Standard VI: Governance and Administration

Overview

Linfield College has a proud and continuous tradition of governance under an independent Board of Trustee since it was granted a charter in 1858. The board bears formal and final responsibility for the constitution and succession of its members, for control and management of all college assets, for the hiring of college officers, including the president, and for delegating proper scope and authority to the administration, faculty, and students so that these groups enjoy powers and responsibilities appropriate to their respective positions within the college.

Subject to board oversight, the administration bears primary responsibility for administering the budget, for acquisition and maintenance of physical resources, for hiring and supervision of personnel, for recommendations on tenure and promotion, and for maintaining positive relations with alumni, friends, and leaders outside the immediate Linfield community. The faculty bears primary responsibility for defining the substance of and delivering the college’s academic program. It also has a prominent role in tenure and promotion decisions, in establishing admissions and retention policy, in advising on the annual budget, and in establishing and monitoring the college’s strategic plan. The Associated Students of Linfield College (ASLC) is responsible for the administration of student clubs and club sports and for overseeing all student-run media, including The Linfield Review (newspaper), KSLC (radio station), and the Daily Dope, a one-paper summary of campus activities published each weekday during the semester or term. An association of non-exempt employees advises the administration on policies with respect to their employment at the college.

A partnership between faculty and students in comprising the College Judicial Council advises the dean of students and president with respect to student conduct. A partnership among administration, faculty, students, and non-exempt employees is responsible for advising the president and trustees on establishing the annual budget and the three-year budget projections. Students are represented on all faculty and college-wide committees dealing with student issues, including the Curriculum Committee, the Admissions and Retention Committee, the Academic Support Committee, the Special Programs Committee, and the College Judicial Council. Both faculty and students hold one slot each, ex officio with vote, on the board of trustees.

Governance System

6.A.1 The By-Laws of Linfield College (See Exhibit VI-1) clearly establish the size and scope of the board, delineate its responsibilities, describe the roles of college officers, and delegate appropriate responsibilities to the Faculty Assembly and the ASLC. The By-laws are published in key documents such as the Faculty Handbook and the Handbook for Administrators. It is currently not included in the handbook for non-exempt employees. All common institutional policies will be included in the core section of the revised handbooks which are due to be completed this fall.

6.A.2 Evidence from the template responses to this standard suggest that the various college constituencies understand their roles within the governance system. Formal orientations are held for new trustees, new faculty, and new students, during which sessions the governance system is displayed and discussed.

6.A.3 Each major constituency—students, faculty, administration, and non-exempt employees—has membership in key committees at each level of governance, facilitating communication and providing forums for discussing differences in the interpretation and understanding of delegated responsibilities. The dean of students and director of student activities regularly attend meetings of the ASLC. Key administrators such as the president, vice president for academic affairs, director of continuing education, director of international programs, dean of
nursing, college librarian, and registrar are members of the Faculty Assembly. Students and faculty are represented, with vote, on the board of trustees.

6.A.4 Linfield College does not have multiple units of governance as defined by this standard.

**Governing Board**

6.B.1 At full membership the Linfield College Board of Trustees consists of 51 members. Nominations for membership come from the trustees themselves (31 members), from the regions of American Baptist Churches that relate to the college (15 members), the Alumni Council (three members), the Faculty Assembly (one member), and the ASLC (one member). All nominations are submitted to the Committee on Trustees, which recommends action to the full board. Members serve staggered three-year terms, save for the student and faculty trustees, who are elected annually. The college president is a member *ex officio* and serves at the pleasure of the board. The board chair, vice chair, secretary, and treasurer are elected from among the members of the board.

The board meets three times a year. It sets policy for the college as a whole, hires and evaluates the president, approves appointment of college administrative officers, approves the annual budget and monitors expenditures from it, manages the college endowment, approves faculty appointments, acts on tenure and promotion recommendations of the dean and president, approves faculty recommendations for awarding of degrees, awards honorary degrees, and acts in all other ways to fulfill custodial and fiduciary responsibilities associated with the general welfare of Linfield College.

6.B.2 The board acts as a committee of the whole, save where college by-laws have delegated specific authority to its Executive Committee. The Executive Committee is empowered in special circumstances to act on "...orders and resolutions not otherwise specifically committed or provided for." In all cases it must report its acts to the full board, which has authority to accept or reject an action of the Executive Committee.

6.B.3 College by-laws clearly specify the duties, organizational structure, and operating procedures of the board and are widely publicized in the *Faculty Handbook*, and *Handbook for Administrators*. The college conflict of interest policy (See Exhibit IX-1) binds the trustees in the same fashion as it binds the other constituencies with authority to transact college business: i.e., administrators, faculty, and non-exempt employees.

6.B.4 The board conducts an annual evaluation of the president. In spring of 1998, the board conducted a more thorough evaluation coincident with the president’s sixth year of service to Linfield College. Board officers will be available to accreditation team members to answer questions with respect to these evaluations.

**Leadership and Management**

6.C.1 The president of Linfield College is the chief executive of the institution. The requirements of the job are broad and far ranging with respect to both internal and external constituencies. An examination of the various committees, boards, and consulting assignments involving the president make clear that her full-time responsibility is to the institution. The scope of the president’s position is described in article X of the institutional by-laws (Exhibit VI-1).

Additional position descriptions are found in the Linfield *Handbook for Administrators* (Exhibit VI-2) and the *Faculty Handbook* (Exhibit V-1). The President is evaluated on a formal basis annually by the executive committee of the trustees. The chair of the board is responsible to communicate the evaluation during the May trustee meeting each year.

6.C.2 & 6.C.3 The duties, responsibilities and ethical standards of the administration are of vital importance in how effectively the college executes its institutional mission. The college operates with 85 full-time administrators, fewer than many institutions of similar size and
operating budgets, [according to 1997 Pacific Consortium of West Coast Small College Business Officers (PACCON) Data, Exhibit P-7]. Conditions of employment are prescribed in the *Handbook For Administrators*. The college handbooks have been recently reviewed (spring 1998) by legal counsel for accuracy and consistency. All duties and responsibilities for senior officers are clearly detailed in the *Handbook for Administrators* and in the By-Laws of Linfield College. All job descriptions have recently been revised and updated (winter 1997) and are available in the Human Resource office. A well-defined process for conducting performance reviews is in place through the Department of Human Resources. However, it is important to note that only 37 percent of all administrators have had their performance evaluations submitted to the Human Resource Office since 1993. Many of these evaluations have been conducted, but retained in the individual supervisor’s office. Others have presumably not been done. The irregular conduct of administrative evaluations is a priority for the President’s Advisory Council. Remedy of the situation is a joint institutional goal among all officers of the college for 1998-99. This initiative will ensure each administrative employee is evaluated on at least a bi-annual basis. Each senior officer of the college is evaluated by the president on an annual basis.

All hiring practices for administrative positions are centralized in the Human Resources Office. Linfield’s commitment to hire well qualified staff is evidenced in the many excellent employees at the college. Many of the college’s administrators hold regional and national leadership roles within their professional fields.

**6.C.4**

Institutional advancement activities (including development and fund raising, institutional relations, and programs for parents and alumni) are clearly related to the mission and goals of the institution.

The unrestricted funds raised through the Annual Fund, Partners-In-Progress (a fund-raising project in McMinnville), and general appeals to parents and friends furnish a portion of the college’s operating budget. The allocations from this budget are in turn determined on the basis of the college’s mission and the goals as reflected in the priorities established by the Budget Advisory Committee.

The annual goal for unrestricted giving originates in the President’s Advisory Council, which sends it as a recommendation to the full Budget Committee. The basis for this recommendation is a consensus within the council, with the advice of the vice president for college relations, as to a realistic expectation of gifts for the year. Factors informing the advice of the vice president are projections from past contributions and present donor sources, demographics of the donor base, and expectations of any future campaigns.

The goal for unrestricted giving has been exceeded every year since 1990-91. The annual increase in the amount of unrestricted giving has averaged 4.4 percent during this period, if the high and low for the period are excluded. Unrestricted giving stood at 3 percent of total revenue in 1989-92, and has stood at 2 percent since 1992.

The unrestricted giving total has likely been affected by an increase over the past few years in the number of targeted appeals for restricted giving. For example, alumni from the former Good Samaritan Hospital Nursing School, graduates from the Linfield Bachelor of Science in Nursing program and the Division of Continuing Education have been solicited for gifts restricted to their respective programs. Parents have been asked for gifts restricted to support of the college library, and there have been major alumni appeals for the construction of the Rutschman Field House and other special projects. While such appeals tend to reduce the amount of unrestricted giving from the sources targeted, they tend to increase the total overall giving to the college from these sources.

Objectives for the raising of restricted funds (primarily from foundations, corporations and major donors) are also determined by the long-range plan, which was developed through an institution-wide planning process. The planning process focused on and reaffirmed the mission
of the college. Foundation prospects and college needs and priorities are reviewed approximately monthly at a meeting of the president, the vice president for academic affairs, the vice president for college relations and the director of corporate and foundation relations. Most foundation proposals grow out of this process, and all grant applications are reviewed by these officers before receiving final approval.

6.C.5 Institutional decision making and the timeliness of communicating these decisions to the college community is constantly being refined and improved. New communication channels have been opened up to the community over the past six years. Announcements can be simultaneously posted to each employee’s voice mail box. Electronic mail has been available to all employees and students, providing enhanced opportunities to convey information and to receive feedback. It is important to note that in the collaborative, collegial environment which Linfield operates, there are occasions when decision-making is perceived to be slow.

The President’s Advisory Council provides policy and program coordination and advice to the president. The officers and key administrators serve as members of the council, which meets regularly throughout the year. The council consists of the president, vice president for academic affairs, vice president of finance and administration, vice president for college relations, dean of enrollment services, dean of students. Key administrators currently on the Advisory Council include director of the Portland Campus, director of the division of continuing and the special assistant to the president who staffs the council.

All three employee groups (non-exempt, administrator, and faculty) conduct meetings on a regular basis. There are currently three administrative committees (Classification, Benefits, and Handbook) and several campus committees on which representatives from all three employee groups and students serve (Safety, Budget Advisory, Emergency Preparedness, Alcohol and Drug Abuse, and various committees associated with the sexual harassment policy).

There is some concern that new employees to the college do not receive a thorough orientation to the various decision-making bodies and how to effectively access important college decision makers. It is also a concern that improvements be made to the agenda of administrators meetings, enhancing the perceived value of these sessions and improving communication.

6.C.6 In evaluating the quality of working relationships and coordination between administrative units, much of the assessment focuses on structures for communication. While there are no established standards for departmental staff meetings, department heads are generally expected to promote intra-departmental communication. To this end, departmental meetings are conducted in most offices on a weekly basis. Many members of the Portland administrative staff participate regularly in many college-wide committees. College committees (See Exhibit VI-3) are comprised of a cross-section of the campus community. These standing committees are also found in the Handbook for Administrators, Section 4.2 Appointments for these committees are made by the president.

Open communication and cooperative working relationships between many administrative units and faculty need further to be developed. The current organizational and committee structures tend to present obstacles to open communication. It is unlikely that these structures, which were comprehensively revised in 1996, will be revised again in the near future. The best hope, then, is to focus on strengthening channels for informal communication. One example is the “Perspectives on Faculty Life” series—an open forum conducted by the dean of faculty, which has featured several topics of importance to both faculty and administrators, and has drawn attendance from both ranks.

6.C.7 Decision making at the college has been greatly enhanced over the past several years due to an increased emphasis on data collection, an improved administrative computer system, comparative benchmarking, and the work of our institutional research staff. Currently, the college has one half-time administrator and one half time non-exempt staff member working
in the research capacity. A commitment for staffing institutional research has been a recent development for Linfield in the past four years. While the college has not been able to secure the necessary budget to hire a full-time administrator in this area, part-time staff have served the office last four years under the direction of the special assistant to the president, former vice president of finance. The college is funding a full-time institutional research position to provide enhanced leadership in this area, from January 1999 forward.

Each year the Office of Institutional Research produces a college Fact Book (Exhibit I-2). The document is placed in the library and circulated to all academic and administrative department heads. Any member of the community not on the distribution list for the Fact Book may receive a copy on request.

6.C.8 Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are published, accessible, and periodically reviewed.

Linfield values each individual employee and places a high level of trust in each individual to treat their employment opportunity with a great deal of honesty and integrity. The college cannot, however, rely solely on the individual and must have a complete set of policies and procedures pertaining to personnel issues. A thorough and exhaustive set of policies will provide mutual protection to employees and the college. In practice, Linfield extends to employees a wide scope for consultation in the very policies and procedures that govern them.

The Handbook for Administrators includes a section titled “Conditions of Employment.” A review of the section shows that administrative appointment procedures and annual evaluations are clear and understandable. The Handbook is silent regarding the retention and promotion of administrators. The statement about termination does not include any information about an appeal process. A policy governing appeal of termination for administrators is presently under review. Until this new policy is adopted, it has been the practice of the college to employ the policy stated in the handbook for non-exempt employees.

The college has secured a firm specializing in employment law to review its various handbooks with an eye to consistency (See “Analysis and Conclusion” to Standard IX).

6.C.9 Administrators’ and staff salaries and benefits are adequate to attract and retain competent personnel consistent with the mission and goals of the institution.

The students of Linfield College reap the rewards of a well-qualified, well-educated, motivated administration. Though not the sole factor, salaries and benefits can be a motivating factor for performance, as they are in any work setting. Especially important is a salary and benefits package that allows the college to attract top employees.

Anecdotal information suggests that Linfield is attracting high-quality applicants for administrative openings, but those top candidates are difficult to hire due to the available salary. It is also generally accepted, and supported through comparative studies, that the benefits package offered by Linfield is quite generous, especially in the areas of health benefits, retirement contributions and tuition remission.

Faculty Role In Governance

6.D This item is discussed in Standard IV, especially in answer to 4.A.2.

Student Role In Governance

6.E This item is discussed in Standard III, especially in answer to 3.B.2.
Analysis and Conclusion

Board structure and composition is under scrutiny following a spring 1997 Board of Trustee retreat. The retreat was facilitated by an external consultant, who led members of the board and senior administrators of the college to raise questions with respect to possible changes.

One concern was that the committee structure of the board, while efficient in one respect, was possibly deficient in another. That is to say, board committees are designed along functional administrative lines (e.g., Academic Affairs, Student Affairs, Physical Plant)—a structure that is conducive to orderly oversight of and reporting from each administrative unit. At the same time, however, issues that cut across all administrative units (especially issues associated with strategic planning) were cumbersome and consumed much time as they were passed from committee to committee.

In response to this concern, the board experimented during 1997-98 with streamlining its functional committee structure and confining these meetings to Friday mornings. That left Friday afternoons for two task groups on issues of strategic importance to the college: 1) Size and Resources, and 2) Church-College Relations. The Size and Resources group will review the college’s strategic plan that is part of this re-accreditation process. The Church-College Relations group will study the historic and continuing relationship with the American Baptist Churches, including the majority membership regulation.

A survey of board members in spring of 1998 revealed strong support for the new organizational changes—and so they will continue into 1998-99.

With respect to administrative issues, the review team will find the college in the wake of implementing a new classification system for administrative and non-exempt employees. The new system was undertaken to adjust salaries that were demonstrably below (or above) market for certain jobs and to extend the range of classifications so that a merit-based system of raises can be instituted in the future. The new classifications caused a degree of consternation and prompted a large number of appeals.

The deficiency cited earlier with respect to a lack of filing of evaluations of administrative and non-exempt personnel clearly needs to be addressed as the college considers whether it is advisable to move toward a more merit-based system of employee compensation. It is for this reason that timely filing of administrative and non-exempt personnel evaluation is included in the list of administrative goals for the college in 1998-99 (See Exhibit I-5).

In company with our sister colleges and universities as well as with corporate America, Linfield is pondering its Affirmative Action policies in light of the indeterminacy created by various court and voter actions throughout the country.

With respect to the hiring of individuals from categories protected by federal statute, Linfield’s policy and practice has been to take special measures to assure that the credentials of individuals from underrepresented populations are affirmatively presented. For instance, any member of a search committee may nominate to the finalist list any individual whose credentials may have been undervalued during the initial screening. Careful instruction is given to search committees to emphasize that they must evaluate credentials only on job-related factors. Evaluation forms for candidate screening are tied explicitly to the vacancy announcement to assure that weight is given only to job factors that have been publicized in advance. After these affirmative measures are taken, however, committees recommend for appointment only the top-rated candidates, irrespective of gender or ethnic background. At the conclusion of a search, all committee members are asked to sign a statement that, to their knowledge, Affirmative Action policy was honored.

With respect to admissions, affirmative measures are taken to attract as diverse a pool of applicants as possible. Gender is a neutral factor in admissions. Data on applicants’ ethnic status and on whether they are disabled is self disclosed. No specific number of slots are dedicated to students in these categories, but when such information is available, data on ethnicity and disability are presented to the admissions committee. These factors are weighed against others (GPA, test scores, etc.) in making
Members of the admissions committee subscribe to the college's goal of attracting as diverse a student population as possible. Admission is never given to a student whom the committee believes does not have a reasonable chance of success at Linfield.

While Linfield has observed many Affirmative Action procedures in spirit, the college has never been required to be an official Affirmative Action employer. Our best judgment is that our policy and practice are both ethically and legally sound. However, different federal circuit courts have ruled in contradictory fashion with respect to how gender and ethnic background may legitimately figure into hiring and admissions decisions. These inconsistencies render any Affirmative Action policy vulnerable from a legal point of view. Pending an authoritative ruling by the U.S. Supreme Court, there seems little point in revising current policy.

With respect to non-discrimination once employees have been hired or students admitted, the college's position is strong. Our non-discrimination policy (see inside front cover of the catalog) commits the college not to discriminate in every legally mandated case. Thus, we do not discriminate on the basis of age, gender, ethnicity, religion, or disability. In addition to these categories required by law, we add our own communal resolve not to discriminate on the basis of sexual orientation.

In practice, claims of discrimination are dealt with by the processes appropriate to the category of employee. Faculty have access to the procedures discussed in Standard IV (See 4.A.9 & 4.B.7), students have access to the procedures discussed in Standard III (See 3.D.2 & 3.D.4), whereas administrators and non-exempt employees have access to the procedures described above (6.C.8).
Attachment VI-A: List of Present Trustees

Attachment VI-A-1: Linfield College Board of Trustees 1998-1999

The Rev. Dr. Richard E. Ice
Chair of the Board of Trustees

Joan D. Austin
1982, Senior Vice President and Treasurer, A-dec Inc. Newberg, Oregon.

Joseph J. Barclay

Ryan Braby

W. Wayne Brown

Vivian A. Bull

Charles H. Chicks
1972, Retired Mathematician, ESL, Inc. Sunnyvale, California.

Martha B. Cox

T. J. Day

Vernon G. DeLap
1975, Retired Certified Public Accountant; DeLap, White & Raish. Lake Oswego, Oregon.

Dave Dillon
1996, Director of Communications, Oregon Farm Bureau Federation. Salem, Oregon.

Kenneth J. Ericksen

Earl Fox

John D. Hartup
1989, Retired Manager, Willbridge Terminal, Chevron USA, Inc. Portland, Oregon.

David C. Haugeberg

G. Adolf Hertrich

James C. Howland

Alan D. Hubka
1985, Vice President, Key Bank of Oregon. Portland, Oregon.

Richard E. Ice
1972, President Emeritus, American Baptist Homes of the West. Oakland, California.
André W. Iseli  

Paul G. Jahnke  

David R. Jubb  

Ray Kauer  

Ezra Koch  
1978, President, K.E. Enterprises, Inc. McMinnville, Oregon.

William R. Krauthoefer  

Glenna Kruger  

Wayne Kuni  

Ron Lane  

James Ledbetter  

Sue Ledbetter  

Conrad Lowe  
Executive Minister, American Baptist Churches of the West. Oakland, California

Michael G. McBride  

Yosh Nakagawa  

Marcia J. Patton  

Walter Pulliam  

Philip E. Renshaw  

Rodney Romney  

Ethel Simon-McWilliams  
1994, Executive Director, Northwest Regional Educational Laboratory. Portland, Oregon.

Larry Sims  

Delford M. Smith  
1975, Founder, Owner and Chairman, Evergeen International Aviation. McMinnville, Oregon.
Jody L. Stahancyk

George W. Steers

Bruce M. Stewart

John W. Sweatt

Kay Toran
1995, Director, Services to Children and Families. Salem, Oregon.

Bernard L. Turner
1989, Retired Pastor, First Baptist Church. McMinnville, Oregon.

Denis Walker

Richard E. Withnell

Donna P. Woolley
Attachment VI-A-2: Linfield College Trustees

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Linfield Trustees—6/98
Note: Not all positions on this chart are full time