

## CORE COMPONENT 1A

**The organization's mission documents are clear and articulate publicly the organization's commitments.**

### *Introduction*

**G**reenville College has adopted a group of key foundational documents that have endured for decades. These mission documents clearly identify the College's commitments and values as an institution to both internal and external constituents. These documents are regularly examined, discussed and revised to identify the fundamental elements of Greenville College's identity and values. Our key foundational documents are the statements of our Identity, Mission, Vision, Theological Assumptions, Institutional Goals and Objectives, Philosophy of Education, and Statement on Academic Freedom (see Appendix 1a.1 for these statements).

#### WEB RESOURCE:

[www.greenville.edu/campus/mission.shtml](http://www.greenville.edu/campus/mission.shtml)

Policy and planning documents flowing from and developed in response to the Mission, undergird the work of the College. They include the Strategic Plans (New Millennium Commission 2000 and 2004), the *Student Handbook*, *Faculty Handbook*, *Staff and Administrative Staff Handbook*, and the Greenville College Lifestyle Statement (see resource room, Exhibits Introduction 1a.1 to 1a.5). The findings in this core component illustrate how the College operates with a Mission that is widely known and transformed – retaining foundational aspects of the past while taking on new meanings necessary for the future.

**Finding 1a.1: The Board of Trustees adopted statements of mission, vision, goals, and objectives that clearly and broadly define the Mission of Greenville College.**

During the 1994-95 school year the Board of Trustees followed a strategic thinking process that included consideration of the Greenville College foundational documents. During the next two years, following the mandate of the Board, the faculty hammered out word by word the Identity, Mission, Philosophy of Education, Theological Assumptions, and the Institutional Goals and Objectives. A committee of faculty worked on drafts of the documents which were discussed by the full faculty where wide input was received, and the process was repeated for two full years until the final drafts were developed and adopted by the faculty in December of 1995 and February of 1996. After President Mannoia assumed office there was reconsideration of the documents. After significant faculty input and approval, at their November 1999 meeting the Board of Trustees endorsed the College's newly revised Identity Statement and revised Mission Statement. In 2003 an explication and justification for the Mission Statement revisions was added to the *Board of Trustees Policy Manual* (refer to Exhibit 1a.1).

The New Millennium Commission (NMC), a strategic planning group launched by the President in 1999, completed its first cycle of planning in spring 2000. The goals and initiatives outlined in the report were endorsed by the Board of Trustees in May 2000. The current Vision statement was created in the second normal cycle of the NMC, involving Cabinet, Faculty, and Board of Trustees, and was then endorsed by the Trustees at their May 2004 meeting (Refer to Criterion 2 for further discussion of the NMC process and results; Exhibit Introduction 1a.1 contains copies of the 2000 and 2004 strategic plans).

WEB RESOURCE:

[www.greenville.edu/campus/millennium/nmc2003/](http://www.greenville.edu/campus/millennium/nmc2003/)

**Finding 1a.2: The mission documents define Greenville College's commitments to the internal and external constituencies the institution intends to serve.**

Our internal constituencies include students, faculty, administrators, staff, and the Board of Trustees. Our external constituencies include alumni, church leaders, friends of the College, prospective students and their parents, the Greenville community, and the society that our graduates serve. Our Identity Statement asserts that we are "committed to challenging and nurturing students" and that we provide an education that is "characterized by open inquiry into all of creation."

The Mission Statement says that Greenville College "transforms students for lives of character and service" and pledges a "Christ-centered education." According to the *Greenville College Catalog*, "this mission makes Greenville College a vital place where students learn and grow." The Vision also describes the College's "commitment to Jesus Christ."

The Theological Assumptions describe the College's commitment to a "living and learning environment which nurtures the whole person." The Assumptions explain that rather than a strictly sectarian approach, the institution embraces an orthodox Christianity which affirms the Apostle's Creed.

The Christianity of the faculty and administration is practiced by a wedding of faith and learning and manifests itself in approaching personal interactions, teaching, and administrative duties from a Christian worldview. Students are encouraged to interact with faculty and administrative staff about academic, personal, and spiritual matters. Through study together, the faculty and students "seek to promote a more humane and just future for all people." (*College Catalog 2005-06*, Exhibit 1a.2.1)

Through its curriculum and co-curriculum, the Institutional Goals and Objectives reveal the College's commitments to the larger community, church, and society. Greenville College's twin purposes, "education for character and service," are an intrinsic value and a practical value. Education for service had been a priority for the two preceding presidents. When President Mannoia arrived in 1999, the element of character was added to the statement, recalling the words of our first president, Wilson T. Hogue, in 1892, who said, "Education for character will always be our motto." These two values

## WEB RESOURCE:

[www.greenville.edu/publications/mannoiatexts/vision.shtml](http://www.greenville.edu/publications/mannoiatexts/vision.shtml)

AND

[www.greenville.edu/publications/mannoiatexts/christianliberalarts.shtml](http://www.greenville.edu/publications/mannoiatexts/christianliberalarts.shtml)

have been at the heart of President Mannoia's own writing on this subject not only in articles but also in his book on Christian Liberal Arts Education, published the year he arrived at Greenville College (Mannoia, 1999, 2000).

Both are worked out through nine goals by which the College seeks to prepare students for effective lives of integrity and service to society. Goal three exhorts the student to "exercise stewardship over one's physical and biological environment." Goal four commits to the objective of understanding "the human race, our civilization, our society, our technological environment, and other cultures." Goal five affirms "persons of all ethnic and racial backgrounds." Goal six attests to the importance of communicating effectively and responsibly with others. Goal nine of the Institutional Goals and Objectives is specific about how the College would like its graduates to respond to God's expression: "to fully embrace one's role in the Body of Christ," and to "be sensitive to the Spirit of God at work in the individual, the church, and the world."

Greenville College is committed to a healthy and productive relationship with the Free Methodist Church of North America (FM). The College Church Advisory Committee minutes report that the President, the Director of Alumni and Church Relations, Vice President for Advancement, and members of the Religion Department interact regularly with members of the FM leadership in an effort to find ways to articulate the Mission of the College (refer to Exhibit 1a.2.2). The College shows its commitment to the FM Church in its Greenville College By-Laws (refer to Exhibit 1a.2.3). The membership make-up of the Board must be "fifty percent of the trustees plus one" from the Free Methodist Church of North America and "at least three trustees shall be elders of the Free Methodist Church of North America." The College is also a member of both the Council for Christian Colleges and Universities and the Christian College Consortium, as well as being a part of the AFMEI (Association of Free Methodist Educational Institutions). As a member of the latter, the College is not owned by, but is affiliated with the Free Methodist Church, its founding denomination.

Greenville College's mission documents reveal its commitment to diversity and educating students of diverse backgrounds. The Philosophy of Education states, "...we bear a responsibility to live as a functional part of society in its diverse manifestations. This requires sensitivity to culture, ethnicity, race, gender, religious tradition and practice, and social class." Regarding *character*, the College affirms "all that is true, good, and beautiful." Regarding *service*, the College believes students are obliged to "exercise stewardship over all of creation" and prizes "the ethics of love and the responsibility for bringing good news and personal relief to all, with special care for the poor and downtrodden." In particular, President Mannoia (1993) has written about the central role played by diversity of all kinds in the process of shaping character.

The Statement on Academic Freedom, which has endured for a half a century, outlines Greenville College's commitment to the faculty. It points out that the College "expects its faculty members to be Christian in faith and action, but does not expect them to pledge themselves to any rigid conformity in relation to thoughts and actions." The

## WEB RESOURCE:

[www.greenville.edu/publications/mannoiatexts/christianlibarts.shtml](http://www.greenville.edu/publications/mannoiatexts/christianlibarts.shtml)

College's institutional philosophy as described in the Statement on Academic Freedom shows a strong commitment to and trust in the judgment of the professor. The College "requires every teacher and student to investigate, to draw conclusions freely, and to communicate the findings as the teacher believes it is appropriate to do so." The Statement further commits to the students and other constituents that in the quest for truth "...the teacher will always act judiciously and responsibly toward the students of the College, fellow faculty members, the larger Christian constituency which the College attempts to serve, and the larger society."

**Finding 1a.3: Greenville College makes the mission documents available to the public, particularly to prospective and enrolled students.**

All of the College's foundational documents (statements of Identity, Mission, Vision, Theological Assumptions, Institutional Goals and Objectives, Philosophy of Education, and Statement on Academic Freedom) appear in the College Catalog (refer to Exhibit 1a.2.1) and on the College's web site. This provides access to the mission documents by prospective students, their parents, current students, and the general public.

WEB RESOURCE:

[www.greenville.edu/campus/mission.shtml](http://www.greenville.edu/campus/mission.shtml)

THE CURRENT AND PAST EDITIONS OF THE COLLEGE CATALOG ARE AVAILABLE AT [www.greenville.edu/academics](http://www.greenville.edu/academics)

Our general education curriculum builds intentionally on the College's mission documents, especially in the Freshman and Senior year. One of the twin goals is to educate for service. This is accomplished not only through preparation in the disciplines, but by a special focus on three-fold integration, distinctive to Greenville College. New Student Orientation and COR 101: Foundations in the Liberal Arts, a course required of all first-semester Freshmen, introduces and examines the Mission throughout the semester. COR 401, a class for all seniors, reexamines the Mission and Institutional Goals, and assesses the accomplishment of those goals.

The Mission Statement has appeared in the College magazine, *The Record*, which is distributed to alumni and friends several times each year. The lead article in the Winter 1995 issue of *The Record* was entitled "Why We Have a Strategic Plan," and was written by former president Robert E. Smith. The second page of that article highlighted the Mission Statement. The development of the current Mission Statement was a significant part of the lead article from then and current President V. James Mannoia in the Fall/Winter 1999 issue of *The Record* (refer to Exhibit 1a.3.1).

Prospective faculty candidates are sent mission documents before they are interviewed, and these documents are an integral part of the interview process. Heavy consideration is given to the documents in the interview with the President. The mission documents are sent to external reviewers and become an important aspect of academic departmental reviews.

Framed statements of our Mission are posted in numerous locations around campus where enrolled students, prospective students, their parents, and other visitors can read them. Our Mission Statement also appears on the back of executive, faculty

and administrative staff business cards. The VPAA has asked faculty to include the Mission Statement and Institutional Goals and Objectives on each course syllabus. Mission documents appear in the *Faculty Handbook*, the *Staff and Administrative Staff Handbook*, and in the *Student Handbook*. The President gives a talk about the Mission Statement to the entire incoming class each fall, at an overnight retreat. For these reasons, remarkably, most faculty members and administrators as well as many students can quote it from memory.

**Finding 1a.4: The mission documents contain a strong commitment to high academic standards, and state goals for the learning to be achieved by its students.**

The goals for student learning are stated in the Mission Statement, which says that the goal of the College is to prepare students "...for lives of character and service through a Christ-centered education in the liberating arts and sciences." This statement sets forth five goals in particular—1) a Christ-centered education, 2) in the liberating arts and 3) sciences, for lives of 4) character, and 5) service. One elaboration of what these mean can be found in a book by President Mannoia, *Christian Liberal Arts: An Education That Goes Beyond* (refer to Exhibit 1a.4.1) The accompanying Greenville College Identity states that "we are dedicated to excellence in higher education."

The Mission Statement rationale approved in 2000 and included in the Board of Trustees Handbook November 2003, explains the Mission Statement. High academic standards must be met in order for students to be "transformed for lives of...service." (refer to Exhibit 1a.4.2). The marketplace demands well prepared graduates and the College is determined to graduate them. President Mannoia's book, published in 2000, illustrates that both education for character and education for service require a standard that "goes beyond" what is usually expected in institutions not committed to Christian liberal arts.

The Vision also makes a commitment to high academic standards. "Greenville College will be known as a premier Christian liberal arts college, committed to high academic standards, welcoming and open spirited in attitude yet principled and passionate in commitment to Jesus Christ."

The Institutional Goals and Objectives clearly state nine goals for student learning. "The College has committed itself to education for character and service. Therefore, through our curriculum and co-curriculum, we intend that each graduate accomplish nine educational goals."

The Philosophy of Education points out that "to learn, throughout our lives, we must do more than gain knowledge. We must also integrate our knowledge with the adaptive coping skills—skills which we develop through our life experiences and temper by spiritual discernment." Greenville College's pursuit of its objectives "unifies both spiritual and academic aims, in an effort to minister to the whole person."

The Statement on Academic Freedom “mandates the quest for truth” and “requires every teacher and student to investigate” and “to draw conclusions freely.”

**Finding 1a.5: Greenville College regularly evaluates and, when appropriate, revises the mission documents.**

The Mission Statement that appeared in the *1995-96 Greenville College Catalog* (refer to Exhibit 1a.5.1) read as follows: “Greenville College is a Christian community committed to excellence in higher education and grounded in both the liberal arts tradition and a rich Wesleyan heritage. We seek to equip students for lives of effective leadership and redemptive servanthood through an education characterized by open inquiry into all creation and guided by the authority of Scripture, tradition, reason, and experience.” Soon after V. James Mannoia became president, the faculty began a review of that Mission Statement, which was revised in the 1999-2000 school year to the current wording. The Theological Assumptions were revisited and reaffirmed by a vote of the faculty in the spring of 2004.

The New Millennium Commission provides Strategic Planning for Greenville College. In August 1999 President Mannoia recognized the need to formalize the strategic planning process and to continue to set the stage for the implementation of the College’s Mission. From the fall of 1999 through the spring of 2000 the first strategic plan was developed (refer to Exhibit 1a.5.2). As part of this process, the current Mission Statement for the College was developed. In April of 2002 the New Millennium Commission was reconvened in its second normal cycle to assess our progress, and to revise our major goals, strategies, and action plans. The Vision was also revised in this cycle and the new strategic plan was launched in 2004.

**Summary**

The foundational documents of Greenville College are an integral part of the institution. They are current, and they are pervasive. Although the leadership of the College has changed over the years, and the focus of the mission documents has varied, the commitment to educate students in developing strong character who will serve the world has not wavered.

**Areas for Improvement**

The Greenville College mission, vision, values, and goals documents characterize the varied internal and external constituencies the organization intends to serve. Still, there are different opinions voiced by various groups about the role of a Christian college and how its mission is enacted. Such tension and dialogue indicates engagement and a healthy concern of the kind to be expected in a liberal arts environment. Periodic examination of our mission documents will lead to constructive ways of resolving, or at least clarifying, differences of opinion and policy and strengthen our efforts to communicate and carry out our Mission.