Standard I: Institutional Mission and Goals, Planning and Effectiveness

Overview

Recognizing the interconnections between institutional mission and institutional planning, President Vivian A. Bull appointed the Planning and Accreditation Steering Committee in fall of 1996, charging it with overseeing the re-accreditation process. Committee members split into two subgroups—one charged with drafting the self-study and the second with strategic planning. Because the college currently operates under the existing Linfield Long-Range Plan, 1995-2000 (See Exhibit I-1), the original calendar called for completion of the self-study prior to the main work of the planning sub-group. A thorough self-study seemed an essential prelude both to updating the college’s strategic plan and to re-drafting, if necessary, the college mission statement.

In the meantime, substantial property adjacent to the college owned by the Hewlett Packard Corporation became available. When it appeared likely that the college would acquire 106,000 square feet of new buildings, along with sufficient new acreage to double the size of the existing McMinnville Campus, the administration decided to advance the planning process. It was apparent that decisions about the highest and best uses of the Hewlett Packard property might need to be made on an accelerated timetable. What is more, the 1995-2000 plan accepts the premise that the McMinnville FTE will be capped at 1500 students, whereas absorption of the Hewlett Packard property needs to take seriously the possibility of future population growth.

Two parallel efforts were launched to deal with the important question of determining optimum size for the college. Following a retreat in spring of 1997, the Board of Trustees elected to alter its committee structure and, on Friday afternoons of trustee weekends, to divide into two task forces: 1) Size and Resources, and 2) Church-College Relations. The first task force will receive, deliberate over, and formally endorse the fruits of Linfield’s college-wide planning initiatives.

To accelerate the planning process, Linfield contracted with the Kaludis Consulting Group. Throughout the early fall of 1997, Kaludis consultants interviewed more than one hundred faculty, staff, administrators, alumni, and trustees. Based on this information, Kaludis advised on the design of a strategic planning process that, while still under the umbrella of accreditation, would allow Linfield to work on planning issues simultaneously with the drafting of the self-study. Dr. Jeffrey Summers, Associate Professor of Economics and a member of the Planning and Accreditation Committee, heads the college-wide planning process.

Mission

1.A.1 Support for liberal learning is the most prominent common theme of Linfield’s mission statement. It is also a theme that bridges past and present, linking the aspirations of our Baptist founders to bring civility, enlightenment, and Christianity to the Oregon frontier with the aspirations of contemporary Linfield to provide the liberating fruits of arts, letters, and sciences to students who will shortly cross a temporal frontier into a new century. Linfield’s present mission statement was adopted in 1985, following initiation of the Linfield-Good Samaritan School of Nursing on the Portland Campus. The statement emphasizes the forging of creative links between the college’s liberal arts foundation and the demands of professional education. The Linfield community remains united in “promoting study of the liberal arts as the unifying basis of all learning.” Members of the college regard a liberal education both as a good in its own right and as contributing to the professional qualifications of approximately half of Linfield’s graduates: those in business, education, health and human performance, health sciences, and nursing.

A second prominent theme of the mission statement is that of “creating a supportive, caring environment based on a close association between faculty and students.” For each of the
college's three major divisions—the McMinnville Campus, Portland Campus, and Division of Continuing Education—this goal is achieved through small class size and attention both academically and administratively to the needs of individual students. For the McMinnville Campus the close association of faculty and students, as well as of many administrators and the students they mentor, is reinforced by the holistic residential experience of the vast majority of students.

For the Portland Campus, residential life is suited only to a minority because of many students' prior commitment to family life. Though there is also an active residential life program on that campus, special efforts have been made to involve commuters in the life of the college, for a majority of students live at home. Accordingly, the closeness of faculty and students takes on a predominately curricular focus. The nursing curriculum that took effect for first-year students in fall of 1998 was designed to express a health-oriented, care-giving paradigm and to reflect changes in nursing practice, especially a trend away from hospitals and into community settings. Simultaneously, the curriculum has expanded elective opportunities in the traditional liberal arts and increased flexibility in scheduling. An indirect measure of the new curriculum's impact will be assessed by monitoring the senior survey to see how students' perceptions of faculty time and attention devoted to their welfare are affected.

For the Division of Continuing Education and its Adult Degree Program—the third institutional leg in Linfield's educational outreach—students enter with obligations that preclude altogether a residential life experience. Promoting closeness between faculty and students, as well as between administrators and students, thus depends upon two main factors. The first (in unison with the emphasis in McMinnville and Portland) is achieved through an insistence on small class size and use of a discussion format. The second is accomplished by maintaining residential advisors in the off-campus sites where adult degree study is pursued. The advisors contribute to maintaining a supportive and caring environment wherever the flag of Linfield College is flown.

1.A.2 The full mission statement appears, as per this standard, at the beginning of the college catalog and early in the Faculty Handbook.

1.A.3 Documentation of progress in achieving the goals of the college occurs in a variety of publications ranging from the President's Annual Report to the quarterly Linfield College Bulletin, distributed to faculty, administrators, friends, and alumni. In addition, the Office of College Relations routinely sends out news releases on special achievements of faculty, students, and staff. These achievements are sometimes academic—artistic, scientific, or professional—and sometimes civic, reflecting the college's articulated mission to direct students "toward understanding the needs of others; and toward contributing to a society which needs creative and constructive thought in citizenship, family life, employment, and leisure pursuits."

1.A.4 The goals articulated in the mission statement require interpretation by the community at any given moment in Linfield's history. Faculty Assembly votes in 1986 (immediately prior to the last ten-year review) to add majors in Computing Science and Business Information Systems offer a case in point. While the latter clearly fell within the portion of the mission statement dedicated to professional education, the former posed a bigger challenge in terms of Linfield's historical educational mandate. Conceptual links among computing, mathematics, and logic might suggest an extension of the liberal arts and sciences, whereas links to engineering and applied science might suggest a professional program. Over a decade later Linfield continues to examine and articulate the "fit" of computing science within the larger institution. The rapid evolution of the field, along with advancing computational sophistication among faculty members in art, music, theatre, and visual communication, have suggested yet another path for the discipline of computing science—namely, as a partner in interdisciplinary study with a number of traditional liberal arts fields. As with previous initiatives for new majors or revision of present majors, Linfield's debate over the place of computing science is clearly subsumed within the framework of the mission statement. Just as clearly, however, particular answers
about the future of the program are dictated by faculty deliberation over Linfield's present declared mission.

1.A.5 Linfield's mission and goals have informed and shaped the college reviewed by the evaluation team in 1998. In this respect it is fair to say that the faculty, subject to administrative and trustee oversight, are responsible for ensuring fidelity to the mission. It is thus for more than symbolic reasons that the mission statement appears in each year's version of the Faculty Handbook. Whenever faculty discuss the addition or deletion of a program of study, the mission statement provides a main point of reference in the debate. A prime example is the Faculty Assembly's 1995 vote to dissolve the college's sole graduate program—the M.Ed. degree. Supporters of the motion pointed to the second sentence of the mission statement: "The college is committed primarily to the teaching of undergraduates in an atmosphere of academic freedom that fosters intellectual rigor, creativity, and a sense of personal and social responsibility." It became clear that by disbanding the M.Ed. Linfield faced an opportunity to re-dedicate itself purely to undergraduate education, even though the mission statement at that point still allowed that "Linfield is a teaching-oriented College that . . . conducts a limited number of graduate programs." After planning for a responsible interval to inform students of the change and a longer interval, still on-going, for students enrolled in the program to complete it, the faculty recommended to the trustees that the mention of graduate programs be dropped entirely from the mission statement. This action was taken at the November 1, 1997, board of trustees meeting. A strong institution gets stronger by concentrating on and emphasizing what it does best—and Linfield is clearly best at undergraduate education, as its mission statement now explicitly asserts.

In their role as guardians of the institutional mission, the faculty give each and every academic major the same kind of focused scrutiny illustrated in the review of the M.Ed. program. For instance, it is standing practice for each approval of changes in departmental curricula to be presented in writing, on a monthly basis, to the Faculty Assembly as part of the regular report from the Curriculum Committee. Similarly, each faculty vacancy announcement contains as one of its required qualifications an understanding of the place of the applicant’s academic discipline within a small liberal arts college.

Policies for the admissions staff are set by the faculty Admissions Committee. Committee members read and make judgments on the application folders of students whose qualifications are outside those of mainstream applicants. Because the faculty is responsible for programmatic implementation of the college’s mission, its oversight of admissions standards in screening prospective students ensures a good fit between the matriculating student population and the college’s institutional mission.

Budget is the financial manifestation of program, and so the college mission statement likewise shapes the budget process. The president’s Budget Advisory Committee balances everything from support for scholarship and artistic creation to upkeep of physical facilities to furtherance of the aims of International Programs to funding for visiting scholars and consultants. Each of these concerns, sometimes dealt with at a purely practical level in budget recommendations, is articulated in the college mission statement.

1.A.6 In keeping with the portion of the mission statement stressing the need for “creative and constructive thought in citizenship” and with a history of furnishing Baptist ministerial and lay leaders, Linfield students, faculty, staff, and administrators pursue public service on a variety of fronts: leadership in the McMinnville Chamber of Commerce, membership in service organizations, volunteering for community projects, and the like. Linfield established the first collegiate chapter of Habitat for Humanity in Oregon. The 1998–99 student government president is a member of the local board of Habitat, and the 1996 entering first-year class featured twelve volunteers who came to campus a week early in August to work on a Habitat house. In the 1997-98 fiscal year Linfield devoted 3030 total hours (100 hours a week) from its work study budget to provide students for the America Reads Program in local schools.
This commitment continues in the present fiscal year. Equally impressive, 35 students in 1997-98 devoted themselves, on a purely volunteer basis, to tutoring at-risk secondary school students. The student volunteer coordinator of this effort insisted that all tutors remain with the program for the entire year—an expectation that was honored with only a few exceptions.

1.A.7 Members of the Commission on Colleges will find Linfield’s programs to be substantially identical to the institution reviewed in 1988. With respect to the undergraduate program, three academic majors were abolished: Family and Consumer Studies in 1989; Applied Physics—Electronics in 1992; and Arts Management in 1994. Each drew too few students and played insufficient roles in the general education program to justify continuation. The Business Information Systems major was dropped on the McMinnville Campus in 1998 but continues to be offered in the Division of Continuing Education.

Three majors have been added over the same period: Finance in 1990; Exercise Science in 1991; and Health Sciences, on the Portland Campus, in 1991 All were logical extensions of existing curricula. Finance built on Economics and Business; Health Sciences built on Nursing and the science curriculum supporting that major; and Exercise Science built on Physical Education, Athletic Training, and Health Education. All three of these new majors have proven attractive to students, as is demonstrated in the Linfield Fact Book (See Exhibit I-2).

Within the Division of Continuing Education, the Liberal Studies major was phased out in 1992 and replaced by two distinct concentrations: an Arts and Humanities major and a Social and Behavior Sciences major. Liberal Studies proved to be too generic, with a blurry dividing line between one’s major emphasis and one’s general education. Both the Arts and Humanities and the Social and Behavioral Science majors are more cohesive and provide students with greater focus than did the former Liberal Studies major.

The most substantive change, cessation of the M.Ed. program, is discussed in 1.A.5 above.

Planning

1.B.1 Both the process that resulted in the Linfield Long-Range Plan, 1995-2000 (See Exhibit I-3) and the present planning process under the umbrella of this accreditation self-study were designed, first and foremost, to be broadly participatory. Both efforts identify internal strengths and weakness insofar as they are likely to intersect with external threats and opportunities. Thanks to annual publication since 1995 of the Linfield Fact Book, the planning process has proceeded according to a common set of data. Ready availability of the Linfield Fact Book to all interested parties has greatly clarified to the Linfield community both the need for and the mechanism of planning.

The Linfield Long-Range Plan, 1995-2000 serves as a blueprint for the college’s present capital campaign. All major goals of the campaign, save that of raising sufficient endowment to support a full-time chaplain, are delineated in the 1995-2000 plan. Yet a strength in one respect—that of setting priorities for the capital campaign—is a weakness in another respect. The 1995-2000 plan has never purported to serve as a guide for operating budget allocations during the years in which it has been in effect. An important goal for the new strategic plan is that it establish overall college priorities to shape future budget requests and allocations.

Even while focused on developing assessment programs for each academic major, the college has also been active in establishing a range of college-wide instruments for evaluating the effectiveness of our programs and for feeding data into the planning process. We have employed the Noel-Levitz Student Satisfaction Inventory (Exhibit I-4) in each of the past two years. Results from the first year’s survey, which confirmed a student concern over campus security, guided the college in allocating $140,000 in new funding to campus security in the fiscal 1997-98 budget. The second year’s survey demonstrates that student concerns over security have been reduced. Overall, data from the Noel-Levitz survey, indicating both strengths and weaknesses, have been summarized and presented to the Faculty Assembly, to
the Associated Students of Linfield College (ASLC), to all college administrators, and to the 
trustees. The President’s Advisory Council uses the survey at its annual retreat for establishing 
goals for the coming year (Exhibit I-5).

Since spring of 1995 the college has conducted a comprehensive survey of graduating seniors 
(Exhibit I-6). Results from this survey are distributed to all academic department chairs and 
heads of special academic programs. As results are compiled in each of the three divisions— 
McMinnville Campus, Portland Campus, and the Division of Continuing Education—the 
survey provides crucial information for contrasting the delivery of education in each of the 
three programs. For example, in the 1996 survey, older students on the Portland Campus rated 
faculty lower for encouraging open expression of ideas than did younger students.

Unfortunately, the age-cohort data from other years were not preserved, so there is no way at 
present of judging whether this view reflects the bias of a single class or perhaps signals a more 
generalized perception. As with all assessment information, the college must now search for 
companion data—e.g., focus group interviews; next year’s senior survey; debriefings in senior 
clinicals—that might shed light on this question.

A question raised by the senior survey for the McMinnville Campus and Division of 
Continuing Education has to do with a disparity between perceptions of support for the 
addition of a computing science requirement as part of general education. Sixty five percent of 
McMinnville undergraduates support such a college-wide general education requirement, 
whereas 90 percent of Adult Degree Students favor such a requirement. How might this 
disparity be explained? Do generally younger students—some of them, at least—come with 
sufficient computer skills that they see less need for such a requirement? Does the greater 
experience of generally older students in the workplace make them more conversant with the 
importance of computer skills and therefore more supportive of the requirement? Moreover, 
how is this “computing science” focus to be understood: basic PC skills, for instance, or 
elementary programming ability? As with the Portland Campus example, one piece of 
assessment information calls out for other kinds of information. It is on the basis of this further 
information that the college might decide whether its practice of requiring the same general 
education program for all three units of the college continues to make sense, given the unique 
characteristics and academic agendas of the students in each program, or whether the practice 
of uniformity needs modification in order better to serve Linfield’s students.

Linfield’s Office of Career Services conducts an annual survey (Exhibit I-7) of new alumni six 
months following graduation. This survey provides data on employment, salary, satisfaction 
with employment, and relationship of employment to students’ Linfield degree program. The 
results are compiled and reported in the Fact Book. Its data are used primarily to improve 
career counseling. Because many graduates take a break before seriously seeking employment, 
the survey has an inherent limitation. Accordingly, representatives from Academic Affairs, 
Career Services, and Alumni Relations are in the process of devising a survey of alumni five 
years following graduation. This survey will repeat a subset of the most important questions 
from the senior survey, to provide important longitudinal data on how experience in the 
postgraduate world has altered alumni perceptions of what was most important in their 
Linfield education.

Another assessment instrument is a qualitative survey (Exhibit I-8) of all alumni undertaken 
during the 1996–97 academic year and released to the community in 1998. Though geared 
mainly toward improving Linfield’s communication with its alumni, the survey does provide 
some data relevant to academic planning, as for instance in its compilation of names of faculty 
members who were most influential in the lives of alumni. This question closely parallels a 
question on the senior survey and thus provides a historical context for data collected therein.

1.B.2 Using its various surveys along with the assessment programs for each of its majors, the college 
now possesses a range of both quantitative and qualitative data that did not exist at the time of 
its last accreditation review. Feeding these sources of information into planning has been an
evolutionary process. In its turn, the strategic planning initiative has identified the need for additional sources of information—most particularly information on Linfield’s colleague and competitor institutions and on its potential base of incoming students. Each of thirteen referral groups participating in the planning process has conducted a SWOT (“strengths, weaknesses, opportunities, threats”) analysis that has included a scan of planning factors external to the college. When combined with internal survey and assessment information, Linfield’s planning and evaluation effort is both thorough and systematic. (See concluding “Analysis and Conclusions” section for details).

1.B.3 Participation of all major constituencies—faculty, students, administrators, staff, trustees, and alumni—is a major strength of the Linfield planning initiative. Thirteen referral groups composed of 84 individuals ranging across these constituencies are presently reporting their conclusions to an Augmented Planning Committee composed of the planning subgroup from the Planning and Accreditation Steering Committee joined by the chairperson of each referral group.

Each referral group has submitted a preliminary report on its activities and findings to date (Exhibit I-9). During fall of 1998, these reports will be finalized, with findings and recommendations presented to the Augmented Planning Committee. The president will work in concert with this committee to draft a strategic agenda for the college as a whole. After comment and deliberation, the Strategic Agenda will be transformed into an updated long-range plan to be presented to the trustee Size and Resources Task Force.

1.B.4 Resource allocation has been guided by the strategic plan presently in force. The two major capital needs of the college—a performing arts facility and a new library—are identified in this plan and are the two foci of the capital campaign. With the opportunities presented by the acquisition of the Hewlett Packard property, the college is optimistic that it can satisfy both these capital needs in the relative short-term future. The 1995-2000 strategic plan also called for establishing major new scholarship endowments and a collaborative research endowment. In FY 1997-98 alone, bequests to scholarship endowments totaled $3.4m while commitments to the collaborative research endowment have achieved $750,000 of the $1m goal.

The 1995-2000 document does not purport to guide allocations within the college’s general operating budget, but this is a goal of the strategic initiative now underway as we seek to extend long-range planning for Linfield.

1.B.5 Priorities for improvement identified by our 1995-2000 Long-Range Plan include, as mentioned, the library, a new performing arts center, Linfield’s scholarship endowment, and opportunities for collaborative research. Each of these emphases emerged from the broadly participative planning process during 1993-95.

1.B.6 The college has supported its planning and evaluation activities by budgeting for the various college-wide surveys, providing release time to the faculty chairpersons of its past and present planning initiatives, contracting with outside consultants (e.g., Kaludis Consulting Group for strategic planning; Brakeley John Price Jones Inc., for capital campaign planning), and by designating, in 1998-99, $10,000 from the President’s Discretionary Fund for support of departmental initiatives with respect to their assessment programs.

The college also hosted, in summer of 1997, a meeting of regional independent college leaders dedicated to “Transformational Assessment.” Linfield’s vice president for academic affairs served on the steering committee for this regional assessment initiative, supported by the Murdock Charitable Trust. One aim is to establish an informational clearing house for best practices in using assessment for institutional planning and for the improvement of student learning. To the extent this collaborative aim is realized, Linfield will be both a leader and a beneficiary from leadership among its Northwest sister institutions.

1.B.7 The original main goal of establishing an Office of Institutional Research was to provide a common base of data for college planning and assessment. This goal has been met. Other goals
for the office, such as using it to analyze and disseminate evaluation and assessment information to the relevant campus constituencies, have been only partially met. Staff turnover and a need to assist the Registrar’s Office in the transition to newer versions of COLLEAGUE (the college’s administrative computing system) have diverted much of the attention of the Office of Institutional Research. The budget for the 1998-99 fiscal year identifies funds for upgrading the half-time clerical position in Institutional Research to a full-time administrative post in January of 1999, and the college plans to have a full-time administrator in this position before the next fiscal year.

1.B.8 Systematic review of the process and procedures for institutional research awaits the final disposition of resources to that office and a final determination of its place in the college’s administrative structure. Review of our planning activities is continuous and on-going. We have sought the advice of outside consultants to shape and refine the process. We have continually emphasized the link between accreditation self-study and planning. Exploiting this link has proven a boon in that most of the referral groups for the strategic planning initiative were duplicates of drafting groups constituted for writing the self-study. In addition, the planning process has used, to the extent possible, the existing structures of faculty governance. This component of the planning process was added in response to comments directed to the Planning and Accreditation Steering Committee by the Faculty Executive Council. In ways both large and small, the planning and evaluation processes of the college are open to scrutiny by the community and subject to revision in light of warranted criticism.

1.B.9 Communicating with the public regarding institutional effectiveness takes place largely through the efforts of College Relations. For instance, several feature articles have been published about the fruits of student-faculty collaborative research, reflecting establishment of the collaborative research endowment as a goal of the college’s long-range plan. One of the fruits of the highly participative strategic planning process now underway is that campus-wide awareness of strategic issues is at an all-time high. (Acquisition of the Hewlett Packard property has accentuated this awareness.) Participating in the present intensive planning process along with other constituencies, staff in College Relations share in a generally heightened awareness of the need to convey our successes to the public. Over the longer run (after the new strategic plan is published and in force), the college may have to be more studied with regard to this expectation. The Offices of Academic Affairs and College Relations have identified better communication of institutional effectiveness as one of their administrative goals for 1998-99.

Analysis and Conclusion

Though the present mission statement accurately reflects the scope of Linfield College’s outreach, it is both too lengthy and too descriptive to serve adequately as a rallying point for the community as a whole. To reach a public jaded by familiar rhetoric the college needs to recast its faith in liberal education in visionary ways. We believe that a liberal education is valuable both for its intrinsic merits as well as valuable in serving as a sound basis for professional training, lifelong learning, and service to the larger community. So, too does the college need to renew the ways it communicates its emphasis on maintaining, in a rapidly changing higher educational climate, a caring environment rooted in close student-faculty relationships. These core ingredients have sustained Linfield College throughout its history, and they require new configurations both of principle and practice to keep them vibrant and relevant for the next century.

As respects the planning process itself, its broadly participatory nature is its greatest strength. This strength is reinforced by the use of the drafting groups for each chapter of this self-study as referral groups to feed into the planning process. This strategy has helped conserve effort and has closed the loop between self-study and planning.

Linfield’s greatest planning challenges lie in 1) identifying and compiling new sources of information vital to strategic planning; and 2) integrating insights and suggestions from a process that is
iterative, overlapping, and generative of an enormous flood of data. We conclude by analyzing how our planning design has stimulated both a demand for information and a method for managing an inherently diffuse and unbounded process.

Our planning effort is informed both by internal scans (based on focus group discussions and information gleaned from the accreditation process) and external scans. Focus group discussions among faculty and students in both McMinnville and Portland have been utilized to gather internal information about the college's vision. This effort is now being broadened to include alumni. Use of focus groups has also been made by the referral groups for staffing and student services.

External scans focus on finances, curriculum, information technology, faculty governance, and market demographics. In order to begin the external scanning, it was first necessary to identify a comparator group of colleges and assemble databases containing relevant information about these comparators. Linfield's comparators were identified on the basis of cross-applications, common jurisdictional membership (Pacific Consortium), and inclusion within an institutional pool with which Linfield has compared itself in the past for a variety of purposes.

Drawing on databases from the Integrated Postsecondary Data System (IPEDS), the Oregon Independent College Association, the National Association of College and University Business Officers, and CollegeSource, financial, staffing, library, and curricular information about these comparator institutions are being assembled and disseminated to the relevant planning referral groups. This will have a direct positive impact on the quality of their work. As an example, since the planning process will inform yearly budget allocations, one referral group is building a financial planning model which will be calibrated using benchmark values based on IPEDS financial data from our comparator institutions. Data about faculty governance structures and about ways in which other institutions have integrated information technology into their curricula are being assembled by two referral groups and will in turn inform their deliberations.

In order to ensure that the planning process adequately considers current market and demographic trends, the college has contracted with Human Capital Research Corporation (HCRC) to conduct two studies. HCRC will be transferring information about its data sources and methodologies as part of its work so that in the future these studies can be updated in-house as part of the college's on-going planning process.

The first study will identify demographic changes within Linfield's primary and secondary markets. The primary outcome from this study will be an enrollment demand model composed of a series of spreadsheets that will allow Linfield to assess potential enrollment demand under multiple scenarios of population growth, student profile, and market share. The second study will be a strategic competitor analysis to help Linfield evaluate its price-value vis-à-vis our competitors and gauge our overall competitive position in the market. The primary result from this study will be an assessment of Linfield's position organized around five key dimensions of institutional profile and performance—enrollment management, academic programming, educational investment, financial resources, and pricing and market position.

The planning process at Linfield is truly integrative. Its strong data-based component will inform the qualitative and quantitative recommendations of the Augmented Planning Committee. One of the important goals of the process is assembly of relevant external and internal data to augment the already useful data available in the Linfield Fact Book, which can be regularly updated and used by the college in its future planning efforts.
Attachment I-A: Current Mission Statement

The current Mission Statement is set forth below. The statement was originally adopted in 1983 and has been amended twice with the latest amendment approved by the Executive Committee of the Board of Trustees at its meeting on October 31, 1997.

Publications containing the Mission Statement are:
- The Catalog
- The Trustee Handbook
- The Faculty Handbook
- The Administrator Handbook

Mission Statement

Linfield College is a four-year, non-profit, co-educational, liberal arts institution historically and currently affiliated with the American Baptist Churches. All college operations are governed by administration and faculty with ultimate responsibility resting with the Board of Trustees. The college is committed primarily to the teaching of undergraduates in an atmosphere of academic freedom that fosters intellectual rigor, creativity, and a sense of personal and social responsibility.

Linfield is a teaching-oriented College that:
- Offers education in a variety of disciplines to encourage intellectual growth and to enhance career choices for its students;
- Prepares outstanding students for graduate programs;
- Maintains a residential community for students enrolled at the McMinnville Campus;
- Provides continuing education opportunities at selected locations;
- Maintains an undergraduate division and School of Nursing at the Portland Campus;
- Serves all students without regard to age, sex, sexual orientation, race, religion, national origin, or physical handicaps.

The College is committed to:
- Promoting study of the liberal arts as the unifying basis of all learning;
- Providing students with the opportunity to understand their world through a study of their heritage, contact with other cultures, exploration of the sciences and the arts, the experience of living and working in a community, and investigation of current critical issues;
- Offering students programs that provide a wide range of cultural experiences through international study;
- Supporting the Christian commitment of a large part of its constituency and the presence of other religious and ethical traditions in campus life;
- Creating a supportive, caring environment based on a close association between faculty and students;
- Promoting scholarly activity as an essential element of learning and faculty development;
- Providing attractive physical facilities to insure the effectiveness of the living-learning process;
- Helping students develop critical and analytical skills that will allow them to select, change, or enrich careers throughout their lifetimes; and
- Providing through the curriculum and the wide variety of campus activities experiences that direct students toward lifelong learning; toward understanding the needs of others; and toward contributing to a society which needs creative and constructive thought in citizenship, family life, employment, and leisure pursuits.

Adopted: November 5, 1983
Amended: February 24, 1995
Amended: October 31, 1997