of that specific program. Collection decisions are also made when individual programs are seeking professional accreditation by an outside accrediting body. The collection is evaluated to determine whether it meets the necessary accreditation standards and additional holdings are added as needed.

The librarians and library services are included as a part of the online academic orientation for TUG students, as well as GPS students. New faculty are given information on library services during their orientation and are encouraged to set up one-on-one sessions with the librarians to learn about the resources and services that support their content area. The librarians are committed to providing instruction and support for library users and work closely with faculty to meet their students' needs for library instruction. As stated in the Library Instruction Plan, the librarians collaborate with departments to develop instructional materials and research guides for general disciplines and specific courses. These guides highlight a selection of



resources from the library and curated lists of links to reputable websites related to the discipline/course.

Undergraduate students receive instruction in the effective use of library and information resources in a required research writing and critical thinking course, ENGL1030, taken during students' first year of residence. Librarians also meet with individual classes as requested by faculty to provide specific training on library resources and research skills required to complete specific assignments. For graduate students, librarians meet with students during on-campus and online new student orientation sessions, and also provide detailed instruction on graduate-level research. Librarians are also embedded in select online courses for additional support.

The library collections continue to evolve as the University embraces 21st-century technologies and resources. As opportunities allow, the librarians explore new products and services and compare them with currently held resources to ensure that faculty and students have access to the best resources within budget parameters. Analysis of usage statistics helps ensure that resources are being adequately utilized and the library users' information needs are being met. For example, as electronic access has increased, the librarians have evaluated print journal subscription costs and usage, and where appropriate, have canceled print subscriptions, freeing funds to obtain additional electronic resources. Librarians regularly evaluate database statistics to ensure usage is sufficient to justify the subscription costs and to promote resources as necessary.

### **Required Evidence for 2.H.1**

- Procedures for assessing adequacy of library collections
  - [Library Collection Management Policy](#) (.pdf)
- Library planning committee and procedures for planning and collection development
  - [Library Planning Committee](#) (.pdf)
- Library instruction plan; policies/procedures related to the use of library and information resources
  - [Animal Policy](#) (.pdf)
  - [Interlibrary Loan Policy](#) (.pdf)
  - [Library Charges](#) (.pdf)
  - [Library Guest and Visitor Policy](#) (.pdf)
  - [Library Instruction Plan](#) (.pdf)
  - [Library Loan Periods](#) (.pdf)
  - [Library Instructional Materials and Research Guides](#) (web page)
- Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process
  - [Library Users and Borrowing Privileges](#) (.pdf)

### **Additional Evidence for 2.H.1**

- [Donations and Gifts Policy](#) (.pdf)

## **2.1 Physical and Technology Infrastructure**

### **2.1.1 - Physical and Technology Infrastructure**

*Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.*

#### **Physical Infrastructure**

NNU is situated on a 90-acre, park-like campus that includes 30 buildings, as well as a baseball field, softball field, soccer and lacrosse field, intramural fields, tennis and pickleball courts, and a track and field complex. The oldest buildings on campus date from the early 1900's, with the original part of the Emerson Administration Building constructed in 1915 and the Wiley Alumni House built in 1922 (which is on the National Register of Historic Places). Of the 30 buildings, 21 are non-residential structures that contain all of the University's classrooms and offices, as well as the library, student center, fine arts and convocation center, indoor athletics facilities, prayer chapel, and the admissions and welcome center. Seven residence halls and apartment complexes provide a variety of residential settings, from the traditional dormitory-style facilities of Culver, Dooley, Ford, and Sutherland Halls, which primarily house freshmen and sophomores, to Corlett Hall and Olsen and Kirkeide Apartments, which provide the added amenities of apartment-style living on campus for juniors and seniors. The Campus Building Summary provides additional details about the buildings on campus. NNU also delivers graduate degree courses in leased space in Idaho Falls, Idaho (MS Social Work), and the University serves counselor education students at College of Southern Idaho facilities in Twin Falls, Idaho.

The Campus Master Plan serves as a framework to guide the University's facilities planning and fundraising efforts. The plan also ensures that campus facilities support the vision of the University and are consistent with its mission and long-range educational and financial plans. The most recent iteration of the Campus Master Plan developed in October 2019 is a prioritization schedule and associated campus map that includes groupings of prioritized facility projects with associated costs. The SLT regularly reviews the Campus Master Plan to assess progress and confirm that alignment reflects current institutional priorities. The Sustainability standing committee of the Board of Trustees and the NNU Foundation, Inc. Board of Directors are provided with status reports during each of their meetings evaluating progress made on the Campus Master Plan.

New facilities constructed on the campus over the past 10 years include the Leah Peterson Learning Commons/Library expansion (2014) and the Conrad Student Commons (2019). All facilities are constructed and maintained in compliance with governing codes and regulations related to occupant safety. Major renovations/facility improvements over the past 10 years include the Wiley Learning Center - HVAC and classroom furnishings (2014), Corlett Hall - interior remodel (2015), Bohner Track and Field - resurface track (2015), Johnson Sports Center - replaced gymnasium bleachers, roof (2015/2022), Halle Softball Field - installed stadium seating (2016), Brandt Center - HVAC system (2017), Vail Baseball Field - installed stadium

seating, press box and artificial turf infield (2018/2022), soccer/lacrosse field - installed artificial turf, bleachers, press box (2018/2022), and Sutherland Hall - plumbing upgrades (2021). Additionally, internal streets were removed and replaced with landscaping and sidewalks to create a "Campus Quad." The University installed a wrought iron fence around the perimeter of much of the campus and completed exterior lighting upgrades to both enhance the "look" of the campus, and also provide increased security for the campus community. To alleviate limited parking availability on the north side of the campus, several houses were razed to create an additional parking lot.

The instructional facilities at NNU are sufficient and adequate to provide effective learning environments that support and sustain the institution's mission and academic programs. Each year, \$50,000 is allocated for capital improvements for academic spaces and the deans work closely with the VPAA to prioritize these expenditures. Academic capital improvement projects that extend beyond the scope of the \$50,000 annual allocation are included in the institution's capital projects list.

The SLT reviews the institution's capital projects list regularly and sets the capital projects budget annually. The greatest need/highest priority projects are approved, funded, and completed. In allocating deferred maintenance budget dollars, consideration is given to the future plans for each building, the Campus Master Plan, and anticipated near-term building renewal and modernization projects. In 2020, the University commissioned Sodexo to complete a comprehensive facility condition assessment study, and this study identified deferred maintenance needs to guide future capital expenditure prioritization.

The University has made a concerted effort over the past 15 years to improve accessibility in older buildings on campus. As a result, the following accessibility improvements have been made to campus facilities:

- Automatic handicap door openers were installed in the Student Center, Johnson Sports Center, Helstrom Business Center, and the Wiley Learning Center.
- An elevator was installed in the Wiley Learning Center, providing access to all three floors of the building.
- Two restrooms in the Wiley Learning Center were remodeled to become ADA-compliant unisex restrooms.
- A wheelchair accessible ramp was installed in the front of the campus Wellness Center.
- An electric lift was installed in Culver Hall to accommodate wheelchair access from the main entry/lobby level to the lower residence floor.
- Improvements (widening and resurfacing) were made to the asphalt walkway to the Corlett and Olson Apartments.

While these improvements have brought many of the older buildings on campus to compliance with local handicap access codes, a few buildings still present accessibility challenges for people with physical disabilities. New facilities constructed in the past 20 years have been designed to meet local handicap access codes.

The University has adequate equipment of various types to fulfill the institution's mission. While there is always a need for more academic equipment, the equipment on campus is

sufficient in quality and quantity for departments to achieve their program outcomes. Equipment purchases, upgrades, and replacements are generally accomplished through departmental operating budgets and research grants. Specific equipment need requests of larger magnitude are made through the planning and budgeting process, and are often purchased through capitalized expenditures.

For the past seven years, the University has engaged with Sodexo as an independent contractor to provide building and grounds services. Sodexo provides full service campus facilities management including all building maintenance, grounds maintenance, and custodial services. Sodexo also facilitates project management for repairs with third parties.

The Campus Safety department provides the campus with services 24 hours a day, 7 days a week. The department's responsibilities are supported by the Director of Campus Safety, the Assistant Director of Campus Safety, and three full-time Campus Safety officers who regularly patrol building interiors, parking lots, and common areas, in addition to monitoring security cameras. The University contracts with a private security company, Can-Ada, to provide campus night patrol from 10:00 pm to 6:00 am, which allows NNU to allocate existing Campus Safety personnel to work during peak campus operational hours to provide enhanced services to the campus community. When necessary, Campus Safety collaborates with local law enforcement and outside public safety agencies.

In addition to regular patrol responsibilities, Campus Safety personnel investigate incidents, perform campus safety audits, assist with emergency management, and oversee campus safety education training. Campus Safety documents, publishes, and distributes crime statistics and campus security policies as required under 34 CFR 668.46 (implementation of the Jeanne Clery Act). The Combined Annual Security Report and Fire Safety Report is made available each year on the NNU website. Campus Safety also oversees all evacuation and emergency drills for educational facilities and residence halls. Emergency evacuation drills are conducted in residence halls within the first 10 days of the fall and spring semesters, and annually for all educational facilities. Campus Safety staff have trained building emergency coordinators who conduct evacuation drills and manage evacuation mustering sites.

The University's Emergency Operations Plan (EOP) is evaluated annually and is made available to employees on the shared network drive. The EOP contains protocols and procedures for addressing various emergencies on campus and keeping the campus as safe as possible in the event of an emergency. Should an emergency arise, or is imminent, the University has an emergency notification system, Blackboard Connect, that allows communication to be sent through email, text messages, and phone calls to University students, parents, faculty, and staff.

To help ensure the safety of the University's students and employees, all newer campus buildings and residence halls are secured by access-controlled devices on exterior doors. A long-term plan has been approved to incrementally add access-controlled devices to high-use buildings. Additionally, security cameras are located inside and outside select buildings on

campus and provide 24-hour video surveillance with views of the interior and exterior of the buildings. Security camera footage is recorded and retained for 30 days.

The use, storage, and disposal of hazardous or toxic materials are in accordance with the institution's prescribed procedures. Facilities Services coordinates the disposal of hazardous materials for all areas of campus. For the academic sector, this effort is primarily focused on departments in the Thomas Family Health and Science Center, as well as art and psychology. A point person has been identified within each of these departments to coordinate and ensure proper handling of hazardous or toxic materials. Several faculty committees also address the issues of campus and laboratory safety including the proper handling of hazardous substances and materials.

### **Technology Infrastructure**

NNU has appropriate technology infrastructure and systems in place to support and sustain the institution's mission, academic programs, and services. The IT department provides an integrated, broadly-accessible information technology infrastructure designed to support the academic needs of students and faculty, as well as the business needs of employees. The University's core systems are designed to be redundant with high availability. IT relies heavily on a virtualized and clustered infrastructure. Currently, this consists of three physical hosts that provide up to 150 virtual servers in the main data center, and four physical hosts in a blade environment in a backup data center that can provide up to 180 virtual servers. The virtual servers can migrate between the two data centers as needed, of which NNU currently runs 120 servers. The hosts are attached to 60 Tb of redundant storage systems located in the main data center and a secondary data center in another building on campus. An additional 80 Tb of redundant storage is available in the main data center via a separate system. Both the main and backup data centers are climate-controlled and have uninterruptible power supplies that are backed up by generator power sufficient to run the data centers for days or even weeks, if necessary.

All buildings, offices, classrooms, and residence hall rooms are equipped with high-speed network connectivity with a minimum of 1 Gbps connections internal and 50 Mbps external. Campus technology, computers, and copiers/printers are replaced on a regular schedule as explained in the Technology Replacement Procedures and Computer Equipment Purchasing Policy, as well as the Printer and Copier Policy. The entire campus (indoors and outdoors) is covered with high-speed wi-fi access and the IT department regularly assesses the saturation levels across the campus to ensure that coverage is strong. Encrypted wireless access is available to all employees and students with their network username and password serving as authentication. Guests to the NNU campus may request a wireless access guest access code that will be active for the duration of their intended stay or they may self-register for a 24-hour period.

The campus portal provides students, employees, trustees, and alumni with a variety of self-service components, and functions as an important communication tool for the campus. Services offered on the portal allow students to do such things as access the academic calendar, register for courses, check their degree audit, check their grades, check the status of pending

financial aid, pay their school bill, and print an unofficial transcript. Faculty use the portal to support student advising, enter grades, generate student and class reports, and access information relative to faculty governance. Staff employees utilize the portal regularly to complete many of their regular work functions. The portal is in a continual state of evaluation and improvement as IT seeks to offer additional services to the NNU community.

For nearly 10 years, NNU has used Canvas as its learning management system (LMS). Instructors are strongly encouraged to use Canvas in order to provide a consistent student experience and ensure course content is accessible to students. As a result, nearly 100% of the courses offered each semester have a Canvas presence. The Instructional Design and Technology (IDT) department provides extensive Canvas training and support for instructors and students, as well as services to assist instructors with course design and utilizing technology tools in their instruction.

All classrooms on the NNU campus, as well as off-site campuses in Idaho Falls and Twin Falls, are equipped with instructional technology, including an instructor teaching station with a computer and data projector or large flat screen monitor(s). As instructors pivoted to hybrid instruction during the recent pandemic, select classrooms were equipped with enhanced audio and video-capture systems to facilitate dual-modality instruction. In spring 2022, an additional \$100,000 was allocated to upgrade classroom technology for dual-modality instruction. The Technology Advisory Group (TAG) recently approved \$400,000 in funding over the next two years for additional classroom technology upgrades.

The IT Department is sufficient and qualified to support the operational and educational endeavors of the University. The IT Services team serves as front line support handling all issues regarding the IT helpdesk, computer hardware needs, campus telephones, classroom technology, and computer network maintenance. The administrative software team supports all University administrative departments in their workflow and business processes, which include student accounts, financial aid, student records, alumni, and donor relations. They also assist and train employees in the utilization of the administrative data systems. The network operations team is responsible for keeping members of the campus connected to computer, telephone, and other technology resources supported by the network. This team specializes in updating and maintaining network and data security, the campus network, servers, associated software, backups and associated equipment.

The senior IT security analyst has primary responsibility for oversight of information security, networks and systems, security policy, and educating the NNU community about security responsibilities. The NNU Information Security Policy, as well as the Computer and Network Acceptable Use Policy, are designed to ensure a safe and secure computing environment. The IT department meets with the financial auditors on an annual basis to review security of the network infrastructure and software running on the network. Any recommendations are made in the final management letter and are addressed by the IT department and the TAG. The IT department also regularly partners with Nipper Studio and E3 Company to conduct vulnerability testing and receive recommendations on industry best practices for network security.

To aid in technology infrastructure planning and oversight, the TAG meets monthly to help identify and promote strategic technology initiatives, and establish institutional IT priorities to help fulfill NNU's mission. Members of the TAG include a mix of University vice presidents, administrators, and faculty members. Since its inception in 2004, the TAG has been instrumental in facilitating numerous strategic technology initiatives. Currently, the TAG is serving as the Executive Steering Committee as the University makes the transition from Jenzabar to Anthology for its enterprise resource planning (ERP) and student information system (SIS) software. The anticipated completion date for this transition is December 2023.

The University contracts with a variety of vendors to provide state-of-the-art software products to enhance campus workflow. NNU currently uses the Google Workspace suite as the primary platform for delivering email, productivity, and collaboration; however, in July 2022, the TAG recommended migrating all Google services to Microsoft 365, which will provide users with a much more integrated and intuitive computing experience as the campus moves to Anthology. This transition will take place over the coming year with a targeted deployment of July 2023. In addition to Google products, employees and students also have access to the Microsoft Office suite, as well as Adobe products, SPSS statistical software, and Qualtrics survey software on a special license basis. Additional software products used to facilitate instruction and workflow processes on campus include Slate for Enrollment and Marketing, Paylocity for HR and payroll, Ad Astra for room scheduling, DuoMobile for two-factor authentication, Blue Jeans for av-conferencing, and Turnitin to promote academic integrity.

The IT department trains personnel and students on the basics of the technological tools available to them on the campus network. New employees complete a Technology Welcome Guide to set up their accounts and ensure they have access to the necessary tools to perform their job responsibilities. All new students complete a technology training module as a part of the online new student orientation. Follow-up support is provided to employees and students on an individual basis as needed.

IT policies and answers to common questions, as well as a variety of self-help articles, are posted on the IT Services website. The website also provides additional training materials for many helpful, but lesser-used technology tools that are not covered in the technology orientations. Campus personnel and students are instructed to go to the IT Services website to report a problem or ask a technology-related question. They are also encouraged to check to see if their specific question has already been answered through the extensive knowledge base. If a faculty member or student needs technology support in the classroom, IT Services is prepared to provide support and/or equipment during daytime and evening courses.

### **Required Evidence for 2.I.1**

Facilities master plan, including

- Equipment replacement policies/procedures
  - [Computer and Technology Equipment Purchasing Policy \(.pdf\)](#)
  - [Technology Replacement Procedures \(.pdf\)](#)

- ☒ Procedures for assessing sufficiency of physical facilities
  - [Campus Master Plan](#) (.pdf)
  - [Facilities Condition Assessment Executive Summary - December 2020](#) (.pdf)
  - [Requirement Needs Summary Report by Category](#) (.pdf)
  - [Five-year Capital Requirement Needs Forecast Report by Building](#) (.pdf)
  - [Long-range Requirement Needs Forecast Report by Building](#) (.pdf)
  - [System List and Detail Reports by Building](#) (.pdf)
  - [Distribution of Buildings by Age](#) (.pdf)
- ☒ Policies and procedures for ensuring accessible, safe, and secure facilities
  - [Emergency Operations Plan](#) (.pdf)
  - [Combined Annual Security Report and Fire Safety Report \(Clery Act\) - 2021](#) (.pdf)
- ☒ Policies/procedures for the use, storage, and disposal of hazardous waste
  - [Emergency Operations Plan](#) (.pdf)
    - Hazardous Materials Procedures (Section XVIII)
- ☒ Technology master plan and planning processes
  - [IT Strategic Plan](#) (.pdf)
  - [Software Purchase and Deployment Policy](#) (.pdf)

### **Additional Evidence for 2.I.1**

#### Physical Infrastructure

- [Campus Building Summary](#) (.pdf)
- [Campus Map](#) (.pdf)
- [Campus Safety](#) (web page)

#### Information Technology

- [Employee Termination of Digital Access at Separation Policy](#) (.pdf)
- [IT Security Policy](#) (*Revision Pending Approval by NNU Technology Advisory Group in Fall 2022*) (.pdf)
- [Printer and Copier Policy](#) (.pdf)
- [IT Organizational Chart](#) (.pdf)
- [Technology Welcome Guide](#) (.pdf)
- [IT Services Website](#) (web page)



## Moving Forward

As NNU prepares for its Year Seven: Evaluation of Institutional Effectiveness Report, the University is focusing its attention on the following initiatives this coming year. These initiatives are intended to improve the institution's effectiveness in fulfilling its mission and will have a profound effect on the University for years to come.

### Strategic Plan

In spring 2022, the Board of Trustees approved the themes and initiatives for the 2022-25 Strategic Plan. The SLT, after consultation with a host of faculty and staff members, has finalized the tactical plan for 2022-23 and is identifying the metrics that will allow assessment of progress as the University lives into the first year of the strategic plan. Each strategic plan initiative has been assigned to a member of the SLT, who is now responsible to prepare executional plans for each of the tactics to be pursued in 2022-23. These executional plans are to be finalized by September 30th, and then will be visible to all SLT members and will be tracked as the SLT meets every other week throughout the academic year.

### Transition to a New SIS/ERP System

Over the next 18 months, the University will be making the transition from Jenzabar CX/JX to Anthology Student as its new Student Information System (SIS) and to Anthology Finance and Reach as core components of its Enterprise Resource Planning (ERP) system. Employees across the campus are engaging in change management and technical training to learn their roles in assisting with this enterprise-wide digital and services transformation. While the road ahead will require significant efforts, employees are looking forward to the benefits and opportunities the new systems will provide. Implementation of this campus-wide initiative is well underway, and will continue to receive the attention and energy of many campus employees during the period of transition.

### Optimizing the Use of Data

Closely tied to the transition to a new SIS/ERP system is the University's focus on optimizing the use of data to enable leaders to make data-informed decisions. The current SIS/ERP system has presented challenges with data integrity and has limited the institution's ability to create live dashboards and visually represent data. The new system is being designed to optimize the use of data and make data more broadly available to leaders across campus.

NNU has not previously had an institutional research office per se, however, this past spring, the University created an Associate VP for Institutional Effectiveness position with a specific focus on assessment, accreditation, and research, as well as an Institutional Research Support Coordinator position to assist with institutional research functions. These two individuals will be tasked with creating key performance indicators (KPI) dashboards to support university initiatives and inform decision-making across campus.

### Diversity, Equity, and Inclusion Initiatives

In 2021-22, the Diversity Commission set out to complete an evaluation of the University's readiness to engage diversity and inclusion-related issues. That effort was spearheaded by the

Special Assistant to the President on Diversity. Unfortunately, the individual serving in that role accepted a position at another institution in January 2022. Consequently, the Diversity Commission struggled to fully complete its evaluation and recommendations during the 2021-22 academic year. With the hiring of a new Special Assistant to the President on Diversity to assist in this effort, in concert with the new Director of Multicultural Engagement and Belonging, the commission will once again be examining overarching systems and policies impacting the campus community. This will lead to a higher level of engagement by the commission and the production of recommendations for areas for improvement.

### Engaging Social Issues

The University intends to initiate meaningful conversations around several social issues that are impacting the landscape of higher education, generally, and Christian higher education specifically. Under the oversight of the President and University Chaplain, plans are being made to conduct educational sessions for faculty and staff to clarify the positions of NNU's sponsoring denomination with regard to several issues surrounding human sexuality. In addition, plans are being made to initiate student conversations and dialogue this fall on a host of relevant social issues in the context of the University's mission.

### Thriving Campus Initiative

During the 2022-23 academic year, NNU will continue its participation in the Consortium of Christian Colleges and University's (CCCU) Collaborative Assessment Project (CAP). This year's CAP will utilize Thriving Quotient assessment instruments developed by Azusa Pacific University to focus on identifying elements of the campus that can enable students to more effectively engage academically, interpersonally, and psychologically in the college experience and thrive. As a part of the Thriving Campus Initiative, traditional undergraduate, graduate, and adult professional students will complete the assessment of student thriving during fall semester. During spring semester, faculty and staff will complete the assessment of faculty and staff thriving. Results will be compiled to generate reports that compare NNU student, faculty, and staff norms to the CCCU norms with a focus on implementing best practices that lead to establishing pathways to thriving across the entire campus.

### Advancing Learning Outcomes Assessment

This past year, academic departments completed the third year of a three-year cycle of student learning outcomes assessment. In an ongoing effort to close the assessment loop and continue to improve their programs, academic departments will begin a new three-year cycle during the 2022-23 academic year. The newly named Academic Effectiveness Committee will be responsible for identifying ways to improve assessment processes and ensure that faculty and departments are effectively equipped to conduct their annual learning outcomes assessment. COVID disrupted the University's rhythm of having a designated faculty professional development day each fall and spring, at least one of which focused on academic assessment. The two faculty professional development days have been reinstated into the academic calendar this year with a specific focus on advancing learning outcomes assessment.

In closing, NNU would like to thank the NWCCU evaluation team for reviewing this report. The University looks forward to receiving the team's feedback in preparation for our upcoming Evaluation of Institutional Effectiveness report and visit in fall 2023.