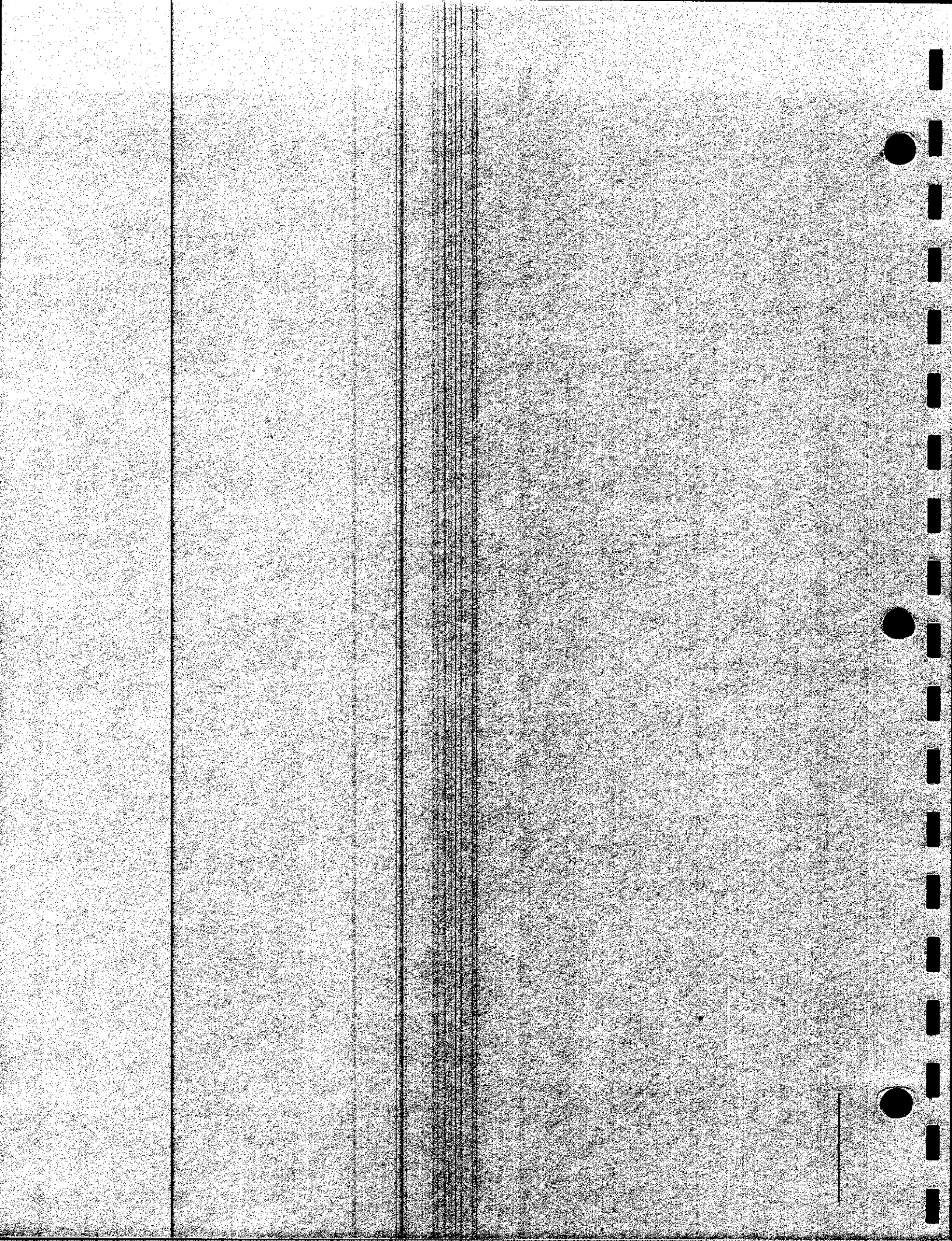


Institutional Identity

CHAPTER

1





Mission and Institutional Goals

Data Sources

Data came from faculty minutes, college catalog and constitution, 1987 Institutional Self-Study for MSA, 1992 Periodic Review Report, Board of Trustees' minutes, Long-Range Planning Document LBC 2000, Alumni Survey, and senior exit interviews.

Mission

According to its constitution, Lancaster Bible College (LBC) is a non-profit corporation

formed to conduct and maintain a truly Christian institution of higher learning with the Bible as the perpetual rule for its faith and practice, and with the aim of training believers in the Lord Jesus Christ for definite Christian work.

From this constitution a contemporary statement of mission and philosophy is derived:

Lancaster Bible College exists for the purpose of educating Christian men and women to live according to a Biblical world view and to serve through professional Christian ministries.

Throughout the past five years, the mission statement has been thoroughly examined by the campus community as well as by the extended community. Ongoing self-study processes, combined with various curricular considerations and increased enrollment, have involved a careful review of each word, as well as discussion of the appropriateness and relevancy of the mission statement for the 21st century.

Faculty

Beginning with a faculty workshop in August 1995 that emphasized values and vision and continuing throughout the entire semester at regularly scheduled meetings, faculty analyzed the mission statement. Ranking of comments from six discussion groups resulted in only one significant point: "the word 'educating' is too restrictive."

In December 1995 the faculty submitted a Summary of Comments Regarding LBC's Statement of Mission (Appendix 1) to the ad hoc LBC 2000+ Committee. This committee was responsible for soliciting input from internal and external college constituencies regarding the mission statement (and seven additional topics that will be discussed in Chapter 2, Institutional Development) and for submitting responses to the president.

In February 1996 the faculty evaluated a proposed modification of the mission statement prepared by the president from the responses of the constituencies. Faculty consensus was that

the proposal showed no substantive change from the present mission statement nor any significant clarification of word choice. Thus, faculty unanimously agreed that the present mission statement does reflect the institution adequately and concurred that campus activities are consistent with our mission and goal statements. Questions regarding the use of the institutional statement as a basis for planning will be addressed in Chapter 2, Institutional Development.

Administration

As part of the agenda of regular meetings of the Executive Council in October and November 1995 and January 1996, the eight administrators and the assistant to the president who compose this council closely scrutinized the mission and philosophy statements in open-ended discussions. They submitted their suggestions to the LBC 2000+ Committee. Basically, their summary of comments mirrored those of the faculty.

Board of Trustees

In August 1995 the board reviewed the mission statement, philosophy, and goals in preparation for further discussion and analysis. In November 1996 the board unanimously re-affirmed the mission statement.

In summary, the faculty, administrators, and board agree that the college mission is clearly stated, thoroughly understood, and accurately descriptive of LBC. It has been unanimously affirmed by these constituencies. Our institutional identity is a clear strength.

Institutional and Student Goals

To assist in accomplishing its purpose, the college has developed institutional and student goals (Catalog 12-13). The institutional goals were first formulated in 1980, categorized in 1985, and simplified into the current seven succinct goals that were ratified by the Board of Trustees in 1986.

The seven institutional goals are supplemented by ten student goals in order to provide general direction for LBC's programs. The student goals fall under four major headings in keeping with the mission statement and philosophy: One and two support a holistic approach to education; three and four deal with development of skills necessary for effective ministry and living; five, six, and ten relate to the individual emotionally, socially, and physically; goals seven, eight, and nine address leadership, citizenship, and cultural heritage. The goals are, in fact, a basis for our planning, for our educational programs, and for our student services. This ongoing process of identifying goals was deemed successful by the faculty as recorded in December 1995 in the conclusions of the Summary of Comments (Appendix 1). Analysis of the goals is included in Chapters 3, 4, and 5.

The self-study process revealed that LBC needs to be in a better position to analyze how well we are achieving our institutional goals. In fact, it became apparent that the outcomes assessment

plan is limited rather than comprehensive. Thus, there is a need to appoint a committee or an individual to be in charge of outcomes assessment on a consistent and continuing basis.

Institutional Governance

Organization

In considering governance of the college, it is important to recognize that four different levels of responsibility are involved. First, as mandated in the constitution, is the Corporation, the legal "owners" of the college. Second is the Board of Trustees, which functions on behalf of the Corporation as the legislative body responsible for all college policies, operations, and functions, and which reports its activities to the Corporation annually. Third are the officers of the administration, responsible to the president, and through him to the Board of Trustees and the Corporation. Fourth is the faculty who have principal responsibility for educational issues, subject to approval by the Executive Committee (discussed later) and the president, and through him by the trustees.

Corporation

As of June 30, 1996, the Corporation had 104 (including 5 honorary) members who meet annually to review the progress of the previous year and to gain knowledge of future plans. In addition, the Corporation elects to office the members of the Board of Trustees, a third of the total membership each year.

At the Corporation meeting each October, the president presents his Annual Report, with appropriate assistance from members of the administration and the board. (See listing of Corporation members in Appendix 2.)

Board of Trustees

The constitution authorizes the maintenance of a Board of Trustees composed of no fewer than 12 and no more than 25 members. The board meets four times a year. Currently it includes the president and 21 members. (Board of Trustees membership appears in Appendix 3.) Administrators are invited to be present at all board meetings, present their reports, and become involved in discussions by invitation.

Governance of the college is delegated by the Corporation to the Board of Trustees. In addition, the board is responsible for the appointment of the president, for election of members of the Corporation, and for nomination of trustees to be considered for election by the Corporation.

The board is organized into eight standing committees according to the usual pattern of educational institutions (Appendix 4). As the membership list indicates, members of the Corporation are invited to serve with the trustees on these committees. In a general sense, the

committees of the board serve as liaison between the officers of the administration and the Board of Trustees. All actions considered by the board are normally reviewed first by the appropriate committee.

Equity and Diversity

Of continuing concern to the Corporation and the board is the diversification of their membership to reflect the college constituency. (See Appendix 5 for Board and Corporation Membership List and Analysis.)

Established by mandate of the president in May 1990, a Task Force on Equity and Diversity developed an institutional self-study assessing these issues. The specific charge was to examine "the spiritual, cultural, racial, economic, and sexual equities and diversities on the campus of LBC." Membership included three students, two faculty members, and one representative from staff, administration, alumni, board, and Corporation. One-half of the members were from minority groups; four of the ten were women.

After an extensive study, which is contained in a report available in the team resource file, the task force developed a position statement and nine recommendations involving the following areas:

1. Sustained commitment to equity and diversity
2. Membership composition of the Corporation and the Board of Trustees
3. Hiring procedures for faculty and staff
4. Student recruitment procedures
5. Policies and financial resources affecting scholarships and grants for students
6. Remedial and tutorial assistance programs
7. College curriculum
8. Campus environment and student life
9. Extent and composition of the college's constituency

Progress has been made on some of the recommendations, namely, 2, 5, 6, 7, 8, and 9. For example, efforts are being directed toward obtaining more diverse membership on the Corporation and board. Discount/scholarship funds to minority students have increased over the last five years. Minority programming has increased. The remedial assistance program has expanded. A review of the college curriculum has shown the need for a program for women in ministry (details available in the team resource file). The student body reflects an increased minority population that mirrors the community of Lancaster County. Nevertheless, the remaining recommendations need further study.

The president and administration continue to work toward achieving equity and diversity in seeking personnel, in preparing students for ministry, and in selecting leadership for major events. In attempting to expand the Corporation for broader representation they have approached numerous minority representatives, unfortunately with limited success. The board and

Corporation combined number 104: 92 white males, 9 white females, 2 black males, and 1 disabled white male. Between 1990 and 1995 two additional black members left the Corporation because of time constraints and change of location.

In Fall 1996 the college had 102 regular employees, consisting of 48 white males, 51 white females, 1 Asian female, 1 American Indian female, and 1 disabled white male. The student body numbered 588, comprised of 234 white males, 308 white females, 10 black males, 6 black females, 4 Asian males, 9 Asian females, 3 Hispanic males, 4 Hispanic females, 2 disabled males, 2 disabled females, 7 international male students, and 3 international female students.

While the LBC student population mirrors the community of Lancaster County and comparable educational institutions, the college has had difficulty in attracting and retaining minority employees, board members, and Corporation members. Whenever positions are vacant or the Corporation is being expanded, the question of seeking qualified minority representation is always at the forefront of the discussion.

In short, the college continues to be committed to recommendations of the 1990 task force so as to seek a proper and balanced focus on the issues of equity and diversity in keeping with its mission, biblical orientation, and constituency needs.

Board Effectiveness

Because the Board of Trustees meets four times a year, because its committees follow a similar schedule, and because most of the trustees attend nearly all of their committee meetings, a close relationship is maintained among the president, the administration, and the board. The president is thus able to keep the trustees well informed about the condition of the college. In turn, the president learns the views of the trustees through committee meetings as well as through stated meetings of the board.

A close relationship is also maintained between the board and individuals responsible for mid-level management of the college. From time to time these persons are invited to the appropriate board committee to maintain direct-line communication regarding their areas of responsibility. This practice has proven beneficial for the last 17 years.

The fact that the trustees elect the members of the Corporation, while the Corporation elects the trustees, calls for comment. The Corporation/board arrangement at LBC is not unique. Southern Methodist University and a number of other schools have a similar governance arrangement. Constitutionally and procedurally there is no conflict or lack of clarity in the operation. The Board of Trustees operates like the board of any other college with the exception of an annual meeting where they report to another body that is technically and legally the owner of the college. The Corporation does not have the authority to override or change the actions of the board; the actions are simply received into the record.

Serving on the Corporation is good preparation for future board members. Members are brought onto the Corporation who have already demonstrated an interest in LBC through attendance at events, financial support, or general promotion of the welfare of the college. Once on the Corporation, they are invited to be members of various board committees. Committee membership prepares them for board membership in a very specific way, as they get a better and closer inside look at LBC.

The Corporation is established, like the board, in three classes of three-year terms each. Thus, each year approximately one-third of the Corporation is elected to office. Their participation and involvement with the college are evaluated by the Membership Committee of the Board; and members are invited to continue or not to continue on the Corporation, dependent upon their record of support, participation, and financial giving. The same procedure is used for board membership. This type of governance is working well, even though it takes a great deal of time, effort, analysis, and courage.

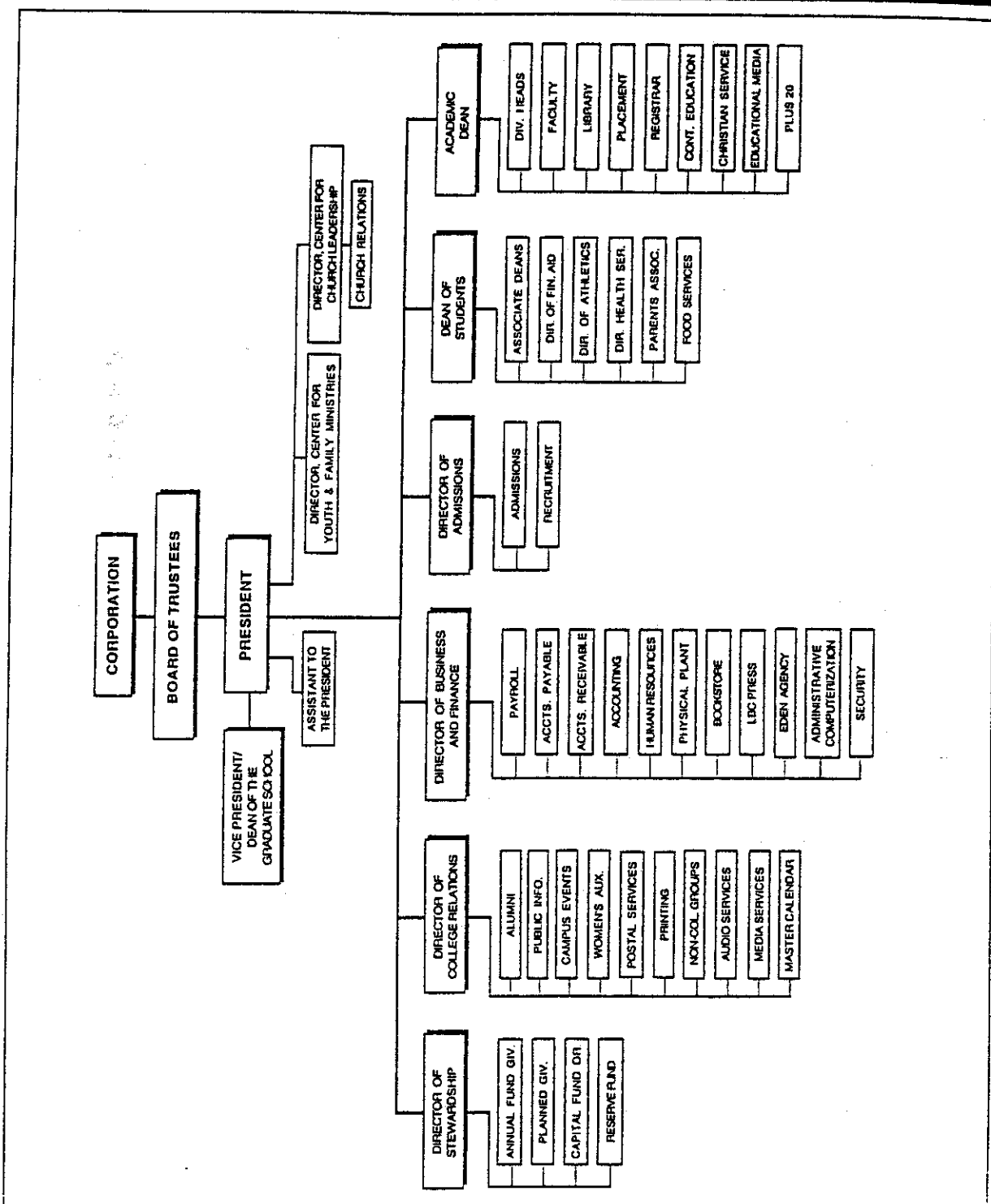
In summary, the Board of Trustees governs effectively. Data from board surveys, self-evaluations, and performance appraisals of the president show that they make an effort to fulfill their responsibilities well. Members appear to know and understand their role to be policy setting, resource development, and overall evaluation and approval. Although they avoid involvement in the daily operations of the college, they remain closely informed through quarterly reports written by administrators who also attend board meetings to answer questions.

Administrative Structure

The president is appointed by the trustees, as specified in the by-laws of the Corporation. When he retires from office, selecting his replacement will be a challenge for the board because of the critical role of the president in a small, single-purpose institution. In anticipation of this event, an ad hoc committee has been appointed by the board to plan for this necessary transition.

The other officers of the administration are nominated to the trustees by the president. At present the office of the vice president and the other six principal administrative offices are held by individuals listed in Appendix 6. Dr. Thomas Figart became the interim academic dean at the resignation of the dean in September 1996. A permanent replacement is being sought. Each of these seven administrators meets at least once a month with the president. The following chart outlines the relationship among the several administrative positions:

COLLEGE ADMINISTRATIVE CHART



The administrative structure includes the Executive Council that meets monthly. It is made up of the seven administrators listed earlier. In accordance with the by-laws, the council serves primarily as an advisory group to the president. Its function is to be a forum for matters that have cross-departmental or total institutional impact. The administrators submit items to be put on the agenda. The president also brings to the council questions about which he is seeking advice and direction. Although there is not always complete unanimity in the council, there is harmony and commitment to LBC's mission. If there is an obvious difference of opinion that cannot be reconciled, the president makes the decision. Overall, the administrative structure is effective.

In 1995 the executive vice president accepted the position of vice president and dean of the graduate school. While his primary responsibility is with the graduate program, he continues to assist the president as requested. He retains defined responsibilities regarding certain areas of the general college operation, such as chairing the committee that supervises the investment portfolio, supervising accreditation relationships, and providing general academic planning and oversight. In the prolonged absence of the president or in the case of his disability, the vice president would act fully as the president.

When the position of the executive vice president changed, the president's secretary was made assistant to the president. She assumed some of the responsibilities previously handled by the vice president, such as assisting the president in planning, acting as a liaison with governmental agencies, and gathering institutional data. The role of the general secretary in the president's office has also changed. Her title is now secretary to the president. In this revised structure, the presidency should be aided and strengthened.

In the course of this current self-study process, the need for gathering useful data, analyzing that data, and above all, utilizing the results, surfaced repeatedly. A good start in gathering data has been made since the 1992 Periodic Review Report (PRR); little is being done, however, to analyze the appropriateness of the data or to utilize it effectively. It is expected that changes in the role of the assistant to the president will partially address this need.

Any discussion of institutional effectiveness must include the question of how well students and faculty participate in institutional governance. The opportunities for faculty participation in the formation and governance of educational policies, programs, and facilities are analyzed in Chapter 4, Learning Resources. Chapter 5, Student Services, addresses student involvement in institutional governance.

Maintaining Institutional Identity

A clear strength of LBC for 63 years has been its steadfast devotion to the reason for its existence. Because there is agreement among members of the Corporation, trustees, administration, faculty, staff, alumni, and extramural constituency that the identity of the college must not be permitted to change, it is important to explain how this steadfastness of purpose is being preserved.

The foundation for maintaining a clear institutional identity is the appointment process for all persons having any association with the college, whether members of the Corporation, trustees, administrative officers, faculty, or staff. Although a variety of standards is utilized in making the several appointments, the final criterion that ultimately supersedes all the rest is a fully honest agreement with the stated mission of the college and a willingness to do whatever may be possible to further it.

At present there is no known minority opinion among these persons regarding the statement of the mission. They all support it fully. Further, they all have a sense that they hold in trust the welfare and mission of the college as representatives of the generations of graduates, their families, churches, faculty, and other members of the several constituencies that have supported the college.

In addition to the appointment process, institutional identity is maintained through the development and evaluation of new programs, recruitment procedures, policy formation, and Christian service assignments. All are in concert with institutional identity.

Recommendations

1. A committee or individual should be appointed to develop a comprehensive outcomes program.
2. The process of gathering appropriate institutional data, analyzing that data, and above all, utilizing the results should be re-examined and refined.
3. The nine areas of recommendation of the 1990 Task Force on Equity and Diversity should be reviewed by appropriate administrators for suggested strategies for further action.

